

# Gender and Cultural Perspective in Adult Education and Community Education in Austria, Bulgaria, France and Portugal

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**=**qual**space**



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## Introduction

This report is part of an Erasmus+ project called "EQUAL SPACE - innovative gender and diversity strategies in adult education". EQUAL SPACE brings together four partners from different fields, PERIPHERIE as gender research institute from Austria, ELAN INTERCULTUREL as education organization focusing diversity from France, REDE as education and feminist organization for young people and women from Portugal and CWSP as women's organization from Bulgaria. The idea for EQUAL SPACE derives from the joint observation among the partners of the role adult education can play for intersection of gender and cultural diversity and for the inclusion of disadvantaged groups to education and society.

The aim of this study is to raise awareness to the importance of intersection of gender and cultural diversity in adult education and Community Education processes. On the base of the results of the national studies in Austria, Bulgaria, France and Portugal we compare the national situations in the mentioned fields and develop recommendations. Some definitions, such as those of the communities, are not always consistent in the report, because the different understanding of some of them was an important research question for us, which is then clarified in the curriculum.

Based on this comparative study we develop a curriculum for Community Education Facilitators (CEFs) in intersection of gender and diversity, a toolkit for face to face trainings of CEFs and an interactive online training tool. The study and the recommendations will be also a very important source of information to develop a transfer model for other countries and fields of education.

In the national reports each partner conducted an empirical study about intersection in adult education in their countries. In the first step we described the national situation of immigration and minorities in each country (history and current situation). On this base we developed guidelines for qualitative interviews with trainers, NGOs, stakeholders who are involved in intersection or are working with migrants or minorities. Then each partner performed 20 interviews, transcribed and analysed them. On the base of this each partner organization wrote a national study. These can be found on the Equal Space website: [www.equalspace.eu](http://www.equalspace.eu).

In this report we compare the situation in each country, develop general recommendations and give the base for our training programs for CEFs.

The report is structured as follows:

- Definition of migrants, refugees and minorities
- History of migrants and minorities in the partner countries

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- The situation of immigrants, refugees and minorities in Austria, Bulgaria, France and Portugal
- Results of the empirical research – comparison
- Summary
- Recommendations

The report will have a big transferability potential. On the one hand we developed a research-based methodology, which can be used also in other fields of education. On the other hand it gives us information to develop a scientific based training for CEFs, which can change the national approaches in adult education.



## Definition of Migrants and Minorities

In the report, we refer to the following definitions.

### Definition Migration<sup>1</sup>

Migration refers to the number of migrants, people changing their residence to or from a given area (usually a country) during a given time period (usually one year).

Immigrants are people arriving or returning from abroad to take up residence in a country for a certain period, having previously been resident elsewhere. According to the 1998 United Nations recommendations on the statistics of international migration an individual is a long-term immigrant if he/she stays in his/her country of destination for a period of 12 months or more, having previously been resident elsewhere for 12 months or more.

Immigration is the number of immigrants for a given area during the year.

**First Generation of Immigrants:** a citizen or resident, who is born abroad (see definition above) regardless of whether they have citizenship.

**Second Generation of Immigrants:** a citizen or resident who is born in the country, but has immigrant parents. Sometimes definitions are extended to people who are born abroad but come in the country as a child in the age under three years.

### Definition Refugee<sup>2</sup>

A refugee means a third country national, who owing to a founded fear of being persecuted for reasons of race, religion, nationality, political opinion or membership of a particular social group is outside the country of nationality and is unable or, owing to such fear, is unwilling to avail himself or herself of the protection of that country, or a stateless person, who, being outside of the country of former habitual residence for the same reasons as mentioned above, is unable or, owing such fear, unwilling to return to it, and to whom Article 12 of Directive 2011/95/EU does not apply.

### Definition Asylum<sup>3</sup>

Asylum is a form of protection given by the state on its territory based on the principle of non-refoulement (no repulsing/sending back) and internationally or nationally recognised refugee rights.

1 Glossary Migration – Statistics Explained; [www.ec.europa.eu](http://www.ec.europa.eu) (14/04/2018)

2 Glossary Asylum – Statistics Explained, [www.ec.europa.eu](http://www.ec.europa.eu) (14/04/2018)

3 Glossary Asylum – Statistics Explained, [www.ec.europa.eu](http://www.ec.europa.eu) (14/04/2018)

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It is granted to a person who is unable to seek protection in his/her country of citizenship and/or residence, in particular for fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion.

### **Definition (Ethnic) Minority**

Sociologist Louis Wirth (1945) defined a minority group as "a group of people who, because of their physical or cultural characteristics, are singled out from the others in the society in which they live for differential and unequal treatment and who therefore regard themselves as objects of collective discrimination". The definition includes both objective and subjective criteria: membership of a minority group is objectively ascribed by society; it is also subjectively applied by its members, who may use their status as the basis of group identity or solidarity. In any case, minority group status is categorical in nature: an individual who exhibits the physical or behavioural characteristics of a given minority group will be accorded the status of that group and be subject to the same treatment as other members of that group.

Every large society contains ethnic minorities and linguistic minorities. Their style of life, language, culture, and origin can differ from the majority. The minority status is conditioned not only by numerical relations but also by questions of political power. In some places, subordinate ethnic groups may constitute a numerical majority, such as black people in South Africa under apartheid. In addition to the "traditional" (long-time resident) minorities they may be migrant, indigenous or landless nomadic communities. There is no legal definition of national (ethnic) minorities in international law. Only in Europe is this exact definition (probably) provided by the European Charter for Regional or Minority Languages and by the Framework Convention for the Protection of National Minorities. In the United States, for example, European Americans constitute the majority (72.4%) and all other racial groups (African Americans, Asian Americans, Native Americans) are classified as "minorities". If the non-Hispanic white population falls below 50% the group will only be the plurality, not the majority. However, national minority can be theoretically (not legally) defined as a group of people within a given national state (Šmihula 2009):

- which is numerically smaller than the rest of population of the state or a part of the state,
- which is not in a dominant position,
- which has culture, language, religion, race etc. distinct from that of the majority of the population,
- whose members have a will to preserve their specificity,
- whose members are citizens of the state where they have the status of a minority, and
- which has a long-term presence on the territory, where one had lived.



International Human Rights Law can protect the rights of racial or ethnic minorities in a number of ways. The right to self-determination is a key issue.

In this report, we focus primarily on the Roma minority, as they have the greatest difficulties in access to education.

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## History of Immigration and Minorities

In the following we first describe the national situation in order to work out parallels and differences.

### Austria

The first phase of immigration in modern history is marked in Austria by the monarchy. As early as the second half of the 19th century there were mass migrations of people from the crown lands of the Imperial and Royal (k.u.k.) Monarchy to Austria, above all to its capital, the Residence City of Vienna. Since the end of the Second World War there has again been a wave of migration to Austria, this time hundreds of thousands of migratory workers, asylum seekers, and people driven out of their homelands. In the beginning of the 1960s, Austria began to recruit so-called "Gastarbeiter" [guest-workers], largely from Yugoslavia and Turkey. A second and third generation began to grow up. Immigration policy was faced therefore with new challenges, for example, in the matter of civil rights for immigrants or integration in the school system for children whose native language was not German. Many of the problems have not been adequately solved right up to today. The number of people who come to Austria as migratory workers depends mainly on the requirements of the economy, and since 1993 this is regulated through quotas. The overwhelming majority of migratory workers in Austria has, and always did have, the worst paid jobs, men, for example, in construction, and women in cleaning. (Hofer et al. 2013, ÖIF/Statistik Austria 2017)

Austria has also a long history of helping refugees. During the Hungarian uprising of 1956 it opened its borders to thousands of Hungarians. Much the same happened during the Prague spring of 1968 when Austria opened its borders to let in thousands of Czechoslovakians. And during the Balkan war of 1991-1995 it again took in thousands of people fleeing the former Yugoslavia. While the refugees and migrants who poured over the border at the end of August 2015 were made just as welcome, a general feeling of unease was only too apparent. The large majority were able-bodied young men of between 20 and 35. Nearly all political parties tried to exploit the fears of many Austrian and changed the politics. For the next national elections in October 2017 nearly all parties canvass their restrictive foreign politics.

The following minorities have special rights in Austria: The recognition of minority rights of Croatian people in Burgenland, of Slovenes in Carinthia and Styria by law is regulated by Article 7 of the state contract 1955. Legal recognition of the Hungarian language in four municipalities of Burgenland follows the Volksgruppengesetz. The Roma, Lovara and Sinti got the rights very late the 1993. Minorities have always to struggle for their rights.



## Bulgaria

The immigration of ethnic non-Bulgarians to Bulgaria can be considered after the country's liberation from Ottoman rule and the restoration of the Bulgarian state in 1878. The first larger compact group were the Armenian refugees fleeing the persecutions in the Ottoman Empire (from 1890s to 1915-17: 20.000 Armenians). A large wave of refugees – Russians and other nationals of the Russian Empire - settled temporarily in Bulgaria during and after the Civil War in 1917-1922. New immigrants arrived in Bulgaria during the socialist regime (1944–1989), where foreign students came to study in universities and some of them remained.

Bulgaria never had guest workers, with one exception. According to an agreement between the Bulgarian and the Vietnamese governments, from 1972 to 1989 in Bulgaria studied and worked about 28.000 Vietnamese citizens, predominantly men, who left the country between 1990 and 1993.

The fall of communism at the end of 1989 saw a new wave of migration to Bulgaria, when groups of Chinese, Arabs, Russians, Ukrainians, Turks, Vietnamese, Albanians, Armenian, some Africans and an increasing number of EU nationals established themselves permanently in Bulgaria.

The immigration in the beginning of the 90s had two main sources: transformation of education migration into economic especially for citizens of the Middle East countries and new migrants, who came from completely new destinations such as China.

The numerous Russian communities, which during communism has never been analysed neither as a minority, nor as migration, began to be perceived as a migrant community (Krasteva 2005). Post-soviet immigration is both family and labour: its representatives are spouses in mixed marriages and are well integrated into the Bulgarian labour market.<sup>4</sup>

Bulgaria adhered to the concept that the protection of minorities was ensured through the protection of individual rights and freedoms. The principles, guiding the efforts of the state in respect to the persons belonging to the ethnic, religious, and linguistic minorities within its borders, are mainly of acceptance and of equal treatment. Each minority group and community are free to define to which extent it will participate in the public life, contribute to society, and use its constitutionally defined liberties to express its cultural heritage. According to three important criteria of ethnicity – self-ascription, mother tongue, and religion – there is considerable overlap of group boundaries which show the complexity of the ethnic situation

4 Krasteva A. (2005) Bulgarian migration profile.- Medved, Felicita. Proliferation of migration transition. Selected new EU member states. European liberal Forum, 2014, 189 – 211, available online at: <https://annakrasteva.wordpress.com/2013/03/21/bulgarian-migration-profile/> (13/05/2018)

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in Bulgaria. According to the last census (2011) the major ethnic groups are Turks (8.8%) and Roma (4.9%). The Turkish minority in Bulgaria emerged gradually as an isolated community after the end of the Ottoman rule in Bulgarian territory. Different Romani groups settled in Bulgarian territory in different historical periods, starting from 11 - 12th until 19th century. Roma tend to identify themselves differently, depending on the belonging to a particular group, on their religion (Orthodox, Muslim, Catholic, Protestant) and language they consider mother tongue (Romani, Bulgarian, Turkish). Most Roma are bi- or tri-lingual. The number of Roma people in Bulgaria makes it the country with highest percentage of Romani in Europe.

## France

The first waves of immigration in the history of France began in 1830 during the industrial revolution. The second wave of immigration occurred after the First World War. More than 1,4 million French people have died, 1 million have become disabled and the country needs to be rebuilt. Like measures taken in the past, immigration appeared to be a solution to the declining birth rate and labour force. First on the border (German, Belgian), it became more diversified at the end of the 19th century, and even more so after the First World War, to meet the country's reconstruction needs. Italian (the largest community in 1930) and Polish immigrants contributed greatly to the mining, construction, steel and metallurgical industries.<sup>5</sup>

France has become a land of asylum for refugees, who are also needed in the country, the economy depending on the labour provided by the wave of immigration. Moreover, France has become one of the leading immigration countries in Europe. The third largest wave of immigration occurred after the Second World War. Once again, France needs to be rebuilt, the birth rate and the workforce are falling. As a result of these measures, immigrants tend to settle in the country of immigration for a long period of time.

The State's decision in 1974 to stop the immigration of paid labour accelerated the family reunification of non-Europeans, few of whom returned to their countries, while Europeans gradually enjoyed freedom of movement, settlement and work. Today, the migration landscape has become significantly more diverse, also due to the influx of asylum seekers from Latin America, Asia and Africa. Moreover, new migration channels (Chinese, Indian, Pakistani) are developing, such as those from Eastern Europe, with Romanian and Bulgarian skilled immigrants, Chechen refugees and transit migrants from former Yugoslavia and Romania - mainly Roma.<sup>6</sup>

5 Musée de l'histoire et de l'Immigration France: Ressources - Depuis quand la France est-elle une terre d'immigration ?/ Since when is France a land of immigration? <http://www.histoire-immigration.fr/questionscontemporaines/les-migrations/depuis-quand-la-france-est-elle-une-terre-d-immigration> (13/05/2018)

6 Ibid.



In France, ethnicity and race are not categories that public authorities can legitimately use to conduct their actions. Faced with this position, more and more voices are being raised to denounce the phenomena of discrimination that this would mask and consequently promote. These challenges are based on a growing trend of thought in the French social sciences which places the "recognition" of minorities at the heart of the analysis of social conflicts.<sup>7</sup>

## Portugal

Traditionally, Portugal was an emigration country until the last decades of the XX century, when the country lost their last territories overseas.

The process of immigration in Portugal can be divided into three phases<sup>8</sup>:

**Post-colonial phase:** The process that ended Portuguese sovereignty in the overseas territories of Asia and Africa happened almost simultaneously with the closing of the transatlantic migratory movements that led Portuguese essentially to Brazil. The beginning of the liberation wars in Angola, Mozambique and Guinea gave rise to significant migratory flows from these territories. With decolonization, in 1975, the cycle of immigration led by the African community opens up in Portugal, which, unlike repatriation, will continue until the present day.

**Community phase:** The growth rate of the fixation of foreigners slows down during the decade of 80s to see a new acceleration in the early years of the next decade. National factors – such as the end of dictatorship – and international factors – such as joining the EEC, the fall of the Berlin Wall in Eastern Europe and the establishment of the Schengen Agreement - will have fostered new immigrant vacancies. This development of immigration is characterized by the consolidation of the flows originating in the Portuguese-speaking African Countries (PALOPs: Cape Verde, Angola, Guinea Bissau, São Tomé and Príncipe and Mozambique) and the beginning of the diversification of the origin of the foreign population: at this time, European immigration gains a new impetus and there is also the growth of Brazilian immigration.

**Globalization phase:** At the end of 2001, with the regularization of the situation of thousands of immigrants through the application of the new regime of residence, there was an accelerated growth of immigration that began at the end of the 90s, integrating nationalities not

7 SESSION 4 - LES MINORITÉS DOIVENT-ELLES ÊTRE RECONNUES OU IGNORÉES? – UNIVERSITE DE LYON ([HTTP://WWW.CHAIRE-UNESCO-LYON.ENTPE.FR/FR/NODE/157](http://WWW.CHAIRE-UNESCO-LYON.ENTPE.FR/FR/NODE/157)) (06/05/2018)

8 Translated from: Um Portugal de Imigrantes: exercício de reflexão sobre a diversidade cultural e as políticas de integração. Dulce Rodrigues, Tânia Correia, Inês Pinto, Ricardo Pinto, Cristina Cruz. Departamento de Ciências Humanas e Sociais da ESElx, Escola Superior de Educação de Lisboa, Instituto Politécnico de Lisboa, 2013. <http://bit.ly/2hGiAQo> (13/05/2018)

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represented before in the history of immigration in Portugal: Eastern European immigration began (skilled workers, mainly males from Ukraine, Moldova, Russia and Romania). This new immigration flow profoundly modifies the hierarchy of the origins of the immigrant population. With the entry into the 21st century, the geographical and social origins of immigrants became more complex.

In relation to minority groups and, broadly speaking, we can say that in Portugal have always been ethnic and religious minorities, such as Muslims or Jews, and they all have lived together with the dominant Christian population. Other minorities also joined these communities later: Africans, Protestants and the Roma Community, which is today the only national ethnic minority officially considered by the State. The Roma Community has been in Portuguese territory since the XV century, and still constitute one of the most vulnerable and marginalized social groups in the country.

### **Parallels and Differences**

While we see some parallels among the migrants in Austria, France and Portugal, the situation in Bulgaria is very different from those countries. In opposition to typical immigration countries, in Bulgaria the level of education of immigrants is similar to the one of natives. In Bulgaria does not exist a classical first and second generation as in Austria, France and Portugal. On the whole there is no point of comparison. Bulgaria is just different from Austria, France and Portugal.

The first major immigration in recent history is dated in all four countries around the second half of the 19th century. The immigration waves in Austria, Portugal and France (a little bit earlier around 1820) were coming from the colonial countries or as in Austria from the monarchy. In France, Portugal and Austria the next immigrations waves were in WWI and after WWII. So we can see some parallels in the three countries, while it was different in Bulgaria. The history of immigration in Bulgaria was shaped by the neighbour countries and by belonging to the communist countries in the past. Also, the gender roles differ between the partner countries. Austria, France and Portugal follow the model of the man as the main earner and the wife as the earner besides, working part time, while in Bulgaria since communist times also women were working fulltime.

Austria, France and Portugal have a large second generation of migrants, which is not the case in Bulgaria. Compared with Portugal or France, the Austrian statistics show a better integration of the second generation, not only at the social level, but also a better integration of immigrants in the labour market. Better education graduations of the second generation



exist in Portugal and Austria than in France.<sup>9</sup> It is important to highlight that many women, and also men, belonging to the second or third generation are not considered migrants as long as they have the residency or the citizenship. They are born and raised in the host country, but they suffer from the same conditions and obstacles that migrants suffer, such as lack of opportunities, educational barriers and other forms of discrimination.

In the last immigration phase in 2015 only Austria was confronted with many refugees. Against the background of the refugee crisis in Europe, data suggest that Bulgaria remained off the major refugee flows, France and Portugal are not situated on the Balkan refugee route, because of that they were not confronted directly. France and Portugal, like most EU member states, undertook the commitment of relocation and resettlement of refugees, but the numbers of relocation and resettlement have not been fulfilled.

Austria, France and Portugal have a long history with migratory workers. France needed migratory workers very early after the World War I. Austria began recruiting guest workers in the 1960s, most of them were men. Women came later through the family reunion. In Portugal, the first wave of migratory workers came with the beginning of the liberation wars in Angola, Mozambique and Guinea. As a consequence of the recruitment of national citizens for these wars, there was a growing need of labour force in the country. The Cape Verdean migrants occupied the vacancies left by the Portuguese who served in the military service and also those, who emigrated to America. In 2001, with the application of the new regime of residence permits, skilled workers, mainly males, came from Eastern Europe (Ukraine, Moldova, Russia and Romania). In Austria, France and Portugal most of migrants work in the unqualified areas.<sup>10</sup> Migratory workers in the sense described above, do not exist in Bulgaria anymore. From 1972 to 1989 in Bulgaria studied and worked about 28.000 Vietnamese citizens, predominantly men who may be considered as “Gastarbeiter” (foreign workers), however they left the country between 1990 and 1993. The little group of migratory workers are working in high qualified areas.

Bulgaria, France and Portugal define minorities differently than Austria. While in Austria, minorities are recognized as minorities in the Austrian Constitution, such as Roma and other historically grown ethnic groups (Slovenian minority in Carinthia, Croatian minority in Burgenland) whose rights must be respected, in Bulgaria, France and Portugal it is not allowed to make ethnic differences and publish them. In these three countries minorities are not recognised in the constitution, thus they have no collective rights. For instance in Bulgaria every citizen with non-Bulgarian ethnic origin or background is protected by the Bulgarian Constitution and by the law from discrimination based on origin and is free to study mother tongue at school, to establish organisations which preserve the language, traditions, culture

<sup>9</sup> See statistics in the next chapters.

<sup>10</sup> See also the statistics in the next chapters.

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etc., but these are individual rights. In Portuguese Constitution is the same: it exists the right of non-discrimination based on race, language, territory of origin, religion, political or ideological beliefs, education or social condition. This right protects specially those people that belong to minority groups.



## The Situation of Immigrants and Minorities in Austria, Bulgaria, France and Portugal

If we compare the situation of migrants in the four countries, the following can be ascertained:

- Bulgaria has significantly the lowest proportion of migrants (people who do not have the citizenship) in the population. Austria can point to the highest share.
- In a country comparison, Austria has a higher proportion of female migrants than the other countries, especially as France and Portugal. In the case of Portugal, historically the leading figures of immigration were males, who arrived to work. Then women follow them with the children through the process of family reunion. But this tendency has turned over in the last years, with a large increase in women who have a residence permit for investigation and other highly qualified activities.
- Also, the nationalities of the migrants are characterized by the history of the countries. While the nationalities of migrants in France and Portugal are strongly influenced by their colonial history and in Austria by the former monarchy, in Bulgaria the nationalities of migrants are shaped by its former affiliation with the communist countries.
- In Austria, France and Portugal the age of the immigrants is much lower than that of the native ones.
- In Austria male migrants are better qualified than in France and Portugal. Female migrants in Portugal, Austria and France have a high proportion of low-skilled and high-skilled. There is no statistics in Bulgaria regarding the educational level of migrants.
- The employment situation of migrants is in comparison to France and Portugal better in Austria. In the country comparison the employment rate among male and female migrants is the highest in Austria and the employment rate of male and female is the lowest.<sup>11</sup>
- The net annual incomes (median) migrants are 81% of the incomes of the native population in Austria. For France, Bulgaria and Portugal we have no compatible data.
- Minorities: In parts of Austria Croats, Slovenes, Hungarians and Roma, Lovara and Sinti are officially recognized as minorities. In Portugal the only national ethnic minority officially considered is the Roma community. The biggest minorities in Bulgaria are Roma and Turkish people. France has many local minorities like Basks, Bretons, Germans, Flames, Catalans, Italians, Corsicans, Occitans and Roma. The population share of these groups (without the Gens du Voyage) is estimated at 8.133 million to 13.9%, of which the Occitans make up about 2 million.<sup>12</sup>

<sup>11</sup> See table.

<sup>12</sup> Wikipedia: [https://de.wikipedia.org/wiki/Minderheiten\\_in\\_Frankreich](https://de.wikipedia.org/wiki/Minderheiten_in_Frankreich) (05/12/2018)

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2016	Austria <sup>13</sup>	Bulgaria	France	Portugal
% of migrants in the population	15.3% <sup>14</sup> persons without Austrian citizenship (13.1% not born in Austria, 3.2% born in Austria)  18.9% persons born abroad (13.1% not Austrian citizenship, 5.8% Austrian citizenship)	1.19% <sup>15</sup>	11.6% <sup>16</sup>	3.8% <sup>17</sup>
% of female migrants in the female population	18.4% <sup>18</sup>	1.16% <sup>19</sup>	5.8% <sup>20</sup>	0.27% <sup>21</sup>
3 largest migrant groups in % in the population	EU or EFTA countries: 38% Ex-Yugoslavia (without Slovenia and Croatia): 28% Turkey: 14%	Russia <sup>22</sup> -0.29% Syrian Arab Republic -0.16% Turkey -0.15%	EU: 34% Maghreb: 29% Asia: 14% <sup>23</sup>	Brazil: 20.4% Cape Verde: 9.2% Ukraine: 8.7% <sup>24</sup>
Age of male migrants (% 15-30, 30-45, 45-60, more than 60)	41 years average age <sup>25</sup>	15-30 - 8135 - 19.3% 30-45 - 11238 - 26.6% 45-60 - 10404 - 24.7% 60 more -	18 - 34 (60.5%), 35 - 64 (26.9%), 65 + (1.5%) <sup>26</sup>	20-49: 60% More than 65: 8%
Age of female migrants (% 15-30, 30-45, 45 - 60, more than 60)	43 years average age (A: 44) <sup>27</sup>	15 -30 - - 13.5% 30-45 - 21.6% 45-60 - - 22.7% 60 more -	18 - 34 (63.8%), 35 - 64 (24.6%), 65 + (1.9%) <sup>28</sup>	20-49: 63% More than 65: 7% <sup>29</sup>

13 ÖIF/Statistik Austria (2017) Statistisches Jahrbuch Migration, Wien.

14 The high number is the consequence of a restrictive naturalization policy.

15 own calculation based on data from Eurostat: [http://ec.europa.eu/eurostat/en/web/products-datasets/-/MIGR\\_POP1CTZ](http://ec.europa.eu/eurostat/en/web/products-datasets/-/MIGR_POP1CTZ) - total population as of January 1st, 2017 - 7101859, of which 84628 were citizens of EU28 countries, non-EU28 countries, stateless and unknown

16 In 2014

17 Observatório das Migrações, Alto Comissariado para as Migrações (ACM): <https://goo.gl/azrPNC> (05/13/2018)

18 ÖIF/Statistik Austria (2017) Frauen. Statistiken zur Migration & Integration 2016, Wien.

19 own calculation based on data from Eurostat: [http://ec.europa.eu/eurostat/en/web/products-datasets/-/MIGR\\_POP1CTZ](http://ec.europa.eu/eurostat/en/web/products-datasets/-/MIGR_POP1CTZ) - total female population as of January 1st, 2017 - 3651881, of which 42443 were citizens of EU28 countries, non-EU28 countries, stateless and unknown

20 Insee (2016), Tableaux de l'économie française, p.36-37 (Internet) disponible sur : <https://www.insee.fr/fr/statistiques/1906669?sommaire=1906743> (05/13/2018)

21 own calculation based on data from Statistics Portugal (National Institute of Statistics): <https://bit.ly/2Jc4sHk> (11/30/2017)

22 own calculation based on [http://ec.europa.eu/eurostat/statisticsexplained/images/6/60/Main\\_countries\\_of\\_citizenship\\_and\\_birth\\_of\\_the\\_foreign\\_foreignborn\\_population%2C\\_1\\_January\\_2017\\_%28in\\_absolute\\_numbers\\_and\\_as\\_a\\_percentage\\_of\\_the\\_total\\_foreign\\_foreign-born\\_population%29.png](http://ec.europa.eu/eurostat/statisticsexplained/images/6/60/Main_countries_of_citizenship_and_birth_of_the_foreign_foreignborn_population%2C_1_January_2017_%28in_absolute_numbers_and_as_a_percentage_of_the_total_foreign_foreign-born_population%29.png) (04/11/2018)

23 Insee (2012), « Fiches thématiques: Population immigrée », dans Immigrés et descendants d'immigrés en France - Insee Références , p.266

24 Ibid.

25 See footnote 13

26 Ined (2014), « Flux d'immigration par sexe et âge en 2014 », <https://www.ined.fr/fr/tout-savoirpopulation/chiffres/france/flux-immigration/sexe-age/> (05/13/2018)

27 See footnote 13

28 Ibid.

29 Ibid.



2016	Austria <sup>13</sup>	Bulgaria	France	Portugal
Educational level of male migrants (% of max. mandatory school, % of middle school, % of higher school level, % of university) in the age between 25-64 years	2016 <sup>30</sup> 26.8% (A: 10.7%) 34.3% (A: 56.5%) 18.5% (A: 15.9%) 20.5% (A: 16.9%)	n/a <sup>31</sup>	No diploma (35%), Middle (32%), High (16%), University (17%)	43.9% 37.9% 18.2% <sup>32</sup>
Educational level of female migrants (% of max. mandatory school, % of middle school, % of higher school level, % of university)	2015: <sup>33</sup> 29% (A: 14.2%) 29.8% (A: 52.8%) 19.3% (A: 15.1%) 21.9% (A: 17.9%)	n/a	No diploma (27%), Middle (28%), High (19%), University (26%)	37.2% 40.2% 22.5% <sup>34</sup>
Employment rate of male migrants	78.9% (A: 81%) <sup>35</sup>	64.2% <sup>36</sup>	62.4% <sup>37</sup>	70.2% <sup>38</sup>
Employment rate of female migrants	64.1% (A: 73.3%) <sup>39</sup>	n/a	47.8% <sup>40</sup>	61.3% <sup>41</sup>
Professional position (worker, employee/official, self-employed) of migrants	43.4% (A: 21.8) 47.9% (A: 64.4%) 8.7% (A: 13.8%)	n/a		
Professional position (worker, employee/ <sup>42</sup> official, self-employed) of male migrants	Worker 49% Employee/official 40% Self empl.: 9.8% (A: 11.6%)	n/a	n/a	Temporary employees: 42.2% Self-employed: 7.4 (thousands) <sup>43</sup>
Professional position (worker, employee/ <sup>44</sup> official, self-employed) of female migrants	Worker 35% Employee/official 58% Self empl.: 6.8% (A: 6.7%)	n/a	n/a	Temporary employees: 36.6% Self-employed: 8.7 (thousands) <sup>45</sup>

30 See footnote 13

31 <http://ec.europa.eu/eurostat/web/migrant-integration/data/database> : Population by educational attainment level, sex, age and citizenship (%) - there is no data for Bulgaria, or data according to Eurostat have low reliability

32 Eurostat (mii\_educ): <http://ec.europa.eu/eurostat/web/migrant-integration/data/database> (05/13/2018)

33 See footnote 13

34 Ibid.

35 Statistik Austria: [https://www.statistik.at/web\\_de/statistiken/menschen\\_und\\_gesellschaft/arbeitsmarkt/erwerbsstatus/index.html](https://www.statistik.at/web_de/statistiken/menschen_und_gesellschaft/arbeitsmarkt/erwerbsstatus/index.html) (03/15/2018)

36 <http://ec.europa.eu/eurostat/web/migrant-integration/data/database> Employment rates by sex, age and citizenship (%) - 64.2%

37 Insee (2016), Tableaux de l'économie française, p.36-37 <https://www.insee.fr/fr/statistiques/1906669?sommaire=1906743> (05/13/2018)

38 Eurostat (mii\_emp, mii\_emp\_r) : <http://ec.europa.eu/eurostat/web/migrant-integration/data/database> (13/05/2018)

39 Statistik Austria: [https://www.statistik.at/web\\_de/statistiken/menschen\\_und\\_gesellschaft/arbeitsmarkt/erwerbsstatus/index.html](https://www.statistik.at/web_de/statistiken/menschen_und_gesellschaft/arbeitsmarkt/erwerbsstatus/index.html) (03/15/2018)

40 Ibid.

41 Eurostat (mii\_emp, mii\_emp\_r) : <http://ec.europa.eu/eurostat/web/migrant-integration/data/database> (05/13/2018)

42 ÖIF/Statistik Austria (2016) Arbeit & Beruf. Statistiken zu Migration.& Integration 2016, Wien.

43 Eurostat (mii\_emp, mii\_emp\_r) : <http://ec.europa.eu/eurostat/web/migrant-integration/data/database> (05/13/2018)

44 See footnote 11.

45 Eurostat (mii\_emp, mii\_emp\_r) : <http://ec.europa.eu/eurostat/web/migrant-integration/data/database> (05/13/2018)

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2016	Austria <sup>13</sup>	Bulgaria	France	Portugal
Unemployment rate of male migrants	13.4% (A: 8,7%) <sup>46</sup>	n/a <sup>47</sup>	19.8% <sup>48</sup>	17.7% <sup>49</sup>
Unemployment rate of female migrants	13.7% (A: 7.3%) <sup>50</sup>	n/a	19%	17% <sup>51</sup>
Net annual income (median) migrants/ not migrants	2015: Foreign nationals achieved only 81% of net median income in Austria. Austrian nationals earned 4% over the median. Net median annual income of employed persons (excluding apprentices) in Austria in 2016 was € 20.543€ <sup>52</sup>	n/a	Standards of living of migrants are 30% inferior those of non-migrants in France <sup>53</sup> (1500/month for someone in a migrant household; 2000/month for non-migrant household) 75%	Migrants: 7.211 Not migrants: 8.895 <sup>54</sup>
Net annual income (median) male migrants/not migrants	21.100 € (A: 28.100) <sup>55</sup>	n/a	n/a	n/a
Net annual income (median) female migrants/not migrants	16.000 € (A: 19.600) <sup>56</sup>	n/a	n/a	
At risk of poverty rate (migrants/not migrants)	Migrants (not Austrian citizens): 40% Not migrants 10% <sup>57</sup>	n/a	n/a	Migrants: 32.9% Not migrants: 18% <sup>58</sup>

46 AMS Arbeitsmarkdatenonline: amb\wal090, <http://iambweb.ams.or.at/ambweb/> (03/15/2018)

47 see <http://ec.europa.eu/eurostat/web/migrant-integration/data/database> - Unemployment rates by sex, age and citizenship (%) - no data for foreign country nationals in Bulgaria

48 INSEE Continuous Employment Survey (EEC), French version of the European Labor Force Survey (LFS). 2011 data, available since October 2012 The participation rate is the proportion of working people (employed and unemployed) in the population aged 15-64. The unemployment rate is the proportion of unemployed among the working population. Anyone born abroad as a foreigner is an immigrant. The immigrant population therefore includes foreigners and persons who have acquired French nationality.

49 Eurostat (mii\_une, mii\_emp\_r): <http://ec.europa.eu/eurostat/web/migrant-integration/data/database> (05/13/2018)

50 AMS Arbeitsmarkdatenonline: Würfel: amb\wal090, <http://iambweb.ams.or.at/ambweb/> (03/15/2018)

51 Eurostat (mii\_une, mii\_emp\_r): <http://ec.europa.eu/eurostat/web/migrant-integration/data/database> (05/13/2018)

52 Statistik Austria: [https://www.statistik.at/web\\_de/statistiken/menschen\\_und\\_gesellschaft/soziales/personeneinkommen/jaehrliche\\_personen\\_einkommen/index.html](https://www.statistik.at/web_de/statistiken/menschen_und_gesellschaft/soziales/personeneinkommen/jaehrliche_personen_einkommen/index.html) (03/16/2018)

53 <https://www.inegalites.fr/Les-immigres-frappes-par-la-pauvrete-et-les-bas-revenus> (05/13/2018)

54 Eurostat (mii\_une, mii\_emp\_r): <http://ec.europa.eu/eurostat/web/migrant-integration/data/database> (05/13/2018)

55 See footnote 5

56 See footnote 5

57 EU SILC 2016: [https://www.sozialministerium.at/cms/site/attachments/7/0/0/CH3434/CMS1493709119968/tabellen-band\\_eusilc\\_2016.pdf](https://www.sozialministerium.at/cms/site/attachments/7/0/0/CH3434/CMS1493709119968/tabellen-band_eusilc_2016.pdf) (04/15/2018)

58 Eurostat (mii\_soinc): <http://ec.europa.eu/eurostat/web/migrant-integration/data/database> (05/13/2018)



## **Austria**

### ***Immigrants***

In the year of 2016 on average 1,898 Million residents with immigration background (22.1%) lived in Austria, 85.000 more than 2015 (1,813 Mio.). 1,415 Mio. residents were born abroad (first generation), 483.000 were born in Austria, but their parents were born abroad – the so called second generation.

Since the new government in Austria (2018), the situation of migrants has deteriorated: Refugees are increasingly deported, school children must attend separate German classes, the headscarf in schools has been banned and migrants are excluded from many social benefits. The consequences of this policy of exclusion will become visible in the next few years.

### ***Minorities***

Croatian from Burgenland, Romani, Slovak, Czech and Hungarian language are protected by law (Volksgruppengesetz 1976 and later). They are the languages of the autochthon minorities. The recognition of minority rights of Croatian people in Burgenland, of Slovenes in Carinthia and Styria by law is regulated by Article 7 of the state contract 1955. Legal recognition of the Hungarian language in four municipalities of Burgenland follows the Volksgruppengesetz. The Roma, Lovara and Sinti got the rights very late the 1993 and their social situation is mostly bad.

Moreover, the Austrian sign language (for people who cannot hear) as language of a not ethnic minority exists since 2005 in the constitution.

The big number of other languages, Turkish and the languages of former Yugoslavia are not recognized as minority languages and are not recognized in schools.

## **Bulgaria**

### ***Immigrants***

According to the last census as of 1st February 2011, 36.723 persons with foreign citizenship live in Bulgaria representing 0.5% of the country population. Fifty percent of persons with foreign citizenship, living permanently in the country, were from European country outside the European Union. Russians dominate – 65.1%, followed by citizens of Turkey, Syria, Ukraine (16.6%), Republic of Macedonia (5.9%), Moldova (4.8%) and Serbia (3.1%). In 2011 23% of all foreign citizens who live permanently in the country are EU citizens (mainly from UK, Greece, Germany, Spain, Romania, Italy etc.). Persons who declare double citizenship – Bulgarian and other, are about 0.3% of the country population.

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According to the UN data the international migrant stock in Bulgaria in 2015 was 102.1 thousands / 1.4% of total population.<sup>59</sup>

### **Minorities**

Approximately 84.8% of the population is Bulgarian, with other major ethnic groups being Turkish (8.8%), Roma (4.9%) and about 40 small minority groups totalling 0.7%. The persons who do not identify themselves to a given ethnic group are 0.8%. Among them, the share of the youngest people under 19 years of age is 51.7%.

The population with Bulgarian ethnicity identity is significantly more urbanized in comparison to the other two major ethnic groups - Turks and Roma. 77.5% of Bulgarians live in urban areas, compared to 37.7% of Turks and 55.4% of Roma.<sup>60</sup>

## **France**

### **Immigrants**

According to Eurostat, in 2015 France had a net migration of 65.000 (including minors and nationals), which was a third more than in 2014. In 2017 Eurostat estimates that immigration to France represented 8.2 million people, or 12.2% of its population. Moreover, the majority of migrants arriving in France are qualified (40% are graduates of higher education), and younger than the French population. Nowadays, migrants create businesses, develop networks, activities, and add mixed elements to the society they integrate. Migrants often contribute much more to taxes and social contributions than they receive benefits. By consuming, they create additional demand and participate in the economy by paying taxes, social contributions and producing goods and services. Around 24.000 businesses are created each year by French people of foreign origin or by migrants. These entrepreneurs represent 7.3% of business start-ups in France.

### **Minorities**

According to INED<sup>61</sup> (French National Institute of Demographics), the concept of minority used in France, refers to non-European immigrants, persons born in the overseas departments (DOM) and their descendants. The press also refers to "visible minorities" to Blacks, Arabs, Asians and Indo-Pakistani. Members of these communities started to expose, report the lack of representation of the non-European communities in some sectors as media, advertisement, politics and claimed for the recognition these minorities.

59 CWSP (2018), p. 8

60 CWSP (2018), p. 3

61 INED Population et Société, Les discriminations une question de minorités visibles (Population and Society, Discrimination a Visible Minority Issue) . Numéro 466 Avril 2014 [https://www.ined.fr/fichier/s\\_rubrique/19134/466.fr.pdf](https://www.ined.fr/fichier/s_rubrique/19134/466.fr.pdf)



France has a special relationship with its linguistic, cultural or religious minorities, because of the republican universalism that affirmed in its Constitution the principle of equality by law of all citizens whatever their origins or affiliations, which according to this principle and to secularism, belong exclusively to the private sphere. As linguist Jacques Leclerc observes, French politics gives primacy to the State and considers that minority cultural expressions can often resemble communitarianism. In France communities are not recognized as so by the identity threat they constitute, communitarianism has a negative connotation and is also to be avoided.

## **Portugal**

### *Immigrants*

At present<sup>62</sup>, there are over 397.731 regular migrants residing in Portugal (2016), accounting for about 4% of the total population. It was confirmed the increase in the granting of new residence permits, which indicates a return to the attractiveness of Portugal as a destination of immigration (an increase of 24%, totalling 46.921 new residents). Related to gender, the trend remains only with a difference of 3 percentage points between female (51.5%) and male (48.5%).

In 2016, 35.416 requests were made for the attribution and acquisition of Portuguese citizenship, an increase of 4.5% compared to 2015.

More representative nationalities in Portugal are: Brazil: 20.4%; Cape Verde: 9.2%; Ukraine: 8.7%; Romania: 7.7%; China: 5.7%; United Kingdom: 4.9%; Angola: 4.3%; Guinea Bissau: 3.9%; France: 2.8%; Spain: 2.8%; others: 29.7%.

### *Minorities*

In Portugal, the Constitution and the Law of Data Protection prohibit the collection of data concerning the ethnicity or race. Although there are no numbers in Portugal, it is known that the largest Portuguese racial minority will be of African origin (Cape Verde, Guinea, Angola and Mozambique) and that the only national ethnic minority officially considered in Portugal is the Roma community.

The Portuguese government has implemented a National Strategy for the integration of Roma Communities. This strategy is a result of the involvement of all Ministries, Civil Society organizations, Roma communities and experts, and besides the four main areas proposed by the European Commission – housing, education, health and employment – Portugal added a

<sup>62</sup> Data from 2016: SEF (2016): Relatório de Imigração, Fronteiras e Asilo 2016 (Report of Immigration, Borders and Asylum 2016). SEF: Serviço de Estrangeiros e Fronteiras. <http://sefstat.sef.pt/Docs/Rifa2016.pdf> (05/13/2018)

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crosscutting pillar in order to address issues like discrimination, mediation, citizenship, gender equality, Roma history and culture. Under the Portuguese National Strategy are foreseen a total of 40 priorities, 105 measures and 148 goals until 2020.<sup>63</sup>

<sup>63</sup> National Roma Communities Integration Strategy 2013-2020, ACIDI High Commission for Immigration and Intercultural Dialogue: <https://bit.ly/2xILmU> (06/05/2018)



## The Situation of Adult Education in the Partner Countries

The national frame of adult education and education in general is important for the implementation of Equal Space, because we want to develop a project, which is best fitting to the regional conditions. Because of this we also involve national advisory boards<sup>64</sup> at each step of our project implementation.

### Austria

The responsibility for education in Austria lies with the Federal Ministry of Education, Science and Research, but many tasks are shared between the state and federal governments, which often causes problems: For instance, are the kindergarten and the primary schools in the responsibility of the federal governments. The school system in Austria separates children very early on. Already at 9 to 10 years, the children are split up according to their school successes. Thus, education is strongly socially inherited in Austria, for which Austria has often been criticized.

The development of education in recent years and decades, between 1971 and 2015, shows a general increase in the educational level of the Austrian population. In 1971, around 57.8% of the Austrian resident population between the ages of 25 and 64 had compulsory education as the highest educational attainment. In 2015, this share was only 19%. Significant increases are recorded in all continuing education courses. Thus, since 1971, the proportion of people who have obtained a Matura as the highest degree each more than doubled. However, the increase is particularly clear in the case of a university degree. While in 1971 only 2.8% of the Austrian resident population between 25 and 64 had a university degree, in 2015 it was 14.1% more than five times as many. In recent decades, women in particular have caught up significantly in terms of their educational attainment. In 1971, 70.4% of women between the ages of 25 and 64 only had compulsory schooling; In 2015 it was only 22.3%. However, there is still a clear gender difference: among men between 25 and 64, only 15.8% in 2015 did not have a qualification beyond compulsory schooling.<sup>65</sup>

If you look at the educational level of the Austrian population, it shows some differences between migrants and autochthonous Austrians. Thus, the first group is both in the lowest as well as the highest levels of education participation, while Austrians without a migration background are most strongly represented in the middle classes. In 2014, 37% of 25-64 ye-

<sup>64</sup> In each partner country a national advisory board was established. Members of the national advisory boards are manager of adult education institutions, trainers, social workers and other relevant actors. The national advisory board accompanies the development process and supports public relations.

<sup>65</sup> Statistik Austria: [https://www.statistik.at/web\\_de/statistiken/menschen\\_und\\_gesellschaft/bildung\\_und\\_kultur/bildungsstand\\_der\\_bevoelkerung/index.html](https://www.statistik.at/web_de/statistiken/menschen_und_gesellschaft/bildung_und_kultur/bildungsstand_der_bevoelkerung/index.html) (04/15/2018)

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ar-olds with a migration background had a school-leaving certificate or a university degree. For persons without a migration background this value was easy at 32% underneath. 12% of persons without a migration background (25 to 64 years) had compulsory education as the highest completed education, and 27% of migrants. The second generation shows a different picture: only 19% of migrants of the second generation had at most one compulsory education, while their parents were still 28%.<sup>66</sup>

Adult education and training in Austria covers a large number of educational institutions with different objectives and educational programs. The educational spectrum ranges from general education, basic education, and the acquisition of qualifications in “second-chance education”, vocational education and training (VET) programs, on to management courses and personal development programs, to higher education and university-based programs.

At the federal level, general adult education is within the sphere of competence of the Federal Ministry of Education, Science and Research, but other ministries are also responsible for specific agendas of adult education and training. At the level of associations, first and foremost the Austrian Conference of Adult Education Institutions (KEBÖ) needs to be mentioned, which comprises the ten largest continuing education and training (CET) associations. University-based and tertiary research institutions are another category. Finally, a large number of NGOs and registered societies are active in non-profit and commercial adult education.

The Ministry of Education, Science and Research supports associations and institutions of adult education and training. The prerequisites and criteria for awarding funds are laid down in the Federal Financing Act on the Funding of Adult Education and Public Libraries from Federal Funds (or 1973 Adult Education Funding Act for short). The European Social Fund (ESF) is a structural fund of the European Union. On behalf of the adult education and training sector, it provides funds for projects aiming at the sustainable integration of disadvantaged adults into society, education and the labour market, the reduction of barriers and the creation of equal opportunities, as well as professionalization and quality development. Support from ESF funds is co-financed with national funds.<sup>67</sup>

Austria has a participation rate of 48% of 25- to 64-year-olds in adult education, slightly below the OECD average (50%).<sup>68</sup> However, existing data, such as the Adult Education Survey (2013), clearly show that migrants are underrepresented in adult education.<sup>69</sup>

66 ÖIF/Statistik Austria: [https://www.integrationsfonds.at/.../AT/.../Fact\\_Sheet\\_18\\_Migration\\_und\\_Bildung.pdf](https://www.integrationsfonds.at/.../AT/.../Fact_Sheet_18_Migration_und_Bildung.pdf) (04/15/2018)

67 A comprehensive overview of adult education and training in Austria as well as educational offers can be found at the website <http://erwachsenenbildung.at>. (04/15/2018)

68 [erwachsenenbildung.at: https://erwachsenenbildung.at/aktuell/nachrichten\\_details.php?nid=11872](https://erwachsenenbildung.at/aktuell/nachrichten_details.php?nid=11872) (06/01/2018)

69 [erwachsenenbildung.at: https://erwachsenenbildung.at/themen/migrationsgesellschaft/empirische\\_forschung/weiterbildungsbeteiligung.php](https://erwachsenenbildung.at/themen/migrationsgesellschaft/empirische_forschung/weiterbildungsbeteiligung.php) (06/01/2018)



## Bulgaria

The Ministry of Education and Science acts as a National Coordinator for Adult Learning in Bulgaria. According to the National Statistical Institute, 891.100 persons (22.5%) aged 25-64 years participated in at least one non-formal training in 2016. The number of women involved is a little bit less than the number of men, while the number of women involved in the informal education is higher – 52.5%. In 2016, 223.500 (5.7%) aged 25-64 years had searched information on education and training possibilities. Women were more active than men respectively – 6.7% and 4.6%<sup>70</sup>. Project-based continuous vocational education and training (CVET) is provided through the European Social Fund and active labour market policies, but it is rather fragmented. Adult education as a professional field is underdeveloped in Bulgaria. There are national regulations regarding qualifications for those working as teachers in compulsory education and vocational schools, but no information could be found on specific qualifications and specialised training routes for those working in the field of adult literacy and education.

Adult participation in lifelong learning is the second lowest in the EU (2% in 2015 compared to the EU average of 10.7%)<sup>71</sup>. It has increased by 0.4 percentage points since 2011.

In order to improve this situation, the Government put a strong focus in national policy on vocational education and training, on providing access to work-related training for unemployed people, and on expanding access to vocational education for all citizens. Adult learning and adult literacy are important components of the Bulgarian National Strategy for Lifelong Learning (2014-2020), which includes formal, non-formal, and informal learning for improving basics skills, obtaining new qualifications, up-skilling or re-skilling for employment of adults. The annual action plans of the Lifelong Learning Strategy (2014-2020) lays down concrete measures to increase the adult participation rate to 7% by 2020 and to widen the coverage of the provision, including a focus on disadvantaged groups.

## France

The education system in France is centralised and steered by the Ministry of National Education. Since 1959, education is compulsory until the age of 16, and will be compulsory at the beginning of the 2019 school year from the age of three. In addition, a quarter of the population is studying. According to the PISA programme for the comparison of national education systems, the performance of the French education system is rather average, if compared

70 National Statistical Institute: Main results from the adult education survey (Third wave, 2016), [http://nsi.bg/sites/default/files/files/pressreleases/AES2016\\_en\\_UVASRDP.pdf](http://nsi.bg/sites/default/files/files/pressreleases/AES2016_en_UVASRDP.pdf) (06/18/2018)

71 EU, Education and Training Monitor, Bulgaria 2016 [https://ec.europa.eu/education/sites/education/files/monitor2016-bg\\_en.pdf](https://ec.europa.eu/education/sites/education/files/monitor2016-bg_en.pdf) (06/18/2018)

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with other OECD Member States<sup>72</sup>. According to the Observatory of Inequalities, 16% of the French population (excluding people still studying) have a degree higher than two years of higher education. One quarter have, at most, a primary school certificate. Also, the older generations studied at a time when the educational system was much less developed: 50.4% of the over-65s have no school qualifications and only 9% have a degree higher than two years of higher education.<sup>73</sup>

Regarding adult education, according to INSEE, in metropolitan France, in 2012, more than one person out of two aged 18 to 64 years attended at least one training course during the year, whether for personal or professional purposes. Moreover, it seems that this access to training decreases with age. Thus, the rate of access of adults to training increases with their level of qualification. Family responsibilities and cost are involved when individuals report that they have given up training.<sup>74</sup> The specific of French adult education is the Personal Training Account (CPF), which is a public funding mechanism for adult training. It is accessible to job seekers and employees in the private sector and financed either by the employer, by an OPCA<sup>75</sup>, or by the employment pole. Among the most important institutions of adult education you can find the Cnam, the Conservatoire national des arts et métiers. The Cnam is intended for executives working in industry, companies and public services who wish to deepen their knowledge, learn new disciplines, prepare a baccalaureate degree +8. Other smaller structures, like NGOs or associations, can provide trainings for adults. However, the access to adult education can be limited for many people. For example, it seems that access to adult education is very limited for migrants or non-french nationals. Within this social group, it is even more complicated for women, for several reasons. According to our study, there is the problem of childcare, the language barrier is also a major obstacle. Finally, something as simple as social isolation or a lack of information can be extremely difficult for migrants. Therefore, the access to adult training is less of a problem than the training itself.

## Portugal

The Education System in Portugal is regulated by the State through the Ministry of Education and the Ministry of Science, Technology and Higher Education. Education is compulsory from 6 until the age of 18, when students complete the 12th grade. The basic education, from 6 until the age of 15, is also free for everyone, regardless the legal situation of the child or the family. The public education system is the most used and the most widespread although there are also other private schools for any level of education.

<sup>72</sup> Wikipedia: [https://fr.wikipedia.org/wiki/Syst%C3%A8me\\_%C3%A9ducatif\\_en\\_France](https://fr.wikipedia.org/wiki/Syst%C3%A8me_%C3%A9ducatif_en_France) (05/13/2018)

<sup>73</sup> Observatoire des Inégalités / Inequalities Observatory: <https://www.inegalites.fr/16-de-la-population-a-un-diplome-superieur-a-bac-2> (05/13/2018)

<sup>74</sup> INSEE Continuous Employment Survey (EEC), French version of the European Labor Force Survey (LFS). 2011 data <https://www.insee.fr/fr/statistiques/1281375> (05/13/2018)

<sup>75</sup> An OPCA is an „Approved Joint Collecting Body“ in France in charge of collecting the financial obligations of companies in the field of vocational training. It is also a privileged contact for employees who wish to receive training.



Education process is divided into three major parts: basic education, secondary education and higher education. The national higher education system is fully integrated into the European Higher Education Area since 2006.

After the higher education, Portugal contemplates and promotes an extracurricular education as a part of a lifelong learning perspective. This kind of education and training aims to develop individual knowledge and the potential of each person; besides this, encompasses a range of activities, from basic education to cultural and scientific upgrading. It is competence of the State to promote such activities and to support the institutions that develop them.

The basic literacy rate of the Portuguese population is 94.48%<sup>76</sup> (96.29% male, 92.86% female), constituting one of the highest percentages of the European Union. Despite this, the last PISA report<sup>77</sup> (Programme for International Student Assessment) published in 2015, left some more positive trends for the country. This three-year study evaluates the literacy of 15-year-old students in Science, Reading and Mathematics and, for the first time, Portuguese youths were ahead of the Organization for Economic Cooperation and Development (OECD) average, in these three areas.

However, the social gap is very significant regarding the success and performance of the students. Portugal has the third highest rate of grade repetition in EU, with more than 31% students having repeated a grade<sup>78</sup> (over 52% among disadvantaged students and less than 9% among advantaged ones). The gaps between non-migrants and immigrants (first and second generation) are comparatively small, measured by early school dropout rates, grade retention and PISA performance.

According to the report 'Education and Training Monitor 2017' of the European Commission<sup>79</sup>: "Portugal is making progress in improving educational outcomes, reducing early school leaving and ensuring full public provision of pre-school education for all children aged 3 to 5 years by 2019". This report also highlights the implementation of the 'National Plan to Promote Success at School' – to prevent school failure – where the number of participating schools has exceeded expectations and the steps taken in the improvement of the tertiary education attainment. Furthermore: "the promotion of adult education plays a central role in the current education policy with the aim of addressing the adult population's low level of basic skills".

76 UNESCO UIS: <http://uis.unesco.org/en/country/pt> (05/13/2018)

77 Conselho Nacional de Educação (National Council of Education): <http://www.cnedu.pt/pt/noticias/internacional/1179-resultados-pisa-2015> (05/13/2018)

78 Education and Training Monitor 2017: [https://ec.europa.eu/education/sites/education/files/monitor2017-pt\\_en.pdf](https://ec.europa.eu/education/sites/education/files/monitor2017-pt_en.pdf) (05/13/2018)

79 Education and Training Monitor 2017: [https://ec.europa.eu/education/sites/education/files/monitor2017-pt\\_en.pdf](https://ec.europa.eu/education/sites/education/files/monitor2017-pt_en.pdf) (05/13/2018)

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This report also remarks the efforts of the country “to increase the attractiveness of vocational education and training (VET) and to boost participation of students in upper secondary vocational programmes”. The percentage of the secondary students enrolled in VET in Portugal remained stable in 2015 but the employment rate of recent graduates increased from 68.8% in 2015 to 69.8% in 2016, still below the EU average of 75%.

The Qualifica Centres network is a key element of the government’s strategy to enhance adult education. Qualifica program is a project aimed to qualify adults. Its main goal is to improve the levels of education and training in adults, contributing to the advance of the education and employability of individuals. It was within the scope of this program launched by the Government that the Qualifica Passport was created. This passport is an online platform and tool upgraded the system for the recognition, validation and certification of skills and competences. Also helps people that are not in higher education to access adult learning programmes (adult participation in learning in Portugal was 9.6% in 2016, still below the EU average of 10.8%).<sup>80</sup>

## Conclusion

Since our focus is on adult education, we will deal with the similarities and differences in the following:

The adult educational system is central organized in all partner countries. All politics emphasize how important adult education and lifelong learning are. We have no information on how much money is invested in adult education in the respective countries. But we see the results in the ranking of the European Commission. In the ranking of participation rate in adult education of our four partner countries, Bulgarian has the lowest rate and France has the highest.

<sup>80</sup> Education and Training Monitor 2017: [https://ec.europa.eu/education/sites/education/files/monitor2017-pt\\_en.pdf](https://ec.europa.eu/education/sites/education/files/monitor2017-pt_en.pdf) (05/13/2018)



	Total		Male		Female	
	2011	2016	2011	2016	2011	2016
<b>EU-28 (²)</b>	<b>9.1</b>	<b>10.8</b>	<b>8.3</b>	<b>9.8</b>	<b>9.8</b>	<b>11.7</b>
Belgium	7.4	7.0	7.0	6.5	7.8	7.5
Bulgaria	1.6	2.2	1.5	2.1	1.6	2.3
Czech Republic (²)	11.6	8.8	11.4	8.6	11.9	9.0
Denmark (²)	32.3	27.7	25.6	22.8	39.0	32.7
Germany	7.9	8.5	7.9	8.7	7.8	8.3
Estonia	11.9	15.7	9.2	12.9	14.5	18.4
Ireland	7.1	6.4	6.7	6.1	7.5	6.7
Greece	2.8	4.0	2.9	4.0	2.6	4.0
Spain (²)	11.2	9.4	10.3	8.6	12.1	10.2
France	5.5	18.8	5.1	16.3	5.9	21.2
Croatia	3.1	3.0	2.9	3.1	3.3	2.9
Italy	5.7	8.3	5.3	7.8	6.1	8.7
Cyprus	7.8	6.9	7.7	6.7	7.9	7.1
Latvia	5.4	7.3	4.1	6.1	6.5	8.5
Lithuania	6.0	6.0	4.5	5.1	7.3	6.8
Luxembourg (²)	13.9	16.8	14.5	16.7	13.3	16.9
Hungary (²)	3.0	6.3	2.8	5.6	3.1	7.0
Malta	6.6	7.5	6.2	6.9	7.1	8.1
Netherlands (²)	17.1	18.8	16.9	18.0	17.3	19.6
Austria	13.5	14.9	12.3	13.5	14.6	16.3
Poland (²)	4.4	3.7	3.9	3.4	4.9	4.0
Portugal	11.5	9.6	10.8	9.6	12.1	9.7
Romania	1.6	1.2	1.7	1.2	1.5	1.2
Slovenia	16.0	11.6	13.8	10.2	18.3	13.2
Slovakia	4.1	2.9	3.5	2.6	4.6	3.2
Finland	23.8	26.4	19.9	22.6	27.7	30.3
Sweden	25.3	29.6	18.7	22.7	32.0	36.7
United Kingdom	16.3	14.4	14.4	13.0	18.2	15.8
Iceland	26.4	24.7	23.3	21.3	29.5	28.3
Norway	18.6	19.6	17.5	17.9	19.7	21.4
Switzerland	29.9	32.9	31.0	33.3	28.7	32.4
FYR of Macedonia	3.6	2.9	3.6	2.8	3.5	3.0
Turkey (²)	3.4	5.8	3.5	6.0	3.2	5.6

(1) Refer to the internet metadata file ([http://ec.europa.eu/eurostat/cache/metadata/en/trng\\_lfs\\_4w0\\_esms.htm](http://ec.europa.eu/eurostat/cache/metadata/en/trng_lfs_4w0_esms.htm)).

(2) Break in series.

Source: [http://ec.europa.eu/eurostat/statisticsexplained/index.php?title=File:Lifelong\\_learning,\\_2011\\_and\\_2016\\_\(%C2%B9\)\\_\(%25\\_of\\_the\\_population\\_aged\\_25\\_to\\_64\\_participating\\_in\\_education\\_and\\_training\)\\_YB17.png](http://ec.europa.eu/eurostat/statisticsexplained/index.php?title=File:Lifelong_learning,_2011_and_2016_(%C2%B9)_(%25_of_the_population_aged_25_to_64_participating_in_education_and_training)_YB17.png) (05/10/2018)

In the table is shown also the development of adult education in the four countries. Bulgaria on the very low level had an increase of 0.6 percent points (pp.), Austria 1.4 pp., France 10.3 pp., and Portugal decreased 1.9 pp..

Women have in all four countries in 2016 a higher participation rate in adult education as men: Portugal 0.1 pp., Bulgaria 0.2 pp., Austria 2.8 pp. and France 5.9 pp..

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This data gives no information about the duration and the quality of adult education. Studies show, that women mostly choose shorter and cheaper trainings.<sup>81</sup>

81 Steiner, Mario et al. (2010) Evaluierung ESF „Beschäftigung“ im Bereich Erwachsenenbildung. Zwischenbericht: (<https://erwachsenenbildung.at/downloads/service/ESF-Zwischenbericht-ueberarbeitetfinal.pdf?m=1494705436&> (05/12/2018)



## Results of the empirical research

### Methodology

With our empirical research we aim to get a better knowledge about the status of intersectionality in adult education in the partner countries.

The realization of this study was developed through the following steps:

- Design of the methodology of research and related tools for information collection: research of the current situation of migrants, minorities and refugees in Austria, Bulgaria, France and Portugal; collection of statistics at national and regional level and design of the general guidelines for the interviews to provide a common framework.
- Data collection: 20 semi-structured interviews with experts and professionals who provide education and training for adults, including educational institutions, NGOs, stakeholders and community leaders in each country.
- Analyses of the interviews and the information collected with main focus on the following themes:
  - Experience with migrants, minorities or refugees in adult education or training.
  - Methods or strategies to reach migrants, minorities or refugees or enrol them in life-long learning processes.
  - Methodologies of the training or courses and didactic approach.
  - Challenges for the future in order to improve the integration of migrants, minorities or refugees in lifelong learning process and adult education.
- Conclusions and recommendations in the field of gender and cultural diversity perspective in adult education.

At the beginning we developed two guidelines for the qualitative interviews, one for trainers and NGOs, and one for stakeholders and relevant persons.

The common guidelines for the interviews were adapted to the conditions of the partner countries and the individual situation of the interview, both in order and in wording – as with all guideline-oriented qualitative surveys, very open questions were asked, which allow the interviewees to set their own priorities.

We conducted 20 interviews with professionals who work in different fields and levels with migrants, minorities or refugees, with specially attention for those who work with women and with focus on the areas of education and lifelong learning processes. The interviews were carried out by phone, Skype or face to face according to the availability of the interviewees.

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The selection of the interviewees was made by using the method of theoretical sampling (Grounded Theory by Glaser/Strauss 1967)<sup>82</sup>, a process in which data acquisition and analysis are alternated. We started with a part of the interviews, evaluated them afterwards and then went back into the field to find ideally deviant interviewees, so that the field of investigation is illuminated as well as possible. If possible, the processes continue until the theoretical saturation is reached.

In the following table and attachment (list of interviewed persons) you see, who was interviewed, and their main activity field.

### **Profiles of the interviewees**

The selection of the interviewees was made by first identifying those organizations and experts in the region, where the partner organizations are situated, who are directly involved in adult education activities or trainings for refugees, migrants and minorities. As we did not identify any previous national research work on intersection between gender and diversity in non-formal and informal adult education, we oriented our research towards experience of people who might have real examples of tackling intersectionality between gender and diversity from their everyday work.

We identified the most relevant interviewees among NGOs representatives and trainers, who are working directly with migrants and minorities and regional stakeholders. Our approach to contact these people was led by the expectations that they will give us more realistic ideas about the existing and missing opportunities in each region to integrate gender and diversity aspects in adult educational/community activities and offers. We also benefited of additional contacts and directions, provided by them to other possible informants.

This approach in our opinion gave us a lot of information on the realities concerning the existing approaches, the theoretical and most importantly practical knowledge and skills in national organizations to consider gender and diversity in work with migrants, refugees and minorities. In addition to contacted people from NGOs, we also searched for possibilities to interview experts from academia, universities and other researchers' institutions and organisations, who are working on the topic of community work with migrants/ethnic minorities and gender aspects to complete the picture of our study with their long-term observations about the process of integration of gender in intercultural work at community level. As a result, we conducted 20 expert interviews in each partner country.

<sup>82</sup> Barney G. Glaser, Anselm L. Strauss (1967) *The Discovery of Grounded Theory. Strategies for Qualitative Research*. Aldine, Chicago IL (German: *Grounded Theory. Strategien qualitativer Forschung*. Huber, Bern u. a. 1998)



We planned an equal distribution regarding gender and migrant status of the interviewed regional experts. We contacted the experts also with the help of the national advisory boards and our regional networks. However, the research showed that much more women than men and much more people without migration or minority status are active in adult education. The following table shows the real selection of our interview partners.

Profiles	Interviewees	
Trainers	A	5 (female)
	B	3 (female)
	F	5 (3 male, 2 female)
	P	5 (female)
	total	18
NGOs	A	6 (2 male, 4 female)
	B	10 (7 female, 3 male)
	F	5 (1 male, 4 female)
	P	5 (female)
	total	26
Educational institutions/ Councils of women, migrants or refugees / researchers	A	5 (female)
	B	4 (female)
	F	5 (2 male, 3 female)
	P	5 (5 female)
	total	19
Stakeholders, relevant actors, community leaders	A	4 (1 male, 3 female)
	B	3 (female)
	F	5 (5 female)
	P	5 (5 female)
	total	17

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## Target audiences/groups

The target audiences of the interviewed people were mainly women and men from migrant, refugee and minority communities. However, in the partner countries there were some specifics, relevant to their national context as follows:

- In Austria the target audiences of the interviewees were migrant women, multipliers, asylum seekers and children with non-German mother tongue.
- In Bulgaria the interviewees work with refugees and Roma women and Roma health mediators. The refugee women are predominantly from Syria, Iran, Iraq and Afghanistan. Roma women are from communities, living in the capital and all over the country.
- In Portugal the specific target groups are students from the Brazilian community that are doing masters, PHD or post-PHD in Portugal and also Brazilian workers; Roma women and girls; Roma social mediators; migrant women, victims of domestic and gender-based violence; Afro-descendants, particularly women from the African Countries of Portuguese Official Language.
- In France people with migrant background, trying to start a business, or to integrate professionally; women association members; young people, entering the labour force and other job seekers; asylum seekers; social workers; volunteers.

## Obstacles

In general, in all partner countries we found out that obstacles to access adult education programs are similar for migrants and minorities and that these obstacles are even greater for migrant and minority women because of the gender.

As we can find in the results of our research, the obstacles to access educational programs can be quite complex because depends on different factors: economic, social, cultural, etc..

Sometimes the accumulation of some of these factors leads to disadvantage in further education and consequently in the integration of these communities in the host society.

We can divide the obstacles or barriers in three different levels: individual, institutional and structural. All of them are interlinked and influence each other.

Individual level: This level is referred to the personal barrier that many migrants, refugees or minority experience. One of the most important issues to participate in educational activities is the language barrier, especially in Bulgaria where the Cyrillic alphabet is totally unknown



for the refugees. But also, in Austria and France it is a major obstacle. Another important issue is that many migrant women do not see a direct benefit of participating in trainings or courses and they do not know the educational institutions. In some cases, the low level of education is a negative factor too. Other individual issues are related to lack of self-assurance or negative learning experience. Last but not least, the age of women might also be a barrier to attend classes, as they are considered by themselves and by the community to be too old to study even if they are 42 to 45 years old, also mainly in the case of refugee women.

**Institutional level:** This level is linked to the educational and training institutions, organizations or programs. For example, in Austria, according to the national study, there is a lack of offers for high educated immigrants. In France, immigrants are not administratively recognized, so there is a kind of invisibility of these groups. Also they find other obstacles related to the institutions: like housing, health, etc. and they do not have the access to necessary information to overcome these difficulties. Also when they have the information, the administrative system is simple very long. This also happened in Portugal, where most of the NGOs working with migrants, complains about the process to regulate the legal status, obtain certain documents compulsory to have permission to work, for example. And these professionals also point out the “institutional racism” that still exists in the country and that caused not only professional disqualification of migrants and minorities but also difficult their access to higher education and to more qualified jobs.

**Structural level:** This level is linked to cross-cutting issues, related to, for example, gender or culture. All of the countries referred that female migrants, refugees and minorities are subject to more discrimination because of their gender and therefore face more obstacles to access educational programs. The principle obstacle for these women is regarding the family obligations: they have their roles in their communities of taken care of the children and the family and they are also responsible for the domestic work. Also the financial situation, with precarious jobs, does not facilitate the participation in trainings or courses. Some of the experts believe that migrant women hardly know adult education institutions that are outside the context of the employment office. In the specific case of female refugees from some communities in Bulgaria, they are limited to be involved in any kind of educational programs by their own communities: “For example, women are not allowed to visit courses in mixed groups with men who are not from their families.”<sup>83</sup>

Another structural issue is the violence against women, especially the violence they suffer during the migratory journey. In France, professionals highlight that 70% of them were victims of violence during the migratory journey.

83 CWSP (2018) Gender and Cultural Perspective in Adult Education and Community Work in Bulgaria, p. 28.

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Finally we need to point out the specific situation that affects Roma women: the early dropout of school of Roma girls and women is one of the most important challenges for the professionals working with this community in Bulgaria and Portugal. The trainers try to work in perspective of integration and de-construction of stereotypes and they also try to empower Roma women through education. But they know they have internal and external obstacles: internal from the Roma Community itself, where education is not value, and external from the system which is not capable to motivate and integrate these women and allow them to abandon their studies.

## **Strategies**

In a broad sense, the Community Education approach requires to empower the target group, opening or changing the existing structures and resources to make it useful for the people. Taking this into account, one of the strategies to reach migrants, minorities and refugees is to have multipliers from the same migrant group. These peer multipliers are part of the community, so they have an important role and good relations with the target group. However, this kind of approach with multipliers is present only in a few areas such as parental education, disadvantaged women and educational counseling for migrants. Other strategies are linked to the educational institutions: Immigrants should be integrated in the staff of educational institutions (in different positions) and the educational offers should be tailored to the target groups, taking into account language skills, the educational background of the group and also the social and family situation.

The family situation and the roles that women have in their communities are very important to build strategies that allow women to participate in educational programs. All partners research find out that childcare should be provided by the institutions of adult education.

In the specific case of Roma women, Portugal and Bulgaria share similar strategies to reach them, using a mediator: health mediator in Bulgaria and sociocultural mediator in Portugal. Both are very valuable in order to establish close and trustful relation with the community.

In Portugal, most of the organizations are working with a specific nationality (Cape Verde, San-Tome and Principe, etc.) uses their connections with the embassies or consulates from the origin country to reach the public, particularly when there are health agreements between both countries. These organizations take the opportunity not only to help the most disadvantaged ones in basic needs but to raise awareness towards different issues, including education. They also organize cultural events and activities which usually have a great adhesion.



Finally, another strategy shared by France a Portugal is the traditional word-to-mouth. The better way to reach the audience is face to face, direct communication with the people, and of course through the social networks, especially Facebook.

### **Training and Content – Main topics for trainings**

National reports from the four partners enabled the possibility to design a comprehensive training for community educators. Based on 80 interviews in all four countries, we managed to identify existing elements, obstacles, and what we needed to implement in future trainings. Depending on the profiles of the interviewees, existing systems are more or less well defined and clear.

First-of-all, according to the research in Austria, the offers should be tailored to the target group. Language is a serious barrier, so offers must also consider the educational level of immigrant women, as it is very broad. The social and family situation is also an important context, often the family is in the start-up phase with young children. On another note, mixed learning groups of women with different educational level and cultural background are needed, as well as diversity among participants, which is considered essential by most interviewees. Therefore, main topics for trainings can be identified.

Also the roles and tasks of peer multipliers and the limitations of their activity should be clarified at the beginning; this topic should be part in the training and the accompanying supervision of trainers/ Community Educators picked up again and again. Empowerment and skills are a key aspect of Community Education projects with migrant women. Moreover, because peer multipliers face many challenges in their daily lives, professional guidance and support are very important. Additionally, we need a basic approach on Human and Women's Rights.<sup>84</sup>

For REDE in Portugal, three main topics should be studied during the trainings. Human Rights and Women's Rights are the first step in order to work in a perspective of Human Rights. We have to train people to be aware of the rights they have as migrants, as citizens, as refugees, and as women as well. From there, trainers and trainees will be able to enhance their self-esteem, their autonomy, the perception of themselves as a subject of a set of culture, values and knowledge, different but equals. Another important topic to work with is the deconstruction of the stereotypes. Stereotypes of gender, class, race or ethnicity are still very present in educational processes and need to be deconstructed with the help of professionals. Finally, we need to fight against professional disqualification of migrants and minorities. Portugal noted that "even when they are inserted in the educational system,

84 Peripherie (2018) pp. 15 – 21.

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seems to be a tendency to force migrants, minorities and natives but with a foreign background from the Portuguese speaking countries, to abandon the higher educational path and force them to integrate professional course to be able to be work force as soon as possible”.<sup>85</sup>

For CWSP in Bulgaria, the results of their interviews allowed them to identify many aspects to be implemented in the trainings in order to overcome existing obstacles. Firstly, women who are approached should be very well informed by community educators and facilitators about the objectives of the training. The training methodology should also take into account the organizational aspects of training for women from Roma and refugee communities, which are important for reaching participants. Moreover, the training programme should focus on an

approach to make them open and connected, without causing them problems with the community. In this direction, the training programme should focus on ways to change the community from within, working to empower women to change themselves and thus influence their communities and change their own status through education and personal development. Target groups of refugee women and Roma communities should be activated through appropriate training to seek opportunities to become economically independent, to earn money for themselves and for the family. Finally, the interviews suggested that training for professionals is also necessary and desirable, and the exchange of knowledge during the courses could be an important illustrative material for the training modules we plan to prepare for Bulgaria.<sup>86</sup>

For Elan Interculturel in France, migrant women are more and more in a precarious situation and come from different cultures or social classes with very different experiences, questioning a system that would allow them to be accompanied in the best possible way, all of them. The trainers are therefore in a perpetual process of inventing transmission tools, working on the problems of discrimination experienced by women in order to integrate them professionally on self-confidence, on intersectional issues through theoretical courses on secularism, on taking into account the issue of the education of refugee women’s children and on cultural diversity through the contribution of know-how from all over the world. The search for or creation of groups of volunteers, without necessarily plunging into an educational or training path, could also be a good alternative, in order to avoid placing too much emphasis on administrative procedures or language skills. However, French courses are essential to access the training that interests them. Furthermore, mixing them and allowing them access to more qualified training rather than distributing them in other dedicated training courses could ultimately prove stigmatizing. On another note, training on diversity could be very useful, so that gender-specific sequences can be inserted. Finally, the idea that brings everyone together is

85 REDE (2018) p. 25

86 CWSP (2018) p. 27



that migrant women should be able to participate in the construction of these new programmes, they should be co-authors. We should not invent programmes without them. They should be modelled by their needs.<sup>87</sup>

Therefore, to synthesize everything that was said above, all four partners seem to agree on seven main points:

- Roles and tasks should be clarified at the beginning of the trainings.
- The language should be adapted to the community.
- Empowerment of the women is important (intersectionality, self-confidence, social construction of gender, diversity and cultural identity).
- Everyday professional guidance to fight against professional disqualification is necessary.
- An approach on Human / Women's Rights should be the basic.
- Deconstruction of stereotypes is important.
- Connect the target audience to link communities.
- Discrimination should be a topic.

Moreover, we can highlight some comments from the national reports:

- Training professionals beforehand to allow them to keep inventing transmission tools is important.
- It is important to both trainers and trainees to participate in the design of training courses.
- Avoid emphasis on language competence, try tools, where you need a minimum of language competences..

### **Intersection of gender and cultural diversity**

The academic debate illustrates that intersectionality is a perspective, which can be framed in different ways, and that framings of intersectionality have been attached to different theoretical positions.

While in Austria many interviewees work explicitly in the field of intersection and also have a clear understanding of intersection, intersection is usually only mentioned implicitly in the other partner countries. In Austria the understanding of intersection differs between the interviewed persons: Most of the interviewed persons understood intersectionality to mean features that can cause discrimination and coincide. However, some of the interviewees see that the migration status doubles all of the mentioned criteria of discrimination such as being a woman, being disabled, being old, having a different sexual orientation. Some people see it

<sup>87</sup> Elan Interculturel (2018) p. 26

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the other way around, being a woman doubles all other possible discrimination criteria. Everyone agrees that it makes a difference, whether you're born as a man or a woman, in which culture you grew up and if you have a different mother tongue. Some interviewees stress, that they find it difficult to keep track of all intersectional overlaps in both practical and research work. Two interviewees emphasize, that they have developed strategies and concepts for how they can adequately deal with this social complexity in educational settings. They build on a dialogue that is described in more detail in the didactic chapter. A small proportion of respondents explicitly make it clear, that gender and cultural diversity do not depend on the individual, but rather on the structural possibilities. Because of this, structures should be changed.

In France were also differences of understanding intersectionality: Trainers and people working practical think, that intersectionality is very important and have many questions on it. Politicians and stakeholders have no real idea about what intersectionality means and how it could be integrated well in adult education.

In Portugal exists a big awareness of the importance of cultural and gender intersectionality in adult education processes, especially the black women organizations see the importance of the connection between race and gender inequality. The approach of intersectionality is very important, when you work with migrant women. Nevertheless the conditions for the intersectionality of gender and cultural diversity in Portugal are still not very internalized in the training plans, working more on the first steps to awareness people, particularly women about their rights and the construction of their own autonomy, where employment plays a crucial role. However, the concept of intersectionality continues to be little in depth, only worked on an informal or non-formal education level, but not in formal contexts. Also is important that exists an urgent need to sensitize not only the educative community but also professionals that deal with migrants, minorities and refugees at different levels: health, employment, legal residence, social support and security forces.

Bulgaria has a similar phenomenon to Portugal: Most of the interviewees, proved to understand well the term „intersectionality“ as an approach, which considers the ethnic origin, the religion, the language, the social status, the culture and the traditions and the gender. Although not defined specifically as an intersection between gender and diversity, most of the interviewed people understand the connection and could give variety of examples on how they see and apply it in their everyday work. Almost all of interviewees clearly identified implications of intersectionality in communication, education and facilitation work and spoke about what they miss to further improve it in their everyday work.

All interviews showed that the topic of inclusion of intersection between gender and diversity as presented in our project seems to be innovative and there is expressed interest to specific



training materials for trainers/educators and facilitators/mediators, working with female and male migrants, refugees and minorities.

## **Understanding of Community Education**

There are different understandings of Community Education in our empirical research as in the international literature. What they all have in common is that they combine lifelong learning goals with social goals.

Other empirically frequently found principles are (Scottish Government 2010, Stahl 2004, Wagner/Steiner/Lassnigg 2013):

- Association of education work with community work or regional development
- Creating learning opportunities within and for communities
- Integration of formal, non-formal and informal learning
- Bottom-up approach
- Participation and empowerment of socially disadvantaged
- Participation of regional NGOs

To find a general definition of Community Education does not work, because there are many different parallel developments of Community Education in European regions and for different contexts (see Wagner/Steiner/Lassnigg 2013).

First of all “communities” are defined different, we can diagnose three types of communities:

- Communities as common residence/living place (neighbourhood, village, district of a city)
- Communities based on the same conviction like religion or ethnic roots
- Communities based on the same profession or function

Community Education highlights the social aspect of learning. Although learning is an individual process, it is also determined by the relationships in the social environment. Learning processes almost always take place in a social context. Appropriation can also be understood as a counter-concept to mediation, it means an active work of the learner interacting with the social environment.

In this way the aims of Community Education processes are (Wagner/Steiner/Lassnigg 2013):

- better target group achievement
- empowerment, emancipation and political education

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- active citizenship and civil society engagement
- inclusion
- regional development

Compared to all partner countries our empirical research showed that Austria has most of experience with Community Education approaches. In Bulgaria community centres exist, in all other partner countries there are more isolated initiatives.

The Community Education approach should aim at all mentioned levels. The focus of the project should be the empowerment of the target group and the dismantling of institutional barriers. In the sense of an integrative approach, the Community Education approach wants to open existing structures, facilities and resources for different target groups and to make it better usable.

In Austria the interviewed persons have the opinion, that the best way is when multipliers are from the same migrant group – peer multipliers. They have a good access to the target group and the community, because they are part of them. This is also one way that information is social embedded. Peer multiplier approaches are in Austrian adult education slowly moved in, where they are in different areas with different target groups: parent education, with educationally disadvantaged women (learn forever) or educational counselling for migrants. In Austria we found some good practice examples, which were mentioned in the interviews. Some of them train peers and are very successful, the biggest challenge is, how long-term financing can be secured.

Bulgaria has a little bit different understanding of Community Education: Community clubs (chitalishte), is a community centre, library and a theatre, represents specific Bulgarian tradition of self-organisation at community level and is defined from the Bulgarian partner as Community Education. It is also used as an educational institution, where people of all ages can enrol in foreign language, dance, music and other courses. In 2012 existed 3.075 clubs with over 230.000 members.

In the French study there were no results to Community Education approaches.

In Portugal we got little information about Community Education: Some interviewed persons state that Community Education should value the knowledge, cultures and individual skills that each person possesses and to be able, in some way, to share these skills with the community so that the transmission of knowledge is horizontal and multiplying.



## Summary

The study in the four countries (Austria, Bulgaria, France, Portugal) aimed to create basic knowledge about immigrant and minority adult education in each country.

### Situation of migrants and minorities in adult education

The situation of migrants in Bulgaria and Portugal is different from the other countries. While in Austria and France the share of migrants in the total population is between 10 and 15% – depending on how the recognition of citizenship is regulated - Bulgaria and Portugal have an insignificant share of migrants.

In Austria, France and Portugal female migrants, in particular, have much lower and, in some cases, higher education than the general population. What they all have in common is that they find it difficult to use their training in the labour market. Migrants in Austria, France and Portugal have relatively poor job market positions compared to the general population and from these also a relatively bad social situation. The nationalities of migrants are shaped by history in all four countries. In Bulgaria, the situation of migrants is in many cases different. The proportion of migrants is vanishingly small, they usually have a very good education and they held good jobs or are often self-employed.

In terms of minorities, Austria is an exception in our comparison of countries. While the largest or most important minority group in Bulgaria, France and Portugal is the Roma, in Austria the Roma minority is a very small group in quantitative terms. Roma minorities in all four countries have a poor education and integration, a high drop-out rate of school, especially for girls, and Roma are nearly not integrated in the labour market.

Adult education is centrally organized in all partner countries, and all governments emphasize the importance of lifelong learning. However, the consequences of adult education are very different in the countries: Bulgaria lies last in the ranking, while in France, Austria and Portugal the situation is much better.

In order to promote adult education, EU countries have set themselves the target of 15% of adults between the ages of 25 and 64 participating by 2020. In 2012, the average participation was 9% and only five EU countries had reached the target.<sup>88</sup> However, with an average of 10,8% across Europe, they are still far from the target.

88 Eurostat: [https://ec.europa.eu/education/policy/adult-learning/adult\\_de](https://ec.europa.eu/education/policy/adult-learning/adult_de) (05/10/2018)

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The participation in adult education in Austria is 14.9% - lies with it above the European average. Nevertheless, Austria is well behind the leading countries such as Sweden, Denmark and Finland.<sup>89</sup> The Netherlands, France, Luxembourg and Estonia were the only other Member States where the participation rate in 2016 already exceeded the 15% benchmark. By contrast, Romania, Bulgaria, Slovakia, Croatia, Poland and Greece reported adult learning rates of 4% or less. The proportion of the population who had participated in adult learning was higher among women (11.7% in 2016) in the EU-28 than among men (9.8%); the shares for men and women were both higher in 2016 than they had been five years earlier.<sup>90</sup>

When we look at the participation rate of adult education of our partner countries, we see that France is the best, followed from Austria, Portugal and Bulgaria.<sup>91</sup>

### **Austria<sup>92</sup>**

Austria wanted to implement the reform agenda agreed in 2015: the package on school autonomy, administration and comprehensive schools was adopted in July 2017, these reforms focused on reducing inequalities. However, this reform in direction of comprehensive schools was withdrawn by the new government in 2018 before the introduction. While the early school leaving rate fell further in 2016 to well below the European target, performance in basic skills has not improved in international testing. The planned strategy on the social dimension of higher education would be an important element within the new framework for public funding of universities. Austria will have to replace about half of its teaching force during the next decade. This will require it to attract and train sufficient student teachers, but also provides an opportunity to innovate in pedagogy. Austria has a uniquely strong short-cycle, professionally oriented tertiary education including in science, technology, engineering and mathematics. However, it needs more PhD graduates to further sustain its goal of becoming an innovation leader. Adult education ranges from basic education to high-quality courses, but it cannot offset inequalities.

### **Bulgaria<sup>93</sup>**

There is a greater focus on inclusive education in Bulgaria in the last years. Authorities plan to revise the funding model in school education to support improvements in equity (by channelling additional resources to disadvantaged schools) and quality. Underachievement in basic skills as measured by PISA remains one of the highest in the EU. This is due to a

89 Erwachsenenbildung.at: [https://erwachsenenbildung.at/aktuell/nachrichten\\_details.php?nid=11975](https://erwachsenenbildung.at/aktuell/nachrichten_details.php?nid=11975) (05/10/2018)

90 Eurostat: [http://ec.europa.eu/eurostat/statistics-explained/index.php/Adult\\_learning\\_statistics](http://ec.europa.eu/eurostat/statistics-explained/index.php/Adult_learning_statistics) (05/10/2018)

91 Eurostat: [http://ec.europa.eu/eurostat/statistics-explained/index.php/Adult\\_learning\\_statistics](http://ec.europa.eu/eurostat/statistics-explained/index.php/Adult_learning_statistics) (05/10/2018)

92 European Commission (2018) Education and Training. Monitor 2017  
[https://ec.europa.eu/education/sites/education/files/monitor2017\\_en.pdf](https://ec.europa.eu/education/sites/education/files/monitor2017_en.pdf) (05/10/2018)

93 Ibid.



combination of educational factors and equity challenges. Authorities have started implementing a new approach to tackle early school leaving. Integrating Roma into the education system remains a challenge, as does Roma school segregation in education. Bulgaria seeks to significantly raise salaries to increase the attractiveness of the teaching profession and counter the fast ageing of teachers. Performance-based funding of higher education seeks to address the challenges of quality and labour market relevance. Bulgaria is making efforts to improve the quality of vocational education and training.

### **France**<sup>94</sup>

Recent education reforms focus on reducing inequalities. New curricula and pedagogical practices have entered into force and 54.000 new teaching posts were created in early stage and ,priority‘ education. The number of pupils leaving education annually with no qualification has fallen by 30% between 2009 and 2016. Pupils’ performance in basic skills remains strongly linked to their socioeconomic background. Initial teacher education has been reformed, helping to make the profession more attractive, but continuing professional development has not been substantially improved. The tertiary educational attainment rate is high. Vocational education and training has seen important evolutions aiming at improving integration into the labour market for initial VET and improve access to relevant training for continuous VET.

### **Portugal**<sup>95</sup>

Portugal is making progress in improving educational outcomes, reducing early school leaving and ensuring full public provision of pre-school education for all children aged three to five years by 2019. Implementation of the ‘National Plan to Promote Success at School’ – the flagship initiative to prevent school failure – is under way. The number of participating schools has exceeded expectations. Tertiary attainment is improving, but meeting the ambitious national Europe 2020 target will be a challenge. Several measures are under way to help streamline the higher education offer. Promotion of adult education plays a central role in the current education policy, with the aim of addressing the adult population’s low level of basic skills.

94 Ibid.

95 Ibid.

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## **Inequality<sup>96</sup>**

There is a strong association between educational attainment and social outcomes. People with only basic education are almost three times more likely to live in poverty or social exclusion than those with tertiary education. In 2016, only 44% of young people (18 - 24), who had finished school below the upper secondary level, were employed. And in the general population (15 - 64), unemployment is much more prevalent among those with only basic education (16.6%) than for the tertiary educated (5.1%). Furthermore, a higher share of people with tertiary education (80.4 %, according to the 2015 data) perceived their health as 'good or very good', while the rate was much lower among those with only basic education (53.8%). Life expectancy grows in line with the level of education too: the education premium can span up to 10 years between the low-qualified and highly qualified (2015 data).<sup>97</sup>

While education plays a key role in the integration of migrants, their situation in terms of educational achievement compared to native-born remains disadvantageous. In 2016, 33.9% of the non-EU-born population aged 30 to 34 held low qualifications (i.e. they had lower secondary education or below), 19.1 percentage points (pp.) more than the native-born population. Moreover, people with a migrant background from outside the EU often cumulate several disadvantages at once, e. g. having poor or low-skilled parents, not speaking the local language at home, having access to fewer cultural resources and suffering from isolation and poor social networks in the host country. Young people with a migrant background are also at a greater risk of performing badly at school and of dropping out of school early.

More generally, pupils with migrant background, i.e. either born outside the country (i.e. in another EU Member State or outside the EU) or with foreign-born parents, face difficulties in their schooling, as evidenced by their significantly lower educational performance and attainment compared to the native-born population.<sup>98</sup>

### ***Adult education in the migrant society<sup>99</sup>***

Adult education in the migration society is not limited to working with specific target groups. Rather, it is required to adequately reflect and include the phenomena associated with migration in their theoretical assumptions, institutional structures, their concepts and offers, and their political and social self-image.

This includes dealing with increasingly heterogeneous groups of learners (e. g. linguistically, socially or culturally), the fight against racism and discrimination or the question of the reali-

<sup>96</sup> Ibid.

<sup>97</sup> European Commission (2018) Education and Training. Monitor 2017: [https://ec.europa.eu/education/sites/education/files/monitor2017\\_en.pdf](https://ec.europa.eu/education/sites/education/files/monitor2017_en.pdf) (05/10/2018)

<sup>98</sup> European Commission (2018) Education and Training. Monitor 2017: [https://ec.europa.eu/education/sites/education/files/monitor2017\\_en.pdf](https://ec.europa.eu/education/sites/education/files/monitor2017_en.pdf) (05/11/2018)

<sup>99</sup> Sprung 2016.



zation of participation opportunities under restrictive legal conditions (examples: integration agreement, recognition of educational qualifications, asylum law ...).

## **Empirical Research Results**

Altogether, 80 expert interviews with trainers, trainings and research institutions and stakeholder were conducted.

All interviewed experts agree that migrants and minorities, especially because of their social situation, facing big obstacles to attend adult education. Women attend more adult education, but shorter and less job-related adult education.

## **Obstacles**

Migrants and minorities face in all four countries the same obstacles to participate in adult education. Women with migrant or minority background have major obstacles to overcome. In the study we found obstacles at the individual, institutional and structural level. One of the most important on the individual level is the language barrier or that migrant/minority women do not see the benefit of participating in training. Obstacles on the institutional level are shaped by the lack of intercultural opening of the adult educational institutions as that trainers with migrant or minority background are missing. On the structural level obstacles are for example shaped by the traditional gender roles as the family obligations of women or the financial situation of migrant women and women from minority communities, what makes participating on trainings hard.

The early drop-out of school of Roma girls and women is one of the most important challenges for the professionals working with this community in Bulgaria and Portugal. They have internal and external obstacles: internal from the Roma Community itself, where education is not value, and external from the system, which is not capable to motivate and integrate these women and allow them to abandon their studies.

## **Approaches/Strategies**

In order to change this situation, in the opinion of the interviewees much should be modified in adult education:

Women, who are approached, should be very well informed by Community Educators and Facilitators about the objectives of the training.

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The offers should be tailored to the target group, because female migrants and minorities vary very much: considering the linguistic requirements, the educational level and the social and family situation. Diversity in the learning group and special groups for women are conducive. Empowerment and skills are key aspects of Community Education projects with migrant women. The trainers should work on the problems of discrimination experienced by women in order to integrate them professionally, on self-confidence, on intersectional issues, on secularism through courses.

Main topics of the trainings should be Human Rights/Women's Rights, the deconstruction of the stereotypes of gender, class, race or ethnicity and the need to fight against professional disqualification of migrants and minorities.

The training programme should focus on an approach to make them open and connected, without causing them problems with the migrant or minority community. Target groups of refugee women and Roma communities should be activated through appropriate training to seek opportunities to become economically independent, to earn money for themselves and for the family.

Training for professionals is also necessary and desirable, and the exchange of knowledge during the courses could be an important illustrative material for the training modules we plan. Training on diversity could be very useful, so that gender-specific sequences can be inserted. Finally, the idea that brings everyone together is that migrant women should be able to participate in the construction of these new programmes, they should be co-authors, we should not invent programmes without them. They should be modelled by their needs. The important roles and tasks of peer multipliers and the limitations of their activity should be clarified at the beginning of CEFs trainings (Community Education Facilitators trainings).

## **Intersection**

While in Austria many interviewees work explicitly in the field of intersection, in the other countries intersection is only implicit a topic. In Austria and France the understanding of intersection differs between the interviewed persons: Most of the interviewed persons understood intersectionality can cause discrimination and coincide. Some of the interviewees see that the migration status doubles all of the mentioned criteria of discrimination such as being a woman, being disabled, being old, having a different sexual orientation, others see it the other way around, being a woman doubles all other possible discrimination criteria. In France trainers and people working practical think that intersectionality is very important and have many questions on it. Politicians and stakeholders have no real idea about what intersectionality means and how it could be integrated well in adult education.



In Portugal exists a big awareness of the importance of cultural and gender intersectionality in adult education processes, especially the black women organizations see the importance of the connection between race and gender inequality. The approach of intersectionality is very important when you work with migrant women. Nevertheless the conditions for the intersectionality of gender and cultural diversity in Portugal are still not very internalized in the training plans. Bulgaria has a similar phenomenon to Portugal: Most of the interviewees, proved to understand well the term „intersectionality“ as an approach. Although not defined specifically as an intersection between gender and diversity, most of the interviewed people understand the connection and could give variety of examples on how they see and apply it in their everyday work.

The interviews showed that the topic of inclusion of intersection between gender and diversity as presented in our project seems to be innovative and there is expressed interest to specific training materials for trainers/educators and facilitators/mediators, working with female and male migrants, refugees and minorities.

Compared to all partner countries our empirical research showed that Austria has most of experience with Community Education approaches. In Bulgaria community centres exist, in all other partner countries there are only isolated initiatives.

The Community Education approach should aim at all mentioned levels. The focus of the project should be the empowerment of the target group and the dismantling of institutional barriers. In the sense of an integrative approach, the Community Education approach wants to open existing structures, facilities and resources for different target groups and to make it better usable.

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## Recommendations

In the following, we present the most important recommendations for training of Community Education Facilitators and professionals, who are working with female migrants and minorities in the four countries.

### Individual level

The target group achievement is to meet the needs of women with a migrant or minority background: in the language, in the choice of information media and, moreover, the benefits of the training for women should become clear.

It is important to create a safe space for these groups, especially women. This safe space is a place where they can express themselves without constraints. More of those women, particularly Roma women are very isolated in their communities and has to deal with the domestic and family care work, so they need a place that is not far from their community, where they can bring their children. The adult education institution should offer childcare.

A personalized welcome could be a good way to break the mental barriers between women with migration or minority background and their interlocutors. Moreover, the language barrier is also a major obstacle. Foreigner languages courses are essential to overcome it. These courses must be adapted to the needs of the respective women. Creating a social bond could overcome certain barriers that this public imposes on itself.

Migrants have very different starting positions in their language skills, literacy, education and work experience. Adult education must also respond to these different starting situations. The study was able to show a lack of higher qualifying training for female migrants for instance language training in special fields of work. There is also a real work to be done in terms of career guidance. Migrant women are also victims of the representation of immigrant women, who are considered to be low-skilled, and regardless of their level of education or professional experience, their know-how and training are rarely recognized. Female migrants are often employed under the qualification and need support to change their position of employment.

Mixing them and allowing them access to more qualified training rather than distributing them in other training courses dedicated to them could prove to be stigmatizing in the end.



## **Institutional level**

The concept of co-training is one concrete examples of adaptation of adult education. At the same time, it is imperative that administrative procedures be refined to address these new challenges (to avoid breaking the motivation of potential participants by causing new cultural shocks).

One other important adaption of the adult education would be an intercultural opening. Intercultural opening of adult education means that migrant and minority women work at all levels of the institution. At the same time, all levels of the institution – aims, reaching the target group, didactics, training, monitoring and evaluation – must be reflected and changed according to intercultural criteria. That would bring huge improvements for migrants and minorities. If this intercultural opening also includes gender aspects, the measures would be even more suitable for the target group.

Vulnerable groups should be housed in separate structures. At the same time, asylum procedures need to be improved and more female staff recruited to conduct interviews and act as interpreters. Staff working around them should be trained on gender equality, interculturality, intersection and Human Rights. It would also be necessary to train officers and social workers, on the front line at the Welcome point for these women. Create benevolent spaces to welcome them, so as not to immediately confront them with a stigmatizing world, especially for women is this important.

Investing in childcare is essential that women are able to take part in adult education.

Cooperation between institutions, not only educational but related to health, borders, asylum, finances is important to reach the target group of female migrants and Roma women. The creation of social networks between people who do not work in the same field is crucial.

Fundamental are also trainings for trainers and other professionals, working with migrants, minorities and refugees in public institutions in gender and cultural diversity perspectives.

Community Education approaches should be encouraged. In addition to enabling structures like financial resources and qualified personal, it needs support in the activation phase, especially if the target groups are educationally disadvantaged people. The self-organization of this target group without kick-off usually does not take place. Beyond this enabling structure and activation, however, the Community Education approach must allow the communities to articulate needs and to develop goals. Learning takes place quite differently. Learning takes up where people have problems and interests.

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## **Social and political level**

The situation of migrant women and female members of minorities is poorly known both to our governmental institutions and education institutions. Yet women play a very important part in this observable phenomenon. Then, it is unanimously noted that this subject should be brought to light, in particular through seminars or other means of sensitization (media), and provide occasion to decode more and more issues linked to this.

Intercultural opening, Gender Mainstreaming and Community Education should be further promoted in adult education by training staff, developing and implementing concepts. Special attention should be paid on the place to integrate educationally disadvantaged female migrants and minorities into adult education. Governments should make sufficient and longterm financial resources available in their own programs. These measures should be evaluated on an on-going basis and improved on the basis of the results. EQUAL SPACE will make a huge contribution to this strategy.



## List of Interviewed Experts

### Austria

- I1 leader of the department of integration, municipality Graz
- I2 manager/trainer of ETC Graz - European Training and Research Centre for Human Rights and Democracy
- I3 professor for adult education, University Graz, main emphasis: intercultural opening of adult education
- I4 researcher of IFA Styria
- I5 trainer on VHS Graz
- I6 employee of EU Regionalmanagement Südweststeiermark
- I7 leader of the department for women and equality, municipality Graz
- I8 manager and trainer of Zebra: NPO who is working in the field of migration and asylum
- I9 manager and trainer of Danaida – meeting point and education for female migrants
- I10 trainer of Mafalda – centre for girls, learning box
- I11 trainer of ISOP – innovative social projects is an NPO with the focus on migrants and integration
- I12 trainer and researcher of Men’s Counselling Service
- I13 employee of education network Styria, is responsible for the official “education consultancy”
- I14 employee of equal treatment advocacy in Styria
- I15 Ex-ombud for gender equality, municipality Graz
- I16 primary teacher of classes with high migrant proportion
- I17 manager of TARA Counselling Centre against sexual violence
- I18 manager of Zam-Graz/Jakominiplatz and nowa
- I19 trainer of Gender Lab
- I20 consuler for women/female migrants

### Bulgaria

- I1 Coordinator of trainings for the volunteers in the NGO Caritas
- I2 Psychologist, leading a special program for women refugees in the refugees’ centres, International Organization of Migration (IOM)
- I3 Coordinator of the educational programs of the IOM and programs of the Ministry of Education for refugees, which are implemented by the IOM
- I4 Ex-volunteer in the refugee centers of the NGO Caritas in Sofia, facilitator of women’s and men’s groups

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- I5 Psychologist, working on field with refugees in the specialized refugees' centers, IOM
- I6 Psychologist in a mobile team working in the refugee centers, IOM
- I7 Lawyer at the IOM
- I8 Manager of the refugees' service to the Bulgarian Red Cross
- I9 Social worker, working in a mobile team in the refugees' centers, IOM
- I10 Teacher in educational programs for Roma women in municipality of Pazardjik
- I11 Teacher in educational programs for Roma women in municipality of Pazardjik
- I12 Researcher on minorities in the Bulgarian Academy of Sciences, and certified facilitator in community leadership programs
- I13 Program coordinator in Medecins du Monde Foundation
- I14 Trainer in National Network of Health Mediators
- I15 Trainer in Roma communities, developer of training programs for teachers and parents
- I16 Facilitator of self-help groups of Roma women
- I17 Psychologist in a family center in Roma community in Novi Pazar
- I18 Trainer in the Romaact and Romamed projects
- I19 Researcher on Roma communities
- I20 Mediator in Roma community in Blagoevgrad

## France

- I1 Director of an NGO 'Les Alchimistes' working with migrant for entrepreneurship and providing trainings.
- I2 Trainer at the Food project for an NGO 'Aurore' working in welcoming migrants in France
- I3 Director of 'La conciergerie Solidaire' a program for migrant and minorities facing integration problems.
- I4 Director of international projects and senior trainer of Elan Interculturel
- I5 Director of an NGO 'ATD quart monde' fighting against poverty and inequality
- I6 Trainer at 'Make sense' organisation accompanying migrant to entrepreneurship
- I7 Project Manager of Benenova, organising volunteer work all over France
- I8 Sociologist and creator of the Ile du Monde association
- I9 Referent for literacy in the association Promofemmes
- I10 Psychologist and head of the association Femmes villenavaises solidaires et citoyennes
- I11 Counselor at la Mission locale Vallée de Montmorency (Regional program for youth integration)
- I12 Advisor, counselor at Pole Emploi Paris State program for unemployment
- I13 Social worker at Bicêtre hospital – Public Health
- I14 Manager of Secours Catholique Caritas France
- I15 Welcoming host of CADA (Reception centre for asylum seekers)
- I16 Influential designer, Gulshhan



- I17 co-director of the Lallab association, it aim is to make the voices of Muslim women be heard
- I18 Trainer manager of adult education for a State organization (stakeholder)
- I19 Head of skills center in social policies at INSET
- I20 Trainer in the intercultural field

## **Portugal**

- I01 Trainer and researcher, currently working with Roma women
- I02 Sociocultural mediator from the Roma Community
- I03 Sociologist, trainer for different NGOs
- I04 Trainer for different NGOs, Board of a Women's NGO
- I05 Trainer and psychologist in a NGO
- I06 Board member of an immigrant association. psychologist and trainer
- I07 Member of a women's NGO of African, afro-descendants and black women and a youth organization
- I08 Board member of an immigrant NGO, working with immigrants especially from Guinea Bissau.
- I09 Member of a migrants women NGO from Cape Verde, psychologist
- I10 Board member of an umbrella organization of Women's Rights in Portugal and President of migrant's women NGO from San-Tome and Principe
- I11 Researcher in the European Network of Migrant Women
- I12 Teacher and researcher in Lisbon University, in the area of Adult Education and Training Policies
- I13 Psychologist, teacher and researcher in Aberta University with special interest in gender issues
- I14 Consultant at the International Relations Unit of the Higher Commissioner for Migration and responsible for Gender Equality and Migrant Women
- I15 Board member of an umbrella organization of Women's Rights in Portugal
- I16 Employee and former trainer in social centre that works with Roma and Migrant community and also with social disadvantaged community in general
- I17 Community worker in NGO working with Roma Women and children
- I18 Community worker in Red Cross and project technician in a project with the Roma Community
- I19 Community leader and trainer, board member of a socio-cultural NGO working with Brazilian community
- I20 Employee in the Secretary of State of Youth and Sports, former trainer of youth and Roma women

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 France: Elan Interculturel in Paris  
 Portugal: Rede de Jovens para a Igualdade in Lisbon

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