



Includ-ed

Working paper of Work package 15

Analysis of social and educational exclusion from the social agent's perspective. Data collection and Analysis.

University of Florence

Italy

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INTRODUCTION

According to Annex I, the main objective of Project 4 is to *Investigate how educational exclusion affects various sectors of society, particularly the more vulnerable groups (i.e. women, youths, migrants, cultural groups and people with disabilities), and what kind of educational provision contributes to overcome such discrimination* (Annex I, p.38).

The objective of WP 15 according to Annex I (p.38) is *To identify and analyse the connection between processes of social exclusion and inclusion and education opportunities from the social agent's perspective.* (Annex I, p. 38).

In order to meet this operational objective, a questionnaire has been applied in Italy from the University of Florence. Data has been collected with the aim of identifying the relationship between the processes of social exclusion/inclusion and educational opportunities amongst the five vulnerable groups, taking the situation of vulnerable groups into account in the national context. The practices carried out by NGO's have been analysed in order to see how this link is taken into account in their activities. Special attention has been paid to processes in order to overcome social exclusion of the various vulnerable groups. The results will be an in-depth study of the kind of channels they use to empower vulnerable groups (either within the NGO, such as participation in management and in decision making processes, and participation in identifying requirements, needs and priorities or outside the NGO) and the impact of these processes on increasing educational opportunities for people from vulnerable groups.

NATIONAL CONTEXT OF ITALY

Migrants. According to ISTAT¹ data, foreigners resident in Italy amounted to about 4 million 279 thousand at 1st January 2010, thus registering an increase of 388 thousand (for a total increase of 10%) compared to 1st January 2009.

¹ The National Institute of Statistics (ISTAT) has been the main supplier of official statistical information in Italy since 1926. It collects and produces information on the Italian economy and society and makes it available for study and decision-making purposes. All reports and data are available at <http://www.istat.it/>.

This estimate contributes 405 thousand more as a result of migration abroad, 70 thousand more positive as a result of natural dynamics (74 thousand foreign born compared with only 4 thousand deaths), 28 thousand less the effect of post internal migration and other motives and, finally, 59 thousand less for acquisition of Italian citizenship. The foreign resident population is therefore 7.1% of the total (6.5% in 2008).

Inputs from abroad by foreign nationals remain high in 2009 but are lower than two years earlier, perhaps because of the employment crisis that affected the Italian market, both in terms of total lost jobs, (-306 thousand between December 2008 and December 2009) and in terms of population growth in search of employment (+392 thousand).

In recent years there has been a marked increase in flows from Eastern Europe, which have exceeded those from the countries of North Africa, very strong until the nineties. This is particularly due to the rapid increase of the Romanian community, in particular in 2007, which has approximately doubled from 342,000 to 625,000 people and represents the largest foreign community in Italy. This is due, probably, from the entrance of Romania into the European Union which has facilitated the flow. In addition to them, the major foreign communities in Italy are Albanian, Moroccan, Chinese and Ukrainian.

According to the MIUR² in the 2007/08 school year (latest available data published) non-Italian citizenship pupils present in the national school system were 6.4% of total pupils, meaning 574,133 pupils. The immigration phenomenon, increasing intensely in our country during 2002-2004, due among other things to regularisation provisions (law 189/2002 and law 222/2002), shows that over a ten year period the Italian school system saw an increase of more than 500,000 foreign origin pupils enrolled. The foreign population must also include the unregistered aliens, whose school-age component has the full right and duty to take part in the Italian school system as provided for by the decree of the President of the Republic 349/99 (regulation with implementation norms of the consolidated law on immigration and on the foreigner's condition –

² Ministero dell'Istruzione, dell'Università e della Ricerca (Ministry of Education, University and Research), www.istruzione.it. Data is available in the report (2009), *La scuola in cifre 2008*, Quaderni della Direzione Generale per gli Studi, la Statistica e I Sistemi Informativi.

legislative decree 286/98), that as per art. 45 provides for school enrolment of foreign minors, and by subsequent migratory regulations. Scholastically, the laws issued after the decree on scholastic autonomy have shed light on the potentials offered by the regulations for implementing routes that lead to an integration network of pupils who do not have Italian citizenship. This attention was shown again in the "Guidelines for acceptance and integration of foreign pupils" (ministerial memorandum 24/2006) that, in addition to stressing acceptance of minors as a priority, provides organisational and didactic orientation and suggestions to encourage integration, and scholastic and training success. Primary and secondary schools receive the greatest number of foreign origin pupils, who represent 7.7% and 7.3% respectively of the entire scholastic population. Even though nursery school does not fall within compulsory education, the presence of non-Italian children is significantly 6,7%. Secondary school is more contained at 4.3%. The highest foreign group in Italy is Romanian, with 92,734 pupils, which is 16.15% of all foreign pupils. Following Romania's entry in the EU, the number of Romanian pupils increased heavily, exceeding the number of pupils from Albania (85,195 at 14.84%), which in previous years had the highest representation. Along with Morocco (76,217 citizens present, 13.28%), 44.27% of foreign pupils in schools were from Romania and Albania.

Ethnic minorities. In Italy law 482/1999 recognises the existence of twelve linguistic minorities defined "historical" and protects their respective languages. Some of the minority languages recognised by law 482/1999 had previously received recognition from state laws (the German language and the Ladino language in Trentino-Alto Adige, the Slovenian language in Friuli-Venezia Giulia, the French language in Valle d'Aosta) or regional laws (the Friuli language in Friuli-Venezia Giulia, the Sardinian language in Sardinia). Other languages (such as Venetian, Piedmontese, the Rom and Sinti languages, and the languages of recent immigrants, etc.) are protected only by regional legislation. Some of the main ethnic and linguistic minorities in Italy are the Ladinos, Occitanian, Albanians, Carnici, Corsicans, Jews, Friuli, Grecanic, Slovenians, Kurds, Mocheni, Bosnians, Francophone, Walser and Rom.

Women. In Italy, women legally have the same social dignity and rights as men. These principles are guaranteed by article 3 of the Constitution. In the first decade of the 21st century, women's education achieved high levels. According to the ISTAT report, women in the new generations in particular (from ages 15 to 40) who had an upper school diploma were 53% compared to 45% of men. Furthermore, 65% of university graduates are women. At present more young women, rather than men (in absolute values), have access to jobs when they complete their studies (university degree). Furthermore, young women who decide to remain single achieve management positions in an equal percentage to men in the same situation. In the Italian public administration, women hold most of the available positions compared to their male colleagues. In this sector, over the whole of workers, they are employed in higher positions compared to their male colleagues: approximately two thirds of management positions are held by women.

Even though there are still wage differences for equal jobs, to the disadvantage of women on the overall employment situation, these differences are not present among young women and men workers. Women have the right to retirement 5 years before their male colleagues. Women's unemployment rate (approx. 4% ISTAT, 2005) is higher than men's. Nevertheless women workers seem oriented towards less tiring and less dangerous jobs than men. Their job mortality rate is approximately 11 points per million; the male rate is around 86 points per million.

Youths. During the 2007/08 school year the number of pupils attending the various state-run schools was 8,953,587. School population compared to the preceding year showed little growth (0.2%), but confirming an ongoing positive trend since the 2001/2002 school year. In particular, the increase concerns all the school grades except the elementary school where a 0.2% downturn is confirmed. Growth of the scholastic population levels is found above all in the north and central areas, which show growth rates of 1.3% and 0.8% respectively, whereas in the south a constant drop is seen. The number of students enrolled in elementary schools during the 2007/08 school year has stayed substantially unvaried compared to the preceding year. There were 1,727,339 students and enrolment decreased by just 0.2% and then decreased

by barely 0.2% since the number of students enrolled in the first year, with an overall increase of 2.2% and 1.9% in the state school, contained the drop compared to the previous years. The same school year shows 2,740,806 students enrolled in high schools. With respect to the previous year there is a rather modest increase in attendance (0.4% in all schools and 0.3% in state schools) compared to those recorded previously, which is explained by the reverse trend of students enrolled in the first year, decreased by 1.4% (1.6% in state schools). In the 2007/08 school year, 34% of students attended high school (classic, scientific or linguistic) and another 34% attended a technical school, 20.3% attended a professional school, 8% attended a school specialising in education and only 3.7% attended an artistic school. Compared to the past, where young people's choice was aimed at technical education, for several years now studies have been aimed at the humanities. The percentage incidence of female students still remains at about 49% and is distributed according to the type of school; the exception is the teacher's school where there is the greatest flow (84%) followed by artistic education with 66%. Conversely, technical and professional schools have a higher attendance of young men; young women enrolled in these disciplines are a minority (only 34% of women choose a technical school).

The disabled. A pilot programme for integrating disabled pupils in Italian schools began in the second half of the seventies and was later implemented by law 517 on 4th August 1977. The presence of disabled pupils in compulsory education has stayed constant at 2.5% of those enrolled in elementary schools and 3.2% in the junior schools. The need for integrating in society as well as the desire to develop own learning skills mean that the trend in high schools is still growing, and in the latest school year approximately 43,000 disabled students (1.6% of those enrolled) attended a higher education course. The state school is the first to accept these students (2.3% of students have some form of disability), and the officially recognised school also extends the offer with, on average, 1% of enrolments being the disabled. The contribution of schools not officially recognised and that accept these students should not be overlooked, especially in the elementary schools where 1% of enrolments are the disabled. About 92.3% of disabled students enrolled in school have a psychophysical type of deficiency; their attendance is greater in compulsory education (94.2% in high

school and 93.4% in elementary school) and, for higher education, it is 93.1% in professional schools. There is less attendance of the disabled, even though in upper schools there are more students with visual and motor disabilities (8.4% and 6.8% respectively), whereas 8.3% of students enrolled in an art course have a hearing loss. To encourage integration of disabled students, in most cases insertion is done in the ordinary classes (there are few special schools and they are aimed at specific types of disabilities); hence the need for a support teacher who can collaborate with the main teacher, to aid the learning processes of these students.

1. METHODOLOGY

The population sampled are NGOs that work with the five vulnerable groups in the national context. The selection of the NGOs has followed specific criteria which has taken certain quality indicators into consideration.

The population was selected based on a representative sample. It was calculated considering the population to be infinite, and with a 5% margin of error.

Fieldwork contemplated above all a rather lengthy phase for preparing the sample. In fact, in Italy there is no comprehensive national list of all active associations. Therefore it was necessary to find all the regional registers, all of them different as to format and type of information contained in them.

For example, there are certain regions such as Emilia Romagna, which have computerised registers that can be consulted by keywords according to the association's sector, geographical area of intervention, sites and contacts, etc., and other regions such as Basilicata where the registers, scanned hand-written pages, show only the name of the associations and in some instances no information about addresses and other means of contact (phone numbers, e-mail, website).

After systematic data examination and collection, done by on-line archive research of the various Italian regions and through the regional CESV headquarters (Volunteer Service Centres, with 21 regional headquarters), we obtained a list of 21,700 associations that deal mainly with the sector of social marginalisation, with special reference to migrants and cultural minorities.

Starting from this list and following the formula identified in the statistic research manual provided by CREA (the Centre of Social and Educational Research), a statistically significant sample was extracted of 313 associations, selected at random from the identified universe.

At this point, after locating the telephone numbers and e-mail addresses when available, work was begun contacting the associations, requesting that the questionnaire be filled in on-line.

Even this phase of research was not easy, because in most cases the regional

registers were not up-to-date: many of the associations no longer existed or had changed address and name. In general, we discovered that many associations have a very short life, they open and close over a period of one year even though they remain on the list often for a long time. In addition, the official registers don't always have addresses and contacts and even using the telephone directories our search was in vain at times. This is why, during our fieldwork, at times we had to cross out many associations selected at random, and then add associations to the list where we could find at least a reference for contact.

Contact was made by:

- e-mail;
- telephone;
- going directly to the association's headquarters.

Contacts by e-mail were answered only in a very few cases, generally only if the associations were in the Tuscan area, the region where our university has its headquarters, or associations with which our research team had set up direct contacts on other occasions. In any case even the people/associations replying via e-mail or telephone stating willingness to contribute to the survey didn't always complete the questionnaire. In many cases we received replies saying that every day they receive questionnaires and requests to contribute to various kinds of surveys, and they don't always have the time to dedicate to this type of matter.

Given the poor results obtained with this method, we began making telephone calls to complete the questionnaire directly either over the phone or in person. Even in both these cases, and though the number of answers increased, most of the time we were unable to obtain appointments, again receiving as an answer the general lack of time and energy to help with our research.

A total of 487 e-mails were sent and 235 phone calls were made.

It was possible to make only 24 personal appointments at association headquarters, restricting the range of action for logistic reasons to just Tuscany and southern Emilia-Romagna.

In 42 cases the phone number and the association headquarters were in private homes and the person who answered was a family member not up to date with the association's activities. In these cases we were often requested to phone in the evening or on weekends, meaning non-working hours, in order to find the person concerned at home. After many attempts, were we never able to complete the questionnaires.

In numerous other cases where the associations we contacted had a much more articulated and solid structure, the people who answered the phone, generally young civil service volunteers or even administrative type employees, said they didn't feel they were capable of answering on behalf of the association and tried to make an appointment with someone in charge. It wasn't always possible to obtain even a phone contact with the supervisors, and even if we were able to reach them, only in very few cases did they accept to give us five minutes of their time to answer the questionnaire.

In most cases, the excuse used was that, since they were responsible for services and operational areas, they didn't have enough time and energy to dedicate to yet another survey. In general they said that they were contacted almost daily by research entities, undergraduate students, institutions, etc., for surveys, interviews, questionnaires and that since they were associations, they decided to dedicate their time to planning interventions and fund-raising, without dispersing their energies in other activities that – even though important – did not give a means of subsistence to the association itself.

For all these reasons, achieving the number of completed questionnaires compared to the number expected by statistical calculations has been impossible for our team, in spite of months of commitment and the amount of energy deployed.

2. THE PROFILE OF THE SURVEY PARTICIPANTS

2.1. NGOs surveyed

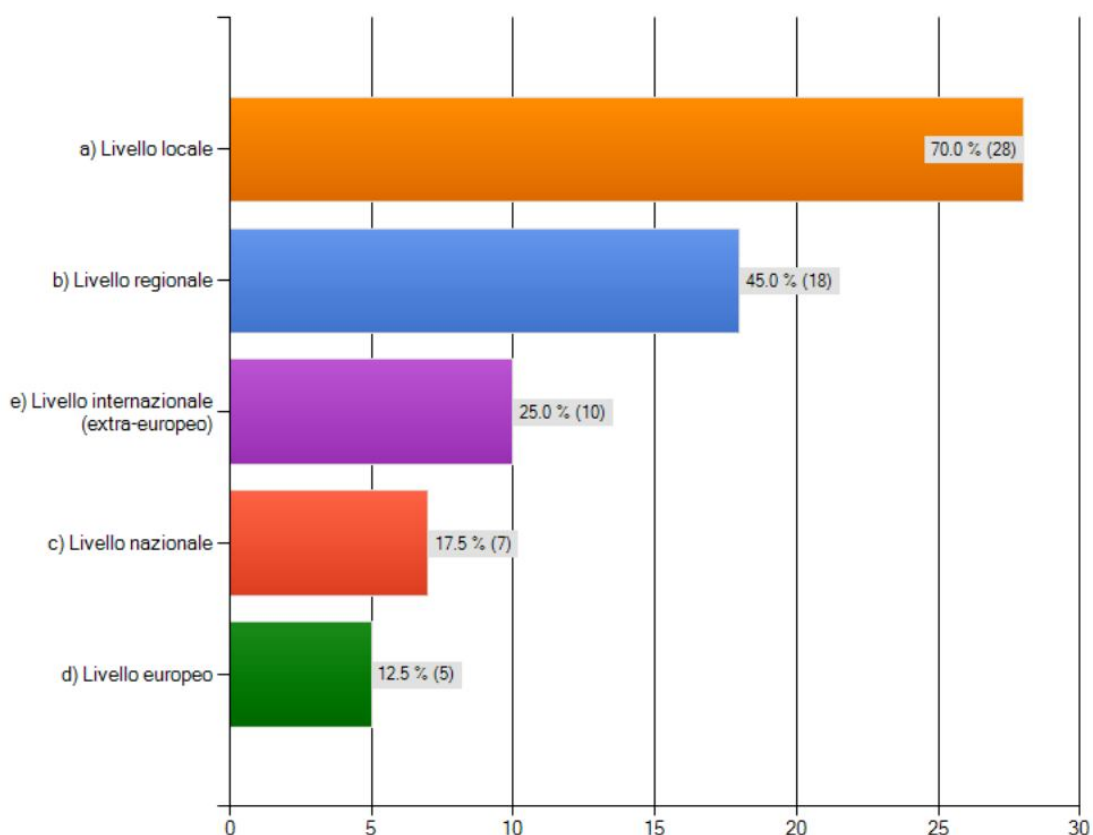
2.1.1. Level of NGO intervention

One of the methodological problems of NGO survey was a too long questionnaire. Moreover the question regarding the level of NGO intervention is at the end of the questionnaire (Q52), in the section called "Concluding questions" and only 40 NGOs out of 51 have answered.

Regarding the level of NGO intervention the answers of 40 NGOs shows that 70% work at a local level (28 NGOs), 45% work at a regional level (18), 17.5% work at a national level (7), 12.5% work at a European level (5) and 25% work at an international level (10).

Chart 1. The level of NGO intervention³

³ a) Local level; b) Regional level; c) National level; d) Regional level; e) International level (outside Europe).

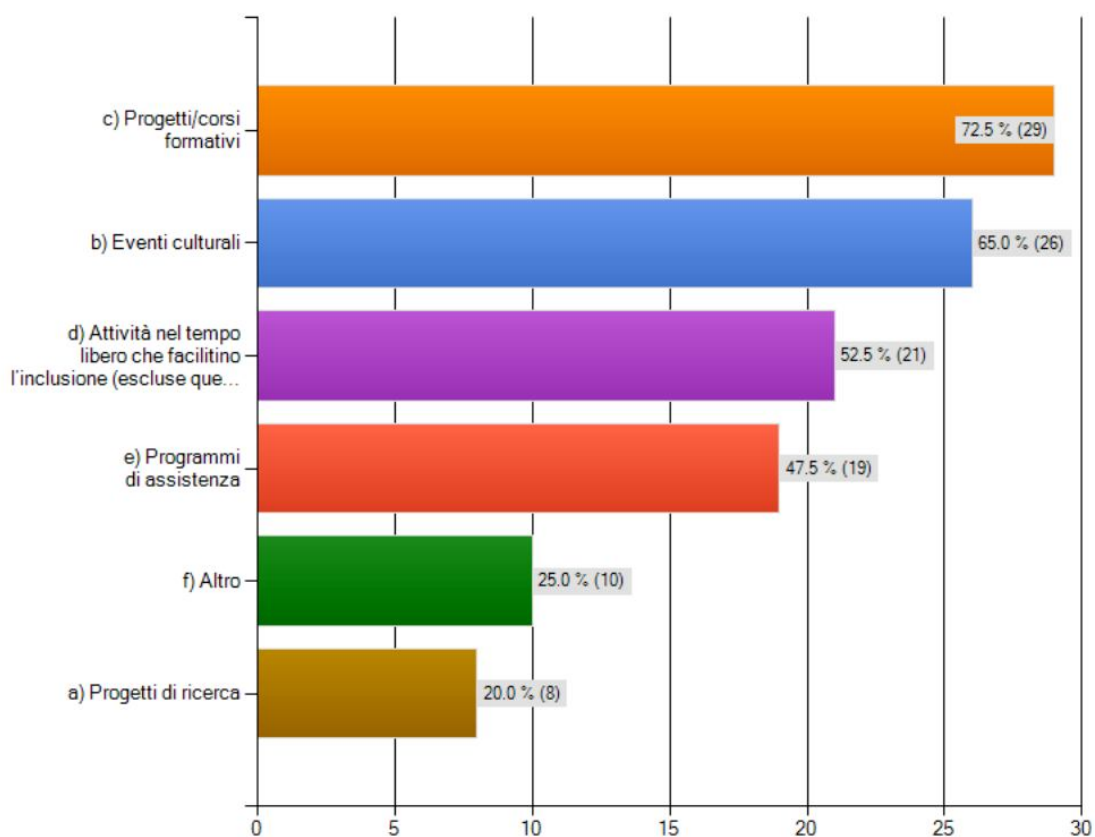


2.1.2. Type of programmes

Regarding the matter of programmes carried out by NGOs (Q53) most of them implement different education projects (72.5%; 29) and cultural events (65%; 26). Free time activities are organised by 52.5% of them (21) and 19 of them (47.5%) implement assistance programmes. The rest (25%; 10) answered "Other" but without specifying what kind of programme they carry out.

Chart 2. The type of programmes NGOs implement⁴

⁴ a) Research projects; b) Cultural events; c) Educational projects/training; d) Leisure/free time activities which facilitate inclusion (not those which are only for entertainment); e) Assistance programmes; f) Others.



2.1.3. Vulnerable groups targeted

The majority of NGOs (in total 37) work with migrants. Twenty work with women, 15 with cultural groups, 14 with young people and 9 with people with disabilities.

Table 1. Vulnerable groups targeted by NGO work

NGOs working with migrants	NGOs working with ethnic minorities	NGOs working with women	NGOs working with youths	NGOs working with the disabled
37	15	20	14	9

2.1.4. Subgroups of targeted vulnerable groups

Those NGOs working with migrants mostly work with immigrants from Africa (particularly from the North), the rest work equally with immigrants coming from Asia, Latin America and from Europe.

From NGOs working with women the greater part of them work with migrant women.

From NGOs aimed at cultural groups, most of them work with Roma people.

Most NGOs working with young people answered that they worked with migrants, cultural groups and women.

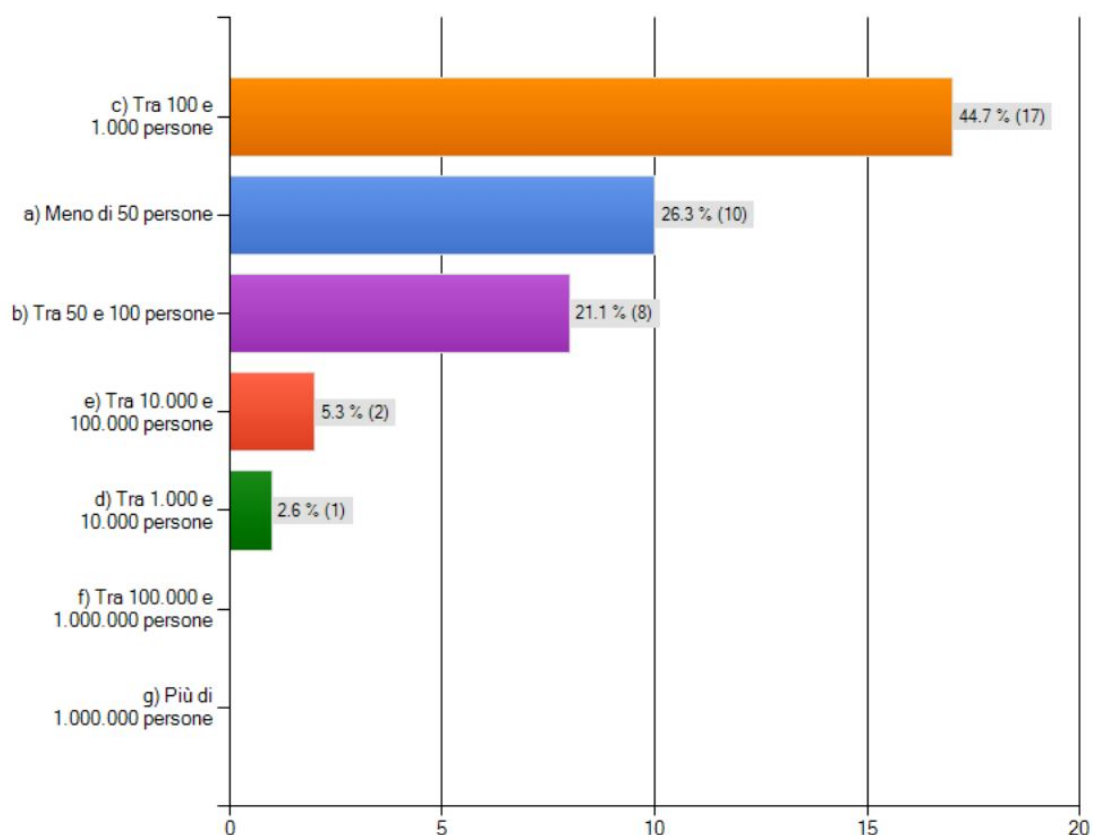
From NGOs aimed at people with disabilities, 3 NGOs work with people with motor disabilities, 2 with people with intellectual disabilities and 2 with people with sensory disabilities. Most of them (4) work with young people, 2 with women and 2 with minors.

2.1.5. Number of people reached

The number of people reached every year by the associations most often varies between 101 and 1,000 (17 NGOs). Ten NGOs reach less than 50 people; 8 NGOs between 50 and 100 people. Only 2 said they worked with between 10,000 and 100,000 people and 1 between 1,000 and 10,000 every year.

Chart 3. The number of people the NGO reaches every year⁵

⁵ a) Less than 50 people; b) Between 50 and 100 people; c) Between 100 and 1,000 people; d) Between 1,000 and 10,000 people; e) Between 10,000 and 100,000 people; f) Between 100,000 and 1,000,000 people; g) More than 1,000,000 people.

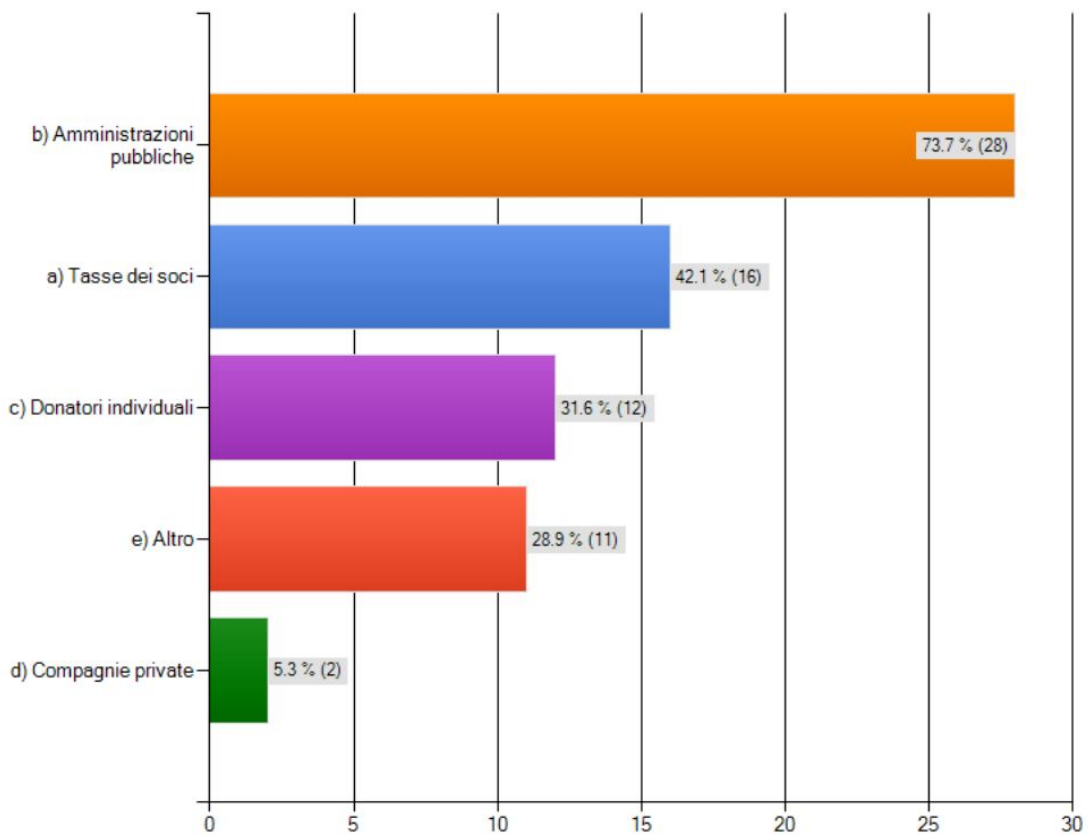


2.1.6. Funding source

The main sources of NGO funding are public administrations (28 NGOs), membership fees (16 NGOs) and individual donors (12 NGOs). Twelve NGOs have answered “other”, and among the open answers they have mentioned their source of financing as projects, implemented by EU financial assistance and other international foundations, and even the Catholic Church donors. Two NGOs are funded by private companies.

Chart 4. The source of the NGO funding⁶

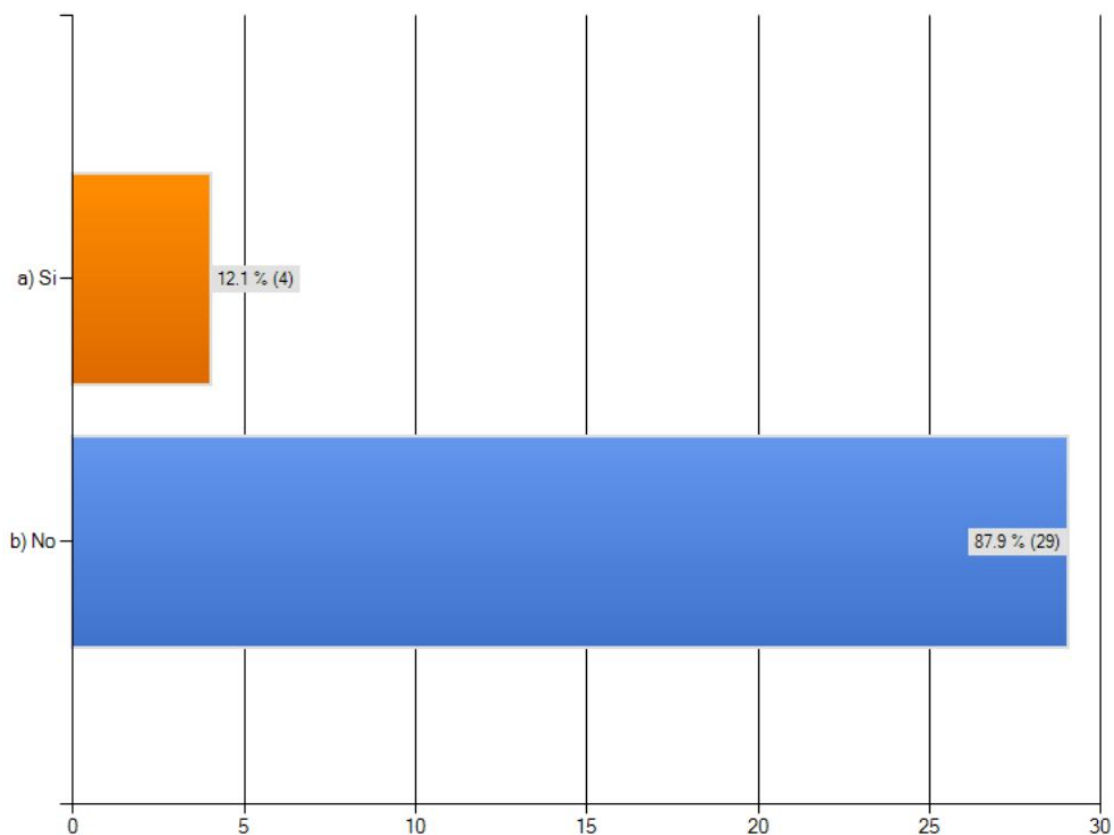
⁶ a) Membership fees; b) Public administrations; c) Individual donors; d) Private companies; e) Others.



2.1.7. Quality awards received by NGOs

Four NGOs have received some kind of quality awards. One of the NGOs has received a Papal award, one received a Caritas recognition and one a silver medal from the President of the Republic.

Chart 5. Quality awards received by the NGO

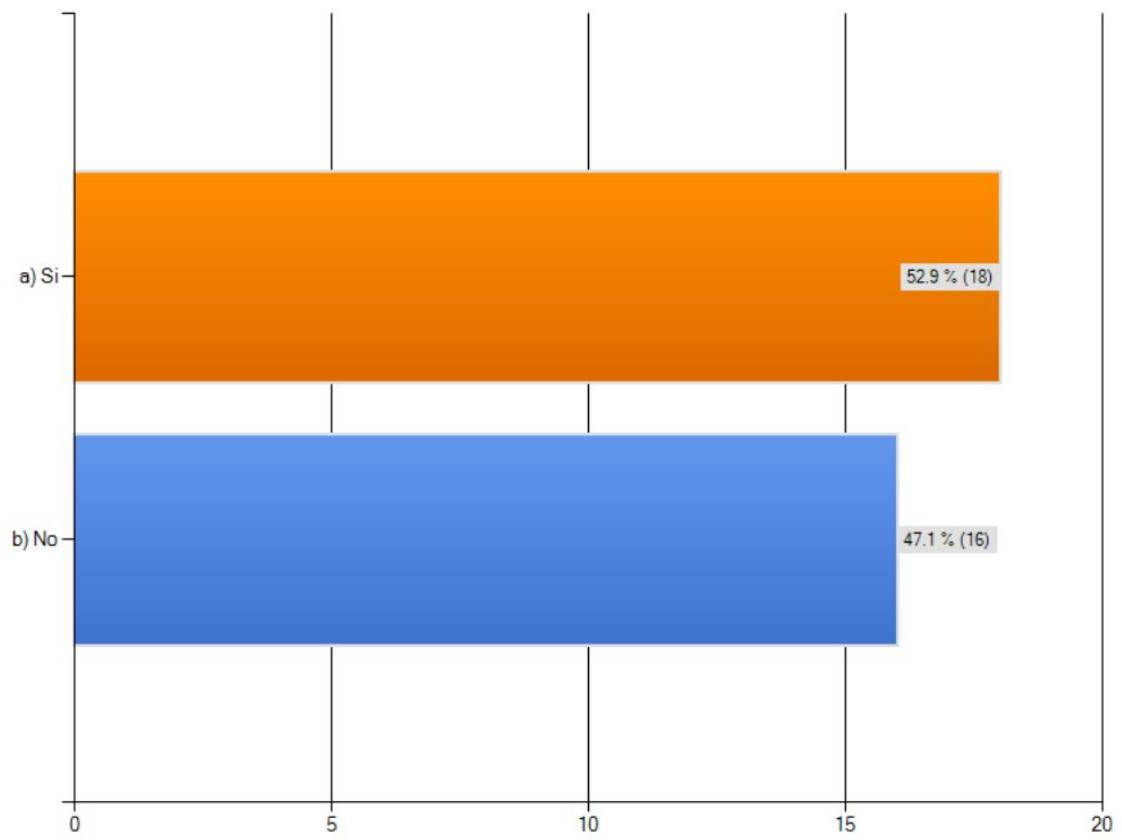


2.1.8. Members of the vulnerable group participating in NGO management

Eighteen NGOs that answered the profile questions at the end of the questionnaire have members of the vulnerable group who participate in NGO management. Specifying how many people participate in the management, one answered that 50% participate, one answered 20%, one answered 10%, one answered 3.5% and one 3%. One of them specified that at a local level 3 people participated and at an international level the NGO is completely managed by them.

Chart 6. Members of the vulnerable group⁷

⁷ a) Yes; b) No.

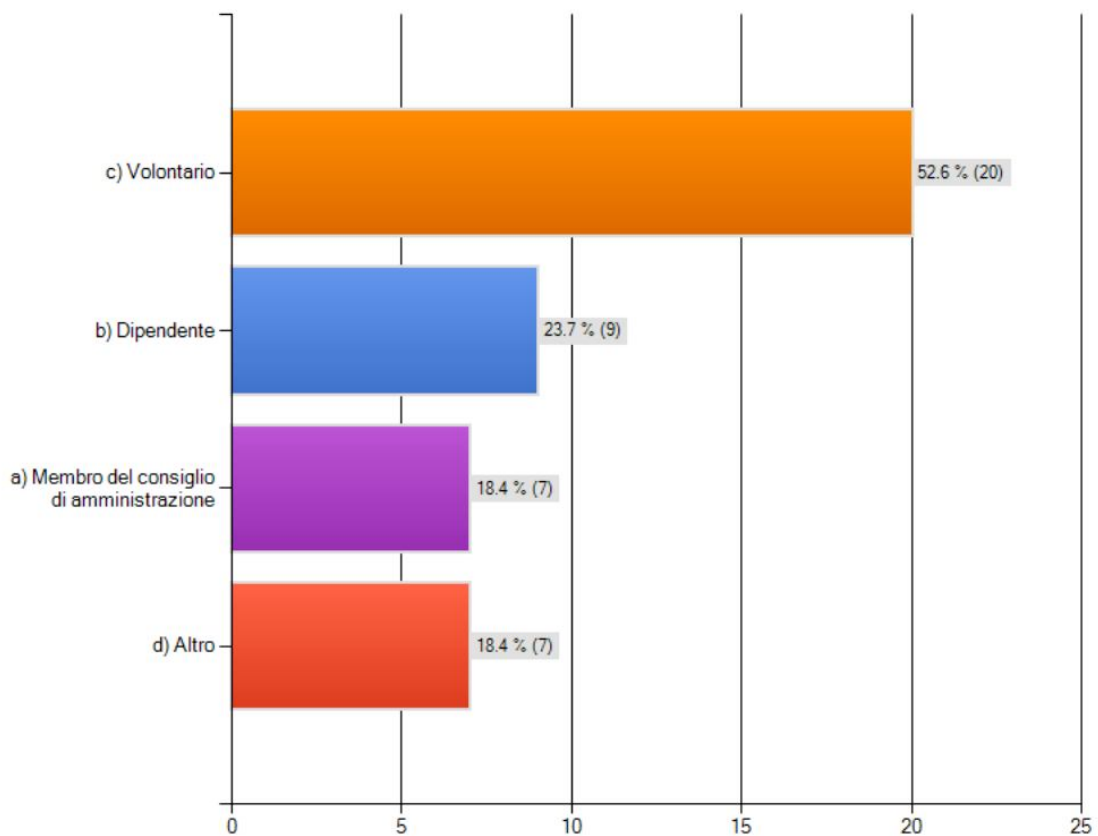


2.2. Persons filling in the questionnaire

2.2.1. Position

Twenty persons who filled the questionnaire are voluntary workers, 9 are dependent workers, 7 are members of the administration and 7 answered "other", specifying that they are teachers or consultants, presidents or legal representatives.

Chart 7. Position in the NGO⁸

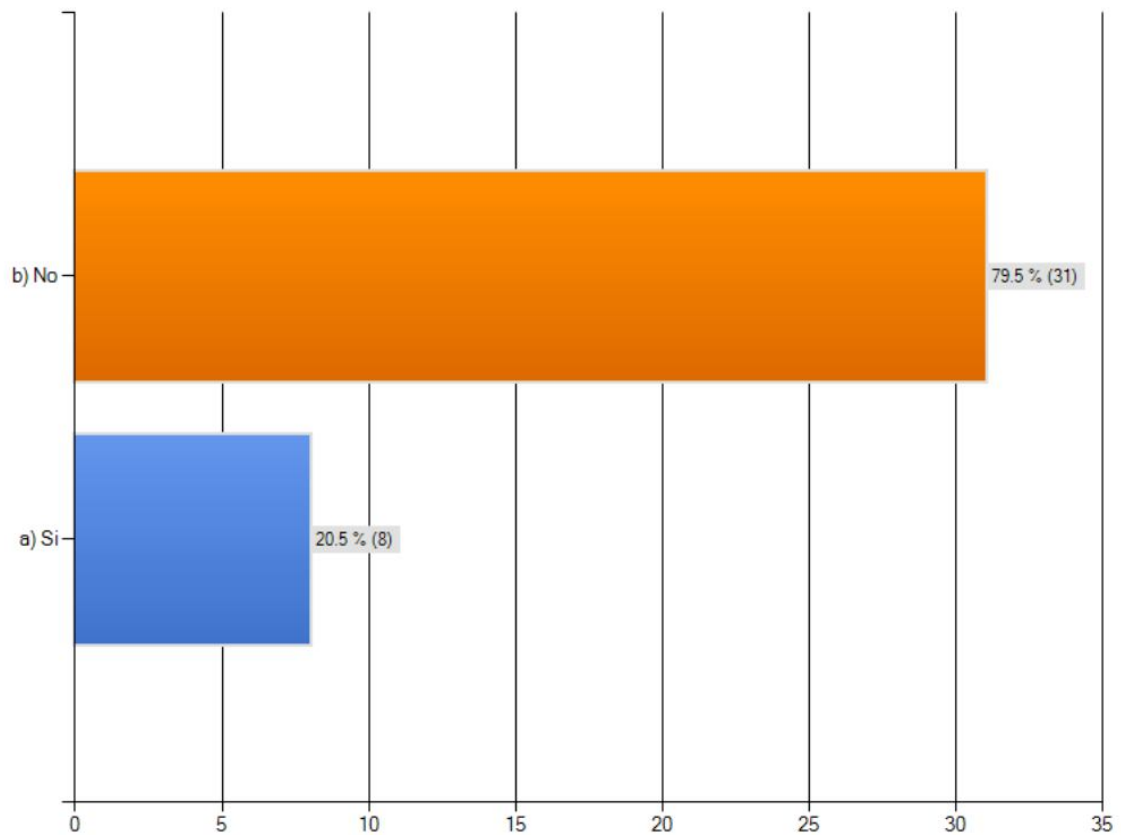


⁸ a) Member of the board of directors; b) Worker; c) Volunteer; d) Other.

2.2.2. Belonging to vulnerable groups

Thirty-one persons answered that they don't belong to the vulnerable group the NGO works with and only 8 answered yes, specifying that they are women.

Chart 8. Belonging to vulnerable groups⁹



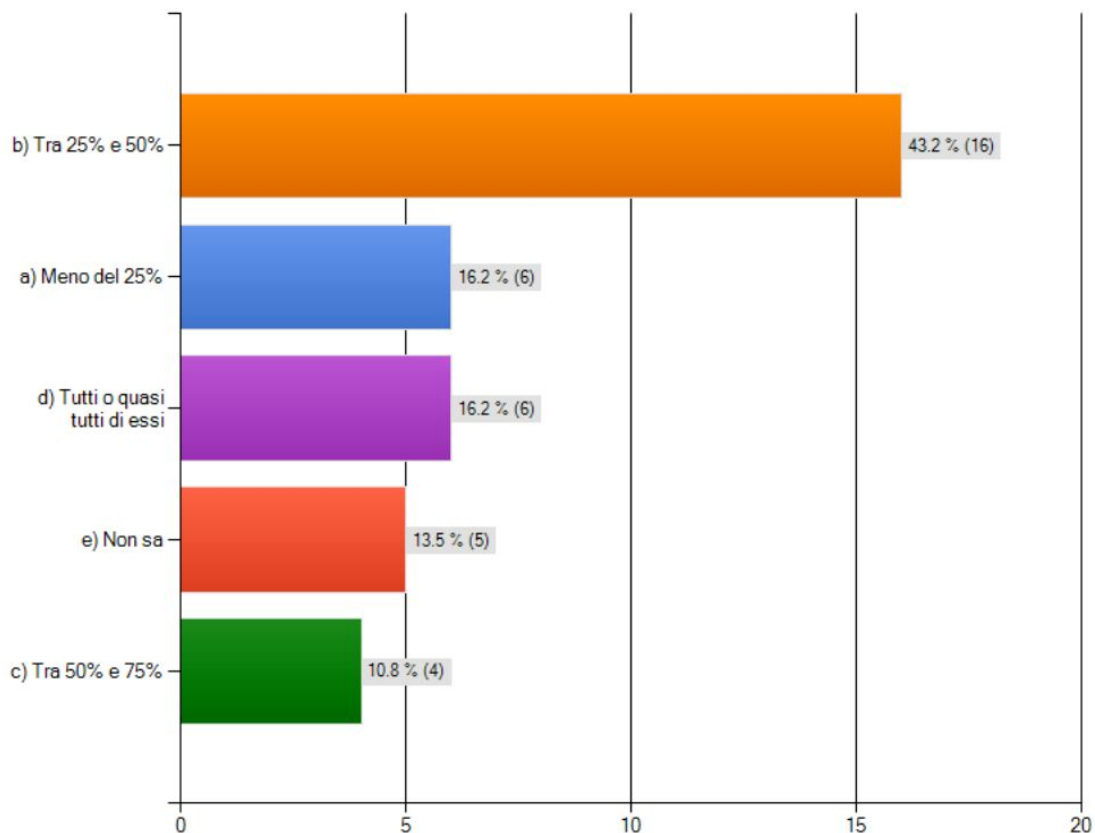
⁹ a) Yes; b) No.

3. EXCLUSION OF PEOPLE FROM VULNERABLE GROUPS

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

Sixteen NGOs out of 37 who answered this question have said that they work with between 25% and 50% of people from vulnerable groups with low levels of education. Six answered less than 25%. Six answered all or almost all of them, and only 4 NGOs have 51-75% of people with low levels of education among people they work with.

Chart 9. The percentage of people from vulnerable groups having low levels of education who NGOs work with¹⁰



¹⁰ a) Less than 25%; b) Between 25% and 50%; c) Between 50% and 75%; d) All or almost all of them; e) Don't know.

3.2. Groups with the greatest educational difficulties

a. Analysis by vulnerable group.

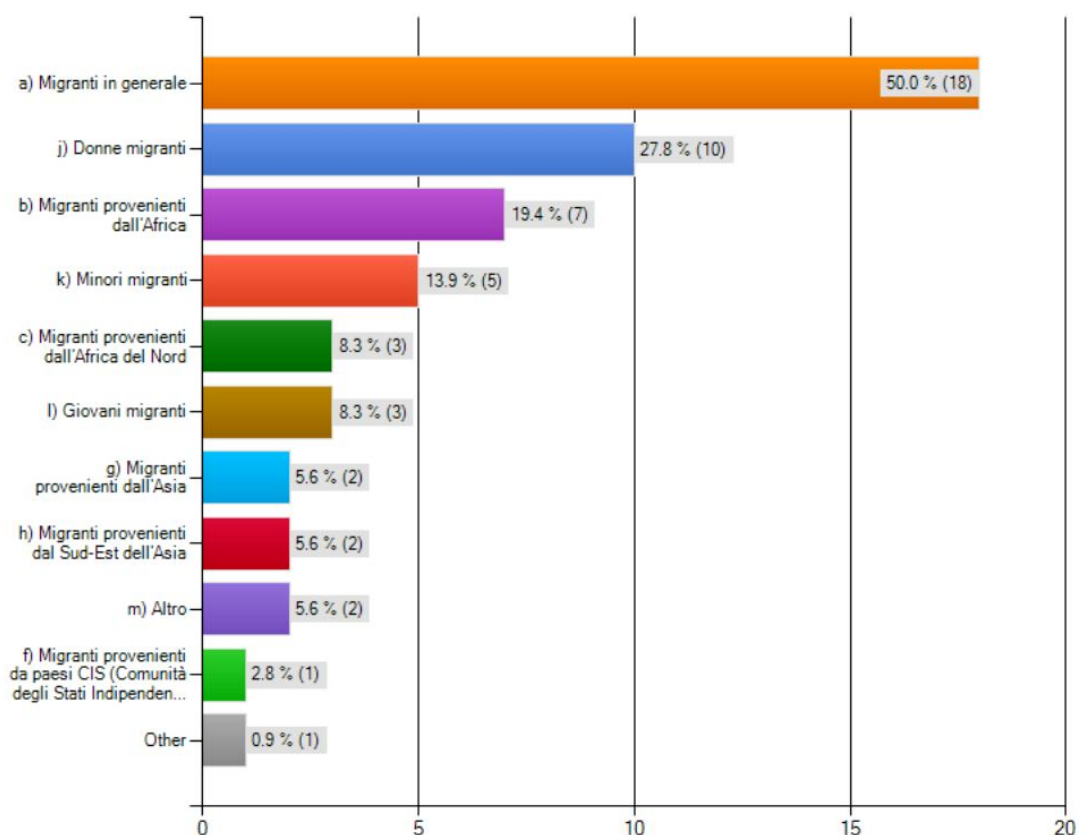
In Italy, 37 NGOs work with migrants, 15 NGOs work with ethnic minorities (primarily with Roma people), 20 NGOs work with women, 14 NGOs work with youths and 9 NGOs work with the disabled.

NGOs working with migrants

For the greatest difficulties to integrate in the educational system, to remain in it and to obtain an academic certificate, 18 mentioned being migrants in general, 7 said coming from Africa and 3 from North Africa. Major difficulties are found for women and minors.

Chart 10. Groups of migrant people find it more difficult to integrate into the educational system, to remain in it and to obtain an academic certificate¹¹

¹¹ a) Migrants (in general); b) Migrants from Africa; c) Migrants from North Africa; d) Migrants from Latin America; e) Migrants from European countries; f) Migrants from the Community of Independent States (CIS), former Soviet Union; g) Migrants from Asia; h) Migrants from South East Asia; i) Migrants from the Middle East; j) Migrant women; k) Migrant children; l) Migrant youths; m) Others.

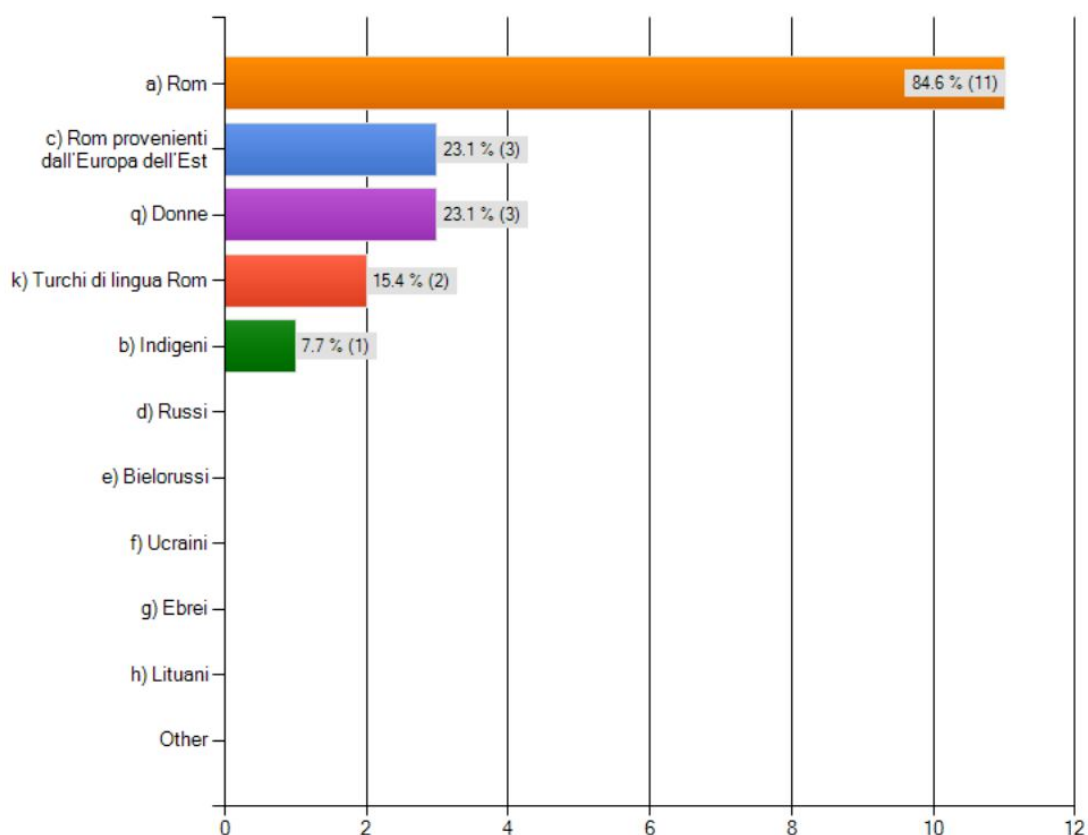


NGOs working with ethnic minorities

Eleven respondents from the NGOs who work with ethnic minorities show that Roma people have more difficulties than other ethnic minority groups in integrating into the educational system, remaining in it and obtaining an academic certificate. More specifically Romas coming from Eastern Europe (3) and Turkish speaking Romas (2) have difficulties.

Chart 11. Cultural minorities come across more difficulties in integrating into the educational system, remaining in it and obtaining an academic certificate¹²

¹² a) Romas; b) The indigenous; c) Eastern European Romas; d) Russians; e) Belarusians; f) Ukrainians; g) Jews; h) Lithuanians; i) Poles; j) Turkish Cypriots; k) Turkish speaking Romas; l) Armenians; m) Maronites; n) Greek speaking Pontians; o) Romanians and Bulgarians; p) Amazighs; q) Women; r) Children; s) Young people; t) Others.

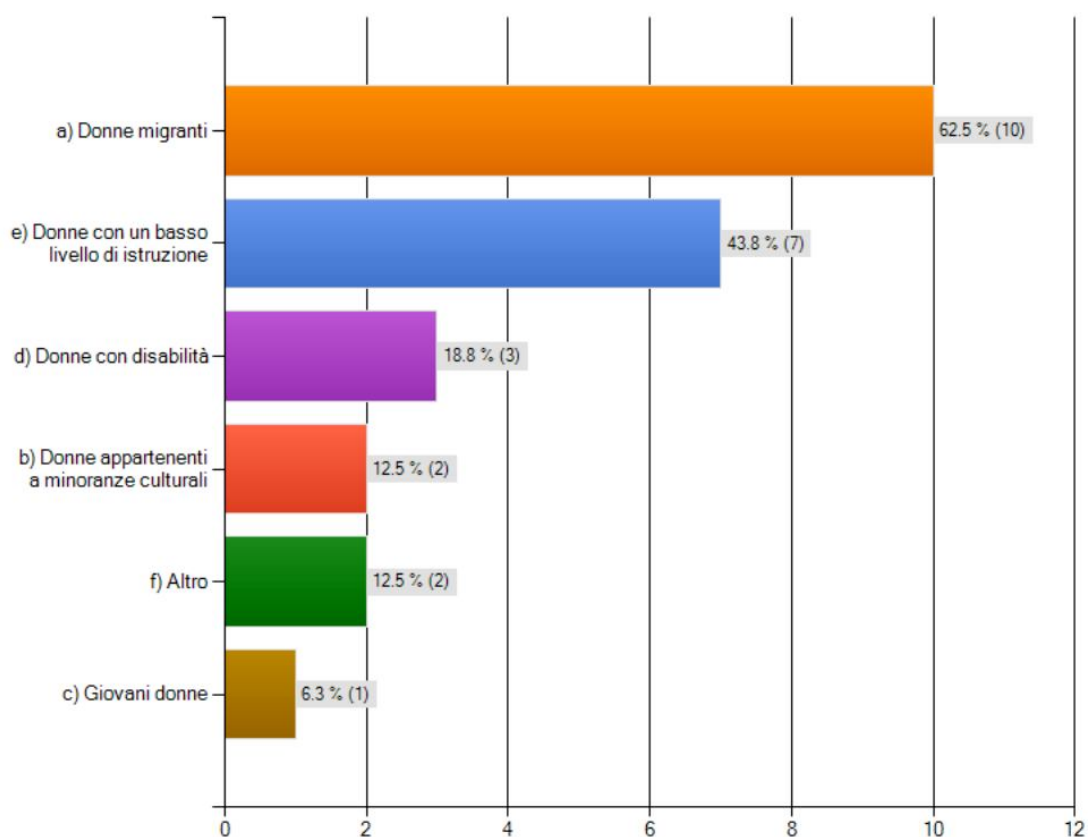


NGOs working with women

According to the answers given by respondents, the groups of women that most face educational difficulties are migrant women (10), women with a low educational level (7), women with disabilities (3), while 2 mentioned women belonging to cultural minorities and only 1 answered young women.

Chart 12. Groups of women who find it most difficult to integrate into the educational system, remain in it and obtain an academic certificate, based on the experience of NGOs¹³

¹³ a) Migrant women; b) Women from cultural minorities; c) Young women; d) Women with low educational levels; e) Women with disabilities; f) Others.

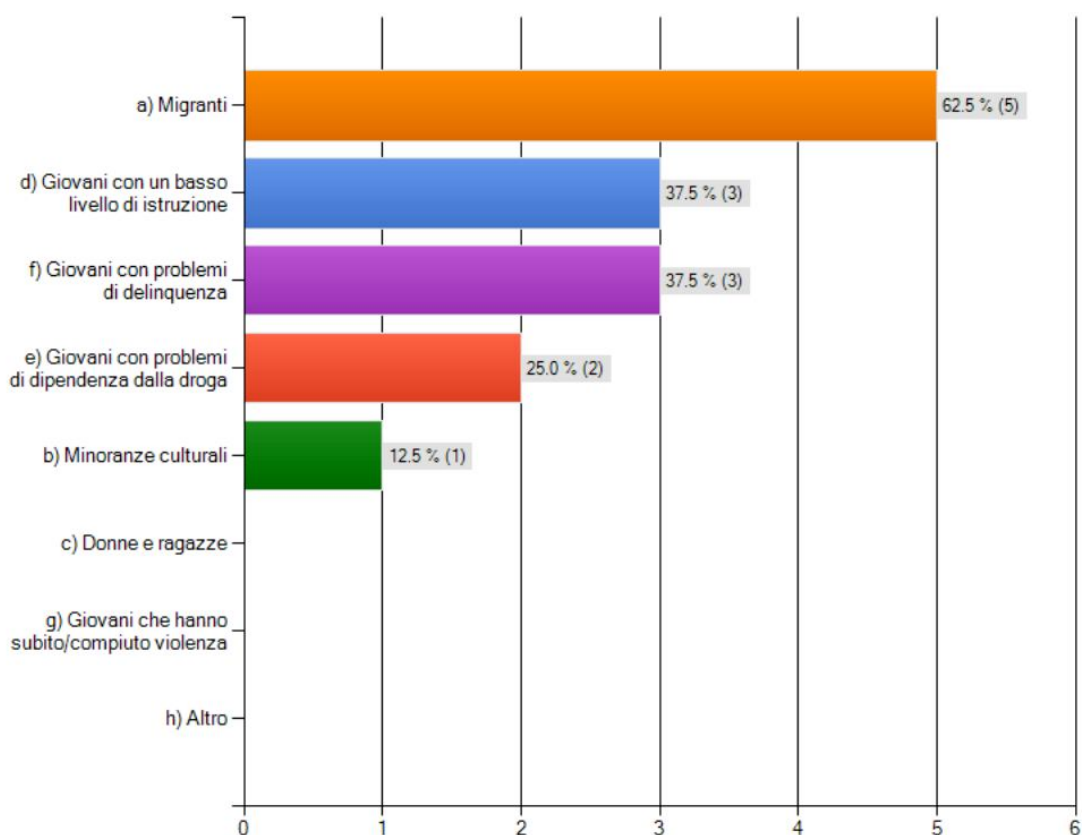


NGOs working with young people

The groups of young people that face educational difficulties the most, according to the survey data, are young migrants (5), youths with low educational levels (3), youths with delinquency problems (3) and (2) youths with drug abuse problems. One mentioned young people belonging to cultural minorities.

Chart 13. The groups of young people that find it most difficult to integrate in the educational system, remain in it and obtain an academic certificate, based on NGO experience¹⁴

¹⁴ a) Migrants; b) Cultural minorities; c) Women and girls; d) Young people with low levels of education; e) Young people with drug abuse problems; f) Young people with delinquency problems; g) Young people who have attacked or been attacked; h) Others.



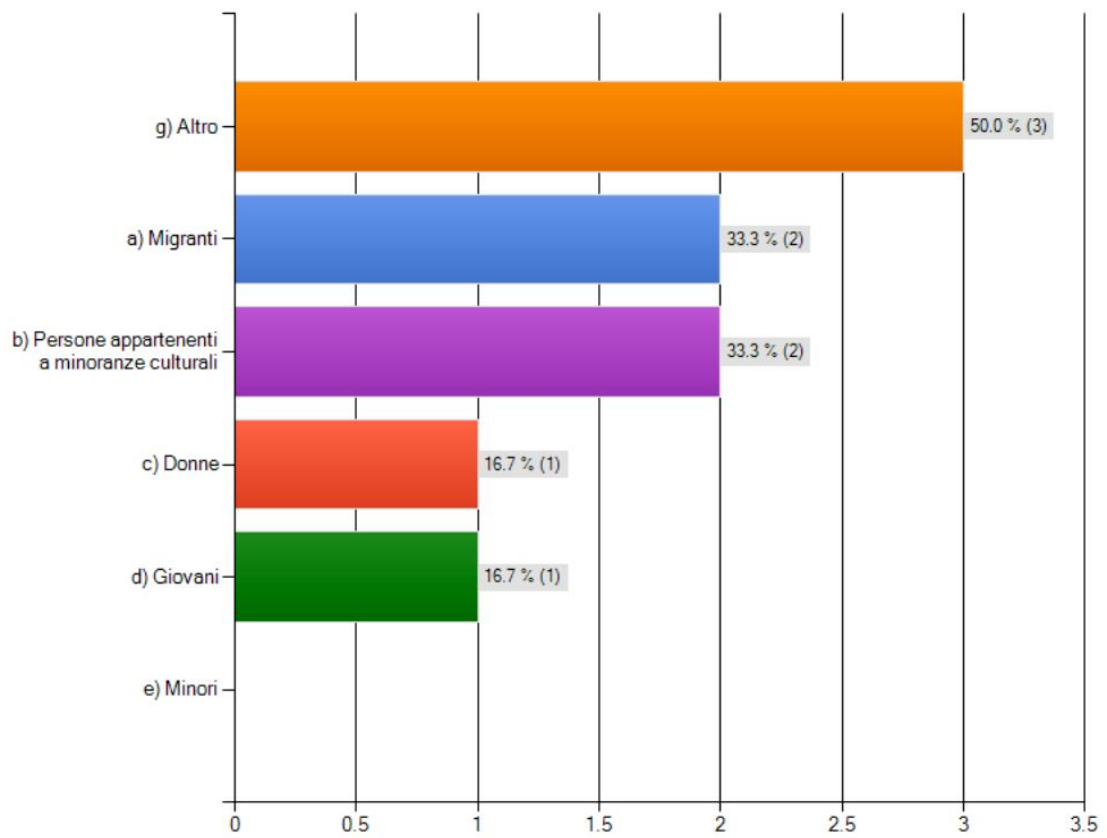
NGOs working with the disabled

Three NGOs answered “other” to this question, specifying that the difficulties exist for all of these groups with disabilities.

Disabled migrants (2) and the disabled belonging to cultural minorities (2) are mentioned as having the most educational difficulties. Youths (1) and women (1) with disabilities have difficulties too.

Chart 14. The groups of people with disabilities that find it most difficult to integrate into the educational system, remain in it and obtain and academic certificate, based on NGO experience¹⁵

¹⁵ a) Migrant people; b) People from cultural minorities; c) Women; d) Youths; e) Children; g) Others.



4. ELEMENTS TO OVERCOME THE EXCLUSION OF VULNERABLE GROUPS

4.1. Educational elements increasing vulnerability during the crisis

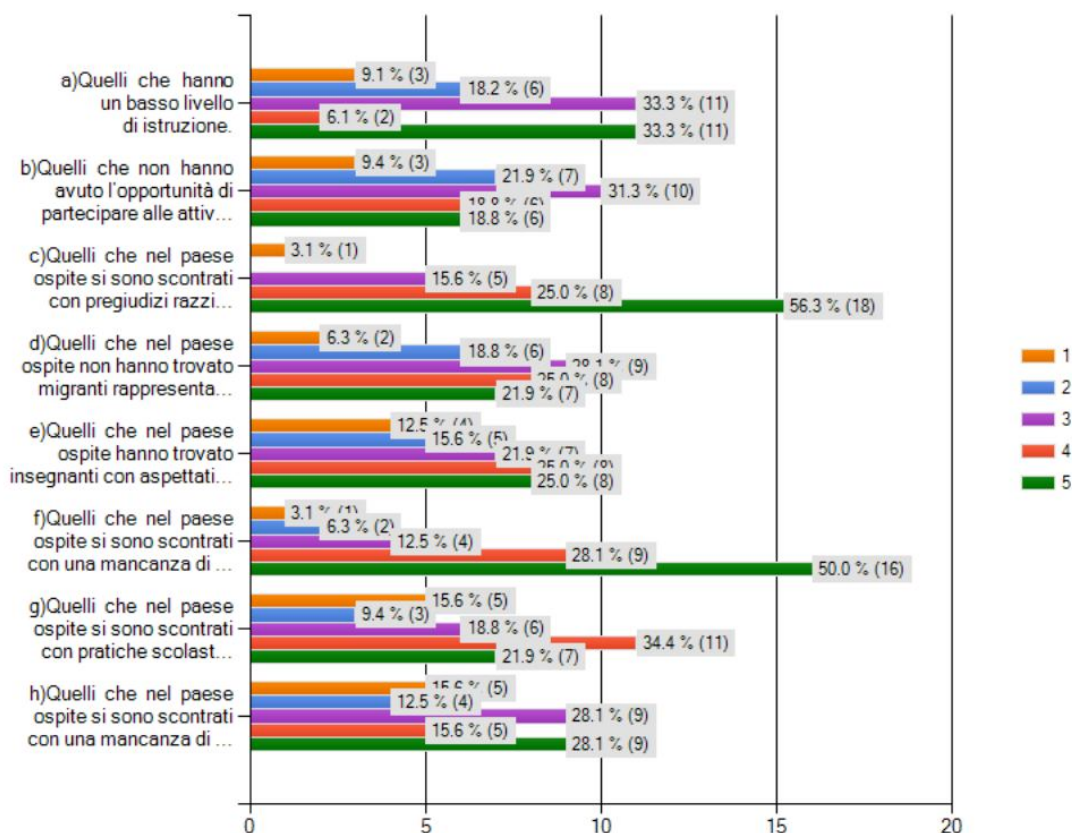
Representatives of NGOs working with immigrants, women, youths, ethnic minorities and the disabled were asked to point out which factors characterizing a particular vulnerable group are most strongly linked to a greater vulnerability during the economic downturn. Respondents were asked to rate these factors on a scale from 1 to 5, where 1 means that the factor does not influence the vulnerability of a group, but 5 means that it has a strong impact on the vulnerability of a particular group.

NGOs working with immigrants

Immigrant NGOs point out that most vulnerable groups are those who in the host country have come across racial prejudice, and a lack of democratic values or cultural diversity in schools is being considered a difficulty: 18 gave a value of 5. Sixteen gave a value of 5 to the answer "those who in the host country have come across a lack of sufficient human resources to attend to the diversity of school students". A low educational level is the factor most strongly linked to greater vulnerability of immigrant groups during the economic crisis (11 gave a level of 3 and 11 a level of 5). Other factors provided, according to the respondent answers, are shown more in depth in the following chart.

Chart 15. Groups among migrants which have been most vulnerable over the past two years of financial crisis¹⁶

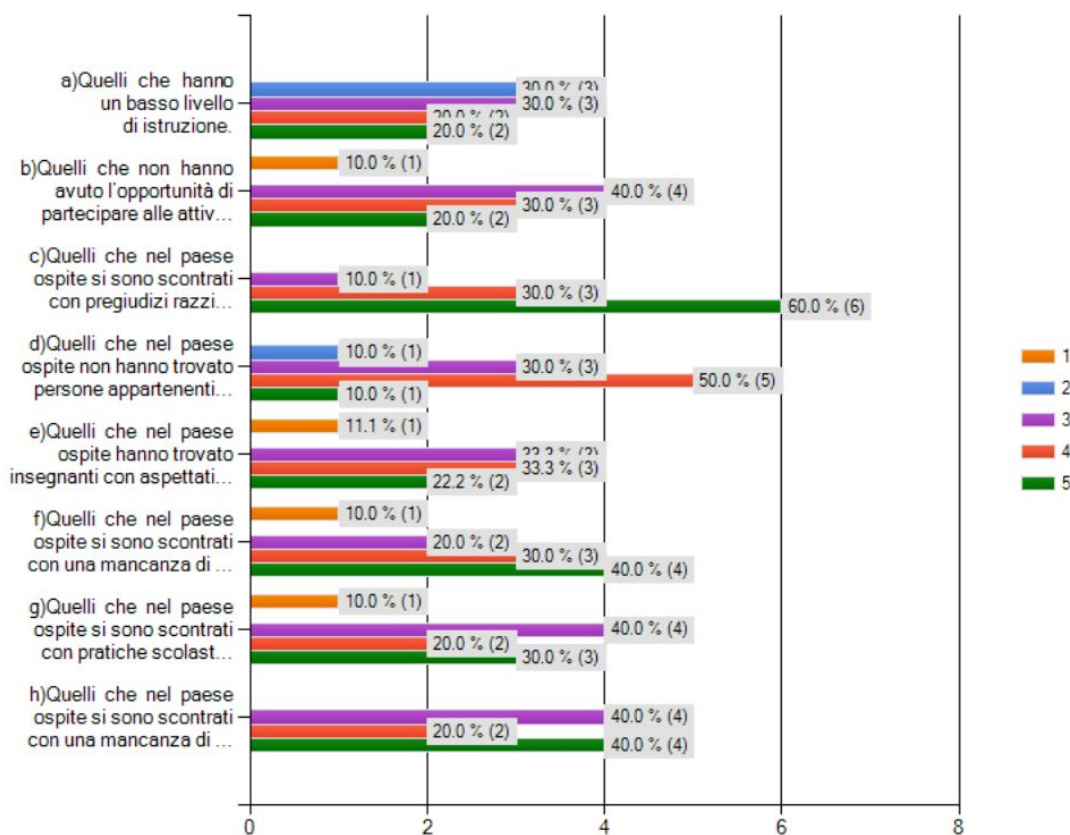
¹⁶ a) Those with low levels of education; b) Those who did not have opportunities to participate in educational, training and cultural activities; c) Those who in the host country have come across racial prejudice and a lack of democratic values or cultural diversity in schools, is considered a difficulty; 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); e) Those who in the host country found teachers who had low expectations of their learning possibilities; f) Those who in the host country have come across a lack of sufficient human resources to attend to the diversity of school students ; g) Those who in the host country came across school practices that separate students according to their abilities (ability grouping, support segregated from the regular classroom, etc.); h) Those who in the host country came across a lack of family and community participation in schools.



NGOs working with ethnic minorities

NGOs working with ethnic minorities rate those who have come across racial prejudice and a lack of democratic values or cultural diversity in schools, considered a difficulty (6 responses gave a value of 5 to this answer), 5 gave a value of 4 to 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) and 4 gave 5 points to those who have come across a lack of sufficient human resources to attend to the diversity of school students. Other factors, according to respondent ranking, have a medium influence over the vulnerability of ethnic minority groups during the financial crisis.

Chart 16. Groups among cultural minorities which have been most vulnerable over the past two years of financial crisis¹⁷



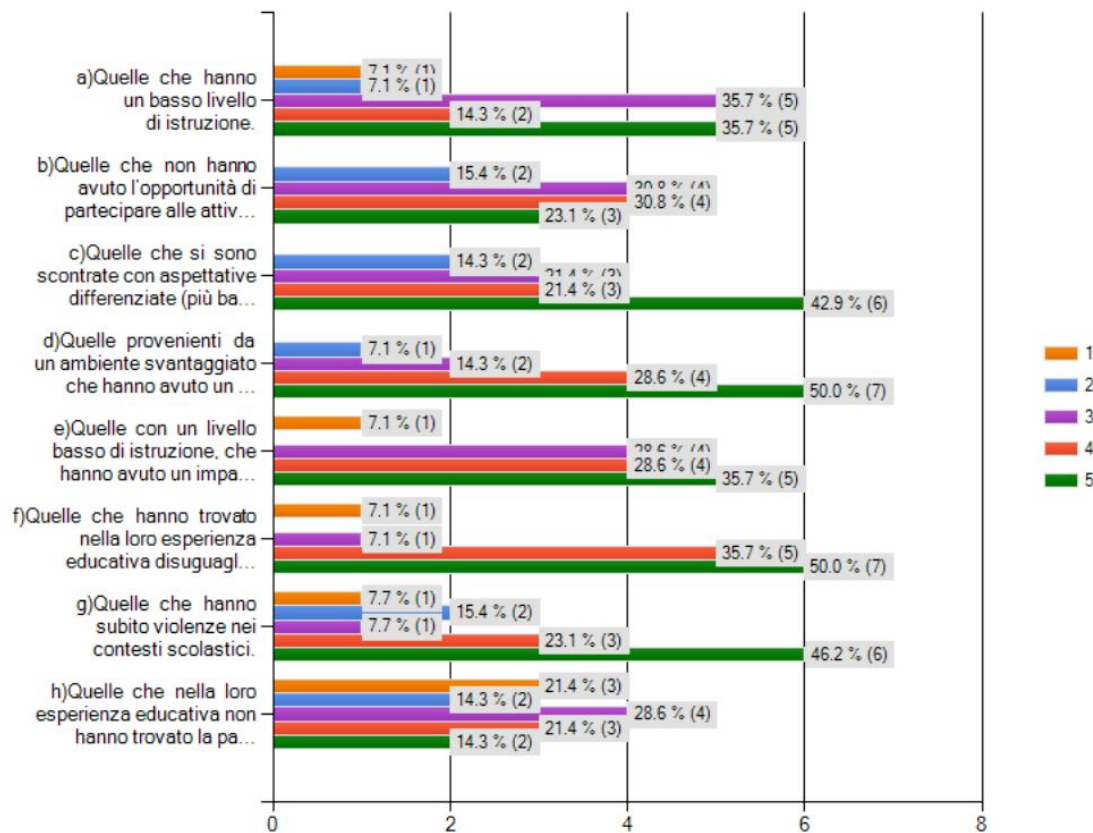
NGOs working with women

Seven NGOs gave a value of 5 to the choice regarding women coming from a disadvantaged background, which has had an impact on their academic expectations and performance and 7 a value of 5 to those who found in their educational experience unequal gender roles and did not find egalitarian masculinity being promoted. Six gave 5 points to the choice regarding women

¹⁷ a) Those who have low levels of education; b) Those who did not have opportunities to participate in educational, training and cultural activities; c) Those who have come across racial prejudice and a lack of democratic values or cultural diversity in schools considered a difficulty; 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); e) Those who found teachers had low expectations of their learning possibilities; f) Those who have come across a lack of sufficient human resources to attend to the diversity of the school students; g) Those who came across school practices that separate students according to their abilities (ability grouping, support segregated from the regular classroom, etc.); h) Those who came across a lack of family and community participation in schools.

who have come across unequal expectations (lower or different) in comparison to the expectations there are of men, and 6 gave 5 points to those who found violence against women in the school context. Five responses gave 5 points to the answer “women who have low levels of education” and 5 the same value to those who have low levels of education, which has had an impact on their quality of life and that of their family.

Chart 17. Women who have been most vulnerable over the past two years of financial crisis¹⁸



¹⁸ a) Those who have low levels of education; b) Those who did not have opportunities to participate in educational, training and cultural activities; c) Those who have come across unequal expectations (lower or different) in comparison to the expectations of men; d) Those from a disadvantaged background which has had an impact on their academic expectations and performance; e) Those who have low levels of education, which has had an impact on their quality of life and that of their family; f) Those who found in their educational experience unequal gender roles and did not find egalitarian masculinity being promoted; g) Those who found violence against women in the school context; h) Those who in their educational experience did not find the participation of female family and community members without an academic background.

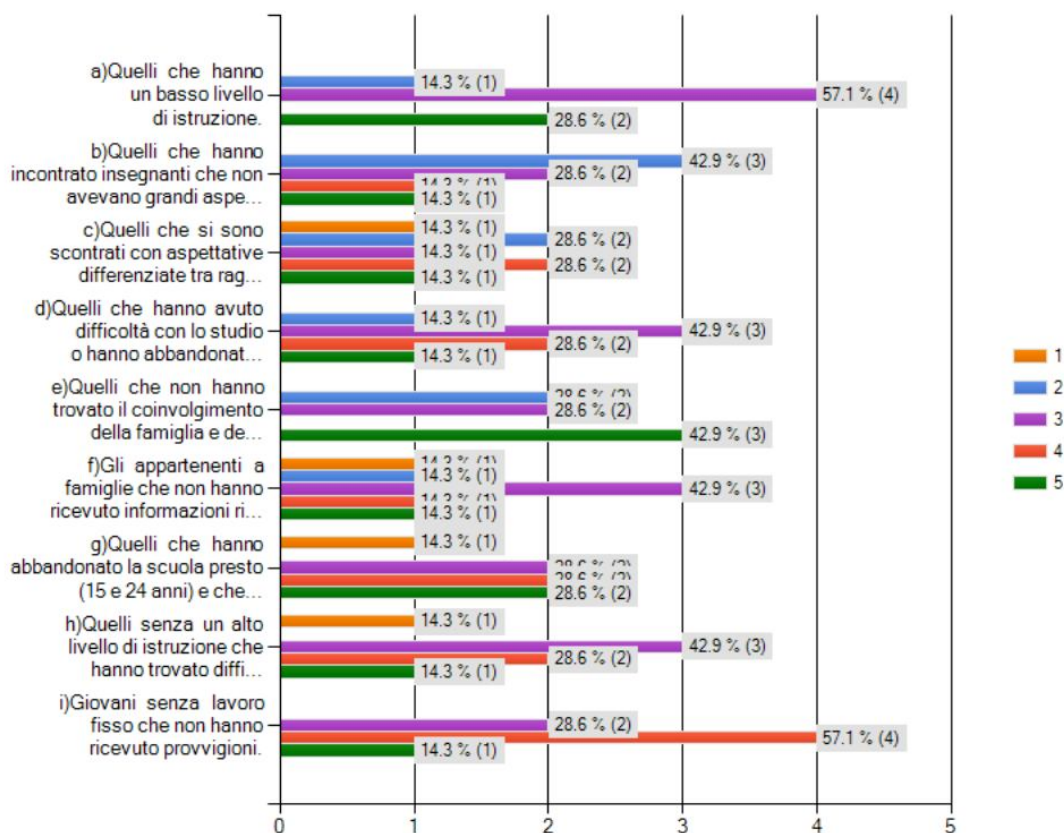
NGOs working with youths

In comparison with other vulnerable groups, there are more factors emphasized to be strongly linked with a greater vulnerability of youths during the economic crisis. Representatives of NGOs working with youths rate low levels of education (4 responses, the mean value 5), young students who do not have paid employment and who have little benefit provisions available to them (4 gave 4 points).

The rest of the results are distributed on other multiple answers as you can see from the chart below.

Chart 18. Groups of youths who have been most vulnerable over the past two years of financial crisis¹⁹

¹⁹ a) Those who have low levels of education; b) Those who came across teachers who had low academic expectations for their learning possibilities; c) Those who came across unequal educational expectations for girls as compared to boys; d) Those who had difficulties in their studies or thought about leaving school and were not supported by their teachers; e) Those who found a lack of family and community involvement in the school; f) Those whose families did not have information about the possibilities young people have to continue their studies; g) Early school leavers (aged 15 to 24) with few opportunities to return to school and access higher education; h) Those without higher education who find it difficult to access the job market.; i) Young people who do not have paid employment and who have little benefit provisions available to them (income support).

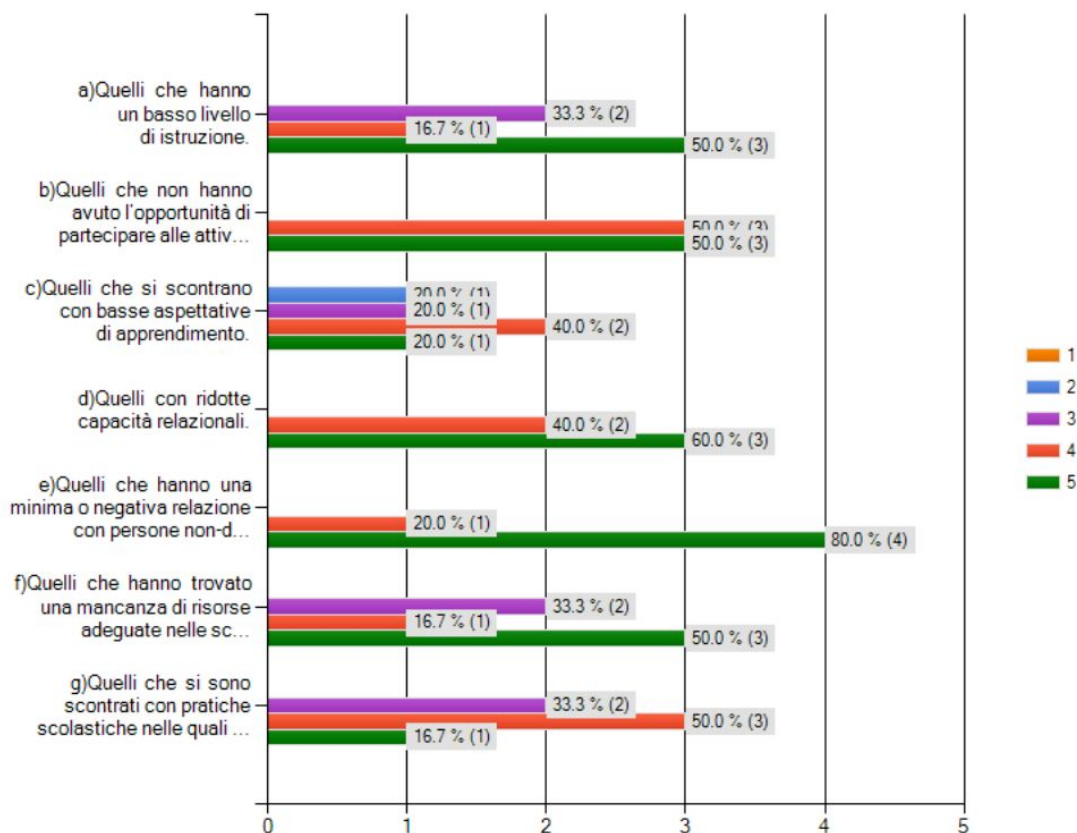


NGOs working with the disabled

Four NGOs gave 5 points to the choice regarding people with disabilities who had a reduced and/or negative relationship with non-disabled people.

Three of them attributed 5 points to those who have low levels of education, 3 gave a value of 5 to those who do not have opportunities to participate in educational, training and cultural activities, 3 gave a value of 5 to those with reduced competences as far as social relationships are concerned and 3 gave 5 points to those who found a lack of human resources to attend to students with disabilities in regular schools.

Chart 19. Groups of people with disabilities which have been most vulnerable over the past two years of financial crisis²⁰



b. Between vulnerable groups.

When comparing the answers from respondents working with different vulnerable groups, we observe very similar patterns regarding the situation of migrants and ethnic minorities and a general influence of a low level of education on all vulnerable groups.

²⁰ a) Those who have low levels of education; b) Those who do not have opportunities to participate in educational, training and cultural activities; c) Those who came across low expectations as far as their learning is concerned; d) Those with reduced competences as far as social relationships are concerned; e) Those who had a reduced and/or negative relationship with non-disabled people; f) Those who found a lack of human resources to attend to students with disabilities in regular schools; 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.).

For migrants and ethnic minorities, the presence of racist attitudes and prejudices, as well as a lack of democratic values are considered major factors that influenced and increased their vulnerability during the financial crisis. At the same time, the lack of professional staff in an educational context is considered one of the major factors for their educational exclusion.

A difficult/disadvantaged background is listed as a major factor for women, as well as *those who came across unequal educational expectations for girls as compared to boys* and *those who found violence against women in the school context*.

For youths, *lack of information* is considered a major factor as well as *young students who are not in paid employment and who have little benefit provisions available to them (income support)*.

For people with disabilities, the most vulnerable are considered those who seem to suffer from reduced capabilities for entertaining social relationships: in particular, *those with reduced competences as far as social relationships are concerned (60% score 5)* and *those who had a reduced and/or negative relationship with non-disabled people (80% score 5)*.

All the responses about the groups analyzed share a common element: vulnerability increases in the presence of a low level of education. This underlines that the educational systems play a fundamental role in processes of exclusion or inclusion in school and society.

4.2. Educational elements to overcome exclusion

a. Analysis by vulnerable groups.

Representatives of NGOs working with immigrants, women, youths, ethnic minorities and people with disabilities were asked to point out which of the provided elements contribute the most to overcome the situation of exclusion/vulnerability of these groups. Respondents were asked to rate these elements on a scale from 1 to 5, where 1 means that the factor does not

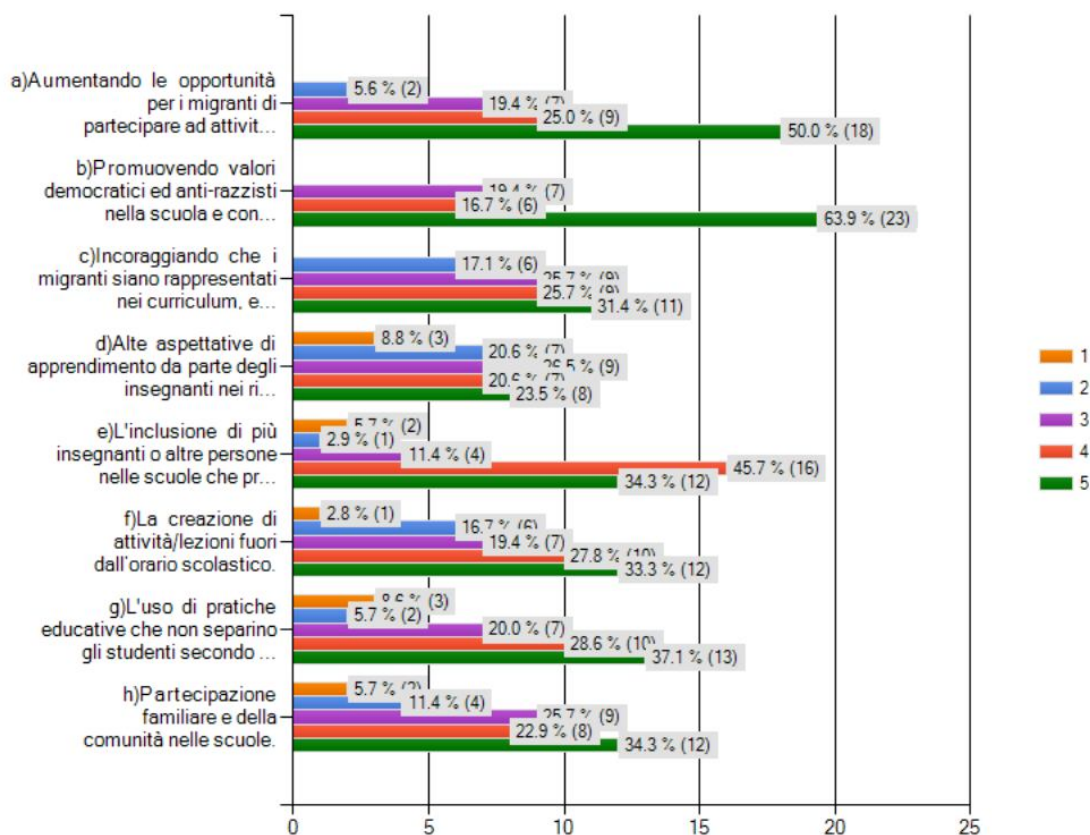
contribute to overcome vulnerability/exclusion of a person, and 5 means that the element strongly contributes to overcome vulnerability/exclusion of a person.

NGOs working with immigrants

Representatives of NGOs working with migrants highlight the following elements contributing to overcoming the situation of exclusion/vulnerability of immigrant groups: promoting democratic and anti-racist values in the school and considering cultural diversity in schools to be an opportunity to improve the quality of education (23 gave 5 points to this choice); increasing the opportunities for migrant people to participate in educational, training and cultural activities (18 gave 5 points); the inclusion of more teachers or other people into schools to attend to the diversity of the students (16 gave 4 points to this choice); 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 (13 gave 5 points to this one) and 12 gave a value of 5 to the creation of support activities/classes outside school hours.

Chart 20. Elements related to education contribute in overcoming the situation of exclusion/vulnerability of migrant people²¹

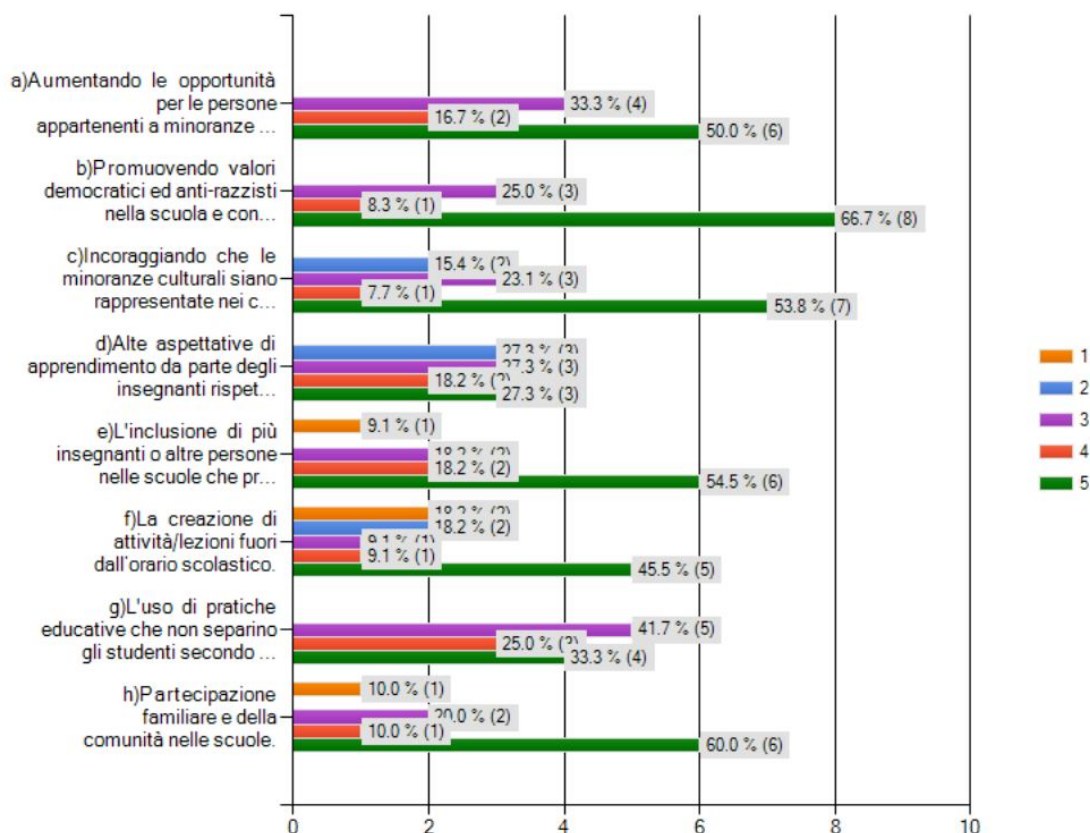
²¹ a) Increasing the opportunities for migrant people to participate in educational, training and cultural activities; b) Promoting democratic and anti-racist values in the school and considering cultural diversity in schools to be an opportunity to improve the quality of education; c) Encouraging migrants to be represented in the curricula (e.g. the linguistic reality of migrant students) and in other aspects of school life (e.g. staff); d) High expectations of teachers as far as migrant students learning are concerned; e) The inclusion of more teachers or other people into schools to attend to student diversity; f) The creation of support activities/classes outside school hours; 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; h) Family and community participation in schools.



NGOs working with ethnic minorities

Representatives of NGOs working with cultural minorities underline the following elements contributing to overcoming the situation of exclusion/vulnerability of this group: promoting democratic and anti-racist values in the school and considering cultural diversity in schools to be an opportunity to improve the quality of education (8 representatives assigned 5 points to this choice); encouraging minorities to be represented in the curricula and in other aspects of school life (7 responses with 5 points); increasing the opportunities to participate in educational, training and cultural activities; teachers having high expectations as far as the learning of students from cultural minorities is concerned, and family and community participation in schools (6 responses, value 5 for every choice).

Chart 21. Elements related to education contribute to overcoming the situation of exclusion/vulnerability of cultural minorities²²



NGOs working with women

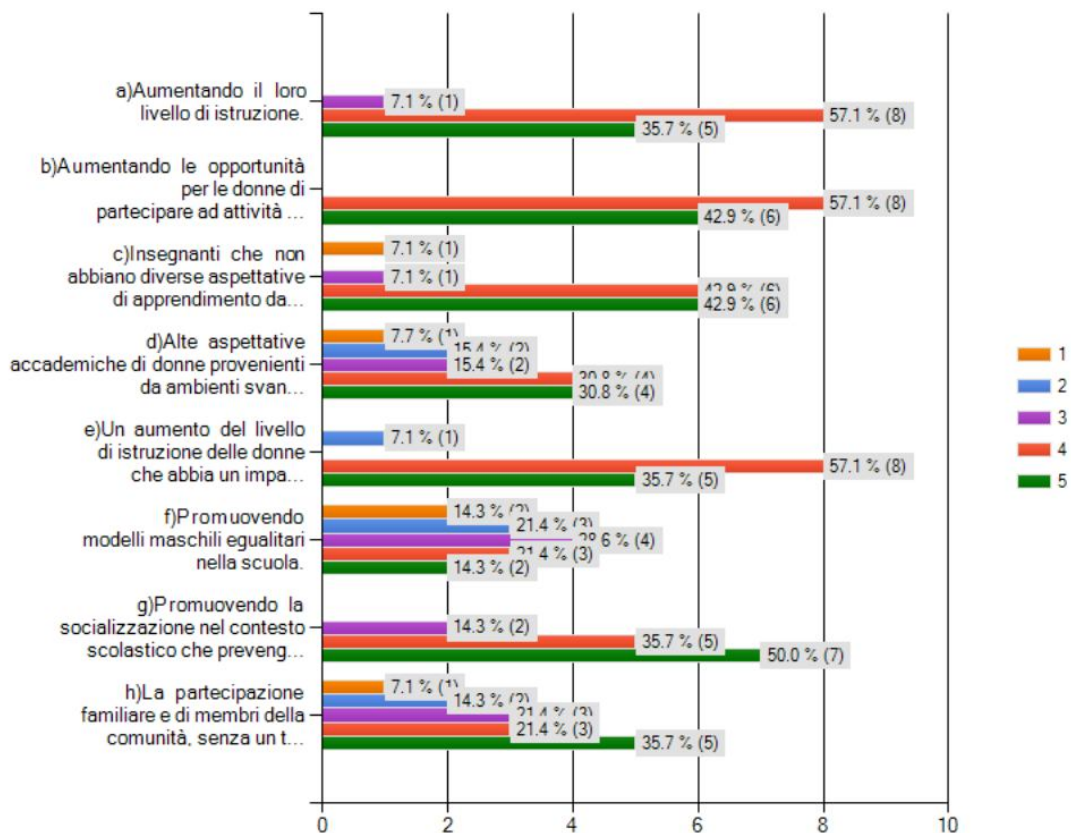
The NGOs working with women consider that most of the elements provided will contribute in overcoming the situation of exclusion/vulnerability of women's groups as follows: increasing their level of education, increasing the

²² a) Increasing the opportunities to participate in educational, training and cultural activities; b) Promoting democratic and anti-racist values in the school and considering cultural diversity in schools to be an opportunity to improve the quality of education; 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); d) Teachers having high expectations as far as the learning of students from cultural minorities is concerned; e) The inclusion of more teachers or other people into schools to attend to the diversity of the students; f) The creation of support activities/classes outside school hours; 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.

opportunities for women to participate in educational, training and cultural activities and an increase in the educational level of women, which has a positive impact on their quality of life and that of their family (for each choice 8 NGOs attributed a value of 4). Seven NGOs gave a vote of 5 to the choice, promoting socialization in the school context which prevents violence against women. Six respondents gave a value of 4 and 6 gave a value of 5 to the option of teachers having neither lower nor different academic expectations for women in comparison to men.

Chart 22. Elements related to education contribute in overcoming the situation of exclusion/vulnerability of women²³

²³ a) Increasing their level of education; b) Increasing the opportunities for women to participate in educational, training and cultural activities; c) Teachers having neither lower nor different academic expectations for women in comparison to men; d) High academic expectations and performance of women from disadvantaged backgrounds; e) An increase in the educational level of women, which has a positive impact on their quality of life and that of their family; f) Promoting egalitarian male models and overcoming unequal gender roles in the school; g) Promoting socialisation in the school context which prevents violence against women; h) The participation of female family and community members without an academic background.

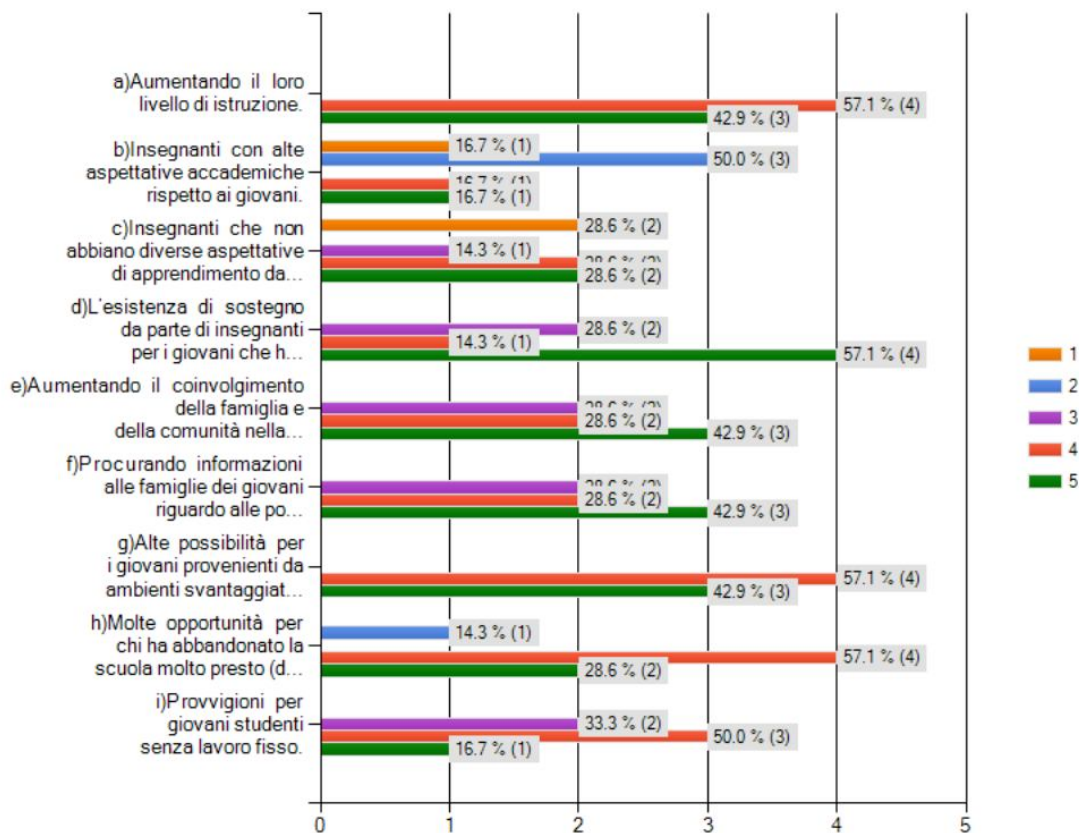


NGOs working with youths

We can't explain why 44 representatives from the NGOs skipped this question. Only 7 answered this one. Four respondents attributed a value of 4 to the following choices: increasing their level of education, the existence of support from teachers for young people who find their studies more difficult or who are thinking about leaving school, high possibilities of young people from disadvantaged social backgrounds yet with high academic achievement and access to the labour market, and many opportunities for early school leavers (aged 15 to 24) to return to school and access higher education.

Chart 23. Elements related to education contribute in overcoming exclusion/vulnerability of young people²⁴

²⁴ a) Increasing their level of education; b) Teachers having high academic expectations as far as young people are concerned; c) Teachers having equal educational expectations for boys and for girls; d) The existence of support from teachers for the young people who find their studies more difficult or who are thinking about leaving school; e) Increasing family and community involvement

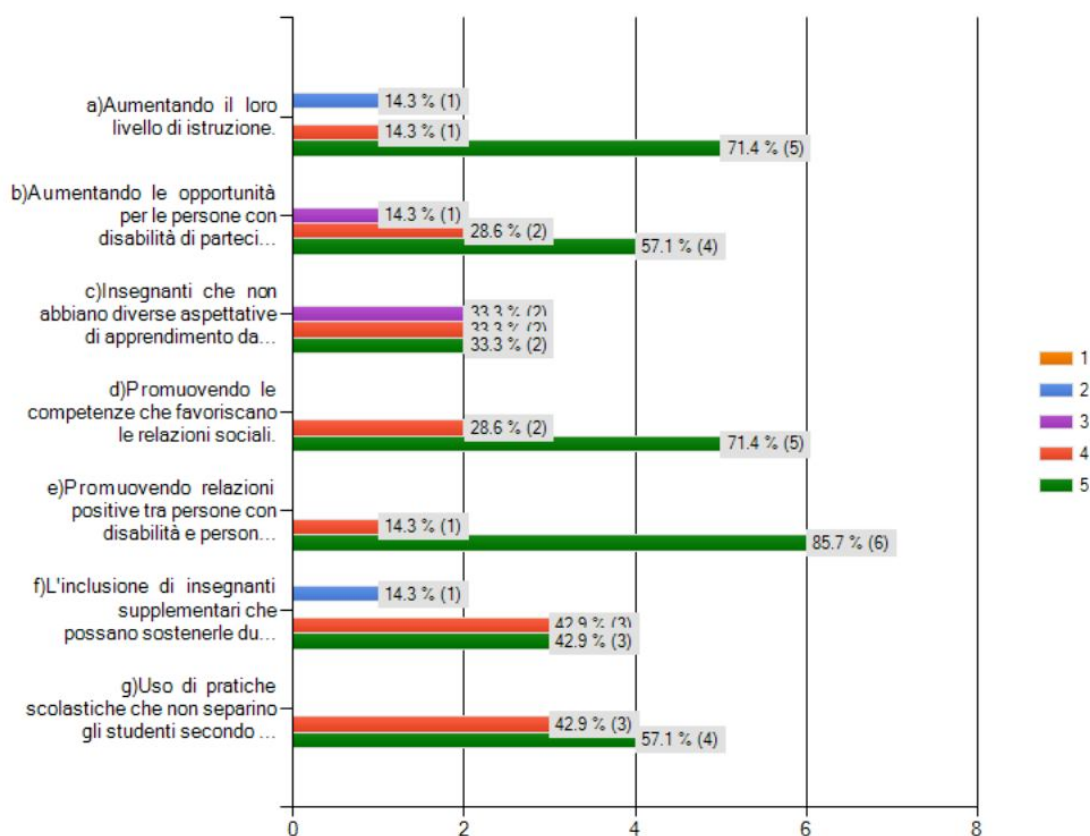


NGOs working with disabled people

Similarly to the previous case, in this question too only 7 NGOs answered . Six of them gave a value of 5 to the choice of promoting positive relationships between people with disabilities and other non-disabled people. Five gave 5 points to increasing their level of education and promoting their competences as far as social relationships are concerned.

in the school; f) Providing information to young people's families regarding the possibilities young people have to continue their studies; g) High possibilities of young people from disadvantaged social backgrounds having high academic achievement and accessing the labour market; h) Many opportunities for early school leavers (aged 15 to 24) to return to school and to access higher education; i) Benefit provision (income support) for young students who are not in paid employment.

Chart 24. Elements related to education contribute in overcoming the situation of exclusion/vulnerability of people with disabilities²⁵



b. Among vulnerable groups

When comparing the answers of respondents working with different vulnerable groups, we found that the strategies set to increase *their level of education* as well as *the opportunities to participate in educational, training and cultural activities* are considered the most important common factors in overcoming exclusion of the vulnerable groups.

²⁵ a) Increasing their level of education; b) Increasing the opportunities for people with disabilities to participate in educational, training and cultural activities; c) High expectations of teachers as far as students with learning disabilities is concerned; d) Promoting their competences as far as social relationships are concerned; e) Promoting positive relationships between people with disabilities and other non-disabled people; f) The inclusion of additional teachers or other people into schools to attend to them within the regular schools and classrooms; 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.

Our respondents do not offer other factors shared between all the five vulnerable groups analysed and we found only partial parallelism among them.

Both for migrants and ethnic groups, two very important strategies indicated by our respondents are the *promotion of democratic and anti-racist values in the school* and *considering cultural diversity in schools to be an opportunity for improving the quality of education*.

Increasing the opportunities to participate in educational, training and cultural activities is considered very important for migrants, ethnic groups, and women. For young people, a very fundamental factor is to have offered *many opportunities for early school leavers (aged 15 to 24) to return to school and access higher education*.

For ethnic groups, to be included in the curricula seems to play a role for educational inclusion. For migrants, 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* is considered a very important strategy, parallel to the creation of support activities/classes outside school hours.

For women, respondents gave a good score to the promotion of socialization in the school context which prevents **violence** against women.

For youths, **support by specialized teachers** is considered significant.

Regarding people with disabilities, along with the major difficulties for their exclusion, the *promotion of positive relationships between people with disabilities and other non-disabled people and their competences as far as social relationships are concerned* are considered the primary strategies to be adopted.

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.

Very few NGOs answered these questions: only 16 answered Q8; 6 answered Q19; 5 answered Q37 and 1 answered Q48.

Successful practices in education

Respondents who represent NGOs working with migrants mention learning a host country language as a successful practice in education, which helps overcome exclusion and vulnerability of the immigrant group, besides the presence of cultural mediators in schools.

NGOs working with cultural minorities suggested organising more training courses, language courses, meetings of awareness on anti-racism, etc.

Respondents representing women NGOs underlined the importance of organizing training courses.

Representatives of NGOs working with young people suggested the following practices: training, educational guidance towards scholastic and professional realities, opportunities for socialization, and organization of international summer camps.

Only one NGO working with people with disabilities answered this question, suggesting an increase in social integration.

Successful practices in employment

NGOs working with migrants and working with cultural minorities mentioned the following practices which help overcome exclusion/vulnerability in the field of employment: training courses, professional qualifications, internships and more legal work situations.

With respect to the respondents from the NGOs that work with youths, the organization of internships and training courses was mentioned above all.

Only one NGO answered this question and stressed that there are few job opportunities for them.

Successful practices in health

NGOs working with migrants and with cultural minorities, as well those who work with women, suggested these practices: guidance on prevention and health services, infectious disease control, health checks, information, support in departments such as gynaecology, for patient understanding through the presence of trained social and health workers and linguistic-cultural mediators.

Successful practices in housing

In respect of housing, an NGO working with migrants underlined the importance of giving support to the search for housing and rental contracts, while those working with cultural minorities (above all with Roma people) suggested supporting the search for alternatives to "nomad" camps.

Representatives of NGOs working with young and disabled people emphasized that in the majority of cases they live with their parents.

Successful practices in political and social participation

Respondents from the immigrant NGOs among successful practices in political and social participation that help overcome exclusion/vulnerability of the immigrant groups mentioned moments of discussion and debate on issues of immigration, racism, rights, promotion of the diffusion of cultures and development activities and organization of events against racism.

Those working with women suggested organizing public events, participation in partnerships and awareness of their rights.

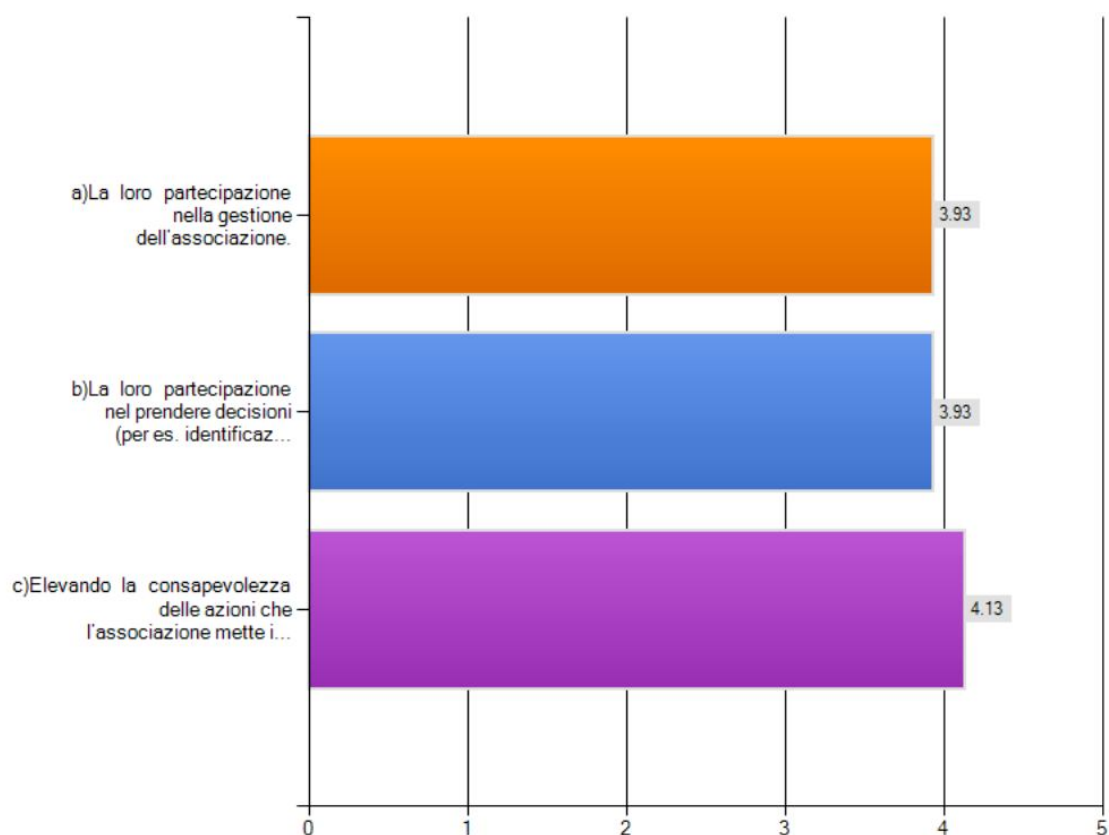
NGOs that work with young and disabled people underlined that there is low participation and lack of opportunities for them.

4.4. Other practices in NGOs to overcome exclusion

In the survey, NGO representatives were asked which practices they consider important for the vulnerable groups in order to overcome their exclusion from society. Practices were: (a) participation in the management of NGOs, (b) their participation in decision making processes (e.g. identification of requirements, needs and priorities) within the NGO, (c) raising awareness of the actions which the NGO is carrying out in order to help overcome the situation of exclusion/vulnerability of a vulnerable group, in order to promote their participation in the NGO.

Thirty representatives of NGOs answered the question regarding migrants, giving the same importance to all three of these practices.

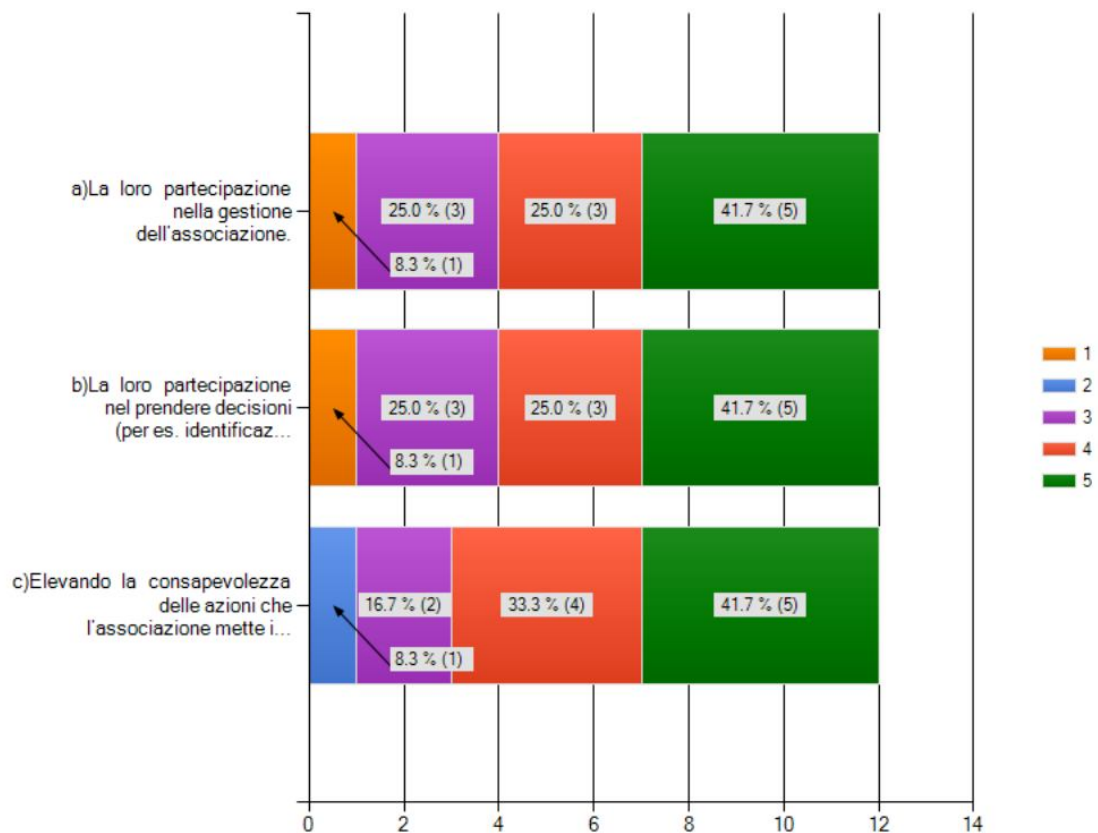
Chart 25. Other actions/practices/situations that contribute to overcome the situation of exclusion/vulnerability of migrant people and promoting their empowerment



Only 9 answered Q21, giving a value of 5 to the third choice ("raising awareness of the actions which the NGO is carrying out in order to help overcome the situation of exclusion/vulnerability of a vulnerable group, in order to promote their participation in the NGO").

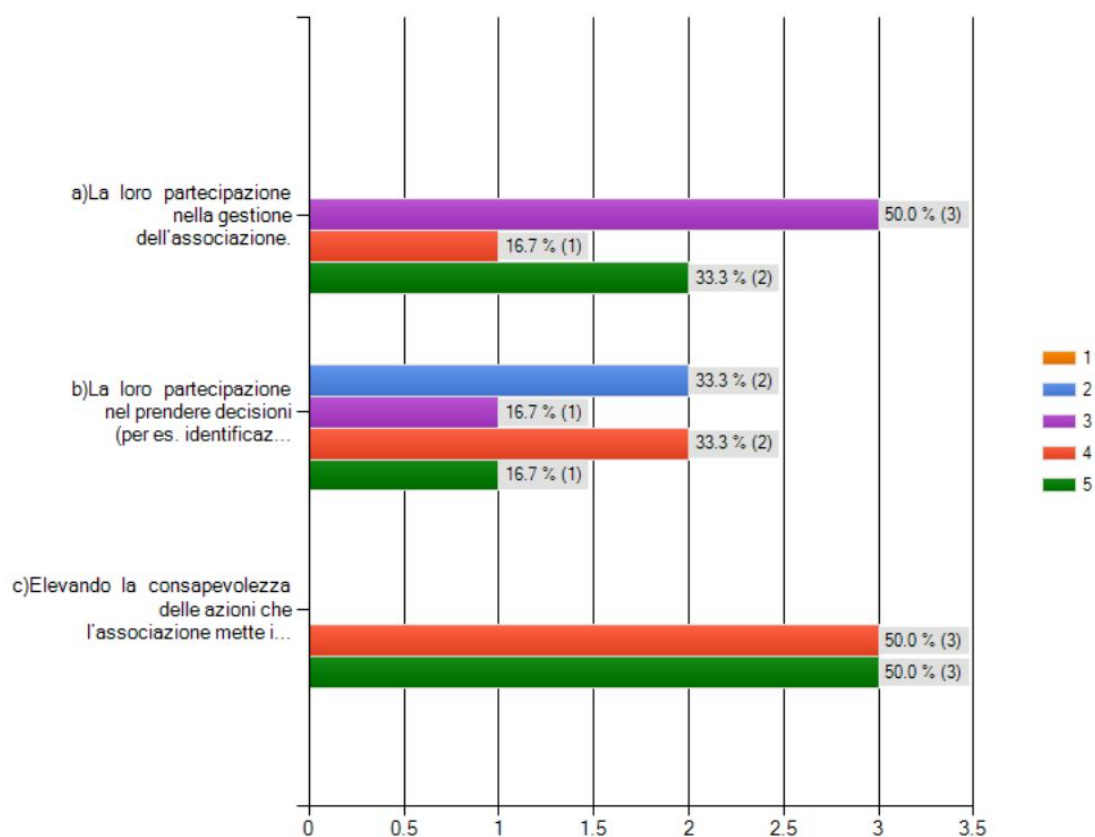
NGOs working with women gave the same values to the three practices, as in the following chart.

Chart 26. Other actions/practices/situations that contribute to overcome the situation of exclusion/vulnerability of women and promote their empowerment



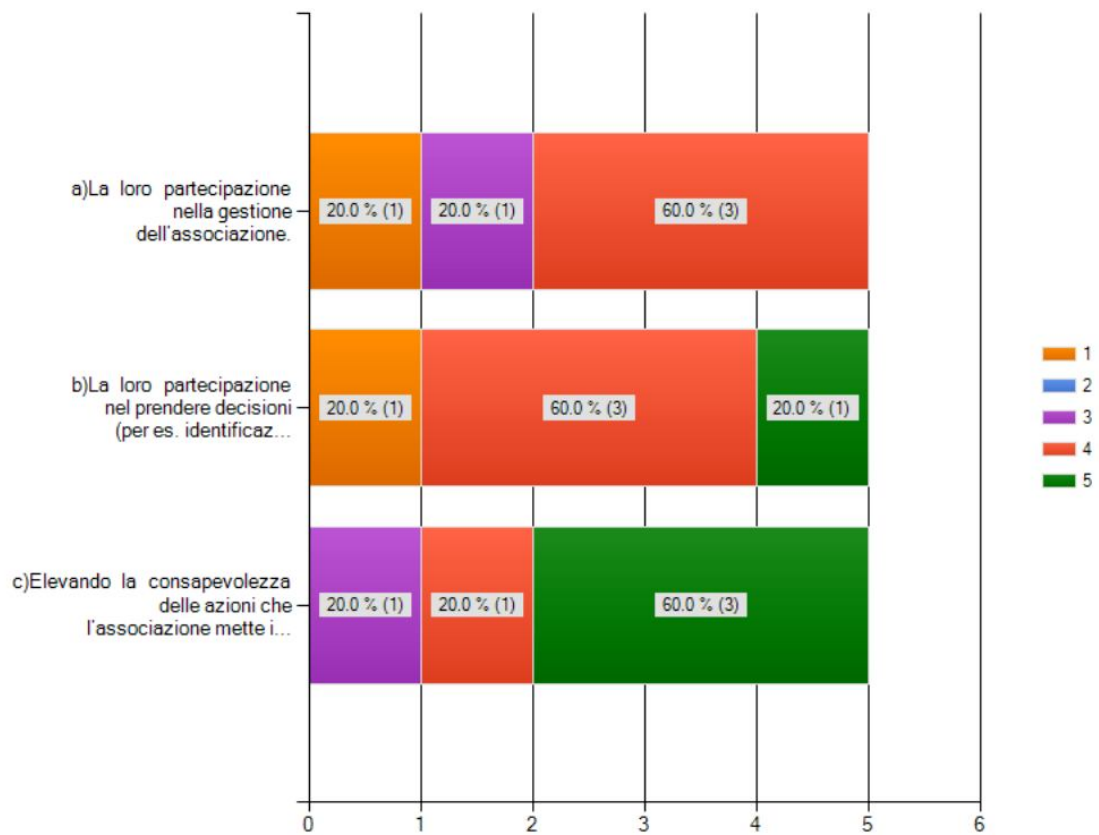
The practices more relevant for representatives of NGOs working with young people are: a value of 5 for the (c) choice, for 3 persons; and a value of 4 for 3 persons; a value of 3 for (a) choice for 3 persons.

Chart 27. Other actions/practices/situations that contribute to overcome the situation of exclusion/vulnerability of young people and promote their empowerment.



Only 5 persons working with disabled people answered this question and 3 of them gave a value of 5 to (c) choice; 3 gave a value of 4 to (a) choice and 3 gave a value of 4 to (b) choice.

Chart 28. Other actions/practices/situations that contribute to overcome the situation of exclusion/vulnerability of people with disabilities and promote their empowerment



5. GENDER DIMENSION – WOMEN BELONGING TO VULNERABLE GROUPS

5.1. Women as a group with the most educational difficulties

During the survey we emphasized the role of gender dimension by every research category .

For this reason when we analysed which vulnerable groups find more difficulty in integrating 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, youths and people with disabilities.

Representatives of NGOs working with migrants and disabled people mention that women from these groups find it more difficult to integrate into the educational system and to remain in it. Representatives of other NGOs do not tend to emphasize difficulties of women in the field of higher education.

5.2. Elements to overcome the exclusion of women

5.2.1. Educational elements that increase vulnerability during the crisis

We asked representatives of NGOs working with migrants, ethnic minorities, youths and disabled people to point out which factors characterizing women from the four vulnerable groups are most strongly linked to a greater vulnerability of these women during economic downturn. Respondents were asked to rate these factors on a scale from 1 to 5, where 1 means that the factor does not influence a vulnerable group and 5 means that it has a strong influence on the vulnerability of a particular group.

NGOs working with migrants

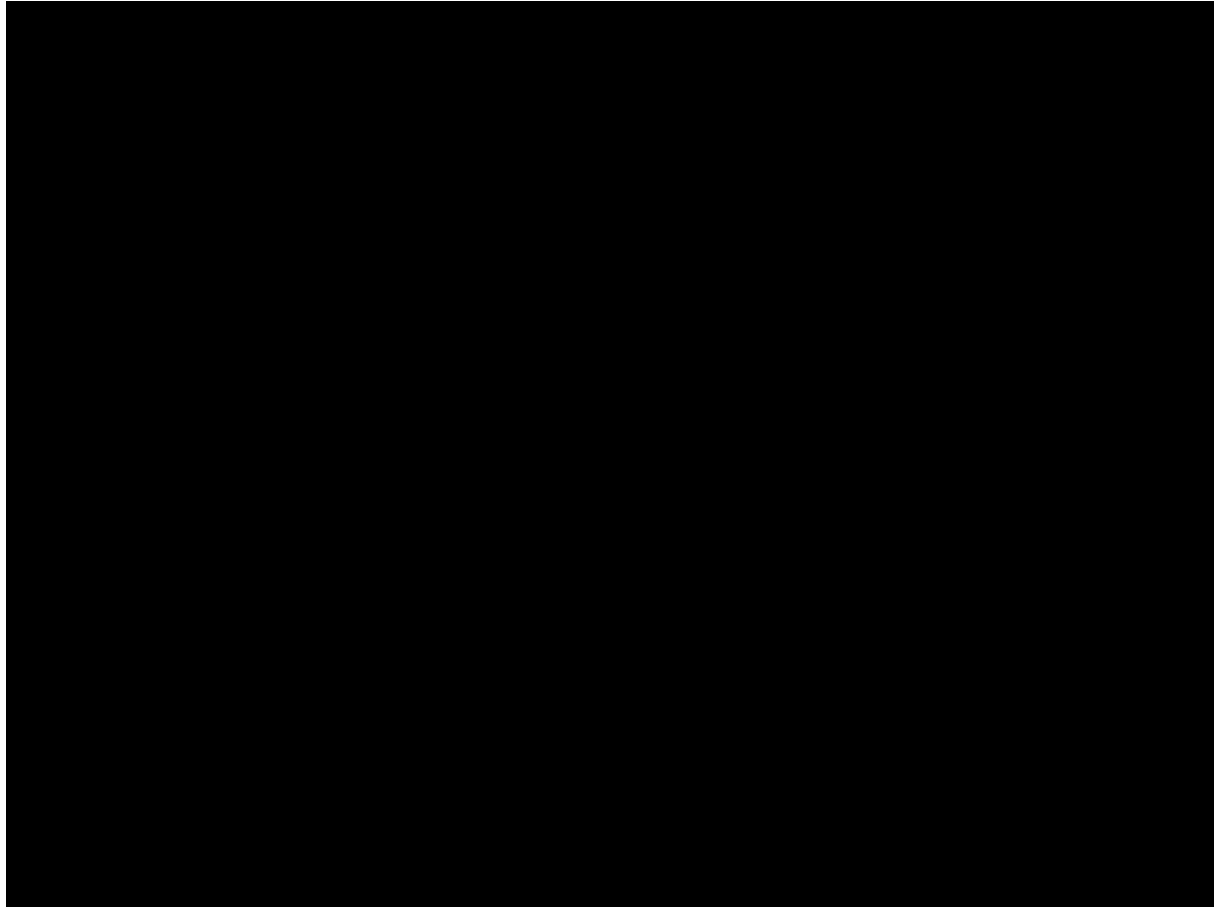
Representatives of NGOs working with migrants point out that the most important factor increasing the vulnerability of migrant women during the recent financial crisis is that which in the host country has come across racial prejudice;

and a lack of democratic values or cultural diversity in schools is considered a difficulty (15 gave a value of 5 to this point). Another factor is a low level of education (13 gave 5 points to this choice).

Other factors are also considered in influencing the vulnerability of immigrant women during economic crisis, as specified in the following chart.

Chart 29. Groups of migrant women most vulnerable over the past two years of financial crisis²⁶

²⁶ a) Women who have low levels of education; b) Women who did not have opportunities to participate in educational, training and cultural activities; c) Women who in the host country have come across racial prejudice, and a lack of democratic values or cultural diversity in schools is considered a difficulty; d) Women who in the host country have not found migrant women being represented in the curricula or in other aspects of their educational context (e.g. the linguistic reality of migrant students, school staff); e) Women who in the host country found that teachers had low expectations of their learning possibilities; f) Women who in the host country have come across a lack of sufficient human resources to attend to the diversity of the students in schools; g) Women 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.); h) Women who in the host country came across a lack of participation of female family and community members.



NGOs working with ethnic minorities

First of all it's important to underline that only 9 representatives of NGOs working with cultural minorities answered this question. Six of them gave 5 points to the group of women who in the host country came across racial prejudice, and a lack of democratic values or cultural diversity in schools is considered a difficulty; 4 of them gave 5 points to the group of women who in the host country came across a lack of sufficient human resources to attend to the diversity of the school students.

Chart 30. Groups of women from cultural minorities most vulnerable over the past two years of financial crisis²⁷

²⁷ a) Women who have a low level of education; b) Women who did not have opportunities to participate in educational, training and cultural activities; c) Women who have encountered racial prejudice, and a lack of democratic values or cultural diversity is considered a difficulty; d) Women



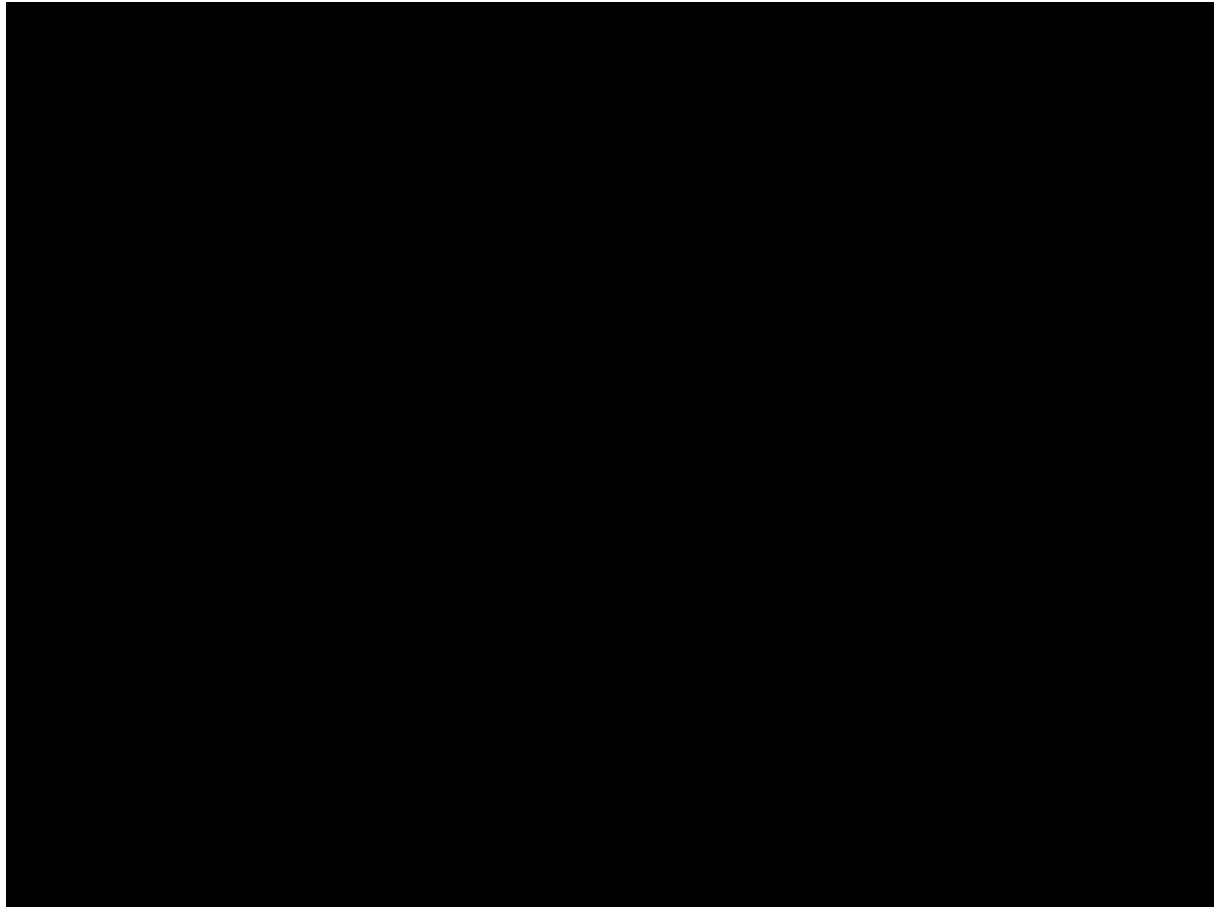
NGOs working with young people

Even in this case only 5 representatives of the NGOs working with young people answered this question. The values are not homogeneous and we don't think they would be exhaustive for this issue, as you can see in the chart below.

Chart 31. Groups of young women most vulnerable over the past two years of financial crisis²⁸

who have not found women from cultural minorities to be represented in the curricula or in other aspects of their educational context (e.g. the linguistic reality of students from cultural minorities, school staff); e) Women who found teachers had low expectations of their learning possibilities; f) Women who came across a lack of sufficient human resources to attend to the diversity of the school students; g) Women who came across school practices which separate students according to their abilities (ability grouping, support segregated from the regular classroom, etc.); h) Women who came across a lack of participation of female family and community members.

²⁸ a) Girls who have low levels of education; b) Girls who came across teachers with low academic expectations of their learning possibilities; c) Those who found unequal educational expectations

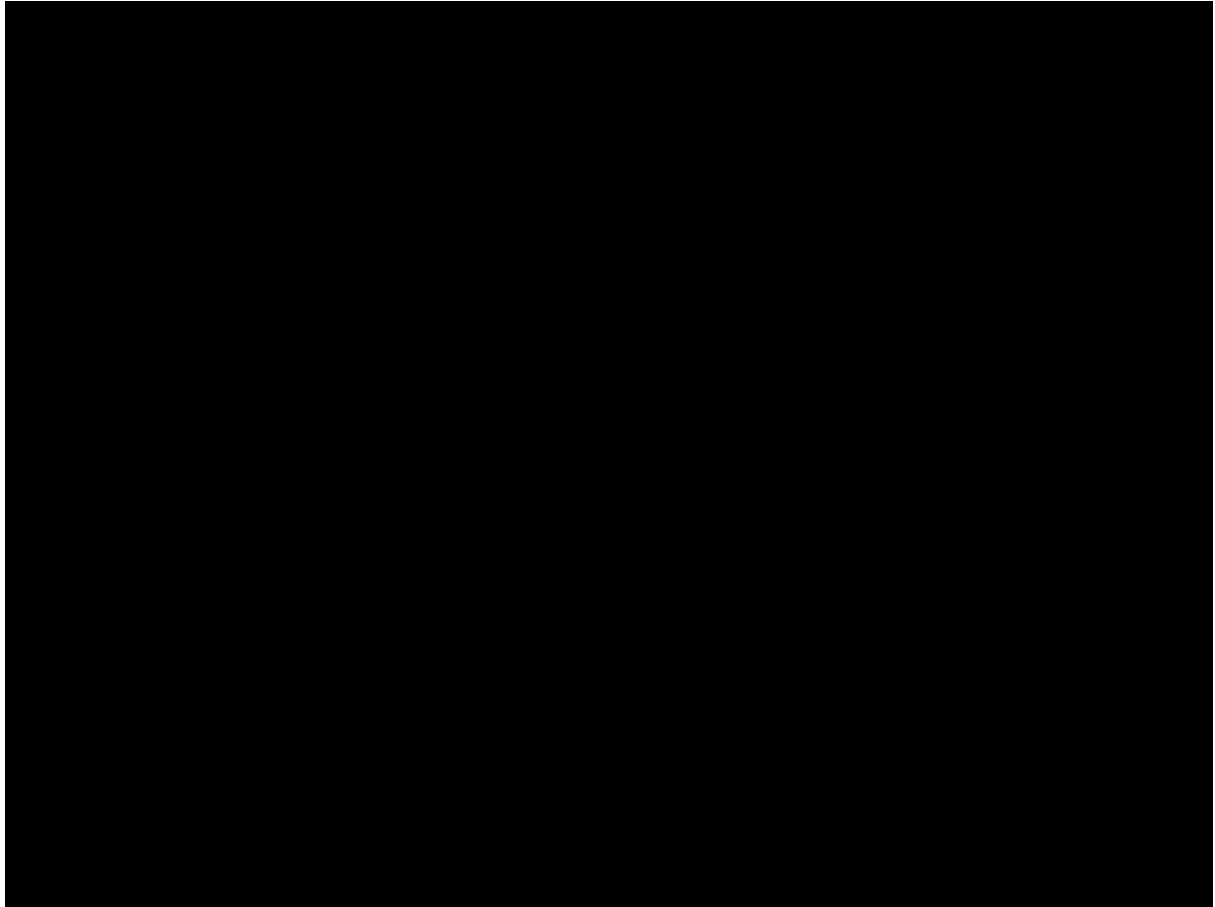


NGOs working with the disabled

Even in this case only 5 respondents from the NGOs working with the disabled answered this question. Here also we don't think that the results could have scientific value. In any case, the results are reported in the following chart.

for girls as compared to boys; d) Girls with difficulties in their studies or think about leaving school and were not supported by their teachers; e) Those who found a lack of family and community involvement in the school; f) Girls whose families did not have information about the possibilities young people have to continue their studies; g) Young women who are early school leavers (aged 15 to 24), with a lack of opportunities to return to school and access higher education; h) Girls without higher education who find it difficult to access the labour market; i) Young female students who are not in paid employment and who have little benefits available to them (income support).

Chart 32. Groups of women with disabilities most vulnerable over the past two years of financial crisis²⁹



5.2.2. Educational elements to overcome exclusion

Representatives of NGOs working with migrants, young people, cultural minorities and people with disabilities were asked to point out which of the elements provided contribute most to overcome the situation of exclusion/vulnerability, particularly of women, from these groups. Respondents

²⁹ a) Women who have low levels of education; b) Women who do not have opportunities to participate in educational, training and cultural activities; c) Women who found low expectations as far as their learning is concerned; d) Women with reduced competences as far as social relationships are concerned; e) Women who have/had a reduced and/or negative relationship with non-disabled people; f) Those who found a lack of human resources to attend to students with disabilities in regular schools; 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.).

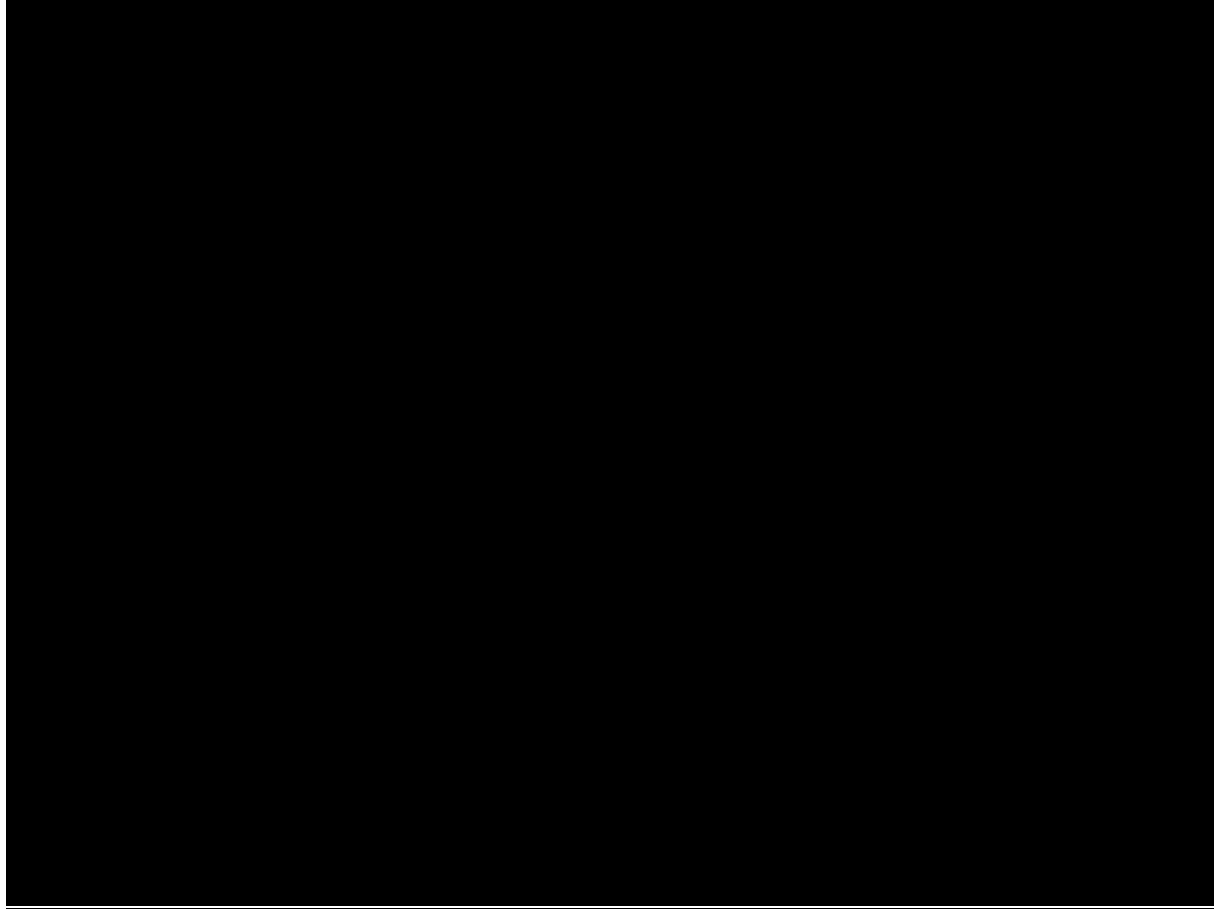
were asked to rate these factors on a scale from 1 to 5, where 1 means that the factor does not contribute to overcome vulnerability/exclusion of a person, and 5 means that the element strongly contributes to overcome vulnerability/exclusion of a person.

NGOs working with migrants

Respondents from NGOs working with migrants consider the following educational elements important in contributing to overcome the situation of exclusion/vulnerability of immigrant women: promoting democratic and anti-racist values in schools and considering cultural diversity in schools to be an opportunity for improving the quality of education (20 NGOs gave 5 points to this choice); increasing the opportunities for migrant women to participate in educational, training and cultural activities (16 gave a value of 5 to this point); high expectations of teachers as far as migrant women's learning are concerned (13 gave a value of 4 to this choice) and promoting migrant women being represented in the curricula, and in other aspects of school life (12 gave 4 points to this choice).

Chart 33. Educational elements to overcome the exclusion of groups of migrant women³⁰

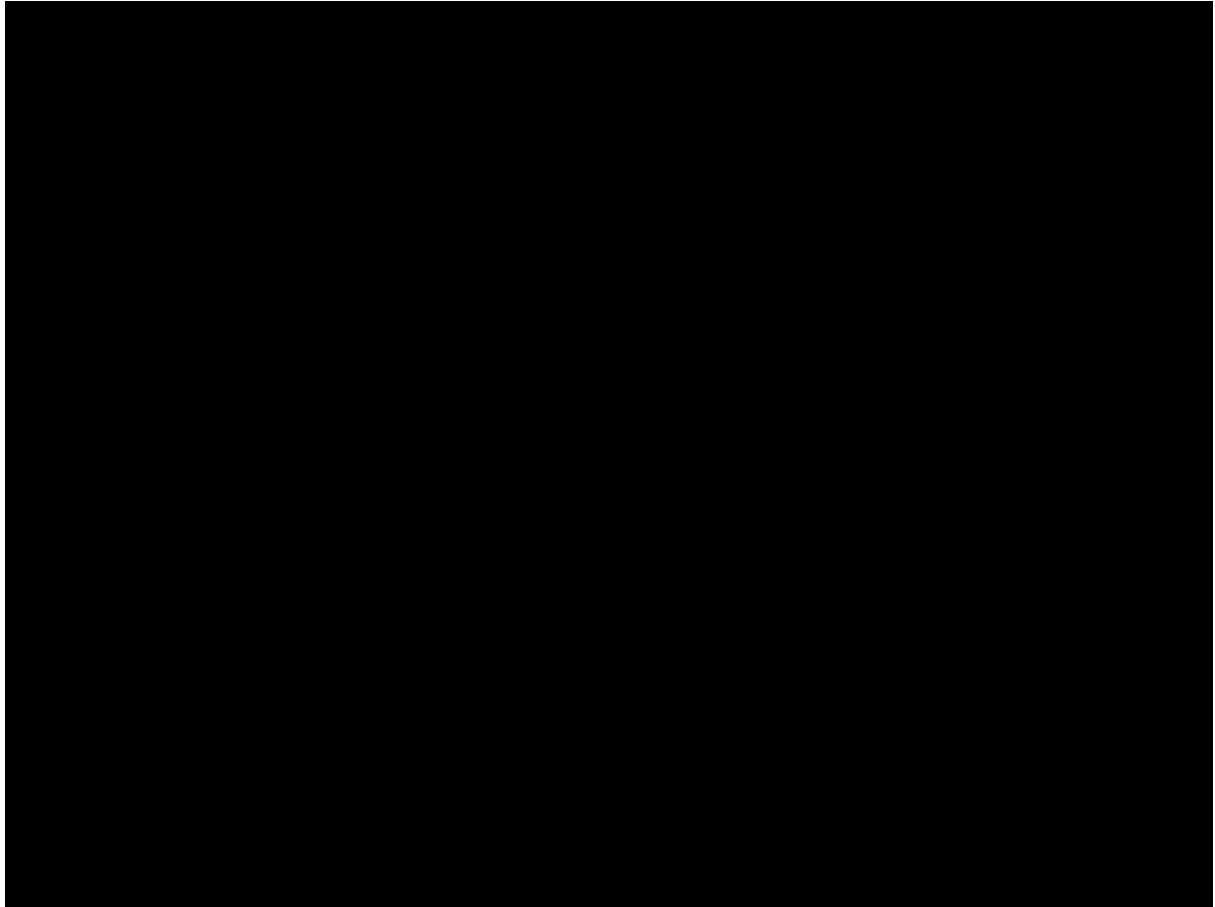
³⁰ a) Increasing the opportunities for migrant women to participate in educational, training and cultural activities; b) Promoting democratic and anti-racist values in schools and considering cultural diversity in schools to be an opportunity to improve the quality of education; c) Promoting the representation of migrant women in the curricula, and in other aspects of school life (e.g. the linguistic reality of migrant students, staff); d) High expectations of teachers as far as migrant women's learning are concerned; e) The inclusion of more teachers or other people into schools to attend to the diversity of the students; f) The creation of support activities/classes outside school hours; 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; h) Family and community participation in schools.



NGOs working with ethnic minorities

Only 10 representatives of NGOs working with cultural minorities answered this question. However, they consider the educational elements important for maximum contribution in overcoming the situation of exclusion/vulnerability of women representing cultural minorities to be: family and community participation in schools (60% gave a value of 5 to this choice); increasing the opportunities to participate in educational, training and cultural activities and promoting democratic and anti-racist values in the school and considering cultural diversity in schools to be an opportunity to improve the quality of education (for each of these answers 55.6% gave a value of 5).

Chart 34. Educational elements to overcome exclusion of groups of women from cultural minorities³¹

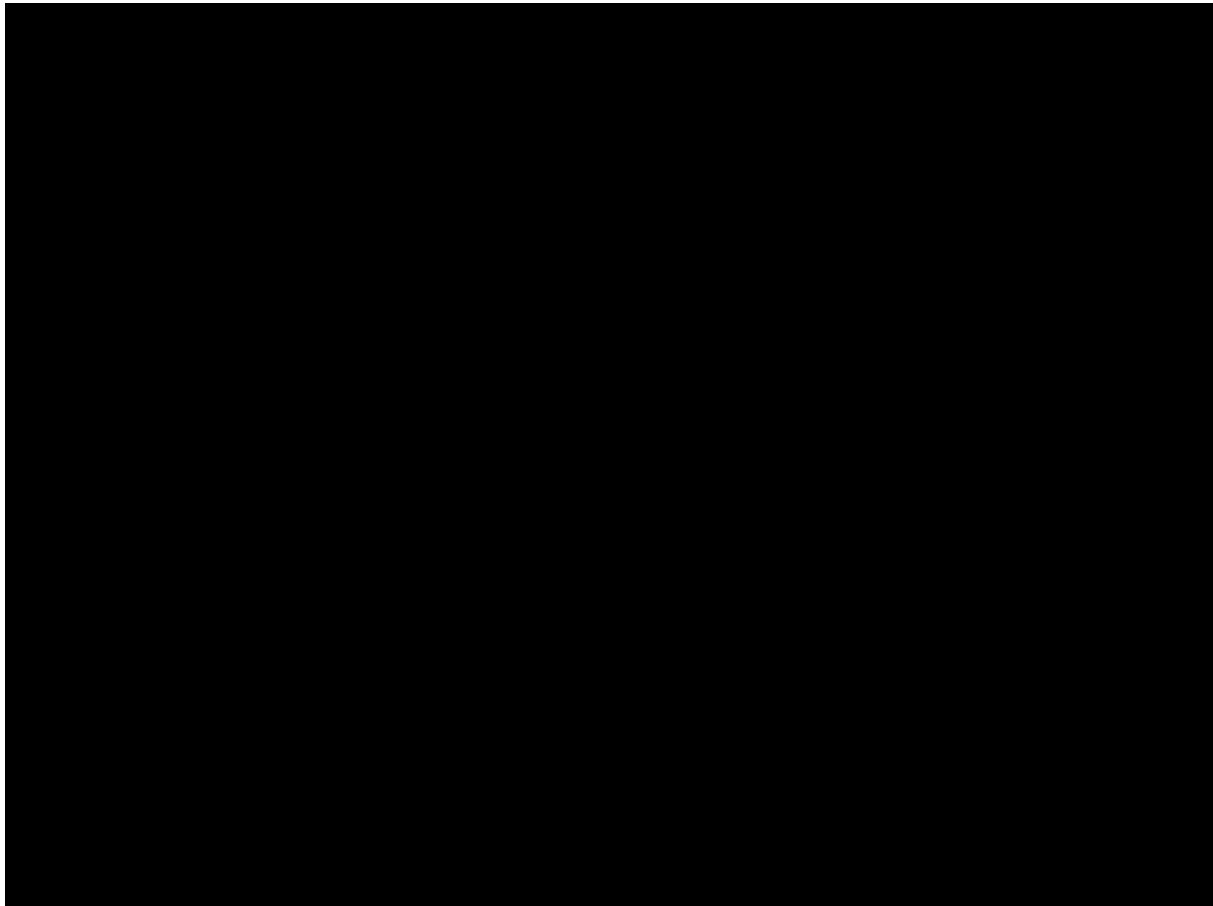


³¹ a) Increasing the opportunities to participate in educational, training and cultural activities; b) Promoting democratic and anti-racist values in the school and considering cultural diversity in schools to be an opportunity to improve quality of education; c) Promoting women from cultural minorities being represented in the curricula, and in other aspects of school life (e.g. the linguistic reality of students from cultural minorities, staff); d) High expectations of teachers as far as the learning of women from cultural minorities is concerned; e) The inclusion of more teachers or other people into schools to attend to the diversity of the students; f) The creation of support activities/classes outside school hours; 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; h) Family and community participation in schools.

NGOs working with young people

As for the previous case (see 5.2.1.), even here only 5 representatives of NGOs working with young people answered this question. The results are reported in the following chart.

Chart 35. Educational elements to overcome the exclusion of groups of young women³²

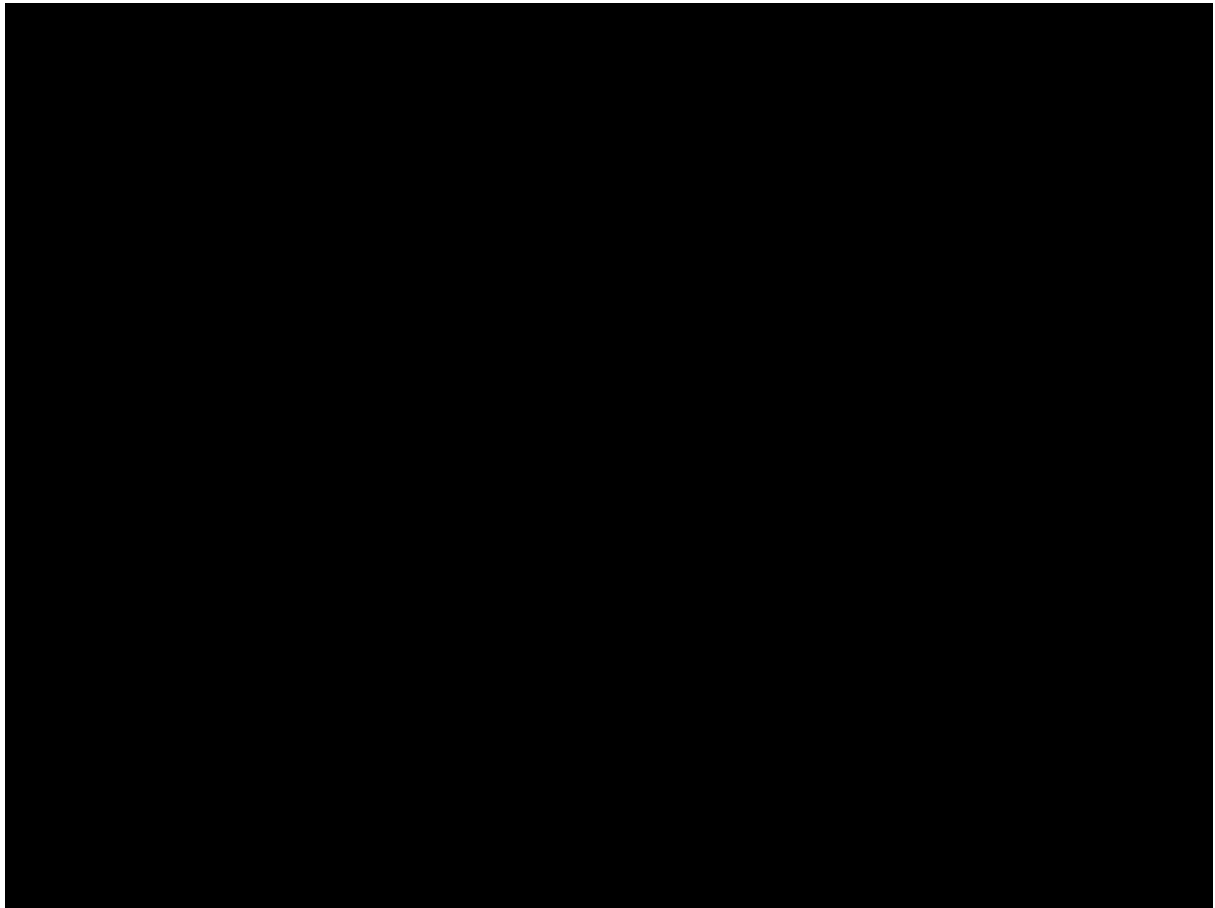


³² a) Increasing girls' level of education; b) Teachers having high academic expectations as far as young women are concerned; c) Teachers having equal educational expectations for boys and for girls; d) Support from teachers for young women who find their studies more difficult or who are thinking about leaving school; e) Increasing family and community involvement in the school; f) Providing information to families regarding the possibilities their girls have to continue their studies; g) Many opportunities for young women from disadvantaged social backgrounds to obtain high academic achievement and access the labour market; h) Many opportunities for young women who are early school leavers (aged 15 to 24) to return to school and access higher education; i) Benefits (income support) for female students who are not in paid employment.

NGOs working with the disabled

Even in this case only 6 people have answered this question, as shown below.

Chart 35. Educational elements to overcome the exclusion of groups of young women³³



³³ a) Increasing women's level of education; b) Increasing the opportunities for women with disabilities to participate in educational, training and cultural activities; c) High expectations of teachers as far as women with learning disabilities are concerned; d) Promoting women's competences as far as social relationships are concerned; e) Promoting positive relationships among women with disabilities and other non-disabled people; f) The inclusion of additional teachers or other people into schools to attend to them within the regular schools and classrooms; g) Use of school practices which do not separate them from the other students due to their disability but teach them along with other students who have no disabilities.

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

A step of the survey was to ask representatives of NGOs to explain successful practices in education, employment, health, housing, political and social participation to overcome exclusion/vulnerability particularly of women from vulnerable groups.

Very few NGOs answered these questions: only 13 answered Q9; 4 answered Q20; 5 answered Q28; 2 answered Q38 and 1 answered Q49.

Successful practices in education

Representatives of NGOs working with migrant women and women from cultural minorities underlined that successful practices to improve the situation of vulnerability could be dissemination of intercultural practices, presence of intercultural operators in schools, school support, Italian language courses and vocational courses.

Only 2 representatives of NGOs working with young women and 1 of NGOs working with disabled women answered this question, suggesting the same practices that they wrote in the previous question (see 4.3).

Successful practices in employment

Representatives of NGOs working with migrant women suggested that there could be more employment opportunities and labour integration courses.

Unfortunately no NGO representatives of other vulnerable groups answered this question.

Successful practices in health

Representatives from the NGOs working with migrant women suggested organising informative meetings on health. None of the other groups answered this question.

Successful practices in housing

The search for housing remains a difficult problem to solve. The local mediators should work on improving access to housing for migrant women and for cultural minorities. No response from the other NGO representatives.

Successful practices in political and social participation

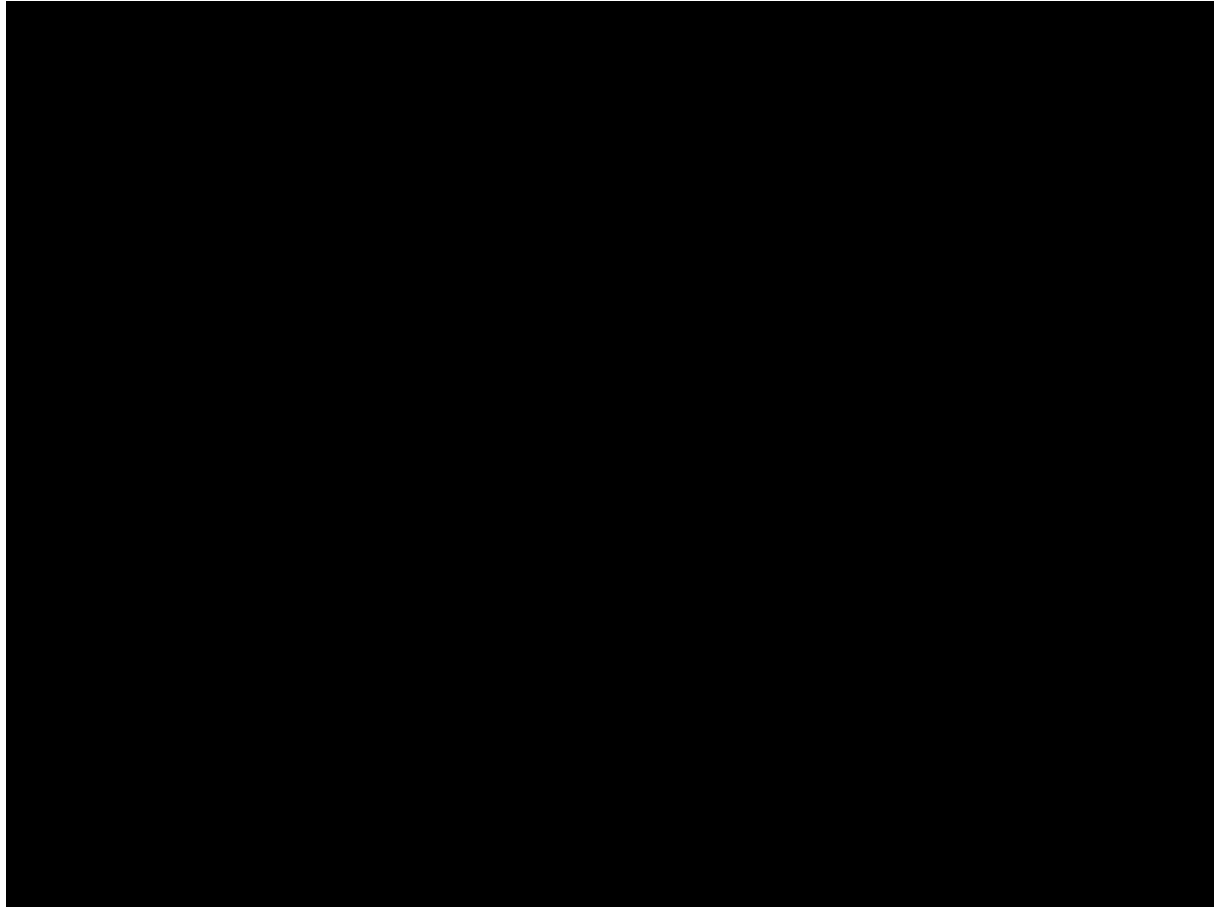
The presence of female figures active in the territory is crucial under several aspects: supporting citizenship in overcoming stereotypes, acting as a guide for other women who approach various activities in the socio-political context. They suggested organising more debates, conferences and meetings.

5.2.4. Other practices in NGOs to overcome exclusion

In the survey, respondents were asked which practices they consider important with respect to the women of vulnerable groups in order to overcome their exclusion in society. The practices to choose from were (a) participation in NGO management, (b) their participation in decision making processes (e.g. identification of requirements, needs and priorities) within the NGO and (c) raising awareness of the actions which the NGO is carrying out in order to help overcome the situation of exclusion/vulnerability of a vulnerable group, in order to promote their participation in the NGO. The representatives were to give a mark of 1 to 5 for each of the options. Marking 1 means that it does not help at all in overcoming the situation of exclusion/vulnerability and promoting their empowerment, 5 means that it helps a lot in overcoming the situation of exclusion/vulnerability and promoting their empowerment.

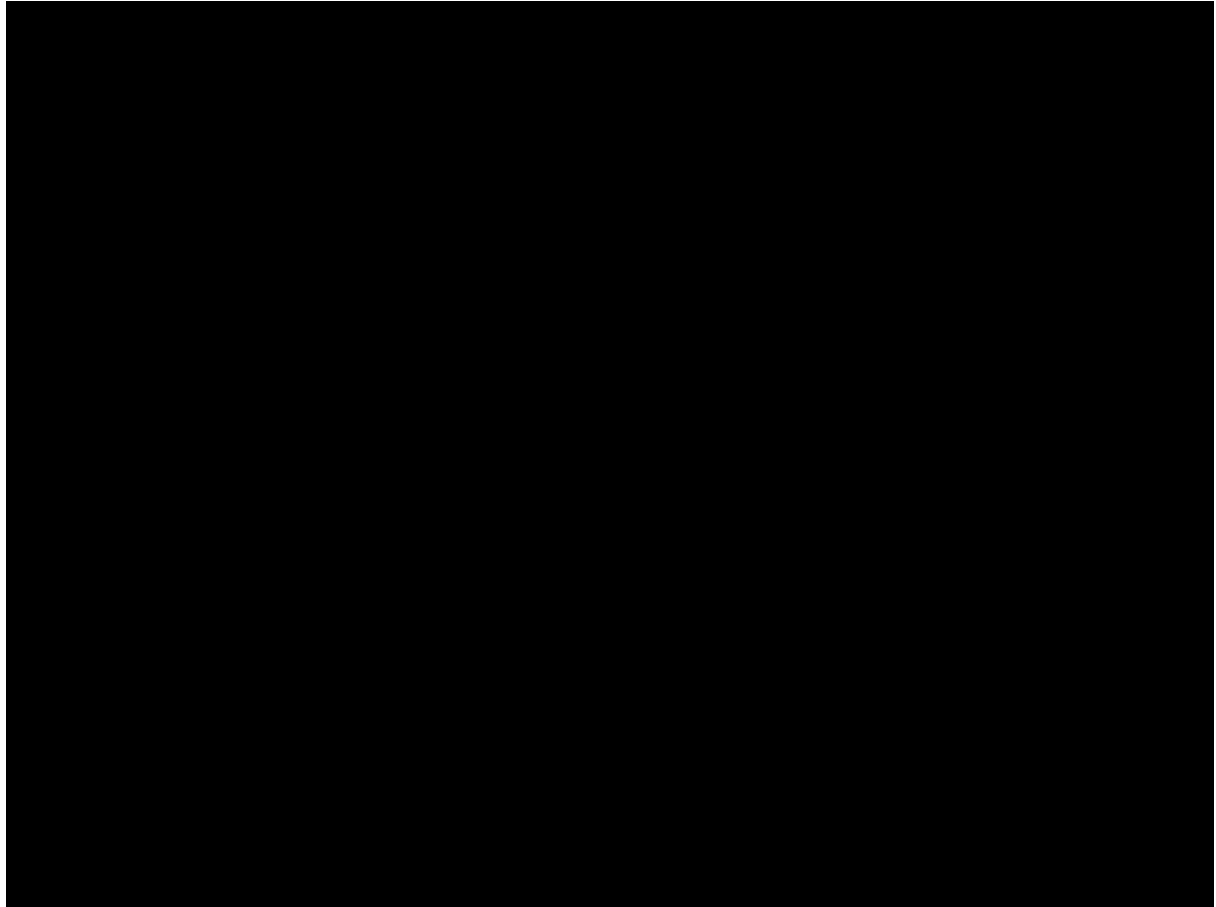
Generally all three practices are rated as important in overcoming exclusion/vulnerability of women from vulnerable groups among the NGOs that were surveyed. For NGOs working with migrant women the most important factor is the second one, followed by the third and first.

Chart 36. Other practices that contribute in overcoming the situation of exclusion/vulnerability in migrant women, and promoting their empowerment



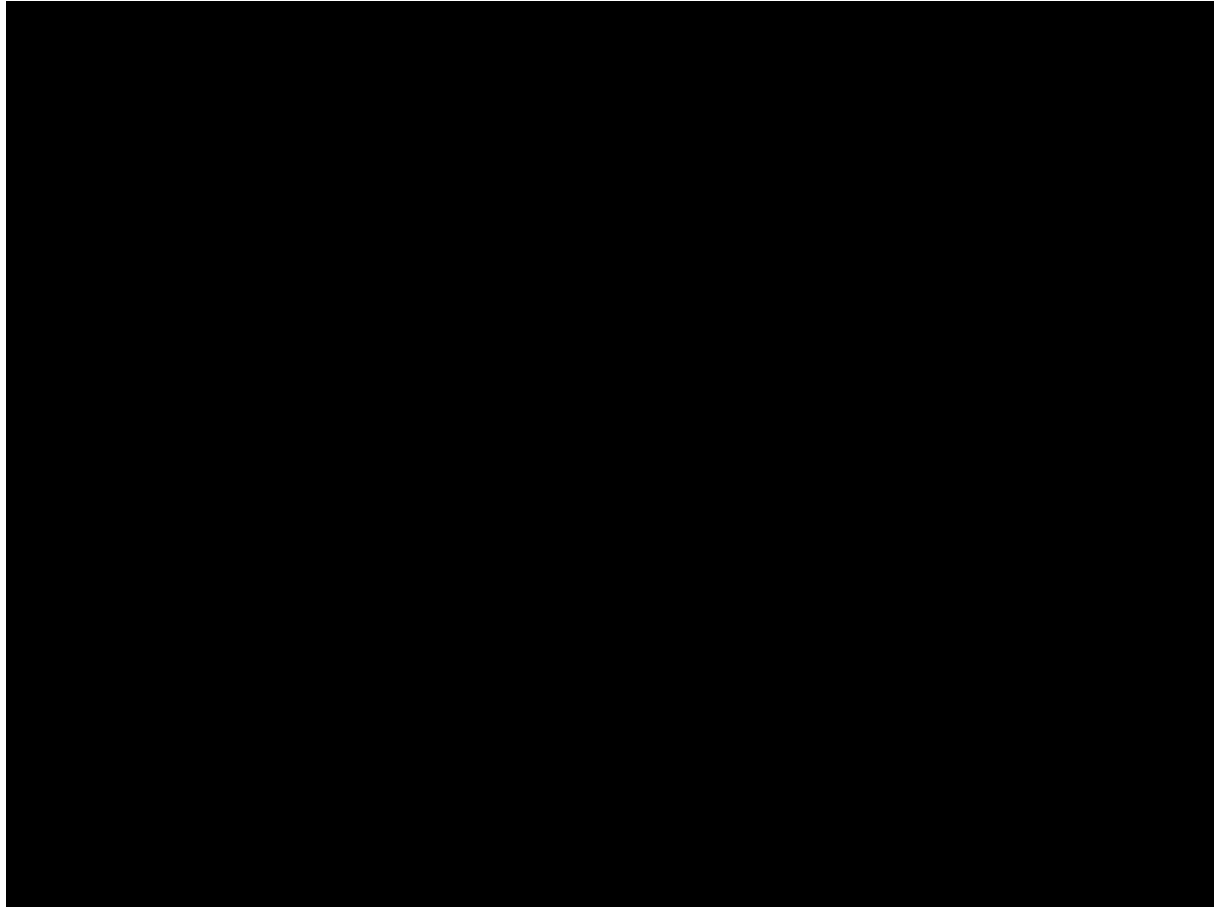
For representatives of NGOs working with women belonging to cultural minorities the most important practice is the third one.

Chart 37. Other practices that contribute in overcoming the situation of exclusion/vulnerability of women who belong to cultural minorities , and promote their empowerment



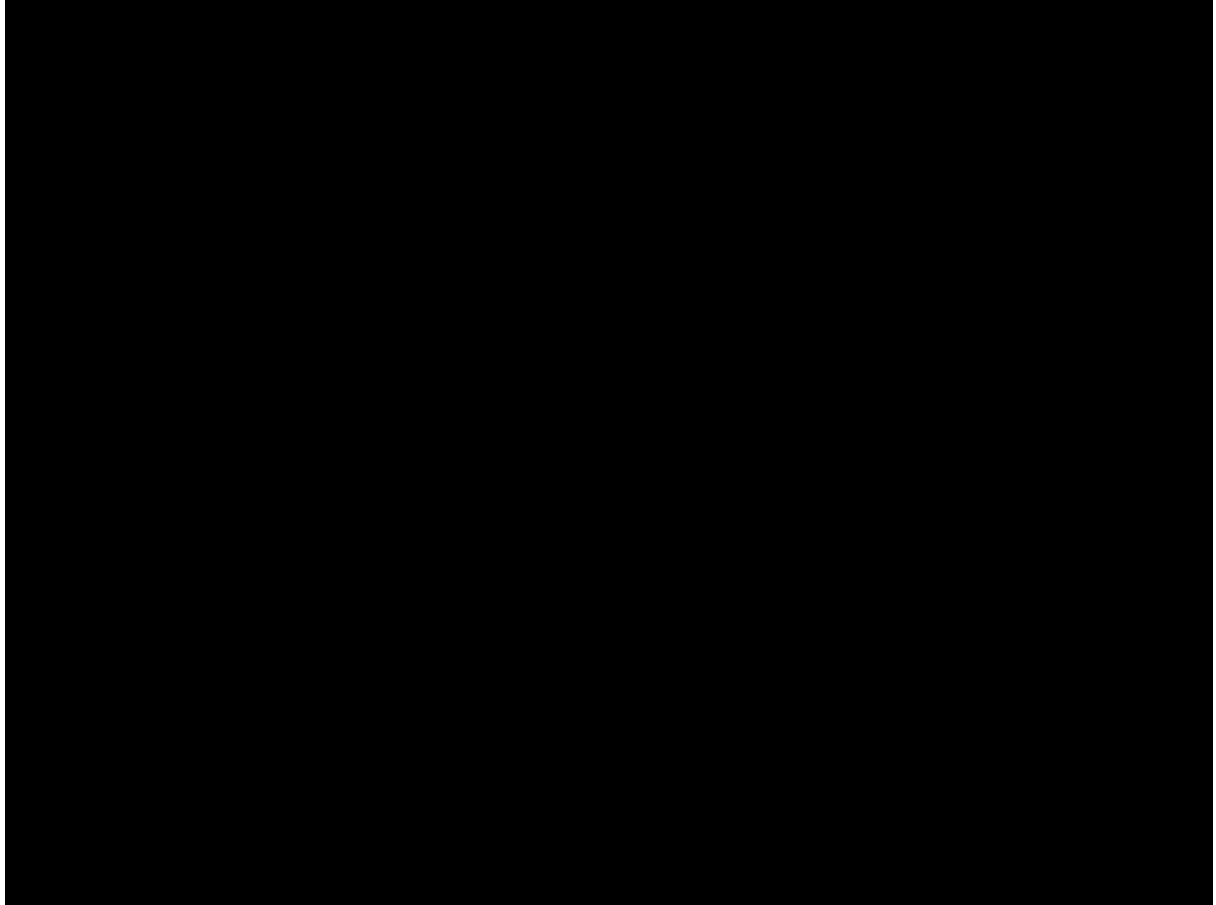
Only 4 representatives of NGOs working with young women answered this question, as follows:

Chart 38. Other practices that contribute in overcoming young women's exclusion/vulnerability and promoting their empowerment.



Even in this case only 5 representatives of NGOs working with disabled women answered this question:

Chart 38. Other practices that contribute in helping disabled women overcome exclusion/vulnerability and promote their empowerment.



6. CONCLUSIONS AND DISCUSSION

The following three groups of people are considered the most vulnerable during the crisis: *those with low levels of education, those with no opportunities to participate in educational, training and cultural activities, and those who have come across racial prejudice and a lack of democratic values or cultural diversity in schools. This is considered a difficulty.*

When comparing the answers of respondents working with different vulnerable groups, two overall patterns are recurrent: *increasing their level of education and in a minor proportion, increasing opportunities to participate in educational, training and cultural activities.*

Racial prejudice and the lack of democratic values, accompanied by little support from specialised personnel and teachers as well as extra scholastic routes seem to be the predominant factors for starting up strategies to overcome the exclusion and vulnerability condition for immigrants and ethnic groups. For women, the practices that tend to cancel different expectations by teachers and forestall violent types of contexts and relationships in the scholastic environment seem essential, whereas for the disabled the need to implement actions and strategies aimed at reinforcing social competences and the possibility of interweaving relationships with non-disabled people are considered the main goal for a real process of social, educational and work inclusion.

Concerning practices that tend to separate students according to levels of competence and scholastic results, only the NGOs committed to supporting immigrants mention the likelihood of a negative impact, whereas in general all the strategies aimed at involving the students who belong to the vulnerable groups examined, as well as their families, are considered positive. In this sense, practices of inclusion and participation of the members of vulnerable groups are solicited as well as the association in planning and/or creation of educational pathways, and also proposals of pathways and places for meeting and training (even informal) outside the school environment.

Concerning the revision of résumés, from the point of view of the teaching *contents*, the NGOs are the ones who work with ethnic groups to solicit the

introduction of elements and paths regarding minority cultures, whereas most of the associations that work with migrants offer mainly laboratories and courses aimed at providing foreign origin students with Italian L2 linguistic tools. From the point of view of *transversal competences*, the associations that work with the disabled say that it is fundamental to work on developing relational capabilities in order to implement personal independence.

In the case of early school leaving, the NGOs interviewed feel that it is important to offer economic support to young people along with a good offer of training aimed specifically at the needs of this particular disadvantaged group. In this case too, as for immigrants, ethnic minorities and the disabled, the importance of qualified personnel is stressed. Yet in Italy we see continuous cuts in resources and personnel, with the elimination of a second teacher present and the drastic reduction of support teachers and specific laboratories.

Teacher training is also a focus point, in particular to contrast the trend for different expectations of students within the vulnerable groups, and in particular females of all ages. In their case, we see the need to create a climate contrasting any violence in the scholastic environment, quite compromising for positive educational results.