

WHY YOUTH WORK NEED TO BE ACCESSIBLE FOR
YOUNG PEOPLE LIVING WITH DISABILITIES?

RESEARCH REPORT - ITALY

ON THE RESEARCH CONDUCTED IN THE 'MOONWALK'
PROJECT



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Introduction of the project

MOONWALK project aims to develop a toolkit and framework based on non-formal learning methods structuring and improving the empowerment of young people living with disabilities, who are often heavily disadvantaged (also NEET). This methodology would be designed based on empirical research conducted in the project and would contribute to and improve the work of organisations and professionals working on the youth field with this specific target group in a local youth work context.

The project seeks to conduct empirical research (in the form of survey and focus groups) to understand what young people living with disability might need for the development of their advocacy-related competences. Preliminary observations identified four key areas:

- autonomy
- networking
- tolerance and conflict management
- ability to assert social interests

Based on available studies, we examine the attitudes of social and educational professionals, which we consider to be a key element of the effective competence development.

Background of the project

“MOONWALK” would focus on how to involve local groups of young people living with disabilities more efficiently into skills development processes and how to empower them more efficiently. The partnership would work on gathering professional literature, knowledge from the expert working on the field and asking the target group directly to establish a strong basis for the methodology and steps of involving young people living with disabilities in local youth projects. The intellectual outputs would improve the efficiency of the partners and gather multidisciplinary knowledge for other organizations too.

Introduction of the partners

Association Co-Efficient – Együttható Egyesület – has a wide range of experience/expertise of involvement young people living with disabilities into local and international actions/learning experiences. Inclusion of young people living with disabilities is a main

horizontal objective of our daily work, promoting the Independent Living Movement and empowering young people to be more self-sustainable and active citizens along the way. Our experience is that there is little emphasis on youth work with young people living with disabilities on a local level, which in our opinion guarantees the most opportunities for valuable and permanent results.

Associazione Uniamoci Onlus works every day in order to realize social inclusion of young people with disabilities, and in order to obtain this main aim we try to organize both local and international activities involving together young people and young people with disabilities. We support young people to become active citizens conscious of their potentialities through their involvement in non-formal learning processes. Our organization has a great experience in motivating and supporting mixed groups of young people in developing different kinds of youth initiative under Youth in Action, and Erasmus+ programs.

The Associação de Paralisia Cerebral de Coimbra - APCC was established in 1975 as a private institution of social solidarity and a nonprofit organization for people with special needs to promote the social inclusion of people at a disadvantage, with a focus on people with disabilities and to support the inclusion of people with disabilities, particularly Cerebral Palsy. Our aim is to create and develop rehabilitation services, and to promote the integration and development of people with disabilities. Through the rehabilitation centre we support people with severe disabilities and complex needs. Our organization have a qualified and recognized work in the areas of Medical Rehabilitation and functional education, Education, Vocational training, multidisciplinary team for Socio-Professional Integration, Music, Hipotherapy, Hydrotherapy, Sports, Outdoor Adventure Education (Adventure Farm” Services), Residential units and Occupational Centres.

Respondents’ characteristics, reliability of the surveys

In the Italian sample the total number of the participants are 80 persons (40 disabled – 40 non-disabled). However, only a subsample of NEET¹ youth was analysed in detail (N = 65). The reliability of the questionnaires is evident in the following tables (Tables 1,2,3).

¹ Not in Education, Employment, or Training

Table 1. Conflict survey reliability

Reliability Statistics	
Cronbach's Alpha	N of items
,903	217

Table 2. Friendship survey (SRQ-F) reliability

Reliability Statistics	
Cronbach's Alpha	N of items
,783	20

Table 3. P-Pass reliability

Reliability Statistics	
Cronbach's Alpha	N of items
,871	48

Demography

Legal guardian:

Don't have: N 80 -100%

Living with parents: N 80 -100%

95%-of the participants live in urban area.

We can see that as people are ageing they are less likely to participate in formal education, and vast majority of the sample didn't enrol as a student. However, it comes from the design of the research, because the sampling wasn't representative, we wanted to recognise the differences amongst NEET groups, to specialize our development about those who are excluded of participation from social activities (Tables 4 & 5). All the 80 participants lived with their parents in the time of sampling, this is also by design.

Table 4. Enrolled in education facility

3. Currently enrolled in education facility					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	15	18,8	18,8	18,8
	No	65	81,3	81,3	100,0
	Total	80	100,0	100,0	

Table 5. Enrollment in school and ageing

Age/Currently enrolled in education facility					
Count					
		Age			Total
		18-19	20-24	25-30	
	Yes	4	6	5	15
	No	2	22	41	65
Total		6	28	46	80

Amongst young people living with disability 55% (22 persons) have some kind of physical disability, 25% (10 persons) have intellectual disability, and the rest of them have different type of disabilities. The distribution of the whole sample by the state of the respondents are shown in Figure 1.

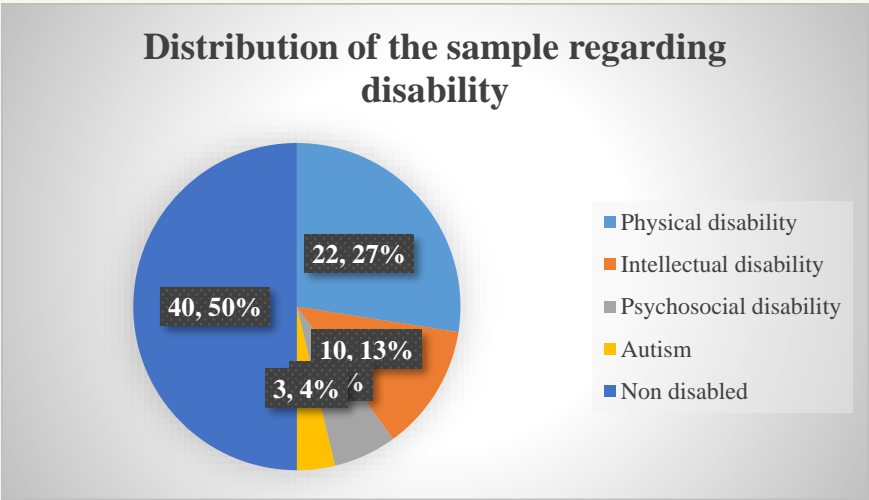


Fig.1. Distribution of the sample regarding the state of the respondents

People with disabilities are significantly less enrolled in educational institutions (2 of 40) in the 18-30 age group compared to their non-disabled peers (13 of 40) in the sample (Chi square $p <$,

002, Phi -352). It can be interpreted as a weak correlation due to the bias of the sample, however even in Italy where education system is integrated, and the numbers of participation in higher education are increasing, still young people with disability less participate in higher education² (Biggeri, Di Masi, & Bellacicco, 2020).

In addition, when the respondents were chosen to the sampling it was difficult to find NEET young people in general, but to find non-disabled people amongst NEET in and around Palermo were more difficult. In the last few years in Italy the unemployment rate of recent graduates are increased, and “the level of tertiary educational attainment is low, and the transition from education to work remains difficult, even for highly qualified people”(European Commission, 2019 p 4.). The youth unemployment rate was around 30% in time of the sampling from August 2020 to February 2021 (Trading economics, 2021).

Due to the sensitivity of the topic, the willingness to respond was low, and the pandemic situation also made it difficult to find research subjects.

There is no significant difference between respondent gender - disability – age status in the sample, but as it shown there are more men than women in the sample (Fig 2.).

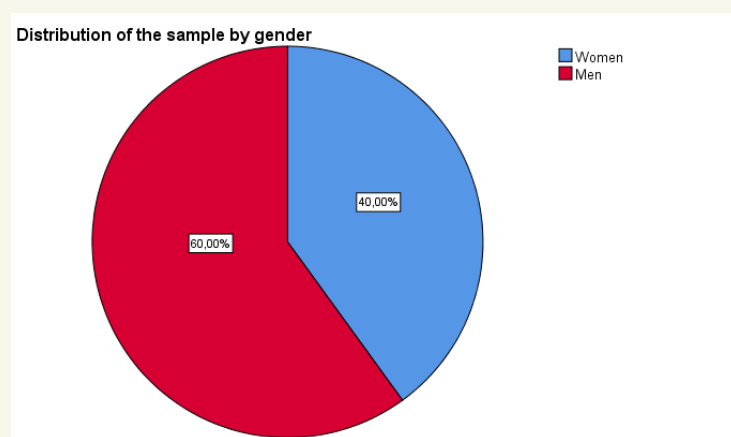


Fig 2. Distribution of the respondents by gender

The major part of the NEET sample comes from people living with disability (Table 6.).

² „Data from the Ministry of Education, University and Research reports that people with disabilities attending post-secondary institutions numbered 26,091 in 2016/17 compared to 4,839 in 2000/01 (the first year in which data was made available).”(Biggeri et al., 2020, p 1.)

Table 6. Distribution by the state of the respondents amongst NEET

Distribution by disability^a			
		Frequency	Percent
Valid	People living with disability	38	58,5
	Non-disabled people	27	41,5
	Total	65	100,0
a. NEET young people			

We eliminated the rest of the sample (15), because they were not acceptable according to the preliminary sampling method³. It is why only data of 65 people is analysed from this point. It is striking that a large percentage of young people living with disabilities who are graduated from university, 43% of the whole NEET sample, 73% amongst NEET young people living with disability (Table7.). Non-disabled young graduates less affected by unemployment, though most of them have lower level of qualification. (Table 8).

Table 7. Level of education amongst disabled NEET

Level of education: NEET people living with disability		
	Frequency	Percent
8 grades	1	2,6
Lower than 12 grades	7	18,4
Vocational qualification based on graduation	1	2,6
Final exam in a high school (9-12 grades completed)	1	2,6
Diploma	28	73,7
Total	38	100,0

Table 8. Level of education amongst non-disabled NEET

Level of education Non-disabled NEET people		
	Frequency	Percent
Lower than 8 grades	1	3,7
8 grade	5	18,5
Vocational qualification based on graduation	8	29,6
Diploma	13	48,1
Total	27	100,0

³ NEET people between 18-30, half of them living with disability.

As the size of the two groups is not the same - there are fewer non-disabled young people in the sample (N=38; N=27) - so we can conclude that young people living with disabilities are more likely to be affected by NEET status even if they have diploma (73,75) than non-disabled young people with higher education (48%).

The respondents' parents level of education

On both figures we can see that the respondents' parents' level of education develops an interesting two-pointed figure, so mainly they have low or high level of education, between them there can be seen less people with high school exam, or with vocational exam (fig 3., 4.).

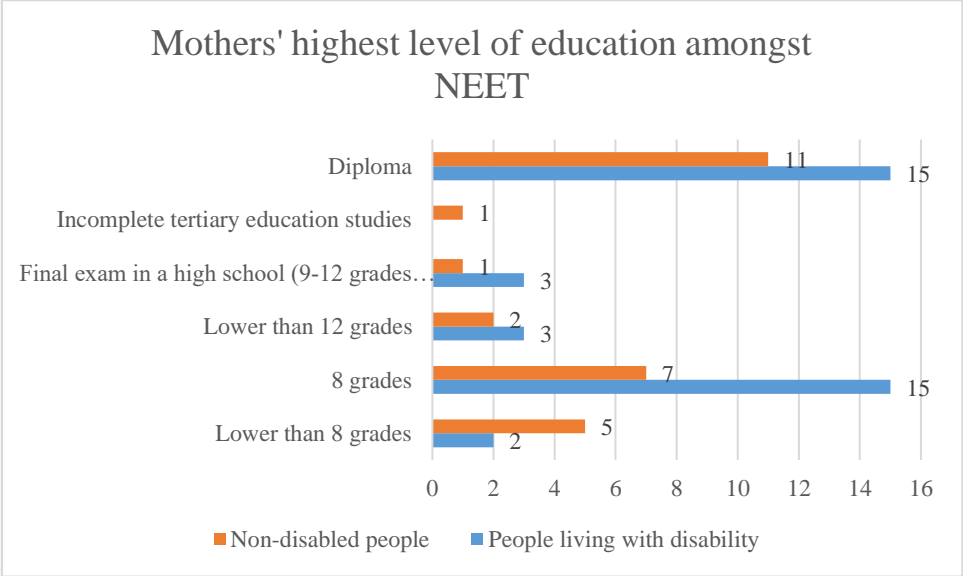


Figure 3. Mothers' level of education in the subsample

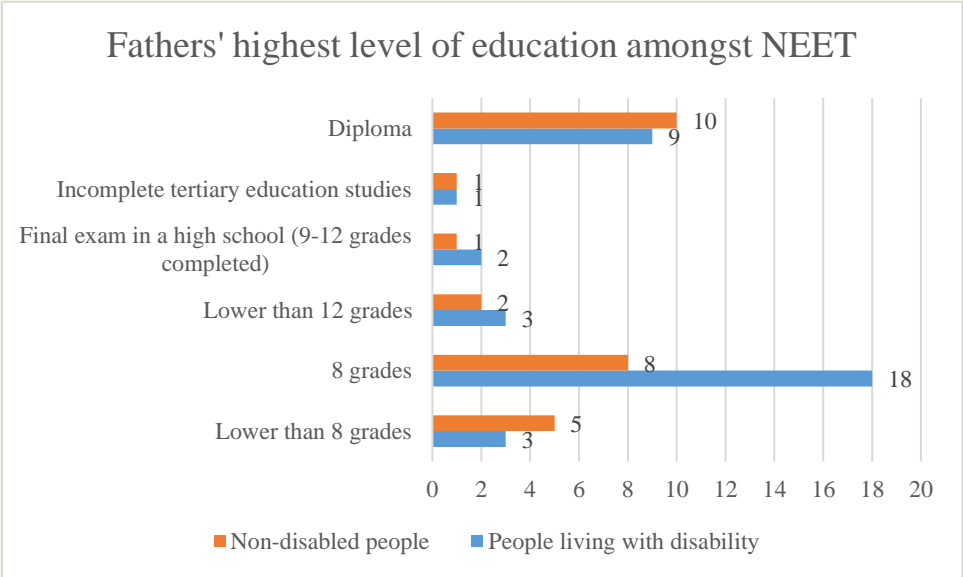


Figure 4. Fathers' level of education in the subsample

Table 9. Young NEET disabled people, Correlation between young people level of education and their parents level of education

Correlations ^a					
			Level of education	Mothers' highest level of education	Fathers' highest level of education
Spearman's rho	Level of education	Correlation Coefficient	1,000	,442**	,348*
		Sig. (2-tailed)	.	,005	,038
		N	38	38	36
	Mothers' highest level of education	Correlation Coefficient	,442**	1,000	,816**
		Sig. (2-tailed)	,005	.	,000
		N	38	38	36
	Fathers' highest level of education	Correlation Coefficient	,348*	,816**	1,000
		Sig. (2-tailed)	,038	,000	.
		N	36	36	36
**. Correlation is significant at the 0.01 level (2-tailed).					
*. Correlation is significant at the 0.05 level (2-tailed).					
a. Young NEET disabled people					

As can be seen there is strong correlation the mother's highest education level and the respondent's education level. There is also correlation between the two parents highest level of education in the disabled NEET youth sample (Table 9). Regarding the non-disabled NEET sample, we can't find correlation between the level of education of the respondent and the parents level of education, just between the two parents level of education. It can also be seen that NEET young people living with disabilities have a higher level of education compared to their non-disabled peers, however, their parents have a lower level of education compared to their non-disabled peers (table 10). We found no significant relationship between a parent's educational attainment and their children's (respondent) disability.

Table 10. Comparison of the parent's education in the sample:

NEET young people in the sample Report^a				
Disability status		Level of education of the respondent	Mothers' highest level of education	Fathers' highest level of education
People living with disability	Mean	6,58	4,79	3,94
	Median	8,00	4,00	2,00
	Std. Deviation	2,489	2,877	2,725
	N	38	38	36
Non-disabled people	Mean	5,78	4,81	4,59
	Median	5,00	5,00	5,00
	Std. Deviation	2,439	3,076	3,054
	N	27	27	27
Total	Mean	6,25	4,80	4,22
	Median	8,00	5,00	2,00
	Std. Deviation	2,481	2,938	2,865
	N	65	65	63

Parents economic activity

The unemployment of the parents of the respondents tends to weigh on families, with slightly higher numbers (7%) for young people living with disabilities (Table 11,12).

Table 11. Parents' economic activity in the NEET young people living with disability

Parents economic activity, NEET young people living with disability		Frequency	Percent
Valid	Unemployment of the parents in the family	25	65,8
	Both parents have job	10	26,3
	Retirement in the family	3	7,9
	Total	38	100,0

Table 12 Parents' economic activity in the NEET non-disabled young people sample

Parents economic activity, NEET non-disabled young people		Frequency	Percent
Valid	Unemployment of the parents in the family	16	59,3
	Both parents have job	9	33,3
	Retirement in the family	2	7,4
	Total	27	100,0

Regarding unemployment only half of disabled people's father has job. Very similar the case in the non-disabled NEET sample, amongst them 37% (10 of 27) only the father has job. Because of this amongst NEET 44,6% of the respondent's family only just the fathers work.

92,1 % (35) of the NEET disabled people receive disability benefits, and only three of them consider themselves unemployed. In the non-disabled group all of the young people (27) consider themselves unemployed.

Views about conflicts and conflict resolutions

70.8% of NEET youth find collaboration a key conflict management skill. This is similarly high in both subsamples. The prosocial skills are at the second place, which were considered slightly more important by people living with disabilities (10; 15,4% in the whole sample) than by non-disabled people (3; 4,6% in the whole sample).

Tolerance (38, 5%) was considered the most important attitude in conflict management, after that, the view of conflicts as an opportunity for development (32,3%) was considered, and optimism came third (16,9%). However, within the sample of non-disabled people, the order of attitudes changes slightly differently. Tolerance only comes second, preceded by the view of conflict as an opportunity for development. And the third place is not optimism, but the willingness to negotiate. The opinions of young people with disabilities have stronger influence on the sample due to their numerical superiority.

Conflicts in the family

In figure 5. it can be seen that the shape of the two lines are very similar to each other. Differences shown in the case of two categories: 1. return home at late, 2. substance use

(substance abuse). In these there are non-disabled NEET people have experienced these types of conflicts more often in their homes in the past year: People living with disability 2,6%, 1 people, non-disabled people 48,1% (13 people of 27 ones) in the case of conflict because of returning home at late. People living with disability 0%, non-disabled people 26% (6 people of 27 ones) in the case of conflict of substance use.

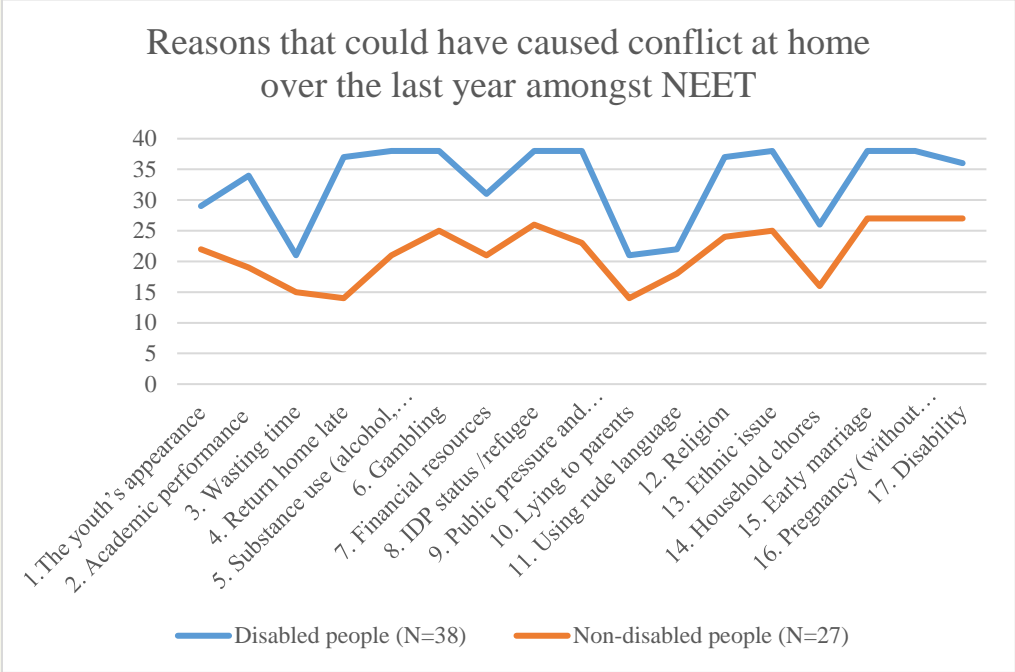


Figure 5. Possible reasons of conflicts at home over the last year amongst NEET

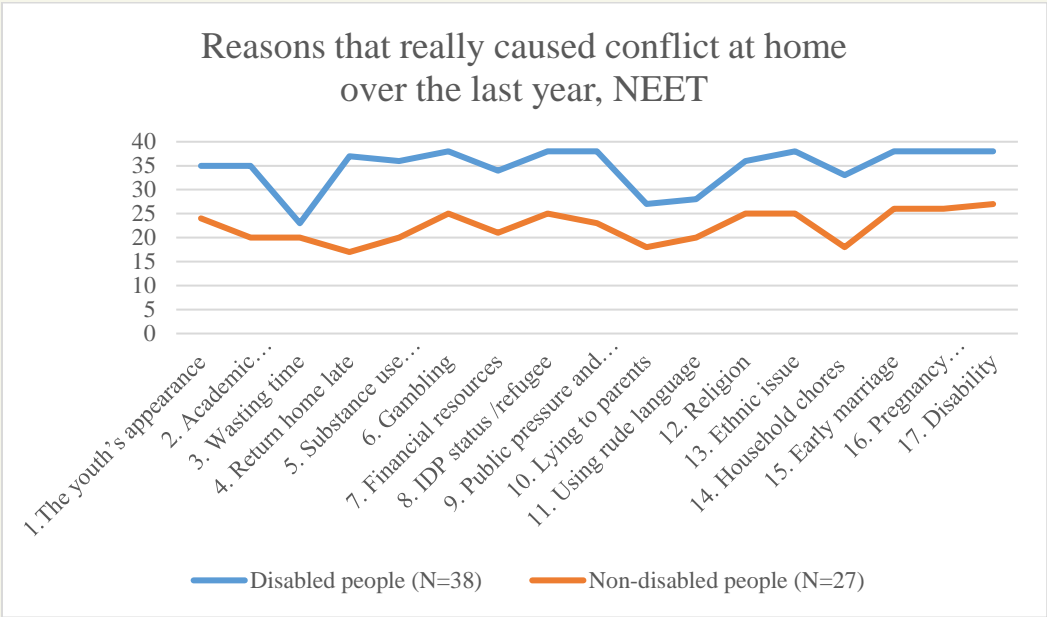


Figure 6. Reasons that really caused conflict at home over the last year amongst NEET

While mostly these behaviours never create conflict in their lives, there can be seen two cases which cause small disruption in the lines (fig.6). Some of the respondents say they experienced conflicts about wasting their time (idleness). In the case of disabled NEET people 39,5% (15 people) said this is a medium or high level of conflict at home, in the case of non-disabled NEET people 26,1% said (7 people) this is a medium or high level of conflict in their home. Bigger difference appears only in a single case: Return late at home. While there are no such conflicts for young people with disabilities, it is more likely for non-disabled NEETs to cause moderate to high levels of conflict in their families (37%, 10 people).

Disabled NEET youth (47%) are more likely to have conflict with their parents than non-disabled NEET youth (11%) (N=65, Chi square test $p < ,007$, Phi ,393). In the case of disabled people NEET 34,2% of them have frequently conflicts with their siblings, more frequently than in the case of non-disabled NEET peers (18,5%) (N=65, Chi square test $p < ,015$, Phi 361.) In the case of NEET people, they never have conflicts with their grandparents, cousins.

For NEET youth, they say, their parents never use beatings as punishment (96,9%). 26.3% of young people with disabilities (10 people) experience shouting from their parents, and the proportion of this form of punishment is similar for non-disabled people (29.6%, 8 people). Young people (two groups together) almost never experience humiliation in front of others (92.3%), starvation (98.5%), closure in their house or room (95.4%), taking away their mobile phone or internet (83, 1%), withdrawal of pocket money (96.9%), sexual abuse (100%), psychological pressure (93.8%).

Young people deal with family conflicts as follows:

44.7% (17 people) of the responding young people with disabilities tend to try to convince the other party of their own right in a conflict situation, and in this they are similar to non-disabled young people (37%, 10 people). Agree with the opponent, even when they are considering his / her opinion as incorrect, they never or rarely do (disabled people 86,8%, 33 people, non-disabled people 74,1%, 20 people).

There is a significant difference in the behaviour of the two groups in relation to the statement "Stop talking to him / her for some period". Young people with disabilities do so more often (31,6%, 12 people) than their non-disabled peers (14,8%, 4 people) (N=65, Chi square test $p < ,014$; Phi 364). Physical confrontation, running away from home, threatening suicide, hiding in the room are not typical amongst them (both groups). Young people with disabilities are slightly

more likely (21.1%, 8 people) to seek help from another relative in a conflict situation than their non-disabled peers (0%)

Young people living with disabilities (28,9%, 11 people) were significantly more likely marked the following solution than their non-disabled peers (7,4%, 2 people): "You fall silent and just wait for it to pass." (N=65, Chi square test, $p < ,021$, Phi 346).

When there is a conflict in the family, they are usually managing to reconcile by themselves, it's typical in the whole NEET subsample (75,4%). Most of the families don't ask help from other relatives to solve their problems (84,6%). No one turn for help to a local cleric person in these conflicts, and none of them call helping hotlines. At the same time, it is considered somewhat typical that they no longer talk about those conflicts, mainly in the non-disabled NEET sample (disabled people 13,5%, 5 people, non-disabled people 33%, 9 people).

10. Do you think that parents are obliged to pay their children loans (gambling, betting and so on)?

We have a good sight about the result of parenting in this question, also the mark of the society. The attitude which shown by this question is quite strict. The 90,7% of the NEETs think that parents are not obliged to pay children loans (fig.7).

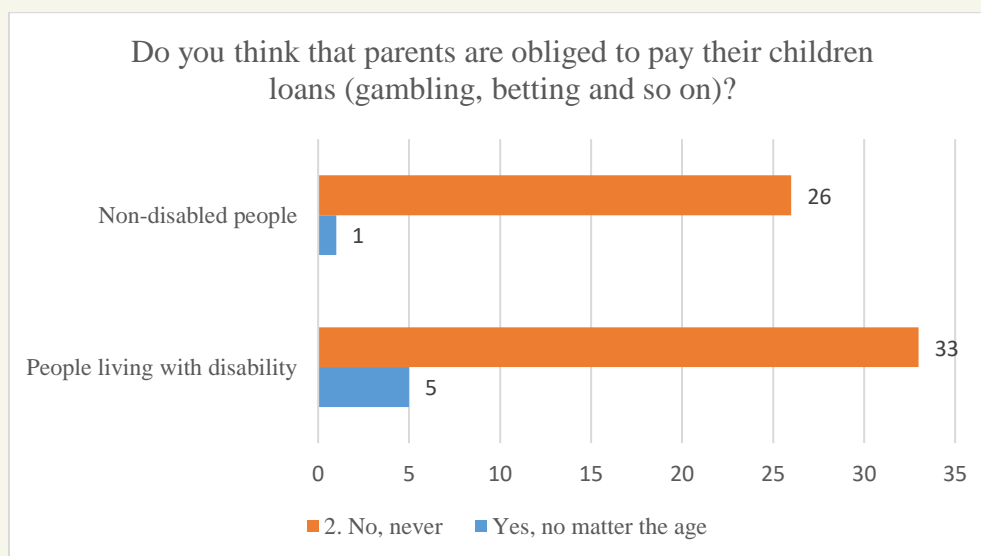


Figure 7. Assessment of parental responsibility amongst NEET

P-Pass - Perceived Parental Autonomy Support Scale

In this questionnaire there is no significant difference amongst the answers of the two subgroups of NEET. Therefore, only those statements are analysed here - for reasons of length- which there are at least 1 integer difference within the median (Table 13.).

Mothers of the respondents

Table 13, P-pass, Mother, Items from the survey which have 1 integer difference within the median

About the mother of the respondent			10.I always had to do what my parents wanted me to do, if not, they would threaten to take away privileges	16. My parents were open to my thoughts and feelings even when those were different from theirs.	20.As soon as I didn't do exactly what my parents wanted, they threatened to punish me.	22.My parents insisted that I always be better than others	23.When I asked why I had to do, or not do, something, my parents gave me good reasons.	24. My parents listened to my opinion and point of view when I disagreed with them.
People living with disability	N	Valid	38	38	38	38	38	38
	Mean		2,29	3,87	2,58	1,84	4,29	4,18
	Median		2,00	5,00	2,00	2,00	5,00	5,00
	Std. Deviation		1,393	1,492	1,553	1,053	1,063	1,087
Non-disabled people	N	Valid	27	27	27	27	27	27
	Mean		1,78	3,67	2,07	2,04	3,70	3,89
	Median		1,00	4,00	1,00	1,00	4,00	4,00
	Std. Deviation		1,281	1,359	1,385	1,400	1,353	1,251

Most of them (90,7%) disagree with the first statement (10. Table13.). Both disabled and non-disabled young people believe that they were given freedom of choice and were not threatened by their mother. However, the answers are not completely uniform, some young people with disabilities (26,3%, 10 people from 38) preferring to think that their mother was restrictive. This opinion is less typical of their non-disabled peers (14,8%, 4 people from 27).

For the second statement (16. Table 13.), both groups (64,6%) tend to agree with the statement, so their mothers were open to their thoughts and those who disagree with this statement are nearly equal proportions within the groups (10 and 8 people).

The third statement is disagreed with by 64.6% of respondents (20. Table 13), however, 37.2% (13 people) of respondents with disabilities tend to agree with the statement, while the proportion of those who disagree within the non-disabled people is 22.2% (6 people).

For the fourth statement (22. Table13.), there is little difference in the responses of the two groups. It is generally believed by young people (78,4%) that their mothers did not insisted on always performing better than others.

In the case of the fifth statement (23.), the majority of respondents (69,2%) agree that they received explanations from their mothers as about why they have to obey for certain decisions, meet with their expectations. Disabled respondents (76,4%) tended to agree unanimously on the statement, while slightly more of the non-disabled respondents thought this was not the case (22,2%).

Also in the case of the sixth statement (24. Table. 13), the majority of young (70,75) people agree that their mother listened to their opinions when they did not agree on something. For young people living with disabilities, there are more centred responses (18,4%), while for non-disabled young people, some believe that this statement is not true in their case (6 people).

Due to the minimum deviations, the indices that can be calculated from the questionnaire are balanced. Mothers are generally accepted their children, give explanations about decisions, and their mothers weren't performance-oriented from the young people's point of view. The 'Inducing guilt' index seems – because of the median- different, but we can't measure significant difference amongst the subgroups (Table 14.).

Table 14. Indexes about parental control in the case of the respondents' mother

Mother		Offering choice within certain limits	Explaining the reasons behind the demands, rules, and limits	Being aware of accepting and recognizing the child's feelings"	Threatening to punish the child	Inducing guilt	Encouraging performance goals
People living with disability	Valid N	38	38	38	38	38	38
Mean		21,16	20,16	20,82	10,89	9,47	10,45
Median		23,00	21,00	23,00	8,00	7,50	9,50
Std. Deviation		5,070	5,626	6,493	6,463	6,534	5,356
No-disabled people	Valid N	27	27	27	27	27	27
Mean		21,33	19,56	20,30	10,00	7,85	9,78
Median		22,00	19,00	22,00	7,00	5,00	10,00
Std. Deviation		5,731	6,565	6,527	6,760	5,593	5,767

However, there are significant strong correlations between the indexes of the respondents 'mothers' behaviour and RAI index (autonomy index) in Friendship. In the next figures below we can see the differences between the two subgroups.

In the case of non-disabled youth there is a strong correlation between the mothers' behaviour (offering choice) and RAI index. More possibilities of choice come together higher autonomy in friendship. There is no correlation between these two indexes amongst youth living with disability, but we can see a negative direction, also in many case of them the possibility of choice provided by the mother didn't correlate with higher autonomy in friendship (fig.8).

In the fig.9. we can observe that there is correlation between the mothers' willingness to explain rules, traditions and autonomy in friendship, moreover, for young people with disabilities. This correlation is stronger than in the case of non-disabled young people, i.e., the explanation of the rules is accompanied by higher autonomy.

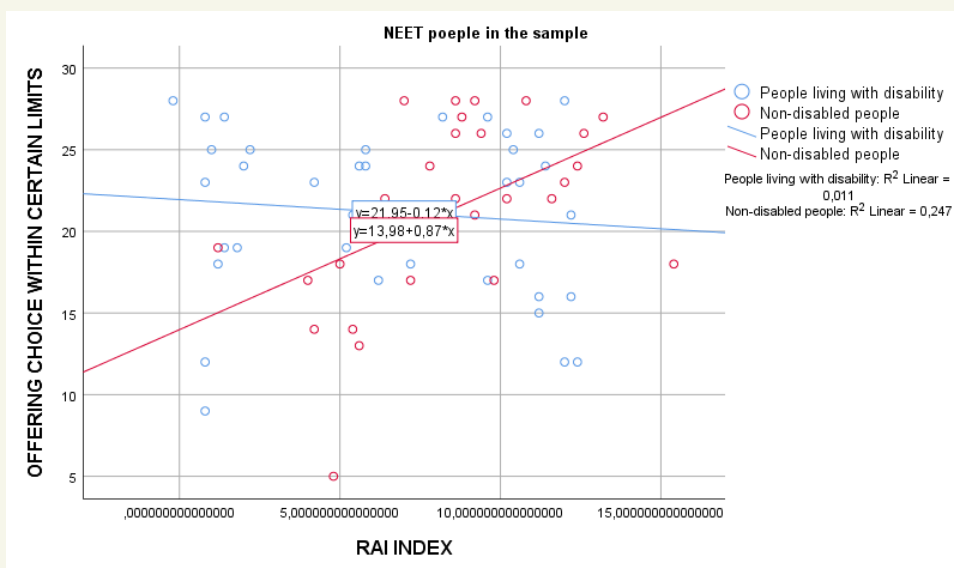


Figure 8. Mothers' behaviour of the respondents – offering choice and RAI index

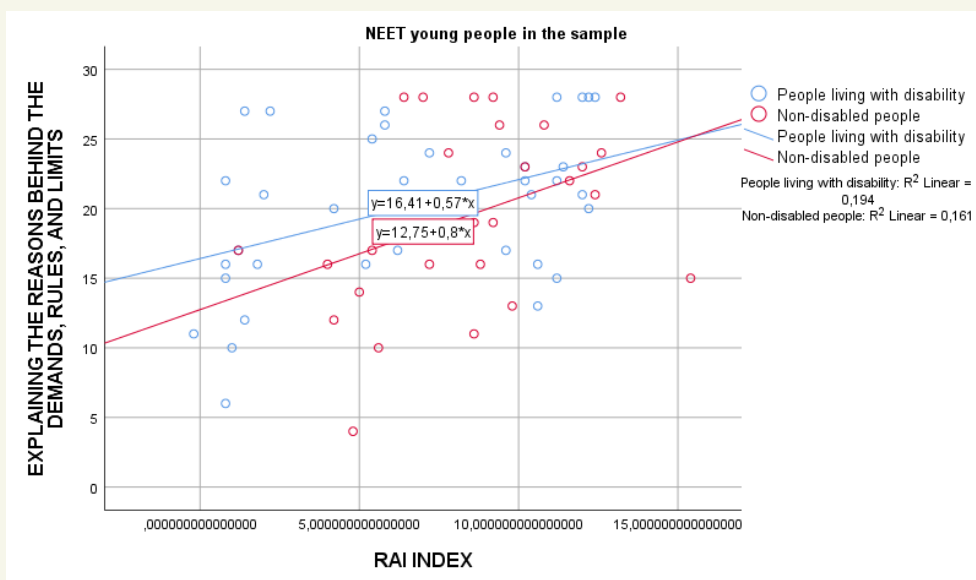


Figure 9. Mothers' behaviour of the respondents – Explanations and RAI index

Between mothers' threatening behaviour and autonomy index (RAI) has a weak negative correlation, however, no correlation can be detected between the two indices in the case of non-disabled people, even if the pathways of the lines are very similar (fig.10). On the other hand, there is strong correlation between threatening and inducing guilt by the mother in both subgroups (fig.11.), so those whose felt threatened by their mother usually thought their mother's behaviour were more evoke guilt. In the fig.11 we can see that most of the sample didn't have that kind of thoughts about their mothers.

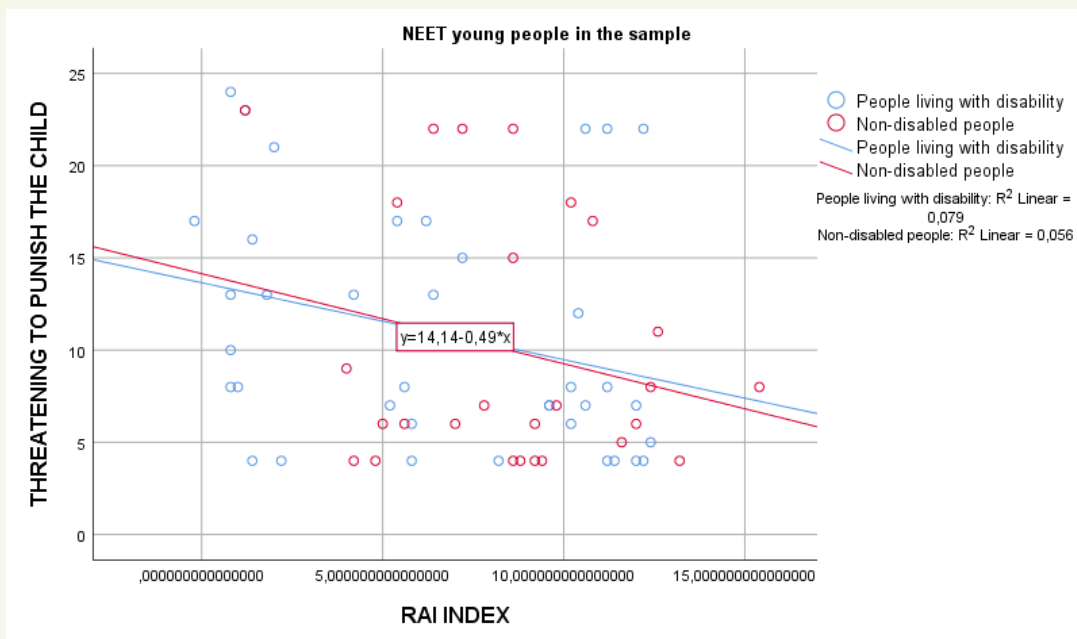


Figure 10. Mothers 'behaviour of the respondents – Threatening and RAI index

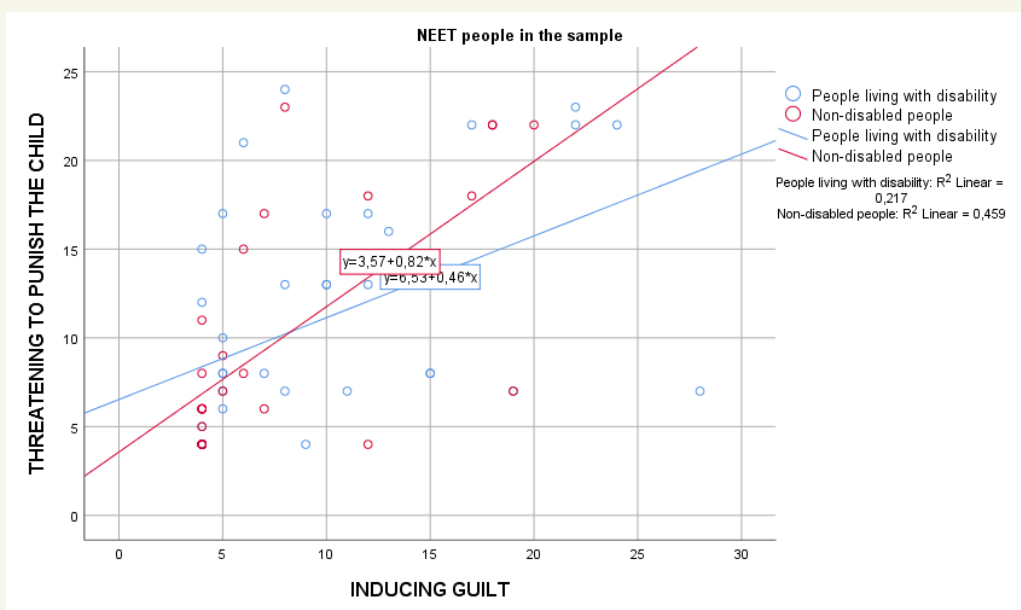


Figure 11. Mothers 'behaviour of the respondents – Threatening and inducing guilt

Fathers of the respondents

In Table 15 we can observe that there are differences between only two items in the survey between the two subgroups.

Table 15. Fathers 'behaviour in P-PASS by two subgroups

About the Fathers' behaviour			23. When I asked why I had to do, or not do, something, my parents gave me good reasons.	24. My parents listened to my opinion and point of view when I disagreed with them.
People living with disability	N	Valid	36	36
		Missing	2	2
	Mean		4,47	4,33
	Median		5,00	5,00
	Std. Deviation		0,878	0,926
Non-disabled people	N	Valid	27	27
		Missing	0	0
	Mean		3,33	3,33
	Median		4,00	3,00
	Std. Deviation		1,414	1,414

Due to the size of the sample, statistical tests are not suitable for detecting significance on these scales, but in the case of fathers, there can be seen difference in the last two statements of the questionnaire amongst NEET (Table 15.).

Statement 23: In the case of non-disabled young people (29,6%), some felt that their father was less willing to give an explanation for the reason for each decision. On the scale, the answers are proportionally distributed. However, in the case of young people living with disabilities, 81.5% thought that their father preferred to explain the reasons for the decisions to him, this was thought by 50% of non-disabled young people in a similar way.

Statement 24: Young people living with disabilities are again more positive, so the vast majority (76,3%) believe that their father has listened to his point of view in a contentious situation. While some non-disabled young people (33%) prefer to see that this was not typical behaviour of their father.

Table 16. Fathers' behaviour according to P-PASS parental control scale by two subgroups

Father			Offering choice within certain limits	Explaining the reasons behind the demands, rules, and limits	Being aware of, accepting, and recognizing the child's feelings"	Threatening to punish the child	Inducing guilt	Encouraging performance goals
People living with disability	N	Valid	36	36	36	36	36	36
		Missing	2	2	2	2	2	2
	Mean		20,53	21,83	20,86	11,92	10,94	11,08
	Median		21,50	23,00	21,50	12,00	8,00	11,00
	Std. Deviation		5,169	4,417	5,431	5,754	7,660	5,123
Non-disabled people	N	Valid	27	27	27	27	27	27
		Missing	0	0	0	0	0	0
	Mean		19,59	18,30	17,89	12,41	8,70	9,04
	Median		21,00	19,00	18,00	10,00	5,00	9,00
	Std. Deviation		6,658	6,781	7,282	7,722	7,405	4,840

From the numbers, we can see that the NEET disabled young people in the sample received slightly more choices and explanations from their father than their non-disabled peers.; The fathers their children's (respondents) feelings were also better taken into account in the opinions of young people. Slightly more young people with disabilities found their father guilty or threatened with punishment, but the difference between the two groups is not very significant. For young people with disabilities, their father had slightly higher expectations for performance than for non-disabled young people (table. 16). The fathers' behaviour just with two indexes have weak correlations with the RAI index in friendship, and only in the case of young people living with disability. In the case of encouraging performance there can be seen the negative pathway, which shows when the father had more supportive attitude for the performance goals the level of autonomy is lower in the case of disabled people. The father's expectations have a somewhat negative effect on autonomy, however, the majority of young people did not feel too high about their performance expectations. The fathers' expectations have no effect on the autonomy of non-disabled youth (fig. 12.). In the fig 13. there is a weak negative correlation between the fathers' threatening behaviour and the RAI index in friendship, but just in the case

of young people living with disability. Those whose fathers were less threatening tend to have greater autonomy in their friendships. However, for non-disabled young people, there is no detectable correlation between the two indices (fig.13).

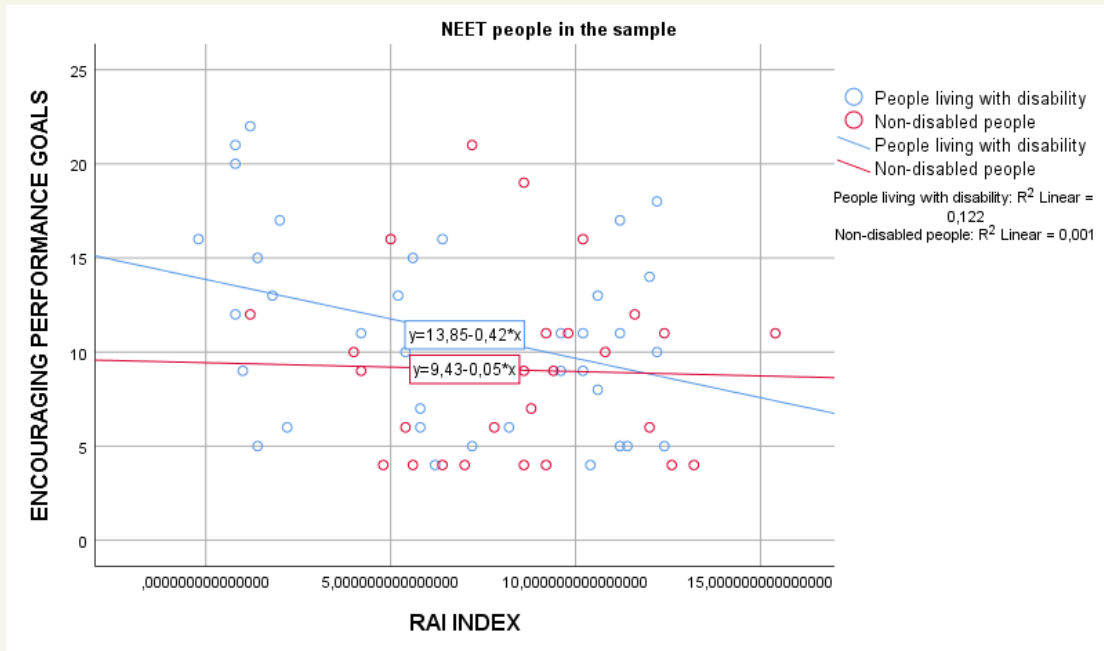


Figure 12. Fathers 'behaviour of the respondents – Enc. performance and RAI index

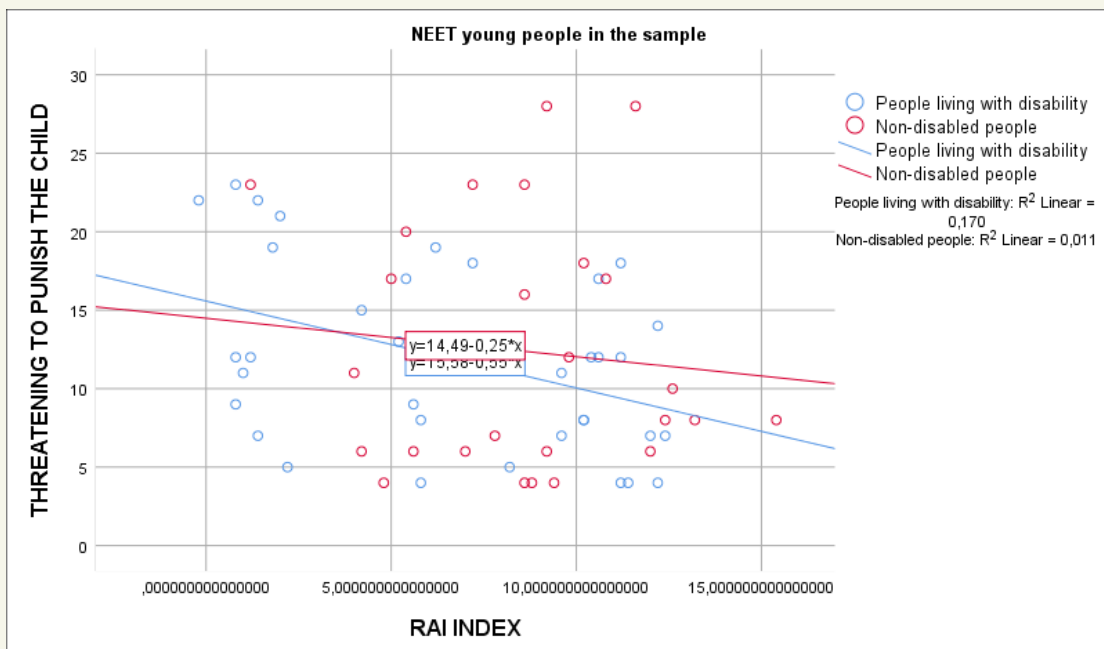


Figure 13. Fathers 'behaviour of the respondents – Threatening and RAI index

The next two figures show that higher performance expectations from the father are more often correlated with inducing guilt, at least in the opinion of young people, and the same is true of the threat of punishment. In both subgroups there is strong correlation in between the threatening and inducing guilt (fig.14.fig.15).

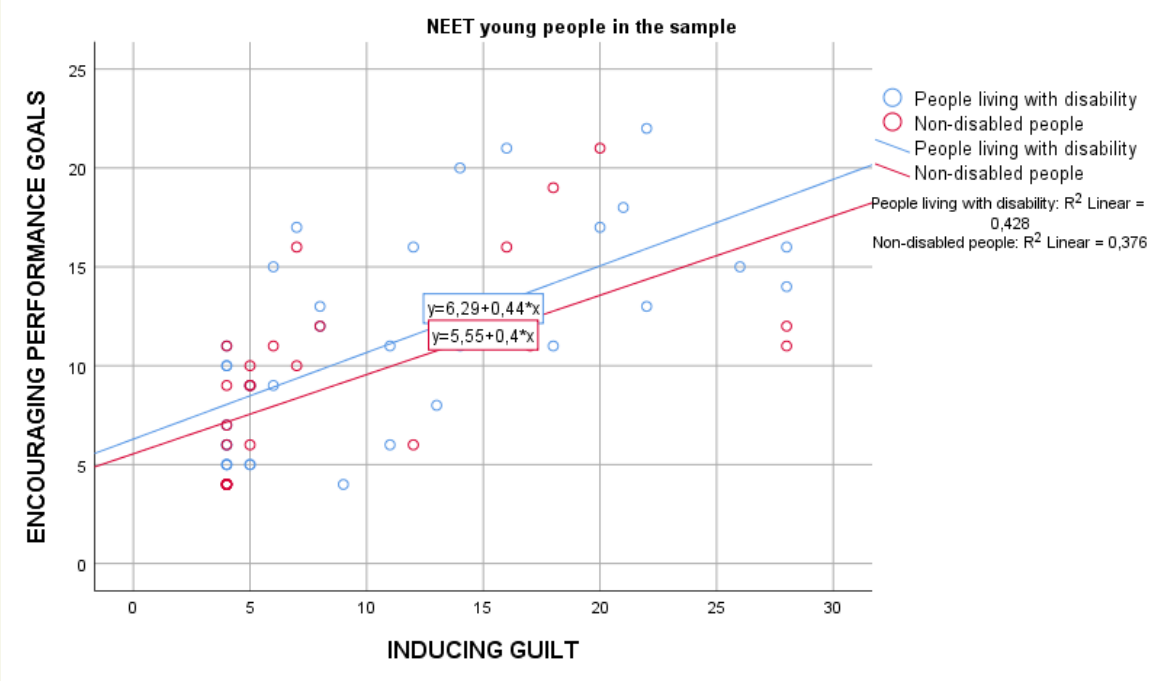


Figure 14. Fathers 'behaviour of the respondents – Enc. performance and inducing guilt

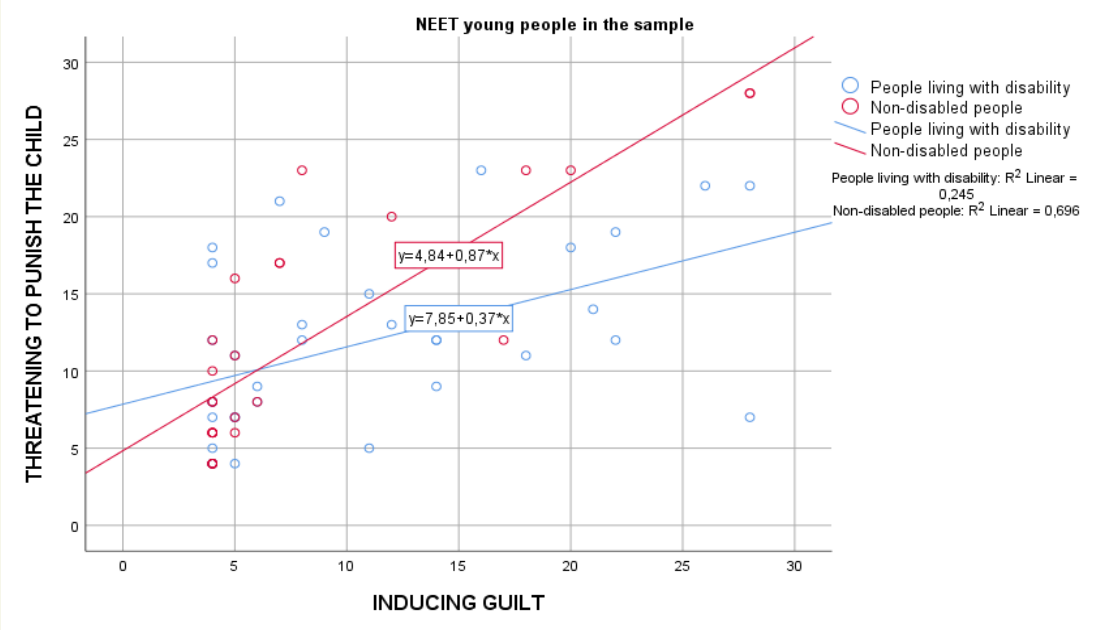


Figure 15. Fathers 'behaviour of the respondents – Threatening and inducing guilt

Integration in the school

All NEET young people in the sample participated in integrated education, both disabled and non-disabled young people. 43% of respondents thought that the proportion of disabled and non-disabled students was the same in the classroom. 53.8% of respondents thought that the proportion of students with disabilities was low in the classroom.

The majority of respondents (64,6%) liked to go to school. Of the disabled respondents, only eight thought they did not like going to school.

Nearly half of the respondents (46,1%) felt they were an important member of the class community, and 20 people were ambivalent in this. The majority of ambivalent respondents (14 people) are disabled. A total of 15 people thought they were not an important member of their class with an equal proportion of disabled and non-disabled people.

Due to the low number of respondents, it cannot be detected by a statistical test from the sample, but nevertheless it can be clearly seen in the figure below that mostly those who thought they were important members of their class community liked to go to school (fig 16).

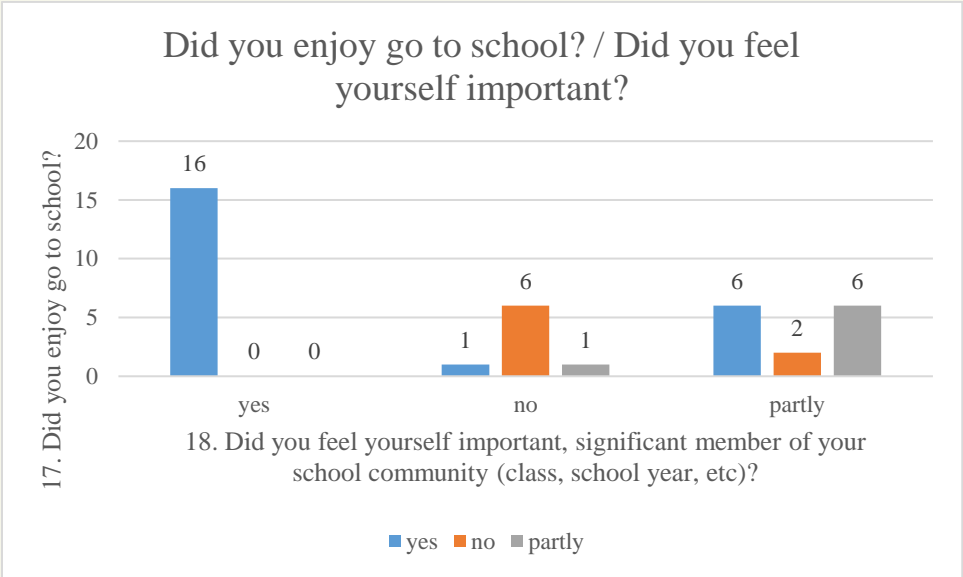


Figure 16. Like of schooling and distribution of sense of importance in the school community

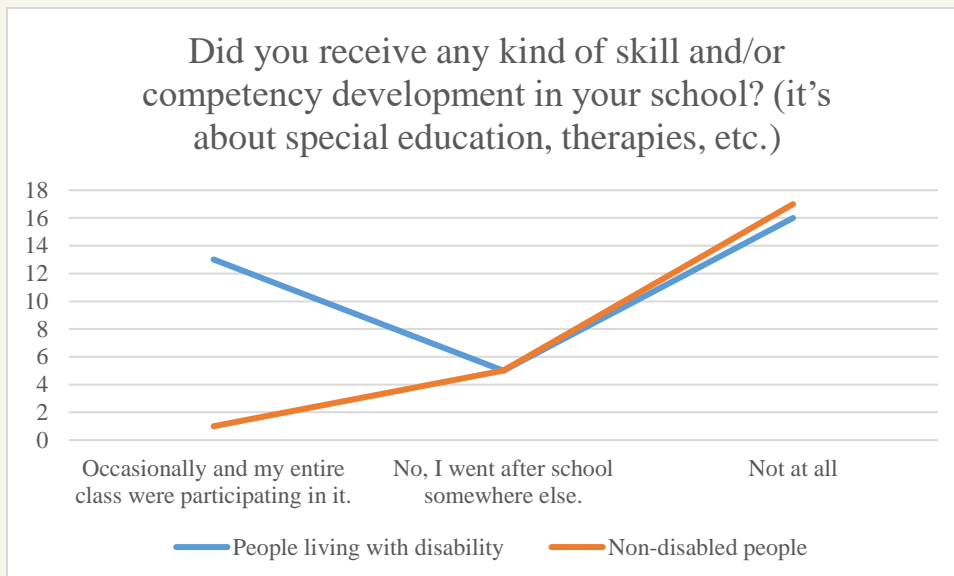


Figure 17. Competency development in school

People with disabilities feel more likely to have participated in compensatory development sessions than non-disabled people (fig.17). According to the respondents with disabilities, these activities were characterized by the involvement of the whole class (N=57, Chi $p < ,014$, Phi 386). However, a significant portion of the NEET (50,7%) sample believes that they did not participate in such activities, either at school or thereafter.

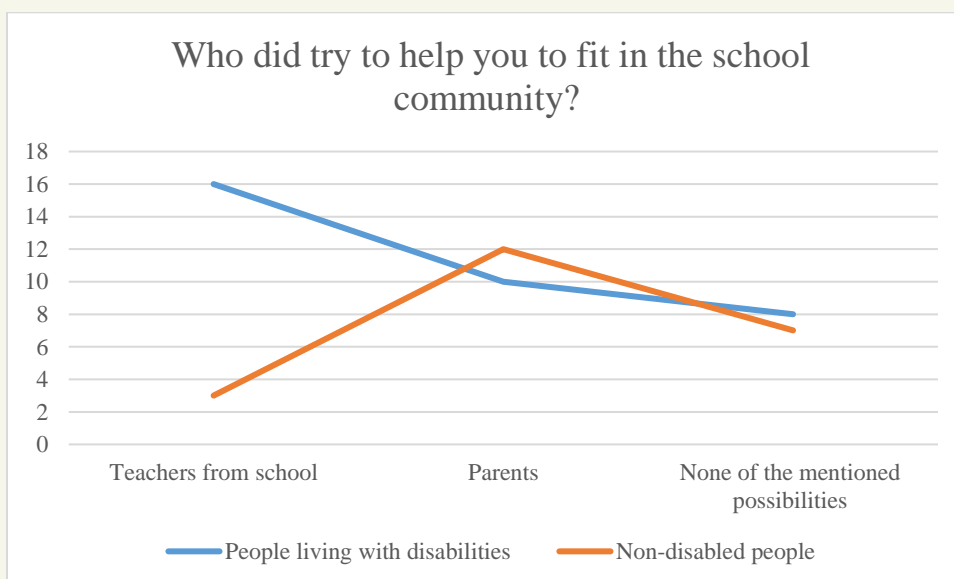


Figure 18. Helping to fit in the school community

There is a weak significant relationship between the responses of the two groups (N=56, Chi $p < ,032$, Phi 351) suggesting that people with disabilities received slightly more help from their

teachers than their non-disabled peers (fig 18.). A total of 5 people received help from other professionals (school psychologist, family carer). Although almost all the respondents participated in integrated education just few of them experienced harassment by classmates at school (fig 19.).

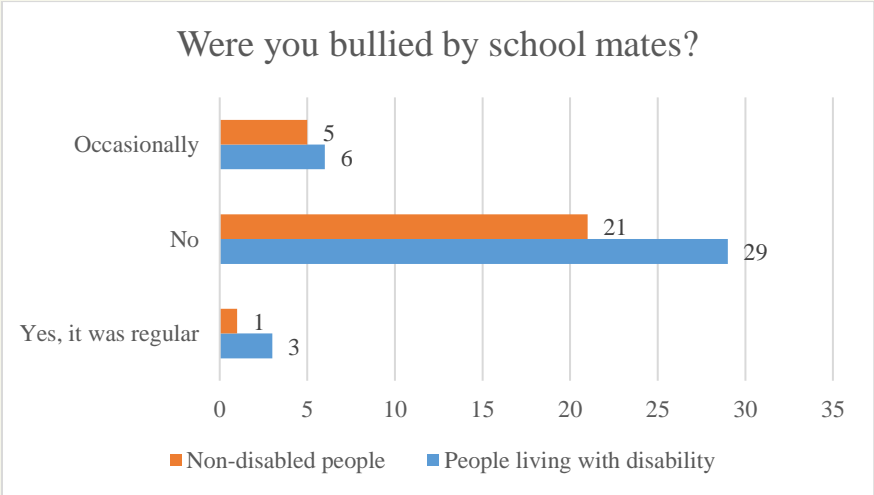


Figure 19. Bullying in school

Friendship, conflicts with friends, leisure

NEET people living with disability have 1-3 friends (68,1%). While 31,6% of the group have 4 or more friends. Non-disabled NEET people: 2 people said they do not have friends, 37% of them have 1-3 friends, and 55,6% of them have 4 or more friends (fig.20). Disabled people have significantly less friends than non-disabled people (fig 21, Tables 17, 18).

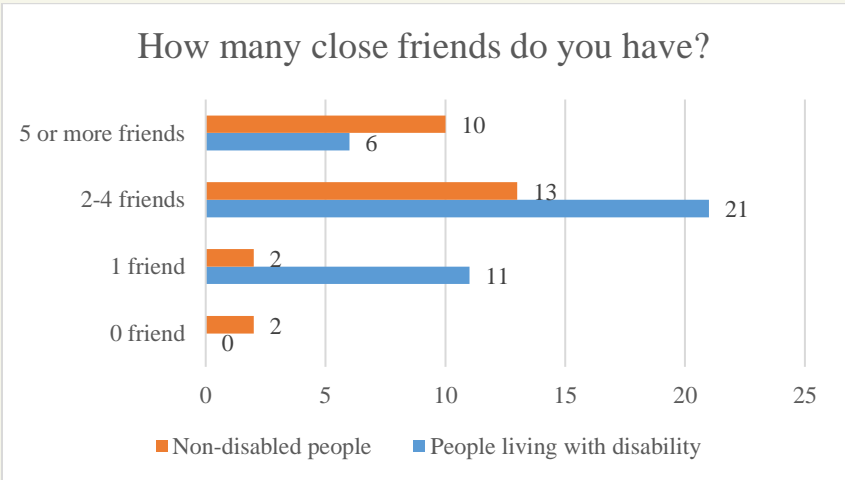


Figure 20. Number of close friends amongst NEET

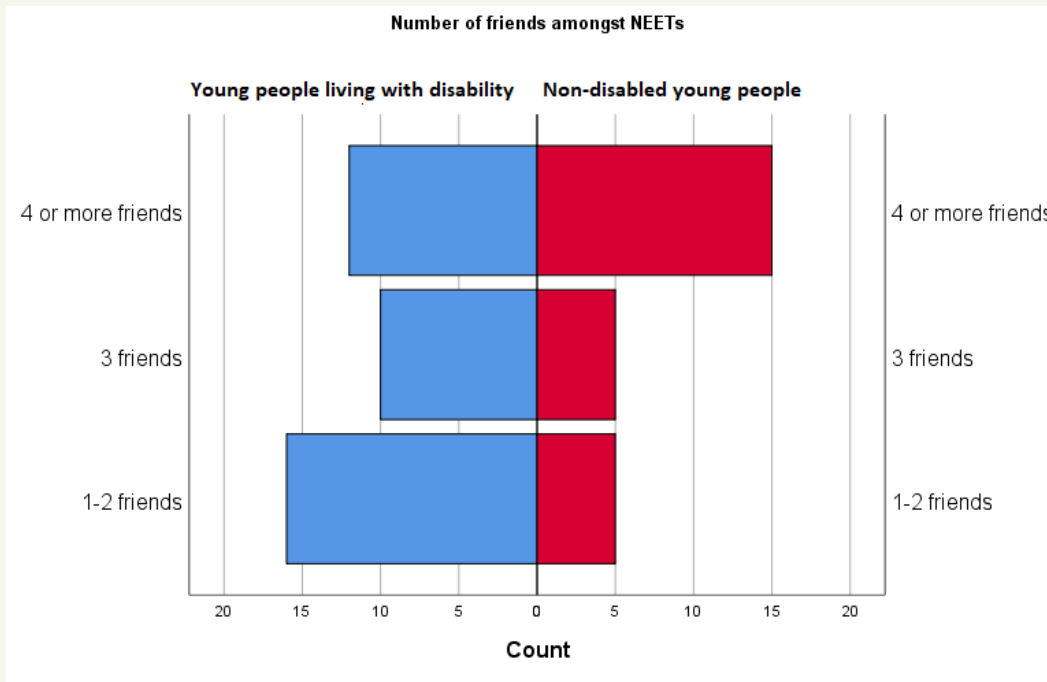


Figure 21. Number of close friends amongst NEET in a different grouping

Table 17. Number of close friends, mean ranks, distribution by disability

Mann-Whitney Test Ranks ^a				
	Distribution by disability	N	Mean Rank	Sum of Ranks
	Disabled people	38	28,05	1066,00
	Non-disabled people	25	38,00	950,00
	Total	63		

a. NEET young people

Table 18. Number of close friends, Mann-Whitney U Test stat.

Mann-Whitney Test Statistics ^{a,b}	
	Friends
Mann-Whitney U	325,000
Wilcoxon W	1066,000
Z	-2,258
Asymp. Sig. (2-tailed)	,024
a. NEET	
b. Grouping Variable: Disability	

89,5% of the disabled people amongst NEET like to live in their community. But only 51,4% of the non-disabled NEETs young people satisfied with their community.

The majority of NEET youth (84,6%) believe they have no conflict with their friends and they typically do not ask their friends for help in resolving conflict situations in their community.

In the Friendship Self-Regulation Questionnaire, the Chi-square tests indicate in which areas there may be differences between NEET groups, however, due to the low number of respondents, this test cannot be used in real to detect these.

In the 20-items survey, based on the Mann-Whitney test, there is a significant difference between disabled and non-disabled NEET youth in items 1 and 9 (Tables 19, 20).

Table 19 SRQ-F- Mann-Whitney Test Ranks

Mann-Whitney Ranks^a - Friendship Self-Regulation Questionnaire				
NEET people in the sample		N	Mean Rank	Sum of Ranks
1. Because being friend with him/her helps me feel important. (Why am I close friend with this person now?)	People living with disability	38	39,76	1511
	Non-disabled people	27	23,48	634
Total		65		
9. Because my friend would get mad at me if I didn't. (Why do I spend time with my friend?)	People living with disability	38	38,24	1453
	Non-disabled people	27	25,63	692
Total		65		

Table 20. SRQ-F -Mann-Whitney Test stat, distribution by disability

Mann-Whitney Test Statistics^{a,b}		
	1.	9.
Mann-Whitney U	256,000	314,000
Wilcoxon W	634,000	692,000
Z	-3,777	-3,202
Asymp. Sig. (2-tailed)	,000	,001
a. NEET		
b. Grouping Variable: Disability status		

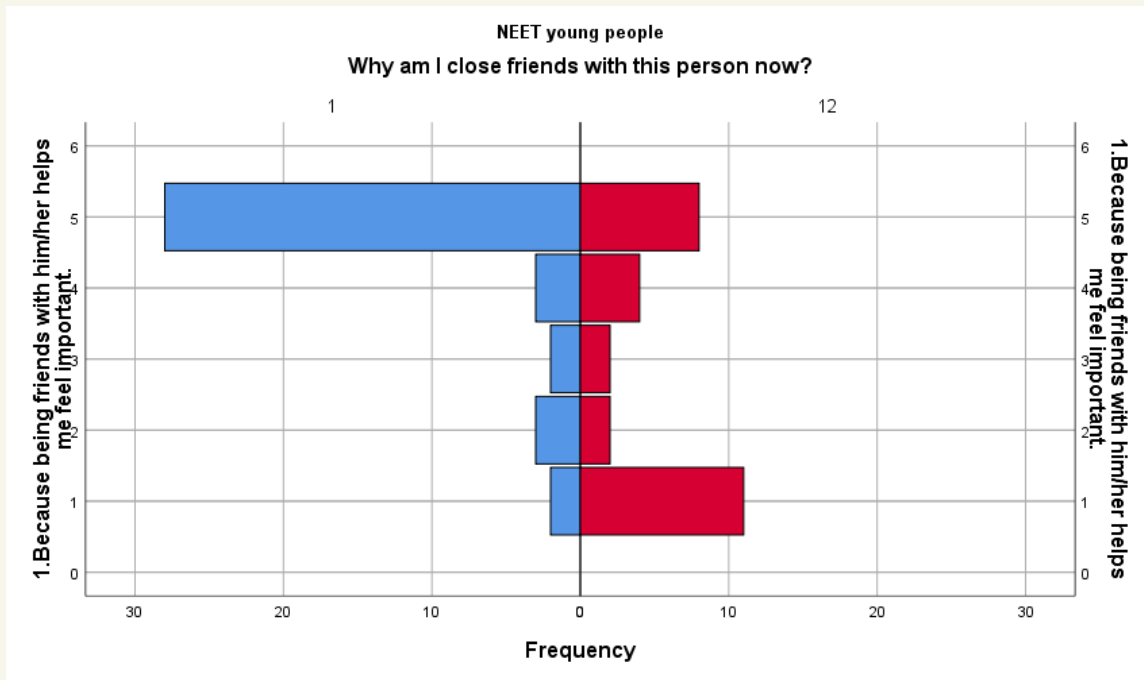


Figure 22. SRQ-F– Reasons behind friendship

As shown in the figure 22, there is a difference in motivations between respondents that influence the maintenance of a friendship. NEET young people living with disabilities tend to maintain a friendship because of their own sense of importance, and this may indicate self-esteem problems, a *more negative self-image*.

And from the following figure (figure 23.), we can conclude that young people with disabilities are more likely to maintain a friendship in order to avoid a conflict. Therefore, it is not surprising that they typically don't get involved in conflicts with their friends.

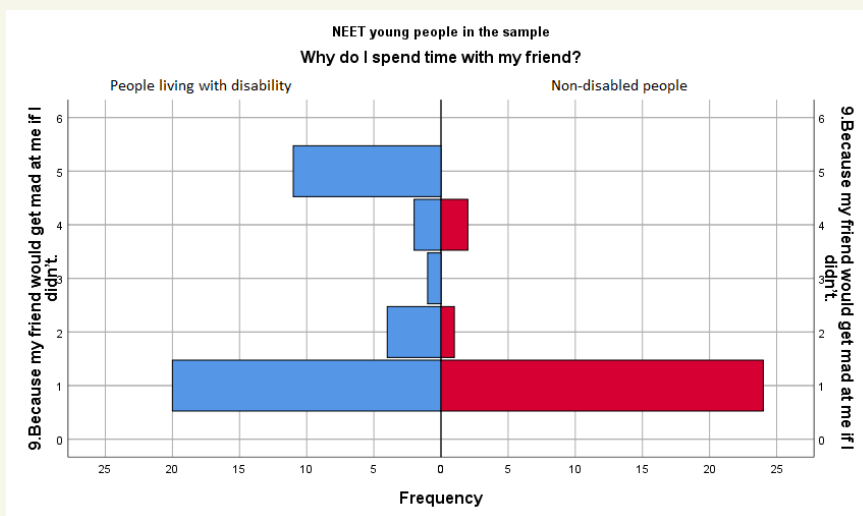


Figure 23. SRQ-F– Reasons behind friendship- spending time together

Table 21. Mann-Whitney Test Ranks- SRQ-Findices, and RAI

Mann-Whitney Test Ranks^a				
	Distribution by disability	N	Mean Rank	Sum of Ranks
External Regulation	People living with disability	38	37,64	1430,50
	Non-disabled people	27	26,46	714,50
	Total	65		
Introjected Regulation:	People living with disability	38	36,96	1404,50
	Non-disabled people	27	27,43	740,50
	Total	65		
Identified Regulation:	People living with disability	38	37,28	1416,50
	Non-disabled people	27	26,98	728,50
	Total	65		
Intrinsic Motivation:	People living with disability	38	36,75	1396,50
	Non-disabled people	27	27,72	748,50
	Total	65		
RAI INDEX	People living with disability	38	30,22	1148,50
	Non-disabled people	27	36,91	996,50
	Total	65		
a. NEET young people				

Table 22 Mann-Whitney, SRQ-F– indices

Mann-Whitney Test Statistics^{a,b}					
	External Regulation	Introjected Regulation:	Identified Regulation:	Intrinsic Motivation:	RAI INDEX
Mann-Whitney U	336,500	362,500	350,500	370,500	407,500
Wilcoxon W	714,500	740,500	728,500	748,500	1148,500
Z	-2,355	-2,007	-2,190	-1,939	-1,405
Asymp. Sig. (2-tailed)	,019	,045	,028	,052	,160
a. NEET young people					
b. Grouping Variable: Disability					

Tests confirm that there is a difference between non-disabled and disabled NEET youth in terms of external, introjected and identified regulators. However, these differences are so small that they do not cause a significant difference in the RAI index (autonomy index in friendship). External expectations and social expectations play a stronger role in maintaining friendships

than in the case of non-disabled young people (Tables 21,22). There is no significant difference between the number of friends and RAI index none of the subgroups.

The most popular leisure activities are social media pastimes (46%), second one is watching TV (33,8%), third one is reading on the internet (30,7%), fourth one is playing sports (28,3%), and fifth one is reading books (23%).

Dividing the group in to two, along the disability, we find differences in some areas, NEET young people with disabilities are more likely to engage in passive leisure activities. The time spent reading and cultivating their skills (going to a museum, traveling, other cultural activities) is low amongst the respondents. There is no significant gender difference between groups in terms of leisure time.

The disabled young NEETs favourite free time activity is using internet: reading on the internet (28,9%), 47,3 % (18 people) likes to use social media, and 31,6% of them (12) marked “other” (like eg: go to theatre) which is a unique activity, and didn’t fit in these categories: Internet – reading, Internet –social media, Reading books, Watching TV, Going camping, or hiking, Playing an instrument, Gaming on console, or Pc, Dancing, Riding, Chess, Do sports. Reading books was marked by 5 people from 38. Non-disabled NEET people answered, they mostly like to use social media as a free time activity (44,4%, 12 people), and equally like to entertain themselves with reading on the internet (33,3%, 9) or books (29,6%, 8) (fig. 24).

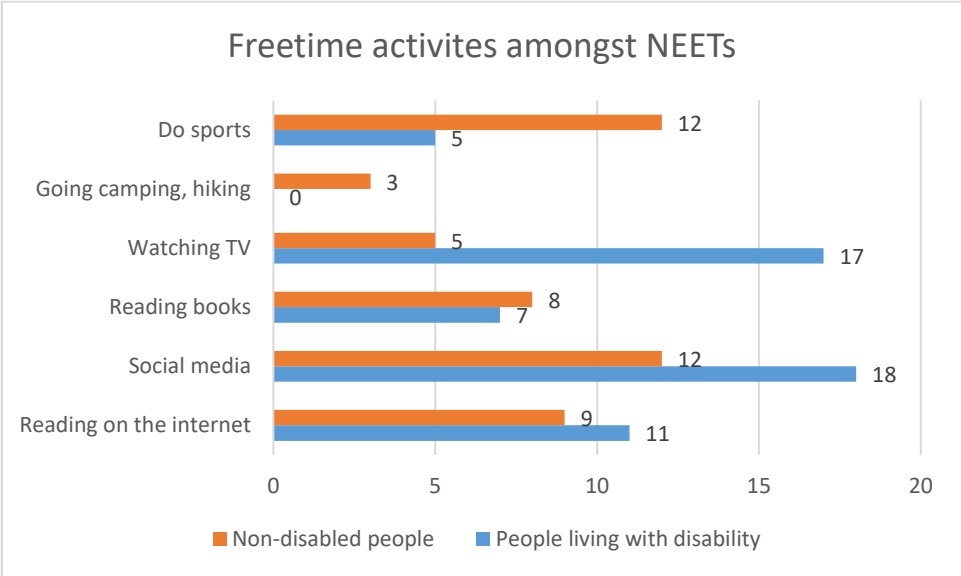


Figure 24. Free time activities amongst NEETs

Views, attitudes, competencies, motivations of NEET young people

NEET youth believe that the most important conflict management ability is cooperation, the second one is pro-social skill, and the other two were rarely mentioned. If we consider problem-solving ability as the highest level of conflict management ability, self-assertion and cooperation are part of it, but we are talking about their balance. Based on the theory of József Nagy (1998), assertivity, or in other words, the assertion of interests, is based on the four possibilities in the figure 25 (Nagy, 1998).

According to József Nagy (1998), efficient advocacy for one's interests depends on the level of development of social competences. Assertion of interests is a social competence that develops in social interactions which have a goal or expected outcome. In the 25 figure below shows the basic goals of assertion of interests motivated by basic internal interests. In order to realise basic interests, the individual needs assistance provision (prosocial), cooperative, leadership and competitive skills, all of which are needed so that the behaviours indicated in the last column appear in the interaction (Nagy, 1998, citing Fiske 1991).

Goal/outcome	Basic interest	Skills and abilities	Behaviour
SHARING	PUBLIC INTEREST	PROSOCIAL SKILLS	PROSOCIAL BEHAVIOUR (HELPING)
DISTRIBUTION	COMMON INTEREST	COOPERATIVE SKILLS	COOPERATION
DIVISION	DIFFERENT INTERESTS	LEADERSHIP SKILLS	LEADERSHIP
ACQUISITION AND PROTECTION	CLASH OF INTERESTS	COMPETITIVE SKILLS	COMPETITION

Figure 25. Basic methods of asserting interests, Nagy (1998) The system and development of assertive social skills. In: *Iskolakultúra*, 8(1), p. 36

It seems worth thinking about the importance of balance of the role of leadership and competition, for example, in the context of a competency development program for the young people concerned. Tolerance and the view of conflict as an opportunity for development were most often mentioned as important attitudes.

It is important for the vast majority of NEET (70,7%) respondents to resolve conflicts *peacefully*, primarily thinking of themselves as resolving different situations in this way.

The following questions are highlighted from the conflict questionnaire by us, where the respondent could answer them *on five grade scale*.

However, the two groups different in the way they think along traditions. As shown in the figure, religious- and family traditions are much more important for young people with disabilities. This confirms the assumption of external regulators, i.e. stronger, unconscious parental / social control (fig. 26, Table 23. 24).

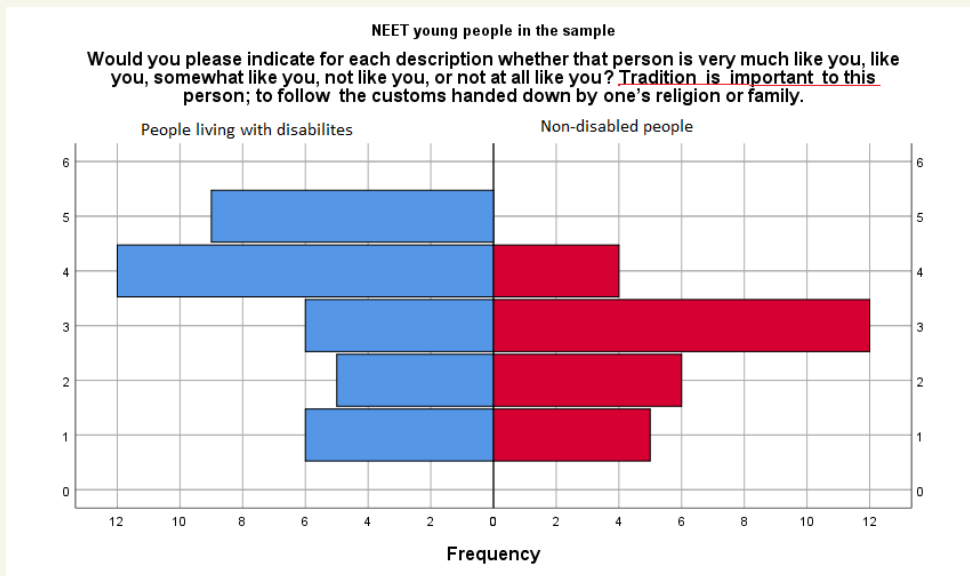


Figure 26. Importance of tradition amongst NEETs

Table 23. Mann-Whitney test Ranks, importance of tradition from conflict questionnaire

Mann-Whitney Test Ranks ^a				
	Distribution by disability	N	Mean Rank	Sum of Ranks
Tradition is important to this person; to follow the customs handed down by one's religion or family.	Non-disabled people	27	26,07	704,00
	Disabled people	38	37,92	1441,00
	Total	65		
a. NEET young people				

Table 24 Mann-Whitney test stat, importance of tradition from conflict questionnaire, distribution by the state of the respondents

Mann-Whitney Test Statistics ^{a,b}	
	Tradition
Mann-Whitney U	326,000
Wilcoxon W	704,000
Z	-2,552
Asymp. Sig. (2-tailed)	,011
a. NEET young people	
b. Grouping Variable: Disability	

15. Do you agree with statement: “I love a girl/boy and she/he loves me. If a third person gets between us, I will try to get rid of him or even to destroy [kill] him.”

The majority of NEET youth (84,6%) disagree with the statement, but surprisingly, a small percentage of young people living with disabilities (9,2%) find it acceptable to have a third party being destroyed in the event of cheating.

16. Do you agree with statement: “Generally, lack of trust is the reason of the conflict?”

The majority of NEET youth (69,2%) agree with statement. While 2% of them are in the middle, they couldn’t decide. There is no difference between the two groups.

17. Do you agree with the following expression: “Arguing with an older person does not happen in our community, because arguing with an older person is extremely unacceptable with us. You may not like what the older person does, but you will never get in a conflict with him.”?

61.5% of NEET youth disagree with the statement, however, there is a weak significant difference between the responses of the two groups (Tables 25,26). Disabled NEET youth tend to agree with the statement, while non-disabled youth clearly do not. Authority has a strong influence on their behaviour.

Table 25. Mann-Whitney test Ranks, arguing with an older person...

Mann-Whitney Test Ranks ^a				
	Distribution by disability	N	Mean Rank	Sum of Ranks
17.	People living with disability	38	37,20	1413,50
	Non-disabled people	27	27,09	731,50
	Total	65		
a. NEET young people				

Table 26. Mann-Whitney test stat, 17. Arguing with an older person... from conflict questionnaire

Mann-Whitney Test Statistics ^{a,b}	
	17
Mann-Whitney U	353,500
Wilcoxon W	731,500
Z	-2,448
Asymp. Sig. (2-tailed)	,014
a. NEET people	
b. Grouping Variable: Disability	

18. Do you dislike being with people whose ideas, beliefs or values are different from your own?

The majority of NEET respondents (83,3%) are not bothered to be amongst people whom they disagree with, but there is a difference between disabled and non-disabled people in the sample. Young people living with disabilities are more bothered if they need to be in a company where they encounter different views than theirs (Tables 27., 28).

Table 27 Mann-Whitney test Ranks, 18. Dislike being with people whose beliefs are different

Mann-Whitney Test Ranks ^a				
	Distribution by disability	N	Mean Rank	Sum of Ranks
18.	People living with disability	38	36,55	1389,00
	Non-disabled people	27	28,00	756,00
	Total	65		
a. NEET Young people				

Table 28 Mann-Whitney test stat., 18. Dislike being with people whose beliefs are different

Mann-Whitney Test Statistics ^{a,b}	
	18.
Mann-Whitney U	378,000
Wilcoxon W	756,000
Z	-2,444
Asymp. Sig. (2-tailed)	,015
a. NEET young people	
b. Grouping Variable: Disability	

The majority of NEET respondents would be reluctant to be neighbours of gamblers (69,2%), alcoholics (81,5%), drug addicts (86,2%), people who were in prison (35,4%). Even these people cannot be imagined as friends in similar proportions.

Motivation profile

We can't compute the reliability of the scale, because the respondent should split 6 point between 4 items, in this case respondent is able to give 0 if one of the items seems to be less important to him/her. In the profile we modified the questions to past tense, so when they answered they were looking back to their school years in the past.

Within the Motivation Profile in the NEET sample, there are differences between groups along the following statements (Table 29.).

Table 29 Mann-Whitney Test Statistics, items of the Motivation Profile

Mann-Whitney Test Statistics ^{a,b}							
	Praise from my teachers for my good work was important to me.	The praise for doing a good job was not enough, I liked being rewarded.	I wanted to be among the best.	I worked hard to get the others to notice me.	I liked helping others to help them to be good.	I worked better when I got some kind of reward for it.	I needed to know that I was getting somewhere with my schoolwork
Mann-Whitney U	323,500	366,000	347,500	359,000	313,500	351,000	370,500
Wilcoxon W	701,500	744,000	725,500	737,000	1054,500	729,000	1111,500
Z	-3,060	-2,044	-2,323	-2,426	-2,801	-2,226	-1,972
Asymp. Sig. (2-tailed)	,002	,041	,020	,015	,005	,026	,049
a. NEET young people							
b. Grouping Variable: Disability							

In cases, where we can see strong significant difference (table. 29.):

- Young people with disabilities had a greater need for praise.
- Young people with disabilities tend to think that they had to work a lot to be noticed.
- Young people with disabilities tend to think they were less motivated to help to their peers.

Table 30 Mann-Whitney Test Statistics, indices from Motivation profile

Mann-Whitney Test Statistics ^{a,b}									
	Praise	Effort	Taskorient.	Social-power	Reward/Token	Co-depend.	Caring	Feedback	Competition
Mann-Whitney U	488,00	378,500	361,000	413,00	344,000	460,00	357,500	418,500	411,000
Wilcoxon W	866,0	1119,5	1102,000	791,00	722,000	838,000	1098,500	1159,500	789,000
Z	-,339	-1,817	-2,067	-1,346	-2,263	-,715	-2,088	-1,285	-1,372
Asymp. Sig. (2-tailed)	,734	,069	,039	,178	,024	,475	,037	,199	,170
a. NEET young people									
b. Grouping Variable: disability									

There are significant differences in the sample in three areas of motivation (Table 30.):

- task orientation / task: In their view, the challenge posed by the task was less motivating (fig 27.).
- reward / token: It was easier to motivate them with specific rewards or certificates (fig 28.).
- caring / social-concern: They were less motivated in helping others, and the cohesion of the community was less motivating force for them (fig 29.).

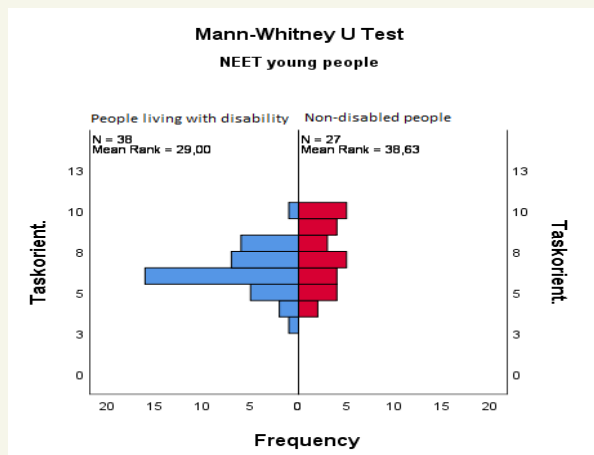


Figure 27. Task as a motivating force

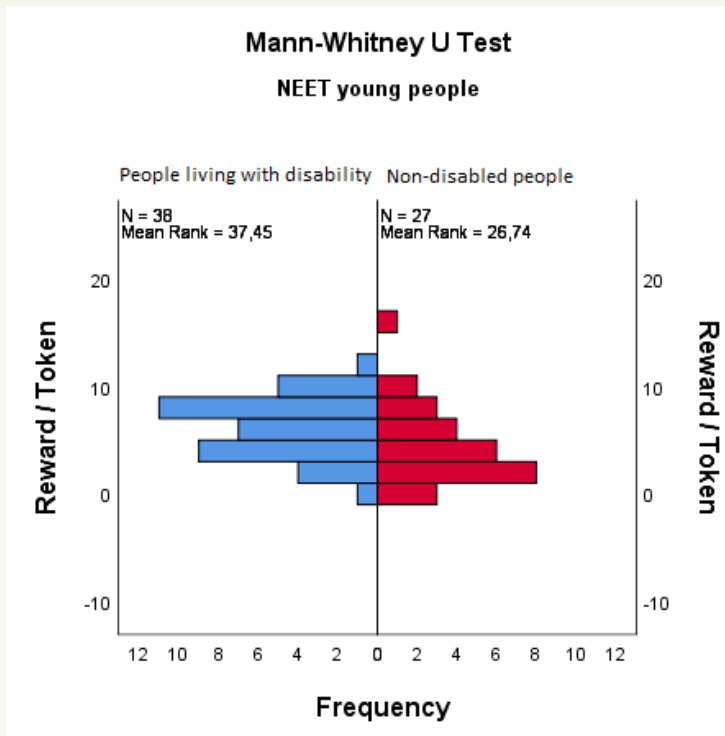


Figure 28. Reward/Token as a motivating force

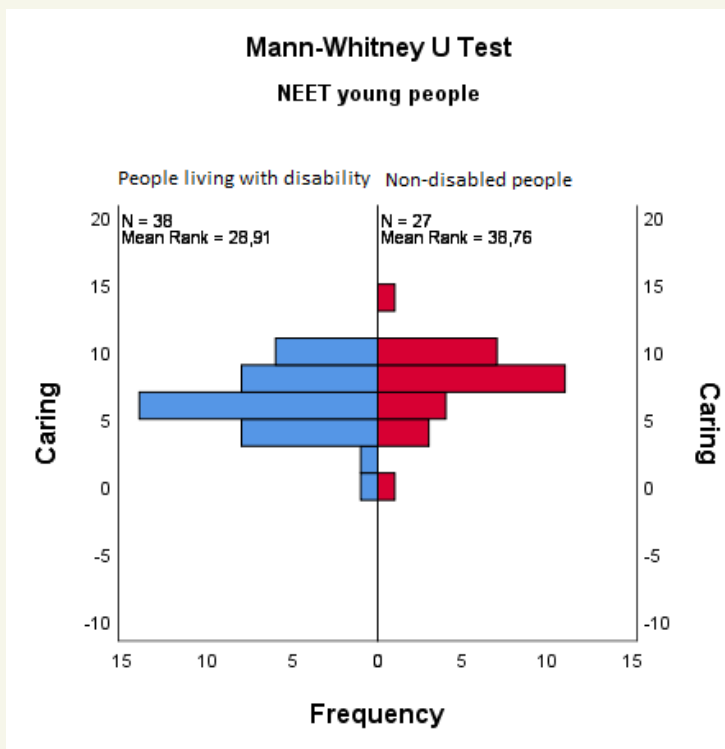


Figure 29. Helping the others as a motivating force

The common Motivation Profile of NEET youth develops as follows by medians (figs 30, 31). Comparing these two to each other we can see all of the young people mostly could be

motivated by feedback, praise and effort. However, with social-power – to lead a group, to earn a position with solving a task- they were less motivated.

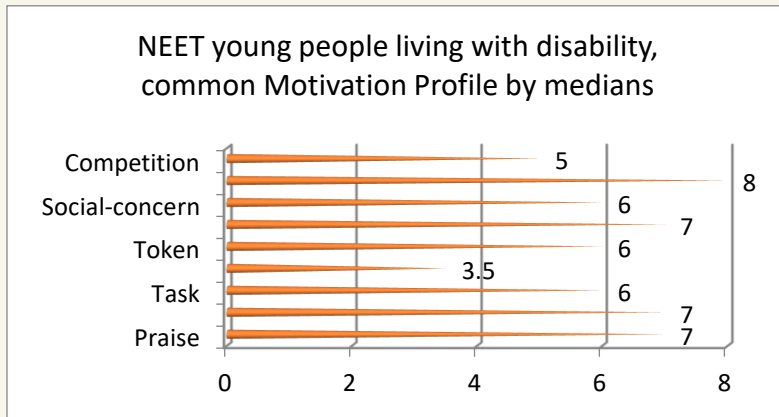


Figure 30. Motivation profile by medians, NEET young people living with disability

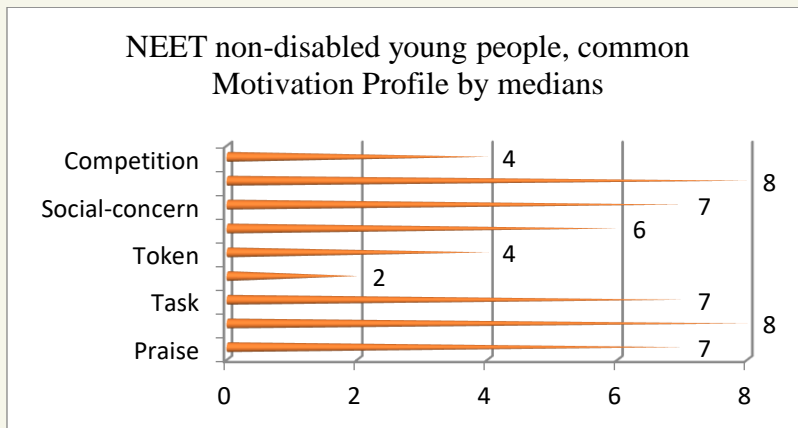


Figure 31. Motivation profile by medians, NEET non-disabled young people

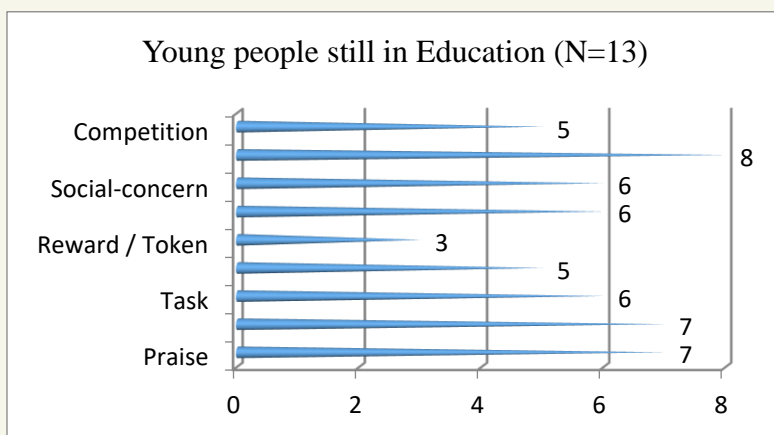


Figure 32. Motivation profile by medians, young people still in education

Power as a motivating force seems to be stronger with those who still enrolled in education facility, so they are more easily motivated by taking a leadership role (fig 32). There is a weak significant difference between non-disabled young people attending regularly school and NEET in this respect. The result may be affected by the different size of the two groups.

Table 31 Mann-Whitney Test Ranks, Differences between means amongst NEET and youth who are in education – Social-Power

Mann-Whitney Test Ranks ^a				
		N	Mean Rank	Sum of Ranks
Power	Enrolled in school	13	25,92	337,00
	NEET	27	17,89	483,00
	Total	40		
a. Non-disabled young people, unemployed				

Table 32 Mann-Whitney Test stat., Differences between means amongst NEET and youth who are in education – Social-Power

Test Statistics ^{a,b}	
	Power
Mann-Whitney U	105,000
Wilcoxon W	483,000
Z	-2,056
Asymp. Sig. (2-tailed)	,040
Exact Sig. [2*(1-tailed Sig.)]	,042 ^c
a. Non-disabled people, unemployed	
b. Grouping Variable: enrolled in school	
c. Not corrected for ties.	

Summary of the focus groups

Introduction of the participants:

On the focus group discussions (N=22) 14 young participant living with disability were attended, and 6 professionals and 2 volunteers, who are work with disabled people. Some of them are known each other for years. Amongst the professionals one is parent of a disabled young people. Because of these relationships the results can be distorted.

1. What does the word disability mean to you?

The word disability means several things to participants:

- different ability
- a tag which is focusing on differences between people
- someone less able to do something
- someone face with problems of the life with different ability
- people with mental disability may not understand the meaning of it or they can't realize that it refers of a difference between people

2. Is any of you consider him/herself disabled?

Half of young people with disabilities do not consider themselves disabled, so they cannot identify themselves with the word. Most of them are aware of their conditions but they don't think about themselves as disabled people.

Participants in the professional group believe that people living with disabilities are made disabled by circumstances, in this way all people are disabled if they have to thrive in conditions that are not right for them.

3. What does the society think about people living with disability in your opinion?

According to the participants of the groups, people with disabilities are still invisible to society, even if they are noticed, they still turn to them with regret, mostly seeing them as a poor, a person in need. This is also because appearances are more important to people than being. They confirm that people with disabilities have limited opportunities for social participation.

4. In your opinion should people living with disability do something for a more tolerant society?

The vast majority of participants believe that people with disabilities also have a responsibility to make society more sensitive to the problems of people living with disabilities. There was only one participant who disagreed with this, who said it is society's responsibility to be more accepting in general.

5. In your opinion, what is the responsibility and task of those not living with disability, when we talk about a more inclusive society?

People should be more open. It would be important for them to be interested in the problems of people with disabilities. Society is insensitive in problems in general. It is necessary to develop services that help participation in society, e.g. personal assistance, barrier-free public transportation, etc. Participants focus mainly on the responsibility of each person.

6. What does the word interest mean in your opinion? 7. Do we need to advocate for our interest, in general?

Presumably, due to the translation of the context of the text the topic is less pronounced. The contents of interest related to power and position appeared little in the conversation, only economic interest appeared, by the way without the discussion of the role of economy, and oppression. Interest appears as an advantage, as an importance of something, also something which is interesting for the person. For this reason, in the next question (7.), the participants could not delve deeper, they stayed on the surface and stuck in the individual responsibility, individual advocacy. There were some voices about problems with structure of the system - like expenses which comes with disability, or one of the interviewee thought that many of the organisations who are there as a help wants to earn money, and just 20% of them really believe in that what they do, - they were not strengthened by the interviewer as a possible direction of discussion, because the following questions were built on this concept.

7. Who are the persons, or groups, against which a person living with disability must represent his/her interest?

There is legislation to support employment, but companies tend to pay the penalty instead of employment, so it is necessary to protect the interests of employees. According to one participant, civil advocacy organizations have such a role, mediating between the parties and helping to find suitable job for the disabled person.

Young people with disabilities are unable to express their views in this way. They mainly state that they should advocate for their rights against those who trample on them, those who do not even respect the possibilities provided by existing law (eg. designated parking spaces). Some believe that disabled people should defend their interests against all institutions for example schools, etc. There is also the view that much more could be achieved together than with individual struggles.

8. Are the interests of people living with disability and those who are not the same?

Participants disagree on this issue. Some say the interests are the same of all people, others don't because all people are different, so their interests are different. "I thought that it is not so much, the disability, the condition defines one's interests. Living with disability is a different life from others'. If I had been born in South Africa, I would have different interests from those who's born in Palermo. So the disabled person comparing himself to someone whose born in another situation, he has different interests to get used to their own life, which has conditioned you to seek different interests from others. You get used to it to situations, to things, in which the interest could be for example for you to enjoy a television program, while for another to go out and take drugs because otherwise does not get high, does not have fun. It depends on what one is used to doing, basically the disabled person has different motivations from an able-bodied person. He has different interests because he lived a life which is defined by his state." They don't seem to think in population, stratum, social groups, or class. They believe that it is in the common interest of people that all the people want to exist and want something out of life.

9. How effective are - in general - people living with disability in asserting their interest in your opinion?

In the first focus group the participant's opinions are divided, some of them thinks people living with disability have problem to be assertive. Some of them uncertain about this topic.

Experts thinks there can be major role of the organisations on this field: "I think they can assert themselves, but I also think that help is needed from the institutions. Disabled people need help because otherwise we won't be here talking about it. I can assert my interest with the help of the institutions and it takes help to create a path which can be used by others also helps others, repercussions.

Experts say people with disabilities are able to represent their interests. It is partly the support of the family, it is up to the environment in this, it is partly up to the institution to remind them that they can achieve what they want. It is believed that self-advocacy depends on the condition of the person with a disability, i.e. the type of disability, however, according to one expert, it all depends entirely on the individual, as there are many people with low advocacy and not disability. One expert risks that "A person has his own character and his own predisposition to achieve disability has nothing to do with their goals"

10. How effective you are - personally - in asserting your interest?

The majority of participants believe that they have good advocacy skills; however, it should be noted that the questioning technique (calling people to answer by name), which was presumably necessary due to the online situation, did not help to build trust. In this way it seems if they would have some doubts about their advocacy skills they couldn't tell it, because there was no space to expound their thoughts.

All the experts answer that they are very effective or effective enough in asserting their interest. Sometimes it is not easy, they say, sometimes we cannot be effective at 100% but we can reach high levels although with ups and downs, sometimes with difficulty, sacrifice and perseverance. A participant adds that sometimes the obstacle is the fear of failing.

11. In your opinion, what competencies a young person living with disability need for efficient advocacy?

In the three groups the participants mention the following empowerment, responsibility, determination, do not feel as disabled (explaining that the mind is the responsible of everything), to be aware of your own capacity - self-awareness, enterprise, education – knowledge, self-esteem and self-control, to be active, perseverance, dedication, passion, motivation, courage, strength, legal competencies, helpfulness, autonomy.

In the experts group one of them said this: “In my opinion it is not a question of skills, but if you want I will tell you that you have to know yourself”. Unfortunately, we don't know -because there was no space to ensure - that exactly what on depends, if not on abilities.

In all group there are basically three skills which were mentioned:

- self-awareness
- education (knowledge about culture, about life, about the world)
- motivation like entrepreneurial spirit, dedication, passion, etc.

12. When and how the competences mentioned in the previous answers they are developed?

In the experts group a youth animator answers that the previous competences can be developed continuing to try without being afraid to fail and never to give up, because people learn from their errors and the errors of others, too. From this statement other experts add that it is possible thanks to a good encouragement to success and to the support from the family, friends, schools

and institutions; the path of learning and developing lasts the whole life. A participant adds that another way to develop the previous competencies is to experience. All the participants agree with these answers and an educator wants to focus the attention on the importance for the person to stop and reflect on how to improve himself to act with more awareness working on specific objectives. They say there is only one important thing, which is really hard for them “Ask for advice, having the strength to ask for help.” This important statement points to the need for prosocial skills in advocacy.

13. What are the activities, behaviours supporting the efficiency of these competencies?

Participants believe that group or community activities are best, or activities which force the person to leave her/his comfort zone.

Very dominant in all the groups the places of socialization, and the gained experiences from life. “Never stopping, always doing things, which may seem trivial but which turns out to be the most important. Even going grocery shopping Go to the cinema, go to a football match, go in an association, go to church. All things in life are fundamental”

14. In your opinion, is it possible to support getting or strengthening these competencies in young adults?

In the experts group all the participants absolutely agree that it is possible to support getting or strengthening these competencies in young adults, but in one of the group of young adult participants are sceptical. Unfortunately, the interviewer didn't give them a chance to express more about their doubts.

15. What should be done to strengthen these competencies?

The experts say: to do everything with passion, to set precise objectives, perform activities which is interesting for the participants, give them a chance to gain experience, - to fail and - to learn from those mistakes, - to attend on courses, - activities, places to socialize.

An expert adds that people living with disability should try everything, even if that isn't a pleasant activity or that person doesn't believe that in her/his capability, because without trying people can't know their limits, and without experience people cannot really know what they prefer.

16. Who is responsible to support these competencies?

The experts agree that there is not a responsible but that everyone is responsible in a circular pattern: the associations, the family and friends, assistants, institutions, society. Often the attitude of the society is address people living with disability that they are angels or children, and this attitude lowering of self-esteem. Young people mostly think the same, in one case they mention the existence of the disabled individual's responsibility.

17. How can youth organizations - those without specific focus on disabilities - support young people living with disabilities in strengthening their advocacy capacities?

The experts agree that youth organizations could learn from those organizations whose work with disabled people. From their point of view, the youth organizations should approach to them, and together create collaborations which aims to support young people living with disability. Other participants add that youth organizations should learn how to involve people living with disabilities in a natural way, which helps them to feel the same as non-disabled people. Amongst the young participant many of them have very similar opinion, except one of them who think it's not possible for these organisation to involve young people living with disability.

18. Is there anything else that you would like to share about these topics not specifically addressed by the questions?

An expert answers that if the people continue consider that disability is a problem, then it is not possible to go on. It's a human right to have access the necessary tools of life, if disabled people cannot get this in a barrier free way they cannot do anything just stay at home. With all the difficulties the people living with disability must put themselves at risk! Because with so much strength, passion and courage it is possible to achieve anything.

An educator adds that there should be no prejudice and that a lot depend from the people living with disability himself; the educator explains that the people living with disability should transmit to the people around his character, he should show his personality that often is hidden by the disability; the educator says that the problem are the mental barriers because the architectural barriers can be turned down but the mental barriers are more complicated.

An expert closes the discussion with the sentence: "All different all equal".

Summary

1. We assume that young persons with disabilities think their parents have not supported their aspiration to autonomy since childhood.

The P-Pass questionnaire did not confirm the assumption. However, in the other questionnaires show the assumed stronger parental control, regardless of whether the young people themselves do not perceive it. Disabled NEET youth (47%) are more likely to have conflict with their parents than non-disabled NEET youth (11%) (N=65, Chi square test $p < ,007$, Phi ,393). For young NEETs with disabilities, most conflicts are caused by their parents being more likely to feel them inactive. Although these young people are more likely to have conflict with their siblings than their non-disabled peers. Young people with disabilities believe that they can always resolve their conflicts peacefully. Religion and family traditions are much more important for young people with disabilities. Authority – which can come from the age of a person- has a strong influence on their behaviour. Young people living with disabilities are more likely to believe that it is not appropriate to argue with older people. The young people in the sample are usually very strict. Although they consider themselves tolerant and peaceful, they believe that it is not the job of parents to pay their child's debts. As a result of all these - rigor, respect for authority, respect of traditions- the will in them to meet social expectations is stronger compared to non-disabled NEET youth. In non-disabled NEET youth, conflicts are more often caused by late absenteeism and substance abuse.

2. We assume that young persons with disabilities have less developed prosocial, cooperative, leadership, and competitive skills as a result of stronger parental influence, therefore, based on their motivational profile they need development in these areas.

The assumption was partially confirmed. Although they do not perceive parental control themselves, indirect phenomena suggest this, as mentioned above. The conflict questionnaire shows that young people primarily consider cooperation to be the most important conflict management ability. A small proportion of them believe that prosocial skills are also important in resolving conflicts, for example. Leadership and competitiveness are not considered important skills in conflict management. Of course, if defeating the other party is the goal during a conflict, then in that situation, the person will not effectively represent their interests. However, if there is a balance in each ability, advocacy will be successful. As we see there is no balance in their behaviour. They rarely agree with someone whom they think their opinion

is wrong, but at the same time, young people living with disabilities are significantly more likely to withdraw from a dispute, and thus from the solution, than their non-disabled peers. Rather, they do not express their resentment. In this way there is no cooperation, which they think as the most important skill in conflict resolution. To resolve conflicts, they tend to ask for the help of a person from outside who is a relative of them, however, asking for help is not typical at all in their families' conflict management. More often - and it is common in the sample - that conflicts are not talked about later. Based on the Motivation Profile, it can be seen that - looking back on their school years - they tend to think that they were more easily motivated by external rewards and feedback. This is especially true for NEET youth living with disabilities. It is also can be seen that having them to help others in the community has not acted as a motivating force. So they need external reinforcements, which can also be an indicator of lower self-efficacy. Social power as a motivating force is very low within the NEET sample, and it can be observed — however, should also be treated with caution because of the small size of the control sample — that the need for it is much lower in those who are no longer learning than in those who are still learners. In other words, this means that there is no internal need and no motivating factor to be leaders or to lead any group in the subsample of NEETs.

Those who have a stronger demand for leadership roles tend to stand up for their rights, more likely to enforce their will. Those who tend to stand up for others' rights usually have strong sense of community, compassion for others, and a strong commitment to the important common cause. Both of these – social-concern and social power as motivators- necessary to be an advocator (Kendrick, 2008).

3. A greater degree of parental control and underdeveloped assertive skills have a negative impact on disabled youths' social participation and skills to make friends.

We didn't succeed to show the parental control in direct way, on the other hand we've find examples which from we can conclude about them. Also we can see that young people with disability less motivated by social concern, and less motivated by the type of the task, but they very much need feedback, and tangible reward.

Most of the disabled people participated in integrated education, in this way they had the chance to build relationships with others, especially with non-disabled people. In the NEET sample there are no people living with disability who doesn't have friends, but young people living with disability significantly have less friends than non-disabled peers. They tend to maintain a friendship because of their own sense of importance, and this may indicate self-esteem

problems, a *more negative self-image*. In their case external expectations and social expectations play a stronger role in maintaining friendships than in the case of non-disabled young people, that doesn't mean they have less intrinsic motivation.

If we treat partly leisure time as space of social participation, we can clearly see young NEET people have different activities than non-disabled people in many ways. They are more likely to do passive things in their free time, and many of them don't do sport activities, or go out to the nature. It can happen that these activities are not accessible for them.

The focus groups confirm that young people living with disability have less chance to participate in social activities, however the vast majority of participants believe that people with disabilities also have a responsibility to make society more sensitive to the problems of people living with disabilities. Half of young people with disabilities do not consider themselves disabled, so they cannot identify themselves with the word. Most of them are aware of their conditions but they don't think about themselves as disabled people. To sum all these there are plenty of fields where needs to be done things, like renewing the concept of ability, and fighting for the equal accessibility of services, leisure activities, etc.

They recognise it is necessary to develop services that help participation in society, e.g. personal assistance, barrier-free public transportation, etc, but as we see from the samples of the questionnaires they aren't motivated by social-concern, and social power. They sum that many times people living with disability need help in advocacy from their family, from the local community and from specialised NGO's, but many of them think about themselves as a person who is able to stand up their rights.

In all group there are basically three skills which were mentioned which are necessary to be a good self-advocator:

- self-awareness
- education (knowledge about culture, about life, about the world)
- motivation like entrepreneurial spirit, dedication, passion, etc.

If we look back again the motivation part, we can see the difference between the measured data and these statements.

Another observation is that the participants of the focus groups concentrate primarily on the coping techniques of the individual, sometimes looking towards society, however, the

responsibility of the state, responsibility of society, and the work of the advocacy groups, expectation towards to them is hardly detailed.

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List of figures, tables

NEET people living with disability, Correlations^a

The mothers' behaviour of the respondents

OFFERING CHOICE WITHIN CERTAIN LIMITS EXPLAINING THE REASONS BEHIND THE DEMANDS, RULES, AND LIMITS BEING AWARE OF, ACCEPTING, AND RECOGNIZING THE CHILD'S FEELINGS" THREATENING TO PUNISH THE CHILD INDUCING GUILT ENCOURAGING PERFORMANCE GOALS RAI INDEX

Spearman's rho	OFFERING CHOICE WITHIN CERTAIN LIMITS	Correlation Coefficient	1,000	,151	,374*	-,148	-,308	-,353*	-,174
		Sig. (2-tailed)	.	,366	,021	,374	,060	,029	,296
		N	38	38	38	38	38	38	38
	EXPLAINING THE REASONS BEHIND THE DEMANDS, RULES, AND LIMITS	Correlation Coefficient	,151	1,000	,465**	-,511**	-,665**	-,475**	,468**
		Sig. (2-tailed)	,366	.	,003	,001	,000	,003	,003
		N	38	38	38	38	38	38	38
	BEING AWARE OF, ACCEPTING, AND RECOGNIZING THE CHILD'S FEELINGS"	Correlation Coefficient	,374*	,465**	1,000	-,220	-,401*	-,494**	,047
		Sig. (2-tailed)	,021	,003	.	,184	,013	,002	,777
		N	38	38	38	38	38	38	38
	THREATENING TO PUNISH THE CHILD	Correlation Coefficient	-,148	-,511**	-,220	1,000	,592**	,515**	-,350*
		Sig. (2-tailed)	,374	,001	,184	.	,000	,001	,031
		N	38	38	38	38	38	38	38
	INDUCING GUILT	Correlation Coefficient	-,308	-,665**	-,401*	,592**	1,000	,649**	-,103
		Sig. (2-tailed)	,060	,000	,013	,000	.	,000	,539
		N	38	38	38	38	38	38	38
	ENCOURAGING PERFORMANCE GOALS	Correlation Coefficient	-,353*	-,475**	-,494**	,515**	,649**	1,000	-,199
		Sig. (2-tailed)	,029	,003	,002	,001	,000	.	,231
		N	38	38	38	38	38	38	38
	RAI INDEX	Correlation Coefficient	-,174	,468**	,047	-,350*	-,103	-,199	1,000
		Sig. (2-tailed)	,296	,003	,777	,031	,539	,231	.
		N	38	38	38	38	38	38	38

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

NEET non-disabled people Correlations^a

The mothers' behaviour of the respondents		NEET non-disabled people Correlations ^a							
		OFFERING CHOICE WITHIN CERTAIN LIMITS	EXPLAINING THE REASONS BEHIND THE DEMANDS, RULES, AND LIMITS	BEING AWARE OF, ACCEPTING, AND RECOGNIZING THE CHILD'S FEELINGS"	THREATENING TO PUNISH THE CHILD	INDUCING GUILT	ENCOURAGING PERFORMANCE GOALS	RAI INDEX	
Spearman's rho	OFFERING CHOICE WITHIN CERTAIN LIMITS	Correlation Coefficient	1,000	,765**	,812**	-,210	-,426*	-,154	,490**
		Sig. (2-tailed)	.	,000	,000	,293	,027	,444	,010
		N	27	27	27	27	27	27	27
	EXPLAINING THE REASONS BEHIND THE DEMANDS, RULES, AND LIMITS	Correlation Coefficient	,765**	1,000	,888**	-,065	-,272	-,233	,387*
		Sig. (2-tailed)	,000	.	,000	,746	,170	,243	,046
		N	27	27	27	27	27	27	27
	BEING AWARE OF, ACCEPTING, AND RECOGNIZING THE CHILD'S FEELINGS"	Correlation Coefficient	,812**	,888**	1,000	-,079	-,345	-,260	,420*
		Sig. (2-tailed)	,000	,000	.	,695	,078	,191	,029
		N	27	27	27	27	27	27	27
	THREATENING TO PUNISH THE CHILD	Correlation Coefficient	-,210	-,065	-,079	1,000	,695**	,220	-,119
		Sig. (2-tailed)	,293	,746	,695	.	,000	,271	,553
		N	27	27	27	27	27	27	27
	INDUCING GUILT	Correlation Coefficient	-,426*	-,272	-,345	,695**	1,000	,468*	-,310
		Sig. (2-tailed)	,027	,170	,078	,000	.	,014	,116
		N	27	27	27	27	27	27	27
	ENCOURAGING PERFORMANCE GOALS	Correlation Coefficient	-,154	-,233	-,260	,220	,468*	1,000	,013
		Sig. (2-tailed)	,444	,243	,191	,271	,014	.	,949
		N	27	27	27	27	27	27	27
	RAI INDEX	Correlation Coefficient	,490**	,387*	,420*	-,119	-,310	,013	1,000
		Sig. (2-tailed)	,010	,046	,029	,553	,116	,949	.
		N	27	27	27	27	27	27	27

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

NEET people living with disability Correlations^a

The fathers' behaviour of the respondents		RAI INDEX	OFFERING CHOICE WITHIN CERTAIN LIMITS	EXPLAINING THE REASONS BEHIND THE DEMANDS, RULES, AND LIMITS	BEING AWARE OF, ACCEPTING, AND RECOGNIZING THE CHILD'S FEELINGS"	THREATENING TO PUNISH THE CHILD	INDUCING GUILT	ENCOURAGING PERFORMANCE GOALS
RAI INDEX	Correlation Coefficient	1,000	-,131	-,061	-,052	-,405*	-,153	-,331*
	Sig. (2-tailed)	.	,446	,725	,765	,014	,372	,049
	N	38	36	36	36	36	36	36
OFFERING CHOICE WITHIN CERTAIN LIMITS	Correlation Coefficient	-,131	1,000	,303	,739**	-,366*	-,324	-,129
	Sig. (2-tailed)	,446	.	,072	,000	,028	,054	,455
	N	36	36	36	36	36	36	36
EXPLAINING THE REASONS BEHIND THE DEMANDS, RULES, AND LIMITS	Correlation Coefficient	-,061	,303	1,000	,577**	-,186	-,348*	-,182
	Sig. (2-tailed)	,725	,072	.	,000	,277	,037	,289
	N	36	36	36	36	36	36	36
BEING AWARE OF, ACCEPTING, AND RECOGNIZING THE CHILD'S FEELINGS"	Correlation Coefficient	-,052	,739**	,577**	1,000	-,302	-,378*	-,102
	Sig. (2-tailed)	,765	,000	,000	.	,074	,023	,552
	N	36	36	36	36	36	36	36
THREATENING TO PUNISH THE CHILD	Correlation Coefficient	-,405*	-,366*	-,186	-,302	1,000	,529**	,479**
	Sig. (2-tailed)	,014	,028	,277	,074	.	,001	,003
	N	36	36	36	36	36	36	36
INDUCING GUILT	Correlation Coefficient	-,153	-,324	-,348*	-,378*	,529**	1,000	,710**
	Sig. (2-tailed)	,372	,054	,037	,023	,001	.	,000
	N	36	36	36	36	36	36	36
ENCOURAGING PERFORMANCE GOALS	Correlation Coefficient	-,331*	-,129	-,182	-,102	,479**	,710**	1,000
	Sig. (2-tailed)	,049	,455	,289	,552	,003	,000	.
	N	36	36	36	36	36	36	36

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Non-disabled NEET people Correlations^a

The fathers' behaviour of the respondents

	RAI INDEX	OFFERING CHOICE WITHIN CERTAIN LIMITS	EXPLAINING THE REASONS BEHIND THE DEMANDS, RULES, AND LIMITS	BEING AWARE OF, ACCEPTING, AND RECOGNIZING THE CHILD'S FEELINGS"	THREATENING TO PUNISH THE CHILD	INDUCING GUILT	ENCOURAGING PERFORMANCE GOALS	
RAI INDEX	Correlation Coefficient	1,000	,279	,235	,212	-,005	-,065	,035
	Sig. (2-tailed)	.	,158	,237	,289	,979	,748	,862
	N	27	27	27	27	27	27	27
OFFERING CHOICE WITHIN CERTAIN LIMITS	Correlation Coefficient	,279	1,000	,796**	,863**	-,202	-,459*	-,270
	Sig. (2-tailed)	,158	.	,000	,000	,312	,016	,173
	N	27	27	27	27	27	27	27
EXPLAINING THE REASONS BEHIND THE DEMANDS, RULES, AND LIMITS	Correlation Coefficient	,235	,796**	1,000	,841**	-,115	-,323	-,247
	Sig. (2-tailed)	,237	,000	.	,000	,566	,100	,214
	N	27	27	27	27	27	27	27
BEING AWARE OF, ACCEPTING, AND RECOGNIZING THE CHILD'S FEELINGS"	Correlation Coefficient	,212	,863**	,841**	1,000	-,195	-,465*	-,383*
	Sig. (2-tailed)	,289	,000	,000	.	,329	,015	,049
	N	27	27	27	27	27	27	27
THREATENING TO PUNISH THE CHILD	Correlation Coefficient	-,005	-,202	-,115	-,195	1,000	,853**	,685**
	Sig. (2-tailed)	,979	,312	,566	,329	.	,000	,000
	N	27	27	27	27	27	27	27
INDUCING GUILT	Correlation Coefficient	-,065	-,459*	-,323	-,465*	,853**	1,000	,809**
	Sig. (2-tailed)	,748	,016	,100	,015	,000	.	,000
	N	27	27	27	27	27	27	27
ENCOURAGING PERFORMANCE GOALS	Correlation Coefficient	,035	-,270	-,247	-,383*	,685**	,809**	1,000
	Sig. (2-tailed)	,862	,173	,214	,049	,000	,000	.
	N	27	27	27	27	27	27	27

Spearman's rho

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

