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Strategies for inclusion and social cohesion in Europe from education

WORKING PAPER:

**SOCIAL AND EDUCATIONAL EXCLUSION FROM THE ACTORS
PERSPECTIVE**

Project 4 Work package 15

(Survey of NGOs working with vulnerable groups - Romania)

UVT

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INDEX

INTRODUCTION

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 groups

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

- 5.2.1 Educational elements increasing vulnerability during the crisis
- 5.2.2 Educational elements to overcome the exclusion

- 5.2.3 Successful practices in education, employment, health, housing, political and social participation
- 5.2.4 Other practices in NGOs to overcome exclusion

6. CONCLUSIONS AND DISCUSSION

ANNEX

List of survey participants

INTRODUCTION

The survey of the NGO's is a part of **Project 4**, with the objective: *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 (Annex I, p.5).*

Specifically, the objective of the **workpackage15** is: *To identify and analyse the connection between processes of social exclusion and inclusion and educational opportunities from the social agent's perspective (Annex I, p.38).*

For the selection of the NGO's, the main goal of this research phase must be considered: *to identify the relationships between processes of social exclusion and inclusion and educational opportunities from the perspective of professionals working with these groups. In that sense, we will look at the way in which NGO's take this aspect into account in their interventions. Therefore, the questionnaire will lead to the identification of some elements which help reduce or prevent social and educational exclusion for vulnerable groups from the perspective of the NGOs. (Draft months 37-54)*

Apart from Romania, surveys with the same questionnaire were carried out in Spain, Cyprus, Italy, Latvia, and Hungary.

National context in Romania

Migrants. Romania's slow and difficult transition of from a communist to a capitalist economy, corroborated with the notorious corruption of the 1990s Romanian (neo-socialist) authorities, paved the way for Romania to become a primary country of origin of labor migration in the 1990s, mainly in a legal form. This flow of labor migration naturally soared after the fall of the Iron Curtain, as passport administration and international travel were liberalized. Consequently an alarming number of Romanian migrant workers migrated to Western Europe legally. 170,000 persons emigrated legally, only in the first 3 years after the fall of Communism in Romania. Most of them did not return to Romania, deciding to choose their host country as their country of future residence.

This phenomenon naturally triggered a considerable crisis on the economic markets of these West European countries during the 1990s, due to the unexpectedly massive number of immigrants ready to accept any (un)skilled job openings, for fewer wage than the local residents of the host countries. This consequently led on the one hand to an increase of unemployment among the nationals of the host countries, while on the other hand, to an upsurge of negative feelings towards to influx of CEE immigrants. Consequently, during the 1990s the host country authorities were forced to impose certain sanctions in order to curb and maintain Romanian westwards migration within a restricted framework.

The very same phenomenon led to serious economic issues in the source country, Romania, as well. In the first half of the decade, the unprecedented labor force emigration caused a serious deficit of skilled and unskilled work force in the Romanian society: from 1990 to 2002 employment declined alarmingly by 44%, causing 3.5 million jobs to vanish. Most of the heavy industry and infrastructure/construction industry work force vanished, these industries being vended to foreign investors, as late as the end of the decade. It is important to mention that it is not only labor migration per se which caused this serious deficit. Naturally, the vast majority of the work migrants left to other countries for better earning possibilities, such as Israel, Turkey and Hungary (1990-1995), Germany, Italy, Spain and Western Europe in general (1996-2002) and at present, since 2002, UK, Portugal, Switzerland, Ireland, Spain, Italy, and others wealthy countries being assaulted.

Nevertheless it is paramount to mention that Romania suffered since the beginning, especially middle of the 1990s an alarming emigration of highly qualified specialists. The most usual trajectory has been full/partial study scholarships offered to the top ranking Romanian students by universities in the USA, UK, Ireland, France and Germany, followed by secure and well paid employment possibilities on these host countries' markets. Large salaries and a by far more prestigious social status constantly encourage Romanian intelligence emigration. The most notable areas of emigration study and employment in this sector are Sciences and Human Rights: Computer Sciences, Political Studies, and International Law-Human Rights. In 2006 alone, the United States provided through private job placement companies 14,742 jobs, involving summer work for Romanian students.

Moreover it is not only top-ranking student who are emigrating to West Europe and the USA, but the top-ranking skilled professionals, especially academia and research specialists from all domains. This outflow commenced immediately after the fall of the Iron Curtain in the very early 1990s (this a few years earlier than the top students' emigration flow) and mostly stopped at the end of the same decade, while the students outpour is still a paramount issue. Thus the Romanian academia and society lost its very best and skilled specialists in all fields at the very start of its troublesome transition.

As far as the acceptance, integration of vulnerable immigrants, Romania still faces very serious issues. There is not even reliable documentation on these psychosocial and legal aspects, let alone any official effective programs of integration of any of the immigrants. The Romanian authorities and the Romanian society are not yet prepared to effectively integrate, accept and live in harmony with their own ethnic minorities such as the Roma community or sexual minorities, let alone the mainstream mentalities regarding alien immigrants: work force, political asylum seekers (most often African) or students. A too high level xenophobia, anti-Semitism and generally, discomfort with 'the Other/the Different' is still sensed in the Romanian society and mass-media, having in view the fact that we have become a Schengen and EU community years ago.

Nevertheless the legal procedure difficulties in the process of naturalization in Romania, meant to discourage applications, have contributed to the decrease in the number of asylum applications.

Romania is likely to become an attractive destination for migrants from outside the European Union, having become an EU and Schengen country since January 1, 2007. Several researches indicate that migration from Romania will breed further migration, both regular and irregular. Romanian authorities may expect and prepare for a considerable increase in immigration. ¹

Ethnic minorities.

Romania has the largest population of Roma in Europe, with an official count at 535,000, or 2.5 percent of the population, and an unofficial estimate ranging from 1,800,000 to 2,500,000 – or between 8.3 percent and 11.5 percent of the

¹ Data about migrants in Romania are mainly from:

- Romanian National Refugee Office: <http://www.cnrr.ro>
- Neumann, V. N.: Popor sau Natiune? Despre identitatile politice europene, (Romanians from all the world, People or Nation? About European Political Identities, Bucharest: Ed. Curtea Veche, 2005.

population. The poverty rate among Roma is three times higher than the average poverty rate in Romania. This high level of poverty is due to many factors, including poor health and education, limited opportunities in the labor market, and discrimination, all of which contribute to a vicious cycle of poverty and exclusion.

Romania has ratified most international human rights and minority rights protection documents adopted by the United Nations and the Council of Europe. Romania has also developed elements of legislation against discrimination within the framework of different larger national laws. However, Romania has received warnings from the EU regarding the protection of minorities, especially concerning the Roma. The warnings state that the country has done little in establishing policies ensuring “a zero level of tolerance against racist manifestations.” There is still much to do to establish a favorable legal framework and related enforcement mechanisms for the protection of minorities, including Roma.

Roma minorities are under-represented in the different state structures. Since 1989, the only Roma political party present in the parliament has been the Roma Social Democratic Party.

Although a quite large number of Roma NGOs are registered, only few of them are active. While at the national level there is 20-30 active Roma NGOs representing Roma interest, at the local level the small Roma NGOs are not empowered. Since 1989 Romanian authorities have showed interest for Roma issues and created different structures and institution within the government and at the local level. These institutions do not always have the means and capacity to influence important policies and programs. (Source: *World Bank Romania Country Brief 2006.*)

Romania’s education system has been in transition for more than a decade. Currently, the system is characterized by major instability, principally due to the lack of a sound legal framework. New legislation is needed. In 2005, Romania started the decentralization of its education system with pilot projects in three counties. The process is expected to be completed by 2010.

In addressing Roma education, the Ministry of Education and Research has been trying to create a support structure by building on the inspectors and school mediators at the local level. However, in most cases, these promising and well-intended measures brought about insufficient results, principally due to lack of

sustainability. At present, Roma children still have low rates of attendance and enrolment in the Romanian education system.

More specifically, the education system in Romania is characterized by the following problems for Roma:

Roma children have low enrolment rates in pre-school/kindergarten, and they face severe enrolment barriers in primary education.

There is a lack of adequate desegregation policies and enforcement measures.

There is an extensive number of Roma children placed in special education.

The unsupportive education, financing, and management system discriminates against children from poor families.

Extensive disparities exist in the quality of education, due to different curriculum standards. Also, Roma culture is not well recognized in schools and school curricula, and multicultural education rarely forms part of teachers' education or in-service training.

In addition to these problems, some of the upcoming systemic changes related to the decentralization process might even worsen the situation of Roma children when it comes to their access to education and the quality of that schooling.

Some potential consequences of the changes are as follows:

Discrimination and segregation could become more severe because of the discretion left to local authority in many aspects of education.

The benefits of per capita financing of education could be undermined by negotiated contracts that limit incentives to enroll Roma children.

Parental choice could play against marginalized groups like the Roma.

New school accreditation mechanisms will likely affect schools with low performance without providing any safeguards.

These systemic barriers in Romania are reinforced by a negative attitude of the majority of society against those living in poverty, especially in socially segregated communities. Roma children generally face low expectations from their parents, due to the low levels of parental education. Roma children lack the necessary role models of successful Roma when leaving in segregated environment and are required to take part in different household and income generating activities, which leave limited time for studying. Early marriages in

isolated communities and seasonal migration of Roma families, including children from rural areas, represent further barriers for school enrolment.²

Women.

Women account for 51.3 % of the population in Romania, but in terms of access to rights, resources and decision-making in the society, opportunities available to women are rather limited. Full social participation of women and promotion of gender equality remain key objectives for Romania in the context of serious commitments taken in this respect even before, in comparison with other countries.

According to the census conducted in 2002, 53.8 % of persons pursuing education in higher education institutions were women.

Poorer access of women cannot be ascertained at any level of education, and women are over-represented in post-secondary and higher education.

Although access to education is not discriminatory, social participation of women after graduation is rather low; this suggests the risk of unequal opportunities in terms of pursuing a career after graduation.

The major objective of the current policies is to promote the participation of women on the labor market. Data on occupational participation do not reveal any significant difference to the disadvantage of women, 44,5% of employees are women. In 2003, the level of average salary incomes of women was with 17, 6% lower than that of men.

Differences in salaries are medium, and the reason why they occur is mainly the fact that earnings in economic branches in which women make the majority (such as education, trade, health and social assistance) range below the medium income per economy.

Differences between gross salaries of women, compared to those of men, are noticeable between different fields and in terms of their evolution during 1994 - 2001. As for involvement of women in business, women are partners or administrators in 49.7% of the companies registered during December 1990 – December 2000. It is remarkable that women's access to managerial and management positions has increased as well.

² Data about Roma population are from: *Country Assessment and the Roma Education Fund's Strategic Directions*, © Roma Education Fund, 2007

The data from the surveys indicate unequal roles in households – women are mainly in charge for ‘homey’ works, but tasks in the household are redistributed and assigned by agreement. Overloading of women with tasks in the household becomes even a bigger problem if we take into account a majority of households under-equipped with home appliances and an under-developed provision of household services³.

Youth.

Young people (15 to 24 years of age), statistically represent 17% of the entire population of Romania: therefore we can see that youth and children represent more than one third of the entire population. At this time the youth represents about 3.350.000 people. By origin, approximately 57% are from the urban environment and 43% from the rural environment.

Due to migration of young people from the rural to the urban environment, the material resources needed to buy a house are diminished. This determines a decrease in birth rate and the postponement of marriage. As there are few high schools in the rural environment, the young people that attend one are forced to move out of their parents’ home.

With respect to students, about 10% of them come from the rural areas and 28 % of them are living in student dormitories which means that over 130 000 students are studying elsewhere than where they live. This migration of the population added to the will of young people not to return to the rural environment leads to one of the main problems that the young people are facing: the lack of housing.

This phenomenon is also seen in universities. Therefore young people coming from the rural environment will face the problem of acquiring a residence especially when they decide to start a family. It is true that in the future the stress of getting a house may not be so great because the next generations will be smaller in size, but this is not a solution because the tendency to migrate from the rural to the urban environment is in continuous rise.

Theoretically there is the possibility that they will turn to banking credits, even to the ones meant especially for youth, but gaining access to these credits and paying them back is difficult because in most of the cases low income does not

³ www.isotita.uoa.gr/EKDILOSEIS/EKDILOSEIS/2004-05/9_perilipsi_Fairclough_Norman.doc

allow it. This has had and will have a consequence on late marriages and birth of the first child.⁴

Disabled people.

According to the official data there were 613,924 persons with disabilities at December 31, 2008 (much below the share of 7-12% in the total population calculated for EU Member States). Of these, 59,164 were children and 554,760 were adults ([National Authority for Disabled Persons](#); [ANPH Statistics](#); National Authority for Child Protection and Adoption). Organisations representing disabled people contest the figures, mainly because they refer to the number of disability certificates issued by each territorial commission.

In 2006 disabled adults and children were 2.25% of the population (488,054 persons, of whom 261,449 are women), slightly increasing during 2007 to 2.63% (567,542 persons, of whom 308,812 women).

The number of disabled adults in residential institutions has decreased, while the number of disabled adults in the care of the family or living on their own has increased.

The number of disabled persons employed was recorded as 21,906 on 31 December 2007, compared to 16,225 on 31 December 2006.

Of these, 2,431 were people with severe disabilities and 16,707 people with significant disabilities. ([National Strategic National Report Regarding Social Protection and Social Inclusion 2008-2010](#))

Almost one third of all children and young people with SEN in Romania attend mainstream schools, mainly children and youths with a low or medium extent of SEN.

Where children with severe and multiple SEN attend special or mainstream schools this has often been made possible with the support given by NGOs.

Teachers in mainstream schools are trained in teaching individualized lessons. Special and mainstream school teachers do not co-operate together.

A considerable number of children with severe and multiple impairments do not attend school at all.

The identification of SEN is done from a medical deficit point of view as opposed to an SEN point of view. The shift towards a positive view of SEN, including the

⁴ www.un.org/esa/socdev/unyin/documents/wpaysubmissions/romania.pdf

necessary support, which has been made in the European countries over the last decades, has not been taken into account yet in Romania.

Most special education units are in urban areas (84.9% compared to 15.1% in rural areas).

19,315 pupils attend special classes, of which 61.8% are boys and most have learning difficulties. The number of children in these schools decreased by 9.8% as compared to the 2004-2005 academic year.

Of 401 objectives evaluated 2006 by the National Organization of Persons with Handicap in Romania and other six local NGOs, only 88 buildings were declared partially accessible and 75 as accessible to disabled people. None were completely accessible. ([National Organization of Persons with Handicap in Romania](#))

In 2006, total monthly incomes were LEI 1,386.3 per household and LEI 473.3 per person, up by 14.4%, and 14.7% from 2005. Salaries were 49.3% of these amounts, up 2% compared to 2005 (National Institute of Statistics - "Coordonate ale nivelului de trai în România - veniturile și consumul populației, anul 2006")

Incomes from social benefits are, 19.9% of household total incomes (the same as in 2005) with social benefit income is of 24.7%. Pensions have the highest weight (78.7%), the unemployment fund represents 2.6%, family benefits 5.7%, and social aids 4.5% (Law no. 416/2001).

The difficulties of integration for disabled persons are extremely varied and, mainly relate to community and employment, accessibility and attitudes. Employers often prefer to pay the penalties set forth by the law rather than to employ disabled persons.

In 2006, Romanians were comparatively less in favor of measures being adopted to provide equal opportunities employment of disabled people (79%, which is 8 points below the European average ([Euro barometer, 2007](#)))

Romanians were less likely than EU25 citizens to think that all forms of discrimination, with the exception of age, are widespread in their country ([Euro barometer, 2007](#))

Attitudes include indifference, contempt, or fear of disability (**The Disability Manifesto in Romania**, 2003).

Data on public spending indicate that:

The implementation of the [National Strategy](#) required the allotment of important financial national and external resources. In 2006, the amount of RON 3,463,000

was allotted from the state budget for special protection and socio-professional integration of disabled adults⁵.

1. METHODOLOGY

1.1. Questionnaire design

The questionnaire was elaborated in accordance with the guidelines established in the Annex 1 and the Draft planning document. It was accomplished in cooperation with the project partners from Cyprus, Italy, Latvia, Spain and Hungary. At first the indicators were identified and a first version of the questionnaire was discussed among the partners. After introducing some amendments all partners did a piloting with at least one NGO together covering all the vulnerable groups. In the process of the questionnaire elaboration two additional bodies of the Includ-ED project were consulted - the Advisory Committee and the Gender working group.

The questionnaire consists of 6 main sections – generic questions about the NGO and a section on each vulnerable group the NGO works with. The main areas covered in the questionnaire are educational practices leading to social inclusion/exclusion, the groups affected most by the economic crisis, involvement of vulnerable groups in the NGOs, measures that help in different areas (education, employment, health, housing, social and political participation), and the gender dimension.

In an early stage of data collection the questionnaire was split into 5 questionnaires, each for one vulnerable group. The NGOs were asked to fill in one questionnaire according to the vulnerable group they have the most experience with. Splitting the questionnaire made the process less confusing and less time consuming for the respondents and helped to increase the response rate considerably.

⁵ <http://www.disability-europe.net/en/countries/ro/RO-2-factsEN.jsp>

The data collection was mainly done via an online survey tool (Survey Monkey). Some of the questionnaires were filled in on paper and the responses were introduced manually.

1.2. Sampling NGOs

The survey population consists of NGOs working with one or more of the five established vulnerable groups in each participant country. In order to calculate the sample size the number of NGOs working with these vulnerable groups was estimated. Lists of NGOs were obtained from the Parliament of Romania approved NGOs. The initial list comprised 126 NGOs. The sample size was calculated from the number of the NGOs working with the established vulnerable groups with a 5% margin of error. The initial sample size was 60 NGOs, after revision of the total list of NGOs working with the vulnerable groups (we were left with 112 NGOs) the sample size was recalculated and constituted 51 NGOs. The number of NGOs selected for each vulnerable group was proportional to the total number of NGOs which work with each vulnerable group.

1.3. Data collection process

When we planned the specific tasks we had with WP15, we looked in the National Register of NGO-s (a document belonging and being approved by the Romanian Parliament). From there we have selected all the NGO-s whose object of activity matched the five categories of population at educational risk as defined in the Project 4 of INCLUD-ED (migrants, cultural minorities, people with disabilities, youth and women). Using the statistical methods recommended, we established a national sample of 51 NGO-s which had to respond to the questionnaire. Our coordinators created a website which these subjects had to access and on-line fill in the answers to the appropriate questions.

We made a letter of invitation where we explained the general objectives of the project, the goal of our research, the methodology we will use and we tried to motivate them by explaining the importance of their participation. We sent this letter by e-mail to all the participants, using the contact details from their websites.

After two weeks we observed that only a very small number of participants had fulfilled their tasks. Then we sent them a second letter offering to assist them in

filling the on-line questionnaires, considering that maybe the English language could be a problem. Also we attached a Romanian translation of the questionnaire to help them fulfill the task. After this, only ten NGO-s has filled in the questionnaire.

We then tried to call them on the phone and asked them to answer us by phone to the specific questions in Romanian, us taking the responsibility to fill the questions on-line. After this activity, the number increased to 16.

The others have found the same excuses: that they had not enough time, that the Internet connection didn't work, that it was not the right moment that the task was too complicated, that they didn't understand what they had to do, that the person in charge was absent, and so on. But what we observed was that about 20 of the NGO-s in the sample didn't react to our e-mails or answered to our phone calls. All our efforts to reach them remained with no result.

This has to do probably with the life of the Romanian NGO-s that is active only during the financing periods. Some of these NGO-s were created probably to reach some financing schemes and lost their interest in their activity (or couldn't keep going with them) if this financing scheme ended. And this is probably truer during the actual financial crisis when the state budget cannot take care anymore of the social activity.

Our team then increased the efforts with the subjects with whom we have established the contacts by phone and finally we managed to get 41 questionnaires filled in. But we didn't have any solution regarding those NGOs which cannot be reached!

The NGOs surveyed are described more in detail in the next section: 2. The profile of the survey participants.

2. THE PROFILE OF THE SURVEY PARTICIPANTS

2.1. NGOs surveyed

2.1.1 Level of NGO intervention

Most of the surveyed NGOs work at a regional level (16 NGOs), at a national level (10 NGOs), and at a local level (11 NGOs). The least part of NGOs (4 NGOs) works at a European level and 3 NGOs work at an international level (outside Europe).

	Number of NGOs
Local level	11
Regional level	16
National level	10
European level	4
International level	3

Multiple response question.

2.1.2 Type of programmes

The majority of the surveyed NGOs (21 NGOs) implement educational projects/training. Around half of them provide leisure/free time activities (19 NGOs) and assistance programmes (17 NGOs). Cultural events are implemented by 15 NGOs, while 9 NGOs carry out research projects. More than one of the surveyed NGOs implements other types of programmes.

	Number of NGOs
Educational projects/training	21
Leisure/free time activities	19
Assistance programmes	17
Cultural events	15
Research projects	9
Other	2

Multiple response question.

2.1.3 Vulnerable groups aimed at

The majority of the surveyed NGOs (12 NGOs) aim at cultural minorities and migrants. 10 NGOs work with young people, 10 NGOs work with women and 5 of the surveyed NGOs aim at people with disabilities.

	Number of NGOs
Cultural minorities	12
Migrants	12
Women	10
Young people	10
People with disabilities	5

Multiple response question.

2.1.4 Subgroups of vulnerable groups aimed at

a) Subgroups of migrant people

About of the NGOs which work with migrant people aim at migrants from Africa (3 NGOs) and migrant women (3 NGOs). Migrants from South East Asia are aimed at by 1 NGOs, and the same aim at migrants from Middle East, and European countries. For Latin America, North Africa or former Soviet Union we had none, but half of the NGOs surveyed didn't specify the group aimed at. 3 NGOs are aiming at migrant women and 1 to migrant children.

	Number of NGOs
Migrants from Africa	3
Migrants from North Africa	-
Migrants from Latin America	-
Migrants from European countries	1
Migrants from the CIS countries, former Soviet Union	-
Migrants from Asia	-
Migrants from South East Asia	1
Migrants from the Middle East	1
Others	-
Not any specific group	6

Multiple response question.

b) Subgroups of cultural minorities

The majority of the NGOs which aim at cultural minorities work with Roma people (9 NGOs). 3 NGOs aim at women from cultural minorities, 1 at children, and 2 at youth, whereas 2 NGOs do not work with any specific group. Other subgroups of cultural minorities that NGOs work with are Romanians and Bulgarians (1 NGO).

	Number of NGOs
Roma people	7
Roma people from Eastern Europe	2
Romanians and Bulgarians	1
Women from cultural minorities	3
Children from cultural minorities	1
Young people from cultural minorities	2
No specific group	2

Multiple response question.

c) Subgroups of women

Most often the surveyed NGOs aim at young women (3 NGOs) with low educational levels (3 NGOs), but also some NGOs aim at women from cultural minorities (2 NGOs) or migrant women (1 NGO) as well as other subgroups (5 NGOs). The least focused subgroup of women is women with disabilities, since there are only 1 NGO in the sample working with this subgroup.

	Number of NGOs
Women with low educational levels	3
Migrant women	1
Young women	3
Women from cultural minorities	2
Women with disabilities	1
Others	5
Not any specific group	3

Multiple response question.

d) Subgroups of young people

The NGOs surveyed distributed evenly between almost all of the youth categories in the questionnaire presented. One work with young migrants, 2 NGOs work with young people aim at young people with low levels of education; there are 2 NGOs in the sample which work with young people who have drug abuse problems, 3 NGOs that work with young people facing delinquency problems, and 3 NGOs aim at young people who face or have faced violence and 3 of them aim at young women and girls. 2 NGOs do not work with any specific group of young people.

	Number of NGOs
Low levels of education	2
Migrants	1
Drug abuse problems	2
Delinquency problems	3
Cultural minorities	2
Violence victims	3
Women and girls	3
Others	3
Not any specific group	2

Multiple response question.

e) Subgroups of people with disabilities

Almost half of the surveyed NGOs which aim at people with disabilities work with people with intellectual disabilities and half with people with movement disabilities. Correspondingly 2 and 2 NGOs work with young people with disabilities and people with motor disabilities. One NGO does not work with any specific group.

	Number of NGOs
Intellectual disabilities	2
Young people with disabilities	2
Motor disabilities	2
Children with disabilities	32

Multiple response question.

2.1.5 Number of people reached

The number of people reached by the surveyed NGOs is most often between 100-1.000 people (11 NGOs). 3 of the NGOs reach between 1.000-10.000 people. However, no NGO manage to reach a number of people bigger than 1.000.000.

	Number of NGOs	Percentage (% , n=29)
Less than 50 people	5	17.2
50-100 people	10	34.5
100-1.000 people	11	37.9
1.000-10.000 people	3	10.3
10.000-100.000 people	-	-
100.000-1.000.000 people	-	-
More than 1.000.000 people	-	-

2.1.6 Funding source

The funding sources of the NGOs are individual donors (21 NGOs), private companies (12 NGOs), public administrations (9 NGOs) and membership fees (7 NGOs). 8 of the surveyed NGOs mentioned other funding sources.

	Number of NGOs
Public administrations	9
Membership fees	7
Private companies	12
Individual donors	21
Others	8

Multiple response question.

2.1.7 Quality awards received by the NGO

Very few of the surveyed NGOs have received some kind of quality awards (4 NGOs). However, 15 of the surveyed NGOs did not report any kind of awards.

	Number of NGOs	Percentage (% , n=26)
Yes	4	15.4
No	22	84.6

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

The majority of the NGOs do not include in the management of the NGOs members of the vulnerable groups they work with (16 NGOs). However, 13 of the surveyed NGOs do include members of the vulnerable group in their leadership.

	Number of NGOs	Percentage (% , n=29)
Yes	13	44.8
No	16	55.2

2.3. Persons filling in the questionnaire

2.2.3 Position

In most cases the questionnaire was filled in by an employee of the NGO (11 NGOs). In 10 cases a member of the board of directors filled in the questionnaire and in 7 NGOs a volunteer did it. In one of the NGOs someone else filled the questionnaire in.

	Number of respondents
Member of the board of directors	10
Worker	11
Volunteer	7
Other	1

Multiple response question.

2.2.4 Belonging to vulnerable groups

Most of the persons who responded to the questionnaire do not belong to the vulnerable groups their NGO works with (21 respondents). However, in 8 NGOs the person who filled in the questionnaire belongs to at least one of the vulnerable groups.

	Number of respondents	Percentage (% , n=29)
Yes	8	27.6
No	21	72.4

3. EXCLUSION OF PEOPLE FROM VULNERABLE GROUPS

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

A big part of the surveyed NGOs work mainly with people who have low levels of education – primary education or lower (5 NGOs have between a half and 75% of end-users with low levels of education). In 10 NGOs the proportion of clients with low levels of education is between 25% and a half and in 8 NGOs this proportion is less than 25%. In 5 NGOs all or almost all of the people who the NGOs work with have low levels of education.

	Number of NGOs	Percentage (% , n=28)
Less than 25%	8	28.6
Between 25% and a half	10	35.7
Between a half and 75%	5	17.9
All or almost all of them	5	17.9

When comparing NGOs working with different vulnerable groups, the biggest proportions of clients with low levels of education have the NGOs which work with cultural minorities and young people. Half of these NGOs reported to have the proportion of end-users with low levels of education of 50-100%.

3.2. Groups with the most educational difficulties

NGOs working with migrant people

The majority of the NGOs working with migrants believe that migrants in general (4 NGOs) have the hardest educational problems. Between them Africans and Asians face similar difficulties with the educational system (2 NGOs for each group) but the most problematic group to obtain an academic certificate seems to be the migrant women (3 NGOs) and eventually migrant children (1 NGO).

	Number of NGOs
Migrants in general	4
Migrants from Africa	2
Migrants from Asia	2
Migrant women	3
Migrant children	1

NGOs working with cultural minorities

Most of the NGOs who work with cultural minorities think that Roma people have the most educational difficulties (11 NGOs mentioned that). Fewer respondents

have mentioned women, children and young people from cultural minorities as facing most difficulties with education.

	Number of NGOs
Roma people	9
Roma people from Eastern Europe	2
Turkish speaking Roma	1
Romanians and Bulgarians	1
Children from cultural minorities	1
Young people from cultural minorities	2

NGOs working with women

The majority of the NGOs working with women have the opinion that women with low educational levels face the most educational difficulties (6 NGOs). Also, 2 NGOs consider migrant women as the group that has the most difficulties in this subject, and 3 NGOs consider the women from different cultural minorities. Only 1 NGO think that young women have the most difficulties to become incorporated into the educational system, to remain in it and to obtain an academic certificate. 3 NGOs mentioned other groups as women with disabilities.

	Number of NGOs
Women with low educational levels	6
Migrant women	2
Women from cultural minorities	3
Women with disabilities	3
Young women	1
Others	2

NGOs working with young people

According to the survey data the young people who face/have faced violence, those with delinquency problems, young people with low levels of education and young people with drug abuse problems face the most educational problems (13 NGOs in total). It is also believed that migrants (1 NGO) cultural minorities (1 NGO) and young women and girls (1 NGO) face difficulties in education.

	Number of NGOs
Young people with delinquency problems	3
Migrants	1
Young people with low levels of education	3
Young people with drug abuse problems	3
Cultural minorities	1
Young people who face/ have faced violence	4
Others	2

NGOs working with disabilities

4 NGOs think that the group of people with disabilities that has the most difficulties to become incorporated into the educational system, to remain in it and to obtain an academic certificate is children. 3 NGOs think the same for young people. Only 1one NGO mentioned migrant people.

	Number of NGOs
Migrant people	1
People from cultural minorities	-
Women	-
Youth	3
Children	4
Others	1

4. ELEMENTS TO OVERCOME THE EXCLUSION OF VULNERABLE GROUPS

4.1. Educational elements increasing vulnerability during the crisis

The respondents were asked to say for different subgroups of people from the vulnerable group they work with how vulnerable they have been over the years of the financial crisis. They should mark 1 to 5 for each of the subgroup with different educational experiences where 1 means that they have not been vulnerable at all and 5 means that they have been very vulnerable.

a. Analysis by vulnerable group

Migrants

Respondents working with migrants regard the following groups as most vulnerable the financial crisis - *those who have low levels of education* (mean value 4.30), *those who did not have opportunities to participate in educational, training and cultural activities* (mean value 4.20) and *those who in the host country have come across racist prejudices and a lack of democratic values or cultural diversity in schools is being considered to be a difficulty* (4.00).

Groups with educational experiences	Mean value	
	Migrants in general	Migrant women
a) Those who have low levels of education	4,48	4,48
c) Those who in the host country have come across racist prejudices and a lack of democratic values or cultural diversity in schools is being considered to be a difficulty	4,00	4,00
b) Those who did not have opportunities to participate in educational, training and cultural activities	4,20	4,20
f) Those who in the host country have come across a lack of sufficient human resources to attend to the diversity of the students in schools	3,10	3,10
h) Those who in the host country came across a lack of family and community participation in schools	3,40	3,40
e) Those who in the host country found teachers who had low expectations of their learning possibilities	2,50	2,50

g) Those who in the host country came across school practices which separate students according to their abilities (ability grouping, support segregated from the regular classroom, etc.)	3,10	3,10
d) Those who in the host country have not found migrants being represented in the curricula (e.g. the linguistic reality of migrant students) or in other aspects of school life (e.g. staff)	3,62	3,62

Cultural minorities

Respondents working with cultural minorities regard the following groups as most vulnerable the financial crisis - *those who have low levels of education* (mean value 4,82), *those who did not have opportunities to participate in educational, training and cultural activities* (4,45), and *those who have come across racist prejudices and a lack of democratic values or cultural diversity in schools being considered to be a difficult* (4,18).

Groups with educational experiences	Mean value	
	Cultural minorities in general	Women from cultural minorities
a) Those who have low levels of education	4,82	4,71
b) Those who did not have opportunities to participate in educational, training and cultural activities	4,45	4,43
c) Those who have come across racist prejudices and a lack of democratic values or cultural diversity in schools being considered to be a difficult	4,18	4,43
e) Those who found teachers had low expectations of their learning possibilities	4	3,57
g) Those who came across school practices which separate students according to their abilities (ability grouping, support segregated from the regular classroom, etc.)	3,82	3,43
f) Those who have come across a lack of sufficient human resources to attend to the diversity of the students in schools	3,8	3,57
h) Those who came across a lack of family and community participation in schools	3,45	3,57

d) Those who have not found cultural minorities to be represented in the curricula (e.g. the linguistic reality of students from cultural minorities) or in other aspects of school life (e.g. staff)	3,09	3,29
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Women

Respondents working with women regard the following groups as most vulnerable the financial crisis - *those who have low levels of education* (mean value 4,00), *those who have low levels of education, which has had an impact on their quality of life and that of their family* (3,89), and *those who found violence against women in the school context* (3,53).

Groups with educational experiences	Mean value
	Women
a) Those who have low levels of education	4,00
d) Those from a disadvantaged background which has had an impact on their academic expectations and performance	3,44
b) Those who did not have opportunities to participate in educational, training and cultural activities	3,10
e) Those who have low levels of education, which has had an impact on their quality of life and that of their family	3,20
g) Those who found violence against women in the school context	3,89
f) Those who found in their educational experience unequal gender roles and did not find egalitarian masculinity being promoted	2,90
h) Those who in their educational experience did not find the participation of female family and community members without an academic background	3,56
c) Those who have come across unequal expectations (lower or different) in comparison to the expectations there are of men	3,20

Youth

Respondents working with youth regard the following groups as most vulnerable the financial crisis - *those who have low levels of education* (mean value 4,22), *those without higher education who find it difficult to access the labour market* (4,14), and *early school leavers (aged 15 to 24) who had/have a lack of opportunities to return to school and access higher education* (4,11).

Groups with educational experiences	Mean value	
	Youth in general	Young women
a) Those who have low levels of education	4,22	4,41
h) Those without higher education who find it difficult to access the labour market	4,14	4,13
g) Early school leavers (aged 15 to 24) who had/have a lack of opportunities to return to school and access higher education	4,11	4,16
d) Those who had difficulties in their studies or thought about leaving school and were not supported by their teachers	4,08	4,16
e) Those who found a lack of family and community involvement in the school	3,95	4,12
i) Young students who are not in paid employment and who have little benefit provision available to them (income support)	3,78	3,9
f) Those whose families did not have information about the possibilities young people have to continue their studies	3,62	3,66
b) Those who came across teachers who had low academic expectations for their learning possibilities	3,59	3,66
c) Those who came across unequal educational expectations for girls as compared to boys	3,43	3,66

People with disabilities

Respondents working with people with disabilities regard the following groups as most vulnerable the financial crisis - *those who have low levels of education* (mean value 4,40), *those with reduced competences as far as social relationships are concerned* (3,80).

Groups with educational experiences	Mean value	
	People with disabilities in general	Women with disabilities
a) Those who have low levels of education	4,40	4,40
d) Those with reduced competences as far as social relationships are concerned	3,80	3,80
f) Those who found a lack of human resources to attend to students with disabilities in regular schools	2,40	2,40
b) Those who do not have opportunities to participate in educational, training and cultural activities	3,20	3,20
e) Those who had a reduced and/or negative relationship with non-disabled people	3,00	3,00
c) Those who came across low expectations as far as their learning is concerned	3,20	3,20
g) Those who found school practices which separate students according to their ability (special education schools, special education classrooms, support segregated from the regular classroom, etc.)	2,80	2,80

c. Between vulnerable groups

When comparing the responses from respondents working with different vulnerable groups, very similar patterns can be observed thus suggesting that different educational practices have a similar impact on the inclusion/ exclusion of different vulnerable groups.

As the most vulnerable groups of people during the crisis are regarded the following three: *those who have low levels of education* (mean value 4,46), *those who have come across racist prejudices and a lack of democratic values or cultural diversity in schools is being considered to be a difficulty* (4,09), and *those who do not have opportunities to participate in educational, training and cultural activities* (3,97). As the least vulnerable were regarded *those who came across unequal educational expectations for girls as compared to boys* (mean value 3,10) and *those who in the host country have not found migrants/cultural minorities being represented in the curricula (e.g. the linguistic reality of migrant/cultural minority students) or in other aspects of school life (e.g. staff)* (2,89).

	Migrants	Cultural minorities	Women	Youth	People with disabilities	Mean value
Those who have low levels of education	4,76	4,82	4,00	4,32	4,40	4,46
Those who do not have opportunities to participate in educational, training and cultural activities	4,20	4,45	3,44	-	3,80	3,97
Those who have come across racist prejudices and a lack of democratic values or cultural diversity in schools is being considered to be a difficulty	4,00	4,18	-	-	-	4,09
Those who have come across a lack of sufficient human resources to attend to the diversity of the students in schools	3,10	3,80	-	-	3,20	3,36
Those who came across teachers who had low expectations of their learning possibilities	2,50	4,00	-	3,59	2,40	3,12
Those who came across a lack of family and community participation in schools	3,40	3,45	-	3,95	-	3,60
Those who came across school practices which separate students according to their abilities (ability grouping, support segregated from the regular classroom, etc.)	3,10	3,82	-		2,80	3,24
Those who came across unequal educational expectations for girls as compared to boys	-	-	3,10	3,10	-	3,10
Those who in the host country have not found migrants/cultural minorities being represented in the curricula (e.g. the linguistic reality of migrant/cultural minority students) or in other aspects of school life (e.g. staff)	2,70	3,09	-	-	-	2,89

4.2. Educational elements to overcome the exclusion

The respondents were asked to evaluate different educational elements according to the extent to which they contribute to overcome the situation of exclusion and vulnerability of the people from vulnerable group they work with. They should mark 1 to 5 for each of the educational elements where 1 means that it does not help at all to overcome the situation of exclusion/vulnerability, 5 means that it helps to overcome the situation of exclusion/vulnerability.

a. Analysis by vulnerable groups

Migrants

Respondents working with migrants regard the following educational elements as contributing most to overcoming the situation of exclusion and vulnerability: *increasing the opportunities for migrant people to participate in educational, training and cultural activities* (mean value 4,42), *promoting democratic and antiracist values in the school and considering cultural diversity in schools to be an opportunity to improve the quality of education* (4,31), and *family and community participation in schools* (4,27).

Educational elements	Mean value	
	Migrants in general	Migrant women
a) Increasing the opportunities for migrant people to participate in educational, training and cultural activities	4,80	4,71
b) Promoting democratic and antiracist values in the school and considering cultural diversity in schools to be an opportunity to improve the quality of education)	4,50	4,36
h) Family and community participation in schools	4,30	4,31
c) Encouraging migrants to be represented in the curricula (e.g. the linguistic reality of migrant students	4,10	4,17
f) The creation of support activities/classes outside school hours	3,80	4,15
e) The inclusion of more teachers or other people into schools to attend to the diversity of the students) and in other aspects of school life (e.g. staff)	3,80	4,12
g) 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	3,90	4,02
d) High expectations of teachers as far as migrant students learning are concerned	3,00	3,52

Cultural minorities

Respondents working with cultural minorities regard the following educational elements as contributing most to overcoming the situation of exclusion and vulnerability: *increasing the opportunities for migrant people to participate in educational, training and cultural activities* (mean value 4,42) and *the creation of support activities/classes outside school hours* (4,18).

Educational elements	Mean value	
	Cultural minorities in general	Women from cultural minorities
a) Increasing the opportunities to participate in educational, training and cultural activities	4,42	4,17
f) The creation of support activities/classes outside school hours	4,18	3,42
b) Promoting democratic and antiracist values in the school and considering cultural diversity in schools to be an opportunity to improve the quality of education	4,17	3,83
c) Encouraging minorities to be represented in the curricula (e.g. the linguistic reality of students from cultural minorities), and in other aspects of school life (e.g. staff)	4,17	3,92
g) 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	3,82	3,75
h) Family and community participation in schools	3,67	3,73
e) The inclusion of more teachers or other people into schools to attend to the diversity of the students	3,58	3,42
d) Teachers having high expectations as far as students from cultural minorities' learning is concerned	3,55	3,92

Women

Respondents working with women regard the following educational elements as contributing most to overcoming the situation of exclusion and vulnerability: *an increase in the educational level of women, which has a positive impact on their*

quality of life and that of their family (mean value 4,20), increasing their level of education (4,10), and increasing the opportunities for women to participate in educational, training and cultural activities (4,10).

Educational elements	Mean value
e) An increase in the educational level of women, which has a positive impact on their quality of life and that of their family	4,20
a) Increasing their level of education	4,10
b) Increasing the opportunities for women to participate in educational, training and cultural activities	4,10
g) Promoting socialisation in the school context which prevents violence against women	3,80
h) The participation of female family and community members without an academic background in schools	3,70
c) Teachers having neither lower nor different academic expectations for women in comparison to men	3,60
f) Promoting egalitarian male models and overcoming unequal gender roles in the school	3,00
d) High academic expectations and performance of women from disadvantaged backgrounds	3,00

Youth

Respondents working with young people regard the following educational elements as contributing most to overcoming the situation of exclusion and vulnerability: *increasing their level of education* (mean value 4,71), *increasing family and community involvement in the school* (4,71), and *the existence of support from teachers for the young people who find their studies more difficult or who are thinking about leaving school* (4,61).

Educational elements	Mean value	
	Youth in general	Young women
a) Increasing their level of education	4,71	4,69
e) Increasing family and community involvement in the school	4,71	4,62

d) The existence of support from teachers for the young people who find their studies more difficult or who are thinking about leaving school	4,61	4,62
g) High possibilities of young people from disadvantaged social backgrounds having high academic achievement and accessing the labour market	4,53	4,41
c) Teachers having equal educational expectations for boys and for girls	4,21	4,28
f) Providing information to young people's families regarding the possibilities young people have to continue their studies.	4,16	4,25
i) Benefit provision (income support) for young students who are not in paid employment	4,16	4,28
h) Many opportunities for early school leavers (aged 15 to 24) to return to school and to access higher education	4,11	4,19
b) Teachers having high academic expectations as far as young people are concerned	3,76	4

People with disabilities

Respondents working with people with disabilities regard the following educational elements as contributing most to overcoming the situation of exclusion and vulnerability: *the inclusion of additional teachers or other people into schools to attend to them within the regular schools and classrooms* (mean value 5,00) and *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* (4,80).

Educational elements	Mean value	
	People with disabilities in general	Women with disabilities
f) The inclusion of additional teachers or other people into schools to attend to them within the regular schools and classrooms	5,00	4,20
g) 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	4,80	3,80
e) Promoting positive relationships between people with disabilities and other non-disabled people	4,80	4,80
b) Increasing the opportunities for people with disabilities to participate in educational, training and cultural activities	4,60	4,60

a) Increasing their level of education	4,20	3,60
d) Promoting their competences as far as social relationships are concerned	3,80	3,80
c) High expectations of teachers as far as students with disabilities' learning is concerned	2,40	2,80

c. Between vulnerable groups

When comparing the responses of respondents working with different vulnerable groups the overall patterns are very similar – as the most efficient strategies in overcoming the exclusion of the vulnerable groups are regarded *increasing the opportunities to participate in educational, training and cultural activities increasing their level of education and promoting democratic and antiracist values in the school and considering cultural diversity in schools to be an opportunity to improve the quality of education.*

	Migrants	Cultural minorities	Women	Youth	People with disabilities	Mean value
a) Increasing their level of education			4,10	4,71	4,20	4,33
a) Increasing the opportunities to participate in educational, training and cultural activities	4,80	4,42	4,10	-	4,60	4,48
b) Promoting democratic and antiracist values in the school and considering cultural diversity in schools to be an opportunity to improve the quality of education	4,50	4,17	-	-	-	4,33
h) Family and community participation in schools	4,30	3,67	-	4,71	-	4,23
c) Teachers having equal educational expectations for boys and for girls	-	-	3,60	4,21	-	3,90
e) The inclusion of more teachers or other people into schools to attend to the diversity of the students	3,80	3,58	-	-	5,00	4,12
f) The creation of support activities/classes outside school hours	3,80	4,18	-	-	-	3,99
c) Encouraging minorities to be represented in te curricula (e.g. te linguistic reality of minorities) and in other aspects of school life (e.g. staff)	4,10	4,17	-	-	-	4,13
g) 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	3,90	3,82	-	-	4,80	4,17
d) High expectations of teachers	3,00	3,55	3,00	3,76	2,40	3,14

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

The representatives of the NGOs were asked to write successful actions in different areas regarding the vulnerable group they are working with. Respondents also had the possibility to provide evidence about the impact of these actions. In some cases the responses refer more to the activities carried out by the respective NGOs.

4.3.1 Successful practices in education

Migrants

The respondents from the NGOs working with migrants mention successful practices in different areas of education – primary, vocational, and adult education. For the primary educational level the practices mentioned more often are extra support, for example, to learn Romanian or general support and monitoring. Other practices mentioned are literacy classes, increased communication between schools and families, vocational courses, and development of social and political skills.

Cultural minorities

The successful practices mentioned are focused mostly on literacy classes for adults and on providing additional support to students in primary and secondary education (e.g., extra lessons, prevention of absenteeism, strengthening the relationship between schools and Roma parents, individual support). Also it is important to work with the Roma community in order to increase the value of education.

Women

In educational institutions there should be special attention and economic support for women with limited opportunities, e.g., with migration background, low levels of education, etc. It is especially important to complete primary and secondary education with good academic results because it constitutes a difficult barrier to further education.

For the most vulnerable groups among the following practices were mentioned - literacy classes for women with limited access to education, vocational courses in different areas, like social work, domestic help, caring for elders, children, catering, computer literacy, and courses on reproductive and family health. One of the prerequisite for increasing the opportunities of women is to provide them with information about available courses and possibilities to improve professional qualifications. In order to make participants stay and continue the course small groups and individual tutors have a great impact.

Other successful practices in the field of education are education for prevention of gender violence for students, teachers and other personnel, promoting values like equality, tolerance, non-violence, and giving incentives and motivating female students to get involved in areas traditionally considered masculine. Also increasing the self-esteem of women, courses on time management, rights and obligations in areas of work and immigration were mentioned as efficient actions contributing to overcome the situation of vulnerability of women.

Youth

The successful practices mentioned in the area of education are mainly directed towards prevention of dropping out or to remedial activities. Regarding prevention following activities are regarded as helpful - extra lessons, prevention of absenteeism, attention to diversity and intercultural mediation. As for remedial activities the help to continue education for the ones who have failed through vocational and pre-labour education are mentioned as successful, e.g., educational programs with work placements, curricular adaptations, social and pedagogical work with street educators.

Non-formal education, integrated education, and educational activities in the free time are regarded as especially helpful for youth at risk as it fosters their social integration, their self-esteem, and motivation for personal growth. More attention to personality development – values, emotional development, and reflection – renders good results.

In all educational settings small groups with individual attention are seen as efficient. It is stimulating to require commitment and to value the efforts made.

In addition the following successful activities were mentioned - economic help for studies of needy youth, support and development of youth entrepreneurship, and prevention of abuse of children and adolescents.

People with disabilities

Respondents working with people with disabilities as one of the most important and underlying successful action providing access to education – on all educational levels. Providing access includes physical access to buildings, but also access to educational programmes (e.g., access to regular education at least until 16 years, to give access to education to adults with motor disabilities, widening the options of learning – e-learning). The access to more information about available educational activities should be improved as well.

Many of the successful practices mentioned provide different types of support to learners with disabilities – flexible times, tutoring and support throughout the whole studies, a supporting team of professionals from different areas. Some of the mentioned practices aim at the information campaigns for the people around learners with disabilities – the school mates and educational personnel. This helps to accept the disabled, teaches, how to deal with disabled students, how to improve the communication (e.g., through a handbook for teachers).

Regarding the content of learning, the following areas were mentioned as important for helping to overcome the exclusion of people with disabilities – computer skills and new technologies, skills for everyday life, social integration and developing social abilities, e.g., to facilitate the adaptation through going to different places.

Many of the successful actions mentioned by respondents aim at learners with hearing impairment - to introduce sign language as a means of communication, bilingual methodology – sign language and oral, presence of translators during lessons, educating the teachers, technical equipment.

4.4. Other practices in NGOs to overcome exclusion

Respondents were asked to evaluate three additional practices related to the work of NGOs as to insofar they help to overcome the situation of exclusion of the vulnerable groups. They had to rate each of the practices with 1 to 5, where 1 means that it does not help at all to overcome the situation of exclusion/vulnerability and promote their empowerment, 5 means that it helps a lot to overcome the situation of exclusion/vulnerability and promote their empowerment.

In order to compare the evaluations of the practices by respondents working with different vulnerable groups mean values were calculated for each of the vulnerable group and each practice. From these an overall mean value was calculated for each practice.

When comparing the evaluations of the practices by respondents working with different vulnerable groups we can see that all in all they are enough homogeneous as the mean values range from 2,60 to 4,40. However, as the most helpful practices to promote the empowerment of people from vulnerable groups respondents regard the following two - *raising awareness of the actions which the NGO is carrying out in order to help to overcome the situation of exclusion/vulnerability of vulnerable groups, in order to promote their participation in the NGO* (overall mean value 4,26) and *their participation in decision making processes (e.g. identification of requirements, needs and priorities) within the NGO* (3,78).

	Migrants	Cultural minorities	Women	Youth	People with disabilities	Overall mean value
Their participation in the management of the NGO	3,80	3,70	3,20	2,90	2,60	3,24
Their participation in decision making processes (e.g. identification of requirements, needs and priorities) within the NGO	4,10	3,90	3,80	3,50	3,60	3,78
Raising awareness of the actions which the NGO is carrying out in order to help to overcome the situation of exclusion/vulnerability of vulnerable groups, in order to promote their participation in the NGO	4,30	4,20	4,00	4,40	4,40	4,26

5. GENDER DIMENSION – WOMEN BELONGING TO VULNERABLE GROUPS

In this section we will compare responses in relation to women from the vulnerable groups (migrants, cultural minorities, youth, and people with disabilities) with the responses about these vulnerable groups in general. (In this part we do not analyze the responses from the NGOs working with women as their main target group.)

5.1 Women as a group with the most educational difficulties

Respondents working with different vulnerable groups were asked about groups having more difficulties to become incorporated into the educational system, to remain in it and to obtain an academic certificate. Among other groups women are mentioned very often as a group having more difficulties than others who belong to the same vulnerable group. Especially migrant women and women with disabilities are regarded as having more difficulties in education than most people from the same vulnerable group.

5.2. Elements to overcome the exclusion of women

5.2.1 Educational elements increasing vulnerability during the crisis

The questions about the vulnerability during the financial crisis of groups with different educational experiences were asked separately about the five vulnerable groups in general and about women from these vulnerable groups. When comparing these responses they show very similar patterns in terms of which experiences are more related to vulnerability during the crisis. In most cases the respondents have rated the different educational experiences as contributing more to the vulnerability of women than of the respective vulnerable group in general.

	Migrant women	Women from cultural minorities	Young women	Women with disabilities	Mean value	Mean value for the vulnerable groups in general
a) Those who have low levels of education	4,40	4,17	4,50	4,40	4,36	4,46
c) Those who in the host country have come across racist prejudices and a lack of democratic values or cultural diversity in schools is being considered to be a difficulty	4,00	3,92	-	-	3,96	3,97
b) Those who do not have opportunities to participate in educational, training and cultural activities	4,30	3,83	-	4,00	4,04	4,09
h) Those who came across a lack of family and community participation in schools	3,60	4,18	4,80	-	4,19	3,36
f) Those who have come across a lack of sufficient human resources to attend to the diversity of the students in schools	3,00	3,75	-	3,20	3,32	3,12
e) Those who came across teachers who had low expectations of their learning possibilities	2,80	3,42	3,80	3,20	3,30	3,60
c) Those who came across unequal educational expectations for girls as compared to boys	-	-	4,10	-	4,10	3,24
g) Those who came across school practices which separate students according to their abilities (ability grouping, support segregated from the regular classroom, etc.)	2,90	3,73	-	2,80	3,14	3,10
d) Those who have not found migrants/cultural minorities being represented in the curricula (e.g. the linguistic reality of migrant/cultural minority students) or in other aspects of school life (e.g. staff)	2,90	3,42	-	-	3,16	2,89

5.2.2 Educational elements to overcome the exclusion

The questions about different educational elements were asked separately about the five vulnerable groups in general and about women from these vulnerable groups. When comparing these responses they show very similar patterns in terms of which elements are regarded as more helpful for overcoming the exclusion. In most cases the respondents have rated the different educational elements as contributing more to overcoming the exclusion of women than of the respective vulnerable group in general.

	Migrant women	Women from cultural minorities	Young women	Women with disabilities	Mean value	Vulnerable groups in general
a) Increasing the opportunities to participate in educational, training and cultural activities	4,70	4,17	-	4,60	4,49	4,33
a) Increasing their level of education	-	-	4,60	4,60	4,60	4,48
b) Promoting democratic and antiracist values in the school and considering cultural diversity in schools to be an opportunity to improve the quality of education	4,40	3,83	-	-	4,12	4,33
h) Family and community participation in schools	4,40	4,18	4,12	-	4,23	4,23
c) Teachers having equal educational expectations for boys and for girls	-	-	3,92	-	3,92	3,90
e) The inclusion of more teachers or other people into schools to attend to the diversity of the students	3,80	3,42	-	4,40	3,87	4,12
g) 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	3,80	3,73	-	4,20	3,91	3,99
f) The creation of support activities/classes outside school hours	4,00	3,75	-	-	3,87	4,13
d) High expectations of teachers as far as migrant students learning are concerned	3,20	3,42	3,20	2,60	3,10	4,17
c) Encouraging minorities to be represented in the curricula (e.g. the linguistic reality of minorities) and in other aspects of school life (e.g. staff)	4,00	3,92	-	-	3,96	3,14

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

In many cases respondents have given the same answers regarding women and the respective vulnerable group as a whole.

Successful practices in education

Migrants

Regarding migrant women literacy and language courses are mentioned more often, along with health education and vocational courses.

Cultural minorities

In addition to the successful practices mentioned for this vulnerable group in general, especially for women workshops in vocational education were underlined. This strengthens the independence of women. Obtaining educational qualifications is important in order to make women more aware of their rights.

Educated mothers will transmit this to their daughters and care more for their education.

Youth

Especially for young women in the field of education non-sexist and more equal values and actions are regarded as important.

People with disabilities

Regarding successful practices for empowerment of women with disabilities, many respondents mentioned the same actions as for people with disabilities in general. However some respondents mentioned different practices and pointed out that women with disabilities face more discrimination and exclusion. As practices especially important for women the following ones were mentioned: less overprotection by families, literacy and vocational education, favouring women in special vocational programmes, education about the health and body, affection, sexuality, equality (improves their autonomy, self-esteem), to promote inclusive, non-sexist education and encourage gender equality in all areas of education.

5.2.4 Other practices in NGOs to overcome exclusion

Respondents were asked to evaluate three practices related to the work of NGOs as to insofar they help to overcome the situation of exclusion of the vulnerable groups. They had to rate each of the practices with 1 to 5, where 1 means that it does not help at all to overcome the situation of exclusion/vulnerability and promote their empowerment, 5 means that it helps a lot to overcome the situation of exclusion/vulnerability and promote their empowerment.

In order to compare the evaluations of the practices by respondents working with different vulnerable groups mean values were calculated for each of the vulnerable group and each practice. From these an overall mean value was calculated for each practice.

All in all the responses regarding the vulnerable groups in general and the women from these vulnerable groups follow the same pattern, but there is a

tendency that for women the same practices are evaluated as slightly more helpful in comparison to the vulnerable groups in general.

	Migrants	Migrant women	Cultural minorities	Women from cultural minorities	Youth	Young women	People with disabilities	Women with disabilities	Mean value	Mean value women from vulnerable groups
Their participation in the management of the NGO	3,80	4,20	3,70	3,80	2,80	3,10	2,60	3,30	3,22	3,60
Their participation in decision making processes (e.g. identification of requirements, needs and priorities) within the NGO	4,10	4,10	3,90	3,90	3,40	3,10	3,60	3,60	3,75	3,67
Raising awareness of the actions which the NGO is carrying out in order to help to overcome the situation of exclusion/vulnerability of vulnerable groups, in order to promote their participation in the NGO	4,30	4,30	4,20	4,30	4,00	4,00	4,60	4,60	4,27	4,30

6. CONCLUSIONS AND DISCUSSION

As the most vulnerable groups of people during the crisis are regarded the following three: *those who have low levels of education, those who do not have opportunities to participate in educational, training and cultural activities, and those who have come across racist prejudices and a lack of democratic values or cultural diversity in schools is being considered to be a difficulty.*

When comparing the responses of respondents working with different vulnerable groups the overall patterns are very similar – as the most efficient strategies in overcoming the exclusion of the vulnerable groups are regarded *increasing their level of education and increasing the opportunities to participate in educational, training and cultural activities.*

When comparing the evaluations of the practices of NGOs by respondents working with different vulnerable groups we can see that all in all they are quite

homogeneous. However, as the most helpful practices to promote the empowerment of people from vulnerable groups respondents regard the following two - *raising awareness of the actions which the NGO is carrying out in order to help to overcome the situation of exclusion/vulnerability of vulnerable groups, in order to promote their participation in the NGO and their participation in decision making processes (e.g. identification of requirements, needs and priorities) within the NGO.*

Many of the survey questions were asked separately about the five vulnerable groups in general and about women from these vulnerable groups. In many cases the respondents have rated the different exclusionary educational experiences as contributing more to the vulnerability of women than of the respective vulnerable group in general. When comparing the responses on educational elements contributing to overcoming the situation of vulnerability they show very similar patterns in terms of which elements are regarded as more helpful for overcoming the exclusion. In most cases the respondents have rated the different educational elements as contributing more to overcoming the exclusion of women than of the respective vulnerable group in general. Also regarding some practices of NGOs contributing to overcome the situation of exclusion of vulnerable groups and promoting their empowerment there is a tendency that for women the same practices are evaluated as slightly more helpful in comparison to the vulnerable groups in general.

ANNEX

List of participating NGOs

1. **ARCA - FORUMUL ROMÂN PENTRU REFUGIAȚI ȘI MIGRANȚI**
2. **ASOCIATIA DREPTUL LA VIATA 2010**
3. **ASOCIATIA JUDETEANA A SINDICATULUI LIBER AL PENSIONARILOR VRANCEA**
4. **Asociatia MERGEM IMPREUNA**
5. **ASOCIATIA NEW LIFE SPORT**
6. **ASOCIATIA ORFANILOR DIN CASELE DE COPII**
7. **ASOCIATIA PROFESIONLA A TAXIMETRISTILOR INDEPENDENTI DIN TIMISOARA**
8. **ASOCIATIA ROMANA ANTIDROG**
9. **Asociatia Romana Anti-SIDA Constanta**
10. **Asociatia Romanian Rescue**
11. **Asociatia Salvati Copiii**
12. **ASOCIATIA VIITORUL TINERILOR**
13. **ASOCIAȚIA CARITAS CARANSEBES**
14. **ASOCIAȚIA GREEN STAR HOPE**
15. **ASOCIAȚIA pentru PROMOVAREA ACCESULUI și a ȘANSELOR EGALE (APASE) BUZAU**
16. **Federatia Caritas a Deicezei Timisoara**
17. **FUNDATIA OMENIE SI BUNATATE**
18. **FUNDATIA SPERANTA**
19. **Fundația "Pentru Voi"**

20. **ASOCIATIA CARMEN**
21. **Asociatia CREATIV**
22. **ASOCIATIA DE TERAPII INTEGRATIVE SFANTUL NECTARIE**
23. **ASOCIATIA "ETERNUL MARAMUREȘ"**
24. **ASOCIATIA EUROEDUCATIE**
25. **Asociatia SM SPEROMAX ALBA**
26. **ASOCIAȚIA COPIII - VIITORUL NOSTRU**
27. **ASOCIAȚIA O Noua Zi**
28. **Asociația pentru Șanse Egale**
29. **CONSILIUL NATIONAL ROMAN PENTRU REFUGIATI**
30. **FUNDATIA PENTRU EDUCATIE SI ATITUDINE SOCIALA**
31. **Fundatia Romanian Angel Appeal**
32. **Fundatia Umanitara de Orientare si Integrare Sociala HAND-ROM**
33. **LIGA APARARII DREPTURILOR OMULUI CONSTANTA**
34. **ORGANIZATIA NATIONALA CERCETASII ROMANIEI (O.N.C.R.) - FILIALA BRASOV
"VIRGIL ONITIU"**
35. **ROMANIAN RESCUE ASSOCIATION**
36. **ASOCIATIA CENTRUL CULTURAL PROARTIS**
37. **ASOCIATIA PENTRU SIGURANTA COMUNITARA SI ANTIDROG-ROMANIA**
38. **ASOCIATIA PHOENIX - SPERANTA**

39. **ASOCIATIA SALVATORILOR VOLUNTARI PENTRU SITUATII DE URGENTA (A.S.V.S.U.)**

40. **Fundatia Motivation Romania**

41. **Fundatia RUHAMA**