Empowering Migrants for Employment

TCA - https://ec.europa.eu/esf/transnationality/TCA-2168

TCA acronym:
EME

Country of submission:
Sweden (SE)

Call for projects:
SE 2016 Coordinated Call in the field of: Social Economy, Inclusion, Youth Employment and Migrants
BEnl 2018 Coordinated Call - Call 409 - Transnationality III
SE 2018 Coordinated Call - Social Economy, Inclusion, Youth Employment and Migrants
FI 2016 Coordinated Call - ESF Call For Projects Concerning Transnational Cooperation

Partnering projects:

Partners project:
Culturally Sensitive Care Ambassadors: Valorizing talents+ [1]

MAAs approval status:
Approved

Country:
Belgium (BE)

Project budget for transnational cooperation: € 104313.00

EVA vzw [2]

Vooruitgangstraat 323, 1030 Brussels, BE

Linda Struelens

Coordinator

Partner project:
Exchange for Empowerment in Europe [3]

MAAs approval status:
Approved
Country:
Finland (FI)

Project budget for transnational cooperation: € 191654.00

Exchange for Empowerment with ABF Sweden [4]
Siltasaarenkatu 18-20 A, 00530 Helsinki, FI
Mervi YLITALO
project coordinator

Partner project:
An exchange for empowerment [5]

MAs approval status:
Approved

Country:
Sweden (SE)

Project budget for transnational cooperation: € 0.00

ABF - Workers´Educational Association of Sweden [6]
Box 522, 10130 Stockholm, SE
Carin ÖHLÉN
Business developer

Partner project:
Employment for migrants [7]

MAs approval status:
Approved

Country:
Sweden (SE)

Project budget for transnational cooperation: € 139000.00

Piteå municipality [8]
Svartuddsvägen 1, 94185 Piteå, SE

Total TCA budget for transnational cooperation: € 296 075.80

Main contact organisation:
Exchange for Empowerment with ABF Sweden [4]

Rationale & objectives:
What are the problems addressed, common interests, and methodology?
Migration is a worldwide phenomenon which has been taken place since the beginning of our existence. There has been several migration flows from the north to the south and vice versa. Since
2015, the inflow of migrants to Europe has increased due to conflicts in Africa and the Middle East. Although several countries in Europe are already changing into super diverse societies, there are still various systems and services present that are not adapted to the current situation and needs of the population.

In addition, the potential which people with a migrant background possesses is a much overlooked feature. Furthermore, traditional public and social services, and restrictive systems in the field of employment and education, are often not adapted to the needs of these people. For example, the non-existence of validation systems of non-formal and informal learning (NFIL) for migrants. This way, people with migrant roots often have a great distance to the labor market because their potential and informal competences are not being valorized and recognized by the society. Although, the use of that potential could help to provide e.g. more accessible public services. Therefore, European countries should make an effort to not only adapt their services and validation systems, but also to include and recognize the potential of people with a migrant background in order to make the services and systems more accessible.

In this project, we want to empower people with migrant background by working with their competences and potential in order to improve their transfer to the labor market or additional education, which creates several benefits to the society. These benefits include a more peaceful and inclusive society and a better usage of everyone’s talent and competence.

For instance, the health and social care sector in many European countries is quite complex and diversified when it comes to accessibility to services and suitability of existing services to the needs of the diverse population. There is often a lack of visibility and information which means that the services of various health and social care facilities remain unknown and unused by the underprivileged part of the population. These care facilities often have too little connection to superdiversity and to the vulnerability of the families involved. They experience several barriers to access formal care, such as lack of information, lack of language skills, differences in lifestyle and opinions, or distrust. Jobseekers with a migrant background and informal care experience could play a meaningful role in care facilities in relation to culturally sensitive care because they often know the care needs of seniors in underprivileged neighborhoods and are familiar with their networks. The best practices and experiences from the health and social care sector in this project are documented and their applicability to other job market sectors is evaluated.

The common interests of the transnational partners in the project are to enhance their knowledge of good socially inclusive and empowering practices from each country by exchanging and also adapting good practices, innovative working methods and expertise towards the empowerment, inclusion and better employment of migrants during a mutual learning processes.

In order to realise the aim of the project, a mutual learning process will be established. This includes study visits, workshops, transnational meetings and evaluation of best practices from each country and their adaptability to each national context. In addition, a guidebook of the best working methods and practices will be written together and published. Furthermore, these mutual learning activities are complemented by digital exchange of good practices such as mail, video conference calls and shared co-edited documents.

**What are the common transnational objectives of the partners?**

The transnational project aims to develop innovative methods that enhance the empowerment and inclusion of migrants within the field of employment and also vocational education and training. Competences of migrants should be made visible, strengthened and valorized. Furthermore, we want to make the civil society aware of the capacities of the jobseekers with a migrant background and of the opportunities they miss if they do not include and recognize this potential.

**Who is the target group?**

The aim of the project is to enhance the employment of jobseekers with a migrant background. The projects targets migrants who have already lived in their new home countries in Europe for a long
time, as well as newly arrived migrants. The main target group is job seeking migrants with a low educational background, especially women. Besides this main target group, the transnational projects also addresses several other target groups:

- Social and civil organisations that work with the same target group and encourage the integration and employment of migrant jobseekers
- Facilities and service systems of different sectors (for example the social and health care sector) willing to adapt their services in order to make them more accessible
- Organisations and companies (profit and non-profit) who want to integrate and employ migrant job seekers
- Vocational schools and training centers offering adult education for migrants
- Policymakers and other decision makers in the field of migrant integration, employment and education on the local, regional, national and European level

What are the products, outputs and deliverables?
A guidebook/publication of the best working methods and practices will be written together by the partners during the course of the project and published. It will be disseminated nationally and internationally through the transnational network and various national networks of the participating countries. The publication will include an introduction to and evaluation of the different innovative working methods and best practices of the project partners in the field of empowerment, inclusion and employment of migrants. Recommendations and guidelines will be given in the guidebook as to how to adapt these methods and practices into use in different societal sectors and organisations. Also, included in the guide book will be policy recommendations on transnational, national and local level. The recommendations addressed to local, national and transnational policy makers and other decision makers address the question of how to promote inclusion, empowerment, employment, integration in Europe in light of the findings of this project.

Guidebook table of contents:

- Foreword: about the transnational project, its’ goals, the project plan etc.
- Chapter 1: migration in Belgium, Finland and Sweden: background, statistics, main challenges in terms of education, employment, integration and inclusion.
- Chapter 2: description of the partners in Belgium, Finland and Sweden: what and who they work with, earlier projects and best practices, ongoing projects and their goals and working methods.
- Chapter 3: evaluation of best practices from each partner: how to adapt these practices to local circumstances in other countries? Top 10 practices, working methods etc. are described and evaluated here.
- Chapter 4: recommendations for the policymakers/ decision makers: how to promote inclusion, empowerment, employment, integration in Europe?
- Conclusion: what we learned and what are our next plans?

Further, a transnational network of European organisations for possible further projects will be built. The network will attract organisations, training centers and other actors working with integrating and empowering migrants through education and employment. The network makes it easier to find interested partners for future transnational projects, to exchange methods, practices and information and to disseminate further results and outcomes of the members.

What is the added value of the activities and the planned results for each partner?
The added value of the activities and planned results for the transnational partners in general are:

- Reflection on the diverse transnational context where similar problems occur in order to
construct a common mind-set on a transnational level and to develop new ideas in each national context.

- Reflection on and evaluation of the diverse working methods of each member state that are developed to empower migrants towards employment and education in order to learn mutually from each other’s experiences.
- Gain more knowledge on a transnational level that strengthens the capacities and the development of better services of all member states, with a transnational guidebook as the result.
- Disseminate the results within and across the network of the participating countries.
- Building a sustainable network for possible further projects.

The added value for each partner is:

1. **EVA vzw**

   EVA vzw is a non-profit organization and has more than 20 years of experience as a social innovator who develops pilot projects in Brussels which respond to diverse social needs, which make ‘solidarity within diversity’ operational, and which generate work, salary increase and possibilities of personal development. A number of these initiatives focus on the subjects care, housing and employment. Currently, the access to social services is unequally distributed among inhabitants. The rules of these facilities and systems are not adapted to urban reality and diversity. Meanwhile, more than one hundred thousand people from Brussels do not have a job and the social potential of these inhabitants remains unused. EVA’s main goal is to change this paradox by making an appeal to the potential of these people. In order to make this change possible we develop and test alternatives which process is based on co-creation and participation of all involved parties.

   The main aim of the transnational project is strongly related with the mission of EVA. In this transnational cooperation we develop different working methods where informal competences of migrant job seekers will be made visible, strengthened and valorised in order to improve their empowerment and inclusion towards employment and education. For example, methods for the recognition of informal learning, best practices of peer mentoring, methods around workplace learning, etc. Furthermore, EVA will also gain interesting knowledge on the participation and position of the trade unions in this process. The development and evaluation of these methods will enable EVA to further improve and reflect on the activities of the organisation that are related to the key goal, namely making community-oriented neighbourhood services accessible and qualitative by appealing on the competences of migrant job seekers that are residents of the neighbourhood of these services. In this way, EVA’s goal is to summarize, translate and introduce the most suitable transnational practices from the Finnish and Swedish partners into the Belgian context on local level. The gained additional knowledge and tools could enable EVA to further support organisations in their process of connecting the deployment of migrant jobseekers with informal care potential (by training or employment) to the neighbourhood-oriented services.

   EVA vzw has a national partnership with VUB - Belgian Ageing Studies (BAS), Kenniscentrum Welzijn Wonen Zorg (WWZ) and Groep Intro. The Department of Educational Sciences at the Vrije Universiteit Brussel (VUB), which belongs to the research group Belgian Aging Studies (BAS), will supervise the national and transnational evaluation of the project. The transnational part of the evaluation will be in collaboration with the other evaluation institutions of the transnational partners. Kenniscentrum WWZ is knowledge centre that translates its know-how about welfare, innovative living arrangements and accessible care for all Brussels residents, with extra attention to vulnerable residents. Kenniscentrum WWZ translates the experiences of the workfield to the administration an policymakers, and vice versa. Finally, the aim of Groep INTRO is to boost the personal growth of socially vulnerable people through training, guidance and employment. In all projects, Groep INTRO puts
experiential learning, empowerment and group dynamics first. Groep INTRO will be responsible for the development of the alternative learning path for the migrant jobseekers.

2. Työväen Sivistysliitto TSL ry
Työväen Sivistysliitto TSL ry, (Workers’ Educational Association WEA of Finland) is one of the biggest Finnish educational associations (study centres). TSL promotes educational equality, active citizenship, adult learning and international educational cooperation as well as multiculturalism and social equity. TSL provides general adult education especially for the less-educated adult population hit hardest by the ongoing structural change of the labour market. TSL offers advisory services and consulting on education, trains tutors and leaders for study groups, organizes courses and publishes study material.

TSL’s goals for the transnational project are to develop and improve practices of competence validation and methods for the recognition of informal learning as well as to strengthen best practices of peer mentoring and active participation of trade unions and working places in the process of empowering and job seeking of migrants. The evaluation of best Finnish practices and methods by the partners in the transnational project will provide TSL valuable feedback on its processes and methods. Also, TSL aims to compare, evaluate and adapt the various innovative methods introduced by the Swedish and Belgian partners for local or national use. The goal is to recommend and introduce locally and nationally the most suitable transnational methods in the Finnish context in order to create better opportunities for employment or further education for migrants.

TSL’s national partners are Silta-Valmennusyhdistys ry, Tampereen aikuiskoulutuskeskus TAKK (Tampere Adult Education Centre), Helsingin aikuisopisto Helao (Institute of Adult Education in Helsinki) and the University of Tampere. Silta-Valmennusyhdistys ry is a non-profit organisation founded by several NGO’s in the Tampere region. Silta does rehabilitative counselling, training, work and activities for unemployed with special needs. Silta will present its’ counselling workshop activity enhancing the working life skills of migrants. TAKK is one of Finland’s top providers of vocational adult education services and competence for the labour market. TAKK researches, recognises and develops the tools to recognize competences in order to enhance the possibilities for long-term unemployed to find jobs or to enroll a vocational education. Helao is one of the largest privately-owned institutes of adult education in Finland. It offers a wide selection of courses also for migrants, among others liberal adult education courses and labour market training courses to sustain language learning necessary for the labour market. The University of Tampere will cooperate with the University of Brussels in this transnational project in a comparative and evaluative study of the working methods and their impact used by the partners. In cooperation with the partners, the University of Tampere creates the indicators and the evaluation criteria for the evaluation of good and best practices.

3. Arbetarnas Bildningsförbund
ABF is Sweden’s largest adult liberal education association. The abbreviation stands for Arbetarnas Bildningsförbund (the Workers’ Educational Association). Democracy, diversity, justice and equality are the foundations of the ABF’s operations. Our goal is for people to study together and form an opinion on key social issues. Everyone should have the opportunity to gain the knowledge to influence their own situations, and to be able to influence local and global developments.

The ABF provides liberal adult education in all municipalities in Sweden. Much of our activities are study-related collaborations with our affiliated organizations. We have a vital task here, to offer educational methods, knowledge enhancement and new meeting places. We have 52 local/regional branches and a national Secretariat. The Secretariat supports the growth of operations within the ABF organization, working comprehensively in the fields of culture, integration, health, trade unions, politics, international studies and disabled issues.

The ABF of Sweden has 100 years of experience in liberal adult education with different target
groups and a wide range of topics, and we are happy to share our experiences with organizations in other countries.

In this project there are five local departments involved: ABF Fyrbodal, ABF Östergötland, ABF Örebro län, ABF Södertälje and ABF Norr (Boden).

The Study Circle method of learning: A study circle is a group of people who meet regularly and study together. Anyone can start one, and they can meet anywhere, at times that best suit the group. Study circles have been crucial to the fight for democracy in Sweden, and have contributed to making Swedish popular movements among the strongest in the world. But democracy is not hereditary. A democracy needs people who dare to re-analyse things and have the courage to question things that are wrong. This sort of courage and security can be developed in small groups using the educational methods that the ABF stands for.

Those who choose study circles do so out of their own interest and free will. The participants decide for themselves the content and working methods in the study circle, and then jointly seek new knowledge, skills and insights. The study circle leader has expertise in the topic and guides the discussions, making sure that everyone has a say and that all participants' experiences and personalities are respected.

You can use the study circle in most subjects: learning languages, cultural differences and similarities, nursing, participants own strengths and weaknesses etc. In this project we want to demonstrate the possibilities of our methodology and have our methods valued against other experiences.

4. Piteå municipality

The municipality of Piteå is a small municipality with about 42 000 inhabitants situated in the North of Sweden. The Social service administration is divided in two departments, the Elderly care department and the department for Support and care. About 750 people work in the elderly care department. In the elderly care we have 10 homes for assisted living with a total of 466 accommodation places. We also provide home care service to about 300 inhabitants over 65 years old in Piteå. In addition to the elderly care, the municipality’s department for Competence support and the department for HR are going to participate in the project as well.

In Piteå, and throughout the whole region, the proportion of elderly people is expected to increase while the proportion of people of working age is decreasing. As a result, the elderly care needs more and more employees while the availability of staff is reducing. It is therefore important to look at the whole labour market and therefore migrant men and women are also important. The elder care organization in Piteå municipality have identified a need for more developed workplace learning and training, new ways of organizing the mentoring of students and new employees and recognition of prior learning or experiences, for example validation of informal skills that can be converted into formal qualifications in form of grades.

Piteå municipality is currently running a project called “Learning recruitment” funded by the European Social Fund (ESF), which aims at working with people far away from the labour market. Learning recruitment is looking at ways of facilitating for the municipality to employ migrants, but a bigger focus on cooperation between workplaces and the education system are needed to further enhance the possibilities of migrants to work in the municipality. To look at how other countries/organizations working with informal learning and validation are therefore an added value for us in this transnational project.

How are horizontal aspects incorporated (gender, CSR, ...)?

- During the transnational project we will pay special attention to the incorporation of horizontal aspects. We consider gender as an essential variable for diverse reasons. First of all, the participation of women in the labour market is lower than that of men in many European countries, moreover the employment gap of migrant women is even larger (European Commision, 2016). In many European countries the employment rate of male foreign-born participants is still higher than that of female foreign-born participants, e.g. 62.1% men vs
46.6% women in Belgium, 68.7% men vs 61.3% women in Sweden (OECD, 2016) and 71.2% men vs. 56.1% women in Finland (UHT-report, 2015). This influences as well how men and women experience poverty and social exclusion. Especially older women, single mothers and migrant women are at high risk of poverty (European Commission, 2010). Therefore, we want to pay particular attention to the inclusion of women on the labour market. Furthermore, the labour market integration for migrants, both women and men, would be more efficient and effective if migrants could validate their non-formal and informal competences. The recognition of competences, skills and knowledge would strengthen their position on the labor market as well as in the society at large. However, we should pay attention to the accessibility of these validation systems. In several cases the validation arrangements are only accessible for high-skilled persons, therefore we will aim for more suitable validation methods for “low-skilled” individuals (Souto-Otero, Villalba-Garcia, 2015).

- Additionally, we highlight the importance of including other social variables such as ethnicity, marital status, age, etc., besides gender in our project. Therefore, we chose to adapt the intersectionality perspective in relation to this topic. In this regard, social identities, such as gender, age and ethnicity, can construct social relations, as well as reinforce, naturalize and mutually constitute one another (Shields, 2008).

- These horizontal aspects will be incorporated in different ways. First of all, they will be included in the agenda of our regional and transnational meetings (conferences, workshops, etc.). For instance, we will pay special attention to the gender dimension in the development of our working methods. Secondly, we will take these aspects into consideration during the dissemination and communication phase, e.g. gender neutral word use and images or pictograms. Third, we will raise awareness and promote intercultural dialogue within organisations and companies (profit and non-profit) in order to encourage them to include and employ migrant job seekers.

- Besides the incorporation of these elements, we also take into account the fact that labour market segregation and gender stereotypes are present in our current society. This can impede men and women from realising their full potential. The fact that labour markets are gendered institutions is central especially to certain fields included in this project such as the social and health care sector. This sector is mainly employed by women.

**Work programme and working methodology:**

**What are the planned transnational activities?**

The following transnational activities will be carried out:

1. Transnational meetings will be one of the main activities of the project. This includes both actual conferences on location, as well as online meetings.
   - We will organise five actual transnational conferences, which include study visits, workshops and reflection/evaluation meetings: a kick-off conference, a transnational conference in Sweden, a transnational conference in Finland, a transnational conference in Belgium, and a concluding seminar towards the end of the project. The transnational meetings aim first of all to mutual learning from each other by sharing knowledge, experiences, developed tools and methods; and second, to develop a common knowledge between the transnational partners of how migrants can be empowered in order to access training and the labor market more efficiently.
   - The study visit in Belgium will focus on the following topics: (1) alternative learning paths as empowering method to employment, (2) position of culturally sensitive care ambassador in the care facility network in order to develop an accessible care services, (3) the discourse on recognizing informal competences in the care sector.
   - The study visit to Finland will focus on the following topics: 1) recognition of non-formal and informal learning, making visible the knowledge potential of migrants and making better use of it in job seeking and employment. 2) how to enhance the process of getting...
to know a line of work with the support of peer mentors and labour union representatives. 3) The role of peer mentoring groups in strengthening the empowerment of migrants towards job seeking. 4) How mentoring supports the creation of the mentor’s own professional identity.
- We will learn from each other. The concrete planned actions are: mapping and exchange of methods used in the partnership, development and agreement of joint principles for peer reviews and benchmark indicators, learning visits to our respective activities.
- During the project, the transnational communication and exchange will be carried out through mail, phone, online meetings, and cloud storage platforms as well.

2. The development of the transnational guidebook
3. Building a transnational network for further possible transnational cooperation on this topic and methods.

What is the methodology for sharing information, results and working tools?
The transnational information, results and working tools will be shared through following methods:

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Communication tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transnational steering committee. The chairman of the steering committee is the main coordinator of the project, TSL. The other members are the contact persons from the other three transnational partners.</td>
<td>Mail</td>
</tr>
<tr>
<td>Transnational workgroups according to different themes in order to carry out the evaluation process and the transnational guidebook. The partners divide into for example the following working groups: vocational adult education, care sector job seekers, study circle method of learning, peer mentoring, rehabilitative work activities, evaluation and follow-up.</td>
<td>Phone call</td>
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<td></td>
<td>Video conferences (1 per 2 months)</td>
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<td></td>
<td>Transnational conferences (inc. workshops, study visits)</td>
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<td>Mail</td>
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<tr>
<td></td>
<td>Phone call</td>
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<td></td>
<td>Video conferences</td>
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<td></td>
<td>Study visits, workshops particularly related to certain topics</td>
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<tr>
<td></td>
<td>Online knowledge platforms (e.g. google drive) in order to share project reports, working papers, transnational tools and to develop jointly a transnational guidebook</td>
</tr>
</tbody>
</table>

Time schedule for milestones, outcomes and events

- 10-12/2018 Kick-off conference in Belgium. The details of the project activities and the specific programmes of the transnational conference visits as well as the shared methods of evaluating and documenting best practices will be agreed on during the kick-off meeting. Additionally, Skype meetings will take place during the first 3 months of the project. The purpose of the Skype-meetings is to prepare for the kick-off conference, to verify the procedures agreed on in the kick-off conference and to confirm the blueprint of the project for each partner.
- 01-12/2019 Two transnational conferences including the study and evaluation visits (5 days each, including travelling days) will take place, one in Finland and one in Sweden. Skype-meetings before and after conferences as needed to prepare for the visits and conferences and to start the work on the guidebook in work groups. The steering committee monitors the proceeding of the project according to the project activities.
- 1-12/2020 One transnational conference including the study and evaluation visits will take
place in Belgium. The guidebook will be written and finalised according to an agreed plan decided during the kick-off conference. The writing starts in the working groups after the first transnational conference and visits in 2018 and the script is ready for publication/print in Autumn 2020. The policy recommendations to policymakers and other decision makers will be formulated in the work groups and included in the guide book. The project results will be disseminated in the final transnational conference that will take place in Finland in Autumn 2020. The precise location of and invited parties to the transnational conference will be further discussed during the kick-off meeting. The results will be disseminated both nationally and transnationally by the partners in the own networks.

Picture 2. The timeline of the transnational project.

**What is the dissemination strategy?**
The dissemination has two goals, namely the strategic embedding of the project, which will primarily happen during phase 1 (oct 2018 - march 2020), and the dissemination of the project results and the final transnational product, which will mainly take place in phase 2 (april 2020 - december 2020). Some partners have a slightly different national dissemination schedule due to differences in national project funding, but the transnational dissemination will be carried out mainly as stated. The first phase, i.e. the strategic embedding, will include the following dissemination strategies:

- Regional and transnational steering committees will create a strong back office in order to build critical mass and awareness.

The second phase, i.e. the dissemination of the transnational product and the related outputs, will include the following dissemination strategies:

- The transnational guidebook will be made available at the end of the project period
- Formulation of policy recommendations on transnational, national and local level
- Presentation of evaluation

**How will the transnational cooperation will evaluated?**
The transnational cooperation will be evaluated by the University of Tampere, national partner of TSL and the Free University of Brussels, national partner of EVA vzw and one of the evaluation companies in the Swedish ESF council’s framework of procurement. They will in cooperation evaluate and do a follow up on the transnational cooperation throughout the whole project. The indicators of the evaluation will be agreed on at the kick-off meeting in Autumn 2018 and both qualitative and quantitative indicators will be included.

**Organisation & decision-making:**
**What is the contribution and responsibilities of each partner?**

**EVA vzw:**

- **Responsibilities**
  - Participating at the transnational steering committee
  - Participating at several transnational workgroups
  - Developing a transnational product
  - Reporting to ESF
- **Contribution**
  - Preparing and hosting a conference (including a study visit) in Belgium
  - Showcasing the Belgian working methods and best practices of empowerment and inclusion of migrants toward employment and education.

**Työväen Sivistysliitto TSL ry**

- **Responsibilities**
Main coordinator of the transnational partnership
Chairman of the transnational steering committee
Participating at several transnational workgroups
Developing a transnational product
Reporting to ESF

**Contribution**
- Preparing and hosting a conference (including a study visit) in Finland
- Showcasing the Finnish working methods and best practices of empowerment and inclusion of migrants toward employment and education.

**Arbetarnas Bildningsförbund**

- **Responsibilities**
  - Participating at the transnational steering committee
  - Participating at several transnational workgroups
  - Developing a transnational product
  - Reporting to ESF

- **Contribution**
  - Preparing and hosting study visits in Sweden, maybe in cooperation with Piteå kommun
  - Showcasing the Swedish working methods and best practices of empowerment and inclusion of migrants toward employment and education.

**Piteå municipality**

- **Responsibilities**
  - Participating at the transnational steering committee
  - Participating at several transnational workgroups
  - Developing a transnational product
  - Reporting to ESF

- **Contribution**
  - Preparing and hosting a conference (including a study visit) in Sweden, maybe in cooperation with ABF
  - Showcasing the Swedish working methods and best practices of empowerment and inclusion of migrants toward employment and education.

**What are the role and tasks relating to the co-ordination of the TCA?**
The main coordinator of the transnational project will be TSL. The task of the main coordinator is to ensure that the project will proceed according to the project activities and that the partners carry out the agreed on actions.

**Which arrangements are made for decision-making?**

- **Transnational steering committee:** The chairman is the main coordinator and the members of the transnational steering committee are the national project coordinators.
- **Transnational working groups:** The working groups will consist of members from each country. Members will be divided into working groups according to the theme they find the most interesting for their own organisation, for example the following: vocational adult education, care sector job seekers, study circle method of learning, peer mentoring, rehabilitative work activities, evaluation and follow-up.

**What will be the working language(s):** English

**Budget table:**

* tca_budget_eme_2018.docx [9]
TCA agreement:

Budget for Transnational cooperation activities (in €):
434967.00

Date of signature of TCA:
Wednesday, 9 May, 2018

Other attachments:
[1] Budget in pdf-form

- Migrants
- Learning & skills
- Competences and talent management
- Employability and labour integration
- Employment
- Inclusion

TCA status:
Green -

Editorial status:
Published

Yes (use - total budget in euro values)

Activities:
Training and education
Exchange of information and material
Study visits
Creation of practical tools for diagnosis, implementation, monitoring and evaluation
Joint development (of products, strategies, methods, etc.) with, or without, parallel testing and implementation
Compilation of joint policy recommendations
Mobility of staff - sending
Mobility of staff - receiving
Peer reviews

Target groups:
Unemployed
Migrants
Long-term unemployed
Persons not actively at work
Women

Total budget (€):
296 075.80

Source URL: https://ec.europa.eu/esf/transnationality/TCA-2168

Links

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