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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. Spain)**

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INTRODUCTION

The survey of NGO's is part of **Project 4**, of which the objective is: *To investigate how educational exclusion affects diverse sectors of society, particularly the most vulnerable groups (i.e. women, youth, migrants, cultural groups and people with disabilities), and what kind of educational provision contributes to overcome their respective discrimination* (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).

The selection of the NGO's was carried out considering that they are working with vulnerable groups which are in process of exclusion and at the same time that they are designing interventions to promote their inclusion. In that way the survey can help to identify some of the elements which help to reduce or prevent social and educational exclusion for vulnerable groups from the perspective of NGOs.

National context in Spain

In order to show the situation of the studied vulnerable groups in Spain, in this section we present some demographical statistics about them.

Migrants

According to data of the Ministry of Work and Immigration¹ of 2009 there are 4.791.232 foreign people with a register certificate or residence card in force. The 46,51% are women and the 53,35% are men. As regards their nationalities, the 38,65% are from the European Union, and the 3,33% are from the rest of Europe. The 20,8% are from Africa, the 30,49% are from Latin America, and the 0,43% from North America. The 6,27% are from Asia and the 0,04% from Oceania. The 82,51% of these people are included in the age group between 16 and 64 years. As regards the reason of issuing the document the data shows some differences. For instance, there are 46,57% migrants who comes from the European Union and not need any document to work and reside in Spain. On the other hand, from the migrants that not have European citizenship there are 18,57% who have a temporary residence and work, the 11,70% of the cases have only temporary

¹ Ministry of Work and Immigration. State Secretary of Immigration and Emigration. Available at: <http://extranjeros.mtin.es/es/>

residence –including into this percentage a 4,78% because of family regrouping–, and finally the 23,21% have long time residence.

As regards the number of foreign people with study permission, it was 44.465 people, which implies a significant increase as compared to the 26,638 people in 1999. The 45,51% are men and the 54,45% are women. Dividing this data by age, we can see in the Table 1 that people from 20 to 29 is the cohort who has the big percentage of study permissions.

Table 1

Study permission	%
16 to 19	4,73
20 to 24	28,16
25 to 29	34,92
30 to 34	17,88
35 to 39	5,98
Older than 40	4,55

Finally, it is also relevant to highlight that the people from Latin America are the group which have more study permissions, in a 58,61%, followed by Asia with a 15,64%, Africa in a 11,10% and North America in a 15,64%.

Cultural minorities

The Roma is the most representative cultural minority in Spain, which is a collective of approximately 650.000 people². They have educational levels which are lower than any other social group; there is a high number of illiterate Roma adults, mainly women, and around the 70% of the Roma people older than 16 have not basic education. These low levels of education affect their job opportunities as well as the access to other social programmes, due to a lack of information. Although the incorporation of Roma children in the school is generalised (the 94% of children), continued attendance, finishing compulsory education and academic results have to be improved (FSGG, 2006).

On the other hand, it is also relevant to highlight that the Roma are progressively incorporated into the regular labour market, but they usually accede to precarious

² Guía para la actuación con la Comunidad Gitana en los Servicios Sanitarios (Guide for intervening with the Roma community in the Health Services). Fundación Secretariado Gitano. Available at: <http://www.gitanos.org/publicaciones/guiasalud/index>

employment, including temporary contracts, low salaries and low job categories. The Roma people face also a precarious housing situation: between the 10% and the 12% live in segregated areas with very low living conditions, and most of them do not meet the economic and labour conditions necessary to accede decent housing. Both labour and housing conditions are aggravated by the discriminatory practices they often suffer.

Women

According to the report "Las mujeres en cifras 1983-2008"³ women have a more precarious labour situation as compared to men. Several data reflects this reality. For example, the active female population has increased from the 29,48% of the total population in 1982 to the 42,53% in 2007, and the occupation has followed a similar trend (from 41,53% in 1982 to 54,03% in 2007); this is an increase of 21,2 percent points as compared to an increase of 2,85 percent points for men. However the unemployment for women is still high, as the 54,38% of the unemployed people are women. The percentage of women that abandon the labour market due to family reasons is markedly higher than men: the 89,98% in 1992 and the 93,67% in 2004. Additionally, the 96,46% of people that in 2007 did not search job for family reasons were women. Women are also more frequently in part time jobs: in 2007 the 80,44% of part time workers were women. Women have also higher levels of poverty than men and this difference has increased from 1996 to 2006, when the risk of poverty rate for women was the 21,2% and the 18,5% for men.

As regards education, from 1982 to 2007 women have progressively being more and more incorporated in the different educational levels. The number of illiterate women or without education have reduced in 84,2%, and the number of women with primary education has also reduced in an 11,8%. However, illiteracy is mainly feminine, as in 2007 almost the 70% of the illiterate people or people without education were women. In this regard, women are also majority in adult education programmes, especially in literacy courses.

Women have in general a worse health self-perception than men. In 2006, the 63,6% of women stated to have good or very good health as compared to the 74,1% of men, and the 10% of women said to have bad or very bad health as compared to the 6,2% of men.

³ Las mujeres en cifras 1983-2008 (Women in numbers 1983-2008). Women's Institute. Ministry of Equity. Available at:
http://www.inmujer.migualdad.es/MUJER/publicaciones/docs/Mujeres%20en%20cifras%201983_2008.pdf

Finally, gender violence is a problem that affects women importantly. In 2007, 63.347 women were victims of gender violence exerted by their partners or ex-partners, although a decrease has been observed between 1999 and 2006. Between 1999 and 2007, 561 women were killed by their partners or ex-partners. Women are also the 96,73% of people victim of persons traffic (Instituto de la Mujer, 2007).

Young people

According to the "Youth In Spain Report 2008"⁴, young people in Spain stay in the education system until 18 years –this is the trend between 2004 and 2008–. A fall in the number of young people staying in education has been observed, as well as the fact that a high percentage of young people drop out of Compulsory Secondary Education. Some reasons make difficult that young people stay in education system, and in this sense migrant young have a higher risk to drop out. So, the 36,8% of foreign students said that they did not stay in education due to financial reason (because of their own needs or their families' ones). This data differ from the young people of Spanish origin which percentage decrease to the 11,3%. Finishing higher education is more frequent amongst young women (17,2%) than men (14,1%). However, although young women achieve higher levels of education and lower dropout rates than young men, young women have more difficulties to enter the labour market. As regards migrant youth, the unemployment rate for foreign young people was in 2007 the 15,5%, which is higher than Spanish young people (13,4%).

During the years 2000 to 2008 there was an increase in occupied young people. That is, in 2000 this number was 77,6% in men's case and 56,9% in women's case, while in 2008 the occupied young moved to 82,6% in men's case and 71,3% in women's case. However, precarious employment is a constant amongst young people –in 2008, 50,5% of young people had a temporary job according to the Labour Force Survey–, mostly in the 15-24 age group and between females. Young women income is 76,7% the amount received by men. Those who have only completed Compulsory Secondary Education have the highest percentages of youth unemployment, followed by those who have completed Upper Secondary Education.

⁴ Youth In Spain Report 2008. Institute of Youth. Ministry of Equity. Available at: <http://www.injuve.migualdad.es/injuve/contenidos.item.action?id=1531688780&menuId=1627100828>

Within the financial crisis context, this unemployment is increasing considerably. In this sense, in the last two years (2009-2010) the percentage of young people who are unemployed is becoming a big problem for the Spanish government. For instance in 2009 the percentage of young people around 16-24 years old who were unemployed was the 20,7%; although in 2010 this percentage has decreased to a 18,7%, it is still the double of the European average. If we compare data for women and for men, the unemployment in women's case is lower than in men's case in the aforementioned years⁵.

People with disabilities

The "Encuesta de Discapacidad, Autonomía Personal y Situaciones de Dependencia 2008"⁶ shows that 3.787.400 people in Spain have some kind of disability, of which the 40% are men and the 60% are women. The age range where disabilities are more frequent is people aged 80 and older, which are the 26,7% of the total. Although women have a longer life expectancy than men (83-76), the data shows a relevant difference between women and men aged 80 and older who have disabilities (70,5%-29,5%).

The Survey gives some data about how people with disabilities have felt discriminated any moment in their life. Generally, there is not a big feeling of discrimination, because most of the informants assure that they have never been in a discriminatory situation. In any case, it is important to point out that the cohort between 6 to 64 years assures, in a 20%, they feel discriminated sometimes, a lot of times or constantly.

Finally, the Survey also presents some data about the situation of people with disabilities in the labor market. In this sense, we find that most of them receive some pensions from the government, around 2 millions of people which suppose the 79% of the total. Then, a 16,7% are working in any place and 4,4% are unemployed.

1. METHODOLOGY

1.1 Questionnaire design

⁵ Data from: Instituto Nacional de Estadística (Spanish National Institute of Statistics)

⁶ Encuesta de Discapacidad, Autonomía Personal y Situaciones de Dependencia 2008 (Survey on Disability, Personal Autonomy and Dependence Situations 2008). National Institute of Statistics. Available at: <http://www.ine.es/jaxi/menu.do?L=0&type=pcaxis&path=/t15/p418&file=inebase>

The questionnaire was written in accordance with the guidelines established in Annex I. This was accomplished in cooperation with the project partners from Cyprus, Italy, Latvia, Romania, and Hungary. Based on the literature review on vulnerable groups, indicators were identified and a first version of the questionnaire was discussed by the partners. All of the partners piloted the questionnaire with at least one NGO which covered all of the aforementioned vulnerable groups. According to the critical communicative methodology the questionnaire was validated with the Advisory Committee and the Gender Working Group.

The questionnaire contains 6 main sections – generic questions about the NGO and a section on each vulnerable group. The main areas covered in the questionnaire are:

1. Educational actions leading to social inclusion/ exclusion,
2. Groups affected most by the financial crisis
3. Involvement of the vulnerable groups in the NGOs
4. Actions that help them in various social areas (education, employment, health, housing, social and political participation)
5. Gender dimension.

Early in the data collection process the questionnaire was split into 5 questionnaires, one for each vulnerable group. The NGOs were asked to fill in one questionnaire for the vulnerable group they have the most experience with. Splitting the questionnaire made the process simpler and faster for the respondents and helped to increase the response rate considerably.

The data collection was mainly carried out through the use of an online survey tool (SurveyMonkey). Some of the questionnaires were filled in on paper and the responses were then introduced manually.

1.2 Sampling NGOs

The survey population consisted of NGOs which work with one or more of the established five vulnerable groups in each participant country. In order to calculate the sample size, the number of NGOs which work with these vulnerable groups was estimated. Lists of NGOs were obtained from the national ministries in Spain. The initial list contained 847 NGOs. The sample size was calculated based on the number of NGOs working with the established vulnerable groups with a 95% confidence interval and a 5% margin of error.

The initial sample size was 265 NGOs, and after a review of the total list of NGOs working with vulnerable groups (we were left with 618 NGOs) the sample size was recalculated and reduced to 237 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

The data collection involved contacting NGOs in different ways. As part of the first stage personalised emails were sent to all of the NGOs in the sample, describing the project and asking them to fill in the questionnaire online. Contacting the NGOs in the established sample led to around 50 answers. The next step was to contact them by telephone. We identified some difficulties in this task, for instance sometimes there were no answer, and in many cases several phone calls were necessary until someone answered. Some of the NGOs could not be reached at all. There were also cases when the NGOs representatives refused to participate in the survey, either because they did not correspond to the target group of the survey (as they did not work directly with the established vulnerable groups) or due to a lack of time. In these cases, the NGOs were replaced by others, taking the proportion of NGOs working with each vulnerable group into account.

At the same time other strategies to contact NGOs were created. One of the most successful proved to be making appointments by telephone and then visiting the NGOs with the printed questionnaires and asking them to fill them in on the spot. The responses from the paper questionnaires were introduced manually.

As a result 245 responses were obtained from the NGOs. One of the limitations we found in the data collection process was that some informants did not provide response to all of the questions. Due to the small sample size and to the fact that most of the questions are analysed by vulnerable groups, and since no cases were excluded from the analysis the numbers analysed are quite small.

In the next section we describe more in detail the profiles of the surveyed NGOs.

2. THE PROFILE OF THE SURVEY PARTICIPANTS

2.1 NGOs surveyed

2.1.1 Level of NGO intervention

The majority of the surveyed NGOs work at different levels at the same time. Most of the NGOs work at a regional level (112 NGOs), at a national level (109 NGOs), and at a local level (102 NGOs).

	Number of NGOs	Valid percent
Local level	102	47%
Regional level	112	52%
National level	109	51%
European level	36	17%
International level	42	19%

Multiple response question, n=216

2.1.2 Type of programmes

Most of the NGOs combine in their work various types of activities. The majority of the NGOs surveyed (167 NGOs) carry out educational projects/training. Around half of them provide leisure/free time activities (132 NGOs) and welfare programmes (125 NGOs).

	Number of NGOs	Valid percent
Educational projects/training	167	77%
Leisure/free time activities	132	61%
Welfare programmes	125	58%
Cultural events	95	44%
Research projects	65	30%
Other	71	33%

Multiple response question, n=217

2.1.3 Vulnerable groups aimed at

The majority of the NGOs surveyed (107 NGOs) are aimed at people with disabilities. The vulnerable group which is least represented amongst the NGOs surveyed is that of cultural minorities, since only 13 NGOs of the sample work with this group. Some NGOs work with more than one of the vulnerable groups.

	Number of NGOs	Valid percent
People with disabilities	107	46%

Women	56	24%
Migrants	46	20%
Young people	40	17%
Cultural minorities	13	6%

Multiple response question, n=235

2.1.4 Subgroups of the vulnerable groups

Migrant people-subgroup

The majority of the NGOs which work with migrant people aim at migrants from various regions of origin. Almost half of the NGOs are aimed at migrants from Latin America (20 NGOs). Migrants from Africa are the target group of 15 NGOs, and the same amount of NGOs aim at migrants from North Africa, while 14 NGOs work with migrants from Asia.

	Number of NGOs	Valid percent
Migrants from Latin America	20	44%
Migrants from Africa	15	33%
Migrants from North Africa	15	33%
Migrants from Asia	14	31%
Migrants from European countries	10	22%
Migrants from the CIS countries, former Soviet Union	8	18%
Migrants from South East Asia	6	13%
Migrants from the Middle East	5	11%
Others	3	7%
No specific group	17	38%

Multiple response question, n=45

Cultural minorities-subgroup

More than half of the NGOs which target cultural minorities work with Roma people (8 NGOs). However in most cases the NGOs surveyed ticked several target groups.

	Number of NGOs	Valid percent
Roma people	8	62%
Roma people from Eastern	3	23%

Europe		
Romanians and Bulgarians	3	23%
Indigenous people	1	
Women from cultural minorities	3	23%
Children from cultural minorities	4	31%
Young people from cultural minorities	3	23%
Others	3	23%
No specific group	4	31%

Multiple response question, n=13

Women-subgroups

Most often the NGOs surveyed target women with low educational levels (20 NGOs), but also a great number of NGOs target migrant women (18 NGOs) as well as other subgroups (19 NGOs).

	Number of NGOs	Valid percent
Women with low educational levels	20	38%
Migrant women	18	34%
Young women	15	28%
Women from cultural minorities	11	21%
Women with disabilities	9	17%
Others	19	36%
No specific group	13	25%

Multiple response question, n=53

Young people-subgroups

More than half of the NGOs which work with young people target young people with low levels of education (22 NGOs). Also, many of the NGOs target migrant people (18 NGOs).

	Number of NGOs	Valid percent
Low levels of education	22	55%
Migrants	18	45%
Drug abuse problems	14	35%
Delinquency problems	14	35%

Cultural minorities	12	30%
Violence victims	11	28%
Women and girls	10	25%
Others	13	33
No specific group	14	35%

Multiple response question, n=40

People with disabilities-subgroups

Almost half of the NGOs surveyed which aim at people with disabilities work with people with intellectual disabilities. Along these lines 44 and 40 NGOs work with young people with disabilities and people with motor disabilities, respectively.

	Number of NGOs	Valid percent
Intellectual disabilities	50	48%
Young people with disabilities	44	42%
Motor disabilities	40	39%
Sensory disabilities	37	36%
Women with disabilities	32	31%
Children with disabilities	30	29%
Others	23	22%
No specific group	10	10%

Multiple response question, n=104

2.1.5 Number of people reached

The number of people reached by the NGOs surveyed is most often between 100-1.000 people (87 NGOs). 54 of the NGOs reach between 1.000-10.000 people.

	Number of NGOs	Valid percent
Less than 50 people	14	7%
50-100 people	28	13%
100-1.000 people	87	40%
1.000-10.000 people	54	25%
10.000-100.000 people	22	10%
100.000-1.000.000 people	6	3%
More than 1.000.000 people	4	2%

2.1.6 Funding source

The funding sources of the NGOs are mainly public administration (186 NGOs) and membership fees (128 NGOs). 35 of the NGOs surveyed mentioned other funding sources. The most popular among these were foundations and activities or services that the NGOs provide.

	Number of NGOs	Valid percent
Public administration	186	87%
Membership fees	128	60%
Private companies	117	54%
Individual donors	112	52%
Others	35	16%

Multiple response question, n=215

2.1.7 Quality awards received by the NGO

Almost the 40% of the NGOs surveyed have received some kind of quality award (81 NGOs). However, 129 of the NGOs surveyed had not received any kind of award.

	Number of NGOs	Valid percent
Yes	81	39%
No	129	61%
Total	210	100%

Many of the NGOs have received various quality certificates from different institutions, such as for example, ISO certificates (14 NGOs), European Foundation for Quality Management certificates (EFQM, 8 NGOs), and Fundación Lealtad certificates (5 NGOs). The work of the NGOs has also been recognised through various prizes at a national, regional and municipal level.

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

From the NGOs surveyed a bit more than a half of them do not include members of the vulnerable groups they work with (116 NGOs) into the management of the NGOs. However, 98 of the NGOs surveyed do include members of the vulnerable group into their leadership.

	Number of NGOs	Valid percent
Yes	98	46%
No	116	54%
Total	214	100%

The NGOs that do include members of vulnerable groups into the leadership bodies were asked to specify the number of management members belonging to vulnerable groups. 58 NGOs responded to this question. Most of them include 1-5 members of the respective vulnerable groups (23 NGOs) or 6-10 members (16 NGOs). There are 9 NGOs the leadership of which consists only of members of the vulnerable groups.

	Number of NGOs	Valid percent
1-5 members	23	40%
6-10 members	16	28%
More than 10 members	9	16%
All of them	9	16%
Total	58	100%

n=58 (respondents who specified the number of members of the vulnerable group participating in the NGO leadership)

2.2 People who filled in the questionnaire

2.2.1 Position

In most cases the questionnaire was filled in by a member of the board of directors (122 NGOs). In 94 cases an NGO employee filled in the questionnaire and in 20 NGOs a volunteer did so. In a number of cases the respondents combine various roles in the NGOs.

	Number of respondents	Valid percent
Member of the board of directors	122	57%
Worker	94	44%
Volunteer	20	9%
Other	11	5%

Multiple response question, n=216

2.2.2 Belonging to vulnerable groups

Most of the people who responded to the questionnaire did not belong to the vulnerable group/s their NGO works with (165 respondents). However, in 48 of the NGOs the person who filled in the questionnaire belonged to at least one of the vulnerable groups.

	Number of respondents	Valid percent
Yes	48	22%
No	165	78%
Total	213	100%

3. EXCLUSION OF PEOPLE FROM VULNERABLE GROUPS

In this section, descriptive data is provided which describes the situation of vulnerability of the five vulnerable groups analysed and the most vulnerable subgroups among them. In the next section, practices that contribute to such discrimination and to overcome it will be analysed, from the NGOs perspective.

3.1 Proportion of end-users with low levels of education

A large number of the NGOs surveyed mainly work with people who have low levels of education – primary education or lower (33% of the NGOs have between half and 75% of end-users with low levels of education).

Proportion of clients with low levels of education	Number of NGOs	Valid percent
Less than 25%	56	28%
Between 25% and half	59	30%
Between half and 75%	65	33%
All or almost all of them	19	9%
Total responses	199	100%

The following table shows the distribution of responses given by NGOs which work with the different vulnerable groups. Cultural minorities reveal the highest level of educational exclusion as 20% of NGOs working with this group state that all or almost all people they work with have low levels of education. With regards to young people this group is partly still of school age and this data does not necessarily point to school failure in all cases as at least part of them are still learning.

	Less than 25%	Between 25% and half	Between half and 75%	All or almost all of them	Total	Number of responses
Migrant people	41%	33%	24%	2%	100%	42
Cultural minorities	40%	10%	30%	20%	100%	10
Women	24%	36%	38%	2%	100%	50
Young people	23%	28%	41%	8%	100%	39
People with disabilities	29%	27%	30%	14%	100%	84

3.2 Groups with the most educational difficulties

NGOs working with migrant people

The majority of the NGOs which work with migrants believe that migrants from Africa (25 NGOs) and migrants from North Africa (21 NGOs) are the groups which experience the most educational difficulties. The migrant women collective is another group which encounters many difficulties as far as becoming incorporated into the educational system, remaining in it and obtaining an academic certificate is concerned (15 NGOs made reference to this).

	Number of NGOs	Valid percent
Migrants from Africa	25	56%
Migrants from North Africa	21	47%
Migrants from Asia	13	29%
Migrants from South East Asia	6	13%
Migrants from the Middle East	5	11%
Migrants from Latin America	3	7%
Migrants from	1	2%

European countries		
Migrants from the CIS countries, the former Soviet Republic	5	11%
Migrant women	15	33%
Migrant children	5	11%
Young migrants	7	16%
Others	4	9%

Multiple response question, n=45

NGOs working with cultural minorities

Most of the NGOs which work with cultural minorities think that Roma people experience the most educational difficulties (14 NGOs made reference to this). This cannot be separated from the fact that the Roma is the main cultural minority in Spain.

	Number of NGOs	Valid percent
Roma people	10	83%
Roma people from Eastern Europe	3	25%
Turkish speaking Roma	1	8%
Romanians and Bulgarians	1	8%
Women from cultural minorities	3	25%
Children from cultural minorities	3	25%
Young people from cultural minorities	4	33%
Others	3	25%

Multiple response question, n=12

NGOs working with women

The majority of the NGOs working with women are of the opinion that women with low educational levels face the most educational difficulties (33 NGOs). Also, 21 NGOs consider migrant women to be the group that has the most difficulties in this area, and 20 NGOs mention women from cultural minorities.

	Number of NGOs	Valid percent
Women with low educational levels	33	65%
Migrant women	21	41%

Women from cultural minorities	20	39%
Women with disabilities	15	29%
Young women	5	10%
Others	8	16%

Multiple response question, n=51

NGOs working with young people

According to the survey data young people with delinquency problems experience the most educational problems (25 NGOs). It is also reported that migrants (20 NGOs) and young people with low levels of education (20 NGOs) face difficulties in the area of education.

	Number of NGOs	Valid percent
Young people with delinquency problems	25	64%
Migrants	20	51%
Young people with low levels of education	20	51%
Young people with drug abuse problems	19	49%
Cultural minorities	17	44%
Young people who face/ have faced violence	9	23%
Others	3	8%

Multiple response question, n=39

NGOs working with people with disabilities

49 NGOs think that the people with disabilities, who come across the most difficulties in terms of becoming incorporated into the educational system, remain in it and to obtain an academic certificate is migrant people. 41 NGOs think the same about people from cultural minorities.

	Number of NGOs	Valid percent
Migrant people	49	52%
People from cultural minorities	41	43%
Women	25	26%
Youth	25	26%

Children	19	20%
People with intellectual disabilities	10	11%
People with major disabilities	5	5%
Others	12	13%

Multiple response question, n=95

4. ELEMENTS TO OVERCOME THE EXCLUSION OF VULNERABLE GROUPS

4.1 Educational elements which increase vulnerability during the crisis

The respondents reported the extent to which various subgroups of people from the vulnerable group/s they work with have been vulnerable during the financial crisis –they marked 1 to 5 for each of the subgroups with different educational experiences where 1 meant that they had not been vulnerable at all and 5 meant that they had been very vulnerable–. Additionally, within each of the vulnerable groups, respondents rated the vulnerability during the crisis as experienced by women. In order to make the comparison easier, the arithmetic mean value was calculated from the responses for each group with different educational experiences –separately for the vulnerable groups in general and specifically for women belonging to these vulnerable groups.

The analysis of the questionnaires responses for this section provides the following main contributions:

- 1) The educational level achieved is the most important element marked by NGOs to explain the situation of being at risk of exclusion. The most vulnerable are those who have low levels of education, irrespective of the vulnerable group they belong to.
- 2) The stereotypes against people belonging to vulnerable groups generate a social environment of rejection which makes it difficult for these groups to access the opportunities for social inclusion, irrespective of the vulnerable group they belong to.

- 3) People who have experienced situations where there are “low expectations” towards them have many more difficulties to achieve trajectories of social inclusion.

In continuation follows a more detailed analysis of the obtained results which back up these three previous statements coming from the field work conducted in this work package.

a. Analysis by vulnerable group

Migrants

According to the respondents working with migrants, having low levels of education, having found racist prejudices and a lack of democratic values in school context, and a lack of opportunities to participate in educational, training or cultural activities are the most important reasons that increase the vulnerability of migrant people during the financial crisis. As the following table shows, the groups experiencing these situations are the ones that the respondents rated higher, as a mean.

Groups with different educational experiences	Mean value	
	Migrants in general	Migrant women
Those who have low levels of education	4,48	4,46
Those who in the host country have come across racist prejudices and a lack of democratic values, or cultural diversity in schools is considered to be a difficulty	4,07	4,12
Those who did not have the opportunity to participate in educational, training or cultural activities	4,05	4,24
Those who in the host country have come across a lack of sufficient human resources to attend to the diversity of students in school	3,74	3,92
Those who in the host country came across a lack of family and community participation in schools	3,69	3,95
Those who in the host country had teachers who had low expectations of their learning possibilities	3,65	3,78
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.)	3,53	3,65

Those who in the host country have not found migrants to be represented in the curricula (e.g. the linguistic reality of migrant students) or in other aspects of school life (e.g. staff)	3,36	3,62
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Cultural minorities

In the case of cultural minorities, the groups of people that are more vulnerable during the crisis are the same that the ones identified amongst migrants, those with the educational experiences mentioned above, although with slight differences in the percentages. This is described in the following table.

Groups with different educational experiences	Mean value	
	Cultural minorities in general	Women from cultural minorities
Those who have low levels of education	4,82	4,71
Those who did not have the opportunity to participate in educational, training or cultural activities	4,45	4,43
Those who have come across racist prejudices and a lack of democratic values, or cultural diversity in schools is considered to be a difficulty	4,18	4,43
Those who found teachers had low expectations of their learning possibilities	4	3,57
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
Those who have come across a lack of sufficient human resources to attend to the diversity of students in schools	3,8	3,57
Those who came across a lack of family and community participation in schools	3,45	3,57
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

Women

For women, vulnerability is higher for those who have low levels of education and those who did not have opportunities to participate in educational, training or cultural activities, as occurred in the previous groups. Additionally, having a disadvantaged background impacting on their academic expectations and performance is an educational experience

that NGOs working with women also rate as having a high impact, as a mean. The following table shows this data.

Groups with different educational experiences	Mean value
Those who have low levels of education	4,31
Those from a disadvantaged background which has had an impact on their academic expectations and performance	4,24
Those who did not have opportunities to participate in educational, training or cultural activities	4,1
Those who have low levels of education, which has had an impact on their quality of life and that of their family	4,08
Those who found violence against women in the school context	4,02
Those who found unequal gender roles in their educational experience and did not find that egalitarian masculinity was promoted	3,69
Those who in their educational experience did not encounter the participation of female family and community members with no an academic background	3,52
Those who have come across unequal expectations (lower or different) in comparison to the expectations there are of men	3,37

Young people

In the case of young people, the respondents working with this collective also regard having low levels of education as the most important element increasing vulnerability. Further, not having higher education and the related difficulty to access the labour market, and early school leaving associated to few opportunities to return to school and access higher education are the following most important educational experiences that increase the vulnerability of youth, according NGOs. These data are presented in the following table.

Groups with different educational experiences	Mean value	
	Youth in general	Young women
Those who have low levels of education	4,22	4,41
Those without higher education who find it difficult to access the labour market	4,14	4,13
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

Those who had difficulties in their studies or thought about leaving school and were not supported by their teachers	4,08	4,16
Those who found a lack of family and community involvement in the school	3,95	4,12
Young students who are not in paid employment and who have little benefit provision available to them (income support)	3,78	3,9
Those whose families did not have information about the possibilities young people have to continue their studies	3,62	3,66
Those who came across teachers who had low academic expectations of their learning possibilities	3,59	3,66
Those who came across unequal educational expectations for girls as compared to boys	3,43	3,66

People with disabilities

Finally, in the case of people with disabilities, also the subgroup of those who have low levels of education are regarded as being most vulnerable during the financial crisis. For people with disabilities, this educational experience is followed in importance by other two: having reduced competences for social relationships and having found a lack of human resources to attend them in regular schools. The mean values of the responses provided by the respondents for each subgroup are presented in the following table.

Groups with different educational experiences	Mean value	
	People with disabilities in general	Women with disabilities
Those who have low levels of education	4,22	4,28
Those with reduced competences as far as social relationships are concerned	4,04	3,98
Those who found a lack of human resources to attend to students with disabilities in regular schools	4,04	3,96
Those who do not have opportunities to participate in educational, training and cultural activities	4,02	4,17
Those who had a reduced and/or negative relationship with non-disabled people	3,64	3,79
Those who came across low expectations as far as their learning is concerned	3,6	3,64

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.)	3,55	3,67
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c. Between vulnerable groups

When comparing the responses of NGOs working with different vulnerable groups, very similar patterns can be observed, thus suggesting that there are various educational practices which have a negative impact on vulnerable groups, thus influencing their inclusion or exclusion processes.

Having low levels of education is regarded as the condition which contributes the most to vulnerability –it received the highest rating in all groups of respondents. After this group of vulnerable people, the following two groups were regarded as the most vulnerable during the crisis: those who do not have the opportunity to participate in educational, training and cultural activities, and those who found racist prejudices and a lack of democratic values, or cultural diversity in schools is being considered to be a difficulty.

The subgroups of vulnerable people regarded to be the least vulnerable were those with the following educational experiences: finding unequal educational expectations for girls as compared to boys and not having found migrants/cultural minorities represented in school in the host country. The fact that these experiences are particularly relevant for specific vulnerable groups (i.e. women and migrants/cultural minorities) may explain the fact that have a low rating as compared to other experiences when these are analysed across vulnerable groups.

Finally, we note that the respondents working with immigrants and cultural minorities rated educational experience in a very similar way, emphasising the exclusionary impact of reduced opportunities to participate in educational and cultural activities and racist prejudices.

	Migrants	Cultural minorities	Women	Youth	People with disabilities	Mean* value
Those who have low levels of education	4,48	4,82	4,31	4,22	4,22	4,41

Those who do not have opportunities to participate in educational, training or cultural activities	4,05	4,45	4,1	-	4,02	4,16
Those who have come across racist prejudices and a lack of democratic values, or cultural diversity in schools is considered to be a difficulty	4,07	4,18	-	-	-	4,13
Those who have come across a lack of sufficient human resources to attend to the diversity of the students in schools	3,74	3,8	-	-	4,04	3,86
Those who came across teachers who had low expectations of their learning possibilities	3,65	4	-	3,59	3,6	3,71
Those who came across a lack of family and community participation in schools	3,69	3,45	-	3,95	-	3,70
Those who came across school practices which separate students according to their abilities (ability grouping, support segregated from the regular classroom, etc.)	3,53	3,82	-		3,55	3,63
Those who came across unequal educational expectations for girls as compared to boys	-	-	3,37	3,43	-	3,40
Those who in the host country have not found migrants/cultural minorities to be represented in the curricula (e.g. the linguistic reality of migrant/cultural minority students) or in other aspects of school life (e.g. staff)	3,36	3,09	-	-	-	3,23

* The mean values for each educational practice were calculated by adding up the mean values

4.2 Educational elements to overcome exclusion

The members of NGOs responding the questionnaire evaluated different educational elements according to the extent to which they contribute to overcome the situation of exclusion and vulnerability of the people from the vulnerable group/s they work with. These educational dimensions were identified in the research carried out in previous stages of the INCLUD-ED project and constitute successful educational actions which lead to educational inclusion.

The respondents marked 1 to 5 for each of the educational elements, where 1 meant that it does not help at all to overcome the situation of exclusion/vulnerability, and 5 meant that it does help very much to overcome the situation of exclusion/vulnerability.

The analysis of the questionnaires responses for this section provides the following main contributions:

- 1) The NGOs confirm that one of the ways to overcome the situations of exclusion as identified in the previous section is to promote the access to higher educational levels for people belonging to any of the vulnerable groups studied in INCLUD-ED.
- 2) The stereotypes and negative images of people belonging to vulnerable groups must be eradicated by acting on the local level (with people NGOs have contact to and in the spaces they move around).
- 3) The NGOs request that social networks are created through the participation of families and communities in their context. This would be an action of solidarity which would help to create transformative solutions to exclusionary situations.

As follows, a more detailed analysis of the obtained results is presented, which back up these three previous statements coming from the field work conducted in this work package.

a. Analysis by vulnerable group

Migrants

According to the respondents working with migrants, increasing their opportunities to participate in educational, training or cultural activities, promoting democratic and antiracist values in the school context, and family and community participation in schools are the educational elements that contribute the most to overcoming their situation of exclusion and vulnerability. As the following table shows, the groups experiencing these situations are the ones that the respondents rated higher, as a mean. If we compare these results with the ones obtained in the previous section for this vulnerable group, we can appreciate that the educational elements highlighted here are the ones that respond to the educational experiences that were reported as contributing most to the vulnerability situation of this group.

Educational elements	Mean value	
	Migrants in general	Migrant women

Increasing the opportunities for migrant people to participate in educational, training and cultural activities	4,42	4,71
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	4,36
Family and community participation in schools	4,27	4,31
The inclusion of more teachers or other people into schools to attend to the diversity of the students	4,11	4,17
The creation of support activities/classes outside school hours	4,11	4,15
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)	4,09	4,12
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	3,89	4,02
High expectations of teachers as far as migrant students' learning is concerned	3,5	3,52

Cultural minorities

In the case of cultural minorities, the educational elements that contribute the most to overcoming their situation of exclusion and vulnerability are very similar to the ones identified amongst migrants; in this case, besides increasing their opportunities to participate in educational, training or cultural activities, and promoting democratic and antiracist values in the school context, including more people into schools to attend to the diversity of the students was the third most important educational element. This is described in the following table.

Educational elements	Mean value	
	Cultural minorities in general	Women from cultural minorities
Increasing opportunities to participate in educational, training or cultural activities	4,55	5
Promoting democratic and antiracist values in the school and considering cultural diversity in schools to be an opportunity to improve the quality of education	4,36	4,29
The inclusion of more teachers or other people into schools to attend to the diversity of the students	3,91	3,71
Family and community participation in schools	3,91	4
Teachers having high expectations as far as students from cultural minorities' learning is concerned	3,82	4,14
The creation of support activities/classes outside school	3,82	3,86

hours		
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)	3,73	3,71
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	3,45	3,57

Women

For women, the educational element that contributes the most to overcoming their situation of exclusion and vulnerability is increasing their level of education. The second educational element rated as more important relates specifically to women: the promotion of preventive socialisation of gender violence. In third place, increasing the opportunities for women to participate in educational, training and cultural activities is an educational element that NGOs working with women also rate as having a high impact, as a mean. The following table shows this data. Both the elements in first and third place respond directly to exclusionary elements that increase the most the vulnerability of women as identified in the previous section.

Educational elements	Mean value
Increasing their level of education	4,8
Promoting socialisation in the school context which prevents violence against women	4,65
Increasing the opportunities for women to participate in educational, training and cultural activities	4,63
An increase in the educational level of women, which has a positive impact on their quality of life and that of their family	4,51
Teachers having neither lower nor different academic expectations for women in comparison to men	4,32
Promoting egalitarian male models and overcoming unequal gender roles in the school	4,22
The participation of female family and community members without an academic background in schools	4,08
High academic expectations and performance of women from disadvantaged backgrounds	3,82

Young people

In the case of young people, the respondents working with this collective also regard increasing their level of education as the most important element contributing to overcoming their situation of exclusion and vulnerability. Additionally, *increasing family*

and community involvement in the school and being able to receive support from teachers are the following most important educational elements that overcome the vulnerability of youth, according NGOs. These data are presented in the following table.

Educational elements	Mean value	
	Youth in general	Young women
Increasing their level of education	4,71	4,69
Increasing family and community involvement in the school	4,71	4,62
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
High possibilities of young people from disadvantaged social backgrounds having high academic achievement and accessing the labour market	4,53	4,41
Teachers having equal educational expectations for boys and for girls	4,21	4,28
Providing information to young people's families regarding the possibilities young people have to continue their studies.	4,16	4,25
Benefit provision (income support) for young students who are not in paid employment	4,16	4,28
Many opportunities for early school leavers (aged 15 to 24) to return to school and to access higher education	4,11	4,19
Teachers having high academic expectations as far as young people are concerned	3,76	4

People with disabilities

Finally, in the case of people with disabilities, promoting positive relationships between people with disabilities and other non-disabled people and increasing the opportunities for people with disabilities to participate in educational, training or cultural activities are regarded as contributing the most to overcome their vulnerability. The mean values of the responses provided by the respondents for each subgroup are presented in the following table.

Educational elements	Mean value	
	People with disabilities in general	Women with disabilities
Promoting positive relationships between people with disabilities and other non-disabled people	4,56	4,64
Increasing the opportunities for people with disabilities to participate in educational, training or cultural activities	4,54	4,63
Promoting their competences as far as social relationships are concerned	4,39	4,47
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	4,39	4,46
Increasing their level of education	4,34	4,46
The inclusion of additional teachers or other people into schools to attend to them within the regular schools and classrooms	4,25	4,22
High expectations of teachers as far as students with disabilities' learning is concerned	4,07	4,15

c. Between vulnerable groups

The responses of NGOs working with different vulnerable groups show very similar patterns –the most efficient strategies in overcoming the exclusion of the vulnerable groups are considered to be *increasing their level of education* and *increasing their opportunities to participate in educational, training or cultural activities*. The data demonstrate the significance attached by NGO's to both –educational level and having opportunities to participate in educational and cultural activities– in order to overcome social exclusion. This is consistent with the educational experiences identified in the previous section as increasing the most the vulnerability of these groups: having low levels of education and not having the opportunity to participate in educational, training and cultural activities.

The respondents working with migrants and those working with cultural minorities rated the various educational elements in a very similar way –as occurred regarding the educational elements that increase vulnerability–, emphasising the role of increasing opportunities to participate in educational activities and promote antiracist values. One difference that can be noted is that respondents working with cultural minorities place

more emphasis on the importance of teachers having high expectations than respondents who work with migrants – in the latter group this educational element is in final place after categorising the elements according to their average rating score.

	Migrants	Cultural minorities	Women	Youth	People with disabilities	Mean value
Increasing their level of education	-	-	4,8	4,71	4,34	4,62
Increasing opportunities to participate in educational, training or cultural activities	4,42	4,55	4,63	-	4,54	4,54
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	4,36	-	-	-	4,34
Family and community participation in schools	4,27	3,91	-	4,71	-	4,30
Teachers having equal educational expectations for boys and for girls	-	-	4,32	4,21	-	4,27
The inclusion of more teachers or other people into schools to attend to the diversity of the students	4,11	3,91	-	-	4,25	4,09
The creation of support activities/classes outside school hours	4,11	3,82	-	-	-	3,97
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)	4,09	3,73	-	-	-	3,91
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	3,89	3,45	-	-	4,39	3,91
High expectations of teachers	3,5	3,82	3,82	3,76	4,07	3,79

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

In the creation of the questionnaire special emphasis was given to collect the experience of the people who are working with vulnerable groups. In order to do this, open questions were included which focused on successful practices aimed at vulnerable

groups. The NGO representatives were asked to explain successful practices in different areas (education, employment, health, housing, and political and social participation) in relation to the vulnerable group/s they work with. The respondents also had the opportunity to provide evidence of 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 NGOs working with migrants identified successful practices in different educational levels – primary education, vocational training, and adult education. Regarding primary education, they often emphasised the inclusion of more extra support to learn Spanish or Catalan, and the provision of general support and monitoring for migrant children. Other practices mentioned are literacy classes, increased communication between schools and families, vocational courses, and the development of social skills.

Cultural minorities

The successful practices mentioned focus mainly 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). Evidences from the literature support these actions. The good practices listed by ECOTEC (2008) include individual and small group support for basic literacy and numeracy, offering resources to support learning out of school, and home-learning opportunities as a link into the formal curriculum, among others.

In this way, actions such as the ones informed by the NGOs contribute to overcome the situation of high illiteracy and low levels of education among the Roma community and constitute transformative strategies add efforts to the transformative actions that can be undertaken by schools.

Women

For most vulnerable groups the following practices were mentioned -literacy classes for women with limited access to education, vocational courses in different areas, such as social work, domestic help, caring for elders, children, catering, computer literacy, and courses on reproductive and family health. One of the prerequisites for increasing women's opportunities is to provide them with information on available courses and

opportunities to improve professional qualifications. In order to make participants stay on and continue taking the courses the fact of being in small groups and individual tutors have a great impact on this.

Other successful practices in the field of education were found to be education for the prevention of gender violence for students, teachers and other personnel, promoting values like equality, tolerance, non-violence, providing incentives, and motivating female students to get involved in areas traditionally considered to be male. Also increasing women's self-esteem, courses on time management, rights and obligations in areas of work and immigration were mentioned as efficient actions that contribute to overcoming the vulnerable situation of women.

Practices addressed at the preventive socialization of gender violence respond to the findings of studies that indicate the prevalence of experienced sexual harassment by peers at school (Fineran & Bennett, 1999; Lavoie, Robitaille, & Hébert, 2000; Valls, Puigvert, Duque, 2008) and the relevance of the models of masculinity that young people learn in their socialization processes (Gómez, 2004).

Young people

The successful practices mentioned in the area of education are mainly aimed at the prevention of drop out or remedial activities. Regarding prevention, the following activities are regarded as being helpful: extra lessons, the prevention of absenteeism, attention to diversity, and intercultural mediation. As for remedial activities help to continue their education for those who have failed through vocational and pre-work training are mentioned as successful, e.g., educational programmes involving work placements, and social and pedagogical work with street educators.

Non-formal education, integrated education, and free time educational activities are regarded as especially helpful for young at risk people since it fosters their social integration, their self-esteem, and motivation in terms of personal growth. More attention to personality development – values, emotional development, and reflection – lead to good results. In this regard, leisure activities for young people has been identified by research as a particularly successful activity, improving the negative effects of disadvantaged family backgrounds (Feinstein, Bynner & Duckworth, 2006; Roberts, 2008).

According to the NGOs responses, in all educational settings small groups with individual attention are seen as being efficient. It is stimulating to require commitment and to value

the efforts made. In addition the following successful activities were mentioned - financial help for studies on deprived young people, the support and development of youth entrepreneurship, and the prevention of the abuse of children and adolescents. Overall, from the perspective of NGOs, effective practices for youth are related both to educational inclusion and social inclusion, pointing out that NGOs need to tackle both aspects to ensure full inclusion of young people.

People with disabilities

The respondents who work with people with disabilities highlight access to education as being one of the most significant successful practices- at 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 the age of 16, providing access to education to adults with motor disabilities, increasing learning options- e-learning). Access to more information on available educational activities should also be improved.

Some of the respondents viewed special education as a successful practice (e.g., special vocational education programmes - 40% of students in FUNDHEX programmes (Fundación de hermanos para la igualdad y la inclusion social) have found a job, whereas others underline the incorporation of people with disabilities into mainstream education. Some are in favour of adapted learning in ordinary schools.

Many of the successful practices mentioned provide different types of support to learners with disabilities - flexible times, tutoring and support throughout their studies, and a supportive team of professionals from different areas. Also - support groups, more practical descriptions of the material, basic and logopedic rehabilitation.

Some of the practices mentioned aim at raising the awareness of the people around learners with disabilities - classmates and educational staff. This helps people with disabilities to be accepted, teaches people how to deal with students with disabilities, and how to improve communication (e.g., through a handbook for teachers).

Regarding the content of learning, the following areas were mentioned as important in order to help overcome the exclusion of people with disabilities - computer skills and new technologies, skills for everyday life, social integration and developing social abilities, e.g., facilitating adaptation by going to different places.

Many of the successful practices mentioned by the respondents were aimed at learners with a hearing impairment - introducing sign language as a means of communication,

bilingual methodology – sign language and verbal, the presence of interpreters during lessons, training the teachers, and technical equipment. Providing deaf children with access to verbal language from early on through hearing devices and early speech therapy was also mentioned.

Many of the practices reported by the NGOs reinforce the inclusive educational practices already identified in INCLUD-ED, also regarding students with disabilities (INCLUD-ED Consortium, 2009a).

4.3.2 Successful practices in employment

Migrants

In terms of employment most respondents mentioned activities supporting migrants in their job search, for example, informal education on different employment opportunities, about writing CVs and job interviews, and online job search tools. Also the organisation of groups of job seekers, employment agencies, individual tutoring and guidance, the recognition of qualifications, social and intercultural mediation by state social services especially for people at risk of social exclusion were also made reference to.

Other successful practices identified in employment for migrants are: providing information on work regulations, people's rights and obligations (this helps to avoid abusive work contracts), raising awareness and educating entrepreneurs and managers on immigration laws. Also not judging people based on their country of origin, the regularisation of the administrative situation of foreign workers and reducing punitive policies were also seen to be practices considered to be successful.

Cultural minorities

The NGOs working with cultural minorities mentioned as successful practices the following ones: vocational training, work placements and on the job training, guidance programmes and job related counselling, developing social skills and necessary habits, help with writing a CV, as well as supporting self-employment, training in new technologies, and workshops preparing for minors at risk of social exclusion for work. It was also noted that in many cases a lack of basic education is an obstacle to employment.

Women

The respondents from NGOs working with women mainly emphasised practices related to different types of training – career guidance, help with writing a CV, learning about different job search methods, vocational training and practical training for employment. Also being educated about areas with good job prospects, not limiting themselves to traditionally female employment areas, and programmes for women who have been working at home for many years were highlighted. It is also important to provide women with information on employment opportunities. Another successful practice in the realm of employment is fostering self-employment and entrepreneurship among women (e.g., cooperatives providing domestic services in rural areas), in order to bring female entrepreneurs together. Also some respondents ask for more equality in terms of working conditions, job opportunities and positive discrimination policies.

Young people

Successful practices in the area of employment include vocational training, individual guidance and orientation, help with searching for a job (writing a CV) and with the paper work and procedures related to employment processes. Other actions are: organising practices in companies for people to obtain work experience, improving regulations in order to decrease the precariousness and temporality of youth employment, and promoting entrepreneurship (on a social and a business level) among young people.

People with disabilities

Some of the successful practices highlighted for people with disabilities have been also described as effective for other vulnerable groups, but are especially relevant for this collective. One of the successful practices that respondents mentioned most often for people with disabilities is support in terms of finding and keeping a job. This involves orientation and guidance and intermediary labour services (e.g., job banks, collaboration with employment agencies providing services to people with disabilities). Several respondents emphasised the importance of individual support during work placements (evidence - all the participants stayed until the end of the contract and 80% renewed their work contract). These programmes can include improving vocational social skills, which are necessary for a successful work placement.

In order to overcome the exclusion of people with disabilities it is important to improve the quality of vocational training and higher education, e.g., by training teachers to respond better to the needs of people with disabilities. This can also be achieved by providing the necessary technical equipment and adequate professional guidance.

Employers should be informed about the work capabilities of people with disabilities. More job positions should be adapted for people with disabilities and working from home should be accepted more often for this collective.

Some respondents demand active policies promoting employment for people with disabilities and reducing discrimination in the labour market, e.g., by introducing a regulation obliging companies to have a certain percentage of employees with disabilities, implementing affirmative action or reserving certain job positions for people with disabilities. Subsidising the adaptation of work places was also mentioned. Special employment centres and subsidised work are also regarded as successful practices in terms of contributing to overcome the exclusion of people with disabilities.

The successful practices in employment informed by the NGOs for the different vulnerable groups are supported by previous evidences collected in the framework of INCLUD-ED as regards the inclusion in the area of labour (Report 5). On the one hand, it was evidenced the importance that the members of vulnerable groups achieve educational levels that facilitate them access qualified jobs. Along these lines, access to vocational training is important, but especially it is important that it facilitates the return to educational systems. Further, the creation of cooperatives was also identified as a successful action, not only in terms of labour inclusion and working conditions but also as a mean to provide professional and academic learning in the workplace.

4.3.3 Successful practices in health

Migrants

The majority of the mentioned successful practices are related to supporting migrants in obtaining health care services, this includes help to obtain the health care card (especially important for recent immigrants) and with other procedures and formalities. It also includes information about other organisations working specifically in the area of health care, raising awareness amongst medical personnel, and linguistic and intercultural mediation (this should be provided by state health care institutions). Providing family planning, abortion and maternity support services were also shown to be successful practices.

Another area of successful practices is related to information and education – providing migrants with information on hygiene, prevention, family planning, a healthy diet, food, sex education, HIV, and sexually transmitted diseases.

The respondents claim that the health card should be given to everyone regardless of their registration in the municipality, and of their income. They also mention access to quality health care services for all human beings as being important – not only equal rights but also equal opportunities.

Cultural minorities

The successful practices aimed at cultural minorities are similar to the ones aimed at migrants – help to access the Spanish health care system, mediation between health care institutions and Roma people, and educational programmes on health, prevention, HIV and AIDS, nutrition, healthy habits (a course for young people at risk including visits to healthcare centres, meetings with medical personnel, and other educational activities).

Women

Although all interventions in health should take into account the gender dimension and pay specific attention to the needs of women, the successful practices reported were aimed specifically at women and are mostly related to specific issues: sexual and reproductive health, family planning and contraceptives, maternity, abortion, the menopause, and gender violence. Amongst other activities, these include informing and educating, encouraging them to visit the doctor regularly in order to detect diseases at an early stage, facilitating access to quality state health services, providing advice on administrative procedures and other necessary documents.

As specific target groups which are in need of help the following were mentioned: young women during pregnancy and those with children (help in terms of combining childcare and work), women who have suffered violence, and women taking care of dependent family members.

Young people

In relation to young people the successful practices are aimed at prevention by providing information and education (workshops, in school activities and peer educators). The topics mentioned were drug abuse, sexual and reproductive health, engaging in risky behaviour, available health care services, encouraging reflections on gender violence, sex and affection, recreational drug use, and the promotion of healthy habits (self-care) in a pleasant way.

People with disabilities

Many practices related to the area of health were described in the case of people with disabilities. One of the areas mentioned more often as being important in order to overcome the situation of exclusion for vulnerable people is ensuring proper medical care – more appropriate and precise diagnosis and treatments. This involves educating medical personnel about the specific needs of people with various disabilities. Thus, this may involve taking into account the voices of this vulnerable group in order to advance towards a dialogic and more effective health literacy.

On the one hand there is a demand for special medical services for people with certain disabilities; on the other hand, access to general health care should be improved, e.g., by making all the information accessible to deaf people. In order to regulate health care for people with disabilities better a guide could be prepared on the principles of medical care, treatment, and the correct transportation of people with any type of disability. Professionals with functional diversity, Ministry of Health representatives, autonomous communities representatives and NGOs working with the people directly affected should all participate in the preparation of this document. A course corresponding to this document should be taught to medical professionals.

On the other hand promoting research on the universal design of the apparatus and instruments used in medical tests, etc. should be encouraged, so that people with disabilities, mostly physical - do not face any disadvantage or consequent discrimination when this equipment is used.

Providing people with disabilities with information on different aspects related to health is a successful practice as well, especially on issues such as hygienic habits, nutrition, sexuality, adherence to treatment, access to health care, various therapies, and equipment for disabilities.

Also programmes which aim to foster the autonomy of people with disabilities are very important. The new law on dependency and personal autonomy IN Spain guarantees that social and medical needs are met. Although it is still not fully applied being able to rely on a personal assistant has a positive impact on the health of people with disabilities.

It was suggested that more emphasis be placed on integrated care, consisting of a mixture of psychological, social, and physical aspects. This complies with the definition of "health" by the World Health Organisation. If understood in this way it would foster an open and multidisciplinary attitude among the medical personnel.

Several of the successful practices mentioned revolve around the early detection of illnesses. This involves medical tests and monitoring during pregnancy (programmes for the detection of illnesses such as Down's syndrome) as well as after birth (especially prematurely), and medical tests for adults in order to detect the illnesses as early as possible.

In order to prevent further deterioration in people's health after the detection of an illness or disability continuous medical monitoring and access to rehabilitation and therapy is very important.

Some respondents mentioned practices aimed specifically at deaf people. Among the most important of these was the elimination of barriers to communication in medical institutions - with sign language interpreters being available, providing informative videos with sign language interpreting, luminous devices, signposting, magnetic loops, and internet access in people's rooms. Another suggestion was to implement and strengthen programmes for the early detection of deafness, which includes early detection by screening the hearing of newborns, early diagnosis, and adaptation to prosthesis, speech therapy, monitoring and care for families. Another concern was access to hearing aids and implants. Speech therapy and a functional rehabilitation of the language (speech specialized) foster personal development a great deal. In general equal and non-discriminatory access to health care has to be ensured for people with disabilities. This includes access to information and technical resources (e.g., maternity and health care and the children, protocol for follow-up after pregnancy).

The respondents also mentioned various practices aimed at people with intellectual disabilities – training in daily life activities for people with intellectual disabilities (training apartment), programmes teaching people about the simple symptoms of illnesses, such as fever, so that they know if they are ill and need to visit the doctor. For children with autism - playing games which help to reduce tension when they go to the doctor was pointed out. A lack of medical services for people with severe mental retardation was pointed out.

The employers of people with disabilities should allow more flexibility in work schedules, since they may need more time off for medical care than others do.

Exercise greatly increases quality of life for people with disabilities so as to avoid seeing them as ill, and it also encourages them to increase their abilities.

4.3.4 Successful practices in housing

Migrants

The respondents who work with migrants informed about successful practices related to help as far as searching for housing is concerned, and different forms of social housing (shelter homes for emergency cases and subsidised temporary housing). Some of the actions are related to providing information and providing advice on housing possibilities, help with rent, the necessary procedures, and the rights and duties of tenants and landlords (to avoid abuse and fraud). Mediation between immigrant families and landlords and educating both sides (taking care of the home, minimum housing conditions) helps to improve housing conditions was also mentioned.

Cultural minorities

The following successful practices were mentioned by respondents working with cultural minorities: monitoring resettlement, neighbourhood mediation, assisted housing – with improved coexistence skills being required in the case of resettlement. Mixed neighbourhoods would help to avoid ghettoisation. It was noted that in cases when facilitated housing fulfils minimum housing standards, this has contributed to overcoming situations of exclusion a great deal.

Women

The successful practices mentioned revolve around facilitating access to decent housing. This can involve providing information on rental contracts and the rights and obligations of tenants, helping people to search for housing, as well as subsidised housing and sheltered homes. Some respondents underlined the fact that access to decent housing increases the autonomy and personal and economic independence of women with limited economic resources.

Young people

Regarding respondents from the area of youth, these mainly claim the need to improve young people's access to affordable and subsidised housing.

People with disabilities

One of the main concerns regarding the housing of people with disabilities is that they can be able to live as independently as possible. This has a direct impact on their quality of life, sense of freedom and life satisfaction from being able to live a 'normal' life. Greater autonomy also fosters social inclusion (social relations, community participation

etc.) and the ability to resolve problems in life. Often people with disabilities have very limited opportunities to move out of the family home.

One of the preconditions of personal autonomy is architectural access to buildings and the adaptation of flats. Several respondents demanded universal accessibility to all public spaces and private buildings. According to this in all new constructions and reconstructions the principles of universal design must be applied. With regards to deaf people barriers to communication should be eradicated by providing the necessary equipment, e.g., video door entry systems and illuminated doorbells, lights for fax machines, and crying babies, etc.

Adapting homes to the needs of people with disabilities is often complicated and very expensive – subventions and support in this area are essential. The limited financial resources of people with disabilities greatly reduce their access to appropriate housing.

Another important issue is the availability of adequate assistance which enables them to live a more independent life. Assisted living is often seen as the most desirable option. In some cases being trained in everyday life skills can be very helpful.

4.3.5 Successful practices in political and social participation

Migrants

In the area of participation the respondents who work with migrants demand more support for NGOs and for the networks of associations working with different groups to be strengthened. It is important to encourage the involvement of migrants in associations and different forms of civic engagement (e.g. volunteering) as it increases their ability to demand that their rights be respected. In order to promote the political participation of migrants access to political rights, e.g. the right to vote, should be granted earlier. Also the legalisation of migrants is a precondition for their involvement.

NGOs working with migrants carry out many activities which promote their social and political involvement. This can involve engagement in the activities of the NGOs themselves, informing people about events, the speeches etc. of other organisations or public administration, actions related to political situation in the country of origin, (e.g. gathering signatures on a petition against a dictator), and activities aimed at representing the migrant community and improving their situation. As an example a group dedicated to intercultural dialogue was mentioned, they meet every month and

discuss a wide range of issues. This group has contributed to policies at a municipal and a regional level. They participate in discussions, conferences, and give speeches.

One important area is fostering the incorporation of migrants into society by promoting contact and cooperation with locals. This can be done for example through involvement in neighbourhood associations, organising activities together and participating in local festivals, etc.

Cultural minorities

The respondents from NGOs working with cultural minorities emphasise the importance of an active citizenship which facilitates a better understanding of decision making processes, government bodies and other institutions. Usually the NGOs represent the Roma community on different political and social occasions. It was noted that the general situation of exclusion of Roma people explains their limited social and political participation. When people become involved in public matters it is a clear sign of an improvement in their situation.

Women

The social participation of women is very important since it helps them to build networks, to be supported in their problems and it also promotes the empowerment of women (this is especially important for the most vulnerable groups, such as immigrants, women suffering from gender violence and abuse, and others). It also fosters the representation of women as a group in different areas. In order to achieve more gender equality in decision making the participation of women should be ensured, e.g., by introducing gender quotas into all important bodies, thus reducing gender inequality and exclusion from political parties.

NGOs working with women carry out a wide range of activities aimed at involving women in the associations for example through self support groups and workshops. Furthermore engagement in the neighbourhood and municipality is promoted through participation in various forums, demonstrations, meetings, conferences, NGO federations, and advisory councils in policy making bodies.

Young people

The respondents emphasise the importance of promoting the social and political participation of young people since it fosters their empowerment at an individual as well as a group level. Educational and training programmes should exist aimed at increasing participation among young people. Successful practices such as participatory

programmes in schools, volunteering programmes, involving young people in NGOs and neighbourhood associations, and in advisory councils at different levels were mentioned. It is especially important to involve young people in the development of programmes and activities aimed at them in particular. A positive experience of social and political engagement strengthens motivation and teaches democratic values.

People with disabilities

The NGOs surveyed emphasise the role of associations as far as advocacy for people with disabilities is concerned. On an individual level involvement in an association helps to obtain information and provides better access to medication. At a group level strong associations represent the people with disabilities on a wide range of occasions and on different levels. It is especially important that people with disabilities participate in decision making processes at a local, national, and European level (people with disabilities should be able to reach high ranking positions). They should be present and visible in all spheres of life – particularly the media (demonstrating their capabilities more, rather than their limitations), all areas of social life, especially leisure sports and fitness (not only at the high level of the Paralympics).

Some respondents point out that a precondition to social and political participation is that basic necessities be provided so that personal autonomy is ensured.

In order to increase the participation of people with disabilities physical access to public buildings, as well as communicative access must be ensured, e.g., by introducing Internet voting. Opening up possibilities to participate particularly for deaf people means that sign language interpreting must be provided. There is also a lot of technical equipment which can be used to reduce any impediments to their participation – computerised stenography, systems of magnetic induction, text phones, and videoconferencing etc. Also the use of new technologies such as mobile telephony, Internet access, subtitles for audiovisual media (subtitles on live TV and recordings, subtitles in the cinema and on DVDs), adding a window for sign language, magnetic loops etc are also recommended. The respondents demand that sign language be recognised as a minority language.

Another important area is raising awareness and informing society about people with disabilities, their needs and capabilities. This can be done by organising special events or by promoting the participation of people with disabilities in a wide range of activities in neighbourhoods, schools, working groups, and other NGOs, by encouraging volunteering.

Contact between people with disabilities and others must be increased, thus reducing the fear of the unknown and promoting solidarity and mutual understanding.

4.4 Other practices in NGOs to overcome exclusion

The respondents evaluated three additional practices related to participation of vulnerable groups in the decision making in NGOs and awareness raising about the actions of NGOs insofar as they help to overcome the situation of exclusion of the vulnerable groups. These three practices were identified in the previous research of the INCLUD-ED project as successful practices which increase the involvement of vulnerable groups and improve the programmes of the NGOs.

The respondents had to rate each of the practices between 1 and 5, where 1 means that it does not help at all to overcome the situation of exclusion/vulnerability and promote their empowerment, and 5 means that it helps a lot to overcome the situation of exclusion/vulnerability and promote their empowerment.

When comparing the evaluations of the practices by respondents working with different vulnerable groups we can see that all in all they are quite homogeneous since the mean values range from 3,62 to 4,36. However, the respondents regarded two of them as the most helpful practices to promote the empowerment of people from vulnerable.

	Migrants	Cultural minorities	Women	Youth	People with disabilities	Overall mean value
Their participation in the management of the NGO	4,02	4,09	3,73	3,62	3,84	3,86
Their participation in decision making processes (e.g. identification of requirements, needs and priorities) within the NGO	4,02	4,36	4,1	3,68	4,14	4,06
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	4,18	4,09	4,12	3,81	4,14	4,07

5. GENDER DIMENSION – WOMEN BELONGING TO VULNERABLE GROUPS

The aim of this section was to analyse whether being a woman entails additional difficulties for people belonging to vulnerable groups and which types of actions contribute to overcome the disadvantaged situations of women from vulnerable groups, from the point of view of professionals working with NGOs.

5.1 Women as the group with the most educational difficulties

The responses to the questionnaires confirm that, according to professionals working in NGOs, women's is a collective that suffer more difficulties within the different vulnerable groups. Additionally, elements are also identified that contribute to overcome such situation.

5.2. Elements to overcome the exclusion of women

5.2.1 Educational elements increasing vulnerability during the crisis and educational elements to overcome exclusion

Although both the educational elements that increase the vulnerability of women's from vulnerable groups during the crisis and the educational elements that contribute to overcome their exclusion are perceived as similar to those regarding the vulnerable groups in general (including men and women), in most cases, these elements are valued as having more impact specifically for women. This evidences the specific impact that education has in increasing or reducing the exclusion that women face when they belong at the same time to another vulnerable group. If education has an important role to help people from vulnerable groups escape from exclusion, it is even more important for women.

In this case it is important to highlight the data on women from cultural minorities with low levels of education, since it is the higher value (4,71) in the data analysed. In that sense, these numbers demonstrate how vulnerable this group has been during the crisis period.

	Migran t women	Women from cultural minoriti es	Young wome n	Women with disabili ties	Mean value	Mean value for the vulnera ble

						groups in general
Those who have low levels of education	4,46	4,71	4,22	4,22	4,40	4,46
Those who in the host country have come across racist prejudices and a lack of democratic values or cultural diversity in schools is considered to be a difficulty	4,12	4,43	-	-	4,28	4,13
Those who do not have the opportunity to participate in educational, training or cultural activities	4,05	4,45	-	4,02	4,17	4,24
Those who came across a lack of family and community participation in schools	3,95	3,57	4,12	-	3,88	3,7
Those who have come across a lack of sufficient human resources to attend to the diversity of the students in schools	3,92	3,57	-	3,96	3,82	3,86
Those who came across teachers who had low expectations of their learning possibilities	3,78	3,57	3,66	3,64	3,66	3,71
Those who came across unequal educational expectations for girls as compared to boys	-	-	3,66	-	3,66	3,4
Those who came across school practices which separate students according to their abilities (ability grouping, support segregated from the regular classroom, etc.)	3,65	3,43	-	3,67	3,58	3,63
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)	3,62	3,29	-	-	3,46	3,23

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

Successful practices in education, employment, health, housing, political and social participation that the surveyed NGO staff report are many times the same for men and women from vulnerable groups. However, specific practices targeted to women have been identified and share common elements across the different vulnerable groups.

Interventions addressed to improve women's literacy levels, health education programmes and actions aimed at facilitating their access to vocational courses are

successful practices highlighted from education, as well as non-sexist education and gender equality in educational contexts.

In the field of labour, offering guidance to get a job, promoting access to non-traditional employment areas for women, affirmative action programmes and company subsidies are highlighted actions, as well as the promotion of gender equality.

Gender violence is an intervention field to reduce women's vulnerability, specially emphasised in regards to successful practices in health. Actions in this regard include action protocols in health care centres for cases of gender violence and preventive socialization of gender violence. Other reported actions in the field of health are related to information and education about pregnancy and motherhood, including support in cases of unwanted motherhood, and information on sexually transmitted diseases, especially for young women.

Gender violence and family issues are also important as regards the reported actions on housing. The first include the availability of shelter houses for women and for victims of gender violence. The second include making houses for single-parent families more affordable, and providing help with the domestic and economic difficulties that single parenthood and caring for elderly family members involve.

The NGO professionals answering the questionnaire agree on the importance of promoting women's participation in NGOs and in political processes, promoting gender equality in the field of social and political participation, for example, by means of increasing the number of women in different institutions. Further, they identify the creation of associations by the vulnerable groups of women themselves, such as the Roma women, as a successful practice. Promoting women's volunteering, organising workshops targeting women, mothers clubs, seminars on gender equality, promoting social networks and raising awareness in society, are other successful practices in this field.

5.2.4 Other practices in NGOs to overcome exclusion

Accordingly, the NGOs practices related to the participation of women from vulnerable groups in the NGO management and decision making processes are evaluated slightly more important for women than for the vulnerable groups in general, as elements contributing to overcoming the exclusion of these women.

	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	4,02	4,12	4,09	4,14	3,62	3,69	3,84	3,88	3,86	3,96
Their participation in decision making processes (e.g. identification of requirements, needs and priorities) within the NGO	4,02	4,12	4,36	4,57	3,68	3,75	4,14	4,2	4,06	4,16
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	4,18	4,22	4,09	4	3,81	3,84	4,14	4,15	4,07	4,05

6. CONCLUSIONS

Discussion and conclusions

Social agents confirm that the vulnerability of the different groups they work with stems from the lack of education in the first line. In line with what the Lisbon strategy stated and with the priorities defined for the 2020 European agenda against poverty, the role of education is key in the quest for social inclusion and the overcoming of poverty (European Council, 2000; European Commission 2010). Those who have obtained **lower levels of education** (regardless where they come from or to which vulnerable group they belong) **are in a worse situation to achieve inclusion in the different areas of**

society, facing the worst situations of social exclusion. The analyzed survey data confirms this premise on the relevance of education for these groups, although with nuances for each vulnerable group for this general statement.

The questionnaires have informed the NGOs representatives of educational actions that lead to social inclusion has been provided in the questionnaires distributed. In particular, the Successful Educational Actions identified in the INCLUD-ED project (INCLUD-ED Consortium, 2009a) have been presented to the social agents to know their perspective about to what extent can they have an impact on the overcoming processes of educational and social exclusion with vulnerable groups they are working with. Informants from NGO's confirm that **Successful Educational Actions contribute to the social inclusion of the different vulnerable groups** they are working with. In this case, the social agents confirm the validity of these SEAs identified in the scientific literature, which makes them **potentially transferable to each NGO's own intervention** area.

Educational inclusion of people from vulnerable groups cannot be reduced to having or not an academic degree. SEAs engage students and adults in educational processes that provide them with skills and competences needed in the knowledge-based society. It means, through the **implementation of the SEAs people from vulnerable groups with low academic levels engage in educational processes that lead to a personal and social transformation to achieve social inclusion** (Gatt, Ojala & Soler, forthcoming). This idea is also reflected in the data analysed from the questionnaires. In general terms, the main request from the NGOs is the need to **increase the opportunities for access and participation in educational and cultural activities**. The request for greater educational opportunities **responds directly to the situation of exclusion suffered by vulnerable groups**. Hereby informants state that people in the worst situation are the ones with the lowest educational levels. This claim is the basis of all the vulnerable groups analysed. Overcoming situations of exclusion identified is always linked to an educationally-based action.

From the perspective of the social agents, there are a series of successful practices that can favor the social and educational inclusion of the vulnerable groups with which they work in the different areas or society (employment, health, housing, political participation). The main practices that are highlighted among the conclusions of this report are those that are in line with the contributions from the international scientific community about successful practices with vulnerable groups. According to the Critical

Communicative Methodology, scientific community needs to incorporate the voices of the end-users -in this case people from vulnerable groups-, contrasting their insights with previously identified scientific results, to contribute with new (Gómez, Racionero & Sorde, 2010). This would lead to the identification of successful actions in which NGOs can base their interventions to promote social inclusion processes of vulnerable groups.

The perspective of social actors: successful practices in line with scientific findings

Migrants and cultural minorities

There is a common understanding to tackle the exclusion of **migrants** and **cultural minorities** from the perspective of the social agents. Most successful practices described by them are shared for both vulnerable groups, although there are some specific actions addressed to one or the other group.

NGO's working with migrants and cultural minorities stress the relevance of education and training at different levels in the quest for social inclusion, in the line of the scientific literature on the matter. In this context several successful practices are highlighted in order to attain this goal. From programmes to increase families' and schools' communication and interrelation skills, to other ones aimed at improving the instrumental knowledge of the mainstream language and at the same time increase the knowledge of diverse cultural realities of the different communities. These practices are in the line with contributions from the literature such as the one from Solidar (2008), who emphasises training and life-long learning as important tools to achieve social inclusion, reduce poverty and discriminations, and finally build democracy and social cohesion. The school context had been identified within the INCLUD-ED project as a place where activities such as literacy classes and communication between schools and families can be successfully developed; the information collected in the questionnaires broaden the intervention context to other social contexts and institutions, as they show that they can be promoted also by NGOs.

For what regards **employment** actions, the organisations working with vulnerable groups state the need of training and education for promoting insertion in the labour market. The conclusions stemming from the literature review regarding the key role of training for improving labour conditions and options (Solidar, 2008) have been confirmed

and further developed by these social agents. In this regards, successful practices are oriented to providing these social group with tools, resources and information to have full access to the job-market. These include for instance, the promotion of workshops and training for labour insertion but also to address entrepreneurs and managers in regards to information on immigration laws, potential skills, breaking stereotypes, and policies of affirmative action, among others.

In the case of **Cultural minorities** the same actions are pointed out as to improve education and training for better job opportunities but also supporting self-employment and preparing young for work in order to prevent social exclusion. As it has previously been highlighted, the situation of the Roma community in Spain relates oftentimes to lack of basic education which is the first hindrance this social group is set to overcome in order to have access to the labour market. The relevance of having access to education and specific training together with a greater knowledge from the companies about the possibilities among these social groups are two of the main contributions stemming from the interviews that go hand in hand with the evidence from the literature (Thomas, 2004).

Another area where several successful practices are identified and listed by different NGO's representative refers to **Health matters**. The actions mentioned for **migrants and cultural minorities** are in the same vein. From the proposals of the literature, three main lines of successful practices are highlighted by the informants. Firstly, and in accordance to the findings in the other areas as well, **education and training in health issues** is identified as a critical matter. In this regards, the actions are addressed not only to migrants and cultural minorities as end-users of this information but also programmes refer to the need of **raising awareness among medical personnel and intercultural mediation training**. The successful practices regarding the very migrants and cultural minorities refer to the establishment of **programmes that give response to their needs in a language and manner that reaches them**. More collaboration among different agents involved: healthcare centres staff, medical staff, social workers, teacher and training personnel, and the families, is needed. These conclusions match the findings in the literature about the need to foster **health literacy programmes** (Rudd, 2007) and how the incorporation of the voice of the end-users, especially in the case of the most vulnerable groups such as migrant of cultural minorities provides better results.

Successful practices in the field of **Housing** are also a relevant topic for the **migrants and cultural minority groups**, as reported by the NGO's representatives. In this case, although many of the actions are pointed out for both groups in general, it is necessary

to take into account that cultural minorities in Spain are often facing a situation of ghetto that is not always the case for migrant communities. However NGO's suggest once more that information and training regarding what housing is proven to be successful particularly for these communities, not only in the financial and legal or administrative issues (INCLUD-ED Consortium 2009b; OECD 2005). This includes **promoting access to rights and obligations for both tenants and landpersons**, as well as financial literacy actions that respond to the needs expressed by the end-users.

Other successful practices that have been identified in the case of minorities refer to **mixed neighbourhoods** particularly interesting to avoid ghettos. In this sense resettlement should take the needs of the end-users into account in order to avoid resettling the tenants but bringing in new inhabitants to the neighbourhood. For instance, an experience in Seville, Spain has functioned by building a student residential dorm in an underprivileged neighbourhood. Besides the social asset that new neighbours bring, other consequences derive from this: educational actions carried out by the students with community members, participation of the community in different activities.

Migrants and Cultural minorities are also strongly involved in **social participation** activities and initiatives. The NGO's working with these social groups acknowledge how relevant it is for these people to be part of **intercultural and interreligious networks and associations** that are more and more present in a global arena. Their participation in these movements and associations should be strongly promoted in different forms, also to promote their participation and activities for representing and working for their communities. In line with what was gathered through the literature, relevance is granted to the creation of their own spaces to gather and discuss or exchange opinions, which contributes to their participation and social involvement (De Botton, Sanchez, Puigvert, 2005).

This is particularly relevant in the case of Cultural minorities, like the Roma in Spain who through the associations and organisation is achieving an improvement in their situation through participation.

Youth

From the analysis there emerge different proposals that can contribute to improve the situation of exclusion of youth. In the health domain NGO's highlight the relevance of opening up spaces of dialogue in which youth can reflect about specific health topics. These proposals are related to the current statements from international organisations and the scientific community. For instance, we observe how the European Commission states, among its objectives from the Health Programmes 2008-2013, two of them related to the promotion of knowledge and information about health and the reduction of inequalities in this field. The analysis elaborated previously in the Project 3 from the INCLUD-ED and the scientific literature indicate the relevance of **promoting the participation of the community in public spaces in which they share knowledge and information linked to health**. One of this spaces is most frequently educational centres (INCLUD-ED Consortium 2009b; Blom-Hoffman, Wilcox, Dunn, Leff, & Power, 2008) .

From contrasting the contributions from NGO's and the literature another successful strategy to be developed in this domain is the creation of **Young health's networks**. These networks will have as an aim to generate spaces for debate about concrete health topics, related to their needs and interests of youths: drugs, affective-sexual relations, gender violence, etc. These networks would be managed by young people themselves who would set out the discussions according to their perspectives and without intermediaries who interfere in their decisions and discussion topics.

NGO's stress that the definition of **programmes of participation addressed to the youth is a form of promoting their social and political involvement**, including their demands and interests in those programmes. Previous research results in the Project 3, INCLUD-ED, refers to this as well where it is concluded that one of the ways to promote the participation of vulnerable groups is by **involving them in the decision making processes and in the designing of the public policies, without expert voices interfering in these processes**. Different contributions from the scientific community also stress this aspect. For example, Elster (1998) observes the importance of developing a deliberative democracy by including all social agents in the process of decision making, particularly those who are involved in politics or social movements. Similarly De Botton et al. (2005) stress this in multicultural contexts. When topics affecting these groups are discussed with their participation, the social and political participation increases.

There is international experience of implementing participative activities in this regards. One of them is Youth Courts - an internationally recognized experience which involves the participation of young people in the process of decision making in the cases of youth

delinquency. By so doing, they can – with adult support-, contribute solutions and propose sentences to certain problems (Pearson & Jurich, 2005).

People with disabilities

From the arguments stated by the NGO's to improve the situation of people with disabilities, different proposals can be transferred to improve the inclusion of this social group in the different areas of society. Some of these arguments linked to **education** highlight the relevance of **including the people with disabilities in the formal educational system, at all levels, and inside the ordinary classrooms**. From the scientific community, this reality is also highlighted as an aspect that contributes to a better learning and social inclusion of this social group. For instance, in INCLUDED's Project 2, we identified a series of successful educational strategies that suggest the inclusion of pupils with certain disabilities into ordinary classrooms. This inclusion promotes the existence of heterogeneous classrooms where the incorporation of specialised trainers and other adult referents within the classroom guarantee the acceleration of their learning (INCLUD-ED Consortium, 2008). In the same vein, Ainscow (1999) points out that the attention to the students with special educational needs must be related to inclusive education that is not exclusively focused on the ordinary classroom but goes beyond to tackle also organisation and pedagogical aspects of the educational centre.

Another area where inclusion proposals are stated for people with disabilities is the **health** domain. These proposals are much related to the importance and need to **train health-care centres' staff about the needs and specific interests of this social group**. Furthermore, it is also important to accurately inform about illnesses and health services. In this line, INCLUDED's Project 3 confirmed how a successful action in this domain was **health literacy for different vulnerable groups**, as it has been introduced. This is a practice that is having a direct impact upon the improvement of people's quality of life, due to the fact that through this more information is collected empowering people to improve health conditions as well as for the prevention of illnesses (INCLUD-ED Consortium, 2009b). Authors such as Amartya Sen (1999) and Stein (1997) have also worked in this line pointing out that health literacy in the case of women, is a strategy that directly improves their condition.

In this sense, the health literacy approach (Rudd 2007) to promote a better attention of this social group is responding from the literature to the needs stated from the social agents as well. The establishment of a more egalitarian and dialogic construction of knowledge around the health condition of the people with disabilities that are ill is one of the strategies.

Women

Following the gender dimension of the research, representatives from NGOs were asked about specific successful practices with women belonging to the different vulnerable groups analysed. They provided practices oriented to migrant women, women from cultural minorities, women with disabilities and young women in education, employment, health, housing and political participation. From the perspective of social agents, successful practices they identified from their experience can be implemented with men and women from each vulnerable group. However, one specific dimension of exclusion that affects particularly to women is gender violence. Successful practices to overcome and prevent gender violence were highlighted for women in all the vulnerable groups. At this point, successful practices in different social areas presented for each vulnerable group in this section, are also considered for women from the analysed NGOs. Specific successful practices for women have been identified in relation to prevention of gender violence:

Training for preventive socialization in gender violence training with professionals in the different social areas. Social actors from the NGOs have emphasized the importance to provide education and specific for the prevention of gender violence for teachers and other personnel. According to Okopny (2008) offering one single democratic type of education which is non-sexist by teachers is a strategy to overcome inequality. In order to do this, teachers and professionals in the social field need to be trained into those models that can provide an effective approach to prevent gender violence. There are also specific models which consolidate successful patterns of preventive socialisation of gender violence. The alternative model of affective-sexual relationships elaborated by Gómez (2004) is a relevant example. Providing professionals such as the ones working in NGOs with a training based on a preventive socialization in gender violence (Valls, Puigvert & Duque, 2008) emerges as a successful practice for the prevention of gender violence. Along this lines, specific gender research in the Spanish context (CREA 2007-2010; CREA 2008-2009), has emphasised the need to provide

training on gender violence for the professionals working in the educational and social field.

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ANNEX

List of survey participants

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

A. Hetaira	
ACOPE	
AD LOS MOLINOS	
Adampi CyL	
ADISLI. Asociación de personas con discapacidad intelectual ligera e inteligencia límite	
AFAIJ	
AFANDICE	
Agrupación de Personas Sordas de Zaragoza y Aragón	
AIDEMAR (Asociación para la Integración del Discapacitado en la Comarca del Mar Menor)	
APASCIDE	
APMIB	Ana Magalló
APPS	Julio De Planas
ARSIS	Montse De Paz
ASDE- FEDERACIÓN DE ASOCIACIONES DE SCOUTS DE ESPAÑA	
ASECAL	
Asoc. Discapacitat del Carmel SENSE TRAVES	Antonio Novalbos Fernández
ASOCIACION AMIENS	
Asociación Amiri	
ASOCIACIÓN ANDALUZA DE FIBROSIS QUÍSTICA	
ASOCIACIÓN ANDALUZA DE HEMOFILIA CANF COCEMFE	Miguel Ángel Moreno Navarro
ASOCIACIÓN ATENPACE	
Asociación Catalana de Enfermedades Neuromusculares	
Asociación Catalana de Espina Bífida	
Asociación Ceutí de Familias de Personas Sordas (ACEPAS)	
ASOCIACION COLUMBARES	
Asociación Cultural Social Culinaria de Honduras y Amigos	Jorge Alberto Irias Murillo
Asociación de familiares discapacitados psíquicos AFADIS	Paula Romero Torres
Asociación de Familias y Mujeres del Medio Rural (AFAMMER)	
Asociación de Mujeres "La Rondilla	
Asociación de Mujeres Gitanas "Alboreá"	Alberto Ortega Villarroel

ASOCIACIÓN DE MUJERES GITANAS ALBOREA	
Asociación de mujeres gitanas Romi	Dolores Fernandez Fernandez
Asociación de Mujeres por la Paz Mundial	
Asociación de Mujeres Saharauis en España (AMSE)	
Asociación de padres con personas con autismo	
Asociación de Personas Sordas de Navarra	
Asociación Española Síndrome de Prader-Willi	
Asociación intercambio cultural Chino-España - SANTS	
Asociación Jóvenes por la Igualdad y la Solidaridad	
Asociación LABORIS	
Asociación Leonesa "Simone de Beauvoir"	
Asociación Mujeres por la Paz	
Asociación Mujeres Solidaridad y Cooperación	
ASOCIACIÓN NOESSO (NO ESTÁS SOLO)	Juan Sánchez Miranda
Asociación para el Estudio y Promoción del Bienestar Social (PROBENS)	
Asociación Parkinson Granada	
ASOCIACIÓN SALUD Y FAMILIA	
ASOCIACIÓN SALUD Y FAMILIA	
ASOCIACION SINDROME WILLIAMS DE ESPAÑA	Alicia Martínez Martinez
Asociación Solidaria para la Integración Sociolaboral del Inmigrante (ASISI)	
Aspanies feaps Melilla	
ASPANIS	
ASPASIM	
ASPAYM CUENCA	
ASPAYM GRANADA	
ASPAYM MADRID	
ASS. DE DONES ELISENDA DE MONTCADA(ADEM)	
Associació d'Amputats Sant Jordi	
Associació de Persones Participants Àgora	
Associació de Treballadors Pakistanesos de Catalunya	
Associació de Veïns i Veïnes Sagrada Família	
Associació Discapacitat Visual Catalunya: B1+B2+B3	
ASSOCIACIO DISMINUITS SANTS MONTJUIC	Rita Granada
Associació LLIGAM	
Associació Mégara	Carlos Bertrand

Associació Pares Deficients Visuals amb Problemes Associats	
Associació sociocultural La Formiga	
ASU - Cercle d'Artistes Sords Units	
Bona Voluntat en Acció	
Casa Argentina de Madrid	Matías Ezequiel Garrido
Casal dels Infants Acció Social als Barris	
Centre Ocupacional Sínia	Jaume Solé Nebot
Centro de Solidaridad	
CENTRO UNESCO DE NAVARRA	Francisco Javier Zulaica-Itziar Igal
CIUADESCUELA MUCHACHOS. CEMU	
CODIFIVA	
COMISIÓN PARA LA INVESTIGACIÓN DE MALOS TRATOS A MUJERES	Consuelo Abril
Comité Paralímpico Español	
Comunitat Palestina de Catalunya	
Confederación de Centros Juveniles Don Bosco de España	
Confederación Española de Familias de Personas Sordas-FIAPAS	
Confederación Estatal de Personas Sordas-CNSE	
Confederaciones de Federaciones y Asociaciones de Viudas Hispania (Confav)	
Coordinadora d'Entitats Pro Persones amb Discapacitat de Les Corts	
Coordinadora Española para el lobby europeo de mujeres (CELEM)	
Coordinadora per la inserció socio laboral anem per feina	
Cruz Roja Española	
Dones No Estàndards (mujeres con discapacidad)	Carme Riu Pascual
El Front de Solidaritat amb els Disminuïts Físics (FRONT)	Assumpta Rius
El Safareig. Grup de dones feministes de Cerdanyola del Vallès.	Laia Rosich Solé
FADEMUR Federación de Asociaciones de Mujeres Rurales	
FAPEL	Antoni Arasanz
Fapel	Antoni Arasanz
FEAPS	
Federació de Centres Especials de Treball de Catalunya per a Disminuïts Físics i Sensorials	Natalia Castán
Federación Andalucía Acoge	
Federación Andaluza ALCER	
Federación ASPACE Andalucía	
FEDERACION DE ASOCIACIONES AMERICANAS EN CATALUNYA - FASAMCAT	Laura Rojas

Federacion de asociaciones de mujeres Mediterraneo	
Federación de Mujeres de la Región de Murcia, Carlota O'Neill	
Federación de Mujeres Progresistas	
Federación de Personas Sordas de la Comunidad Valenciana (FESORD CV)	
FEDERACION DE PERSONAS SORDAS DEL PRINCIPADO DE ASTURIAS (FESOPRAS)	Cristina Sariego Alvarez
FEDERACION ESPAÑOLA DE ASOCIACIONES DE ESPINA BIFIDA E HIDROCEFALIA	Margarita Mefle Comas
Federación Española de fibrosis quística	
Federación Española del Síndrome X Frágil	José Guzmán García
FEDERACION ESPAÑOLA PARA LA LUCHA CONTRA LA ESCLEROSIS MÚLTIPLE. - FELEM	Pedro Carrascal
Federación Nacional ASPAYM	
Federación Nacional de Asociaciones de Mujeres Gitanas KAMIRA	
FEDERACION PROVINCIAL DE ASOCIACIONES DE PERSONAS CON DISCAPACIDAD FISICA Y ORGANICA DE JAEN	
FEXAS, federación extremeña de personas sordas	
Fundación ABRE	
Fundació Catalana Síndrome de Down	Katy Trias Trueta
Fundació LLARS DE L'AMISTAT - LLAR JOAN TRIAS	
Fundació Pare Manel	
Fundació Privada DAU	
Fundació privada PRAHU	
Fundación ADRA	
Fundación Alejada	
Fundación alumnos-solidarios.com	
FUNDACION ANAR	
Fundación APASCOVI	
Fundación Aspanias	Juan Rodríguez Iglesias José
Fundación Belén	
Fundación Bertelsmann	
Fundación CEAr-Habitáfrica	
Fundación Codespa	Rocio Loyola
Fundación de Familias Monoparentales Isadora Duncan	
Fundación de Hermanos para la Igualdad y la Inclusión Social (FUNDHEX)	
Fundación Deporte y Desafío	Adriana Charry Ossa

FUNDACIÓN ESPAÑOLA DE LA TARTAMUDEZ	Adolfo Sánchez García
FUNDACIÓN ESTUDIANTES	Natalia Chana
Fundación FAXPG	
Fundación Fedas	Griselda Tolla Pino
Fundación Ferrer i Guàrdia	
Fundación IBERDROLA	
Fundación Isonomía para la Igualdad de Oportunidades	Cèsar Gimeno I Nebot
FUNDACIÓN JUAN XXIII	
Fundación Juanjo Torrejón	
Fundación Laboral de Minusvalidos Santa Barbara	
Fundación Lesionado Medular	Ana Soriano Rouco
Fundación Márgenes y Vínculos	Francisco José Mena De Mira
Fundación Meridional	
Fundación Mujeres	
FUNDACIÓN PARA LA ACCESIBILIDAD A LOS MEDIOS AUDIOVISUALES- FAMEDIA	Miguel Hidalgo Valdés
Fundación Piquer	
FUNDACION PROYECTO DON BOSCO	Ignacio Vázquez De La Torre Prieto
Fundación Secretariado Gitano	
Fundación Sembrando Futuro	
Fundación Sidar - Acceso Universal	
Fundación SUR	
Futubide-Fundación Tutelar Gorabide	
Grupo de Educadores de Caller y Trabajo con Menores	
Homes Igualitaris- Ahige Catalunya	
Infancia con Futuro	
Iniciatives Solidaries	
Invest for children	Maria Vicente
Liga Española de Educación y la Cultura Popular	Begoña Lopéz
Moviment de Centres d'Esplai Cristians - Fundació Pere Tarrés	
Plataforma unitària contra les violències de gènere	
PREDIF	
RATIO	
SURT. Fundació de Dones. Fundació Privada	
Taller Ocupacional ARIADNA	
TEAS (Taller Escola d'Arts Sumptuaries)	
UNAD	
Unión Romani	
Vocalia de Discapacitats de l'Associació de Veïns i Veïnes de l'Esquerra de l'Eixample	Irene Beltrán Ruiz



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