

The questionnaire is to be completed by all Development Partnership Managers of organisations represented in the transnational partnership

**Would you please ensure that all input into this document is in RED**

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## 1.0 INTRODUCTION TO THE ORGANISATION AND NATIONAL EQUAL PROJECT

1.1 Please provide a brief description of your organisation and its purpose  
(Sweden/Portugal/Finland only)

**Kista Bouroughs the responsible partner of the project. Kista is a part of the town of Stockholm. It is situated in North Stockholm and the population is about 30 000 inhabitants. Kista is the big and glorious IT-Centre of Sweden (or was) but only about 5 % of the people living in Kista have their work there. The unemployment is quite high and it is an multicultural area with many immigrants from all over the world.**

1.2 (i) Please provide a brief description of your national EQUAL project to include: name, aims and objectives, results, outputs and outcomes  
(Sweden/Portugal/Finland only)

**Kista Open Academy's aim is to realize the concept of the open university in Sweden. The overall goal is to counteract social, economic and ethnic segregation by providing high-quality tools to enable disadvantage groups to fulfil their needs for lifelong learning. Implementation of the project is founded on flexible education systems, the experience of the Popular Adult Education and modern information technology.**

**A network partnership has been formed from municipalities, universities, institutes of higher education, associations and industry that will use the open university as a powerful means of counteracting social, economic and ethnic segregation.**

(ii) What is the justification for your project at local/regional and national level? (Sweden/Portugal/Finland only)

**Despite its many good intentions, Sweden has fallen behind in the area of offering higher education to all who need to get it, compared with our nearest neighbours, Norway and Finland. The absence of an open university limits the access to higher education for those groups of people who are the focus of this application. The open university has existed for many years elsewhere in Europe and, by creating a strong transnational partnership, we will**

be able to make good use of the experience that other countries have in catering for our target groups.

Our network operates in two ways: 1) using Kista Open Academy as an umbrella organisation, it will allow several of the member organisations to initiate joint strategic development projects; 2) it will also operate as a forum for meetings where member organisations can initiate projects on a more informal basis. Kista Open Academy is also a lobbying organisation that markets and disseminates information about the open university. Within the project, high priority will be placed on proposing changes to the rules and the system of educational grants, since these are a major obstacle to, for example, the international distance studies which are important to our target groups. Kista Open University doesn't have money for piloting attempts or small research initiatives.

The open university shall be open to all who can and wish to study, irrespective of formal qualifications and without restriction by the student grants system.

1.3 Who are your beneficiaries?  
*Please describe (Sweden/Portugal/Finland only)*

**Our beneficiaries are mainly unemployed people, new immigrants and young adults looked out from higher education today. To be able to participate they need many years of complementary studies, which many times is impossible and takes long time. It will be very expensive for the individuals and for the state.**

1.4 Please list your National Development Partnership organisations and their contacts?  
*(Sweden/Finland only)*

**You will get this list directly from Rashid Chowdhury**

*You may submit this information as a database if you have one or on a separate sheet if necessary*

Contact Name	Organisation	Contact Details	Role within Development Partnership

1.5 Please describe what your Development Partnership hoped to achieve from the Transnational Partnership i.e. What did you include in the Action 1 Application  
*(Sweden/Portugal/Finland only)*

This network has agreed to work together to benefit from the following activities:

**National exchange of experiences and share of good practice. The partners will do benchmarking and benefit from synergies resulting from each others good work. They will also access different approaches / solutions to the same problem. To get experiences from work across countries (including Finland and Norway) to pilot and test new methodologies and new tools. Opportunities to influence policy makers and to create networks for future collaboration.**

1.6 How did what you wanted to do at transnational level in Action 1 change during the preparation of the transnational co-operation agreement?

**It was necessary to get partners that were interested in the same issues and had the same kind of target group. We wanted a transnational partnership for exchange of experiences and where we could get possibilities for a good understanding of each other's intentions. UK was a favourite because we knew they have a long experience and it is easy for most of us to communicate in English.**

**It was very easy to get a TCA with Learning Kitchen. They already had a connection with Portugal and it was an added value because we were also interested in South Europe. We had a good understanding from the beginning and we were sure we should respect each others needs and wishes. (As we have done)**

1.7 What are the innovative actions within you national project?  
(Sweden/Portugal/Finland only)

**An open university without formal qualifications and without restriction by the student grants system is still something very innovative in Sweden.**

**2.0 TRANSNATIONAL CO-OPERATION AGREEMENT**

2.1 Please list every person who has participated in a transnational activity  
(All partners in ALL countries)

Name	Organisation	Contact Details	Activity/Event (+ date)	Purpose of Participation

*You may need to send this on a separate sheet*

**Will be sent from Rashid Chowdhury directly.**

2.2 (i) What 'action research' has your development partnership undertaken or participated in at national level?  
*Please describe and state the findings and outcomes.*  
(All partners in ALL countries)

**No action research activities. We received a much smaller budget that expected and this means that no research activities has been effected.**

(ii) What 'action research' has your organisation/partnership undertaken at transnational level?

*(All partners in ALL countries)*

### **No action research activities**

- 2.3 (i) **What do you consider to be 'motivation and engagement' and how has this been undertaken within your development partnership?**  
*(All partners in ALL countries)*

The main activity has been to share experiences and best practice / results between transnational partners. In both countries we have difficulties to engage people into formal learning to increase their competence to get a job. This is not a difficulty only for the individual, they might not have the confidence or there are other reasons. It is a big challenge to find methods for the learning society to market their courses and to hook the students in a positive way. (You also need to offer an attractive and good product on demand and this is not always an easy task for our higher education and training organisations.)

- (ii) How has the theme 'motivation and engagement' been taken forward by the transnational partnership? *(All partners in ALL countries)*

To exchange knowledge, skills, experience and expertise have been important in our workshops and communication. It has strengthened the people working into this field to meet persons from other countries that have the same experiences. To benchmark and disseminate good practice and experiences has been focused. The group has produced an interim report and a final report will be produced for dissemination. Kista Open Academy has from the beginning had an approach of always involving the target groups into the work and it is why we have associations from different ethnic minority groups as partners. They have also been participating and contributed very actively exploring their experiences in all meetings and workshops.

- 2.4 (i) What do you consider to be a 'Learning Ambassador' and how has this been delivered by your Development Partnership? *(All partners in ALL countries)*

Learning Ambassadors have been a bit difficult task because of different cultures and traditions in participating countries. In Sweden we don't have nearly no volunteers anywhere and there have been difficulties to find a common way of exchange experiences.

- (ii) How has the theme 'Learning Ambassadors' been taken forward by the transnational partnership? *(All partners in ALL countries)*

Anyway Kista Open Academy is very interested to do an attempt of a Swedish model of learning ambassadors ("volontairs" with a very small salary) together with our associations for our ethnic minority groups. We have planned (and got money for it) to do it next spring when we are going to lengthen the project. This will be followed up and documented and in some way we'll fill our goal of research emerging practice, We'll do a test and evaluate it and maybe we'll get a job description that will fit the possibilities in Sweden as well. Until now we have focused on new open flexible methods for guidance and counselling in the public system and we have shared our experience of that. We haven't developed any training curricula and joint transnational training with accreditation, but our methods are described by students (in their final examination) in the

Institute for Teachers School in Stockholm, where we have the training of guidens councillors and these papers will be presented on the next seminar in Kista. In all meetings we have had workshops around the activities. Unforetunately there have been many changes in the groups and it has made it more difficult to get a good result. Reports have been produced. This activity has been discussed very much and the idea has been disseminated and everyone are very interested how to realize the idea.

- 2.5 (i) How do you describe a 'Learning Environment' and what new learning environments has your Development Partnership delivered? *(All partners in [ALL countries](#))*

**What is the pedagogical model/interface with communication system/ what training is required? [Model to define this] What support is required from the tutor/supporter? Physical environment. Physical interface [CD, web, TV, games, chat room, etc]**

**We thought that these were the main questions and it was out of these the agreement was written. Important was also to produce guidelines for the production of content and interfaces and to produce reports for dissemination.**

- (ii) How has the theme 'Learning Environment' been taken forward by the transnational partnership? *(All partners in [ALL countries](#))*

**We are going to produce guidelines for development of Learning Environments. There has been a zick-zack way in the working group. In the partnership of Kista Open Academy there are persons that are more or less experts in this area with many years of experiences in the global frontline. At the moment there has to be a discussion in the group about the goals and methods of working. An interimreport has been produced. The exchange of experiences have been interesting but it hasn't still come to a real result in the group.**

- 2.6 (i) How do you define 'User Needs' and how have user needs been identified and met within your Development Partnership? *(All partners in [ALL countries](#))*

**The goals were very clear and to share methodologies and results of experiences and best practice has been very important. The difficulties that the adults and ethnic minorities met have been very much in focus. The obstacles have been identified.**

- (ii) How has the theme 'User Needs' been taken forward by the transnational partnership? *(All partners in [ALL countries](#))*

**It has been an interesting dialogue between the partners in the trans-national group. The group has also been quite the same all the time. Exchange of information has been about e.g. obstacles and regulations and documents have been produced from Sweden and from our Finnish partner (The Åbo Academy University) and we have been promised to get a comparison from UK hopefully very soon. Experiences and good practice regarding, refugees and asylum seekers was focused in Kista in March 2003 by the ethnic minority associations themselves and their experiences will be documented in the final report as well.**

**Reports have been produced and they are published on the homepage. On-line learning cluster isn't clear for anyone today. We have tried to use a communication site (cAme) between the partners to complete the homepage but it is not many people that have contributed to the content.**

**A homepage is established. It is linked to each project and the TCA has an own page with loggos. [www.openacademy.com](http://www.openacademy.com)**

- 2.7 (i) How has ICT been integrated into your national project?  
*(Sweden, Portugal and Finland only)*

**ICT has been used in communication between the partners and in distribution of all documentation. All documents that any group or individual have wanted to see on the homepage is published there. Announcements for events where also taken in via Internet.**

- (ii) How has ICT been integrated into the work of the transnational partnership?  
*(All partners in [ALL countries](#))*

**As in the national communication we have used ICT for communication in the transnational work. We have also tried to use an electronic site for announcements for the Swedish seminar last year, but it was not any success. It was difficult to get people to register their participation in our seminar via Internet and we have scipped it this time.**

**We have made two attempts ( in End User and Learning Ambass. ) using a modern tool – a simple community (cAme) – for communication and for an easy way of structuring facts, discussions and content where it is easy to create reports and to avoid anyone to be isolated from the discussions. The tool was offered for free but it hasn't been any success. The tool is very speard in Finland, Germany and US and it functions very well. Probably we had a firewall trouble in Portugal that gave one of the participants trouble to come in but it hasn't been possible to find out exactly what it was. cAme is still open but there is no activity at the moment.**

- 2.8 (i) How has 'Equal Opportunities' been addressed by your national Development Partnership? *(All partners in [ALL countries](#))*

**It is a difficult question in some way because we have built in diversity with equal opportunities from the beginning, The approach is a bottom up perspective where the target groups shold be participating as full partners.**

**Our main goal is also to reach Equal Opportunities in higher learning for adults – an open university without any formal (exams) restrictions for entrance. We have also worked for acceptance of reel competence intead of formal and that people can validate their own competence as they can do in Finalnd. We have also worked for identifying obstacles to be able to influence politicians and decision makers to change regulations that today avoid adults and often specailly our immigrants from easy entrances to higher educatuon and training.**

- (ii) How has Equal Opportunities been addressed by the transnational partnership?  
*(All partners in [ALL countries](#))*

**The approach of a bottom-up perspective has also permeated the transnational work. Our ethnic minority groups have very actively participated in the discussions and influenced the attitudes and the results. Also the UK seminars have involved people from the target groups which has fertilized the work. The interest for systems for validation of reel competence and the value of work experinces have often been in focus. Basic skills and ICT as well as learning environments and new infrastructure for adults learning have been highly interested to exchange experiences about.**

- 2.9 (i) How has 'empowerment' been addressed by your national project?  
*(Sweden, Portugal and Finland only)*

**Equal Opportunities and Empowerment are often close to each other. Empowerment can't easily be increasing without equal opportunities and our recipe has been to strengthen these opportunities. This will open many doors for empowerment in our target groups. Both questions have been focused in our discussions and in dissemination activities. But many times the attitudes in the society more than regulations breaks people and avoid our target groups in their involvement in the society and in their ambitions. To involve the target groups in the Equal work has been in focus for our discussions to achieve a dissemination of the experiences in the big target group.**

- (ii) How has empowerment been addressed by the transnational partnership  
*(All partners in ALL countries)*

**The same ambition and the same methods for our work with empowerment as in our national work have been practicing into our transnational work.**

- 2.10 (i) How has your national Development Partnership influenced or intending to influence policy makers at local, regional or national level?  
*(All partners in ALL countries)*

**In our national work we have invited people to our seminars and the latest event was a Hearing with universities and decision makers which became a great success. Our work has given a clear signal to many universities and to politicians. The information about our projects has been spread into many regions and questions and proposals about collaboration has dropped in. Next step will be Hearing 2 (in October 2004) with local, regional and national politicians and public organisations as the Swedish Association of Local Authorities, Labour market associations, ministries and universities. A dissemination of prerequisites for realizing an open university in Sweden will be held in November 2004.**

- (ii) How has/does the transnational partnership intend to influence policy makers/  
*(All partners in ALL countries)*

**In Sweden it is more popular if a knowledge or experience come from an other European country (or from US) and the transnational partnership has strengthened our messages. We have also invited politicians and decision makers to our transnational seminars and got very good response. The interest from our authorities is bigger because of the connection with partners abroad.**

- 2.11 How has 'innovation' been reflected within the activity of the transnational partnership? *(Please describe all partners in ALL countries)*

**There have been a big interest from both sides about new and innovated ideas. We have felt that our transnational partners have had a big interest in our realizing of an open university without any formalities for entrance and also the prerequisites for it with new infrastructure and pedagogic and methodologic development.**

We have been very interested in the big experience specially UK have shown in education and training of immigrants – the diversity of organisations and the responsibility the immigrant organisations take in UK for their countrymen and how they are running a big number of activities in their own regi. Private and public side by side is much more common than in Sweden where the private sector is not so involved.

<b>3.0 PARTNERSHIP AND COLLABORATION</b> <i>(All partners ALL Countries)</i>
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3.1 Please describe what you understand to be the important factors which ensure effective partnership and collaboration.

To ensure a good partnership builds on good and personal relations. There also must be a sustainability in the group and in the leadership. When it is a project during a relatively short period it is even more important. A partnership has to be in contact regularly e.g. by seminars, workshops and common tasks to do. There also must be cultural events and leisure time activities and there must be time for discussions.

There is a good communication in the partnership, nationally and transnationally today, but ofcause in a big partnership some of the partners have from the beginning out of different reasons not been so active.

3.2 What have been the most successful aspects of the transnational partnership?  
*All partners ALL Countries)*

Our transnational partners have contributed to our work with relevant benchmarking, exchange of experiences and knowledge and given us confirmation in different areas of the diffucult work that many of us are facing in our dayly situation, working with these target groups. To get a new perspective and to see new solutions on the same kind of questions and tasks is increasing our creativity and will open our minds for more flexible solutions. The Swedish systems are often very formal and bounded by authorities and we have seen a diversity of solutions. We have also seen collaboration between diffèrent development initiatives as the “Knowledge Society” in Black Country.

An other important experience is also that in Equal many of the partners are not used to be prticipating into European projects and they have got their first transnational working contacts. This has been a very interesting experience and it will probably influence their work much more than we can see today.

3.3 What have been the least successful aspects of the transnational partnership?  
*All partners ALL Countries)*

There has been to many changes in the groups working in the activities and in UK there has been three co-ordinators. It has not been good for the sustainability and it has taken time from the real work.

3.4 Has the Transnational Partnership produced a full transnational action plan which identified key performance indicators, allocation of responsibilities, milestones and outputs in addition to the trasnational co operation agreement?

YES  NO  Don't Know

*If your answer is YES, please attach a copy of the document.*

3.5 Does your organisation have a specified role within the Transnational Partnership?

YES  NO  *If you answer is YES please describe below*

**Nova Distance´s roll has been to support the leadership, nationally and transnationally (project manager beside the Co-ordinator) and to be responsible for the development of the work. Nova Distance has also been functioning a little like an expert because of earlier experiences of transnational work and EU-projects. It has been a sort of “inhouse consulting”.**

3.6 Was one transnational partner designated as the 'co ordinator for the transnational partnership? YES  NO

*If your answer is YES please state which organisation and what the co-ordinator's role was required to do.*

3.7 Was one transnational partnership designated as the 'administrator' for the transnational partnership? YES  NO

*If your answer is YES please state which organisation, and what the administration role was required to do.*

3.8 Has the trasnational partnership adopted common proformas/documentation to monitor, report, and evaluate activity, record results and outputs?

YES  NO  *If you answer is yes please attach copies o all documents*

3.9 Please click in box provided which transnational partnership activity you/your organisation has participated in:

a. **Transnational partnership meetings**

b. **Bilateral Meetings**  *identify with which partners?*  
(ie in addition to transnational meetings)

c. **Visits to projects in partner countries**  *describe which projects*

d. **Joint Research Activity**  *please describe/ attach copies*

e. **Joint product development**  *please describe products*

**Will try to do about guidelines etc. for learning ambassadors**

f. **Exchange of trainers, experts or staff**  *please describe*

**Will be now during the autumn**

g. **Exchange of beneficiaries**

h. **Production of joint reports**  *please provide titles*  
**Interim reports in the different activities**

i. **Curriculum development**  *please describe*

3.10 Have you identified models/good practice in the other countries of interest to you and your organisation?

YES  NO  *if your answer is YES, please describe*

**See above 3.2**

3.11 Have you applied learning/new models/good practice from partner countries within projects in your EQUAL initiative?

YES  NO  *if your answer is YES please describe*

**See above 3.2**

3.12 Has the transnational partnership developed and agreed a transnational partnership dissemination and publicity strategy and action plan?

YES  NO  *if your answer is YES please describe*

3.13 Will the transnational partnership continue after EQUAL funding has finished?

YES  NO  *if your answer is YES please provide answers to the following*

**If the partnership will get an Equal 2 project in an area where we have common interests and questions there is be a big interest to collaborate again**

a) Why will it be continued?

**It has contributed to the national development and strenghten the partners in their work. It has increased the knowledge in these issues.**

b) How will it continue?

**To early to know, but probably both personally between persons that have established a relationship and in further projects.**

c) What will it continue to do?

**To go further with more joint ativities and to continue the exchange of experiences in new situations from the platform we have created so far.**

d) How will this continuation be funded?

**There will probably be personal contacts paid by the own organisation and probably also by new EU-projects.**

3.14 What do you understand as the meaning of mainstreaming and sustainability?

**Something continuously going on and followed up and something that last even after the end of the project.**

(We don't have any real word in Swedish for mainstreaming and it is difficult to express)

3.15 How will the activity/learning/good practice from the transnational partnership be mainstreamed and sustained?

**The value of the collaboration has been high enough to influence some of the participants to continue and to use their experiences in the future and to take every opportunity to continue the collaboration as well.**

#### **4.0 ADDED VALUE AND IMPACT (All partners ALL Countries)**

4.1 (i) What did you/your organisation hope to achieve from the transnational partnership prior to completion of the transnational co-operation agreement?  
*Please describe:*

**The agreement has described the added value and the impact very well.**

(ii) Was this incorporated into the transnational co-operation agreement?  
YES  NO

4.2 (I) What has your organisation achieved through the transnational partnership?  
*Please describe:*

**See above 3.2**

(ii) How has this beneficial for:

**This is not possible to answer because it differs from person to person very much. What we has got as a partnership is already described.**

You at work.....

You in personal development terms.....

Your organisation (*provide a case study*)....

Your local partners (*provide a case study*)....

Project staff (*provide a case study*)...

Project beneficiaries (*provide a case study*)....

Other:

- 4.3 What would you do differently to improve the activity of a future transnational partnership? *Please describe*

**To stress the sustainability in the management and in the activity groups much more and put a pressure on partners who accept a task. If they remain as partners they will have to continue the work during the whole period.**

- 4.4 What has not been achieved by the transnational partnership? *Please describe*

**To early to say because we still have nearly one third of the time left. (Kista Open Academy will get 6 more months to continue the project. It means that we will finish at the same time as Learning Kitchen.)**

- 4.5 What 'unexpected' and unplanned outcomes have resulted from the transnational partnership? *Please describe*

**Nothing very special so far.**

- 4.6 As a transnational partnership what are the key learning points identified?  
*Please describe*

**The first meeting must be for the partners to learn to know each other and not to start up the activities directly. The activities must start at national level first and get a bit stabilized. It was one of the small mistakes we did, to be a bit too ambitious the first time.**

- 4.7 As a transnational partnership what are the key issues you would wish to raise with local/regional/national European policy, influencers and decision makers?  
*Please describe*

**The model for the partnership is very good. A partnership together with an other partnership is much stronger than single partners in each country. The dissemination is favoured and the benchmarking will be discussed in each group much more deeply. The sustainability is also more guaranteed in such a group than it is in a traditional EU-project.**

**The leadership has to be strong and more than one person has to be involved because it is a tuff job to manage a big group and it damage expensive time if you broke the continuity.**

<b>5.0 GENERAL QUESTIONS</b> ( <i>All partners ALL Countries</i> )
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- 5.1 Please click on boxes which identify the EU programmes you have been involved with in the past or at present

This is an answer only for the management team of Kista Open Academy but we are quite sure nobody has been into anything else either.

Euroform	<input type="checkbox"/>	Youthstart	<input type="checkbox"/>	Now	<input type="checkbox"/>	Horizon	<input type="checkbox"/>
Integra	<input type="checkbox"/>	ADAPT	<input type="checkbox"/>	Youth	<input type="checkbox"/>	Socrates	X <input type="checkbox"/>
E-Learning	X <input type="checkbox"/>	Ten Telecom	X <input type="checkbox"/>	Development	<input type="checkbox"/>		
PHARE	<input type="checkbox"/>	TACIS	<input type="checkbox"/>	MEDA	<input type="checkbox"/>	URBAN	X <input type="checkbox"/>
Leonardo da Vinci		X <input type="checkbox"/>	Research and Development	X <input type="checkbox"/>			
ERDF	X <input type="checkbox"/>	ESF	<input type="checkbox"/>	OTHER	X <input type="checkbox"/>	Objective 3 and 4	

**The answer has been written by Ebba Träskelin as a representative for the partnership on behalf of Kista Open Academy. The questionnaire has been discussed into the bigger management group and presented on the partner meeting. Partners who have some additional view will get the opportunity because it will now be sent out to everybody. There could be some corrections and some additional point of view as well during the next week.**

**All my best**

**Ebba Träskelin**

May we take this opportunity to thank you for your assistance in completing this questionnaire, which will support our evaluation processes for this project. Please do not hesitate to contact us by email or on our office telephone number 01482 662306.

Lisa Morris (Lead Consultant)  
Lee Dickinson (Project Manager)