

Erasmus+ strategic partnership project

**„Open and Liberal Community: Challenges and Opportunities for Adult Education“
(OPLICO)**

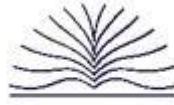
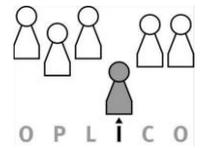
No. 2017-1-LT01-KA204-035211

OPLICO HANDBOOK



2017-2019

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TELŠIŲ ŠVIETIMO CENTRAS

Acknowledgment

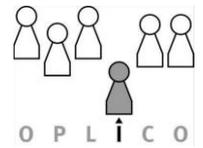
We are glad to present this Handbook as a result of the Erasmus + strategic partnership project “Open and liberal community: Challenges and Opportunities for Adult Education” (OPLICO) supported by project partners from France, Germany, Norway, Portugal and Lithuania. In each partner country, a lot of people (staff members, stakeholders, representatives of organisations/institutions) contributed to this project presenting their social system and situations of the country as well as their institutions, sharing valuable practices and experiences on integration of people with fewer opportunities (e.g. migrants, social risk groups) into local communities. We appreciate this a lot.

We thank all those who supported and accepted to answer our survey questions and share their experiences on integration into local communities. The survey enabled us to identify what support people with fewer opportunities (migrants, refugees, social risk group) need and how difficult it is for them to integrate into the local community. Through a questionnaire applied to technicians and volunteers who work in support centers and in local communities of migrants/refugees, it was possible to identify the support they seek the most, their level of satisfaction with this work and what difficulties they face etc. We would like to remind that all responses were processed while respecting the anonymity of the respondents.

We also thank our partners for their cooperation, whole-hearted support and fruitful outcome during the two years of the projects.

We would like to express our sincere thank Erasmus+ for supporting us to implement this project.





About project OPLICO

OPLICO is the abbreviation of project title: “Open and Liberal Community: Challenges and Opportunities for Adult Education”. "Open, tolerant and liberal community for everyone irrespective of their social status, educational background, race, gender or their way of thinking is one of challenges of 21st century giving opportunities for adult educators to bring positive and long-lasting effects transferring the experiences and best practices as well as improved models of 5 European countries into local activities" – that is the main idea of the project.

The main objective of the project is to encourage the local communities to be open and tolerant towards people of social risk group (including migrants) and facilitate their social inclusion into local communities through educational activities based on project partners' experiences and best practices.

During the project period 2017-2019, 1 Learning/teaching activity and 4 Transnational meetings were organised as well as a lot of organisations and communities were visited in each partner country. During the meetings, partners attempted to find new opportunities to facilitate social inclusion of social risk group and migrants into local communities through adult education and this way encourage local communities to be more open for everyone.

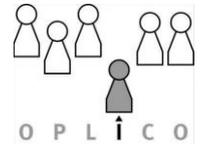
Target groups: Staff members, adult educators, local community members, social risk groups and migrants.

OPLICO strategic partnership is mainly focused on one horizontal priority "Social inclusion". Priority is given to actions/educational activities that promote – in particular through integrated approaches based on the experiences of the partners and best practices – inclusion of people belonging to the social risk group (including migrants) into local communities and increasing awareness of the background of the newcomers in the local communities.

All partners have different backgrounds and a lot of experience regarding issues of integration in the local communities. This project takes the opportunity to learn from each other as well as to share the experiences and transfer them into partner countries by developing and piloting an attractive education/training program for local community members who work with people with fewer opportunities (e.g. social risk group, migrants).

In each partner country, a lot of people (staff members, stakeholders, representatives of organisations/institutions) contributed to this project presenting the social system and situations of the country as well as their institutions, sharing valuable practices and experiences. We appreciate it a lot!





Project coordinator



TELŠIŲ ŠVIETIMO CENTRAS

- ✓ Telšių švietimo centras -Telšiai /Lithuania

Partners



- ✓ Berufskolleg Tecklenburger Land - Ibbenbüren / Germany



- ✓ Société Culturelle Franco-Allemande Auvillar – Auvillar / France

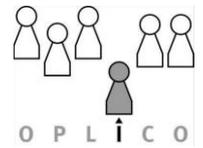


- ✓ Stord vidaregåande skule – Stord / Norway



- ✓ ContemplaTrilhos - Associação para o desenvolvimento, formação e inclusão social Lisboa/ Portugal

Duration of the project - October 1, 2017 – September 31, 2019



About OPLICO research work on integration of migrants and people of social risk group into local communities

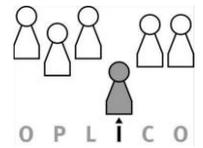
This research related to migration and integration issues is one of the project results and it has a double objective. It was through a questionnaire applied to migrants/refugees (in France no questionnaires were applied because this partner is not directly involved with any migrant/refugee community) and people of social risk group in Lithuania it was possible to identify what support migrants and refugees as well as people of social risk group need and how difficult it is for them to integrate into the local communities of partner countries. One could also identify the level of satisfaction with the services provided by the centers or with life in the migrant/refugee communities. On the other hand, through a questionnaire applied to technicians and volunteers who work in support centers and in local communities of migrants/refugees, we intended to identify the most sought-after support in these support centers, their level of satisfaction with this work and what difficulties they faced while doing so.

In addition, it is also intended to provide elements that can be provided to policy-makers so that they can take more informed action to facilitate the social inclusion of migrants in host communities, as well as to increase tolerance and openness of the population. Finally, it is also intended to understand the best and worst practices in each of these communities or support centers to serve as an example for application or correction in other countries.

The questionnaire data was entered and processed by an SPSS statistical software. After its analysis, the conclusions of the study were obtained, of which the following stand out:

- a) Cross-checking between migrant/refugee responses and volunteers and technicians from local communities shows that, in general, the problems and needs reported by the migrants / refugees were identified by volunteers and workers from local centers and communities who diagnosed each situation and took the most appropriate measures to solve the problems.
- b) It was found that, in more than half of the situations, requests for assistance from migrants / refugees were met. When this was not possible, an effort was made to refer them to the appropriate places or explain the reasons why their requests could not be met.
- c) Most aid applications concerned employment or residence authorizations. In Germany, refugee status was the most sought after.
- d) Although they ask for help in the centers, the attitude of the migrants / refugees varies greatly, from the very "educated and humble" to those who are "rude" and "demanding only rights". At times, this provoked moments of tension between the two parties.
- e) One of the most cited problems was the difficulty of communication because of the language. This problem is reflected in the difficulty of finding employment, establishing social relations with the local community and the inhabitants of the country, attending courses and, finally, the integration of migrants / refugees in the host countries.

To see the details about the study look at „European study on migrants/refugees/social risk group“ or click on the following link www.oplico.eu.



STORD VIDAREGÅANDE SKULE
HORDALAND FYLKESKOMMUNE

Stord vidaregåande skule – Stord/ Norway

SOCIAL SITUATION OF NORWAY

Norway has a total area of 385,252 square kilometres and a population of 5,312,300 (August 2018). Norway is a sovereign state with a constitutional monarchy. King Harald the 5th is the current king of Norway and Erna Solberg has been the prime minister since 2013. The state power is divided between the Parliament, the cabinet and the Supreme Court, as determined by the 1814 Constitution. Norway maintains close ties with the European Union and the United States and is a founding member of the United Nations, NATO, the European Free Trade Association, The Council of Europe, the Antarctic Treaty, and the Nordic Council.

Norway maintains the Nordic welfare model with universal health care and comprehensive social security system. The Norwegian state has a large ownership in key industrial sectors and is for example the world's largest producer of oil and natural gas outside the Middle East. It has a high rank when looking at Human Development Index. Norway is considered a progressive country when it comes to human rights and has successfully campaigned for gender equality policies.

Immigration in Norway

In 2013 immigrants residing in Norway was 14,1 % of the total population. Pakistani Norwegians are the largest non-European immigrant group in Norway. After the enlargement of the EU in 2004, several immigrants arrived from Central and Northern Europe, especially from Poland, Lithuania and Sweden. A large number of under aged and unaccompanied minors arrived in Norway in autumn 2015. Many of them are still in Norway but also a good number have left the country after being refused residence in Norway. The policies of immigration and integration have been the subject of much debate in Norway.

Activities facilitating the integration of refugees and other social risk groups into local communities in Norway

1. Adult Education in Stord – English



Who are we?

This is quite a mixed class. There are pupils from Norway, Spain, Turkey, Afghanistan, Syria and Somalia. It is quite a challenge to teach English in this class as their background and knowledge of English is very varied. It is not only the basic English grammar and vocabulary that is a challenge, but also their cultural background.

Why did they choose adult education?

Some of my students may have a degree from another country that is not recognised in Norway, so in a way they “start all over again”. There are also some who have only had a few years of schooling from their home countries, and for them this means a lot of hard work. Some of the Norwegian students have worked for many years and have decided to go on to higher education at university level after passing their subjects/exams.

English as a subject

The curriculum for adult education is the same as for those in the general studies program and the vocational program.

- *Spotlight UK*
- Language learning
- Communication
- Culture, society and literature. English as a world language. British literature texts of various genres and from different periods.
- *Spotlight USA*
- Language learning
- Communication
- Culture, society and literature. Discuss American literature of various genres and from different periods. Discuss the literature of indigenous people.
- *Worldwide*
- Language learning
- Communication
- Culture, society and literature. Discuss literary texts of various genres from different countries and periods. Social conditions and values in English speaking countries.

My own reflections

It is quite exciting for me to meet so many people of different backgrounds and with different life experiences. It is very interesting to get to know them better. They are all very eager to learn. So much of what is in the curriculum is based on our western culture. Who was W. Shakespeare, Oscar Wilde, Charles Dickens and Pink Floyd? There are names, historical events, political situations that Norwegian students have learned about from an early age. I can't just mention something as an example and expect everybody to understand.

Another thing is our word and sentence structure. This is very unfamiliar to people from Arabic and African countries. In many ways I have had to start with some things “from the beginning”.

I enjoy meeting up with these students once a week for a double lesson. They show appreciation, interest and curiosity – and we learn from each other.

Written by Kjersti Berge

2. Minority language pupils in Norway

Minority language students in primary and secondary education are children, young adults and adults with other than Norwegian or Sami as a first language. In this context minority language students are to be understood as students in year 1-10 of primary and secondary school, upper secondary school students and adults in basic training.

Many of the adult participants in primary, secondary and upper secondary training are minority language students.

School owners can choose to organize specific training for newly arrived minority language students in separate groups, classes or schools. The aim of the introductory course is that the student as quickly as possible will learn enough Norwegian to follow ordinary courses and obtain the competence aims in The Knowledge Promotion Reform.



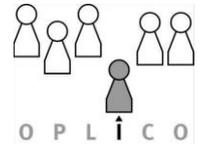
What does such an introductory course contain?

The course offers a goal oriented Norwegian language training combined with primary and lower secondary education in five compulsory subjects, giving the students the opportunity to study on an upper secondary level, either as ordinary students, as visiting trainees or guest students.

Some of the students can sit a primary school exam or improve their diploma of lower secondary education according to The Education Act, section 4A-1, second paragraph. This arrangement is voluntary, and the students can attend the introductory course for up to two years. Attending the introductory course does not affect the students' right to upper secondary education. The students are offered adapted training in all subjects. The subjects are divided into different levels and the lessons are scheduled parallelly. As an example, this makes it possible for the students to follow a course at the lowest level in English and the highest level in Mathematics. The level of competence in Norwegian decides which group the students will be in for social science and natural science.

What are the advantages of such an offer?

The students will be well prepared for upper secondary school both when it comes to the different subjects and Norwegian language skills. They develop a better understanding of concepts, they get to know the Norwegian educational system, demands and expectations, they learn study techniques and different learning methods within Norwegian school culture. The introductory course gives the students enough knowledge about the different offers in upper secondary education to make them choose what is a suitable path for them.



Both teachers from the council and from upper secondary schools teach the students. This means that the teachers and students get to know each other from early on, and the teachers gather valuable experience in teaching minority language students.

There is a continuous admission of students throughout the school year. This way, the students do not have to wait for a new school year to start their education.

Target group for the introductory course are students that:

- ✓ do not have an educational background that equals Norwegian primary school.
- ✓ have completed Norwegian primary school but need more training because they have been in Norway for a shorter period.
- ✓ have a diploma from their country of origin, but need more training in Norwegian and compulsory subjects before starting upper secondary education

Education and curriculum

The students receive training according to The Primary and Lower Secondary Education Act for adult students. The curriculum is according to the competence aims of The Knowledge Promotion Reform. After individual mapping, the students receive training and education in the different subjects at a suitable level. In Norwegian the students are taught according to the plan for “Basic Norwegian for language minorities” or the plan for “Norwegian with social science”. The students who are to sit a primary school exam according to section 4A-1 follow the ordinary Norwegian plan when mapping shows that they have enough competence. Norwegian classes use different books and teaching aids, depending on the level of the students. Digital resources are also available for basic language training, pronunciation, listening exercises, writing and presentations in all subjects. Co-students with similar and different backgrounds assist each other, and together they come to a better understanding. New knowledge is built on the students` former knowledge.

Written by Øystein Djuve

3. IKK – International Culture Club on Stord

Stord is an island community, in the south of Norway with about 19000 inhabitants. Many of the inhabitants are from tightly knit families and have friends whom they have known their whole life and therefore often have no time or need for more friends. The inhabitants have a common culture based on nationalistic identity and values.

IKK has existed since 1989 and the goals for the culture group have been to

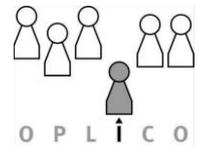
- To promote and respect all nationalities, religions and races.
- To help people coming from foreign countries to enjoy and take part in the culture of the society of Stord.
- To help people from foreign lands to maintain their own culture and to share it with the people on Stord.

People who move to Stord

- Some come to work and bring their families.
- Some come seeking for shelter, for longer and shorter terms.

What does IKK do/arrange to bring people together on Stord?

1. International food courses for adults and young adults: 5/6 times a year
2. Café’s with international food: for everyone to have a place to meet: 5 times per year
3. Language café’s – every other week in association with the library
4. Dance classes or international activities from different cultures



5. Children carnivals: yearly
6. International festival days and feasts
7. Very large international events every other year.
8. Projects with local clubs and groups :
 - ✓ Stord Botanic group (picking and preparing mushroom)
 - ✓ The Red Cross (Christmas workshop for children)
 - ✓ The local fishing group (course in the skill of fishing)
 - ✓ CISV and other local groups (e.g. walks and games for children)

Challenges:

1. How to reach those most in need of friendship and support
2. How to recruit enough people willing to give time – freely and regularly.
3. How to get funding.

IKK: “Strangers are only friends we have yet to meet”

Written by Kathrin Isdal

4. Red Cross Stord / Fitjar

As an addition to the public activities and possibilities made available to immigrants who come to Norway, we have several ideal organisations doing a great job to help our new fellow Norwegians settle in in our country. One of them is The Red Cross Stord / Fitjar. “Norwegian Red Cross mission is to reveal, prevent and alleviate human suffering and distress. Our activities are grounded in local needs, resources and competencies, carried out by local volunteers.” (www.rodekors.no).

Red Cross offers a variety of activities to help the refugees in the municipalities of Stord and Fitjar. For those who are interested in sewing and other handicrafts, they have craft groups every other Tuesday. Once a week, the kids who attend school (from the year 6 and up) are offered help with their homework. These activities are located at the two reception centers / asylum centers in Stord, so that they are easily accessible for the immigrants.

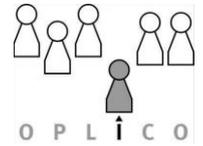
We have beautiful forests and mountains in Stord and Fitjar. Our inhabitants spend a lot of time walking and hiking there. Red Cross organizes a “tour group”- those who want to go for walks and / or hikes can join it. This is a great way to get to know new people, and they also get to know their new local area and get some exercise! It also gives some insight into a quite typical feature of the Norwegian culture.

In addition to the regular, weekly activities, Red Cross also organizes different events, such as barbeque parties, friendship breakfasts and a “Christmas gift campaign” where they encourage those who are more fortunate to donate Christmas gifts to Red Cross. Red Cross distributes the gifts to the kids at the asylum centres.

Red Cross also provide activities which are offered to all inhabitants in Stord and Fitjar:

Homework

Adults students who study at the Centre for Adult Education, Stord High School are offered help with their homework once a week. When their class is finished, they can simply go to the library at Stord High School and get help with their homework. This is a great cooperation between The Red Cross, Centre for Adult Education and Stord High School.



Companionship for those who are lonely



Picture from <https://www.redcross.no/>

There are a lot of lonely people that miss a good friend they can spend time with and talk to. Red Cross Stord / Fitjar has a group of volunteers that visit those who wish to have support and encouragement in their everyday life. The volunteers meet their friend in need on a regular basis, one to two hours a week. The volunteer and the one who wants companionship decide themselves what they want to do together. It may be a walk, a visit to a coffee shop and or other activities.

In addition to the weekly hour or two, the volunteers also arrange trips, exercise groups etc to make it possible for people to meet other people. Another variation of this service is that the volunteer brings a dog. This has turned out to be very successful.

To be allowed to become a volunteer visitor, Red Cross has certain requirements to ensure that this is a safe offer with high quality. Volunteers must go through an interview and mandatory training, they need to sign and comply with an ethical- and confidentiality agreement and they must be over the age of 18. Also, they must know Red Cross' provisions that apply to the volunteers that are involved in this service. This weekly contact is a great success and of great value to those who are lonely.

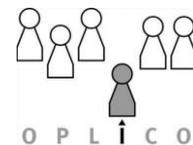
Red Cross has great cooperation with the different official offices and are always helpful and positive. The general public in Norway has a very positive view on Red Cross and are happy and grateful for their fantastic contribution towards a better society.

Written by: Agnete Naustdal Aase

5. Stord Cricket Klubb- tool for integration of immigrants and refugees



Cricket is a sport primarily played in the former British colonies and is comparatively a new game in Norway and rest of Europe. Majority of the clubs in Norway are based in the Oslo region with players from expat communities, especially the Asian community.



Cricket in Stord:

It started off with the influx of Indian engineers who were eager to play cricket. That cricket fever disappeared with the engineers who returned to India. But then in 2015 there was a newspaper report about the refugees from Afghanistan who wanted to play cricket but were informed by the journalist that it would be difficult in Stord. That started the ball rolling. I was pleasantly surprised at the level of cricket that was displayed by the boys who had never played any sort of organised cricket in their country. Therefore, we had to start from the scratch and marched on to play our first league in Norway in 2018. The team performed beyond expectations against teams who had been playing for years together. This has contributed in developing self-respect and confidence which is difficult as refugees in a new society. This has indeed helped in the integration of the refugees in the society. In all other situations they are learning new skills, new language, new way of life. This is something they feel at home with and that helps them master the other challenges they face. That has helped them settle down in a new society.

We had a café to raise funds for the club where the players showed their culinary skills and many people turned up to show their support to the cricket team. We feel that we are being backed by the inhabitants of Stord which gives us the strength to carry on. We have been on TV and in newspapers giving us a feeling that we are being noticed.

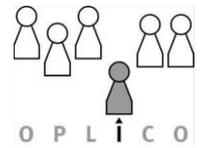
Cricket in schools:

We have now introduced cricket to students of primary schools in Norway where our players are actively involved. There is a sense of accomplishment when they teach ethnic Norwegian youth to play cricket. They get respect from the local youth as well as the teachers. Many of our players who are minors do not have parents to guide them on a day to day basis. Team sports teach players team spirit and also discipline.

Thus, Stord Cricket Klubb with its cricket team has proved to be a success both in sporting terms but also as guide to successful integration of refugees and other immigrants in the Norwegian society.

Written by Neeta Sankholkar





**ContemplaTrilhos - Associação para o desenvolvimento, formação e inclusão social
Lisboa/ Portugal**

SOCIAL SITUATION OF PORTUGAL - 2018

<https://www.tsf.pt/sociedade/interior/situacao-social-en-portugal-esta-melhor-bruxelas-diz-que-sim-10214574.html>;

The draft Joint Employment Report, which analyzes the social and employment situation at European level, point to an improvement in the social situation throughout the European Union (EU) and particularly in Portugal, with the country leaving the group of the Member States in "critical situation".

Therefore, Portugal no longer belongs to the group of 13 countries that live "critical situations" at the social level, this is, indicators that are "much worse than the average, have not improved sufficiently fast or are deteriorating."

The report, which assesses Member States' performance in function of 14 key indicators, underlines that Portugal is among the best at integrating children under three years into formal reception facilities and in between "the best than average" at level of employment rate (% of population 20-64 years), unemployment rate (% of population aged 15-74), long-term unemployment rate, gender and duration disparities in employment.

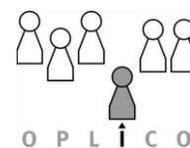
Under 'observation', five indicators remain: gross household disposable income per capita, the remuneration of employees on behalf of others for hours worked (in euros), income quintile ratio, impact of social transfers (excluding pensions) in poverty reduction, and the rate of individuals with basic or advanced digital skills (% of population aged 16-74).

"Low, but improving" is the early dropout exit rate from the education and training system.

Among the indicators in line with the European average are the percentage of the population at risk of poverty or social exclusion, young people who do not study, do not work or attend training (% of the population aged 15-24), and the population in need unmet medical care declared by the patient.

The Joint Report about Employment gives an overview yearly of the main developments in employment and social situation in Europe, as well as the reforms adopted by the Member States, in line with the employment policy guidelines.

In the EU's overall picture, the report notes that household incomes have been rising, but in some Member States, such as in Portugal, it remains below pre-crisis levels.



The report also indicates that real wage growth resumed in 2018, but remains below the productivity growth rate and below what would be expected given the positive evolution of the labor market and the economy as a whole. "More generally, inequality and poverty continue to cause concern," the Commission warns.

Data from the Immigration, Borders and Asylum Report 2017 of the Aliens and Borders Service (SEF). June 27, 2018

www.publico.pt/2018/06/27/sociedade/noticia/imigracao-volta-a-subir-em-portugal-italia-entra-para-top-10-de-estrangeiros-1835913

After a slowdown during periods of crisis, and for the second consecutive year, in 2017 the immigrant population in Portugal increased again, this time at 6%. Last year more residence permits were granted raising the number of foreigners living in Portugal to 421,711.

Only in the new residence permits - that is, immigrants who came to live for Portugal for the first time - there was a rise of almost 31%, with 61,413 emissions. Those who requested the most of these documents were Brazilian (11,574), Italian (5,267), French (4662) and British (3,832).

The Brazilians continue to dominate the first place in the table of immigrants living in Portugal, with 85,426 citizens. Italy was the fastest growing country with a 50% increase compared to 2016, now totaling almost 13,000 Italian citizens residing in Portugal.

In total, in 2017, the SEF issued 27,362 positive opinions for the attribution of nationality to foreign citizens, and cast 1,311 - a number slightly above the approximately 26 thousand concessions of the last year. The most representative nationalities were Brazil (10,805), Cape Verde (3,022), Israel (2,539), Ukraine (1,960) and Angola (1,613).

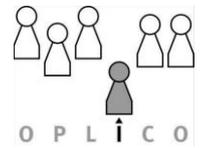
Among the immigrant population, 81.6% are in the potentially active category and the age group between 20 and 39 is the most represented. The age group of 65 or older (9.4%) has a relative weight higher than the population of young people between 0 and 14 years old (9%).

As for the geographical distribution of immigrants, it remains the same as in previous years, mainly concentrated on the coast. Oporto stands out with the largest increase (14%), almost twice as much as in Lisbon (5.2%). However, in terms of gross, the Oporto is far below (27,486) of cities such as the capital (182,105), Faro (69,026) and Setubal (35,907).

By gender, the trend also continued in previous years: an asymmetry between titles issued to men (31,666) and women (29,747).

The number of asylum applications also increased (+ 19.1%), with a total of 1,750 - including those coming under the replacement mechanism. Of these, 119 were granted refugee status and 381 were granted residence permits under subsidiary protection.

Of 163 European applications, 124 were from Ukrainians. About the other origins, the great majority were Africans (711) - most notably the nationals of the Democratic Republic of Congo (158), Angola (121),



Eritrea (67), Congo (58) and Guinea (42). Followed Syria (426), Iraq (283), Afghanistan (32), Pakistan (21) and Iran (18). The majority of applicants are male (61.2%) and are between 19 and 39 years old.

Regarding the so-called gold visas or residence permit for investment, favorable decisions totaled 1,351, being that 1,292 first titles were issued (had been 1,172 in 2016). Gold visas represented an investment of more than 844 million euros: the main beneficiaries of these bonds were China (538), Brazil (226), South Africa (81), Turkey (78) and Russia (47). Two of them were awarded in 2017 for the creation of at least 10 jobs.

Activities facilitating the integration of refugees and other social risk groups into local communities in Portugal

1. Yoga classes

Since 2015 I teach yoga classes in a temporary shelter for immigrants in Lisbon. O Centro Pedro Arrupe, which belongs to the Jesuit Refugee Service!

I took the course in the Portuguese Yoga Confederation, whose teaching is rigorous, deep and very well structured. The basic course lasts for 6 years and its Founder is one of the greatest Yoga Masters of our time, in the World: HH Amrta Suryánanda Mahá Rája .

Yoga develops the human being in a positive way in all aspects, making him/her healthier and happier! It is a philosophy of life with a set of basic rules to personal development such as self-knowledge, persistence, joy (an exterior smile that is a reflex from a inner smile), detachment from the result of actions, (giving without waiting to receive), promote inner peace and consequently share that vibration with all around.

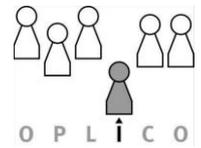
Yoga through various technical disciplines such as Pránáyáma – Breathing Exercises, Ásana, Psycho-Biophysical Positions, Yoganidrá – Relaxation Technics and Meditation, helps to fight stress, anxiety, promotes a good inner energy and physical, emotional and mental balance!

Yoga helps to relativize difficulties and “look outside the self”

In a place where the resident people are more vulnerable, with less self-esteem, with a greater tendency for depression, positive activities help you experience the difficulties in a different way! The classes are a regular positive reinforcement!

In the center where I teach, twice a week in the morning, and especially since 2018 became a regular activity and the Center Coordinator practices whenever possible, as well as the Coordinator of the Social Support Area and other collaborators.

In addition to the importance and benefits of practicing yoga, the regularity of its implementation and the joint practice of the activity, by the collaborators and the residents helps in its integration and the harmony of the environment! On the other hand, regular practice helps concentration, focusing on what is essential, to move forward with their projects of life. It is a helpful tool in the present and future, for each of them.



This sharing of such positive activity, while being an individual practice, reinforces the collective feeling, the goodness, the generosity, the inner richness, contributing to a more positive vibration and greater harmony.

Written by Sofia Matos

2. Mentoring

I have been a volunteer at the Pedro Arrupe Center (temporary shelter for immigrants), since 2015. As soon as I entered, I became a tutor of a Pakistani girl and I also follow a group of Pakistanis living in the center. The relationship is established with the agreement of the Center Coordinator, the Immigrant and the Tutor. There is also a social worker from the institution that follows the case.

The institutions, despite accompanying the cases of immigrants, do not have the means, human resources to regularly and individually monitor the integration of immigrants in society, in different areas!

The tutor helps the immigrant in his day life, is the person whom the immigrant counts, who can hear him, someone he/she can rely on, to help in different situations. Often, knowing to listen, show understanding, empathy with the difficulties of the immigrant makes the difference, because they feel that are not alone, that someone cares about them.

However, the tutor is also the one who can help in practically all situations, depending on their needs, from legalization, work, learning the language, known the culture of the country or facilitating participation in social events with national country of residence.

It is important to highlight that this relationship works and have good results with the involvement and help of the reception center and the immigrant, because it is from the union of the efforts that is possible to achieve the goals. And in that sense, there are meetings whenever necessary to analyze the situation and take action.

The young Pakistani girl that I followed is now more integrated: works, have legal residence in Portugal and has a group of Portuguese friends, among other nationalities, with whom she goes out regularly. Finally, she intends to start studying again in near future.

This mentoring process takes as long as necessary to accompany the immigrant until his or her situation is minimally stabilized. And even after the tutoring is over, it is always someone who they can apply. Also, someone who they can share good times, such as birthday parties or other good moments.

3. Support for legalization – AMIGrante

(Largo Salgueiro Maia, Centro Associativo Municipal, room 17, 2400-221 LEIRIA)

The AMIGrante - Migrant Citizen Support Association is a non-profit association and was founded on July 23, 2003 by the Municipality of Leiria, Diocese of Leiria-Fátima, Independent Catholic Action, Movement of Catholic Educators and Diocesan Caritas.

It is the commitment of these five entities that the AMIGrante Association is born, whose main objective is the dignification of immigrants, migrant nationals and national emigrants.

The AMIGrante is born of the fact that the Movement of Catholic Educators shows the need for support for a sufficient knowledge of the Portuguese language by foreign citizens, making it available through its volunteers to teach Portuguese.

Its mission is:

- to combat xenophobia and all forms of discrimination based on nationality, ethnic origin, skin color or religion;
- Foster the integration and fight against the exclusion of migrant, refugee and ethnic minority citizens by promoting their dignity and equal opportunities, rights or obligations;
- Contribute to the formation of a positive public opinion regarding the phenomenon of immigration;
- To support and to favor the religious spirit, independent of each creed.

The AMIGrante develops several Activities, whose objectives focus on two main strands:

1. Reception and integration of nationals of other countries;

- ✓ Contribute to the active participation of nationals of other countries in the host society;
- ✓ Disseminate the legislation applicable to nationals of other countries residing in national territory, in particular as regards procedures for admission, legalization and attribution of documents, among others;
- ✓ Increase the competences for full and harmonious integration in Portuguese society;
- ✓ Develop projects aimed at welcoming and integrating nationals from other countries, promoting the participation of local authorities, civil society, and the target groups, at a socio-cultural, linguistic level, access to citizenship, political rights, justice, and effective equal employment opportunities, as well as the fight against ethical discrimination.

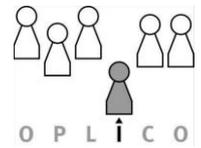
2. Appreciation of Interculturality.

- ✓ Encourage interculturality among residents;
- ✓ Promote the valuation of an intercultural society.

Activities have been defined based on the needs diagnoses. Thus, according to statistics from the AMIGrante, which registered them in the ACM (High Commissioner for Migration), during the last ten years, 18,567 citizens were served.

Regarding the issues presented, the most significant ones are pointed out:

- ✓ Legalization, work-related issues, nationality issues, family reunification, voluntary return, and health and education issues.
- ✓ A major challenge is the demand for knowledge and a better command of the Portuguese language, both for adults and for children.



All the AMIGrante activities are developed exclusively by Volunteers. There are about thirty, with specific diversified formations, namely: Professors, Social Assistants, Architects, Jurists, Accountants, Administrative, which have been an asset to this Association. These volunteers have received specific training.

The activities developed have the following typologies:

- General support, information and referral office;
- Information Sessions;
- Training actions aimed at meeting the specific needs of nationals of other countries;
- Events promoting interculturality;
- Other activities to promote interculturality.

The AMIGrante has since its foundation with Institutional Partners, such as the Municipality of Leiria, the Diocese of Leiria-Fátima, the Diocesan Caritas of Leiria and Catholic Action.

Throughout the course of its existence and taking into account its needs, it has established partnerships with the following entities, both official and private, among others:

The AMIGrante develops its action through its Social Organs that are unpaid volunteers and provide the assistance of the migrants in the offices of the association in post-work hours. In addition, it also has a series of partners to carry out its activities.

- ✓ Within the scope of its cultural and educational activities: Acrenarmo (Cultural and Recreational Association of Natural and Former Residents in Mozambique); Association Advance; Interculture Association (Leiria); Grouping of Schools Dr. Correia Mateus; Clustering of Schools D. Dinis; Association of Ukrainians; Engineer School Acácio Calazans Duarte; Secondary Schools Afonso Lopes Vieira, Domingos Sequeira and Francisco Rodrigues Lobo; Portuguese Youth Institute and Te-ato Theater Group of Leiria.
- ✓ Partners in the social sphere: ADAV-Leiria, Association of Defense and Support to Life; Diocesan Caritas of Leiria; Portuguese Red Cross - Delegation of Leiria; Impulsar (Turns in the Street and Networks in Quint @ - E6G), Social and Parish Center Paulo VI and Marine Social Project.
- ✓ Partners in the training of volunteers: Catholic Action; European Anti-Poverty Network of Leiria and Portuguese Catholic Work of Migrations.
- ✓ Financial support: Caixa de Crédito Agrícola de Leiria Foundation
- ✓ Financial and spiritual support: Leiria-Fátima Diocese
- ✓ Partnership under the Voluntary Return Program: International Organization for Migration
- ✓ Partnership in providing space and support for cultural events, as well as financial support: Municipality of Leiria
- ✓ Partnership in psychological support to victims of domestic violence: Woman Association XXI Century
- ✓ Partnership in psychological support: ADAV-Leiria, Association of Defense and Support for Life
- ✓ Partnership of the SOS Project Trafficking in Human Beings (Central Area): Family Planning Association
- ✓ Partner in the Support to Applicants and Beneficiaries of International Protection: Leiria Social Security Institute

4. RefugeesIn Project

Now that we are living a humanitarian calamity of historical proportions with individuals facing complex and painful processes in their adaptive paths to European societies, this project uses the films that can and should most frequently transmit success stories of the social inclusion of refugees in their homeland recently adopted.

Negative social beliefs about refugees have been replaced by social inclusion more attuned to developments in multicultural societies. The achievements of old refugee films, well included in EU societies where they live today, show their reality and serve as an example for a role in society that newcomers can aspire to.

The RefugeesIN project offers an innovative film-based package for professionals working with refugees for use in their activities.

Cinema is used as a tool to break stereotypes and portray real and inspiring life stories of ex-well-included refugees and serve as a blueprint for the social inclusion of newcomers.

The project's results are mainly targeted at refugee adult educators, adult education providers, civil society officials and organizations, adult education and social inclusion specialists and European film experts.

The project also aims to raise public awareness of cohesive and inclusive societies, the role of film in promoting social inclusion representations, and how refugee communities can be embraced as part of a process of general social inclusion.

The immigrants who participated in this project made several films, based on their personal experiences and the formation in realization of films that they had during the project.

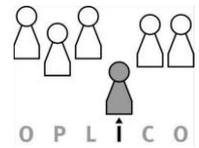
The films were shown in November 2018 during the Conference & Film Festival Portugal 2018 - cinema for Social Inclusion.

5. APAV -> Network for Supporting Migrant and Discrimination Victims

The Migrant and Discrimination Victim Support Network is a specialized (Portuguese Victim Support Association) APAV sub-network dedicated to supporting non-Portuguese nationals - immigrants, refugees or in Portugal temporarily for other reasons - who have been victims of any type of crime. It is a network specialized in intervention in some types of crime, regardless of the nationality of the victim, namely: trafficking of persons, female genital mutilation, forced marriage, hate crimes and discrimination, as well as in situations of discrimination as an offense punishable.

Created following the projects focused on the support to migrant victims and discrimination that APAV has been developing since 2005, this network promotes the continuity of this specialized response and allows for a better articulation of efforts in the specific support. Support for the Migrant Victim and Discrimination Victim of Lisbon, the Support Unit for the Migrant Victim of Vila Franca de Xira and the Support Unit for the Migrant Victim and Discrimination of the Azores.

The website of the Support Network for Migrants and Discrimination Victims also provides information on the units that make up this network and the types of support it provides, the rights of immigrants and foreign victims of crime in Portugal, as well as providing information on crimes that particularly affect the



migrant population, including racial discrimination, hate crimes, trafficking in persons, female genital mutilation.

6. Migrant rights when crime victims: application for compensation, health care, judiciary support;

SUPPORT

The Victim Support Technicians of the Migrant Victim Support Network work to ensure that victims of crime who contact them, as well as their families and friends, benefit from the specialized support of professionals capable of responding to their specific needs, aware of the particular obstacles they face and are sensitive to the difficulties that characterize migration processes and the impact that some crimes have on their victims.

JURIDICAL SUPPORT

- ✓ Inform about your rights as a victim of crime and / or discrimination and how to exercise them - regardless of whether you have a valid residence permit or visa;
- ✓ Elucidate with regard to the procedures and stages of a criminal process;
- ✓ Prepare and / or follow up on certain acts of the criminal process, such as filing a complaint and going to court;
- ✓ Assist in the elaboration of applications and procedural documents;
- ✓ Assist in the elaboration of complaints of discrimination and in its referral to the competent authority;

PSYCHOLOGICAL SUPPORT

- ✓ Evaluate the impact of the experience;
- ✓ Help minimize the negative consequences and symptoms of the experience;
- ✓ Refer to specialist health services, if necessary;
- ✓ Prevent future victimization situations.

SOCIAL SUPPORT

- ✓ Inform about the various social resources;
 - ✓ Forward and facilitate contact with the services and institutions that best respond to these needs and follow this process;
7. In addition to these specialized supports, the Migrant and Discrimination Victims Support team can also provide: support during the emotional crisis phase, design of a personal security plan, support in contact with other organizations, minimizing difficulties in understanding the language;

For all this work developed, the APAV already has the following partnerships:

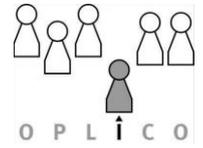
NATIONAL PARTNERSHIPS

8. Government of the Republic:
 - a. Presidency of the Council of Ministers
 - b. Ministry of Internal Affairs
 - c. Justice ministry
 - d. Ministry of Solidarity and Social Security
 - e. Ministry of Health



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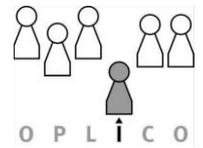




9. Directorate-General for Health
10. National Institute of Forensic Medicine and Forensic Sciences
11. Public Security Police
12. Republican National Guard
13. Judiciary Police
14. Regional Government of the Azores
15. Line Alert - internetsegura.pt
16. Help Line - internetsegura.pt
17. Foundation for National Scientific Computation (FCCN)
18. Foreign and Borders Service (SEF)
19. Child Abduction Warning System (Attorney General's Office and Judiciary Police)
20. City Councils and Intermunicipal Communities:
 - a. Town Hall of Albufeira
 - b. Lisbon City Council
 - c. City Hall of Loulé
 - d. Town Hall of Odivelas
 - e. City Council of Ponta Delgada
 - f. of Portimão
 - g. Porto City Hall
 - h. City Hall of Santarém
 - i. City Council of Tavira
 - j. Intermunicipal Community of Alto Alentejo
21. Civil Society Organizations:
 - a. International amnesty
 - b. More Proximity Life Better Association
 - c. Bank of Donated Goods
 - d. Food bank
 - e. Portuguese Confederation of Volunteers
 - f. the mutual aid
 - g. Non-Governmental Forum for Social Inclusion (FNGIS)
 - h. Letter for Public Participation in Health
22. Professional Orders:
 - a. Order of the Portuguese Psychologists
 - b. Order of Nurses

INTERNATIONAL PARTNERSHIPS:

23. Victim Support Europe
24. European Forum for Restorative Justice
25. World Society of Victimology
26. International Association for Volunteer Effort
27. ENAR - European Network Against Racism
28. FRP - Fundamental Rights Platform



29. PICUM- Plataform for International Cooperation on Undocumented Migrants
30. GAATW - Global Alliance against Traffic in Woman

The APAV in Portugal already has Units to Support Migrant Victims and Discrimination in: Lisbon, London, Portimão.



Berufskolleg Tecklenburger Land/Ibbenbüren (Germany)

WELFARE STATE IN GERMANY

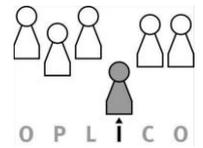
A dense web of state insurances protects citizens against existential risks. The tradition of the welfare system goes back to the 19th century.

Germany has one of the most comprehensive welfare systems. As in other developed democracies, in Germany too social spending represents the largest individual item of public spending. Around 918 billion euros was committed to public social spending in 2016, equating to a share of 29 percent of gross domestic product (GDP).

The principle of the welfare state is embedded in article 20, paragraph 1 and article 28 of the Basic Law of the Federal Republic of Germany.

Social network to protect against existential risks

Today a tightly woven web of state health, pension, accident, nursing care, and unemployment insurance protects citizens against the consequences of existential risks and threats. Moreover, the social network encompasses a basic income for pensioners and those permanently unable to work as well as fiscal benefits such as the family allowance system (child benefit, tax advantages). Following a further increase in early 2018, families receive 194 euros monthly for the first and second child, 200 euros for the third, and 225 euros for additional children. The Grand Coalition formed in March 2018 intends to increase child benefit again in 2019, namely by 25 euros. The Coalition Agreement also envisages anchoring children's rights in the Basic Law. The pension package that entered into force in 2014 especially



improves the situation of elderly people. The reform saw the introduction, among other things, of the full pension from 63 years of age and the so-called mother's pension, intended to serve as an acknowledgement of mothers' work raising children. Women who raised children born before 1992 did not have the childcare options available to parents today and as such fewer opportunities in the world of work. The mother's pension acknowledges women's work in raising children. Since July 2014 around 9.5 million women (and a small number of men) have received over 300 euros more in pension payments per child per year. Furthermore, since 1 July 2014 people covered by the pension insurance scheme who have paid in for 45 years have been entitled to retire at 63 without their pension being subject to deductions. By the end of February 2018 there had been some 982,000 applications. Health insurance cover is a legal requirement in Germany.

Medical care is guaranteed by a broad spectrum of hospitals, practices, and rehabilitation clinics.

With a monthly child allowance, the state specifically promotes families – pre-school childcare provision has been boadened.

Activities facilitating the integration of refugees and other social risk groups into local communities in Germany



The Berufskolleg Tecklenburger Land is a public vocational school and partner of the

“Dual System”. Students of our school belong to different social risk groups, e.g.:

- Refugees and migrants;
- Students with mental illness;
- Students attracting attention by school absenteeism;
- Groups and teams suffering from conflicts;
- Students with special needs.

In our mind integration means the possibility to take part in all spheres of social life, including a working place, to have the possibility to communicate etc.

How do we support this?

1. Refugees and migrants

1.1. Underage refugees and migrants

International Classes:

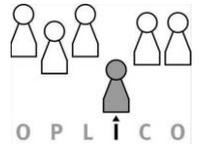
The integration classes Berufskolleg Tecklenburger Land are two years long for underage migrants. The first year is focused on language training and a “first orientation”. The second the language training goes on. Also there is a focus on a successful transition to the employment market by different projects:

KAoA kompakt (Kein Abschluss ohne Anschluss, which means: no graduate without continuing):
in cooperation with private partners we execute this county program:



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- Computer-testing procedure: to find out the talents and interests of the students in view of the employment market
- Individual consultation based on the results of the testing
- Practical trainings in workshops based on the results of the first steps



Obligatory work experience

The students look for a training place; they know more about the profession and get in personal contact with companies, so both sides have the opportunity to check each other and sometimes the result is a contract for work or vocational training. In any case the students get experience in companies in Germany.

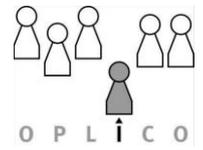
Cooperation with the federal agency for employment Individual consultation; support by finding a job etc.

1.2. Refugees in vocational training

Support language learning by a multiprofessional team in our school

- Teachers of different professions support the vocational growth by additional lessons in language or vocational subjects.
- Training assistance by private partner organizations, which are paid by the federal agency for employment





2. Students with mental illness in vocational colleges

Growing up is not easy. It is usually associated with a variety of obstacles and often runs off with different emotional needs. According to studies, mental disorders rise proportionally from the age of 11 years. In this context, German and international studies suggest that about one fifth of all adolescents show mental anomalies. Approximately five percent of adolescents in Germany and other industrialized nations are diagnosed with serious mental disorders in the course of time - which is not insignificant, and the numbers of ongoing cases are rising constantly. In addition to the different personality disorders, bipolar disorder and schizophrenic conditions, this can be an anxiety disorder, an eating disorder, a depression or a disorder of social behavior. The diseases often have a major impact on the participants in everyday social interaction and a self-determined life. Therefore, they must be seen as a challenge for society as a whole.

Most common diseases of young people between the ages of sixteen and twenty-five are:

- fears
- social phobias
- depressions
- eating disorders
- personality disorders

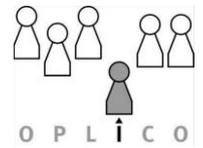
We as a vocational college have the following network to deal with the young people. We distinguish between under eighteen and over eighteen-year-old students.

Under eighteen-year-old students, we offer a free consultation.

- The social worker looks, whether an outpatient or inpatient therapy is meaningful and asks the teenager what he/she conceives.
- Inpatient therapy - Discontinue confidentiality and contact the parents. Then we give him a list of addresses with clinics.
- Outpatient therapy - search for a therapist and support for a first consultation.

If there is a longer waiting period and the therapy does not start before five months, the student wishes to consult a school social worker once a week.





Over eighteen-year-old students, we offer a free consultation.

- The social worker looks at whether outpatient or inpatient therapy is meaningful and asks the teenager what he/she conceives.
- We give the adolescent a list of addresses of clinics with which he should contact.
- Outpatient therapy - search for a therapist and support for a first consultation.

If there is a longer waiting period and the therapy does not start before five months, the pupil wishes to consult with a school social worker once a week.

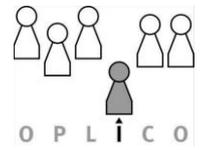
3. Students attracting attention by school absenteeism

School absenteeism has increased in recent years. For this reason, the vocational college is dealing with this topic and trying to create continuous improvement. In addition to the learning assignment, one tries to catch the students and to accompany them. Unfortunately this does not work for all students. There are always students who do not want to accept any help.



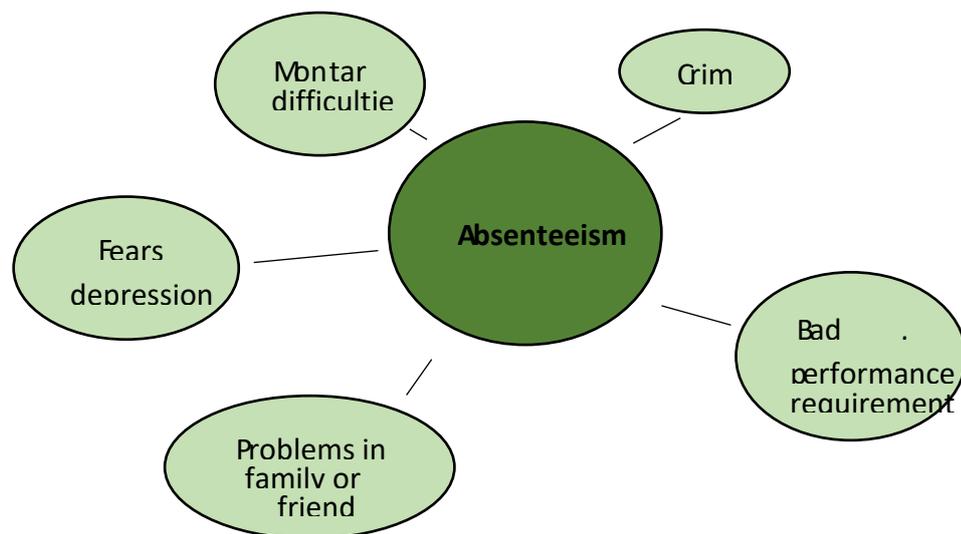
School absenteeism is a societal problem that can have serious consequences for those affected. Poor schooling significantly reduces opportunities in the education and labor market.

High absenteeism often leads to dropping out of school. Social and economic exclusion are likely consequences.



In order to achieve the greatest possible success and to accompany some young people on a new path, the cooperation of school management, teachers, counselling teachers, school social work and external institutions and parents is very important.

The most common causes of school absenteeism



What our vocational college can and must do for the students:

- The student is still a minor, the teacher will try to contact the student directly or reach the parents. For full-year students, one may only try to reach the student.
- If there is a new absence, a conversation takes place with the class teacher, this decides how difficult the conversation is and checks which reasons lead to the absence.
- He can establish contact with the counselling teacher or with a school social worker. These may only pass on information in consultation with the student.
- The school social worker has the opportunity to make individual appointments with the student or to visit him at home.
- If the problems are too serious, other institutions are contacted (with the consent of the student).
- Whether the problem comes from outside or inside, you can develop a concept of repatriation after consulting with the school principal and class teacher. This is always individual and depends on the problems of the student.

If all measures no longer help, there is still the regulatory committee and the fine by the vocational college.



4. Groups and teams suffering from conflicts

Social competence training by school social workers as an instrument to deal conflicts

The goal of social competence training at the vocational college is to promote a solution-oriented culture of conflict at school. The training is always carried out in a school class for five hours and can be requested by the class teacher.



More often, the trainings are requested by class teachers who teach difficult classes due to different levels of education and social behavior.

There are always two people (teachers or social workers) who organize the training: one who observes and the other who performs.

There will be team exercises, games and talks.

Implementation:

1. Welcome the class and discuss the process.
2. Ability to empathize - open questions, active listening and how they feel in class?
3. Games to get to know other students
4. Mindfulness - involving all students in the exercises
5. Team spirit - creating common tasks
6. Reflection:

- ✓ How are you now?
- ✓ What did you learn today?



- ✓ What do you need as support to reach your goal?
- ✓ What can you do yourself for a good community?
- ✓ What are your goals?



Then write the goals on cards and hang them in class.

We see school as a parenting partner between teachers, students and parents and want to help shape social life and social learning.

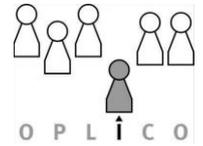
The goal of social competence training is a preventive approach. It should avoid major conflicts and exclusions throughout the school year, and one should not lose sight of his/her own goal.

5. Students in special situations

Teachers, consulting teachers and school social worker are in a more or less daily contact to the students, who know, that there is an adult independent person, who can be asked for help in different situations (addiction, violence, bullying, unexpected pregnancy etc.) Sometimes it's enough just to listen. Sometimes the young people need professional help, but they don't know, where to go and how to organize.

As the *civil society* is well developed in Germany we are partner in a big *network with NGOs and volunteer groups*:

- Working team for refugees; Café Talk; Elves' Car service; Cycle Workshop;
- Meeting center for foreigners and Germans; Café for women
- Welfare shops, you can get clothes for low prices



- Welfare kitchen: you can get meals for low prices
- Support, if you have to go to the doctor or to public authorities

Association: Old for young:

The idea of this organization is that retired people work as volunteers (2 hours a week) and share their knowledge, experience and especially their social and professional contacts with young people. This support is completely free.

It includes:

- ✓ An individual consultation;
- ✓ Research of working places, training places;
- ✓ Research of school places;
- ✓ Preparing an application for an employment or training;
- ✓ Preparing for an interview for an employment;
- ✓ Accompaniment of the first steps;

In a **contract** both sides (old and young) declare the intention to work together, both sides are free to stop the work, if they think, that work is finished or if they think, that the partnership doesn't work successfully.

Association: Pro Familia:

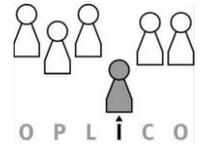
This is one NGO, which is caring about sexual education. It gives information in many languages about all topics of sex, health and contraception to lead people to a responsible sexuality.

In cases of unexpected and unwanted pregnancy you find help to find your own solution:

Abortion or supporting systems for example as a young mother.

Also concrete help is offered in cases of violence in partnership and family.





Telšių švietimo centras/ Lithuania

SOCIAL SITUATION IN LITHUANIA

Lithuania's estimated population of 2.86 million is significantly lower than the estimated population of 3.04 million in 2011, and lower than the population in 2013.

Interestingly, native inhabitants of Lithuania have never been replaced or pushed out by any other ethnic group since the Neolithic period. This means modern-day Lithuanians have much of the same genetic composition of their ancestors. Lithuania has a fairly homogeneous population with no apparent genetic differences between subgroups of ethnicities.

Ethnic Lithuanians account for 5/6 of the population, which makes the country one of the most homogeneous in the Baltic States. The 2011 census found that 84% of the population was ethnic Lithuanians who spoke Lithuanian. Poles made up 6.6%, followed by Russians (5.8%), Belarusians (1.2%) and Ukrainians (0.5%).

Poles are mostly concentrated in southeast Lithuania, while Russians are mostly in Vilnius and Klaipėda. There are approximately 3,000 Roma in Lithuania, as well as a small community of Tatar. Lithuanian is the official language in use in the country, and the population also uses Russian and Polish as well as other unspecified languages.

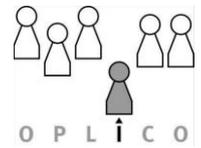
Since 1990 the number of residents living in Lithuania has dropped by 883 thousand people, which constitutes about 24 % of the entire population. The main reasons are decreased birth rate and emigration. Where do Lithuanians go? For several years the main destination for Lithuanian migrants has been the United Kingdom (on average 47 percent of people who decide to leave choose this country). Other destinations include Norway, Ireland, Germany, etc.

Immigrants. For many years, the vast majority of immigrants were returning Lithuanian citizens (about 82% on an average). The rest was EU citizens (3 %) and non-EU citizens (15%). In 2017, this trend had changed: the proportion of returning Lithuanians fell to 50%, while the share of EU citizens remained the same, but the share of non-EU citizens increased to 47%. Majority of foreign immigrants were citizens from Ukraine and Belarus (about 35% of all immigrants).



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Activities facilitating the integration of refugees and other social risk groups into local communities in Lithuania

1. Activity of Degaičiai community in Telšiai district

Summer festival „Blooming of Tulip Tree“



Target group: People of different social groups, people of all ages.

Objectives: To improve sociocultural behavior, awareness through community sports, cultural and educational activities.

Duration: 1 day.

Description: This is a traditional summer holiday in the community. Participants compete: amateur fishermen; the park volleyball and basketball 3 * 3 competitions; darts; in non-traditional sports competitions (nail beating, hand-bending running with skis, etc.). Educational - relaxation part: tea tasting; scarf knitting on a rake; drawing on stones and canvas; creation from herbs; band weaving ... In the art section: Honor of Honor Citizen of Degaičiai eldership and serving of regalia congratulations; a common song of the participants; concert; party. Participants of the celebration are joined by the recommended outfit: hats, flowers or floral patterns.

Impact: Good feelings. Community self-expression. Social integration, mutual understanding between generations and support. Publicity of the ongoing activities in the community and formation of a positive image. Dissemination of volunteering and patronage ideas. 35 participants were awarded medals and commendations. Knowledge of national heritage and continuity of traditions. Concert. Learning to celebrate soberly.



Prepared by Virginija Keršienė

2. Activity of Kaunatava community in Telšiai district

Workshop „Apple’s Way“ (about Apple cheese production, apples use)



Objective: Introducing the oldest Lithuanian dish – Apple cheese.

Group of up to 25 people, duration 1,5 h.

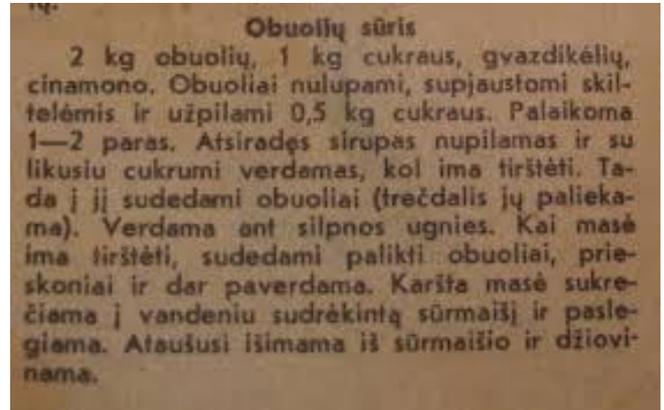
Required tools, materials: Apples, Sugar, Kitchen Tools, Apple Cheese Boiler, Dryers, Multimedia, Computer.

Description: Education about cooking boiled apple cheese is taking place in the craft barn. It's a complicated and long process. Making such cheese with modern equipment takes at least two weeks. It used to last for a month. In preparation for the start of the project, we wrote to the rural seniors. With the help of modern technology, while keeping the traditional recipe, the Kaunatavas community produces apple cheese and leads in education. They have created a film about the apple before it becomes cheese. Upon arrival, you can see some of the process, contribute to the cutting or bottling of apples, taste our products.

Apple cheese today is recognized as part of our gastronomic heritage of Lithuania. It's really deserved! Only its origin is not from ethnographic cuisine, but from the manors of medieval rulers and nobles. This is because apple cheese needs a lot of sugar or honey. Honey has always been (and still is) a product that



is quite expensive. We do not know who squeezed the first apple cheese in Lithuania, but according to both the recipe and the technology, it is a form of medieval and early New Year-old sweets (called "sweets" in contemporary gastronomic sources). We find similar apple cheese in V.A.L. Zavadzkienė (V. Zavadzka) at the *Lithuanian Chef* published in 1907 by her husband J. Zavadzki in Vilnius.



Recipe: 2 kg apples, 1 kg sugar, cloves, cinnamon. The apples are peeled, sliced and filled with 0.5 sugar, hold for 1-2 days. The resulting syrup is poured out and cooked with the remaining sugar until thickened. Then the apples are added (one third of them are left). Boiling on a weak fire. When the mass begins to thicken, the apples are left to leave, and the spices are still made. The hot mass is shaken into a moisturized cheese bag and placed in a pan. The frost is removed from the cheesecake and dried.

Impact: Participants acquire knowledge of traditional ancient gastronomy, which can be used nowadays. The old recipes will remain.

Prepared by Virginija Keršienė

3. Activity of Ubiškė community in Telšiai district

Traditional event „Let’s Celebrate February 16th in a Fun and Creative Way“

Participants: Local community including residents of Duseikiai social care home.

Objective: Developing community and volunteering among different age groups.

Tools, materials required: Colored paper and colorful fabrics, ribbons, paint, secondary raw materials, wood.

Description: The traditional event “Celebrate February 16 in a fun and inventive way” organized by Ubiškės village community for the fifth year. People together as a community cleaned up Ubiškė’s pine forest, where the community meets every year on the February 16th 4pm to commemorate the Lithuanian independence day. Everyone is singing the Lithuanian anthem at that hour, enjoying herbal tea and sweets. Particularly the children of the community are very excited about this celebration. They help to clean up the pine forest, decorate the trees, and make a national attribute. All participants promise that next year they will come together and bring their friends or neighbors. This year the number of participants has almost doubled as the event took place in a much bigger space - the gym.

Impact: Citizenship, self-awareness and identity awareness are being developed. The wonderful feeling of communion raises the mood and brings the community together for creative activities. At the same time, volunteering is being developed to manage and nurture our environment. Duration – 3 h.



Prepared by Rita Buivydiene Rita Buivydienė

4. Activity of Švėkšna community in Šilute district (1)

Civic action „Eastern Tree“



Target group - Members of Švėkšna Disabled Society, other members of the community.



Objective: Bringing Švėkšna disabled people to the community, to spend their free time decorating the town spaces with their work.

Required tools/materials: Goose, chicken eggs, knitwear, fabrics of different colors and other tools.

Duration: Preparation takes all year, the campaign takes place during Easter.

Description: In 2018, residents of Švėkšna community (Silute district) challenged European record, in the square next to St. The Apostle Jacob's Church was planted a tree and decorated with 16,000 eggs painted the colors of country flag.

Švėkšna Disabled Society came up with this idea and last year they made garlands of 7751 eggs. The Švėkšna community collect empty eggs all year round, paint at home, decorate, wrap them with paper, carve, and then make the garlands with them, which just before Easter, the entire community, hangs on the tree. This action brought the locals into motion, and an unusual Easter tree, drew a lot of guests to Švėkšna. The members of the Society have not reached any records yet, but no one has ever seen such an Easter tree to their knowledge. People have seen a lot of eggs on one tree in one German city before though. In the process of creation, the people who took part in the creative process appreciated the campaign as a relaxation time and medicine for all diseases.

Impact: This project / campaign contributes to the Švėkšna disabled people's companionship, and allows to reveal self-expression and creativity. Not only members of the Society participate in the preparatory work, but all the inhabitants of the town are involved: from the young to the elderly, working and unemployed as well as people from social risk families. This action unites the inhabitants of the town, gives the opportunity to communicate with each other, spend more leisure time, finally people can feel significant, contributing to joint activities, decorating their town spaces.

Prepared by Ingrida Riterienė.

5. Activity of Švėkšna community in Šilute district (2)

Pumpkin lantern festival „We stand for the light” (traditional celebration)





Objective: Spread the residents of Švėkšna for joint activities.

Tools/ materials required: Pumpkins, tools for pumpkin squash, various candles.

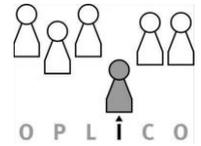
Duration – 10 h (12.00-22.00)

Participants: Community of Švėkšna town, people coming from whole Lithuania.

Description: For the first time in 2012, 668 pumpkin lanterns were exposed at Švėkšna Park at the same time. This is how the Lithuanian record was created. The initiator of this festival is Vaidotas Didžiūnas, a teacher of technologies at Saules High School, with students. All residents of the town were invited to gather together, listen to music, feel the warmth and light. Let all the faces live in life, because living in the light is good - so the initiator of the festival said. That is why this feast was called the Pumpkin-Lantern Festival "We Stand For Light". All residents of the town were invited to grow as many pumpkins as possible for the following year. In 2013, 1128 pumpkin lights were already lit, the record was doubled. In that year, not only the schoolchildren, but also the townspeople, took their pumpkins. Every year the Švėkšna community start organizing the event in October. The main preparatory work for the celebration takes place all week. 2018 The pumpkin-lantern celebration was dedicated to celebrate the 100th anniversary of the restoration of the State of Lithuania. The great accent became the Tree of the Century. It is a 12-meter-high construction with 100 shining pumpkins hanging on it. This year, not only the residents of Švėkšna eldership joined the organization of the festival, but also the residents of the surrounding towns, even Kaunas, Panevėžys and Klaipėda, carried pumpkins. Over 400 pumpkin lanterns were in the park this year. Some carved pumpkins are real works of art. Previously, the most artistic, most beautiful pumpkin was picked, but this year it was not done. The main celebration begins at 12:00pm. Various fairs, concerts, competitions are held, cakes, soups from pumpkins and other delicacies can be tasted. It ends late in the evening when the whole town is lit up by the pumpkin lanterns. People are invited to take a stroll through the park as the music is relaxing. The pumpkin-lantern celebration has become not only a celebration for Švėkšna residents, but now it attracts people from all over Lithuania. This celebration, which has been going on for several years, has contributed to the establishment of the residents of Švėkšna town, has allowed to reveal self-expression and creativity. People from social risk families with disabilities are involved in the preparatory work, from young to older, working and unemployed. People carving the pumpkins gain some skills, communicate with each other, young people spend their free time, can finally feel significant, contributing to common activities.



Prepared by Rasa Eidukienė



Société Culturelle
Franco-Allemande (S.F.A.)

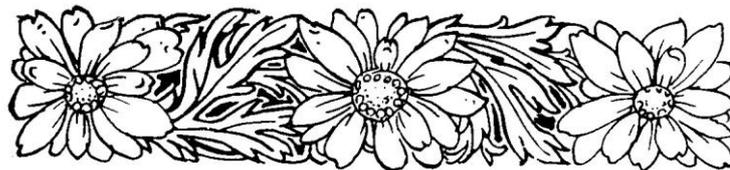
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Société Culturelle Franco-Allemande (S.F.A.) – Auvillar / France

1. THE SOCIAL SYSTEM IN FRANCE

As we understand it, manuals are guides to general information rather than coverage of our concrete work and our products. As a Franco-German cultural society, we endeavor to present to our partners in the Erasmus + project OPLICO from the point of view of both countries a balanced answer to our central project themes. - Our contribution should not follow any sociological classification, but only contribute to the understanding of France and the French. Therefore, we ask our readers to study the information provided with patience. The following remarks are divided into three main areas: 1. The social system in France, 2. Migration in France and 3. Outlook.

- 1.1 The development of the welfare state in France.
- 1.2 About the statutory social security (*Sécurité sociale*), family support and compulsory education.
- 1.3 Health insurance (*Couverture maladie universelle – CMU*)
- 1.4 The SMIG as part of the social system
- 1.5 Unemployment benefits
- 1.6 The statutory pension insurance
- 2.1 Immigration in France
- 2.2 About religious freedom in France
- 3.1 Why is striking so common in France?



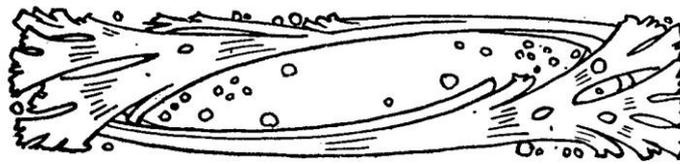
1.1 The development of the welfare state in France.

Unlike in Germany, where in the years from 1880 under Otto von Bismarck a statutory health and accident insurance was introduced, the French welfare state emerged mainly after the end of the Second World War. Since the middle of the 19th century, however, during the course of industrialization, French workers had joined together in cooperative societies (in so-called *Mutuelles*) in order to protect themselves according to the principle of solidarity against life risks such as illness and disability. This form of



provision and insurance subsequently became the preferred French solution to the “Social Question”, while the state remained uninvolved in providing social protection for a long time.

The conviction that the state has the duty to look after the weakest of society prevailed only with the social laws of 1893 and 1905. With those, the care for the needy (*aide sociale*) was introduced. However, the workforce was still dependent on self-help to hedge risks. After the failure of a first attempt to introduce a statutory social insurance at the beginning of the 20th century, in 1928 and 1930, social legislation was passed, which was to establish a German-style insurance system. But in practice this was never fully implemented. Only after the liberation in 1944 they finally succeeded in establishing a state system of social protection, which was originally intended to protect all French. But since most professions had each set up their own cooperative to protect each other, over the decades a multitude of organizations had emerged that ultimately could not be brought together under a single social security umbrella. This was mainly because members of individual industries vehemently opposed this standardization because they feared that they would be worse off in the new system than before. In addition to general statutory social insurance for the great majority of workers and employees, there are therefore special schemes for certain occupational groups (such as farmers and the self-employed) and even for individual companies (such as the French National Railways SNCF).¹



1.2 About the statutory social security (*Sécurité sociale*), family support and compulsory education.

The institutional core of the French welfare state is the statutory social insurance (*Sécurité sociale*). It primarily covers the risks of illness, old age and occupational accidents and diseases. Interesting from the German point of view is that the family support was also established as a social insurance branch. Initially, this was due to population policy: to promote demographic development, families should not be disadvantaged compared to the childless. Balancing the burden on parents and reconciling work and family life has therefore been one of the priorities of French family support from the beginning. Today, it is increasingly used to prevent poverty, which threatens mainly single parents and their children.²

Compulsory education³ is therefore in France (as well as in other countries) part of the social system. Since the 2019/20 school year, compulsory education is required in France from the age of three (in the “*maternelle*”, a kind of kindergarten). - In contrast, the German federal states (for now over 100 years) have maintained a school age of 6 years old and prefer to expand their day care centers. A compulsory

¹ German language article <http://www.bpb.de/internationales/europa/frankreich/152672/sozialsystem>

² The Department of Treasury of the French Ministry of Finance (Direction générale du Trésor) published in August 2012 an extensive comparative study of social protection systems in Germany and France. See [https://www.lesclesdelabanque.com/Web/Cdb/ActeursSociaux/Content.nsf/DocumentsByIDWeb/8Z5JHJ/\\$File/ProtectionSociale-France-Allemagne.pdf](https://www.lesclesdelabanque.com/Web/Cdb/ActeursSociaux/Content.nsf/DocumentsByIDWeb/8Z5JHJ/$File/ProtectionSociale-France-Allemagne.pdf). According to this study, it became clear that the French tax and social insurance system is better protecting against poverty (13.3% in France versus 15.6% in Germany in 2009). - The text of the study has summaries in English.

³ See <http://www.bpb.de/gesellschaft/bildung/zukunft-bildung/185878/geschichte-der-allgemeinen-schulpflicht> (German language article). See also the regulations of the teaching obligation in other countries https://en.wikipedia.org/wiki/Compulsory_education !

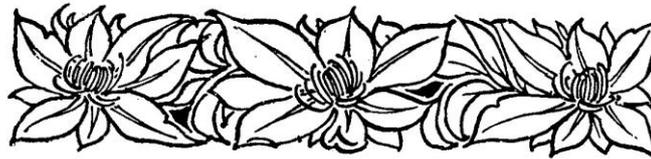


school attendance at the age of 3 is doubted by the German federal states due to the rather inconclusive research on the topic.⁴

1.3 Health insurance (*Couverture maladie universelle – CMU*)

Since the beginning of the 1990s, various social security reforms have been carried out in France; e.g. through a social tax (*Contribution sociale généralisée - CSG*). The partial financing of the system through tax revenue was not sufficient. Something also had to happen on the side of the expenditures, since the costs exploded especially in the two largest branches: health and pension insurance. The reason for this was and is the same as in Germany: Thanks to medical progress, people's life expectancy has increased considerably. Additional expenditures arise both in the area of health care (especially through the acquisition and application of modern medical technology) and in the pension funds. In order to counteract this, the French policy was aimed at making the health system more efficient, but could not avoid restrictions on the reimbursement by the statutory health insurance. The majority of French people do have a cooperative or private supplementary insurance. However, the increasing number of those who cannot (or not anymore) afford this additional protection due to low income or unemployment made the introduction of tax-financed health insurance for the needy necessary (*Couverture maladie universelle - CMU*).⁵ - In contrast to Germany, where general health insurance is only applicable up to a certain income threshold⁶, the CMU is open to everyone, including top earners.

Since the year 2000 there is also the AME (*Aide médicale d'État*) in France. It allows immigrants "without papers" ("*sans papiers*") to be treated for free. Like many other social benefits, the AME has come under political pressure due to high public debt.⁷⁸ Budgeted in the state budget for 2019 with 943 Mill € this institution is with rising costs and more than 300 000 beneficiaries currently a political bone of contention.



1.4 The SMIG as part of the social system

The SMIG / SMIC is one of the achievements of which the French are proud. - With the law of 11/02/1950 France has the regulation of an interprofessional minimum wage (SMIG = *salaire minimum interprofessionnel garanti*). To combat poverty, the SMIG is negotiated between employers, trade unions and the government.⁹ - SMIC means "*salaire minimum interprofessionnel de croissance*". It is agreed annually on 1 January, currently it is about € 1400 gross. - The SMIC was not an issue for a long time in

⁴ See Spiegel Online, 12. 9.2018 <https://www.spiegel.de/lebenundlernen/schule/einschulungsalter-wann-ist-ein-kind-schulfaehiga-1227133.html> (German language article)

⁵ See Dominik Grillmayer. The French social system. - <http://www.bpb.de/internationales/europa/frankreich/152672/sozialsystem>. (German language article)

⁶ <https://en.zuwanderer.aok.de/home/staying-healthy-in-germany/contribution-rates>

⁷ <https://www.la-croix.com/France/Immigration/Faut-reformer-lAide-medicale-dEtat-2019-09-11->

⁸ [?utm_source=newsletter&utm_medium=email&utm_campaign=welcome_media&utm_content=2019-09-11](https://www.la-croix.com/France/Immigration/LAide-medicale-dEtat-nouveau-collimateur-2019-08-08-1201039984)

<https://www.la-croix.com/France/Immigration/LAide-medicale-dEtat-nouveau-collimateur-2019-08-08-1201039984>

<https://www.service-public.fr/particuliers/vosdroits/F3079> (French language articles)

⁹ https://en.wikipedia.org/wiki/Interprofessional_Guaranteed_Minimum_Wage



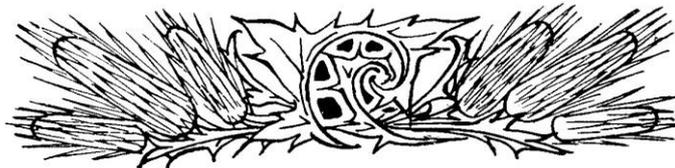
Germany. The collective bargaining arrangements agreed with the trade unions were respected by employers and employees. For the employees who are no longer subject to compulsory schooling, uniform apprentice remuneration has been agreed in Germany due to the dual training system in Germany; In France, SMIC has no binding application for apprentices.



1.5 Unemployment benefits

"All member states of the European Union offer protection against unemployment. However, the specific design differs considerably. In most cases, unemployment insurance is a statutory compulsory insurance for employees whose contributions are paid proportionately by employees and employers. Only Denmark and Sweden have voluntary insurance."¹⁰

In order to receive unemployment benefits, a minimum period of contributions to the unemployment insurance is required. In France contributions must have been made for at least 6 of the last 22 months; in Germany, Italy and Austria for at least 12 of the last 24 months (in the FRG 30 instead of 24 months starting 2020).¹¹ - The duration of the benefits is limited in almost all countries; in most cases supplemental support systems are joined to the unemployment benefits. The ability to work and registration as a job seeker is required. - In most EU countries unemployment benefit recipients are covered by professional and qualification protection; only in Luxembourg, Germany and the Netherlands any "appropriate" or "reasonable" activity must be accepted.



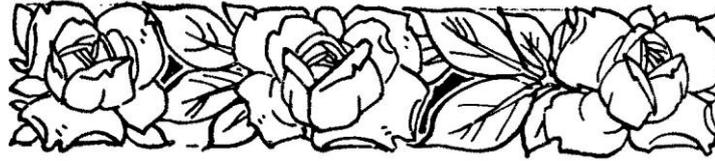
1.6 The statutory pension insurance

The social system of a country includes the retirement pension. Since the financing of statutory pensions depends on the current state of the economy (employment, unemployment, average age and fertility rates, etc.), "pension reforms" are constantly in demand in all countries. For the situation in France see.¹²

¹⁰ https://en.wikipedia.org/wiki/Unemployment_benefits ; <https://www.connexion-emploi.com/fr/a/bezug-von-arbeitslosengeldin-frankreich> (German or French language article)

¹¹ <https://www.statista.com/statistics/263697/unemployment-rate-in-france>

¹² Henrik Uterwedde: The French economic model: a market economy with a strong state. <http://www.bpb.de/internationales/europa/frankreich/152668/wirtschaft-und-soziales> (German language article) For questions of the pension see <https://de.wikipedia.org/wiki/Rente> and https://en.wikipedia.org/wiki/Latest_Rentenversicherung <https://droit-finances.commentcamarche.com/contents/1163-age-de-depart-a-la-retraite-en-2019> (German and French language articles)



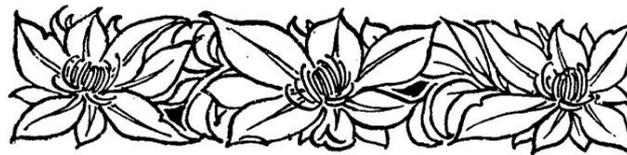
2. MIGRATION IN FRANCE

2.1 Immigration in France

France is a "classic" immigration country with a long tradition. For the last three decades, however, immigration has been increasingly perceived as the cause of social problems and the cause of conflict. Witnesses of this are not only a shift to the right in politics, but also recurring unrest in the suburbs of French metropolitan areas. Islamist motivated terrorist attacks have further exacerbated the long-simmering debate over how to deal with Islam.

Immigration to France has been steadily gaining in importance in recent years. It has had a lasting impact on the composition of the population. Today, around 13.1 million immigrants live in France. That's about 20 percent of the total population.

Consequences of colonial history: In France, many citizens of former colonial families have French citizenship. With about five million Muslims living in France, it is the largest Islamic community in the EU. At least since the terrorist attacks of September 11, 2001 in the US, the French government is trying to strengthen a moderate Islam that is compatible with the French constitution.¹³



2.2 About religious freedom in France

"Freedom of religion is a fundamental and human right that allows anyone to freely and publicly exercise their personal beliefs in the form of a religion or belief. This right begins in Germany with the right of religion"¹⁴. In addition to belonging to a religious or world-view community, this also includes the cultic action in accordance with its normative teaching and its active dissemination. In particular, it also includes the right not to belong to any religion, not to believe in a god (atheism), or to value theological assumptions in principle as undecidable (agnosticism). The right of non-religious children is enshrined in Article 14 (3) of the UN Convention on the Rights of the Child. Like any other fundamental right, religious freedom can collide with other fundamental rights ("norm collision"). The clash of norms between the German Basic Law (Article 7) and Article 14 of the UN Convention on the Rights of the Child is still not legally clarified (headscarf dispute).¹⁵ "

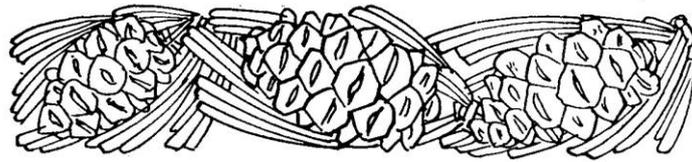
¹³ See also <https://www.bpb.de/gesellschaft/migration/laenderprofile/246734/frankreich> (German language article)

¹⁴ <https://de.wikipedia.org/wiki/Religionsm%C3%BCndigkeit> (German language article)

¹⁵ https://en.wikipedia.org/wiki/Freedom_of_religion



The secular principle of separation of church and state and the relegating of "religion" or religious beliefs to the private sphere shows more or less in the fact that "religion" is only a public issue when social problems arise and / or the borders between "religious" and "secular" have to be renegotiated. "Laicity" and its meaning itself are often the actual topic which the debates are about¹⁶. Has secularism thus attained the rank of religion?



3. OUTLOOK

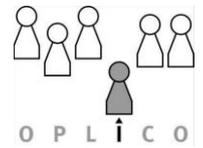
Together with Germany, France is one of the EU's largest economies and one of the main guarantors of European crisis management. As a result of the crises in the eurozone and the national budgetary and economic policies of recent decades, the new French government under Emmanuel Macron has to make difficult decisions in the area of the social system in order to preserve the sustainability of public finances and France's competitiveness in the long term.

For an outlook on the development of the social state in France in the context of our OPLICO manual, it is therefore nearly impossible to make any substantiated statements in the face of the current forming of strike movements (eg "Gilets jaunes")¹⁷. But it is at this point appropriate to explain such social phenomena in France to provide information to our project partners.



¹⁶ See <https://www.remid.de/blog/2013/07/gott-in-frankreich-ein-fall-von-bedingter-religionsfreiheit/> (German language article)

¹⁷ https://en.wikipedia.org/wiki/Yellow_vests_movement



Why is striking so common in France?¹⁸

Under the French constitution, every citizen has an individual right to strike - regardless of membership in a trade union. In Germany, on the other hand, strikes are only legitimate if they take place within the framework of collective bargaining and are organized by a union. In France, political strikes and solidarity strikes are also considered legitimate. This significantly favors the development of mass movements across individual companies and sectors.

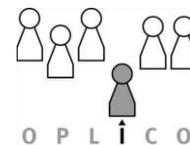
Therefore, in France, the worker is significantly less dependent on a union representing his own interests. This is clearly reflected in the size of the unions themselves: France is the country with the lowest percentage of unionized workers in Western Europe. Not even one in ten is a member of a trade union (in Germany it is about one in five). Indeed, the largest French trade unions CGT (*Confédération générale du travail*), CFDT (*Confédération française démocratique du travail*) and FO (*Force ouvrière*) are very present within protests. However, due to the small number of members they represent, they can hardly function as a legitimate intermediary between employer and employee. A genuine dialogue between the two parties, which from the start takes the wind out of the sails in many industrial labor conflicts, can hardly be achieved under these circumstances.

But why do mediating bodies, like parties and associations in France traditionally have such a hard time? One reason for this is undoubtedly also the legal and philosophical foundations of the French Republic, which are shaped by *Jean-Jacques Rousseau's* thinking: according to this, the state is a direct expression and representative of the citizens; mediating authorities do not exist and are even seen as a hindrance to the realization of the *volonté générale* - the common will. Therefore, unions and associations were banned by law until the end of the 19th century and developed only hesitantly thereafter.

In France, mass protests are often directed against government decisions. Apparently, it is not possible to incorporate social contradictions into the decision-making process even before the legislative process. Several factors from the structure of the political system contribute to this:

- France has (since *de Gaulle*) a semi-presidential system of government tailored in its operation to the figure of the president and the government. Parliament has only a few powers in this system. It can indeed influence the basic conditions, but not the concrete structure of education and social policy.
- The clearly defined responsibilities of the individual institutions in France allow overlapping of competencies and thus a system of mutual control only to a very limited extent. Non-political actors such as associations, non-governmental organizations or trade unions are not included in the decision-making process. However, the clear distribution of competences also provides the citizens and the opposition with clear points of attack for protests: while in Germany responsibility often gets diffused by the many mechanisms of control and compromise, in the neighboring country it can easily be traced back to the government or certain ministers.
- The majority voting system applied in France makes it difficult, if not impossible, for small parties with specific interests to be represented in parliament. They therefore organize themselves more outside the political institutions and use strikes and protest movements to make their voices heard.
- France is a prime example of a centralized state whose economy and administration, despite various decentralization measures, remain clearly focused on Paris as a center of power. This not

¹⁸ See the Federal Agency for Civic Education publication of Julie Hamann: Why do the French strike? <http://www.bpb.de/internationales/europa/frankreich/153265/streiken> (German language article)



only lacks another level at which decisions are negotiated and taken, but it also gives many citizens the feeling that politics are being made far from their reality in the capital.

- Also crucial are constitutionally-enabled alternatives to protest, which can express dissatisfaction with political decisions: in Germany, the constitutional complaint and the possibility of local and regional referendums offer such an alternative; in France, however, the Constitutional Council (*Conseil constitutionnel*) has no such powers and a national referendum can only be carried out at the initiative of the government, the President or the Parliament, but it can not be initiated by the citizens themselves.

In addition to the role of unions and the structures dictated by the political system, the basic values of a society have a significant impact on their protest behavior. Although they are difficult to measure, there are some important findings to make:

- First, there is a high level of political polarization and ideologization in France, leading to a more confrontational protest and strike culture. The French left is strongly differentiated between the moderate *Parti socialiste* (PS) and various radical parties such as the *Parti communiste française* (PCF), the *Lutte ouvrière* and the *Ligue communiste révolutionnaire* (LCR, since 2009 *Nouveau parti anticapitaliste*). Although the latter have little significance in government policy, they are all the more present in civil society areas such as the CGT union and influence the course of protests.
- Secondly, French people have a high degree of *confidence in the social security system* compared to other European countries, as shown by the results of the *European Value Survey* conducted every nine years. From this trust comes the will to maintain social gains and rebel against reforms of the social security system, as these are seen not as a development, but as an attack on the welfare state. The protests against the 2010 pension reform have made this clear.
- Finally, global processes have a significant impact on national self-understanding and are thus another important factor influencing protest. In fact, results of the European Value Survey clearly show that French people are far more afraid of losing their country's power and identity than their European neighbors. The fear of losing sovereignty both economically and politically through globalization and Europeanization processes has been a particular determinant of political discourse in France for several decades. This manifests itself in numerous strikes, a strong anti-globalization movement and the strengthening of globalization-critical currents in the right and left-wing spectrum of political opinions.

Outlooks are usually future-oriented. – We do not know how the socio-political development of France continues.

We owe not only the declaration of human rights to France and the French, but amongst other things also the founding and moral bedrock of Europe. And that justifies hope.

We have reasonable hope that our theme "OPLICO = open, tolerant and liberal communities for all. - Multiculturalism and Social Inclusion as Challenges of the 21st Century ", despite the neo-fascist slips in the old and new world, becomes more than a pious utopia.



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