

中德地方政府与社会组织合作比较研究：移民问题的挑战与解决方案
第二次工作会议纪要（2017. 4. 28）

Protocol for the 2nd Work Meeting (April 04, 2017)

<p>4月28日下午，《中德地方政府与社会组织合作比较研究——移民问题的挑战与解决方案》项目第二次工作会议在德国墨卡托基金会北京办事处召开。</p>	<p>In the afternoon of April 04, the second work meeting of the project "Comparative Research Project on Models of Co-operation between Local Governments and Social Organizations in Germany and China – Migration: Challenges and Solutions" was held at the Beijing representative office of Stiftung Mercator.</p>
<p>在现场参加会议的有中方主持人马庆钰教授、项目协调人李可嘉教授、中方团队的胡颖廉副教授、李志明副教授、博士研究生杨莹和李莹，还有墨卡托基金会北京代表处首席代表魏伯凯参加了会议。</p>	<p>The Chinese principle investigator Prof. Ma Qingyu, the project coordinator Prof. Katja Levy, associate professor Hu Yinglian, associate professor Li Zhiming and PhD students Yang Ying and Li Ying from the Chinese team as well as the Representative of Mercator Foundation in Beijing, Caspar Welbergen, were present at the meeting.</p>
<p>德方主持人 Annette Zimmer 教授和研究助理 Danielle Gluns、李可嘉教授的助理 Anja Ketels、中方的马秀莲副教授通过 Skype 方式参加了会议讨论。</p> <p>会议就以下议题进行了讨论并形成一致意见：</p>	<p>The German principle investigator Prof. Zimmer and her research assistant Danielle Gluns, the assistant of Prof. Levy, Anja Ketels, and associate professor Ma Xiulian from the Chinese team participated via Skype in the discussion of the meeting.</p> <p>During the meeting, the following topics were discussed and agreed upon:</p>
<p>一、对工作细目 2 提出了修改建议</p>	<p>1. On the suggestions for the revision of work package 2</p>
<p>1. 建议细目 2 的 T1 报告做必要补充修改。为了能够与德方提交的报告进行比较，建议中方的《中国地方公共行政体</p>	<p>a) The suggestion is that the report T1 in WP2 requires supplementary modifications. In order to be able to compare with the report submitted by the German side, it is suggested that in the Chinese Team's Report "The Reform and Development of</p>

<p>制及其改革发展》中增加中国政府、地方政府、城市政府之间关于事权和财权的责任关系和决策机制的内容；建议按照研究规范补充报告中的引文和注释。T1 的修改由执笔人马庆钰教授负责。</p>	<p>Regional Public Administration System in China” contents on the accountability and financial decision-making power between the Chinese government, the local governments and the city governments should be added. It is also suggested that citations and comments in the report should be supplemented according to the research standards. Prof. Ma Qingyu is responsible for the modification of T1.</p>
<p>2. 就细目 2 中比较报告的变量形成共识。为了更好地理解中德两国的地方政府与社会组织之间的合作模式，李可嘉教授在执笔的比较报告（T5）6.3 部分提出了若干个变量作为双方研究中的比较重点。参会人员同意在研究中关注和引入这些变量，并对这些比较点做进一步完善。</p>	<p>b) Concerning the variables in the comparative report from WP 2, a consensus is reached. In order to better understand the cooperation models between local governments and social organizations in China and Germany, Prof. Levy presented several variables in part 6.3. of the comparative report (T5), that shall function as a comparative focus points for the field research of both sides. The participants agreed to focus on these variables during the research and to further refine these comparative points.</p>
<p>二、同意重新选择比较研究的城市样本。德方主持人 Annette Zimmer 教授认为，双方原定的深圳和法兰克福都具有过高的移民比例，这可能不容易区分政府针对移民服务的特别政策，应当重新选择移民人口比例适当的城市作为研究样本。</p>	<p>2. On the agreement to re-select the sample cities for the comparative study. The German principle investigator Prof. Zimmer argues, that the originally selected cities on both sides, Shenzhen and Frankfurt both have a high proportion of immigrants. Therefore, it might not be easy to distinguish the government’s special policy for services for immigrants; thus, cities with an appropriate proportion of immigrants should be re-selected as research samples.</p>
<p>马庆钰教授认为重新选择的城市应具备 4 个条件：第一，地方政府比较开放；第二，当地社会组织比较活跃；第三，具有较为明显的移民趋势；第四，要考虑项目实施的便利性和可能性。</p>	<p>Prof. Ma Qingyu is of the opinion, that the re-selection of the cities should follow four conditions: First, the local government should be relatively open; second, the local SOs should be relatively active; third, there should be a rather obvious trend of migration; fourth, the convenience and feasibility of the implementation by the project team should be considered.</p>
<p>中方讨论后认为浙江的杭州市较为符合研究要求，倾向于以杭州取代原来的深圳市。</p>	<p>After a discussion, the Chinese side thinks that Hangzhou in Zhejiang province is rather suitable for the research requirements and tends to replace Shenzhen with Hangzhou.</p>

<p>德方也表示将根据中方确定的城市，选择与之条件接近和具有可比性的另一个城市取代原来的法兰克福。德方决定选择科伦来代替法兰克福。</p>	<p>The German side decided to exchange Frankfurt with Cologne, which is similar as regards the preconditions and a good comparability.</p>
<p>三、确认工作细目 3 中“社会救助（包括权利保护）”和“弱势群体”的概念范畴。中方团队解释了中国社会救助包括的内容主要有 4 个方面：1. 针对收入型贫困和鳏寡孤独人群的常态化生活救助；2. 针对失学、疾病、住房、失业等专门救助；3. 针对灾害的特殊救助；4) 针对家庭突发性困境的救助。中方团队还提出从法律救济的角度来理解“权利保护”，避免使用“维权”概念。</p> <p>Prof. Zimmer 问在中国社会组织是否涉及社会求助，中方做出肯定回答。如果在政策报告包涵例子，它应该来自于样本城市的例子。但是工作细目 3 的政策报告是关于政府、社会组织，其他相关人员，以后才会关注相关案例。</p>	<p>3. On the confirmation of the conceptual categories of „social assistance (incl. rights protection)” and “vulnerable groups” in WP 3. The Chinese team explained that the content of the Chinese social assistance mainly includes four aspects: a) Everyday life aid targeted at people affected by low income poverty and people with no one left to rely on (widow(er)s, orphans, childless); b) Specialized aid targeted at cases of school drop-out, disease, for housing, in case of unemployment; 3. Special disaster relief; 4. Aid targeted at sudden family difficulties. The Chinese team also proposed to understand “rights protection” from a legal aid perspective in order to avoid the concept of “rights defense”.</p> <p>Prof. Zimmer asks whether in China social organizations are involved in social assistance. It is clarified that this is the case.</p> <p>If there are examples in the policy reports, they should be from the sample cities. However, the policy reports in WP 3 are background reports on the government, SOs and other people involved; later on there will be a focus on certain cases.</p>
<p>中方提出“弱势群体”对象主要包括老人、妇女、儿童、失能者、精神疾病患者、嗜毒者，以及服刑归来者等等。</p> <p>德方同意大部分的这个列表，但是他们不要包括服刑归来者，但是应该包括精神創傷的难民。</p>	<p>The Chinese team proposes that „vulnerable groups“ mainly include the elderly, women, children, disabled persons, mentally ill persons, drug addicts, as well as returnees from prison and so on.</p> <p>The German team mostly agrees with this list; however, they would not include people coming out of prison, but traumatized refugees should be included.</p>
<p>双方商定为了各自报告具有形式和内容的可比性，要求细目三的报告要事先提</p>	<p>Both parties agreed that for the comparability of the form and contents of the reports, research outlines of the reports in WP3 should</p>

<p>交研究提纲。会议确定，T8 „关于弱势群体政策领域的报告，其中特别关注给所选出的中国外来人口的群体的社会服务之提供”的执笔人胡颖廉副教授和 T9 „关于社会援助（包括法律救济）政策领域报告，其中特别关注给所选出的中国外来人口的群体的社会服务之提供”的执笔人马福云教授分别先提交报告的写作提纲给德方参考，与此同时德方也将已基本完成的关于教育和就业两个领域的政策报告提纲提交中方参考。双方交换提纲的期限是5月10日前。</p>	<p>be exchanged in advance. The meeting decided that the author of T8 “policy report on the field of VULNERABLE GROUPS with a specific focus on social service provision for the selected groups of new citizens in China”, associate professor Hu Yinglian and the author of T9 “policy report on the field of social assistance (incl. legal aid) with a specific focus on social service provision for the selected groups of new citizens in China”, Prof. Ma Fuyun, should each submit an outline of their report for the German side as a reference. At the same time, the German side will submit outlines of the basically already completed policy reports on the fields of education and employment, for the Chinese side as a reference. The deadline for the exchange of the outlines from both sides is before May 10.</p>
<p>四、在项目网页上发布研究报告。中方表示在项目网页上发布研究报告不会影响今后报告在期刊发表，但中方研究报告发布前需要经过相应的审读程序。</p> <p>发布中方的报告之前，自由大学的协调队必须确保得到中方准许。</p> <p>德方也同意在网站发布报告。</p>	<p>4. On the publication of the research reports on the project homepage. The Chinese side indicates that the publication of the research reports on the project homepage will not affect future publication of the reports in a journal. However, the Chinese side’ reports must go through the appropriate internal review procedures before they can be published online. Before publishing the reports from the Chinese side, the coordinating team at Free University Berlin must make sure that the Chinese team has received this permission.</p> <p>The German side also agrees to publish the reports on the website.</p>
<p>五、提出中方报告要提高翻译质量。李可嘉教授提出，现有的两份中方报告英文翻译稿水平需要进一步提高，比较而言，建议今后报告翻译工作可选用 T3 报告的翻译员。马庆钰教授要求中方报告执笔人尽量使用直白的语言撰写报告，以帮助翻译人员的理解和翻译。</p>	<p>5. On the improvement of the quality of the translation of the Chinese team’s reports. Prof. Levy raises the issue that the level of the English translation of the two existing reports from the Chinese side needs to be further improved. In comparison, it is recommended that the translator of the T3 report should be selected for the future translation work. Prof. Ma Qingyu asks the authors from the Chinese side to use as much as possible a straightforward language when writing the reports, in order to help the translator to understand and translate.</p>

<p>关于中国当下移民趋势及其问题的英语报告改修的时候应该注意数字的翻译 (流动人口的数字等)。</p>	<p>The English report on “Migration Trends and Challenges in China” shall be corrected with special attention to the translation of numbers (of the floating population etc.).</p>
<p>针对工作细目 2 中中方报告英文版提交不及时的问题，李可嘉教授提议中方报告英文翻译版可晚于中文报告一个月提交 (这因为已经很晚，真的应该是最晚的期限!)。具体来说，工作细目 3 中的 T6-T9 中文版应于 2017 年 5 月底前提交，英文翻译版应于 6 月底前提交。</p>	<p>Concerning the problem that the English version of the reports from WP 2 from the Chinese side was not timely, Prof Levy suggests that the English version of the reports from the Chinese side can be submitted one month later than the Chinese version. (This is already late and should really be the latest deadline!) The Chinese versions of T6 through T9 of WP 3 should be submitted until the end of May 2017, the English version should be submitted until the end of June.</p>
<p>六、对工作细目 3 的任务作出调整。会议同意，取消原计划由中方团队承担的比较报告 T14 和德方团队承担的比较报告 T15，把所有比较工作合并到有协调员承担的比较报告 T16 中。双方应在每篇报告正式写作前相互交换写作提纲，协调人将会在新的工作细目开始后 1 个月内发邮件提醒。例如，工作细目 4 于 2017 年 6 月开始，李可嘉教授将在 6 月底提醒双方交换提纲。考虑到各方两个城市的报告框架基本一致，双方只需要各提交一个提纲即可。</p>	<p>6. On the adjustment of the tasks in WP 3. The meeting agrees to cancel the originally planned comparative report T14 by the Chinese team and T15 by the German team and to incorporate all the comparative work into the comparative report T16 by the coordinator. The two parties should exchange the writing outline with each other before the formal writing of each report. The coordinator will send an e-mail reminder within one month after the beginning of the new work package. For example, WP 4 begins in July 2017; Prof. Levy will remind the two parties to exchange an outline at the end of June. Taking into account that the framework of the reports on the two cities on each side is basically the same, the two sides only need to submit one outline each.</p>
<p>七、重新明确工作细目 5 中的案例条件和案例数量。会议明确案例的选定应符合如下条件：1. 是发生在样本城市中的案例；2. 是围绕政社合作服务移民的案例；3. 是在教育、就业、弱势群体、社会救助[包括法律救济]4 个选定领域中的案例。</p>	<p>7. On the re-clarification of the conditions and number of cases in WP 5. The meeting clarifies that the selection of cases should be according to the following criteria: 1. Cases that occur in the sample cities; 2. Cases that cover the cooperation between state and society in providing services for migrants; 3. Cases in the four selected areas of education, employment, vulnerable groups and social assistance [incl. legal aid].</p>

<p>会议经讨论后同意，每个城市的每一个政策领域确定 1 个案例，再加上一个不成功的案例，每个城市选 5 个研究案例，每个国家两个城市将确定 10 个案例。</p>	<p>After a discussion, the meeting agreed to decide for one case in each policy area in each city and to add one unsuccessful case, so that in each city five cases will be selected and each country will determine 10 cases in two cities.</p>
<p>八、调整工作细目 5、6 的实践安排。按原计划书，工作细目 5 中案例选择工作从 2017 年 11 月开始，到 2018 年 2 月结束，共四个月时间，届时需提交关于每个案例的概要报告。中方提出，考虑到选择案例需要实地调研，工作量较大，再加上中方在 2018 年 2 月春节放假会减少 1 个月的时间，工作细目 5 实际上只有 3 个月时间，难以保证完成。</p>	<p>8. On the adjustment of the work schedule of WP 5 and WP 6. In the original plan, the selection of the cases in WP 5 begins in November 2017 and ends in February 2018, with a total of four months after which a summary report on each case is required. The Chinese side suggests that it should be considered that the selection of cases requires field research and that the workload is relatively big. Furthermore, the Spring Festival Holiday in February 2018 will reduce the time by one month for the Chinese side, so that there are actually just three months for work package five, which makes it difficult to complete.</p>
<p>会议讨论后决定：</p> <ul style="list-style-type: none"> ● 工作细目 5 的标题和内容要改变成为“案例选择的标准和发展田野调查的指导书” ● 这个工作细目的任务现在包括： <ul style="list-style-type: none"> ○ T20 暂时列出案例研究的选择标准，为了讨论在北京第一次研讨会（工作细目 6）（中方） ○ T21 暂时列出案例研究的选择标准，为了讨论在北京第一次研讨会（工作细目 6）（德方） ○ T22 暂时写田野调查的指导书，关注比较报告的变量（在 WP2、3、4）（中方） 	<p>After discussion it was decided:</p> <ul style="list-style-type: none"> ● The title and contents of WP 5 is changed to " SELECTION CRITERIA OF CASES AND FIELD GUIDE DEVELOPMENT" ● The tasks to be prepared in this WP are now: <ul style="list-style-type: none"> ○ Task T20 Develop a tentative list of selection criteria for the case studies to be discussed at the first workshop in Beijing (work package 6) (Chinese team) ○ Task T21 Develop a tentative list of selection criteria for the case studies to be discussed at the first workshop in Beijing (work package 6) (German team) ○ Task T22 Develop a tentative field guide along the variables of the comparative reports (of WP 2, 3, and 4) be discussed at the first workshop in Beijing (work package 6) (Chinese team)

<ul style="list-style-type: none"> ○ T23 暂时写田野调查的指导书，关注比较报告的变量(在 WP2、3、4) (德方) ● 书写案例形容的任务，被转移到 WP7 的案例分析。 	<ul style="list-style-type: none"> ○ Task T23 Develop a tentative field guide along the variables of the comparative reports (of WP 2, 3, and 4) to be discussed at the first workshop in Beijing (work package 6) (German team) ● The task of writing the description of the cases is transferred to WP 7 as part of the case studies.
<p>九、确定北京中期研讨会时间。会议商定北京中期研讨会定于 2018 年 3 月底 4 月初召开，会议时间为 2-3 个全天，李可嘉教授起草会议议程，中方负责具体会议准备工作，邀请 3-5 位案例评论专家。</p> <p>关于研讨会德方想加以下的评论：</p> <ul style="list-style-type: none"> ● 德方需要在 2017 年 7 月已经确定研讨会的时间，因为那时候德国的冬天学期开始，并且那时候到 2018 年 5 月的日期都要决定。 ● 如果在研讨会的公开部分能够邀请一些中国的外部专家的话，这就非常好，比方说：朱建刚、邓国胜、王名、康晓光、陈健民(香港)等中国社会组织专家。 ● 暂时的案例选择标准表和田野调查指导书都在研讨会之前要准备好很重要。其目的是为在研讨会上都可以完成。 	<p>9. On the decision about the date of the mid-term workshop on Beijing. The meeting agreed to hold the mid-term workshop in Beijing in late March/early April 2018. The workshop will last for two to three full days. Prof. Levy will prepare a draft for the meeting agenda; the Chinese side is responsible for the detailed preparation of the meeting and to invite three to five experts to comment on the cases.</p> <p>The German side would like to add the following comments concerning the workshop:</p> <ul style="list-style-type: none"> ● The German side needs to fix the date for the workshop already in October 2017, because this is the beginning of the winter term and all dates until May 2018 are decided then. ● It would be great if some Chinese external Experts could be invited to the opened part of the conference: for example: Zhu Jiangang, Deng Guosheng, Wang Ming, Kang Xiaoguang, Chin Kin-man (Hongkong) or other experts on social organisations in China. ● It is important that the list of case selection criteria and the tentative field guide are prepared before the conference. So that both can be finalized during the conference. ● The German side would like to suggest writing longer case reports: the original plan was to write 15 pages per case. Now it is suggested to write 20 pages.

<ul style="list-style-type: none"> 德方想建议把案例的报告写长一点，原计划是 15 页，德方现在建议 20 页。 	
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Attachments

1. Outlines for upcoming reports from the German Side
2. Outlines for upcoming reports from the Chinese Side
3. Updated Work Plan and Work packages

1 Outlines for upcoming reports from the German Side

1.1 Work Package 3 OUTLINE – EDUCATION POLICY AND INTEGRATION IN GERMANY

	1 Introduction
	2 Education policy in Germany
	2.1 The education system
	<ul style="list-style-type: none"> How is the education system structured? (childcare, primary schooling, first phase of secondary schooling, second phase of secondary education/vocational training)
	<ul style="list-style-type: none"> Which challenges poses the German education system? (correlation between socioeconomic background and educational performance)
	2.2 Actors, competences and financing structures in the federally intertwined system
	2.2.1 Childcare
	<ul style="list-style-type: none"> Who is regulating, providing and financing childcare? (role of federal, regional and local ac-tors, public and private providers)
	2.2.2 Primary and secondary schooling

	<ul style="list-style-type: none"> Who is regulating, providing and financing primary and secondary schools? (role of federal, regional and local actors, public and private providers)
	<ul style="list-style-type: none"> Which non-formal education services attend children and youth and who provides them? (private tutoring and homework assistance, commercial and non-profit providers)
	2.2.3 Vocational Training
	<ul style="list-style-type: none"> Who is regulating, providing and financing vocational training? (role of federal, regional and local actors, public and private providers)
	3 The integration of refugees into the education system
	3.1 Access to childcare
	<ul style="list-style-type: none"> Which access do refugees have to childcare facilities? (restrictions for refugees living in shared accommodations, limited availability of places etc.)
	<ul style="list-style-type: none"> In which ways can refugees make use of regular support measures facilitating their access to childcare? (no restrictions on the basis of legal status)
	<ul style="list-style-type: none"> Which programs employs the state to specifically enhance refugees' access to childcare? (increasing the amount of places, guidelines and pilot schemes for childcare facilities)
	3.2 Access to primary and secondary schooling
	<ul style="list-style-type: none"> Which access do refugees have to primary and secondary schools? (access depending on legal status, capacity of schools)

	<ul style="list-style-type: none"> • Which support measures are specifically undertaken for refugees? (preparatory classes)
	3.3 Access to vocational training
	<ul style="list-style-type: none"> • Which access do refugees have to vocational training (regulations and restrictions based on legal status and duration of stay)
	<ul style="list-style-type: none"> • In which ways do refugees have access to regular support measures fostering vocational training? (access depends on legal status)
	<ul style="list-style-type: none"> • Which instruments does the state utilize to specifically increase the availability of vocational training for refugees? (education, language tuition, subsidized internships etc.)
	3.4 The role of civil society in the education of refugees
	<ul style="list-style-type: none"> • Which activities do civil society actors undertake to assist refugees in attaining education? (service provision, counselling, networking)
	4 Concluding comments
	<ul style="list-style-type: none"> • What are the main difficulties in refugees' access to education?

1.2 OUTLINE - LABOUR MARKET POLICY AND INTEGRATION IN GERMANY

	1	Introduction
	2	Labour market policy in Germany
	2.1	The policy field in general: objectives and instruments
		<ul style="list-style-type: none"> • What are the goals of employment policy in Germany? (reduce unemployment)

	<ul style="list-style-type: none"> • Which instruments are used to achieve them? (unemployment benefits, training, counselling)
	<ul style="list-style-type: none"> • unemployment rates in Germany
	2.2 Actors and competences in the federally intertwined system
	<ul style="list-style-type: none"> • Who is responsible for employment policy? (role of the European Union, federal, regional and local actors)
	<ul style="list-style-type: none"> • How are social organizations involved in the policy field? (policy making, service provision)
	3 Labour market integration of refugees
	3.1 Access to the labour market
	<ul style="list-style-type: none"> • Which access do refugees have to the labour market? (regulations and restrictions for different groups of refugees and different types of jobs)
	3.2 Instruments to foster labour market integration
	<ul style="list-style-type: none"> • In which ways do refugees have access to regular support measures for labour market integration? (different access depending on legal status)
	<ul style="list-style-type: none"> • Which instruments does the state use to specifically assist the employment of refugees? (education, language tuition, subsidized internships etc.)
	3.3 The role of social organizations in the labour market integration of refugees
	<ul style="list-style-type: none"> • Which activities do social organizations undertake to assist the employment of refugees? (service provision, advocacy, counselling, networking)
	4 Concluding comments

	<ul style="list-style-type: none"> • What are the main difficulties in refugees' access to the labour market?
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2 Outlines for upcoming reports from the Chinese Side

2.1 胡颖廉：中国弱势群体保护政策及其实施机制报告 Outline – Vulnerable Group Protection Policy In China

一、引言	1 Introduction (a general picture about the vulnerable group protection in China)
二、	2 Vulnerable group protection policy in China
(一) 弱势群体保护的概念	2.1 The conception of vulnerable group
弱势群体保护的内涵	
i. 弱势群体保护的	2.1.1 Definition and characters
ii. 生存状况	2.1.2 Status quo of livelihood
iii. 总体规模	2.1.3 Scale
iv. 主要经济社会指标	2.1.4 Major social-economic index
(二) 弱势群体保护的	2.2 The policy field in general: objectives and instruments
i. 自然禀赋：妇女、儿童、老年人	2.2.1 Natural endowment: Female, children, senior citizenship
ii. 经济收入：贫困人口	2.2.2 Economic income: Poverty population
iii. 生理缺陷：残疾人	2.2.3 Physical shortcomings: Disabled people
iv. 心理缺陷：精神疾病患者	2.2.4 Psychological shortcomings: Mental disease patient
v. 特殊身份：刑满释放人员	2.2.5 Special position: released prisoners
二、弱势群体保护政策	2.3 Actors and competences in the vulnerable group protection system (Chinese: vulnerable group protection policy)
(一) 弱势群体保护主要法律法规和政策原则	2.3.1 Law and policy
(二) 弱势群体保护实施主体和机构	2.3.2 Major actors and structure of the system
(三) 弱势群体保护服务递送机制	2.3.3 Vulnerable group protection service delivery system
(四) 各级政府在弱势群体保护中的事权划分和具体责任	2.3.4 Responsibilities of multi-level governments

（五）弱势群体保护政策面临挑战	2.3.5 Challenges for the vulnerable group protection policy
三、弱势群体保护中的多方参与	3 Multi-stakeholder participation in the vulnerable group protection
（一）多方参与的现状	3.1 Status of multiple-stakeholder participation
（二）多方参与的实现途径	3.2 Ways of implementing the multiple-stakeholder participation
（三）多方参与的障碍	3.3 Obstacles for the multi-stakeholder participation
i. 传统经济社会发展路径使民众自组织能力较弱	3.3.1 The traditional path of economic and social development leads to a relatively weak ability of self-organization of the people
ii. 现实政策法律缺失给社会组织带来挑战	3.3.2 Challenges for the social organizations posed by the shortcomings in policy and law implementation
iii. 弱势群体利益诉求表达渠道单一	3.3.3 Lack of variety of channels for the vulnerable groups' interest expression
三、结束评论	4 Conclusive remarks •What are the main difficulties of vulnerable group protection in China? (not in the Chinese text)

2.2 中国社会救助政策报告写作提纲 OUTLINE - SOCIAL ASSISTANCE POLICY IN CHINA

1、社会救助的概念	1. The concept of social assistance
（1）社会救助的内涵	1.1 What is the social assistance
（2）社会救助的特征	1.2 Characteristics of social assistance
（3）社会救助的对象	1.3 The objectives of social assistance
2、社会救助政策	2. The policy of social assistance
（1）社会救助相关政策法	2.1 The policy and regulation of social assistance
（2）社会救助的实施体系	2.2 The implementation system of social assistance policy
（3）社会救助的实施机制（服务递送）	2.3 The implementation mechanism of social assistance policy (delivery of services)
（4）社会救助的政府责任	2.4 Government responsibility in social assistance
（5）社会救助中的缺陷	2.5 Defects in social assistance

3、社会救助中的多方参与	3. Multi-stakeholder participation in social assistance
(1) 社会救助的社会组织参与	3.1 The participation of social organizations in social assistance
(2) 社会救助社会组织方参与现状	3.2 How are social organizations involved in the social assistance policy field (Chinese: present conditions on the side of the social organizations in social assistance)

3 Updated Work Plan and Work Packages

For convenience the updated work plan and work packages are attached in a separate file (WPs and Tasks 20170720).

The WP and Tasks will be updated soon and regularly in the future on the project homepage logoso-project.com .