



Presentation of the

Included Project – Strategies for Inclusion and Social Cohesion from Education in Europe

(6th framework programme, European Commission, Ministry of Education and Sports, Slovenia; 2005-2011)

Presentation of Project 3 to the Swedish delegation

August 13, 2009

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Included project

Coordinators: Crea, University of Barcelona, Spain

Partners: Austria, Belgium, Cyprus, Finland, Italy, Ireland, Latvia
Lithuania, Hungary, Malta, Romania, Great Britain,
Slovenia

The aim of the project: - to research educational strategies, which help to eliminate inequalities and enhance social cohesion and to identify those which generate social exclusion.

The results will be helpful to policy makers in the field of education in Europe, to teachers, students and families.

-formation of new policies for realising the Lisbon goals

Target groups: vulnerable groups (youth, women, persons with special needs, migrants, ethnic groups, e.g. Roma)

Methodology of the research:

- comparative analysis (Europe, world)
- quantitative m.- analysis of the statistics of European databases
- qualitative m. – interviews (with members of the vulnerable groups, professionals, policy makers, NGO-s).

Communicative methodology (Crea)

- dialogue,
- voices of vulnerable groups – to construct objective reality together,
- analysis regarding the exclusionary and transformative aspects,
- human as the agent in the middle of social action

Areas of study:

- Examining the interaction between educational systems, agents and policies,
- Analysing the educational practices of tracking and streaming, and the characteristics of strategies to overcome them in the school system,
- Studying the way in which educational exclusion is connected to the four areas of society: employment, housing, health and political participation,
- Analysing the mixed interventions between educational policy and other areas of social policy, and identifying which strategies overcome social exclusion and which build social cohesion in Europe
- Studying the communities involved in learning projects which have developed the integration of social and educational interventions which promote social inclusion and empowerment.

PROJECT 3 – September 2008 –May 2009

Objective: - to study how educational exclusion affects diverse areas of society (i.e. employment, housing, health, political participation) and what kind of educational provision contributes to overcome it)

Workpackage 10 – role of education in the European knowledge based society

Objective – to review the literature about the challenges of European knowledge based society and the role of education in it

THE RESULTS OF WORKPACKAGE 10

- Impact of education on employment – Spain (all vulnerable groups)
- Impact of education on housing – Italy (youth, women, persons with disabilities)
 - Romania (migrants, ethnic groups)
- Impact of education on health – Slovenia (youth, women, persons with disabilities)
 - Austria (migrants, ethnic groups)
- Impact of education on political participation – Finland (youth, women, persons with disabilities)
 - Belgium (migrants, ethnic minorities)

IMPACT OF EDUCATION ON EMPLOYMENT

- Higher levels of education – better opportunities in the labour market
- Lower levels of education, dropping out, lack of literacy skills, leaving the education system at an early stage connected to problems in finding the job and long-term unemployment
- Connection between exclusion from education, lack of literacy skills, lower qualifications and the stability of jobs, lower salaries, non-standard employment contracts and lower productivity (Hibett, Fogelman, Manor, 1990; Hartley, 1989; et all.)
- Vulnerable groups: youth excluded from education, female migrants and ethnic groups (Kettunen, 1997; Wolber, 2000; Descy, 2002 etc.)
- Exclusionary practices in education create exclusion from the labour market
- Higher levels of education lead to higher participation in the labour market
- Mandragon Corporation, Spain – best practice
(own educational institutions, pay for the education of employees)

IMPACT OF EDUCATION ON HOUSING

- Adequate housing – one of the most important aspects of social inclusion
- Low educated – worse housing conditions
- Especially vulnerable:
 - disadvantaged youth (poor neighbourhoods, rural youth in the remote regions, children and youth out of home care, young adults living long with their parents)
 - women (widowed, divorced, never married single)
 - people with disabilities (importance of social housing)
- Placement and housing stability contribute to better educational and employment outcomes of youth in transition to adulthood
- Programs based on housing policies aiming at social integration should strengthen the inclusion in social networks

- Importance of subsidized housing
- Importance of integrated services

- Poor housing conditions affect migrant children educational achievements

- Vulnerable groups regarding housing among ethnic groups are especially Roma and travellers, children living in poor housing conditions, children living in overcrowded homes, homeless children, those experiencing frequent school mobility (Essen, Fogelman, Head 1978; Evans, 1999 et all.)

- Stable and affordable housing may provide migrant children with enhanced opportunities for educational success

- Good housing conditions are not so much related with educational credentials but mainly with good economic success of adults

IMPACT OF EDUCATION ON HEALTH

- Education affects health
- Low educated are in worse health
- Education positively influences health through work and economic conditions, social and psychological sources and healthy lifestyle (Ross and Wu (1995))
- Less educated are more prone to risk behaviour, which is often the cause of ill health
- High school drop outs have twice higher mortality rates than those who finished higher education (Evans and Stoddart, 1994)
- Each additional year of education reduces mortality for 8 per cent (Elo in Preston, 1996)
- School as a protective factor of health
- Advanced societies: women live 6 years longer than men but are not that healthy
- Socioeconomic status influences health (education, income, occupational position, employment status)

- People with low economic status are in worse health
- Women in the third world especially deprivileged

- Life-expectancy has increased in the last century, mortality decreased
- Lower educated have more disabilities
- Women live longer, with more disability free years, but also with more years with disabilities
- People with low occupations have more disabilities than people in top occupations

- Poverty a cause and a consequence of disability (c.f. to DFID, 2000)

- Data on the influence of socioeconomic standard on health are relevant also for the migrants, migrants often poor and in worse health – difficult job conditions – downward mobility
- The situation of Roma and Sinti in EU is not good – shanty-towns, difficult access to health care
- Good practice: Migrant friendly hospitals initiative on the EU level

IMPACT OF EDUCATION ON POLITICAL PARTICIPATION

-Commission of the European communities, 2006 – education particularly influences processes of democratisation, the development of civic institutions, human rights and political stability

Political participation – active citizenship

-Educational attainment is related to active citizenship

-Higher education is related to higher rate of voting

- High school civic knowledge and extracurricular activities are predictive of voting and volunteering

-School as an important place for citizenship education – preparation for active citizenship

-Vulnerable groups are often absent from democratic dialogue – their political engagement needs to be improved

- Some authors: Migrants are politically active regardless of their education and level of literacy
- Educational level does not influence their participation in the NGOs
- Often they can not vote, because they are not the citizens
- There are many factors that influence political participation of migrants :
(their length of stay in the receiving country, the reasons of why they came abroad, their political ideas and values, their knowledge of the political system of the receiving country, their identification with the receiving country, the structure of political opportunities in the receiving society)
- Some authors (e.g. Jacobs): educational attainment is influential factor for political participation