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TCA Id code: 1850

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Secretary		
Sweden	Kista Open Academy	SE-11
DPs involved		
UK-Great Britain	UK Asylum Seekers	UKgb-62

A. Rationale and Objectives

1. Common interests/methodology/underlying problem

- The general aim of the DP in the UK (i) is to improve the conditions for asylum seekers, to ensure a smoother integration process for those who receive a residence permit or leave to remain, and a better position for those who are ultimately rejected.
- (ii) to explore the possibilities for facilitating asylum seekers' access to the labour market and / or for maintaining and improving their individual skills and competencies during the asylum procedure.
- UK Asylum Seekers is a national project aiming at developing an improved national programme for asylum seekers.
- It seeks to look at the need to recognise a continuum between asylum seeking and eventual integration or return, while recognising the differences implicit in that process.
- Scandinavian governments have for several years funded integration programmes with entitlements for individual refugees via their municipalities, whereas UK has only recently embarked on an integration strategy, less well funded and mainly implemented through strengthening the organisations established to assist refugees.
- Both the UK and Sweden have a system of dispersal across their national territory although in the UK this is for specifically for asylum seekers while in Sweden it is also the policy for refugees during their 3-year integration period.
- Whereas the Swedish system is very experienced in working within accommodation centres the UK will be moving towards that model during 2002-3.
- Whereas the Swedish model has hitherto focused more on internal work within accommodation centres (including some language instruction) which will be of particular interest to BRC and partners in the UK, the UK has considerable relevant experience of working with asylum seekers within the wider community.
- In the context of current EU debates, the UK has had experience over several years of permitting asylum seekers to work, and Sweden too has permitted asylum seekers to work after a waiting period .
- In both countries there is significant work to be done with employers in both the public and

private sector, not least in terms of developing diversity management; whereas the UK may have had more years of experience in relation to race discrimination issues Sweden may have had more experience in relation to gender equality in particular.

- Both DPs have partners representing those working directly with the refugee or ethnic community field, and also education institutions including universities, colleges and community-based centres of learning, local authorities, professional education / training organisations focussing on language and delivery of advice and guidance and basic skills, as well as higher education.

Methodologies/

- Both DPs are large national projects working towards an improved process for disadvantaged people in general, in Sweden, including asylum seekers: in the UK the focus is entirely on asylum seekers.

- Both are 3-year projects.

Underlying problems

Refugees suffer serious problems of unemployment and underemployment and discrimination in both countries. Both countries share common underlying problems relating to the basic antipathy to asylum seekers within the broad public perception; there may be a need for the EU to fill skills gaps or labour shortages but asylum seekers are rarely seen as part (albeit a small part) of a possible solution; there is little hard evidence to date about the level of skills and experience, or about the possible contribution that asylum seekers who do eventually stay in the territory, may bring with them; there is a need to share experience about the methodologies of approach to asylum seekers with reference to their preparation for the labour market, to their own personal competencies (basic skills, host language acquisition, training, recognition of previous experiences and qualifications etc., the continuation of their own disrupted education), and their own ability to function independently, whatever the result of their asylum application.

2. Lessons learned from previous relevant actions

- BRC has had extensive experience in working at EU level on integration/employment issues (B3-4113 on integration/ ERF1/ and via ECRE membership).

- Most of this work has focussed on integration and has included responsibility for a preparing a number of publications and the organisation of transnational meetings in Europe. This work has highlighted the fact that the negative effects of poor experiences as asylum seekers will affect eventual integration prospects; this is most clear in fields related to education, training and employment; some of the work and subsequent publications have focused on consideration of refugees' own perceptions of integration .

- European exchange of models of practice and experience [including via the development and dissemination of a "Good Practice Guide on Employment for Refugees"] have already played an important role in developing more appropriate integration strategies and clearer perceptions about integration for those with refugee status. This work has demonstrated that there is a need to learn such lessons in the context of the social and vocational integration of asylum seekers. The Refugee Council plays a key role in European policy development through its existing European networking activity and its participation in the ECRE network.

- The University of North London, Refugee Advice and Guidance Unit (RAGU) will be the principal working partner in this transnational activity work and has done much previous work at an EU level including working with EU funded programmes including INTEGRA, HORIZON and LEONARDO. One of their INTEGRA projects involved the target group

(refugees) in the evaluation of the programmes and RAGU has an advisory Committee consisting entirely of refugees and asylum seekers. Part of their brief for this DPA is to develop online materials for advice and guidance

- The Sheffield College has a wide experience in developing on-line learning, including playing a key role in the Learning To Teach On-Line which is a key medium teaching teachers in the further education sector. Additionally they have developed on-line learning materials for the University for Industry, and have developed and delivered the UK's first on-line GCSE English course. They are keen to follow these initiatives and explore opportunities to develop on-line ESOL courses and training that focuses on meeting the wider needs of asylum seekers through the development of new ways of delivery and new materials for the delivery of language courses

- The Basic Skills Agency has wide experience in delivering on-line training and leads in the development of IT education as part of their national basic skills, literacy and numeracy brief. In the context of this partnership the BSA is involved in the development and piloting of innovative paper-based and ICT materials to be mainstreamed via ESOL practitioners.

- Several other partners in the DP including RAGU, Basic Skills Agency, The Sheffield College, London Language and Literacy Unit (part of London's South Bank University) and The Midland Refugee Council and NIACE all have considerable European experience, and may participate where possible and appropriate in this transnational work.

The experiences from the Swedish partners involved are based on organisations with good experiences and involvement in several front line actions. The Royal Technical High School is a leading actor in on-line learning where the technical tools are not in focus. The focus is on the learner and the pedagogical issues. The Västerorts Komvux - further adult education - is situated in an area with many immigrants from several countries and they have adapted their programs to the target group. An additional programme "Virtual Open Academy", a special project for asylum seekers which includes countries other than European and which is closely connected with the Equal project "Kista Open Academy", will be one of the partners in this action.

3. The common objectives of the DPs

To facilitate learning and the flow of information based on the needs of individuals who may be marginalised for a number of different reasons

To exchange experience and 'know-how' on transnational working and development of new teaching methods and technology

To jointly develop a new study environment that satisfies demands of a particular target group (asylum seekers)

To enable participants (individual asylum seekers) to make use of each others' flexible education systems

To create training courses for those advising or teaching asylum seekers; to create advice and orientation packages and learning packages specifically for individual asylum seekers, or for a variety of different minority groups including asylum seekers, and especially for isolated asylum seekers

To influence European practice and policy development on appropriate models for international open and distance learning systems

To share 'know-how' and get a tandem learning situation in advising and teaching asylum seekers and early immigrants based on empowerment and own initiatives in the group.

To develop common models and modules for learning packages specially for individual asylum seekers and small groups of immigrants.

General objectives

- to develop new processes and methods and materials, including through online technology, for orientation towards the labour market via new and appropriate methods of delivering information and advice. Delivering training to advisers. Dissemination nationally and internationally, relating to new ways of delivering basic skills & ITC training, and language provision

- to empower asylum seekers as part of the development of a planned approach to a refugee employment strategy that sees asylum-seeking and the acquisition of status as “continuum”; the emphasis will be on empowerment to ensure that the individual asylum seekers’ capacity to act can be increased no matter whether asylum is granted or not.

- to try out innovative approaches to advice and guidance /language provision in order to justify appropriate recommendations at policy level, leading to mainstreaming

4. The (common/complementary) products/deliverables foreseen

RAGU will focus within the UK on the following:

Establish UK wide network of educational institutions (including universities, further education colleges and refugee community organisations)

Deliver training to (150) staff working with asylum seekers and giving them information and advice

Production of (6) on-line orientation and information resource packs for asylum seekers

The universities and the further education in Sweden will focus on developing actions and a model for a curriculum for a college course adapted to the target group by offering integrated language support in Swedish and English and with a close connection to the labor market, which will be done in collaboration with transnational partners in UK specially the Sheffield college.

The municipality-based centres will focus on development of guidance and coaching of the target group. There will also be a survey to check up all the systems and rules which will be an obstacle for international open distance learning for the target groups. The survey will be matched about the systems in partner countries and if there is a need international proposals for changing rules will be proposed.

Dissemination resulting in

- Improved methods and contents of orientation and advice for asylum seekers (approaches, materials for delivery of language teaching or basic skills; ways of disseminating information, and of delivering advice to individuals;

The Sheffield College will focus especially within this TCA on its work on curriculum development and the development and evaluation of English language programmes. This will be as part of the objectives of the DPA to develop new ways of delivery or materials for

English Language and basic skills . This work will focus on intensive higher level programmes, English for specific purposes, a language support assistant scheme, empowering people to contribute to a wider delivery of language provision

Basis Skills Agency

Will focus on the development and piloting of innovative paper-based and ICT materials to be mainstreamed via ESOL practitioners including volunteers and community providers working with asylum seekers. Products developed through the project will aim to give asylum seekers essential basic skills that are a prerequisite for mobility, orientation and the seeking of employment opportunities.

5. Added value on the strategy and intended results of each of the DPs involved

- The contexts of the two countries differ in such a way that we can learn from each other's experiences and thus increase the quality and effect of the work carried out by the two projects.
- Co-operation is expected to result in well-founded arguments for recommendations at policy level, leading to mainstreaming.
- Sweden has a wider client focus including asylum seekers whereas the UK has a focus specifically on asylum seekers: this will have the added value of testing the two approaches

Specific added value;

Results- leading towards more appropriate national programmes linking the asylum processes to integration processes as a continuum; helping asylum seekers and refugees become more easily and appropriately educated, trained and therefore employable;

UK can provide a large DP focusing entirely on one of the Swedish projects target groups; Kista academy will have funds to develop technological know-how; UK partners have depth of experience in this particular target group and include national specialist organisations in adult learning, the delivery of education and training programmes, language and basic skills, as well as representatives of two levels of public education provision i.e. the university and the further education college levels.

This transnational work will add value both in development of materials and methodology in both the UK and SE to an important sector of the DP relating to Information and Advice, and language and basic skills provision

6. Added value and financial viability of associated partner(s)

none

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B. Work Programme & Working Methodology

1. Transnational activities foreseen

a. Overall transnational strategy

B.1.a

Indication (1-4) of level of importance of TN activity

Exchange of information and experience

Parallel development of innovative approaches

Import export or adoption of new approaches and their adaptation

Joint development

Exchange of trainees /trainers/staff

B1.b;

Overall transnational strategy

To open education to all who wish to study regardless of their status and with no geographical boundaries

B.1.c

Within RAGUs and the SE-learning centres programme for EQUAL:

Stimulate creation of transnational networks of universities and learning centres; exchange experience and know how within different project areas within EQUAL ; develop a new study environment that satisfies asylum seekers as a particular target groups; enable educators to work internationally; enable beneficiaries (asylum seekers) to study internationally.

Develop and offer flexible advice and information processes, training courses for advisers; on-line or distance learning in English;

Dissemination, development and exchange of material relating to work with asylum seekers that is already on-line; or using existing materials that are not yet on-line; facilitate access to ICT for asylum seekers to enable them to access such materials

Within BSA and Further Education and "Virtual Open Academy" in SE programme for EQUAL

Stimulate the creation of a basic skills for asylum seekers' network including transnational partners, materials for ESOL /basic literacy-numeracy learners , an ICT CDROM application (a CDROM and video tape has not been discussed in SE, just web-based material) aimed at asylum seekers focusing on citizenship, and a video to be produced on differentiated learning; developing support materials and training that relates to orientation support for asylum seekers, to policy development and capacity building for organisations working with asylum seekers.

Within The Sheffield' College and KTH and Further Education programme for EQUAL

Development, testing and evaluation of new curriculum materials which meet the specific needs of asylum seekers; establishing the scope of provision in the further education sector; mapping levels and quality of support relating to curriculum development, student support, advice and guidance, staff awareness, in order to provide a guide to colleges on the development of provision for asylum seekers.

Within Sub project 4

Subject only to funding from Swedish partners and for later stage in EQUAL if UK funds are available; developing an infrastructure for the development or teaching methods and

technology; online delivery of materials for distance learning (text, graphics, audio /video); interactive aids to help search for courses

b. Typology of activities

Transnational activities intended	Rating
Exchange of information and experiences	****
Parallel development of innovative approaches	***
Import, export or adoption of new approaches	****
Joint development	**
Exchange of trainees/trainers/staff	***

c. Description of the activities/tasks

Name of the activity	Description
<u>1. Stimulate creation of transnational networks of universities and learning centres</u>	<p>Stimulate creation of transnational networks of universities and learning centres; exchange experience and know how within different project areas within EQUAL ; develop a new study environment that satisfies asylum seekers as a particular target groups; enable educators to work internationally; enable beneficiaries (asylum seekers) to study internationally.</p> <p>Dissemination, development and exchange of material relating to work with asylum seekers that is already on-line; or using existing materials that are not yet on-line; facilitate access to ICT for asylum seekers to enable them to access such materials, e.g. on –line or distance learning in English / Swedish</p>
<u>2. Flexible advice methods</u>	Develop and offer flexible advice and information processes, training courses for advisers;
<u>3. Creation of basic skills for asylum seekers</u>	Stimulate the creation of a basic skills for asylum seekers' network including transnational partners, materials for ESOL /basic literacy-numeracy learners , an ICT CDROM application aimed at asylum seekers focussing on citizenship, and a video to be produced on differentiated learning ; developing support materials and training that relates to orientation support for asylum seekers, to policy development and capacity building for organisations working with asylum seekers.
<u>4. Evaluation and testing of curriculum material</u>	Development, testing and evaluation of new curriculum materials which meet the specific needs of asylum seekers; establishing the scope of provision in the further education sector; mapping levels and quality of support relating to curriculum development , student support, advice and guidance, staff awareness, in order to provide a guide to colleges

	on the development of provision for asylum seekers.
<u>5. On line delivery</u>	Developing of an infrastructure for online delivery of materials for distance learning (text, graphics, audio /video); interactive aids to help search for courses (Subject for benchmarking and only to funding from Swedish partners in an additional fund, and for later stage in EQUAL if UK funds are available);

2. Methodology for sharing information, results and working tools

The main methods of sharing information will be by continuously use ITC-communication between participating partners but also by exchange of staff and at common seminars.

3. Time schedule for milestones, outcomes and events

Time schedule for milestones, outcomes, events
(suggested initial draft schedule ; need to suggest timetable for agreed outcomes)

EQUAL Year 1:

- Visit to Sweden
- Visit to UK/London/
- Visit to Sweden

EQUAL Year 2:

- June 2003: to UK to join with mid term conference in Birmingham for UK's Danish and Irish partners
- Visit to Sweden
- Visit to UK (Sheffield)

EQUAL Year 3

- Visit to Sweden
- Visit to UK (London)
- Final meeting, visit to Sweden

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C. Financial Provisions

1. Breakdown of budget for each activity (%)

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		Total
SE-11	11.6%	11.6%	18.6%	11.6%	4.6%	58.0%
UKgb-62	10.5%	10.5%	10.5%	10.5%	0.0%	42.0%
Total	22.1%	22.1%	29.1%	22.1%	4.6%	100.0%

2. Arrangements for cost sharing and avoiding double funding

It is expected initially that partners RAGU (networking/advice and information), Basic Skills Agency (ICT) and The Sheffield College (on-line language learning) will participate in these transnational activities with Swedish partners, {others involved may include Information Advice and Guidance and ESOL-Basic Skills task group members}.

The transnational budget is small from both partners. To avoid double funding and act cost effectively we will use the possibilities of synergies because of the Swedish partner's TCA with The Sandwell Metropolitan Borough project "Learning Kitchen". In this TN co-operation there will be activities that will be able to use video conferencing and ITC-tools in the collaborative work.

For the third step in the Equal program there will be asked for funding for the dissemination of 'know-how', which is an important part particularly when the asylum target group is broadly spread in Europe.

Cost sharing model:

Host for meetings and seminars:

Telephone, fax, ICT

Secretariat / Chair

Venue and speakers costs for seminars and meetings, publicity, publications

One main meal (social)

Other DP's

Travels, accommodation, non-conference meals, taxis and pocket money.

This transnational partnership expects to have 3 TN meetings p.a. x 4 persons at a time i.e. over three year period to have 4 "home" meetings, 5 "away" meetings: plan is to have final task groups in a common meeting to end the programme (see draft timetable)

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D. Organisational and Decision Making Arrangements

1. Contribution and responsibility of each DP

N.C.

2. Role and tasks of TCA secretariat and external expertise

Role of secretariat

A. Central service for all members of TCA

- maintaining online communication environment (First Class)
- online publicity
- booking and reservations for meetings and seminars
- moderation of discussions

3. Arrangements for decision-making

The TCA activity budget will be viewed as "owned" by the TCA and therefore all decisions will be by consensus.

Principal contacts for transnational arrangements will be made via the two transnational coordinators in consultation with the partners involved in this area of work. Ultimate responsibility for decisions rests with two Partnership boards.

4. Working language(s)

- EN

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E. Monitoring and Evaluation Procedures

1. Mechanisms for monitoring and evaluating of transnational experience and results

The TN management group will be responsible for the transnational monitoring and evaluation and it will be an agenda item at every meeting. Sub-groups with participants from both partners will be formed to undertake the evaluation and to produce the evaluation report for each activity. The evaluation will identify the impact of transnational work and collaboration for each DP.

The aim of the evaluation will be to:

- identify factors leading to best practice
- establish a baseline for benchmarking strategies, activities and results
- monitor activities and developments of TN work with a view to improve impact of common use

There will be one main evaluation report in the end of the project.

2. Mechanisms for updating work programme, working methodology and organisational arrangements

N.C.

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F. Other

1. Hyperlink(s) to other information/material

Not available at this time.

2. Links to other linguistic versions of the TCA

Not available at this time.

3. Dates of (this version of) the TCA

1. Sent to "validation by other DPs" by the DP in charge of the TCA secretariat	01-05-2002
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2. Validated by all DPs	01-05-2002
3. Approved by all managing authorities	10-09-2002