

## InGEPaST project

# “The Intersection of Gender and Ethnicity in Socio-Economic Participation in South Tyrol and Catalonia in Post-Pandemic Times”

WP1 – Deliverable D.2.1

“Report on the thematic analysis of empirical data”

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**Author: Dr. Alexandra Tomaselli**

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# 1 Project abstract and research questions

The InGEPaST project aims to explore the intersection of gender and ethnicity vis-à-vis socioeconomic participation in two substate units that share similar autonomous settings and societal challenges (South Tyrol and Catalonia) to provide innovative solutions for enhancing the access to employment, education, and social and public services of women and LGBTIAQ+ (lesbian, gay, bisexual, transgender, gender diverse, intersex, asexual, queer and questioning) individuals in a post-pandemic scenario.

InGEPaST's main hypothesis is that the adverse effects of the intersection of gender and ethnicity (particularly, in terms of socioeconomic participation, i.e., access to employment, education, and social and public services) have recently worsened vis-à-vis women and LGBTIAQ+ individuals due to both the pandemic and the precautionary safety measures (e.g., lockdowns, homeschooling, prohibition of gatherings) also in rich areas such as South Tyrol. Therefore, there is a need to understand how this intersection operates and relates also with other social drivers or conditions (e.g., age, class, degree of agency, disability, urban-rural reality) and external factors (e.g., prejudices, domestic division of labor, religion, gender-based violence).

InGEPaST adopts an interdisciplinary socio-legal approach and a qualitative methodology. It thus works with the real-world gender policies' stakeholders (women and LGBTIAQ+ individuals and their civil society organizations – CSOs) as well as with local policy-experts and makers by conducting empirical research in both South Tyrol and Catalonia.

InGEPaST proposes an applied research approach that innovatively bridges three areas of study (gender, minorities/stateless nations, and migration) that, with few exceptions, have been traditionally tackled separately. Moreover, it applies the lens of intersectionality to capture the layers of stratified discrimination that women and LGBTIAQ+ individuals may suffer from vis-à-vis their socioeconomic participation. In Europe, studies on intersectionality have mostly addressed the intersection of gender and work with regard to women and migration only, and, so far, little attention has been dedicated to the intersection of gender, ethnicity and work of LGBTIAQ+ individuals. InGEPaST positions itself in these scholarly lacunae and serves also as a socio-legal research vehicle to assess and promote the local application of the Sustainable Development Goals (SDGs) nos. 5 (gender equality), 8 (decent work and economic growth), 10 (reduced inequalities), and 16 (peace, justice and strong institutions) and of the three principles of universal values (human rights-based approach; leave no one behind; gender equality and women's empowerment).

Hence, InGEPaST main research question (RQ) is as follows: how do gender and ethnicity intersect vis-à-vis socioeconomic participation (i.e., access to employment, education and social and public services) of women and LGBTIAQ+ individuals in South Tyrol and Catalonia in light of the SDGs (nos. 5, 8, 10, and 16) and the three principles of universal values (human rights-based approach; leave no one behind; gender equality and women's empowerment)?

This RQ is further articulated into the following research sub-questions (SRQs):

1. What are the main social drivers and external factors that influence the intersection of gender and ethnicity in the socioeconomic participation of women and LGBTIAQ+ individuals in South Tyrol and Catalonia? How do they correlate, operate and differentiate?
2. What are the pros and cons of the existing (pre-pandemic) South Tyrolean and Catalan policies toward gender and ethnic socioeconomic participation? Should they be reshaped, and, if so, how?
3. How can the substate application of recovery policies or other substate/local policies and instruments promote socioeconomic participation of women and LGBTIAQ+ individuals in a post-pandemic scenario in South Tyrol and Catalonia, also in light of the SDGs (nos. 5, 8, 10, and 16) and the three principles?

## 2 This report

This report has a fourfold aim:

- first, it describes the process of the empirical research (WP2) that was carried out with CSOs in South Tyrol and Catalonia between April 2022 (month 4) and March 2023 (month 15) of the InGEPaST project;
- second, it presents a synthetic and preliminary thematic analysis of the primary data stemming from such empirical research;
- third, it provides the data analysis and results that are necessary to reply to the first of the abovementioned sub-research question by identifying which are the main social drivers and external factors that influence the intersection of gender and ethnicity in the socioeconomic participation of women and LGBTIAQ+ individuals in South Tyrol and Catalonia and how do they correlate, operate and differentiate;
- fourth, it supplies the data results that will serve to elaborate the InGEPaST project scientific articles that will be prepared following this deliverable (milestone M.4.4: submission of 2 scientific articles to peer-reviewed journals due for month 24).

Hence, the next sections present:

- the methodology (section 3), including the research techniques and the sampling strategies that were applied, and the data collection and the related ethical concerns;
- the data analysis, including the thematic analysis approach that was pursued, and the coding strategy (section 4);
- the data and sample description (section 5); and
- the data results (section 6).

## 3 Methodology

### 3.1 Introduction

InGEPaST adopts an interdisciplinary socio-legal approach and a qualitative methodology that derives from its research questions. More specifically, by applying and building upon the legal theory of intersectionality (Crenshaw 1989 and 1991; Collins 1990) and adhering to poststructuralist/postmodern feminist and queer theories, InGEPaST bridges the social sciences (interpretative) qualitative approach that collects and analyzes individual perceptions (Robson & McCartan 2016: 20, 24-25) with the legal qualitative methodology that analyses the “real-world” level of application and impact of legal instruments (e.g., policies) upon specific sectors of the society (Dobinson & Johns 2014: 19-21).

InGEPaST pursues such an approach because it aims to collect and study individual perceptions and contrasts them with the existing policies to provide innovative solutions for a post-pandemic scenario vis-à-vis socioeconomic participation of women and LGBTIAQ+ individuals in South Tyrol and Catalonia. While a quantitative approach may also serve to collect (measured) perceptions (e.g., based on a

questionnaire with Likert scales' answers), a qualitative approach allows for not only an in-depth analysis of such perceptions but also a higher degree of flexibility and fluidity that the quantitative approach tend to lack (Robson & McCartan 2016: 18) and that in InGEPaST has allowed to better identify the additional social drivers and the external factors that correlate, operate and differentiate within the intersection of gender and ethnicity.

The overall methodological approach and research design of the InGEPaST project are further specified in deliverable "D.1.2: Short report on fine-tuned methodology".<sup>1</sup>

### 3.2 Research techniques

For this part of the empirical research, InGEPaST has eventually adopted one main qualitative research technique, i.e., semi-structured individual and group interviews. More specifically, 43 qualitative semi-structured interviews were conducted with women and LGBTIAQ+ civil society organizations (CSOs) and their members in South Tyrol and Catalonia, both in rural and urban settings and including both locals and persons with a migratory background or one or the other, against some initial preidentified correlated social drivers and external factors of the intersection of gender and ethnicity (e.g., age, class, domestic division of labor, degree of agency, religion, stereotypes, urban-rural reality, gender-based violence, etc.).

Initially, the project planned to also realize four focus groups. However, this resulted to be unfeasible. This was due to CSOs many refusals, the lack of time to coordinate 5-7 CSOs agendas with their commitments, and other factors (see further below in section 3.3). I was aware this may happen, and this is why the InGEPaST project research design since the beginning was conceived as flexible,<sup>2</sup> that is, to adapt to fieldwork challenges and emerging needs such as those ones.

### 3.3 Sampling strategies

In this part of the empirical research with the CSOs, InGEPaST has employed a non-probability (or purposive) sampling strategy (Robson & McCartan 2016: 279). In particular, it has used the quota sampling (Robson & McCartan 2016: 280) to try reaching out to representatives of a high number of women and LGBTIAQ+ CSOs in relative proportions in both South Tyrol and Catalonia. The aim was to offer results that, albeit won't be statistically representative, anyhow offer an indication of the real-life experiences of women and LGBTIAQ+ vis-à-vis their access to employment, education, and social and public services in these two substate entities. InGEPaST also employed the snowball sampling (Robson & McCartan 2016: 281) insofar as some of the respondents that were identified in accordance with the

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<sup>1</sup> Deliverable D.1.2 (WP1) "Short report on fine-tuned methodology", doi: 10.5281/zenodo.6531565, <https://zenodo.org/record/6531565>.

<sup>2</sup> See further in section 4 of Deliverable D.1.2 (WP1) "Short report on fine-tuned methodology", doi: 10.5281/zenodo.6531565, <https://zenodo.org/record/6531565>.

quota sampling indicated other CSOs to contact and that were not initially identified and thus served as respondents as well.

In order to identify potential respondents, I have carried out a process of identification or “mapping” of the CSOs run by women and LGBTIAQ+ individuals in both in South Tyrol and Catalonia and that deal with their assistance, advocate or raise awareness of their rights by taking into consideration not only the project main focus (intersection of gender and ethnicity in access to employment, education and social and public services) but also those social drivers and external factors that correlate, operate and differentiate with such intersection.

I thus conducted a web-based search to identify the CSOs to contact to be interviewed.

In particular, for South Tyrol, I checked the following public lists:

- the public register of those CSOs working voluntarily in the third sector in South Tyrol;<sup>3</sup>
- the list of the municipality of Bolzano of the CSOs working voluntarily;<sup>4</sup>
- the list of CSOs that deal with migration and integration issues provided by the web portal of the Province of Bolzano;<sup>5</sup>
- the list of CSOs that deal with gender-based violence and are involved in the coordination group (*tavolo di coordinamento*) on the prevention of gender-based violence in South Tyrol in accordance to Provincial Law no. 13 of 2021.<sup>6</sup>

In the first two lists, I searched for the following keywords in Italian and German: woman (donna/Frau); LGBT; gender (genere/Geschlecht); migrant (migrant/Migranten); immigrants (immigrati/Einwanderer); integration (integrazione/Integration); and the three countries from where the majority of the people with a migratory background<sup>7</sup> come from in South Tyrol in accordance with the local statistics,<sup>8</sup> i.e., Albania/Albanien, Pakistan and Morocco (Marocco/Marokko).

I have also searched in three social media (Facebook, Instagram and Twitter) for the following words in Italian and German (a different search for each locality): “associazione donne Bolzano/Merano/Bressanone/Brunico”, “Frauen Verein/Verband Bozen/Brixen/Meran/Bruneck”, “LGBT Bolzano/Merano/Bressanone/Brunico”, “LGBT Bozen/Brixen/Meran/Bruneck”, “donne immigrate Bolzano/Merano/Bressanone/Brunico”, “Migrantinnen Bozen/Brixen/Meran/Bruneck” “Rom/Sinti Bolzano/Merano/Bressanone/Brunico”, “Rom/Sinti Bozen/Brixen/Meran/Bruneck”.

Finally, I used some of the contacts I had collected at the office of Women Empowerment of the Municipality of Bolzano.<sup>9</sup>

<sup>3</sup> Provincia Autonoma di Bolzano, “Registro del terzo settore”, <https://www.provincia.bz.it/famiglia-sociale-comunita/terzo-settore/organizzazioni-volontariato/ricerca-registro.asp>.

<sup>4</sup> Comune di Bolzano, “Elenco delle Associazioni e degli Organismi di partecipazione costituiti in forma associativa”, <https://opencity.comune.bolzano.it/Documenti-e-dati/Documenti-tecnici-di-supporto/S.1-Albo-delle-Associazioni>.

<sup>5</sup> Provincia Autonoma di Bolzano, “Le associazioni sul territorio”, <https://www.provincia.bz.it/famiglia-sociale-comunita/integrazione/lavoro-in-rete/la-societa-civile.asp>.

<sup>6</sup> Provincia Autonoma di Bolzano, “Tavolo di coordinamento per la prevenzione della violenza di genere”, <https://news.provincia.bz.it/it/news/tavolo-di-coordinamento-per-la-prevenzione-della-violenza-di-genere>.

<sup>7</sup> The term “with a migratory background” is used as the EC referred to it at [https://home-affairs.ec.europa.eu/networks/european-migration-network-emn/emn-asylum-and-migration-glossary/glossary/person-migratory-background\\_en](https://home-affairs.ec.europa.eu/networks/european-migration-network-emn/emn-asylum-and-migration-glossary/glossary/person-migratory-background_en).

<sup>8</sup> ASTAT, “Popolazione straniera residente – 2019”, [https://astat.provincia.bz.it/it/news-pubblicazioni-info.asp?news\\_action=300&news\\_image\\_id=1075716](https://astat.provincia.bz.it/it/news-pubblicazioni-info.asp?news_action=300&news_image_id=1075716).

<sup>9</sup> Women Empowerment Bolzano-Bozen, <https://www.facebook.com/webolzanobozen>.

For Catalonia, I used some of the contacts that I made during the week against LGBTphobia at my hosting university (Universitat Rovira i Virgili) in May 2022 and searched in three social media (Facebook, Instagram and Twitter) for the following words in Spanish and Catalan (a different search for each province): “feminista Barcelona/Tarragona/Girona/Lleida”, “colectivo feminista Barcelona/Tarragona/Girona/Lleida”, “col·lectiu feminista Barcelona/Tarragona/Girona/Lleida”, “LGBT Barcelona/Tarragona/Girona/Lleida”, “colectivo LGBT Barcelona/Tarragona/Girona/Lleida”, “col·lectiu LGBT Barcelona/Tarragona/Girona/Lleida”, “migrantes Barcelona/Tarragona/Girona/Lleida”, “mujeres migrantes Barcelona/Tarragona/Girona/Lleida”, “LGBT migrantes Barcelona/Tarragona/Girona/Lleida”, “8M” (that stands for 8 March), “17M” (that stands for 17 May, International Day against LGBTphobia), “25N” (that stands for 25 November, International Day for the Elimination of Violence Against Women), “romaní Barcelona/Tarragona/Girona/Lleida”, “gitanos Barcelona/Tarragona/Girona/Lleida”, “gitano Barcelona/Tarragona/Girona/Lleida”, “Barcelona/Tarragona/Girona/Lleida”, “queer gitano Barcelona/Tarragona/Girona/Lleida”

This “mapping” resulted in the identification of 29 CSOs in South Tyrol and 111 CSOs in Catalonia. This asymmetry is due to the size of the population of these two subnational units: Catalonia has 4 provinces (Barcelona, Girona, Lleida/Lerida and Tarragona) and is approx. 14 times the population of South Tyrol.<sup>10</sup>

Out of these CSOs, I selected and invited for an interview or a focus group 26 CSOs in South Tyrol and 82 CSOs in Catalonia: 30 CSOs working in Barcelona and its province, 19 CSOs in Tarragona and its province, 5 in Lleida/Lerida and its province, 7 in Girona and its province, and 3 –albeit with a seat in Barcelona– covering and working in the whole Catalonia. I had to invite a high number of CSOs in Catalonia because many never replied or refused to be interviewed. See table 3.1 below.

For both South Tyrol and Catalonia, the selection of the CSOs invited to be interviewed was based on the following criteria: balance between those composed and run by women and those formed and run by LGBTIAQ+ individuals; balance between those addressing local women and LGBTIAQ+ individuals (including, Roma and Sinti) and those targeting mainly women and LGBTIAQ+ individuals with a migratory background.

For selecting the CSOs in Catalonia, these additional criteria were followed in order to have a proportional indication for each province: size of population of each province; number of CSOs that were found in each province; balance among those dealing with all the LGBTIAQ+ spectrum and those having a specific target, that is, e.g., only for lesbian, transsexual or asexual individuals only. Moreover, for Barcelona, which alone collected the vast majority of identified CSOs, an additional criterion that was implied regarded the sector in which the CSOs were acting (e.g., employment, health, youth, families, education).

Those CSOs that were eventually excluded from the sample were those that were purely or mainly dealing with cultural issues, those without a physical seat or having very few and/or unreliable contact details (e.g., only a generic email address).

<sup>10</sup> 7,747,709 resident people in Catalonia against 533,267 in South Tyrol, in both cases registered at the end of 2022. Estadística oficial de Catalunya, “Població”, <https://www.idescat.cat/tema/xifpo>; Istituto provinciale di statistica ASTAT, “Demografia”, <https://astat.provincia.bz.it/it/popolazione.asp>.

	Barcelona and province	Tarragona and province	Girona and province	Lleida/ Lerida and province	Covering whole Catalonia	South Tyrol
Invited	30	19	7	5	3	26
Interviewed	11	7	3	3	3	16
Individual interviews	10	6	2	2	1	13
Group interviews	1	1	1	1	2	3
Total Catalonia	27					
Total South Tyrol	16					
Total individual interviews	34					
Total group interviews	9					
Total interviews	43					

Table 3.1: Number of CSOs invited and eventually interviewed divided per subnational entity, per province (within Catalonia), and per individual or group interviews

I started contacting the CSOs and conducting the interviews (WP2 of the InGEPaST project) in April 2022. In some cases, the invitation was sent up to 5 times via email or social media until November. The social media profiles of the project proved to be a very effective tool for communication since many CSOs that did not initially reply to my emails eventually answered via their social media profiles and many decided to participate.

I carried out interviews in four languages (German, Italian, Catalan and Spanish), in person or online (always asking which language the interviewee preferred), during the timetable according to the interviewees' preferences (which included many evenings) and travelled to all the four provinces in Catalonia.

As mentioned, focus groups resulted to be unfeasible. This was due not only to CSOs many refusals but, even when available, to the lack of time to coordinate 5-7 CSOs agendas with their commitments, especially considering that many were formed only by volunteers. Indeed, even for an individual interview, in some cases it took up to 5-6 months to finally set a date and realize the interview due to various commitments of the CSOs members. The incredible heat that hit Catalonia as well as other parts of Europe during summer 2022 did not help either. Moreover, many CSOs expressed their availability to be interviewed only if together with other CSOs' members (that is, a group interview) due to their internal horizontal setting.

I eventually carried out 16 individual or group semi-structured interviews to CSOs in South Tyrol (13 individual and 3 group interviews), and 27 individual or group semi-structured interviews to CSOs in Catalonia (the latest of which took place in January 2023; 21 individual and 6 group interviews), out of which: 11 working in Barcelona and its province, 7 CSOs in Tarragona and its province, 3 in Lleida/Lerida and its province, 3 in Girona and province, and 3 –albeit with a seat in Barcelona– covering and working in the whole Catalonia. See further details in the table 3.1 above.

### 3.4 Data collection and ethical concerns

InGEPaST touches upon two social (constructed) concepts and realities that are extremely sensitive, i.e., gender and ethnicity, as well as other social drivers, such as age or gender-based violence, that imply a high level of sensitiveness. It does involve human participants (respondents) that may self-identify and/or be socially or legally ascribed in one of these (fluid and plural) categories and/or others (e.g., LGBTIAQ+, with a migratory background) and thus provide me with personal and sensitive data.

Therefore, I had kept a reflective, respectful, and humble attitude and fully adhered and applied the [Eurac Research Core Ethics and Integrity Principles](#).<sup>11</sup>

In this frame, each (human) participant has duly received an information notice that explained details about the InGEPaST project and its methodology, research techniques and results, and on the data protection and privacy and the processing of the participant's personal data in accordance with EU Regulation 2016/679 (GDPR), incl., art. 9 on special categories of personal data (such as those on ethnic origins).

This information notice also included the consent forms to participate voluntarily in the project, the right to withdraw from the project and revoke the consent, to the processing of the personal data (including, special categories such as those on the ethnic origins), and to allow the researcher (myself) to take sound and video recordings (when applicable) for transcript purposes. The information notice and the consent forms were elaborated in cooperation with Eurac Research Legal Office to ensure the respect of all national, European, and international laws.

As principal investigator/researcher of InGEPaST, I have been responsible to hand in such information notice and collected signed consent forms from each participant before involving them in the project interviews. Each participant (respondent) has been pseudonymized through a numerical or alphabetical code that is reported in an encrypted file that contains the encryption key to which only myself and my supervisors at Eurac Research have access to.<sup>12</sup>

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<sup>11</sup> See further in deliverable D.1.2 (WP1) "Short report on fine-tuned methodology", doi: 10.5281/zenodo.6531565, <https://zenodo.org/record/6531565>.

<sup>12</sup> See further in deliverable D.1.1 (WP1) "Research Data Management Plan", doi: 10.5281/zenodo.6531621, <https://zenodo.org/record/6531621>.

## 4 Data analysis

### 4.1 The analysis approach

Following my qualitative methodology, I have applied two types of qualitative data analysis, that are the quasi-statistical approach and the thematic coding approach (Robson & McCartan 2016: 461). The former served to identify the frequency of those social drivers and external factors that influence the intersection of gender and ethnicity in the socioeconomic participation of women and LGBTIAQ+ individuals in South Tyrol and Catalonia and thus reply for the first part of sub-research question no. 1 (see above section 1). The latter supplied the evaluation on how these social drivers and external factors correlate, operate and differentiate within such intersection and thus provide an answer to the second part of sub-research question no. 1.

I am thus using the sequential list of five analytical moves that are recurrent in qualitative data analysis (Robson & McCartan 2016: 463) as follows: give labels (codes) to my data (semi-structured interviews' transcriptions); add reflections; identify patterns and themes; using themes to create small set of generalizations; and link generalizations to the theory. While the first three of these actions are reported in this deliverable, the latter two will be part of the InGEPaST project scientific articles that will be prepared following this deliverable (milestone M.4.4: submission of 2 scientific articles to peer-reviewed journals due for month 24).

Since InGEPaST pursues also a reflective approach, I have used the six-phase process of (reflexive) thematic analysis provided by Braun and Clarke (2021), that partly recalls the analytical moves mentioned above and consists in the following: "1) data familiarisation and writing familiarisation notes; 2) systematic data coding; 3) generating initial themes from coded and collated data; 4) developing and reviewing themes; 5) refining, defining and naming themes; and 6) writing the report" (Braun and Clarke 2021: 331).

Therefore, I have first familiarized with the data by reading and re-reading the transcriptions.

Second, I have generated initial codes and manually and systematically coded the transcriptions in the software NVivo. For my coding, I have used a deductive approach that however was open to the identification of further variables (Creswell 2012: 185). Hence, the codes have been mainly assigned according to the variables stemming from the schedules of the interviews and to other recurrent issues that were either directly or indirectly identified by the respondents and that refer to the intersection of gender and ethnicity and the additional social drivers and external factors that correlate, operate and differentiate within such intersection in access to employment, education and social and public services. The schedules were prepared in accordance with the theory of intersectionality (Creanshaw 1989 and 1991) and the evidence provided in the studies on socio-economic participation of minorities, women and LGBTIAQ+ individuals, also those with a migratory background (Henrard 2010; Daly 2020; Kapoor 2020; Badgett et al. 2021). The number of codes is considerable but concise, and efforts have been made to avoid the so-called "coding-trap". Some codes have been grouped into codes' families.

Third, I have grouped codes and identified initial themes that were also partially deriving from the interviews' schedules following my deductive but open approach.

Fourth, I have developed and reviewed themes and I have observed how and how often the themes are dealt with and reported by the participants (respondents) by using two main tactics (Robson & McCartan 2016: 476): noting patterns, themes, and trends; and setting plausibility.

Fifth, I have gone through the coded data extracts another time to check that the themes and the data reflect and support each other and refined, defined, and named such themes.

Sixth, I have written the current report.

## 4.2 The coding strategy

While the intersection of gender and ethnicity of women and LGBTIAQ+ individuals is the independent variable of the whole InGEPaST study, their socioeconomic participation (in terms of their access to work, education and social and public services) and the additional social drivers and external factors that impact on these accesses constitute the dependent variables. Hence, as mentioned above, I have used a deductive but open approach for coding by using such variables identified in the semi-structured interviews' schedules.

The interviews' schedules were organized in four main sections, as follows: employment, education, social and public services and additional social drivers and external factors.

The schedules differed slightly according to the target of the CSOs to interview, i.e., if it addressed local women or LGBTIAQ+ individuals, or women or LGBTIAQ+ with a migratory background. I have identified and used these four socially constructed categories of analysis in accordance with the "intercategorical" approach of intersectionality proposed by McCall (2005: 1784-85) and that uses social categories but in a critical way and only to the extent that allows to explore how inequalities exist between and across (social) groups and thus make comparison among them.<sup>13</sup>

I have used the term "local" to refer to women and LGBTIAQ+ individuals that were citizens of South Tyrol or Catalonia irrespective of their mother tongue. I have treated the situation of Roma and Sinti women and LGBTIAQ+ individuals in accordance with their legal status thus attributing them as either local or with a migratory background.<sup>14</sup> In both cases of employment and education, a specific code was dedicated to those women and LGBTIAQ+ individuals with a migratory background but of second generation (thus born and raised in South Tyrol or Catalonia but with parents or family born or raised in another country outside Italy or Spain).

Under employment, I asked about potential issues to access to jobs, any or recurrent problems and cases of discrimination at the workplace, and the effects of the pandemic on today's working situation. An additional variable that emerged was being a transperson and how this affected the work life.

For education, I asked if there were problematic issues in accessing education institutions (schools, universities) or training, if discriminatory practices occur at schools or in the university settings, and if there were schools or curricula that were considered more apt than others for and by women or LGBTIAQ+ individuals. In this case, emerging codes regarded the different types of schools (with regard to grade and types of funding), the (positive or negative) role of professors, and the situation of trans-students.

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<sup>13</sup> See further in deliverable D.1.2 (WP1) "Short report on fine-tuned methodology", doi: 10.5281/zenodo.6531565, <https://zenodo.org/record/6531565>.

<sup>14</sup> On the term "with a migratory background", see note 7.

Under social and public services,<sup>15</sup> I have focused on three main services: health assistance, housing and transports. For both local women and those with a migratory background I later added a general category on other services (e.g., social workers' service) and another on child services.

The social drivers that I have initially pre-identified, and thus became codes, were: age, agency, class, languages, origins and the rural-urban reality. Additional drivers (and codes) that emerged are: legal status, level of education, health issues, and drug consumption. All these conditions have been labeled as "social drivers" since they are markers that describe the personal situation of the women and the LGBTIAQ+ individuals that are the target of the interviewed CSO at the moment of the interview and may influence their access to work, education and social and public services. All these social drivers can play a positive or negative effect on access to work, education and social and public services.

Under external factors, I had preidentified those conditions that exert an external influence on or directly or indirectly affect the target of the interviewed CSO in their access to work, education and social and public services by focusing on the role of: prejudices, stereotypes and racism with a differentiation into sexism, ableism and heteronormativity (later, I added antigypsyism and transphobia); religion; CSOs, schools and universities, and of (public) institutions (including, state bodies such as police, the judiciary, the public administration, the municipalities as well as national and local laws and policies); family of origin and of informal networks (e.g., friends, neighbors); awareness raising and of referees (in the sense of models from which to take inspiration from, e.g., women employed in jobs that are considered traditionally run by males); social media in finding a job or access education, training and services; and of gender-based violence (incl., online hate speech). Later, I added the role of family reconciliation and separation-divorce for both local women and those with a migratory background, and the role of social aids, labour exploitation and human trafficking for the latter. Also in this case, some of these external factors can play a positive or negative effect on access to work, education and social and public services.

Some final codes regard the proposals made and put forward by the interviewees with regard to potential changes in the three fields of employment, education and social and public services for women and LGBTIAQ+ individuals and that will be completed and collected by other proposals put forward by policy experts and makers and that will be inserted in the final deliverable of InGEPaST "D.4.4: set of recommendations/policy indications on ethnic and gender socioeconomic participation addressed to South Tyrolean policymakers" due to month 24.

Finally, I decided to have the same set of codes for the four categories, but only when relevant. This is because I preferred not to classify as NVivo cases the different interviews along the four categories of analysis because some interviews were covering both or more aspects of those (e.g., a local LGBT organization that talks also about LGBT migrants). If one or more codes were missing or not covered by any of the interview it suggested that the issue covered by that code (e.g., "other external factors> LocalLGBT drug consumption") was not relevant for the other categories.

Moreover, having the same coding for the four categories helps to make comparisons across categories. This is particularly relevant to understand how relevant a code is across categories (e.g., the role of gender-based violence for all the categories) and can be done by exporting the excerpts of the interviews for that code for each category. Vice versa, if I had opted for having just one set of codes for all the interviews, I would have had excerpts of the interviews without any differentiation from one category to another, and it would have been extremely difficult to reconstruct a posteriori how relevant was a code for just one category (e.g., age only for women with migratory background). This is

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<sup>15</sup> For social and public services, I refer to those services that are required for satisfying the needs of the collectivities. Translated from Treccani, "Servizi pubblici", <https://www.treccani.it/enciclopedia/servizi-pubblici>.

particularly important in view of the preparation of the InGEPaST project scientific articles (milestone M.4.4: submission of 2 scientific articles to peer-reviewed journals due for month 24).

Hence, the tables 4.1-4.4 below report the codes exported by NVivo with the frequency of the code in the files (i.e., the interviews) and per number of coded phrases or paragraphs (references). For keeping the text concise and since the codes were repeating among categories, the different codes for women and LGBTIAQ+ individuals with a migratory background are labelled “MigrWomen” and “MigrLGBT”, respectively. For the same reasons, the codes referring to the situation of LGBTIAQ+ individuals are labeled and abbreviated to “LGBT” but this does not absolutely mean that the situation of intersex, asexual, queer and questioning individuals was ignored, rather the contrary.

The themes are the labels that are numbered and highlighted in italics.

<b>Women_Local</b>		
Name	Files	References
<i>1_LocalWomen_work issues</i>		
LocalWomen access to work	23	194
LocalWomen issues at work	21	101
LocalWomen work & economic crisis	1	1
LocalWomen work & pandemia	9	17
<i>2_LocalWomen_education</i>		
LocalWomen access to training-schools-universities	12	40
LocalWomen issues at school	12	27
LocalWomen role professors	8	11
LocalWomen types of schools	12	20
<i>3_LocalWomen_social-public services</i>		
LocalWomen child services	10	13
LocalWomen health assistance	17	43
LocalWomen housing	18	58
LocalWomen other services	12	29
LocalWomen transports-distances	9	25

<i>4_LocalWomen_other social drivers</i>		
LocalWomen age	21	65
LocalWomen agency	16	49
LocalWomen class	18	75
LocalWomen health issues	6	9
LocalWomen languages	17	32
LocalWomen level of education	8	28
LocalWomen origins	6	13
LocalWomen role village belonging	2	2
LocalWomen rural-urban	14	34
<i>5_LocalWomen_role external drivers-actors</i>		
LocalWomen family reconciliation	18	56
LocalWomen prejudices-stereotypes	18	59
LocalWomen ableism	16	20
LocalWomen antigypsyism	4	85
LocalWomen family roles' division	17	59
LocalWomen sexism	22	90
LocalWomen religion	12	15
LocalWomen role associations	20	117
LocalWomen associations effects pandemia volunteering	2	2
LocalWomen role awareness raising	14	28
LocalWomen role family of origin	5	21
LocalWomen role informal networks	8	15
LocalWomen role institutions	20	121

LocalWomen role referees	7	10
LocalWomen role schools-universities	17	34
LocalWomen separation-divorce	3	9
LocalWomen social media	9	13
LocalWomen gender-based violence	19	152
<b>6_LocalWomen_Proposals for change</b>		
LocalWomen_other_proposals	4	5
LocalWomen_Proposals_education	16	49
LocalWomen_Proposals_employment	11	21
LocalWomen_Proposals_services	15	45
LocalWomen_Proposals_health assistance	5	10
LocalWomen_Proposals_housing	6	8

Table 4.1: Codes of local women

<b>Women_MigratoryBackground</b>		
Name	Files	References
<i>1_MigrWomen_work issues</i>		
MigrWomen 2nd generation work	13	31
MigrWomen access to work	24	202
MigrWomen issues at work	21	81
MigrWomen work & pandemia	8	13
<i>2_MigrWomen_education</i>		
MigrWomen 2nd generation education	9	15
MigrWomen access to training-schools-universities	14	34

MigrWomen issues at school	8	16
MigrWomen role professors	3	3
MigrWomen types of schools	4	7
<i>3_MigrWomen_social-public services</i>		
MigrWomen child services	8	18
MigrWomen health assistance	20	51
MigrWomen housing	21	92
MigrWomen other services	11	25
MigrWomen social aids	8	11
MigrWomen transports-distances	5	6
<i>4_MigrWomen_other social drivers</i>		
MigrWomen age	13	25
MigrWomen agency	16	45
MigrWomen class	20	42
MigrWomen health issues	10	17
MigrWomen languages	25	80
MigrWomen legal status	19	38
MigrWomen level of education	11	29
MigrWomen origins	20	60
MigrWomen rural-urban	9	13
<i>5_MigrWomen_role external drivers-actors</i>		
MigrWomen exploitations	13	31
MigrWomen family reconciliation	15	38
MigrWomen human trafficking	4	15

MigrWomen prejudices-racism	19	103
MigrWomen ableism	6	10
MigrWomen antigypsyism	2	7
MigrWomen appearance	11	32
MigrWomen family roles' division	17	35
MigrWomen sexism	17	52
MigrWomen religion	15	23
MigrWomen role associations	19	89
MigrWomen associations & covid	1	2
MigrWomen role awareness raising	11	17
MigrWomen role family of origin	8	13
MigrWomen role informal networks	14	21
MigrWomen role institutions	19	115
MigrWomen role schools-universities	10	20
MigrWomen social media	7	7
MigrWomen gender-based violence	15	134
<i>6_MigrWomen_Proposals for change</i>		
MigrWomen_other_proposals	5	9
MigrWomen_Proposals_education	15	45
MigrWomen_Proposals_employment	12	27
MigrWomen_Proposals_services	10	50
MigrWomen_Proposals_health assistance	7	14
MigrWomen_Proposals_housing	9	19

Table 4.2: Codes of women with migratory background

<b>LGBT_Local</b>		
Name	Files	References
<i>1_LocalLGBT_work issues</i>		
LocalLGBT access to work	16	88
LocalLGBT issues at work	14	80
LocalLGBT work & pandemia	4	9
LocalTrans-people & work extra burden	16	59
<i>2_LocalLGBT_education</i>		
LocalLGBT access to schools-universities	5	6
LocalLGBT issues at school-university	15	62
LocalLGBT role professors	12	21
LocalLGBT types of schools	13	37
LocalTrans-people edu extra burden	4	5
<i>3_LocalLGBT_social-public services</i>		
LocalLGBT health assistance	14	54
LocalLGBT housing	12	29
LocalLGBT housing trans extra burden	4	5
LocalLGBT other services	3	7
LocalLGBT transports-distances	3	9
<i>4_LocalLGBT_other social drivers</i>		
LocalLGBT age	10	27
LocalLGBT agency	10	18
LocalLGBT class	11	18
LocalLGBT drug consumption	1	6

LocalLGBT health issues	9	28
LocalLGBT languages	11	18
LocalLGBT level of education	2	4
LocalLGBT origins	3	3
LocalLGBT role village belonging	5	14
LocalLGBT rural-urban	13	48
<i>5_LocalLGBT_role external drivers-actors</i>	0	0
LocalLGBT prejudices-stereotypes	19	142
LocalLGBT ableism	13	27
LocalLGBT antigypsyism	2	6
LocalLGBT appearance	8	17
LocalLGBT heteronormativity	17	72
LocalLGBT transphobia	10	24
LocalLGBT religion	15	36
LocalLGBT role associations	17	104
LocalLGBT role awareness raising	10	30
LocalLGBT role family of origin	12	44
LocalLGBT role informal networks	4	8
LocalLGBT role institutions	15	90
LocalLGBT role referees	9	18
LocalLGBT role schools-universities	13	52
LocalLGBT social media	6	9
LocalLGBT gender-based violence	16	40
<i>6_LocalLGBT_Proposals for change</i>		

LocalLGBT_other_proposals	5	7
LocalLGBT_Proposals_education	16	50
LocalLGBT_Proposals_employment	6	9
LocalLGBT_Proposals_services	8	26
LocalLGBT_Proposals_health assistance	5	10
LocalLGBT_Proposals_housing	5	7

Table 4.3: Codes of local LGBTIAQ+ individuals

<b>LGBT_MigratoryBackground</b>		
Name	Files	References
<i>1_MigrLGBT_work issues</i>		
MigrLGBT 2nd generation work	3	3
MigrLGBT access to work	11	29
MigrLGBT at work	3	4
MigrLGBT work & pandemia	2	2
Trans&Migrant & work	9	23
<i>2_MigrLGBT_education</i>		
MigrLGBT 2nd generation education	2	3
MigrLGBT access to school-university	3	3
<i>3_MigrLGBT_social-public services</i>		
MigrLGBT health assistance	4	6
MigrLGBT housing	5	14
MigrLGBT other services	3	3
<i>4_MigrLGBT_other social drivers</i>		

MigrLGBT age	4	6
MigrLGBT agency	2	2
MigrLGBT class	4	7
MigrLGBT health issues	2	3
MigrLGBT languages	7	14
MigrLGBT legal status	7	20
MigrLGBT level of education	1	1
MigrLGBT origins	7	13
<i>5_MigrLGBT_role external drivers-actors</i>		
MigrLGBT prejudices-racism	10	19
MigrLGBT ableism	1	1
MigrLGBT appearance	2	2
MigrLGBT heteronormativity	6	8
MigrLGBT religion	6	11
MigrLGBT role associations	8	18
MigrLGBT role family of origin	5	7
MigrLGBT role informal networks	2	5
MigrLGBT role institutions	5	13
MigrLGBT gender-based violence	6	8
<i>6_MigrLGBT_Proposals for change</i>		
MigrLGBT_Proposals_education	1	3
MigrLGBT_Proposals_employment	1	1
MigrLGBT_Proposals_services	0	0
MigrLGBT_Proposals_health assistance	2	2
MigrLGBT_Proposals_housing	1	2

Table 4.4: Codes of LGBTIAQ+ individuals with a migratory background

## 5 Data and sample description

As mentioned in section 3.3, I have eventually interviewed 16 CSOs in South Tyrol and 27 in Catalonia.

It must be specified that one interview of Girona and province eventually covered two CSOs, i.e., the individual person that was interviewed talked about the action of two CSOs of this province. In three other cases, one for Tarragona, one for Barcelona, and one for South Tyrol, the CSOs asked to be interviewed twice but by interviewing different individuals. However, the following figures represent the number of interviews that were done and describe this sample by showing the following elements:

- Interviews: types of interviews and distribution per subnational entity and per province within Catalonia – figures 5.1.1-5.1.2;
- Types of interviewed CSOs: action/activity, target, type of funding and areas of intervention – figures 5.2.1-5.2.4;
- Individual interviewees: mother tongue, self-identification per gender and role in CSOs – figures 5.3.1-5.3.3.

### 5.1 Interviews

I have run 43 semi-structured interviews with women and LGBTIAQ+ CSOs in South Tyrol and Catalonia, out of which 9 group interviews and 34 individual interviews as showed in figure 5.1 below.

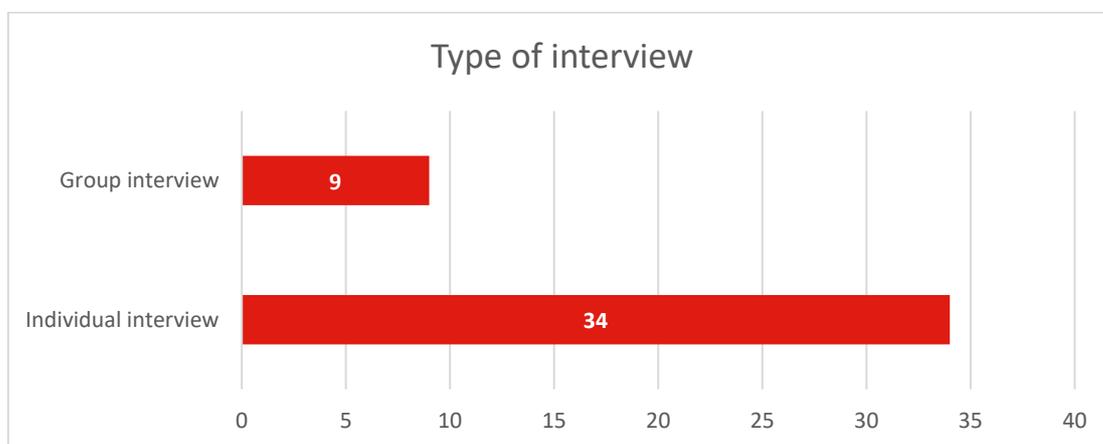


Figure 5.1.1: Type of interview

Out of the 43 interviews, as mentioned, I have run 16 interviews in South Tyrol and 27 in Catalonia. The figure 5.2 below shows the distribution of interviews per province.

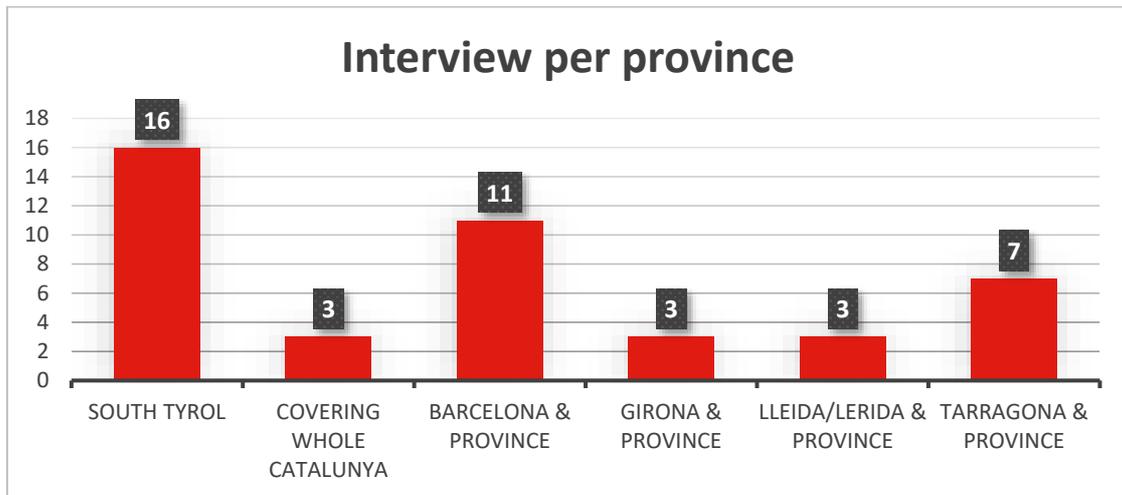


Figure 5.1.2: Interview per province

This figure 5.2 shows that a large majority of the interviewees cover Barcelona and its province, although all the provinces in Catalonia were eventually represented as numerically specified in the figure.

## 5.2 Types of interviewed CSOs

The CSOs that were eventually interviewed had different types of action/activity, target, type of funding and areas of intervention as shown in the figures and tables below.

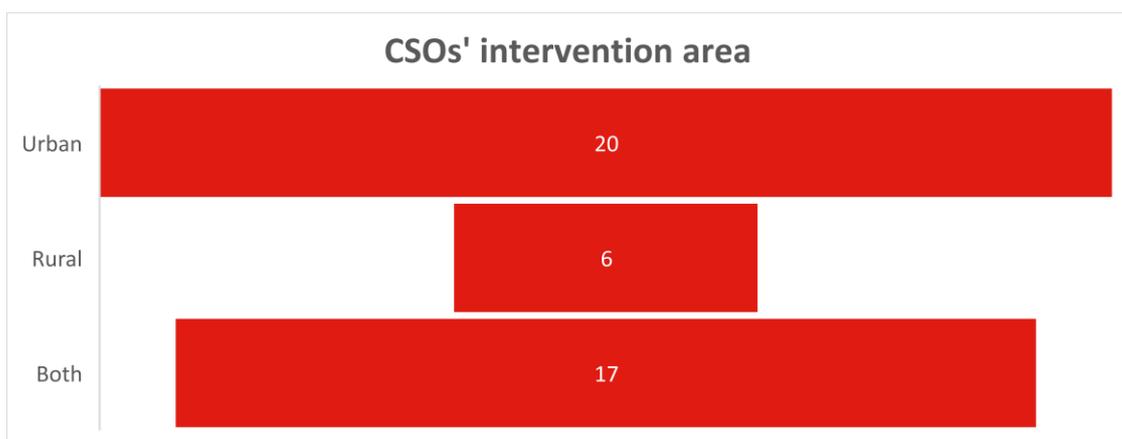


Figure 5.2.1: Area of intervention of interviewed CSOs

This figure 5.2.1 shows that a large majority of the CSOs that I have interviewed are acting or conducting their activities in urban areas, while many work in both rural and urban areas, and a minority focus on rural areas.

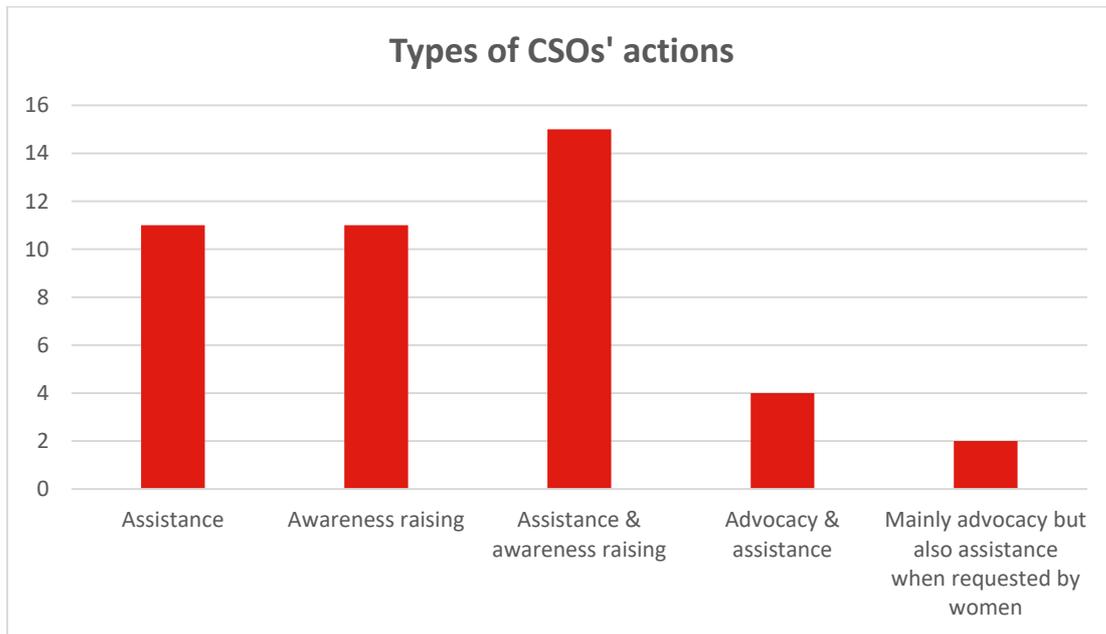


Figure 5.2.2: Types of action or activity run by the interviewed CSOs

Figure 5.2.2 shows the type of action or activity that are run by the CSOs I have interviewed. Many are engaged in providing assistance to and raise awareness on women and LGBTIAQ+ individuals and issues or one or the other, while some were dealing with advocacy and/or assistance when required (in this case, by women only).

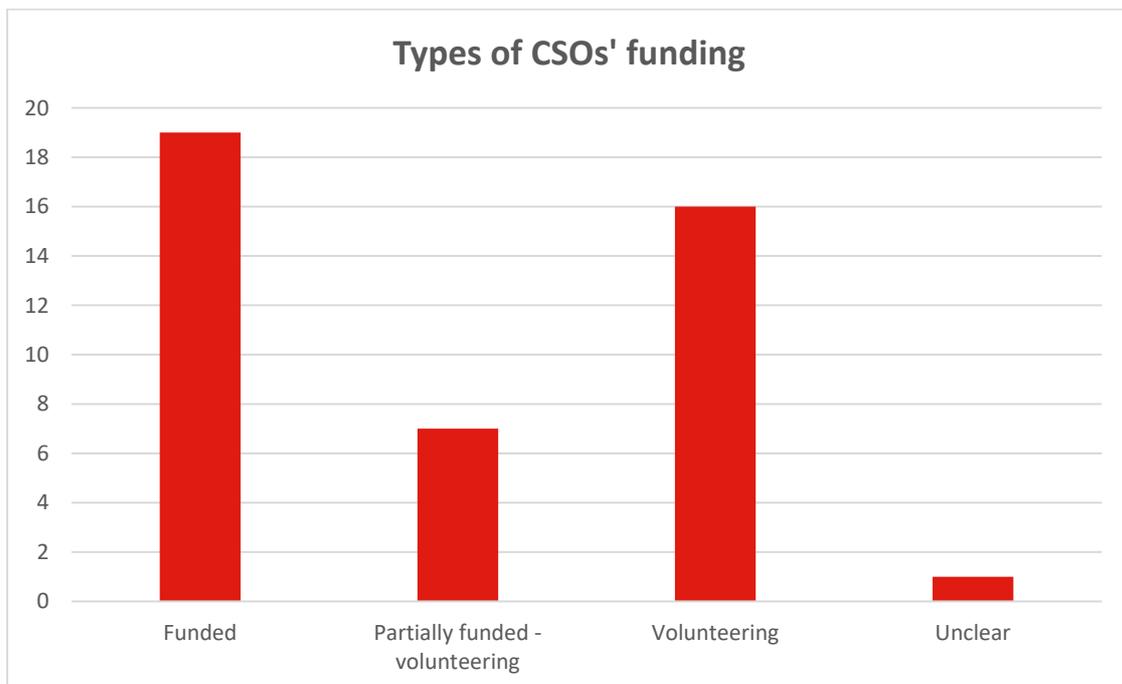


Figure 5.2.3: Type of funding of interviewed CSOs

This figure 5.2.3 shows that the majority of the interviewed CSOs were funded or at least partially funded by many of them uniquely based on voluntary work. This indirectly shows how important continues to be the role of volunteering in women and LGBTIAQ+ issues.

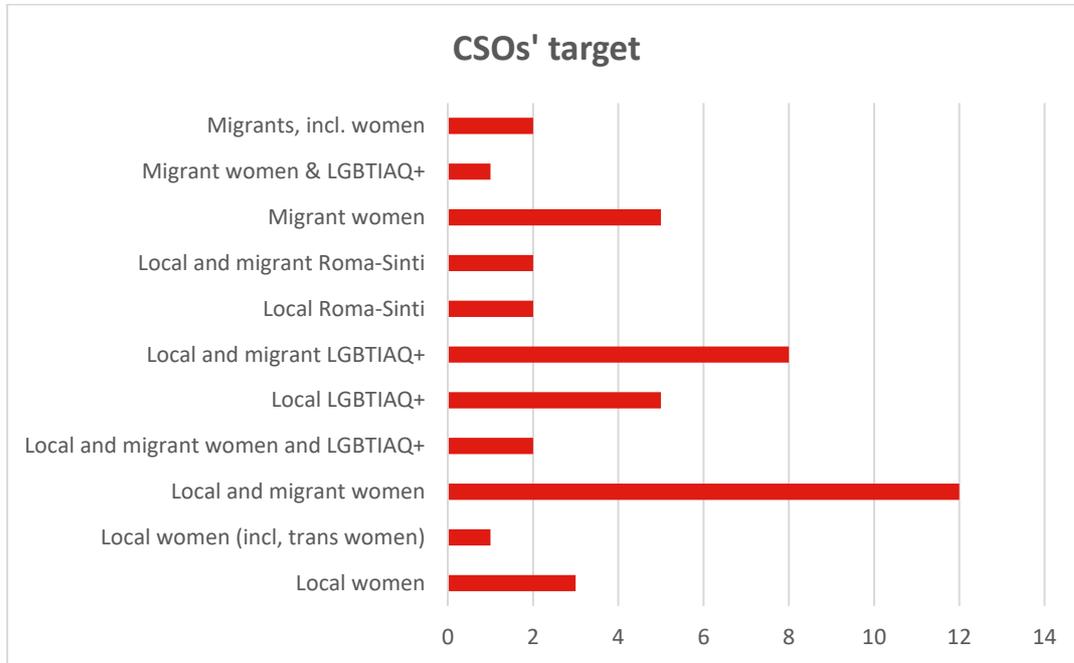


Figure 5.2.4: Target of the interviewed CSOs

Finally, this figure 5.2.4 shows the target of the interviewed CSOs, that is, with which type of stakeholder they are working with. The majority are engaged with local and migrant women or local and migrant LGBTIAQ+ individuals or one of the two, while the others deal with other beneficiaries as numerically shown in the figure.

### 5.3 Individual interviewees

Since I have run 9 group interviews (see above), I have eventually interviewed 59 individuals from different CSOs. In the figures 5.3.1-5.3.3 below they are described per mother tongue, self-identification per gender and their role in the interviewed CSOs.

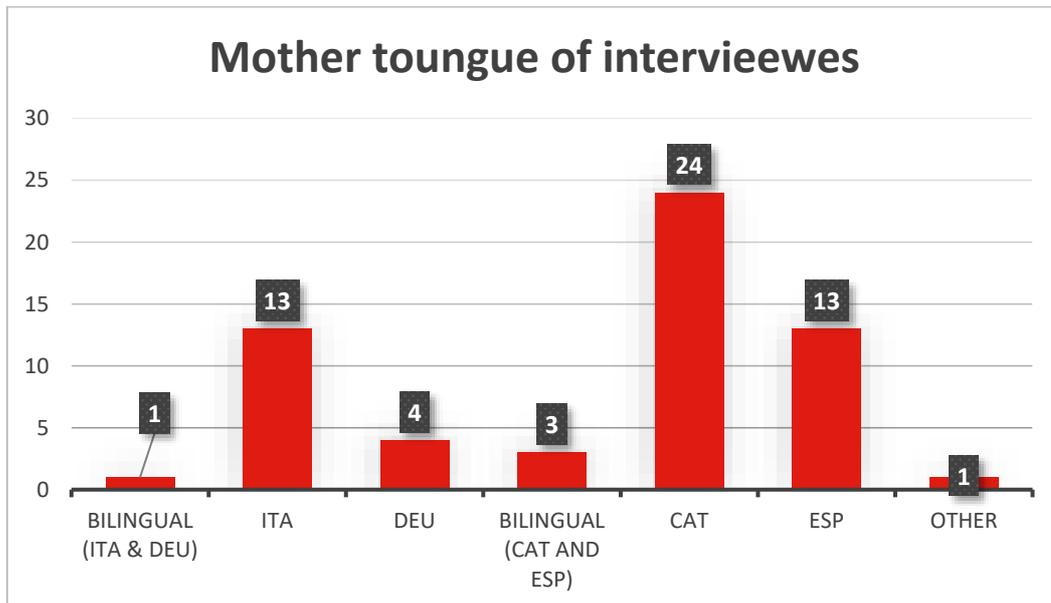


Figure 5.3.1: Mother tongue of interviewees

This figure 5.3.1 shows that a large majority of the interviewees were Catalan or Italian speakers, although some were also from other linguistic groups as specified in the numbers inserted in the figure.

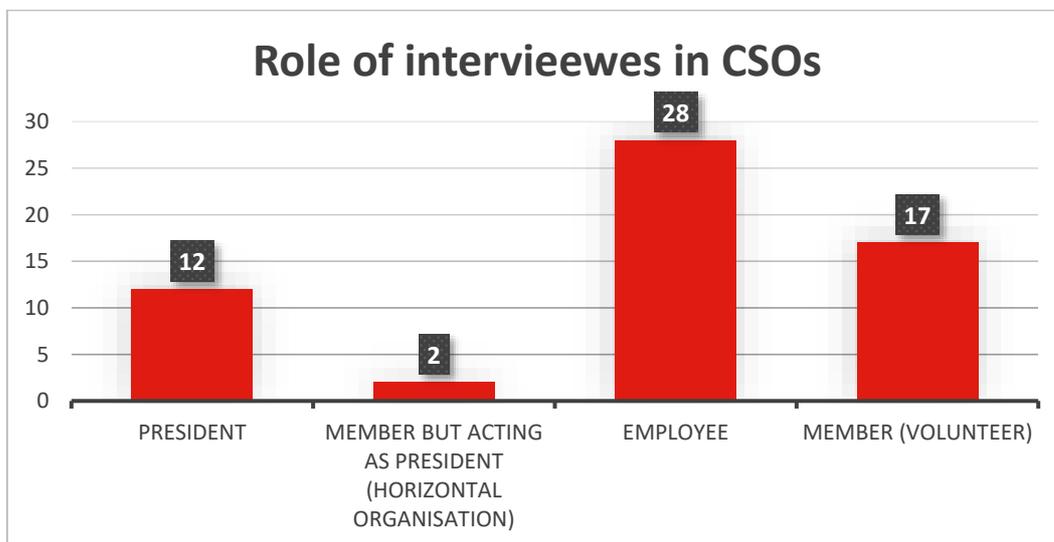


Figure 5.3.2: Role of interviewees in their CSOs

This figure 5.3.2 shows that the majority of the interviewees were employed by the CSO, although many were also volunteers or Presidents (or acting as such) as specified in the numbers inserted in the figure.

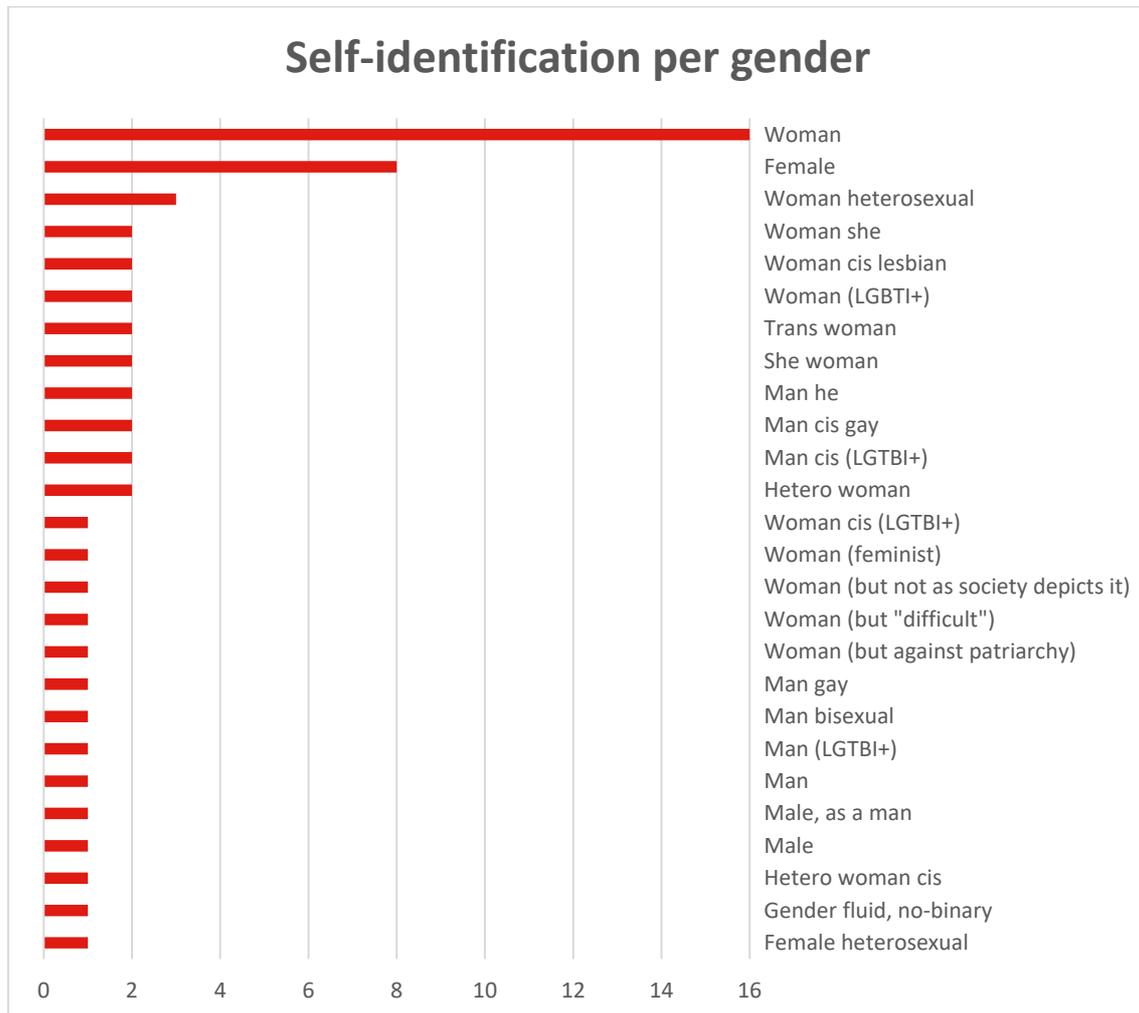


Figure 5.3.3: Self-identification per gender of interviewees

This figure 5.3.3 shows the self-identification per gender of the interviewees. Each interviewee was asked to freely self-identify from the point of view of "gender". Thus, the reply was left to free interpretation to each interviewee. The majority of the interviewees eventually self-identified as woman or female, also due to the high number of CSOs dealing with women (see figure 5.2.4 above). However, the variety of self-identification indirectly show how gender is more and more perceived as not only a binary subdivision but also related to gender fluidity and to the own sexual orientation as a marker of gender identity.

## 6 Data results

As mentioned in section 4.1, I have applied two types of qualitative analysis, that are the quasi-statistical approach and the thematic coding approach (Robson & McCartan 2016: 461) to reply to sub-research no.1 that reads as follows:

1. What are the main social drivers and external factors that influence the intersection of gender and ethnicity in the socioeconomic participation of women and LGBTIAQ+ individuals in South Tyrol and Catalonia? How do they correlate, operate and differentiate?

The first part of this sub-research question is thus answered by figures 6.1.1-6.1.4 in section 6.1 that report the frequency of those social drivers and external factors that influence the intersection of gender and ethnicity in the socioeconomic participation of women and LGBTIAQ+ individuals in South Tyrol and Catalonia.

The second part of this sub-research question requires an evaluation on how these social drivers and external factors correlate, operate and differentiate within the above-mentioned intersection. Figures 6.2.1-6.2.4 in section 6.2 show such correlations and which social drivers and external factors eventually affect more incisively the access to work, education, and social and public services of women and LGBTIAQ+ individuals in South Tyrol and Catalonia.

Since InGEPaST has an exploratory nature,<sup>16</sup> to illustrate and justify the analysis I have inserted also extended citations in the original language of the interviews.

Indeed, I am conscious of some bias that may regard some of these social drivers and external factors. For instance, discrimination due to ableism is quite low since the number of interviewed CSOs dealing with women or LGBTIAQ+ individuals with disabilities is lower than others, e.g., those CSOs dealing with gender-based violence. The same applies for the LGBTIAQ+ individuals with a migratory background.

At the same time, I am well-aware that in many cases some codes have been generalized, especially those dealing with different aspects of discrimination. This was due to the need of clustering the interviewees' perceptions.

Hence, as mentioned in section 3.3 and in the project methodology,<sup>17</sup> these results are indicative and not representative.

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<sup>16</sup> See section 3.2 of deliverable D.1.2 (WP1) "Short report on fine-tuned methodology", doi: 10.5281/zenodo.6531565, <https://zenodo.org/record/6531565>.

<sup>17</sup> See section 5 of deliverable D.1.2 (WP1) "Short report on fine-tuned methodology", doi: 10.5281/zenodo.6531565, <https://zenodo.org/record/6531565>.

## 6.1 The main social drivers

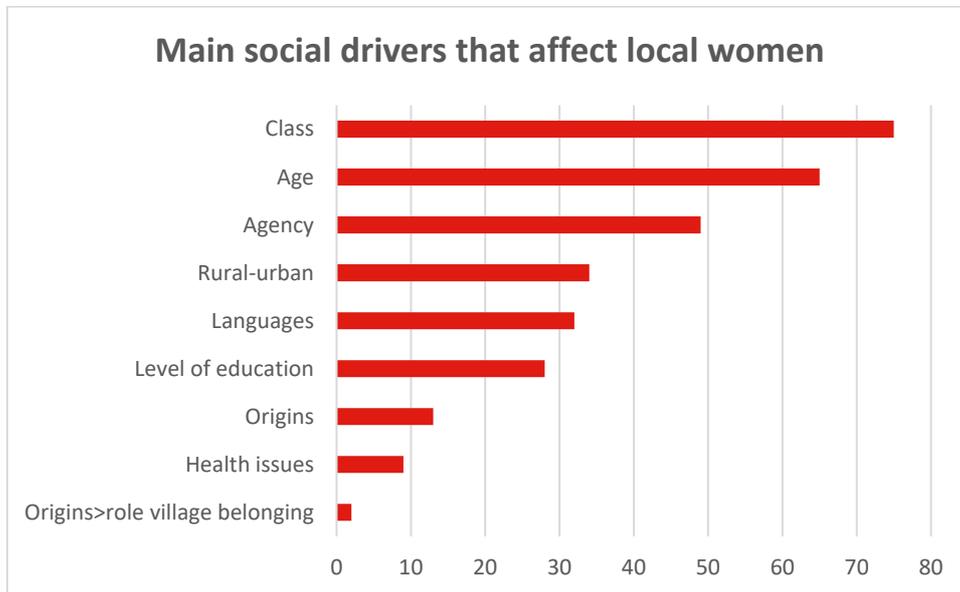


Figure 6.1.1: Main social drivers of local women

This figure 6.1.1 reports what are the main social drivers that affect the access to work, education and social and public services of local women. Class, age and agency are the most relevant drivers, followed by whether the women are living in rural or urban settings, the languages they speak and their level of education, while less important are the origins and health issues.

This expert from the interviews is illustrative of this scaling.

“(…) le bollette stanno aumentando dappertutto, no? (...) quindi quelle che già erano al limite, come per esempio le donne sole con bambini o le vedove, le vedove sono un grosso problema perché le vedove di solito sono delle donne che per tutta la vita non hanno lavorato e adesso si trovano con una pensione che è troppo bassa per sopravvivere però è troppo alta per avere i sussidi e per di più però sono donne abituate ad arrangiarsi ed è molto difficile che riescano a fare il passo. Ogni tanto c'è qualche vicina che ci dice, guardate che ci sarebbe qualcuno che ha bisogno di un aiuto, anche perché sono molto isolate. E si sono isolate soprattutto nelle Valli” (interview 23)

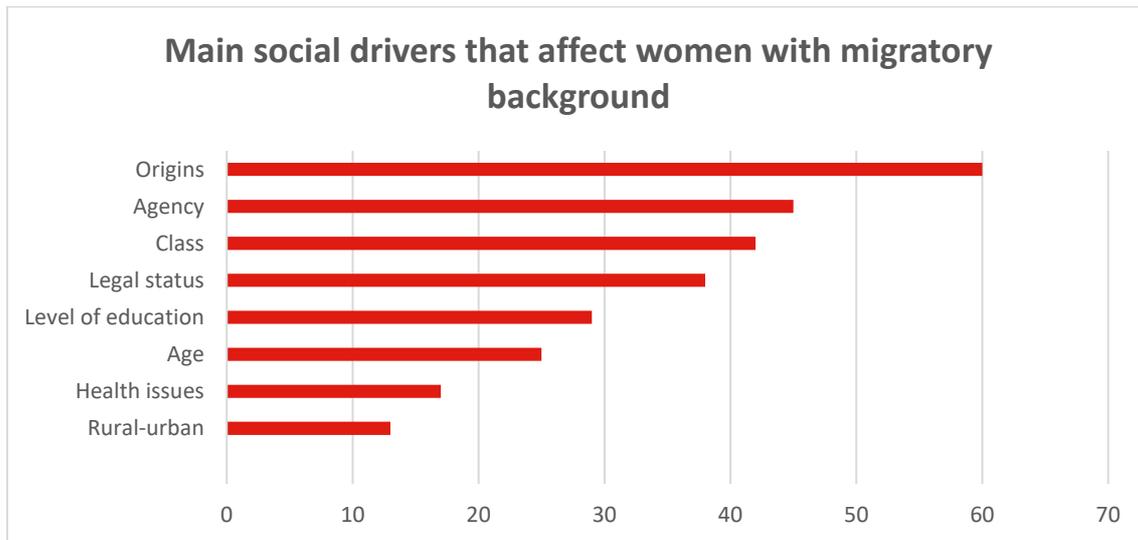


Figure 6.1.2: Main social drivers of women with a migratory background

This figure 6.1.2 reports what are the main social drivers that affect the access to work, education and social and public services of women with a migratory background. Also here class and agency play a key role but the origins (in this case, from different states or continents) is the most important driver. They are followed by the legal status, the level of education and age, while less important are the health issues and rural-urban settings.

This expert from the interviews is illustrative of this scaling.

“(…) Pero tú llegas ahí, y llegan personas senegalesas, te llegan personas de Costa de Marfil, incluso chinas que, siendo blancas también, no te encuentras letreros que te guíen a qué oficina tienes que ir, o a qué escritorio o mesa tienes que ir. Y ya te das cuenta. ¿Llevamos... Cuánto años lleva el Estado recibiendo población del sur global? ¡Años!” (interview 26)

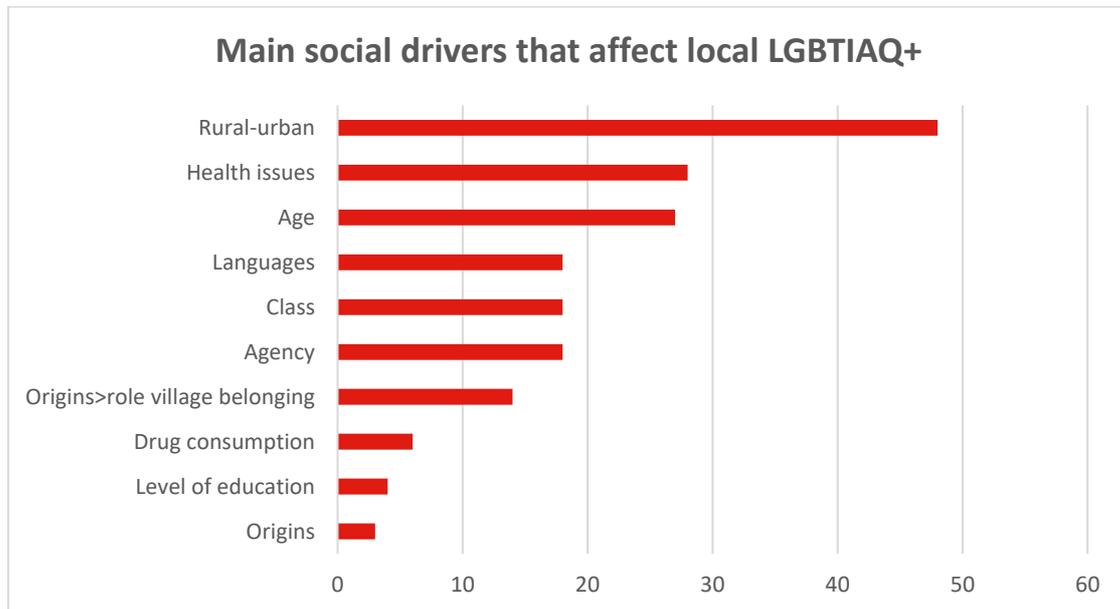


Figure 6.1.3: Main social drivers of local LGBTIAQ+ individuals

This figure 6.1.3 reports what are the main social drivers that affect the access to work, education and social and public services of local LGBTIAQ+ individuals. Here, the most important of such drivers is the rural-urban settings (both negatively and positively), followed by health issues (especially still with regard to HIV-AIDS) and age. Languages, class and agency follow. The origins in terms of belonging to a specific village are also very important (see experts below). Drug consumption is one of the specific emerging additional code for this category and has a relative weight. Finally, the less important drivers are the level of education and the origins.

These experts from the interviews are illustrative of this scaling.

“(…) Questo di qua è un grande, è un grande problema, perché la percezione, tra l'altro, delle difficoltà varia: chi vive in un piccolo centro microcentro che praticamente vive nel maso con la sua famiglia, percepisce angoscia di essere scoperto in maniera molto più elevata di una persona che vive in città (…)” (interview 1)

“(…) En una ciudad yo creo que es diferente. Pero es más peligroso también. Porque en una ciudad tú puedes ser libre pero también hay mucha más gente que te odia. Y te encuentran por la calle, y te pegan, y no sé qué, no sé cuántos... Normalmente en un pueblo se dice que es más difícil, no porque sea pequeño, sino porque se piensa la gente que, en el pueblo, como hay tanta gente mayor, no lo entiende la gente mayor. Y esto es mentira, la gente mayor lo entiende” (interview 20)

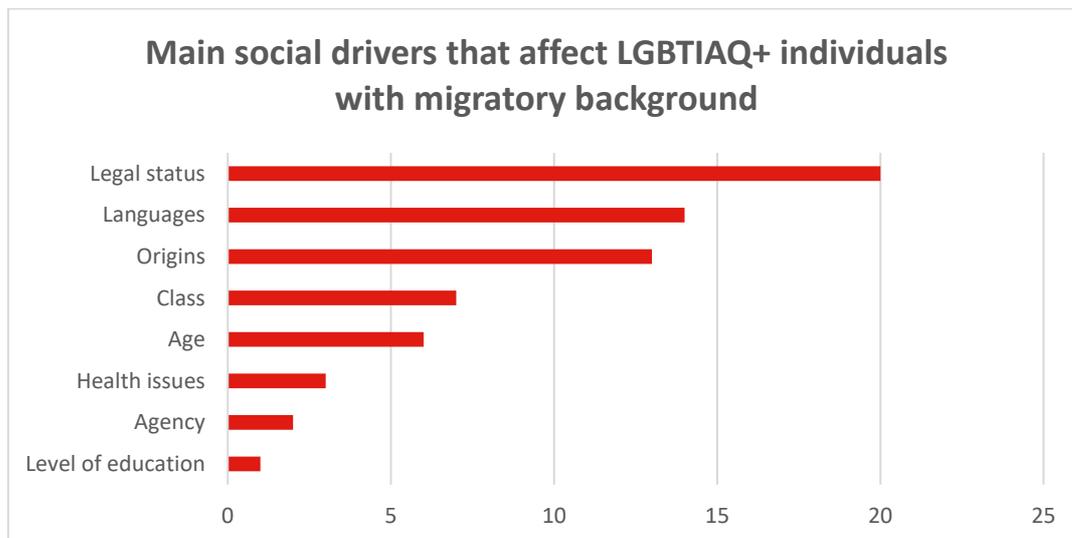


Figure 6.1.4: Main social drivers of LGBTIAQ+ individuals with a migratory background

This figure 6.1.4 reports what are the main social drivers that affect the access to work, education and social and public services of LGBTIAQ+ individuals with a migratory background. Here, the most important driver is their legal status, also considering that many dedicate to sex work (see excerpts below). Languages, the origins (also here in the sense of coming from different states or continents), class and age play an important role. Less important are the health issues, agency and the level of education, while, e.g., other codes that were relevant for other categories (e.g., the rural-urban context) is totally missing.

These experts from the interviews are illustrative of this scaling.

“(…) una persona trans richiedente asilo, che quindi ha ottenuto il riconoscimento, quindi protetta dall'Italia come protezione, piena tra l'altro, di 5 anni con il permesso di soggiorno, il comune non la voleva iscrivere all'anagrafe e quindi darle la residenza, perché non le riconosceva il permesso di soggiorno, che è il documento che le riconosce l'Italia per stare in Italia” (interview 1)

“Sobretot nosaltres hem detectat el tema que et comentava, de persones trans, inclús treballadores sexuals, que treballem amb alguna altra entitat que es dedica al tema de violències, i si detectem que aquestes persones han patit violència, sobretot treballadores sexuals és on hi ha mes violència. (...) Són persones molt vulnerables, i moltes no tenen nacionalitat, no tenen permís de treball... Estan en mans de chulos, o en perill de trata...” (interview 17)

## 6.2 The main external factors

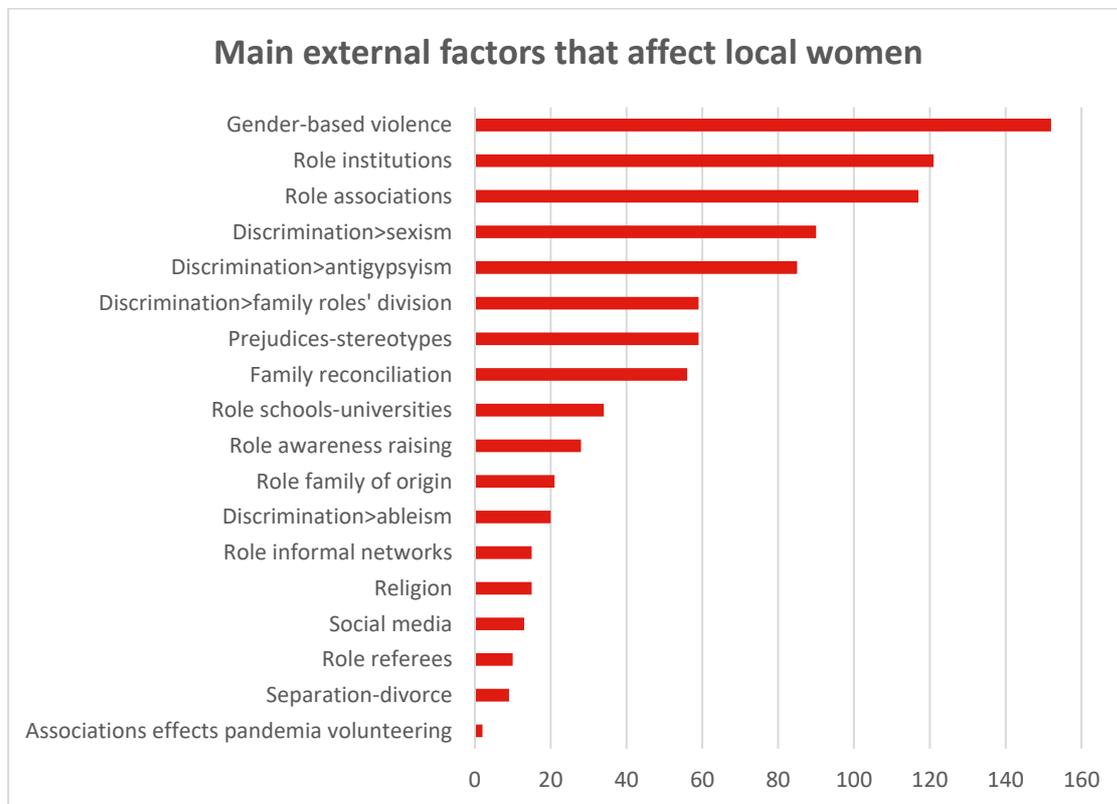


Figure 6.2.1: Main external factors of local women

This figure 6.2.1 reports what are the main external factors that affect the access to work, education and social and public services of local women. Gender-based violence in its multiple forms (economic, psychological physical and sexual) is the most relevant factor. This data is particularly relevant considering the limited number of CSOs dealing with gender-based violence that I have interviewed (4 on 43 CSOs). Indeed, it reflects the work of the CSOs in this sector and how “a job and a house” are crucial for the victims of gender-based violence and their process of self-empowerment and autonomy once they escape from the violent situation.

Institutions (as mentioned above, both public entities and laws/policies), associations, different types of discriminations, especially antigypsyism, prejudices and stereotypes and the need for family reconciliation play a key role too. Important are also the role of schools and universities, of awareness raising, of the family of origins and of ableism.

These experts from the interviews are illustrative of this scaling.

“(…) anche una donna [vittima di violenza] che nasce qua (…) veramente al momento trovare casa è un'impresa titanica e trovare un lavoro per le donne in questo da sempre è un problema, nel senso che soprattutto le donne che hanno figli, no?, come fanno a gestire i lavori spesso di bassa soglia? Perché le donne (…) si sentono che devono lavorare. Quindi quali sono i lavori? Quelli un po' più veloci che trovi con un po' più facilità? Sono i lavori a bassa soglia e i lavori che economicamente non ti permettono proprio di vivere con quel lavoro [stipendio]” (interview 15)

“Incluso con la violencia de género nos encontramos casos que hemos llamado a los Mossos y nos han comentado: «Eso son cosas de gitanos». Nosotras los hemos llamado para decirle «Mira, estas mujeres están en esta situación, necesitamos que la protejáis» y no han querido. Mis palabras, de ellos, textuales: «Es que son, son cosas de gitanos»” (interview 19)

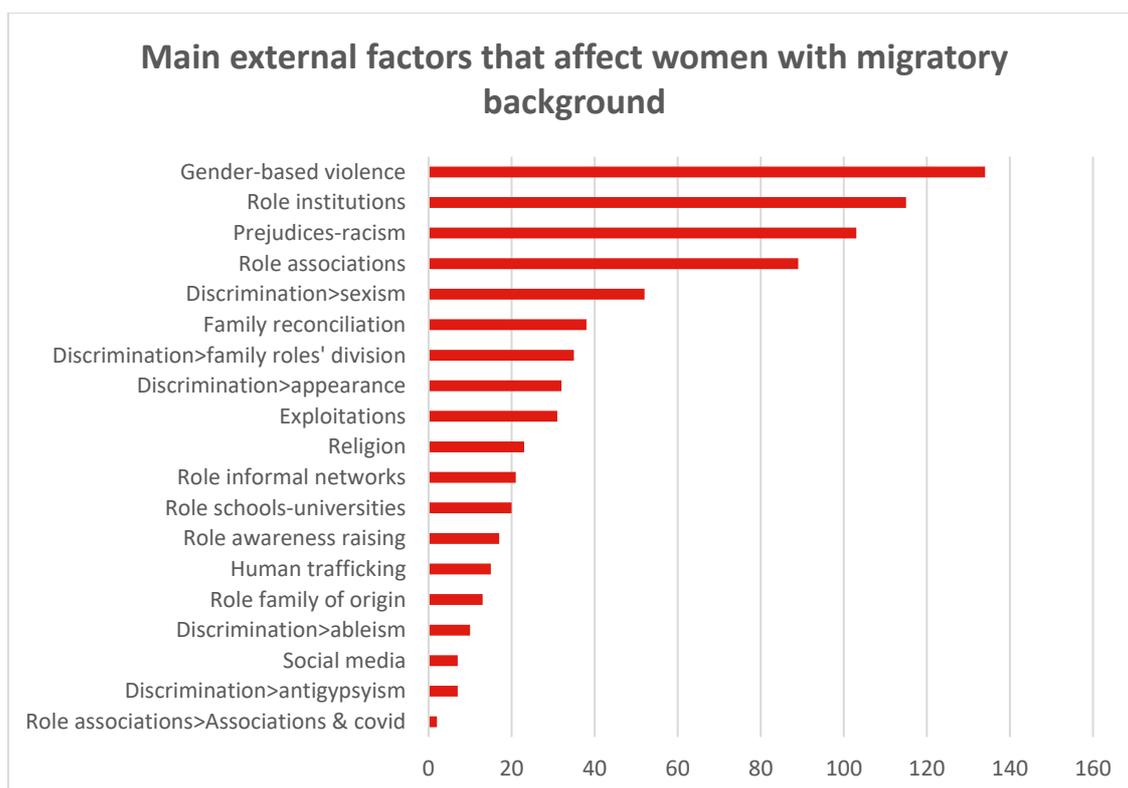


Figure 6.2.2: Main external factors of women with a migratory background

This figure 6.2.2 reports what are the main external factors that affect the access to work, education and social and public services of women with a migratory background. Also here, gender-based violence in its multiple forms (economic, psychological physical and sexual) is the most important factor. What has been mentioned above for local women, thus applies to women with a migratory background too.

Also here, institutions, prejudices and racism, associations, different types of discriminations, and the need for family reconciliation play a crucial role. Different types of labour exploitations are extremely relevant along with the role of religion, which, for women with a migratory background is considered of crucial importance. Informal networks are also extremely important especially considering that many times the family of origin lives far way. Schools, universities and awareness raising are also significant. A specific emerging addition code for women with a migratory background is human trafficking that is also critical, along with the role of family of origin, especially for the second generation (see below).

These experts from the interviews are illustrative of this scaling.

“(…) das ist (…) unsere Hauptaufgabe, die Frauen zu motivieren, ein selbstständiges Leben zu führen, den Weg zu finden, sich selbstständig zu machen auf ihrem Weg, eine Arbeit zu finden und es ist oft sehr schwierig” (interview 12)

“(…) abbiamo anche donne di seconda generazione e ora rispetto a questo, ti dico che da qualche anno a questa parte ci stiamo iniziando a occupare di un fenomeno tra virgolette nuovo che poi nuovo non è, ma sta emergendo, tanto che è quello dei matrimoni combinati, ok?, o forzati. Le seconde generazioni, quindi sono ragazze prevalentemente, eh, appena appena maggiorenni o lì sulla soglia 18-17-18 anni che appunto hanno frequentato la scuola in Italia, quindi sono anche ben inserite nel contesto (…) e che all'improvviso hanno questo spauracchio del matrimonio che poi uno spauracchio non è, è una questione molto reale, dove le ragazze sentono, anche per caso, che c'è questo matrimonio in vista. Principalmente si confidano con gli insegnanti delle scuole. Perché? Perché è l'unico posto dove queste ragazze possono andare senza problemi. Sono ragazze molto controllate e dopodiché appunto compare la proposta di matrimonio e il famoso viaggio estivo nel paese d'origine, dove le ragazze tornano sposate, se tornano.” (interview 9)

“Faccio un esempio: la maternità per le donne nigeriane è fondamentale e la conservazione della specie, una donna, se non è in grado di procreare e è sterile è un problema? Io ho avuto più di una gravidanza isterica di donne africane perché non riuscendo a procreare non sentivano di essere delle donne di valore per la propria cultura (…)” (interview 11)

“Ma il problema è che dal punto di vista culturale è una cosa molto difficile, molto, molto difficile, perché i genitori iracheni, non lo so, stranieri non è che trattano i loro figli come italiani (…) una ragazza pakistana non ha i diritti che ha una ragazza italiana se anche ha 14 anni o 15 anni. E infatti hanno tanti problemi, quello che ho sentito (…) i genitori li hanno mandato in Pakistan per farli sposare a qualcuno” (interview 34)

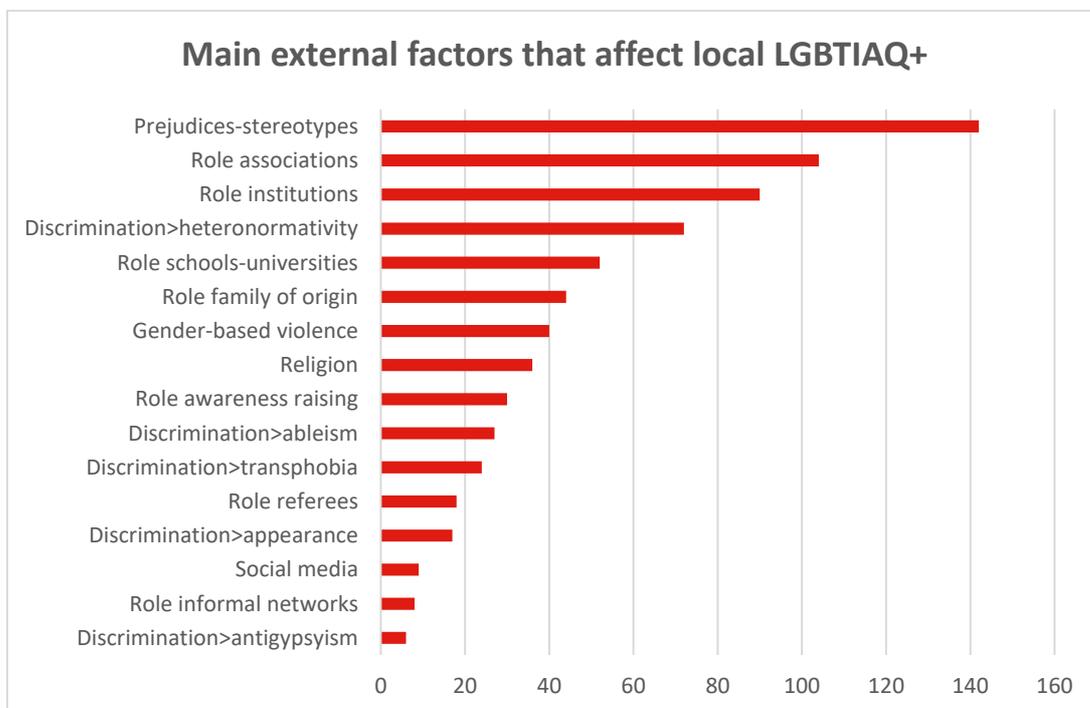


Figure 6.2.3: Main external factors of local LGBTIAQ+ individuals

This figure 6.2.3 shows what are the main external factors that affect the access to work, education and social and public services of local LGBTIAQ+ individuals. Here, the prejudices and stereotypes play the most critical role, followed by the role of institutions (as mentioned above, both public entities and laws/policies) and associations. Among the types of discrimination suffered by local LGBTIAQ+ individuals heteronormativity continues to be imperative, while schools, universities and the family of origins play a significant role too. Gender-based violence and religion are important factors as well followed by the role of awareness raising and other types of discrimination, and the vital role of referees.

This expert from the interviews is illustrative of this scaling.

“(…) la faccia cisgender rientra nelle difficoltà più comuni, ecco, e semmai c'è una quota che comunque nella parte trans che sono tutte le persone di genere non binario in un qualche modo che hanno un'azione di genere non conforme e loro fanno (...) la scelta che con noi vivono la loro identità. Però poi il lavoro si fanno chiamare col nome assegnato alla nascita e riducono un po', come dire normalizzano un po', alcune dimensioni dell'abbigliamento, in modo tale da avere meno difficoltà, è una scelta che loro fanno, però è una scelta perché per loro... Perché si trovano anche in difficoltà, a spiegare che non sono neanche trans come nella mente delle persone e quindi questa dimensione che da un lato vi permette di accedere comunque alla risorsa, dall'altro quest'area qui delle persone non binarie (...) [un meccanismo] di adattamento, perché devono, eh, devono pur vivere” (interview 1)

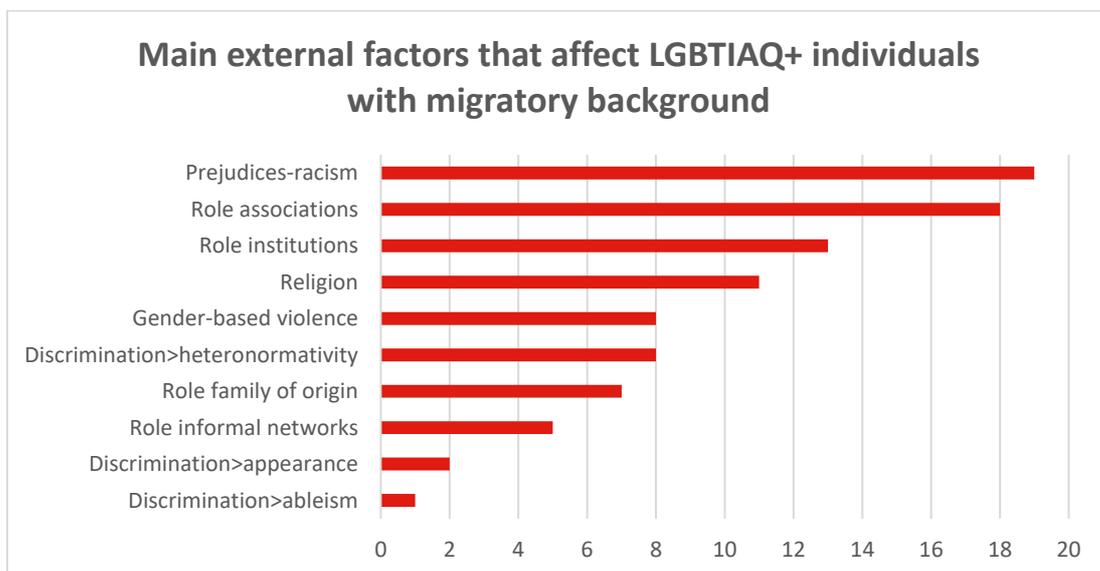


Figure 6.2.4: Main external factors of LGBTIAQ+ individuals with a migratory background

Finally, this figure 6.2.4 shows what are the main external factors that affect the access to work, education and social and public services of LGBTIAQ+ individuals with a migratory background. Also here, the prejudices and racism are imperative, followed by the role of associations and institutions (as mentioned above, both public entities and laws/policies). Religion plays a central role too along with gender-based violence. Heteronormativity is critical also in the case of LGBTIAQ+ individuals with a migratory background along with the role of the family of origins.

These experts from the interviews are illustrative of this scaling.

“La procedència a nivell de patir LGBTIfòbia i a més racisme, ja és ben important (...) Clar, després, el racisme sempre és present. (...) Pots patir racisme, això sí. Però racisme o pel fet de ser LGBTI, les dues coses” (interview 3)

“La penúltima familia era una familia con una hija trans que justo hacía nada, un mes, que había iniciado el tránsito. Una chica de 19 años. La madre es hondureña, es de Honduras, muy creyente, muy practicante. Además de una rama de evangelistas muy radicales y... Ahí tenemos trabajo. Tenemos trabajo porque esta mujer va a tener que picar piedra. Picar piedra es una expresión que yo utilizo para eso, para describir a una persona que le va a costar mucho eso que llamamos «cambio de chip» le va a costar muchísimo, muchísimo” (interview 39)

## 6.3 Correlation of social drivers

This subsection reports the evaluation on how the social drivers correlate with the intersection of gender and ethnicity in socioeconomic participation of women and LGBTIAQ+ individuals. Thanks to the feature of “matrix coding query” provided by NVivo, it is possible to visualize how the social drivers that have been illustrated above eventually correlate, operate and differentiate within the intersection of gender and ethnicity in access to work, education and social and public services. In particular, the correlations that are highlighted in red are those more frequent than others and are thus likely to affect more the specific aspect under scrutiny.

### 6.3.1 Access to work

#### 6.3.1.1 Local women

	A: LocalWomen age	B: LocalWomen agency	C: LocalWomen class	D: LocalWomen health issues	E: LocalWomen languages	F: LocalWomen level of education	G: LocalWomen origins	H: LocalWomen role village belonging	I: LocalWomen rural-urban
1: LocalWomen access to work	36	31	32	2	23	19	8	1	11
2: LocalWomen issues at work	15	6	8	0	0	1	2	0	6
4: LocalWomen work & economic crisis	0	0	0	0	0	0	0	0	0
4: LocalWomen work & pandemia	0	0	3	0	1	0	0	0	0

Figure 6.3.1.1: Social drivers for local women in their access to work

This figure 6.3.1.1 shows that for local women the most difficult step is accessing the work, and this is mainly due to their age, class, agency, languages, level of education (including, digitalization), and if they live in urban or rural contexts. Age, class and agency are also relevant for problematic situations at work.

These experts from the interviews are illustrative of this scaling.

“(…) R1: Tenim un elevat nombre de dones que no tenen capacitats digitals. R2: L’analfabetisme digital, per part de les dones, és molt elevat. R1: Dones grans i dones empobrides. R2: Clar, és el que dèiem abans. La situació, l’origen… Es repeteix i s’agreuja” (interview 4)

“(…) in parte non hanno lavoro perché non hanno mai lavorato e non hanno imparato tanto da poter trovar lavoro in parte perché hanno lasciato il lavoro, perché sono nati i bambini lì. I problemi sono grossi, eh, perché se una non ha un po’ di esperienza lavorativa e ha quarant’anni, diventa difficile” (interview 23)

“(…) aber es gibt [lokalen] Frauen auch noch 40-Jährige [die] haben noch nicht so viel zu tun gehabt mit dem Computer genau ja, das gibt es mit dem Handy, das schon, aber halt Computer ansehen, wissen Sie oft nicht, wie man einen Brief schreibt oder eine E-Mail schreiben” (interview 35)

### 6.3.1.2 Women with migratory background

	A: MigrWomen age	B: MigrWomen agency	C: MigrWomen class	D: MigrWomen health issues	E: MigrWomen languages	F: MigrWomen legal status	G: MigrWomen level of education	H: MigrWomen origins	I: MigrWomen rural-urban
1: MigrWomen 2nd generation work	4	4	3	0	6	3	2	9	0
2: MigrWomen access to work	17	33	16	1	53	18	17	30	6
3: MigrWomen issues at work	3	9	7	7	10	9	4	15	2
4: MigrWomen work & pandemia	0	0	2	0	1	1	0	1	0

Figure 6.3.1.2: Social drivers for women with migratory background in their access to work

This figure 6.3.1.2 shows that also for women with a migratory background the most difficult step is accessing the work, and in their case, it is mainly due to the languages they speak, their agency, and their origins. These drivers are far from others that however are important such as their legal status, their level of education, age, and class. If they are working, the main social drivers that become critical are their origins, the languages and their agency.

These experts from the interviews are illustrative of this scaling.

“Qua, sulle lingue, cioè ho visto tantissime persone straniere, adesso sia donne che maschi, che vengono qua e fanno di tutto per imparare tutte e due le lingue [per poter lavorare]. Tedesco e italiano (...) [dicono:] veniamo da fuori e adesso viviamo qua, è giusto che impariamo tutte e due le lingue” (interview 5)

“[question:] La combinazione di essere donna e parlare italiano tedesco, essere bilingue gioca un ruolo importante nella ricerca nell'accesso al lavoro. R: Sì, assolutamente. [question:] Quale secondo lei pesa di più: l'essere donna o parlare una lingua, due lingue, tre lingue? R: Ehm. Beh, credo come primo, sicuramente l'essere donna (...), in secondo luogo, credo anche essere (...) donna nera, certo.” (interview 6)

“Si vienes de América Latina, bueno, de alguna manera tienes el idioma. Pero bueno, si vienes del África, incluso sabes el idioma, pero ya, al ser negro, o al ser musulmana, o al llevar pañuelo, eso implica otra realidad, que imposibilita mucho más el hecho de que puedas acceder al trabajo” (interview 26)

### 6.3.1.3 Local LGBTIAQ+ individuals

	A: LocalLGBT age	B: LocalLGBT agency	C: LocalLGBT class	D: LocalLGBT drug consumption	E: LocalLGBT health issues	F: LocalLGBT languages	G: LocalLGBT level of education	H: LocalLGBT origins	I: LocalLGBT role village belonging	J: LocalLGBT rural- urban
1: LocalLGBT access to work	11	3	6	1	9	12	3	2	0	5
2: LocalLGBT issues at work	3	7	3	2	9	0	0	0	1	9
4: LocalLGBT work & pandemia	0	0	0	0	0	0	0	0	0	0
5: LocalTrans- people & work extra burden	5	0	2	0	2	5	2	1	0	0

Figure 6.3.1.3: Social drivers for local LGBTIAQ+ individuals in their access to work

This figure 6.3.1.3 shows that also for local LGBTIAQ+ individuals the most difficult step is also accessing the work, and also in their case it is mainly due to the languages but also their age and health issues. If they are working, the most critical drivers are their health situation and their agency. A mention deserves the trans people who still face an extra burden that is reflected in the languages they speak and their age.

This excerpt from the interviews is illustrative of this scaling.

“(…) bueno, es mucho más fácil encontrar trabajo si dominas el catalán que si eres del colectivo [LGBTIAQ+]” (interview 7)

### 6.3.1.4 LGBTIAQ+ individuals with migratory background

	A: MigrLGBT age	B: MigrLGBT agency	C: MigrLGBT class	D: MigrLGBT health issues	E: MigrLGBT languages	F: MigrLGBT legal status	G: MigrLGBT level of education	H: MigrLGBT origins
1: MigrLGBT 2nd generation work	0	0	0	0	1	0	0	2
2: MigrLGBT access to work	4	1	2	1	7	7	0	9
3: MigrLGBT at work	0	0	1	0	1	2	0	0
4: MigrLGBT work & pandemia	0	0	0	0	0	1	0	0
5: Trans&Migrant & work	2	1	5	0	2	7	0	0

Figure 6.3.1.4: Social drivers for LGBTIAQ+ individuals with migratory background in their access to work

This figure 6.3.1.4 shows that also for LGBTIAQ+ individuals with a migratory background the most difficult social driver that manifests regard their origins in their access to work, followed by the languages the speak and their legal status. Also here, the trans people face an extra burden when it comes to legal status and class. As mentioned, however, this result may be biased by the fact that regrettably not so many CSOs dealing with LGBTIAQ+ individuals with a migratory background accepted to be interviewed.

This excerpt from the interviews is illustrative of this scaling.

“(…) perché trans, che poi parli due lingue aumenti la tua probabilità di trovare lavoro però, eh, diciamo, poi dipende come sei, dipende che documenti hai, essere trans e italiano è un conto, se sei trans migrato un altro conto, parlare due lingue, un conto parlare, magari non però parlare bene un'altra lingua, magari in inglese, può essere d'aiuto in alcuni contesti come quelli turistici e insomma però grava di più l'identità trans” (interview 1)

## 6.3.2 Access to education

### 6.3.2.1 Local women

	A: LocalWomen age	B: LocalWomen agency	C: LocalWomen class	D: LocalWomen health issues	E: LocalWomen languages	F: LocalWomen level of education	G: LocalWomen origins	H: LocalWomen role village belonging	I: LocalWomen rural-urban
1: LocalWomen access to training- schools- universities	8	5	11	0	0	7	3	0	1
2: LocalWomen issues at school	3	1	4	0	0	1	0	0	0
3: LocalWomen role professors	0	0	0	0	0	0	1	0	0
4: LocalWomen types of schools	1	2	0	0	0	2	1	1	0

Figure 6.3.2.1: Social drivers for local women in their access to education

This figure 6.3.2.1 shows that for local women the most difficult step is accessing the training, schools, and/or universities combined with their class. Other relevant social drivers are their age, level of education and their agency.

This expert from the interviews is illustrative of this correlation.

“(…) se anche in parte dell'istruzione direi anche in parte dal mancato accesso, nel senso che tutte noi donne scegliamo dei lavori, nell'accordo delle scuole che sappiamo ci daranno un'occupazione. Quindi se l'indice di occupazione è più alto in alcuni settori per le nostre specifiche identità, probabilmente continueremo a scegliere, diciamo quelle scuole, nel cioè che sappiamo ci daranno un futuro professionale e anche un futuro professionale sereno” (interview 6)

### 6.3.2.2 Women with migratory background

	A: MigrWomen age	B: MigrWomen agency	C: MigrWomen class	D: MigrWomen health issues	E: MigrWomen languages	F: MigrWomen legal status	G: MigrWomen level of education	H: MigrWomen origins	I: MigrWomen rural-urban
1: MigrWomen 2nd generation education	3	2	2	0	2	0	1	2	0
2: MigrWomen access to training-schools-universities	1	7	5	0	9	3	6	2	0
3: MigrWomen issues at school	2	2	1	0	4	0	2	0	0
5: MigrWomen role professors	0	0	0	0	1	0	0	0	0
6: MigrWomen types of schools	0	1	0	0	1	0	0	0	0

Figure 6.3.2.2: Social drivers for women with migratory background in their access to education

This figure 6.3.2.2 shows that for women with a migratory background the most difficult step is accessing the training, schools, and/or universities combined with the languages they speak. Other relevant social drivers are their agency, class, and level of education.

These experts from the interviews are illustrative of this correlation.

“(…) Nel momento in cui non c'è la conoscenza linguistica, c'è l'emarginazione, c'è. Cioè la ghettizzazione e l'emarginazione, e c'è la criminalità che ci sguazza, per cui ben venga questa iniziativa (…). Però, se vogliamo pensare a un'inclusione nell'interesse dell'utenza, non nel nostro, ci devono essere dei paletti che vanno rispettati. Primo quello linguistico, secondo quello della tutela minorile, terzo quello della conoscenza di come funziona. Nel mondo che ti ha... a cui ti sei rivolto per uscire dalla miseria e dalla violenza, dall'emarginazione” (interview 11)

“(…) ai corsi di lingua sì, noi collaboriamo con le agenzie che organizzano, ma i corsi di lingua sono pochi. E […] per accedere si deve avere comunque il permesso di soggiorno e così via e vengono fatti in degli orari che molte volte non coincidono. Non ci sono corsi di italiano sul territorio dove tu puoi portare anche i bambini quindi se io mamma ho il bambino piccolo ma non ho il posto all’asilo e quindi mi devo tenere il bambino a casa, non posso fare il corso d’italiano e quindi è un po’ un cane che si morde la coda perché senza corso di italiano non posso parlare e non mi riesco a integrare” (interview 13)

### 6.3.2.3 Local LGBTIAQ+ individuals

	A: LocalLGBT age	B: LocalLGBT agency	C: LocalLGBT class	D: LocalLGBT drug consumption	E: LocalLGBT health issues	F: LocalLGBT languages	G: LocalLGBT level of education	H: LocalLGBT origins	I: LocalLGBT role village belonging	J: LocalLGBT rural-urban
1: LocalLGBT access to schools-universities	0	0	1	0	1	0	0	0	0	1
2: LocalLGBT issues at school-university	2	2	2	1	2	0	0	0	0	5
3: LocalLGBT role professors	0	1	1	0	0	0	0	0	0	1
4: LocalLGBT types of schools	0	1	3	0	0	0	0	0	0	1
5: LocalTrans-people edu extra burden	0	0	0	0	0	0	0	0	0	0

Figure 6.3.2.3: Social drivers for local LGBTIAQ+ individuals in their access to education

This figure 6.3.2.3 shows that for local LGBTIAQ+ individuals the most important aspect regards what occur at school or university combined with a rural or urban context.

This expert from the interviews is illustrative of this correlation.

“Hay familias, por ejemplo, familias que conozco que viven en pueblecitos [...] de costa o pueblos más pequeñines. Claro, hay más desconocimiento, también a nivel social. Si es un pueblo chiquitín, tú vas a ser la única familia. No vas a encontrar referentes. También a lo mejor el pueblo no tiene... Claro, esto es así. Si no hay diversidad, entonces a no ser que tú lo expliques, no se conoce. En el centro educativo, también hay esa falta de conocer. Que no digo que viviendo en una ciudad todo el mundo conozca y tenga toda la formación del mundo. Pero a lo mejor es bastante más fácil” (interview 40)

#### 6.3.2.4 LGBTIAQ+ individuals with migratory background

	A: MigrLGBT age	B: MigrLGBT agency	C: MigrLGBT class	D: MigrLGBT health issues	E: MigrLGBT languages	F: MigrLGBT legal status	G: MigrLGBT level of education	H: MigrLGBT origins
1: MigrLGBT 2nd generation education	0	0	0	0	0	0	0	1
2: MigrLGBT access to school-university	1	0	0	0	1	1	0	2

Figure 6.3.2.4: Social drivers for LGBTIAQ+ individuals with migratory background in their access to education

This figure 6.3.2.4 shows that for LGBTIAQ+ individuals with a migratory background the most important aspect regards their access to school or university combined with their origins.

This expert from the interviews is illustrative of this correlation. However, as mentioned above, data with regard to LGBTIAQ+ individuals with a migratory background are very limited.

“Llavors jo crec que això és indicatiu de que sí que hi ha una certa barrera, sobretot en l'accés als estudis. El que desconec és si un cop has finalitzat aquests estudis, això segueix sent una barrera de cara a la feina. És probable que en alguns sectors sí, igual que parlàvem abans que hi hagi una persona que no li faci gràcia pel teu to de pell, pel teu origen, pel teu accent... Quan ells identifiquen que ets una persona de fora” (interview 10)

### 6.3.3 Access to social and public services

#### 6.3.3.1 Local women

	A: LocalWomen age	B: LocalWomen agency	C: LocalWomen class	D: LocalWomen health issues	E: LocalWomen languages	F: LocalWomen level of education	G: LocalWomen origins	H: LocalWomen role village belonging	I: LocalWomen rural-urban
1: LocalWomen child services	1	2	4	0	1	1	0	0	0
2: LocalWomen health assistance	4	0	3	5	0	1	0	0	7
3: LocalWomen housing	8	9	18	0	2	0	2	0	0
4: LocalWomen other services	5	2	3	1	1	0	0	0	2
5: LocalWomen transports- distances	1	1	2	0	0	0	0	0	15

Figure 6.3.3.1: Social drivers for local women in their access to social and public services

This figure 6.3.3.1 shows that for local women there are two main correlations: one between class and housing, and another one between transports and distance and the rural and urban contexts. Access to housing also correlate with their age and agency.

These experts from the interviews are illustrative of these correlations, which are intuitively mainly due to the high pricing for renting in both South Tyrol and Catalonia, as well as to the recent inflation, and thus the need to live outside the urban context and thus the dependency on local transports.

“(…) in questo momento in Alto Adige è impossibile, è impossibile trovare un appartamento, ma poi un appartamento che abbia un costo umano, perché parliamo veramente di affitti impensabili ma impensabili anche per io italiana che ho un contratto indeterminato e che magari vivo con una col mio partner che lavora anche lui. Cioè allora mi chiedo, tu mamma da sola, magari anche con (figli) come fai a vivere? No?” (interview 13)

“Però delle nostre, cosiddette nostre [donne locali], ha aumentato il bisogno di aiuto finanziario, sempre più vengono con bollette o perché non riescono a pagare le spese condominiali oppure perché hanno qualche affitto non, non pagato. Eh sì, la situazione comincia a diventare pesante veramente” (interview 23)

“I, aleshores, el que t’estalvies del pis perquè et costa més barat perquè està en un poble t’ho gastes en els autobusos i els trens en anar i venir d’una banda a l’altra. I això, vull dir, això té una marca de gènere molt clara. Perquè l’espai públic sempre ha sigut masculí” (interview 33)

### 6.3.3.2 Women with migratory background

	A: MigrWomen age	B: MigrWomen agency	C: MigrWomen class	D: MigrWomen health issues	E: MigrWomen languages	F: MigrWomen legal status	G: MigrWomen level of education	H: MigrWomen origins	I: MigrWomen rural-urban
1: MigrWomen child services	1	1	1	0	2	1	1	1	0
2: MigrWomen health assistance	2	0	2	7	9	8	2	1	0
3: MigrWomen housing	4	11	21	2	10	6	4	8	2
4: MigrWomen other services	1	2	0	0	2	3	2	0	1
5: MigrWomen social aids	0	1	5	0	0	2	0	3	0
6: MigrWomen transports- distances	0	0	0	0	0	0	0	0	3

Figure 6.3.3.2: Social drivers for women with migratory background in their access to social and public services

This figure 6.3.3.2 shows that also for women with a migratory background a main correlation occurs between class and housing. Other relevant correlations regard access to housing and the languages they speak and their agency, but also their access to health assistance and languages.

These experts from the interviews are illustrative of these correlations.

“(…) i proprietari di casa hanno, vogliono dei requisiti altissimi quindi diciamo un po’ il mondo del lavoro e il mondo delle case non vanno molto d'accordo perché vengono chiesti almeno un contratto. Ma non basta neanche un contratto da una famiglia, due contratti indeterminati. E due stipendi però, spesso appunto, soprattutto per le donne che lavorano, come abbiamo detto nel settore delle pulizie, difficile o anche negli alberghi, hanno i contratti stagionali. Quindi è, diciamo la possibilità di trovare una casa in Alto Adige è zero (...) aggiungiamo ovviamente il fatto, il colore della pelle incide tantissimo e poi e così via. Insomma, (...) non sono più pagabili gli affitti” (interview 22)

“Justo todo el resto de personas del África negra, Senegal, Costa de Marfil, Ghana, Gambia... Son personas que se encuentran con el castellano y el catalán, en el electorado catalán, de primeras. Y no tienes traducción. No existe la traducción para estas mujeres embarazadas (...) no entienden lo que está pasando, cuáles son las vías de acceso, cuáles son las oficinas a las que tienen que acercarse, como es el procedimiento, realmente el derecho a la información no es garantizado (...) [y] sí, realmente el trato cambia. ¡En salud, totalmente! En general cambia, y en salud, ¡ya te digo que realmente cambia! Que cuando te encuentras una persona que no entiende el idioma, ¡pues totalmente! Información cero, te tratan como si fueras tonto o estúpido...” (interview 26)

### 6.3.3.3 Local LGBTIAQ+ individuals

	A: LocalLGBT age	B: LocalLGBT agency	C: LocalLGBT class	D: LocalLGBT drug consumption	E: LocalLGBT health issues	F: LocalLGBT languages	G: LocalLGBT level of education	H: LocalLGBT origins	I: LocalLGBT role village belonging	J: LocalLGBT rural-urban
1: LocalLGBT health assistance	3	2	0	2	8	0	0	0	0	4
2: LocalLGBT housing	3	0	4	0	1	0	0	0	0	0
3: LocalLGBT housing trans extra burden	0	0	1	0	0	0	0	0	0	0
4: LocalLGBT other services	2	0	0	0	0	0	0	0	0	0
5: LocalLGBT transports-distances	1	0	0	0	0	0	0	0	0	4

Figure 6.3.3.3: Social drivers for local LGBTIAQ+ individuals in their access to social and public services

This figure 6.3.3.3 shows that also for local LGBTIAQ+ individuals, besides an intuitive correlation between their health issues and their health assistance, other relevant correlations regard their access to health assistance and the urban and rural context, and their class and age when it comes to access to housing.

These experts from the interviews are illustrative of these correlations.

“E quindi il tema dell'alloggio è quello più cocente, sempre per le persone trans, è un tema in generale in Alto Adige. Trovare un alloggio in affitto, è che per l'affitto tu non ti debba prostituire per poterlo pagare, è complicato quindi il mercato privato è complicato. L'alloggio pubblico è complicato anche quello, perché bisogna avere delle caratteristiche, delle condizioni con pochi anni di residenza, un certo tipo di reddito che diventa e poi c'è tutto l'alloggio a carattere sociale che è tutto binario” (interview 1)

“Y ya te digo, que al final, hablamos de que, en ciudades grandes, los recursos en la administración pública son muchos, pero cuanto más pequeño, cuanto más te alejas de Barna [Barcelona] o de una gran ciudad, estos recursos merman mucho” (interview 7)

#### 6.3.3.4 LGBTIAQ+ individuals with migratory background

	A: MigrLGBT age	B: MigrLGBT agency	C: MigrLGBT class	D: MigrLGBT health issues	E: MigrLGBT languages	F: MigrLGBT legal status	G: MigrLGBT level of education	H: MigrLGBT origins
1: MigrLGBT health assistance	0	0	0	1	1	3	0	1
2: MigrLGBT housing	0	0	2	0	0	8	0	0
3: MigrLGBT other services	0	0	0	0	0	0	0	0

Figure 6.3.3.4: Social drivers for LGBTIAQ+ individuals with migratory background in their access to social and public services

This figure 6.3.3.4 shows that for LGBTIAQ+ individuals with a migratory background the main correlation regards their legal status and their access to housing.

This expert from the interviews is illustrative of this correlation.

“(..) que no pueden regularizar sus papeles, de que no les alquilan los pisos y que tienen que malvivir en pisos que les cobran una barbaridad, y que las estafan, o que de repente las han echado de ese piso y han puesto un candado, y se ven en la calle...” (interview 7)

## 6.4 Correlation of external factors

Similarly to section 6.3, this section reports the evaluation on how, this time, the external factors correlate with the intersection of gender and ethnicity in socioeconomic participation of women and LGBTIAQ+ individuals. Also in this case I have used the feature of “matrix coding query” provided by NVivo to visualize such correlations, which the most evident are highlighted in red.

### 6.4.1 Access to work

#### 6.4.1.1 Local women

	A: LocalWomen access to work	B: LocalWomen issues at work	C: LocalWomen work & economic crisis	D: LocalWomen work & pandemia
1: LocalWomen family reconciliation	25	30	0	1
2: LocalWomen prejudices-stereotypes	19	20	0	0
3: LocalWomen ableism	9	3	0	0
4: LocalWomen antigypsyism	33	8	0	2
5: LocalWomen family roles' division	26	27	0	2
6: LocalWomen sexism	31	37	0	0
7: LocalWomen religion	2	0	0	0
8: LocalWomen role associations	24	4	0	1
9: LocalWomen associations effects pandemia volunteering	0	0	0	0
10: LocalWomen role awareness raising	2	3	0	0
11: LocalWomen role family of origin	6	0	0	0
12: LocalWomen role informal networks	5	2	0	0

13: LocalWomen role institutions	21	13	0	0
14: LocalWomen role referees	1	3	0	0
15: LocalWomen role schools-universities	1	0	0	0
16: LocalWomen separation-divorce	2	1	0	0
17: LocalWomen social media	7	3	0	0
18: LocalWomen gender-based violence	31	14	0	2

Figure 6.3.4.1: External factors for local women in their access to work

This figure 6.3.4.1 shows that for local women the most important correlations regard episodes of sexism at work and how to reconcile family and professional life, evidenced also by the family's role division, while, in accessing to work, the most relevant issues are antigypsyism, sexism and, again, the need to reconcile family and professional life. Antigypsyism is particularly relevant considering the interviews to CSOs dealing with Roma and Sinti were around 9% of the total (4 on 43). Other relevant correlations that regard the access to work regard the victims of gender-based violence, and, in general, the role of prejudices and stereotypes in both access to work and at work.

These experts from the interviews are illustrative of these correlations.

“(…) molte più donne [locali] lavorano fuori, adesso la maggior parte, almeno delle donne italiane lavorano. Certo, però comunque sempre la coscienza sporca se non sono lì per i figli oppure anche tutto il resto o devo tornare a casa a stirare (...) vediamo ansia, stress, posso solo lavorare part time (...) [mi] devo dedicare alla famiglia. Ho detto [a loro]: adesso che i figli sono grandi, non hanno bisogno di che la mamma sta a casa tutto il pomeriggio, no?, però [allora] è [per] tutto il resto del lavoro domestico (...) perché deve continuare solo la donna a fare questa cosa?” (interview 5)

“(…) es ist nicht immer einfach, denn es gibt ja nicht immer Zeit. Und dann? Wenn Männer es machen, sich natürlich ist die. ...Können sich das also sie machen ihre Arbeiten aber die Frauen in Teilzeit ist nicht immer möglich und sehr schwierig und was halt auch ist das Geld also die also Gleichberechtigung ist nicht angekommen noch also was also was sind die bekommen, alle viel weniger auch in höheren Positionen Das hört man immer wieder, dass das sehr schwierig ist. Das sind so Schwerpunkte, die man halt mitbekommt” (interview 35)

## 6.4.1.2 Women with migratory background

	A: MigrWomen 2nd generation work	B: MigrWomen access to work	C: MigrWomen issues at work	D: MigrWomen work & pandemia
1: MigrWomen exploitations	0	18	25	0
2: MigrWomen family reconciliation	0	31	10	0
3: MigrWomen human trafficking	1	6	2	0
4: MigrWomen prejudices-racism	12	38	27	0
5: MigrWomen ableism	1	1	3	0
6: MigrWomen antigypsyism	0	0	0	0
7: MigrWomen appearance	10	17	10	0
8: MigrWomen family roles' division	2	26	5	1
9: MigrWomen sexism	3	27	14	1
10: MigrWomen religion	3	9	2	0
11: MigrWomen role associations	0	27	7	1
12: MigrWomen associations & covid	0	0	0	0
13: MigrWomen role awareness raising	0	5	0	0
14: MigrWomen role family of origin	6	2	1	0
15: MigrWomen role informal networks	0	8	4	0
16: MigrWomen role institutions	1	34	12	1
17: MigrWomen role schools- universities	0	3	1	0
18: MigrWomen social media	0	4	1	0
19: MigrWomen gender-based violence	8	42	9	2

Figure 6.3.4.2: External factors for women with migratory background in their access to work

This figure 6.3.4.2 shows that for women with a migratory background the most important correlations with regard to their access to work is gender-based violence, followed by the role of prejudices and racism and the roles of institutions. Family reconciliation, family roles' division, sexism and the associations also play a significant role in their access to work. There are episodes of labour exploitation and the physical appearance is critical too. At the workplace, there are quite many episodes of labour exploitations, and prejudices and racism. A note is worth on the women of second generation that generally face less problems in obtaining a job than women that migrated more recently, but they are subject to prejudices and racism and judged by their physical appearance anyhow.

These experts from the interviews are illustrative of these correlations.

“Si hablan inglés o hablan francés o el idioma que hablan o no saben el español, porque la mayoría no lo sabe, mejor. Y mejor aún si es madre soltera o es la madre, o es una mujer que tiene los hijos fuera y tiene que enviar dinero. Este es el perfil que buscan ahora. Y lo buscan y lo encuentran, claro. (...) Estas mujeres no se enteran. No se enteran de derechos laborales, no se enteran de lo que tienen que ganar... No se enteran de nada” (interview 8)

“Luego, pues, el hecho también de ser una mujer migrada y luego ser una mujer migrada negra, también implica otra intersección entre tu situación. Otra realidad. Que, al ser negra, pues todavía eres considerada... O eres pobre, no tienes un nivel intelectual alto, como que los saberes que tú ya traes —y ya no los saberes universitarios, sino los saberes ancestrales, culturales, de tu cultura— pues no son validados como conocimiento, porque si no está dentro de esa esfera del conocimiento europeo, eurocentrado, catalogado desde la ciencia y desde los ojos de la hegemonía occidental, pues no son conocimientos” (interview 26)

#### 6.4.1.3 Local LGBTIAQ+ individuals

	A: LocalLGBT access to work	B: LocalLGBT issues at work	C: LocalLGBT work & pandemia	D: LocalTrans-people & work extra burden
1: LocalLGBT prejudices-stereotypes	17	35	0	10
2: LocalLGBT ableism	6	2	0	3
3: LocalLGBT antigypsyism	1	0	0	0
4: LocalLGBT appearance	12	4	0	10
5: LocalLGBT heteronormativity	9	23	0	9
6: LocalLGBT transphobia	5	5	0	10
7: LocalLGBT religion	1	0	0	2

8: LocalLGBT role associations	4	7	0	4
9: LocalLGBT role awareness raising	1	3	0	0
10: LocalLGBT role family of origin	1	2	1	0
11: LocalLGBT role informal networks	1	0	0	1
12: LocalLGBT role institutions	3	5	0	5
13: LocalLGBT role referees	2	0	0	0
14: LocalLGBT role schools-universities	1	3	0	0
15: LocalLGBT social media	5	0	0	1
16: LocalLGBT gender-based	0	4	2	4

Figure 6.3.4.3: External factors for local LGBTIAQ+ individuals in their access to work

This figure 6.3.4.3 shows that for local LGBTIAQ+ individuals the most crucial correlation is between the role of prejudices and stereotypes at the workplace. Other relevant correlations, although far for the this first one, regard the imperative of heteronormativity at the workplace, and, again, how prejudices and stereotypes affect their access to work.

These experts from the interviews are illustrative of these correlations.

“Comentarios sutiles, despectivos o no invitar a esta persona a celebraciones que haces con el resto de compañeros, cosas así que no son descaradamente discriminatorias porque entonces ahí ya entraría los protocolos internos y entraría la legislación incluso. Pero a nivel de trato entre las personas sí que, en algún momento, puede haber sido comentarios o colgar algún panfleto en un tablón de anuncios de forma muy anónima, de forma muy genérica, pero sin decir nombres ni referirse a nadie ya da a entender a quién se están refiriendo” (interview 25)

“Anar als llocs de feina hi ha molta tendència a parlar de les relacions que tens, quant et casaràs, tens alguna parella... Saps? Jo crec que així no és tant com únicament de les persones asexuals sinó de qualsevol persona diversa, però és aquell moment en que no estàs seguint el patró i, per tant, ets la persona rara, la persona a la que no es convidarà als llocs més informals, la persona que... I això al final també va afectant” (interview 28)

#### 6.4.1.4 LGBTIAQ+ individuals with migratory background

	A : MigrLGBT prejudice s-racism	B : MigrLGBT ableism	C : MigrLGBT appearan ce	D : MigrLGBT heteronor mativity	E : MigrLGBT religion	F : MigrLGBT role associati ons	G : MigrLGBT role family of origin	H : MigrLGBT role informal networks	I : MigrLGBT role institutio ns	J : MigrLGBT gender- based violence
1 : MigrLGBT 2nd generation work	0	0	0	0	0	0	1	0	0	1
2 : MigrLGBT access to work	7	1	1	2	1	4	0	3	3	2
3 : MigrLGBT at work	0	0	0	0	0	0	1	0	0	1
4 : MigrLGBT work & pandemia	0	0	0	0	0	0	0	0	0	0
5 : Trans&Migr ant & work	2	0	0	2	2	1	0	0	0	1

Figure 6.3.4.4: External factors for LGBTIAQ+ individuals with migratory background in their access to work

This figure 6.3.4.4 shows that for LGBTIAQ+ individuals with a migratory background the most crucial correlation is between the role prejudices and stereotypes and their access to work.

This expert from the interviews is illustrative of this correlation.

“(…) Mentre que si ets una persona migrant li exigeixen que tingui el nivell C de català. Això és discriminació. Però... Llavors les persones migrants acaben tenint nivells C de català i els nacionals no” (interview 32)

## 6.4.2 Access to education

### 6.4.2.1 Local women

	A: LocalWomen access to training- schools- universities	B: LocalWomen issues at school	C: LocalWomen role professors	D: LocalWomen types of schools
1: LocalWomen family reconciliation	3	1	0	1
2: LocalWomen prejudices- stereotypes	2	5	1	3
3: LocalWomen ableism	0	0	0	0
4: LocalWomen antigypsyism	14	9	4	4
5: LocalWomen family roles' division	5	1	0	0
6: LocalWomen sexism	2	4	0	3
7: LocalWomen religion	0	0	0	1
8: LocalWomen role associations	1	5	1	1
9: LocalWomen associations effects pandemia volunteering	0	0	0	0
10: LocalWomen role awareness raising	0	0	0	1
11: LocalWomen role family of origin	6	3	1	3

12: LocalWomen role informal networks	0	0	0	0
13: LocalWomen role institutions	3	2	0	1
14: LocalWomen role referees	2	2	1	2
15: LocalWomen role schools-universities	2	7	4	6
16: LocalWomen separation-divorce	0	0	0	0
17: LocalWomen social media	0	0	0	0
18: LocalWomen gender-based violence	1	3	0	1

Figure 6.4.2.1: External factors for local women in their access to education

This figure 6.3.5.1 shows that for local women the most important correlation regards the imperative role of antigypsyism in both accessing and while attending schools and universities. As in the case of access to work, this aspect is particularly relevant considering the limited interviews to CSOs dealing with Roma and Sinti (4 on 43). Another relevant correlation concerns the role of family roles' division and of the family of origins in accessing trainings, schools and universities, and of prejudices and stereotypes at school or university.

These experts from the interviews are illustrative of these correlations.

“Y nos encontramos personas, pues cero formadas y que no van a tener acceso y que ya están quedando excluidas antes de cumplir la mayoría de edad. Entonces luego nos encontramos con el discurso de la sociedad mayoritaria de la meritocracia. ¿Qué pasa con esto? Que el cual culpabiliza a la víctima de no conseguir esos méritos, de no llegar. Pero si ya desde un inicio no tienen los recursos y el acceso normalizado, pues lo tienen mucho más complicado. Entonces partimos por eso, ¿no? Partimos de una base muy inferior que el resto de la sociedad. Entonces aquí tenemos que hablar de equidad, no de igualdad. Porque la igualdad de oportunidades viene a través de la equidad. Entre nosotros hay ciertas porcentaje de familias gitanas que necesitan mucha más ayuda. Y eso la sociedad mayoritaria lo criminaliza, de alguna manera, también. Ese es el antigitanismo” (interview 19)

“Clar, jo crec que això s'intenta canviar, i sobretot a l'institut, però hi continua havent —diria— la formació tradicional que continua accedint les noies a feines de noies i poques que es dediquen a feines de nois. Però bueno, vull pensar que això està canviant. Que hi ha alguns referents, com dones bombers, agents rurals...” (interview 16)

## 6.4.2.2 Women with migratory background

	A: MigrWomen 2nd generation education	B: MigrWomen access to training- schools- universities	C: MigrWomen issues at school	D: MigrWomen role professors	E: MigrWomen types of schools
1: MigrWomen exploitations	0	0	0	0	0
2: MigrWomen family reconciliation	0	1	0	0	1
3: MigrWomen human trafficking	1	2	1	0	0
4: MigrWomen prejudices- racism	3	3	4	1	3
5: MigrWomen ableism	0	0	1	0	0
6: MigrWomen antigypsyism	0	2	4	1	2
7: MigrWomen appearance	0	1	2	0	0
8: MigrWomen family roles' division	1	4	0	0	0
9: MigrWomen sexism	0	3	0	0	1
10: MigrWomen religion	4	0	0	0	0
11: MigrWomen role associations	4	7	5	1	1
12: MigrWomen associations & covid	0	0	0	0	0

13: MigrWomen role awareness raising	0	0	0	0	0
14: MigrWomen role family of origin	6	4	0	0	0
15: MigrWomen role informal networks	0	1	0	0	0
16: MigrWomen role institutions	3	8	2	0	1
17: MigrWomen role schools- universities	4	1	6	2	3
18: MigrWomen social media	0	0	0	0	0
19: MigrWomen gender-based violence	7	6	3	0	1

Figure 6.4.2.2: External factors for women with migratory background in their access to education

This figure 6.3.5.2 shows that for women with a migratory background the most important correlations with regard to their access to education are the role of institutions and of associations. For those women of second generation, a crucial correlation regards the victims of gender-based violence, which plays a critical role also for those women who have migrated more recently and wish to access a training or university.

These experts from the interviews are illustrative of these correlations.

“Quindi l'accesso alla formazione linguistica, che però deve essere propedeutica necessariamente, poi la formazione lavorativa con tutti i corsi, ecco. Iniziamo un attimo a ragionare anche su della possibilità di fare dei corsi anche per chi non ha un titolo di soggiorno nell'immediato, ma ha una presa in carico, quindi, è dichiarato che vive in un'associazione, in un progetto che esiste il permesso di soggiorno, non può essere, proprio per le ragioni di cui parlavo adesso, una condizione [con la quale] non si può fare nulla” (interview 13)

“Non è che tanti stranieri, se anche se ci sono la seconda generazione, no?, per esempio, non entrano nell'università fino al superiore e basta, così devono trovare un lavoro o devono sposare o devono avere più figli” (interview 34)

## 6.4.2.3 Local LGBTIAQ+ individuals

	A: LocalLGBT access to schools-universities	B: LocalLGBT issues at school-university	C: LocalLGBT role professors	D: LocalLGBT types of schools	E: LocalTranspeople edu extra burden
1: LocalLGBT prejudices-stereotypes	1	20	9	6	3
2: LocalLGBT ableism	0	1	0	1	0
3: LocalLGBT antigypsyism	0	0	0	0	0
4: LocalLGBT appearance	0	0	0	0	1
5: LocalLGBT heteronormativity	1	6	3	0	1
6: LocalLGBT transphobia	0	3	2	0	2
7: LocalLGBT religion	0	2	1	3	0
8: LocalLGBT role associations	1	10	2	4	3
9: LocalLGBT role awareness raising	0	4	1	2	0
10: LocalLGBT role family of origin	1	6	1	3	1
11: LocalLGBT role informal networks	0	1	0	0	0
12: LocalLGBT role institutions	1	5	2	3	0

13: LocalLGBT role referees	0	3	0	0	1
14: LocalLGBT role schools-universities	0	14	8	4	0
15: LocalLGBT social media	0	1	0	0	0
16: LocalLGBT gender-based violence	1	3	0	1	2

Figure 6.4.2.3: External factors for local LGBTIAQ+ individuals in their access to education

This figure 6.3.5.3 shows that for local LGBTIAQ+ individuals the most crucial correlation once again played by prejudices and stereotypes this time while they are at schools or universities. The role of associations and schools and universities themselves is important, and another significant correlation regards the role that professors play and what occurs at school.

These experts from the interviews are illustrative of these correlations.

“(…) un ragazzo, che ci ha raccontato un episodio di bullismo omofobico che è stato poi messo a tacere. Cioè questo ragazzo ha parlato con la propria insegnante denunciando un po’ la situazione che viveva alla coordinatrice, che ha fatto un bel lavoro, ha portato il tema al consiglio di classe (…) [ma] poi è stato bloccato dalla dirigente. E poi lui è venuto da noi, noi siamo usciti fuori, poi chiaramente denunciando questo problema” (interview 1)

“(…) hablaría de problemas persistentes. Por ponerte un ejemplo, (…) informar a la escuela, de comunicar que la persona está en un periodo de tránsito. Y entonces todos los profesores comienzan a llamar a este alumne con su nombre nuevo, con su nuevo nombre con el género nuevo. Pero hay un profesor que no lo hace. Uno solo, ¿eh? En toda la escuela, hay uno. Y resulta que este profesor al final le tienen que abrir un expediente disciplinario. Pero claro, son procesos tan lentos que cuando el expediente disciplinario llega a resolverse, pues eso, el alumne, el alumne ya ha terminado los estudios y se ha ido a otro centro. Sí. Entonces, da rabia porque no es una situación... No es una situación grave, no se ha fracasado porque la mayoría del profesorado lo ha aceptado, pero uno solo, uno solo. Tenemos ese caso que yo utilizo como ejemplo” (interview 39)

#### 6.4.2.4 LGBTIAQ+ individuals with migratory background

	A : MigrLGBT prejudice s-racism	B : MigrLGBT ableism	C : MigrLGBT appearan ce	D : MigrLGBT heteronor mativity	E : MigrLGBT religion	F : MigrLGBT role associati ons	G : MigrLGBT role family of origin	H : MigrLGBT role informal networks	I : MigrLGBT role institutio ns	J : MigrLGBT gender- based violence
1 : MigrLGBT 2nd generatio n education	1	0	0	0	0	0	0	0	0	0
2 : MigrLGBT access to school- university	1	1	0	0	0	0	0	0	0	0

Figure 6.4.2.4: External factors for LGBTIAQ+ individuals with migratory background in their access to education

There are no sufficient data to draw any evidence-based assumption on potential correlations regarding LGBTIAQ+ individuals with migratory background and their access to education as shown by this figure 6.3.5.4.

## 6.4.3 Access to social and public services

### 6.4.3.1 Local women

	A: LocalWomen child services	B: LocalWomen health assistance	C: LocalWomen housing	D: LocalWomen other services	E: LocalWomen transports- distances
1: LocalWomen family reconciliation	5	1	3	0	1
2: LocalWomen prejudices- stereotypes	0	2	4	3	1
3: LocalWomen ableism	0	1	2	2	0
4: LocalWomen antigypsyism	0	11	12	5	2
5: LocalWomen family roles' division	2	1	3	0	1
6: LocalWomen sexism	0	2	2	3	0
7: LocalWomen religion	0	0	0	0	0
8: LocalWomen role associations	2	9	10	10	1
9: LocalWomen associations effects pandemia volunteering	0	0	0	0	0
10: LocalWomen role awareness raising	0	1	1	2	0
11: LocalWomen role family of origin	1	3	2	1	0

12: LocalWomen role informal networks	1	1	2	1	1
13: LocalWomen role institutions	4	15	16	14	7
14: LocalWomen role referees	0	0	0	0	0
15: LocalWomen role schools- universities	0	1	0	0	1
16: LocalWomen separation- divorce	1	0	4	0	1
17: LocalWomen social media	0	0	0	0	0
18: LocalWomen gender-based violence	2	10	22	17	5

Figure 6.3.6.1: External factors for local women in their access to social and public services

This figure 6.3.6.1 shows that for local women the most important correlation regards the victims of gender-based violence and their challenge to access to a new housing, followed by their difficulties in accessing also other types of services. Institutions are, quite obviously, relevant also for providing health assistance, housing and other services. Antigypsyism again plays a crucial role in health assistance and housing.

These experts from the interviews are illustrative of these correlations.

“(…) sulla casa, noi cerchiamo, la sosteniamo a cercare l'alloggio, cioè non possiamo poi fare nulla in realtà. Perché? Ovviamente però mettiamo annunci, magari soprattutto per le donne ospiti. Non possiamo garantire per loro (…). L'Ipes [edilizia sociale] (…), se la donna ha i criteri l'aiutiamo, magari a fare la domanda, lei fa la domanda e talvolta c'è la possibilità per noi di fare le relazioni affinché le donne entrino nelle graduatorie. Gli aumentano quel punteggio, ma non è così scontato. Poi, come ultima cosa abbiamo tentato, diciamo perché la provincia si era anche attivata e anche noi di fare con l'Ipes, per esempio il progetto degli alloggi di transizione (…), [per] donne che magari appunto sul mercato privato avrebbero delle difficoltà oggettive (…), che hanno ancora bisogno di un supporto per la violenza che hanno subito” (interview 15)

“Y ser gitano o gitana. Ser gitano o gitana es un motivo porque en lo que... O sea, no... No diré, no te van a decir: «Oye, no te alquilo el piso». Pero se dan situaciones en que vamos que el piso está libre, aparece la persona, ven que es gitana y deja de estar libre el piso: «Ah, ya está ocupado el piso. Ya lo han alquilado»” (interview 18)

## 6.4.3.2 Women with migratory background

	A: MigrWomen child services	B: MigrWomen health assistance	C: MigrWomen housing	D: MigrWomen other services	E: MigrWomen social aids	F: MigrWomen transports- distances
1: MigrWomen exploitations	1	1	10	0	1	1
2: MigrWomen family reconciliation	9	0	6	1	0	1
3: MigrWomen human trafficking	1	0	1	1	0	0
4: MigrWomen prejudices- racism	1	15	27	6	2	2
5: MigrWomen ableism	0	5	0	1	0	0
6: MigrWomen antigypsyism	0	2	1	1	0	1
7: MigrWomen appearance	0	1	11	2	0	0
8: MigrWomen family roles' division	0	1	6	0	1	0
9: MigrWomen sexism	0	1	6	2	1	0
10: MigrWomen religion	0	2	1	1	0	0
11: MigrWomen role associations	1	13	19	7	3	0
12: MigrWomen associations & covid	0	0	0	0	0	0

13: MigrWomen role awareness raising	0	1	3	2	0	0
14: MigrWomen role family of origin	0	1	2	2	0	0
15: MigrWomen role informal networks	1	1	8	1	6	0
16: MigrWomen role institutions	10	18	23	14	8	2
17: MigrWomen role schools- universities	0	0	1	0	0	0
18: MigrWomen social media	1	0	0	0	0	0
19: MigrWomen gender- based violence	3	9	27	13	3	2

Figure 6.3.6.2: External factors for women with migratory background in their access to social and public services

This figure 6.3.6.2 shows that for women with a migratory background the most important correlations concern the role of prejudices and racism and of gender-based violence in finding a house, followed by the role of institutions with regard to housing. Prejudices and racism play an important role also in the provision of health assistance.

These experts from the interviews are illustrative of these correlations.

“Avevamo ricevuto in un quartiere un po’ periferico di (...) due appartamenti Ipes [edilizia sociale] (...). In questa palazzina Ipes c'erano parecchie famiglie, ma soprattutto persone anziane, erano impaurite a vedere la donna ‘nera’ (...). Cosa abbiamo fatto? Abbiamo preso, era Natale, abbiamo fatto il giro degli appartamenti, abbiamo portato il panettone piuttosto che il selfie. Abbiamo fatto due chiacchiere. E ha funzionato, mhm ha funzionato” (interview 11)

“O sigui, a servies socials hi ha molt biaix racista perquè si hi ha van una dona marroquina amb vel a demanar ajudes, doncs la renda bàsica garantida o coses així, doncs primer li qüestionen per què has vingut en aquest país, quins plans tens, per què et pensaves que venint aquí t’ho donarien tot. Els hi fan aquests comentaris.” (interview 30)

## 6.4.3.3 Local LGBTIAQ+ individuals

	A: LocalLGBT health assistance	B: LocalLGBT housing	C: LocalLGBT housing trans extra burden	D: LocalLGBT other services	E: LocalLGBT transports-distances
1: LocalLGBT prejudices-stereotypes	15	10	2	1	0
2: LocalLGBT ableism	4	0	0	0	0
3: LocalLGBT antigypsyism	0	0	0	0	0
4: LocalLGBT appearance	0	0	0	0	0
5: LocalLGBT heteronormativity	8	3	0	2	0
6: LocalLGBT transphobia	0	2	3	0	0
7: LocalLGBT religion	0	1	0	0	0
8: LocalLGBT role associations	7	2	1	2	3
9: LocalLGBT role awareness raising	0	0	0	0	1
10: LocalLGBT role family of origin	5	3	1	2	0
11: LocalLGBT role informal networks	1	1	0	0	0
12: LocalLGBT role institutions	22	6	2	1	4

13: LocalLGBT role referees	1	0	0	0	1
14: LocalLGBT role schools-universities	2	1	0	0	0
15: LocalLGBT social media	0	0	0	0	1
16: LocalLGBT gender-based violence	1	1	0	0	0

Figure 6.3.6.3: External factors for local LGBTIAQ+ individuals in their access to social and public services

This figure 6.3.6.3 shows that for local LGBTIAQ+ individuals, apart from the relevant correlation among the provision of health assistance and the role of institutions, once again prejudices and stereotypes (and heteronormativity) are imperative in both the health assistance and the housing.

These experts from the interviews are illustrative of these correlations.

“Bueno, jo crec que hi juga una mica tot. La configuració dels serveis públics encara és molt heterosexista, molt cisnormativa, molt heteronormativa... Llavors, tots els serveis estan, d’alguna manera, pensants des d’una visió normativa, i en conseqüència el repte està en que aquesta visió del servei comenci a ser més diversa” (interview 3)

“(…) s’ha trobat que pel fet de ser LGTBI doncs han tingut més problemes perquè els lloguessin el pis, quan la persona que ho arrendava ho ha sabut. (...) Amb les persones trans ja ni te cuento! Clar, és que el gran tema és que les persones trans... Perquè si nosaltres [lesbianes] amb segons què ho tenim complicat, elles és brutal. O sigui, no et diré agressió, però sí, sí que són agressions. Cap a elles és brutal. O sigui, unes tancades de porta a nivell laboral, a nivell de vivenda... Brutal.” (interview 37)

#### 6.4.3.4 LGBTIAQ+ individuals with migratory background

	A : MigrLGBT prejudice s-racism	B : MigrLGBT ableism	C : MigrLGBT appearan ce	D : MigrLGBT heteronor mativity	E : MigrLGBT religion	F : MigrLGBT role associati ons	G : MigrLGBT role family of origin	H : MigrLGBT role informal networks	I : MigrLGBT role institutio ns	J : MigrLGBT gender- based violence
1 : MigrLGBT health assistance	1	0	0	0	0	3	0	0	3	0
2 : MigrLGBT housing	3	0	0	1	0	3	0	1	5	0
3 : MigrLGBT other services	1	0	0	1	0	0	1	0	0	0

Figure 6.3.6.4: External factors for LGBTIAQ+ individuals with migratory background in their access to social and public services

This figure 6.3.6.4 shows that for LGBTIAQ+ individuals with a migratory background a crucial correlation, besides the role of institutions and associations in securing housing, regards once again the role prejudices and stereotypes and their access to housing.

This expert from the interviews is illustrative of this correlation.

“Ara mateix, la situació a (...) és de naufragi en l’habitatge. Molt dolenta. (...) Si ets migrant trans o quan més pobre i més... i com coses en les que et puguin discriminar clar, estàs pitjor” (interview 21)

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