

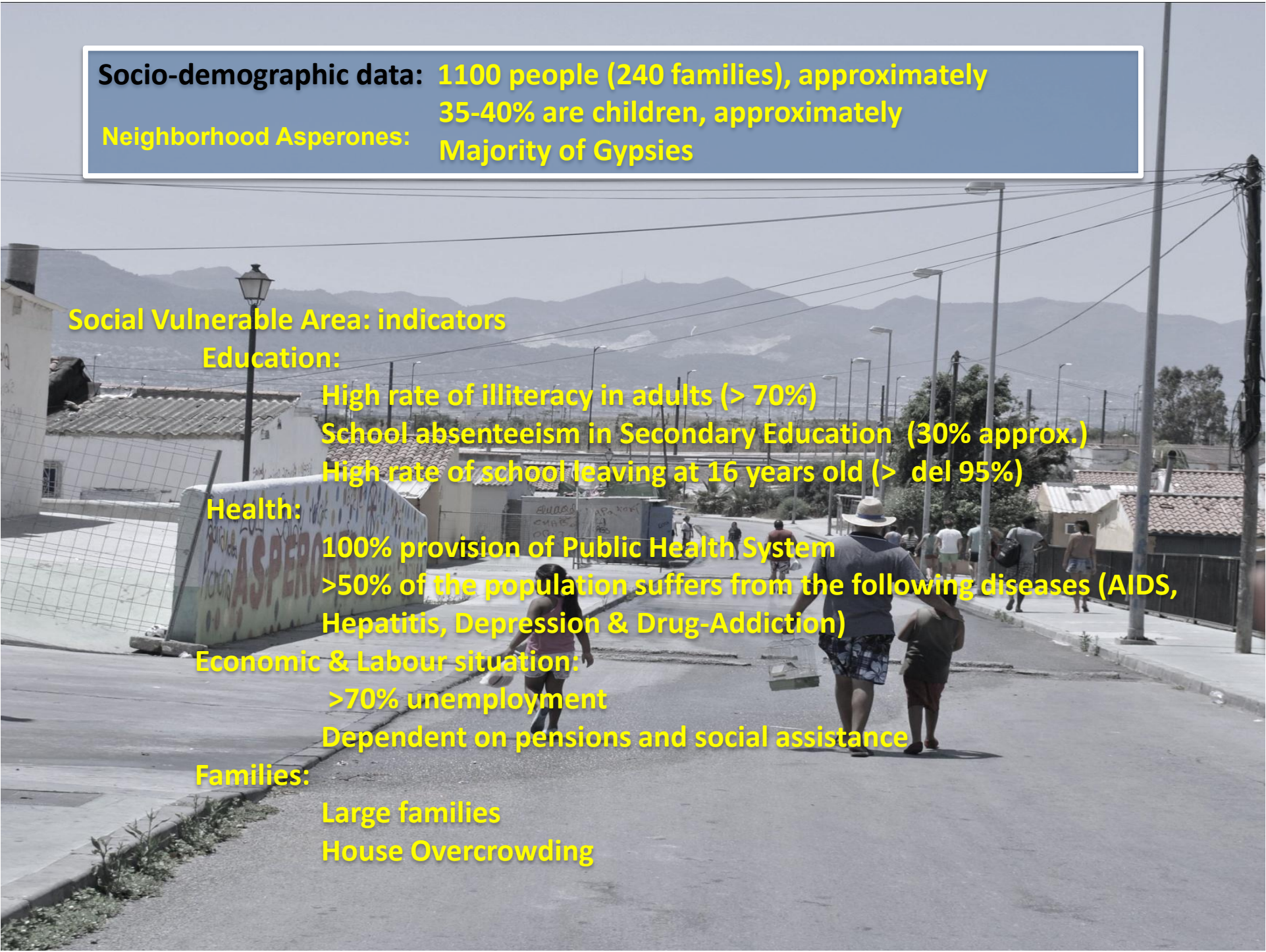
# “Networking and Socio Care For Promoting Resilience in Social Risk Children: Intersectional and Intergeneracional perspectives”

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**Socio-demographic data:** 1100 people (240 families), approximately  
35-40% are children, approximately  
**Neighborhood Asperones:** Majority of Gypsies

### **Social Vulnerable Area: indicators**

#### **Education:**

High rate of illiteracy in adults (> 70%)  
School absenteeism in Secondary Education (30% approx.)  
High rate of school leaving at 16 years old (> del 95%)

#### **Health:**

100% provision of Public Health System  
>50% of the population suffers from the following diseases (AIDS, Hepatitis, Depression & Drug-Addiction)

#### **Economic & Labour situation:**

>70% unemployment  
Dependent on pensions and social assistance

#### **Families:**

Large families  
House Overcrowding



# Research Focus

- Analyze what elements or exclusion factors are presented in the different forms of exclusion (race, class, gender, disability and deprivation of liberty).
- Analyze the role of educational networks in the resistance of marginalization (intersectionality)
- Identify strategies for developing resilience (individual and collective) from networking.

# Research Project

## Resilience, education and identity in marginalized neighborhood (Asperones)

### Qualitative Research: Ethnographic Study in Asperones

### Quantitative Research

Family Case Studies:  
(3 gypsy families)  
- Gender  
- Disability  
- Deprivation of Liberty

Institutional Case Study:  
CEIP María de la O and  
collaborators

Personal Case Studies of three  
generations:  
- Adult 30 years  
- Young 19 years  
- Child / 10 years

Resilience Analysis instrument in  
3-5 stage samples:

< 20  
20-30  
30-40  
40-50  
50-60

Focus Group

Interviews

photographs

Document analysis

Focus Group

Interviews

Photographs

Document Analysis

Analysis Press

Focus Group

Interviews

photographs

Document analysis

Questionnaire

### Informants

Members of 3 generations of family, and friends and professionals.

CEIP director and ex-directors, teachers, professional organizations (EPSA, Caritas, Incide, Mies, Gypsy Secretariat, Chavorrillos, Community Social Services). Politicians (councilors and provincial delegates of education and equality)

Main protagonist, family, friends, teachers, educators and other professionals

Neighbors of the five generations.