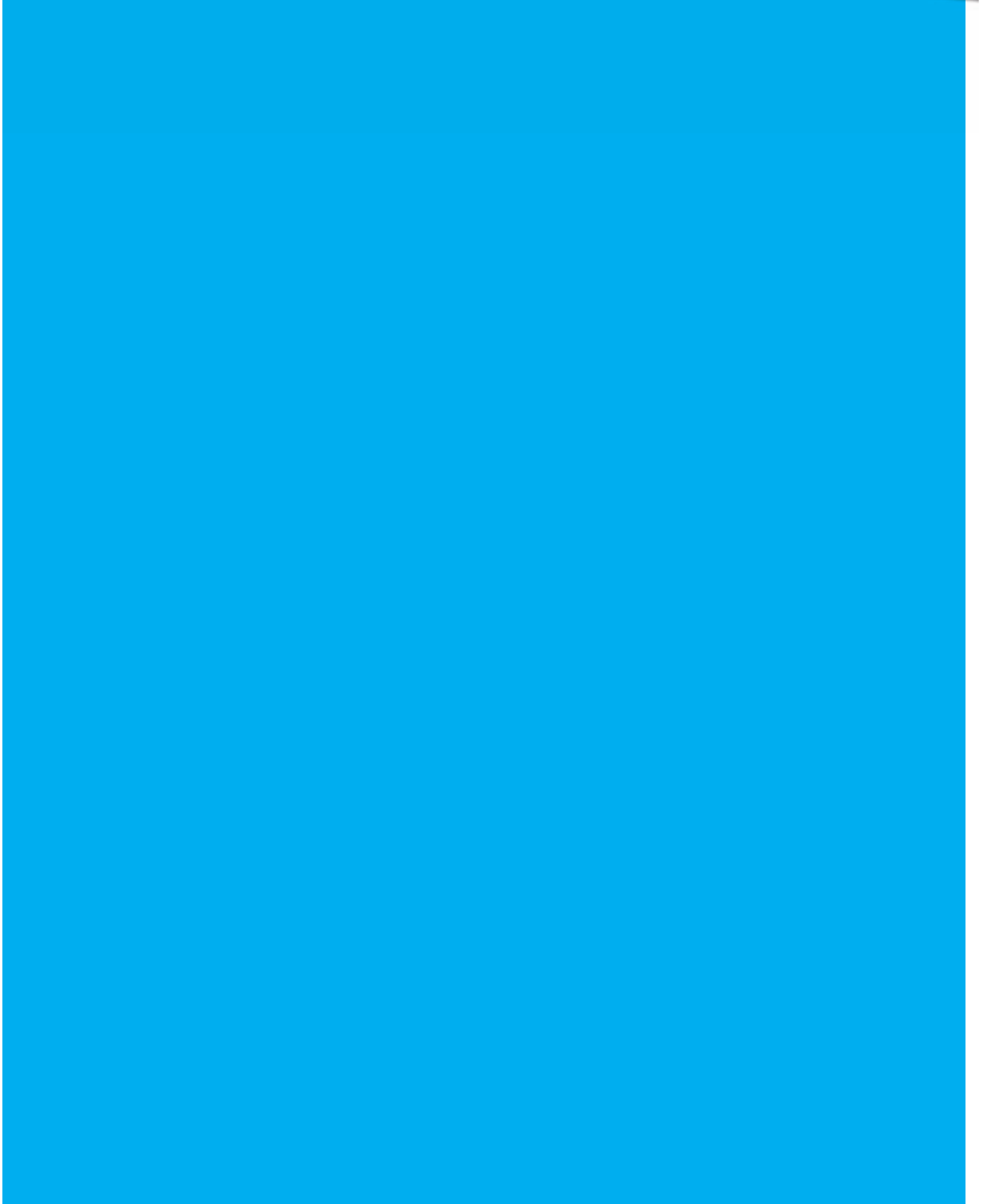


DEVELOPING MODELS FOR EFFECTIVE ACCREDITED QUALIFICATIONS TO BUILD THE CAPACITY OF THOSE WORKING WITH ASYLUM SEEKERS ACROSS THE EU

A TOOLKIT







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ASAP Transnational Partnership

ASAP (Asylum seekers Active Partnership) is a partnership of six countries working together to find common routes to assist the integration of asylum seekers in Europe. We came together in Round 2 of EQUAL finding common cause in what we were trying to achieve in our national Development Partnership (DPs) and what we could achieve together transnationally.

We are :

- Austria (InPower)
- Finland (Becoming More Visible)
- Italy (Integra 2004)
- Lithuania (In Corpore)
- Poland (MUR)
- Scotland (ATLAS)

Our aim is to optimise the integration of asylum seekers in our countries. We identified five major areas where we felt development needed to happen and these areas became our core workgroups. They are:

- Positive Images Workgroup: to promote the positive portrayal of asylum seekers in our countries and focus on the enriching contribution that asylum seekers make, through sharing good practice activities;
- Qualifications Workgroup: to produce guidelines for developing qualifications to build the capacity of those working with asylum seekers across the EU;
- Website workgroup: to share information and best practices in working with asylum seekers across the six countries in the partnership;
- Empowerment workgroup: to produce materials to support the empowerment of asylum seekers;
- Legal and policy workgroup: to collate information on the legal aspects of the asylum system across the six EU countries in the partnership.



Introduction

We also produced on-going information materials which act as progress reports and help to showcase our national as well as our transnational work. Transnational staff exchanges have been a major feature of our partnership, where staff working with asylum seekers in each of the six countries have been encouraged and assisted to visit different countries to observe and learn from the work taking place.

As a large partnership it took us some time to establish ways and procedures to enable us to work productively together but we feel now that we have established a true 'active partnership'. Our collaboration has produced some innovative results which will be valuable for asylum seekers, those working with them and those making policy. We hope that the products we have created together sharing knowledge, ideas and best practice, will be incorporated into mainstream policies and help the integration of asylum seekers in all member states.

'This product has been part funded by the ESF under the Equal Community Initiative Programme. The contents do not necessarily reflect the opinion or position of the European Commission'.

This toolkit is the result of work done by a transnational working group in a project funded by the EU social fund EQUAL programme from Sept 2005 until June 2007. The group comprised members from Austria, Finland, Poland and Scotland. The theme of the toolkit is “Developing models for effective accredited qualifications to build the capacity of those working with asylum seekers across the European Union.”

The toolkit is meant as a guide for advisors, service providers, further and higher educational institutions, professional bodies, policy makers, training providers, providers of lifelong learning opportunities and all who work with asylum seekers and refugees in the EU.

It is our hope that our recommendations included in this toolkit will be useful for professionals as a practical tool to continue to develop new and inspirational qualifications, continuing professional development modules and lifelong learning opportunities to enhance the quality of support, advice and guidance which is provided for asylum seekers and refugees, and to provide those who work with this client group, the opportunity to make the most of their skills and experience.

It is also our hope that it will make a useful and practical contribution to the debate on the need for common European approaches to asylum and integration in an expanding European Union.



Executive Summary

Representatives from Austria, Finland, Poland and Scotland undertook an eighteen month project to investigate the possibility of designing an accredited qualification for people working with asylum seekers throughout the European Union.

This project was motivated by the following factors:

Need to recognise minimum standards of appropriate knowledge and understanding

A recognition that despite the fact asylum seekers are some of the most vulnerable people in Europe at present, there is no minimum standard of information, knowledge or understanding required, in any member state, for people working with asylum seekers.

There are no minimum qualifications required to work in this area, and this may impact on the same duty of care towards asylum seekers, that other vulnerable groups in European society would expect and demand, such as the elderly, long term unemployed, people with long term alcohol or drug misuse and people with mental illness.

Similarly this lack of dedicated training for workers with asylum seekers means that there is no recognition, in any formal way, of the support that workers in this area might need. This makes workers with asylum seekers different from support workers with other vulnerable groups who expect and receive such training as a natural part of their personal and career development.

This toolkit offers practical ways of assessing the need for, and the development of, learning opportunities which will both improve the level and quality of support, advice and guidance to asylum seekers; while addressing the development needs of those who work with this client group.

Need to formalise training to ensure standards

The choice to develop a qualification or learning opportunity which can be accredited and recognised in an existing educational framework is essential if the qualifications are to be taken seriously and are going to provide an assurance of quality of both content and outcomes for asylum seekers and their support workers.

Rapid growth of asylum seekers in Europe

The last ten years has seen an unprecedented rise in asylum seekers entering Europe. Governments have taken various actions to deal with this situation in the following priority areas: to provide basic accommodation; develop processes for dealing with applications; carry out removals and strengthen borders: with a more recent focus on integrating asylum seekers once leave to remain has been given. However, these priorities have meant that little thought has been given to the development of other services for asylum seekers and almost none to the people who work with them every day. As a result professional development models, qualifications or support packages for support workers, that other sectors of social care enjoy as a matter of course, have not been given sufficient priority.

Lack of consistency in dealing with asylum seekers in Europe

The lack of a common European asylum policy, and the failure to impose the Tampere agreement on minimum standards of reception has meant that no two member states within the European Union manage their asylum process in exactly the same way. The lack of this common approach has meant that there are no absolutes in terms of asylum seeker engagement or support systems, on which to hang a European wide qualification.

While the sharing of best practice, a key priority of EQUAL, has been beneficial in highlighting the relative strengths and weaknesses of different member states' systems. It has also thrown into sharp focus the vastly different levels of support and guidance that various groups of workers need to provide to support asylum seekers within their own national structures.

Development of the European Qualifications Framework (EQF)

The development of the EQF across member states, with a target date of 2010, offered the group the possibility that, in time, individual national models of qualifications for asylum seeker support staff might be mapped on this framework and go some way to address the anomalies of separate education systems, approaches to lifelong learning and continuing professional development (CPD).

We identified our objective

To identify the key skills and core competencies necessary to work effectively with, and for the benefit of, asylum seekers and produce a value added qualification for those who work with the client group across a range of service provision and levels.



Asylum women's empowerment course, Bridges Programmes Scotland.

We identified an opportunity

We believe that we have identified enough commonalities in educational provision and CPD practices in the four participating countries to suggest the outline of a European wide model, and certainly to identify, best practise in identifying and supporting the core skills/competencies required for effective work with asylum seekers.

We recognised a limitation

However we realised in the early days of the project that it was not going to be possible to write a full model for the whole of Europe that could account for the vast difference in educational practices and asylum models in an ever expanding European Union.

Our approach

- In reaching the conclusions and the recommendations that we have in this toolkit, the group undertook an exercise in mapping each others educational systems; their asylum process and the progress within each member state towards developing a national Credit and Qualification Framework towards 2010. This was undertaken in an attempt to understand the environment we were each working in;
- We have placed the educational models of the four countries on our own Qualifications Framework;
- We have summarised the purpose of the EQF;
- We have included some information on the Scottish Credit and Qualification Framework (SCQF) which is already operational in Scotland to show what can be achieved by that approach in understanding a range of qualifications and credit transfer;
- We have drawn up a comparison table of asylum processes in the four countries;
- We identified from our own experience of working in this field the areas we believe a qualification should cover;

- The model was tested and verified by distributing a questionnaire to a wide range of people working with asylum seekers in the four participating countries;
- We have drawn up international descriptors for all the modules we identified but, due to the vast differences in systems, we have not included suggestions on delivery, assessment or entry qualification for these modules;
- To demonstrate how the international model might be adapted or utilised within a country, each of the four countries has provided an example of a recently developed or accredited programme as examples that other countries might follow;
- Other European Union member states are invited to look at the models and decide if there are elements of one or more that they could adopt.

Finally

We acknowledge that there are numerous training courses and materials available in member states to raise awareness of asylum issues; and many training courses offering support guidance and advice to practitioners. We accept, however, that with limited resources we may have overlooked some activity in this area in some countries and if so, we apologise. A list of other approaches to supporting workers with asylum seekers is included in an appendix to this toolkit.



Methodology and Research

This section of the toolkit explains the research undertaken by the group to assess whether our assumptions about content were relevant to actual workers with asylum seekers in the four countries.

Key messages to come from this research, which should be borne in mind by organisations interested in developing their own national qualification, are:

- that the appropriate content will be affected by how the asylum process operates within an individual member state;
- how integrated into the host society asylum seekers are;
- the age, existing experience and professional profile of workers with asylum seekers;
- how established is the asylum process in a member state;
- assessment of the qualification and delivery of its content will generally be influenced by existing learning models in individual member states.

Each participating country sent out copies of a questionnaire (see Appendix) to workers with asylum seekers across a range of agencies. This was done to test whether the content we had identified was relevant or useful and to start assessing existing and required competencies amongst workers with asylum seekers.

In addition to content, we were looking for evidence of what would be the most suitable delivery and assessment mechanisms within each country; to identify synergies among the four participating countries and also to identify where there might be substantial divergences of opinion.

Further evidence was gathered by each member of the group by canvassing the opinion of asylum seekers themselves in respect of what skills, knowledge or competencies they would most value, or benefit from, in the people they went to for advice and guidance.

This section provides a summary of findings for each country in respect of their questionnaire submissions and some general conclusions.

Executive Summary of questionnaire findings across the four countries

- Workers with asylum seekers tend to be female;
- Average age is between 30 and 45, although Poland has a younger than average age range;
- People have tended to work in this area for 2-3 years, people working longer demonstrate signs of “burn out” and stress;
- There was universal support for the recommended compulsory awareness raising module, especially the legal frameworks;
- Depending on the professional role of the asylum worker, uptake of professional skills training was limited, with the exception of: trauma and crisis management; early identification of problems and conflict management;
- Only Austria and Poland recognised the need for language training and this may reflect the relative cohesiveness of asylum seekers in those countries in terms of ethnic groups and countries of origin, in contrast to the wider asylum profile in Finland and Scotland;
- Of the four countries, Scotland is the one where asylum seekers are most fully integrated into society, being accommodated and educated alongside the indigenous community, therefore Interest in the support skills for personal integration plans is highest in this country, although all countries identified that training in physical and mental health services would be useful. This may be a reflection of the high levels of mental and physical ill health suffered by the asylum seeking community;
- The majority of respondents do not work solely with young asylum seekers and very few worked with unaccompanied minors, therefore support for this module was lower than the others. In general people who work with only adults did not seem to appreciate the benefits of learning about young asylum seekers. Where respondents did identify a preference, it was for training on family issues;

- Delivery mechanisms and assessments tended to reflect countries existing learning and assessment models. There is no great desire for formal classroom based teaching, except in Poland, and to some extent in Finland, and no great interest in assessment by formal examinations.

Findings from Austria

General

Most people who work with asylum seekers have been working in this area for 5-6 years. However workers, who have been working in this area for this relatively long period, are showing signs of stress and exhaustion. Resources are such that many workers with asylum seekers have case loads of over 170 asylum seekers and personal support does not prove possible. The need then for support or training was seen as a key priority by these respondents. Respondents were advisors, teachers, translators, therapists and legal representatives. Over 80% work at least three times a week with asylum seekers making them key advisors. 43% are aged between 30 and 45 and 24% are over 45. The majority are women.

Content

72% identified the need for training in legal frameworks. This reflects the fact that this is the area that asylum seekers have most questions about and that they wish support with, yet only 25% of the respondents were legal advisors. As a direct result of this response Austria have decided to start providing asylum seekers directly with training and advice in the legal process and their rights.

There was no great evidence for support for professional skills training and so we assumed that most respondents already had these skills in place, although 20% of respondents did want support with crisis and trauma management, with 37% identifying conflict management as a skill which

required support. General communication skills scored highly, especially issues such as influencing and active learning. Respondents confirmed that there was no racism awareness training currently offered and this was an area that would benefit from support.

In relation to supporting asylum seekers with integration, nearly 67% wanted training on existing services with health care being the area where it was felt that most support was needed. 56% identified, as the earlier response to the legal framework would suggest, that training in the asylum process would be useful, again reflecting the concerns of asylum seekers themselves.

Of the respondents only a third dealt with both young asylum seekers and adults but in this case it was within family situations rather than unaccompanied minors.

Delivery mechanism

The respondents favoured a mixture of some formal classroom based teaching and some vocational on-the-job training.



Careers Scotland transition project for young asylum seeker team.

Assessment

The respondents were greatly in favour of continual assessments being made while in post, measuring their new knowledge gained against what they were required to do in post.

Findings from Finland

General

The vast majority of workers in this field had been in post between 4-5 years. The majority were women and most were between 30 and 45. Respondents represented a wide cross section of support, from general asylum workers, teachers, nurses, social workers and general workers within reception centres.

Content

All the elements in the recommended compulsory awareness raising module were identified as being important especially training in the legal frameworks and the asylum process. Cultural diversity training was seen as important reflecting the wide mix of asylum seekers claiming asylum in Finland and ethnic groups in the reception centres.

The main area of professional skills training identified was trauma and crisis management.

In Finland, minors are sometimes removed from their families, when the parents are unable to care for the children, due for example to stress to trauma. Therefore the issue of dealing with minors scored highly, as any support worker may have to deal with this situation. In particular counselling for young people and general support for looking after young people with or without their families scored highly.

Delivery mechanism

There was a wide range of interest expressed in various types of delivery of the training but a mixture of work based studies and traditional classroom teaching was the most common choice. Although there was some enthusiasm for on-line teaching it was felt by most that there were huge benefits to be gained by studying this material in groups and with colleagues working in similar environments and with similar experiences in order to share best practice and learn from one another.

Assessment

Reflecting the preference for a mix of work based study and formal classroom teaching it was felt that a similar mixture of some formal assessment and continuous assessment of work activities would be the most practical options.

Findings from Poland

General

The majority of workers with asylum seekers are female and 43% are under 30 with 45% having worked in this area for less than a year and 34% having worked between 1 and 3 years. 60% are social workers reflecting the more limited types of advisors that asylum seekers meet within the accommodation centres. 95% of respondents worked daily with asylum seekers.

Content

All aspects of the awareness raising module were identified as being necessary especially training in the legal frameworks. There was no evidence that respondents had prior knowledge of, or training in, cultural diversity awareness and there was support for training relating to countries of origin information.

As a large proportion of respondents are trained social workers, the numbers wishing to access training in some area

of professional skills was low, suggesting that these areas are covered by general social work training and qualifications. However influencing skills, trauma and crisis management and early identification of problems were identified by 60% of respondents as being valuable.

As integration in the wider community only becomes an issue, to some extent, once leave to remain has been granted, less than half of the respondents recognised that skills to support personal integration would be useful. However over 80% said that language training would be very useful and this may reflect the fact that most asylum seekers in Poland come from one ethnic group (Chechen) with a shared language (Russian).

Only one of the respondents worked solely with young people and only 41% of respondents had any contact with young asylum seekers through working with their families. 36% of people who didn't currently work with unaccompanied minors expressed an interest in training in that area.

Delivery mechanism

There was very little interest in distance learning and an overwhelming interest in formal classroom based teaching (75%), but around 65% also indicated that some on the job training would be useful.

Assessment

Despite the high number of people that supported formal classroom based teaching only 20% supported the idea of a written examination, 60% preferred some form of continual assessment against assignments carried out in the workplace and 24% preferred portfolio building or evidence gathering as a means of assessment.

Findings from Scotland

General

40% of workers with asylum seekers met clients daily and over 60% at least twice weekly, making them important sources of advice and guidance. Most workers with asylum seekers are relatively new to this area of work with 80% having worked for less than three years, which reflects the policy of dispersal of asylum seekers to Glasgow since 2001. The majority of workers with asylum seekers are female and between 30 and 45. Respondents represented a wide cross section of support including: teachers, interpreters, non-teaching school support staff, general asylum support staff and careers guidance staff.

Content

All the subject matters in the recommended compulsory awareness raising module scored highly, especially training in the legal frameworks, which may reflect the many amendments made to legislation in the UK over the last 3 years. A large number (41%) had already undergone, due to the nature of their jobs, some cultural diversity training. There was strong evidence that information regarding the countries of origin from which asylum seekers come, both in terms of cultural references and demographics, would be helpful.

Many of the workers with asylum seekers surveyed already had training in a number of the professional skills identified. In particular the workers surveyed seemed to demonstrate existing skills and competencies in guidance, counselling, management and supervision skills. There was, however, clear evidence that support in professional boundaries was required and in particular the ethical and moral issues around this area (over 90%). Well over half the respondents identified trauma and crisis management and the early identification of problems as areas where they needed support.

All areas relating to developing integration plans scored highly except language acquisition, for which there was no evidence it was required or would add value. This probably reflects the practical problems associated with dealing with an asylum seeker community with over 148 language groups. Amongst information about existing social services, respondents overwhelmingly identified support for information about mental and physical health services (98%), which may reflect the poor physical and mental health of asylum seekers living in Glasgow, or the pressure on existing services. Other areas which were of interest to over 50% of respondents were the asylum process; training in education and skills support and anti discrimination training including compliance with UK race equality legislation, reflecting recent changes in UK legislation and the imminent implementation of the Home Office's New Asylum Model (NAM) in Scotland.



Young asylum seeker, Poland.

45% of respondents had contact with young asylum seekers and of this group support for unaccompanied minors and general youth counselling were areas identified as useful, as was training in awareness of family issues generally. This reflects the fact that most asylum seekers in Glasgow are in family units rather than individuals.

Delivery mechanism

70% of respondents wanted the training and qualification to be integrated through their work activities with a third choosing some element of formal classroom-based teaching. There was also some interest in learning online. Some of the teachers surveyed suggested that certain elements could be incorporated into existing “in-service” training which is part of their continual professional development.

Assessment

There was a clear desire that assessment should be work-based. The vast majority wished to be assessed either through vocational assessment, through practical assignments in the workplace or through evidence gathering and portfolio building, which is an established route for vocational qualifications in the UK.

The asylum seeker point of view

Each participating country asked asylum seekers, with whom they were working, what their key priorities were, and what sort of support and advice they would like workers with asylum seekers to have.

Austria

The asylum seekers who responded mostly expressed the necessity for personal care and consultation, to enhance their quality of life while they are waiting on the outcome of their asylum application. In particular over 33% highlighted the need for training in: guidance and counseling; for conflict management, especially for accommodation providers, the local population and legal advisors; legal advice, including the asylum process and multicultural studies. The latter was to specifically help advisors and workers with asylum seekers understand the context from which the asylum seekers had come. Unlike other countries there was no support for training in further or future integration implying that for the asylum seekers who responded the priority is support in the short and immediate term rather than looking to their long-term future.

Finland

The asylum seekers who responded mostly expressed the need for development in general counselling skills for workers with asylum seekers and also with a particular reference to being able to give advice on the rights of asylum seekers, as this was what asylum seekers themselves wanted to know.

Poland

The response from asylum seekers fell into two categories: legal issues and issues around their own development and future integration. It is clear that while opportunities for integration, work and education may be limited in Poland,

while asylum seekers are waiting a determination on their case, they themselves are thinking to their futures and how they can best prepare themselves.

This provides a very clear understanding about what the key needs will be once leave to remain has been granted or even what in country support will be needed by failed asylum seekers returning to their own or a third country.

Legal issues: refugee law, asylum process, human rights and potential breaches

Integration: practical vocational training courses in skills from construction skills to dressmaking, hairdressing and make up courses; how social services operate once leave to remain is granted; how the labour market operates; how to run a business in Poland; how to become a Polish citizen to guarantee the ability to remain; language acquisition and an understanding of Russian on behalf of case workers.

Scotland

Half of the asylum seekers polled were young asylum seekers and half were adults, representing the two main areas that the two Scottish projects on the transnational team are involved in.

Young asylum seekers

The young asylum seekers were less concerned with receiving advice and guidance on education and training and more concerned with receiving advice and guidance on social service provision. In particular, advice on housing and social work services. This reflects the fact that young asylum seekers are educated in mainstream education in Scotland and have relatively wide access to further education options, although not generally higher education, and therefore benefit, along with their peers, from careers advice and from advice about education options. It also reflects the success of the

project, by the national careers service (Careers Scotland), for young asylum seekers which was introduced in 2005.

Adults

The adult respondents were mostly concerned with being given advice about future training and education options with a large number being concerned with access to higher levels of education without funding support. This reflects the fact that asylum seekers have, in the main, been in the UK for many years and, like their Polish counterparts, are looking to the future rather than the past, and have generally high aspirations when it comes to improving their education and skills opportunities. They also indicated that they would welcome information from advisors on existing support agencies so they could choose which support or projects they could engage with. Very few showed any requirement for advisors to be able to offer legal advice. This may reflect the fact that the asylum community in Glasgow is well established and therefore most asylum seekers are aware of the asylum process and their legal position, and are extremely proficient in understanding and interpreting asylum and immigration law. There is, however, concern over the terms of the New Asylum Model and the legacy case reviews being introduced to Scotland in April 2007 and what impact this will have.



Understanding Educational Systems

The purpose of this chapter is to explain the education systems which exist in the four participating countries, and to establish a “Qualification Framework” for these four countries.

This simple framework should be seen as a translation device and a reference point for comparing the qualifications in the four countries. Organisations looking to develop an accredited qualification might find it helpful to map their own education system against this framework, thereby establishing which of the four examples of a qualification, contained in this toolkit, might most closely resemble their own requirements.

One of the first things the project group undertook was a mapping exercise of our respective education systems to establish whether there was any synergy and to identify potential entry levels for the qualification. While there is a broad similarity between the Finnish, Austrian and Polish systems, Scotland has a system which differs widely from the other three. It also needs to be understood that in a UK context, the Scottish education system differs from that which exists in England, Wales and Northern Ireland.

The differences which arose between the four countries, helped us appreciate that, when we were looking at the broad outline of the International Model, we would not be in a position to recommend an entry level or qualification level that could be universally applied to all member states.

We developed this simple framework in the context of the pan European work being carried out on member states individual Qualifications Framework and that of the European Qualification Framework (EQF), due for implementation 2010.

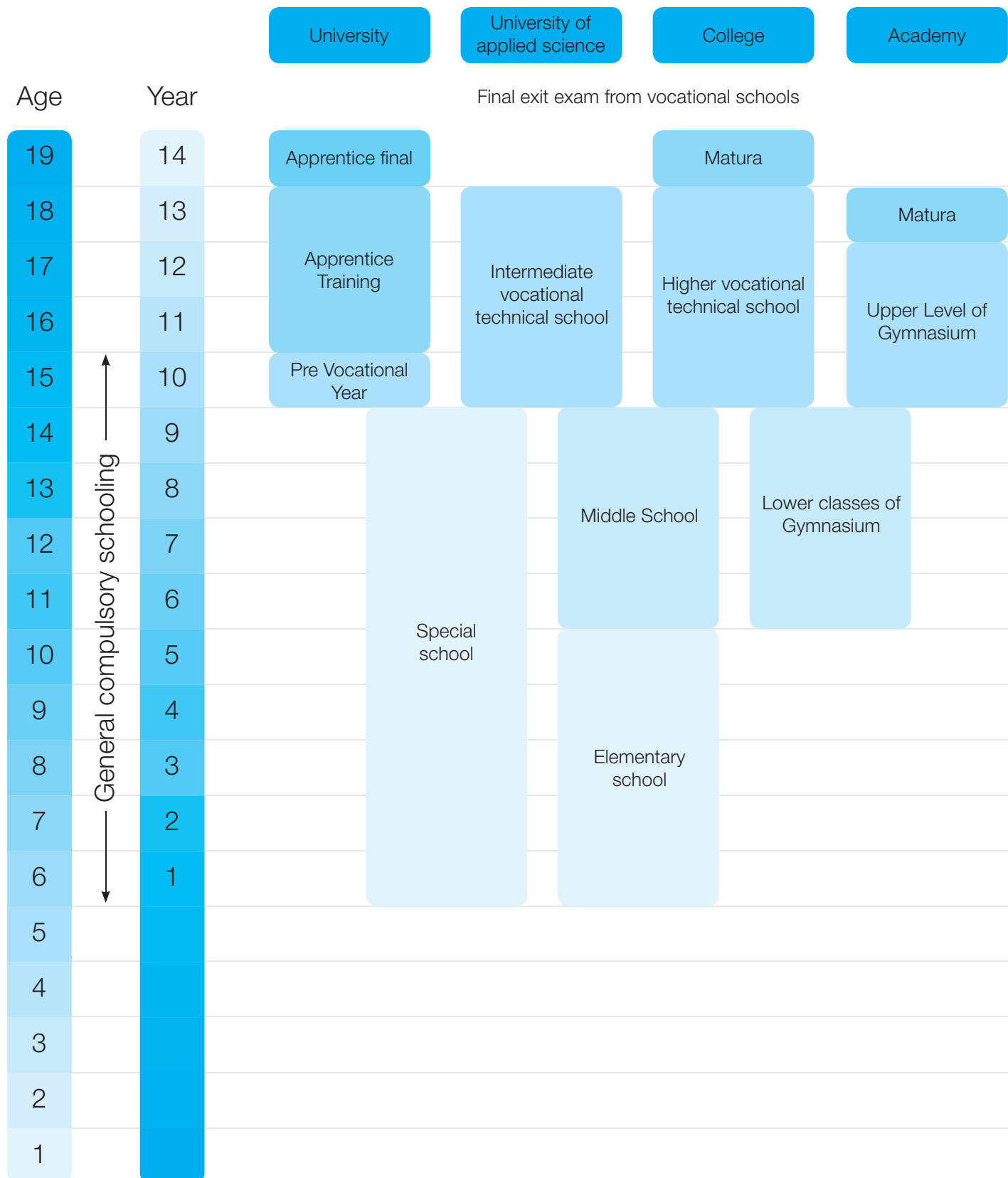
The key element of the EQF is a set of 8 reference levels of learning outcomes or competencies for all learning from compulsory learning through to the highest levels. A summary of the EQF is included in this chapter. Progress towards this 2010 target is patchy in the member states, with some

countries, notably The Republic of Ireland, England and Scotland, having already developed and introduced their own national Credit and Qualification Frameworks. A summary of the Scottish Credit and Qualification Framework (SCQF) is also included in this chapter.

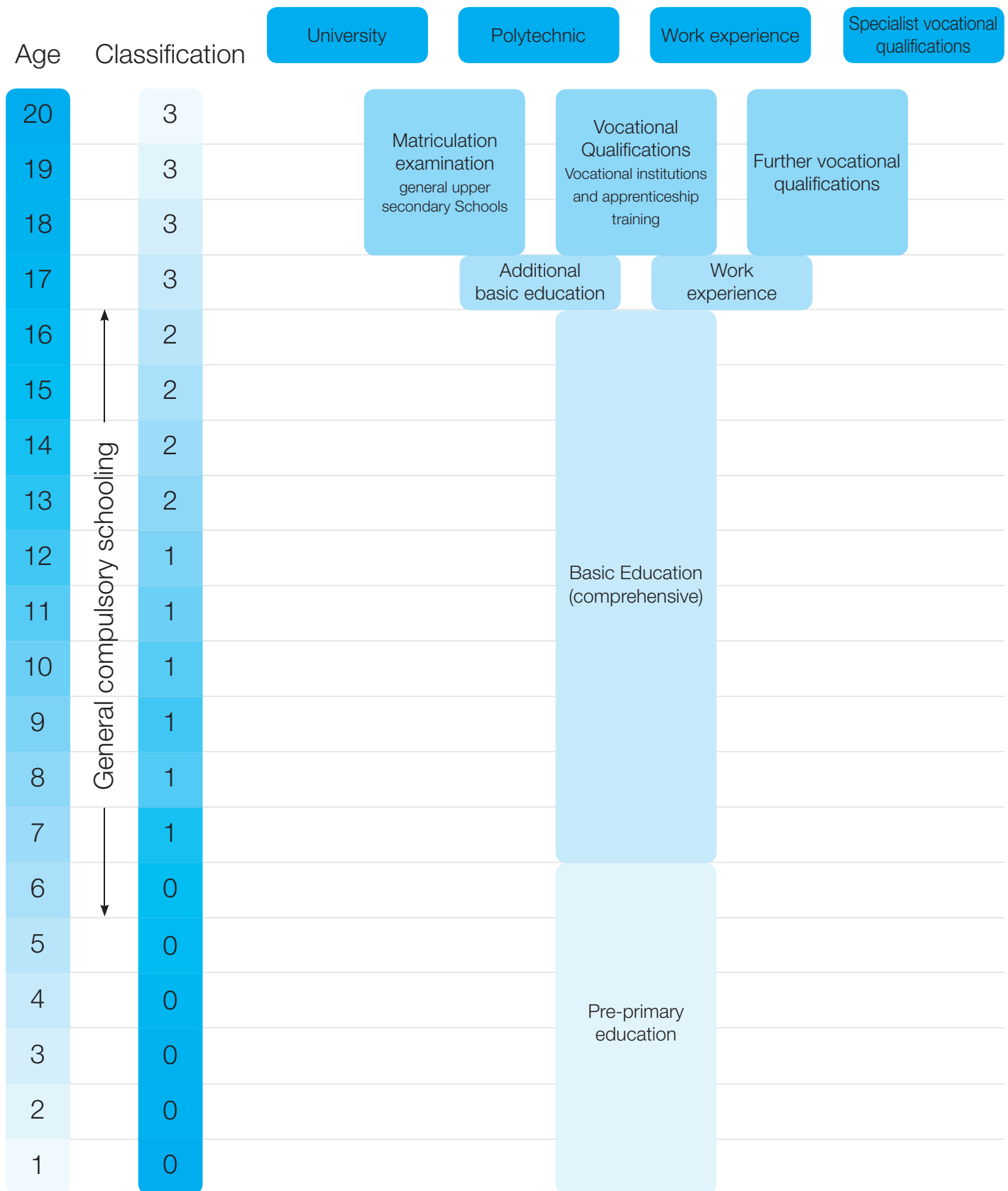


Asylum children, Austria.

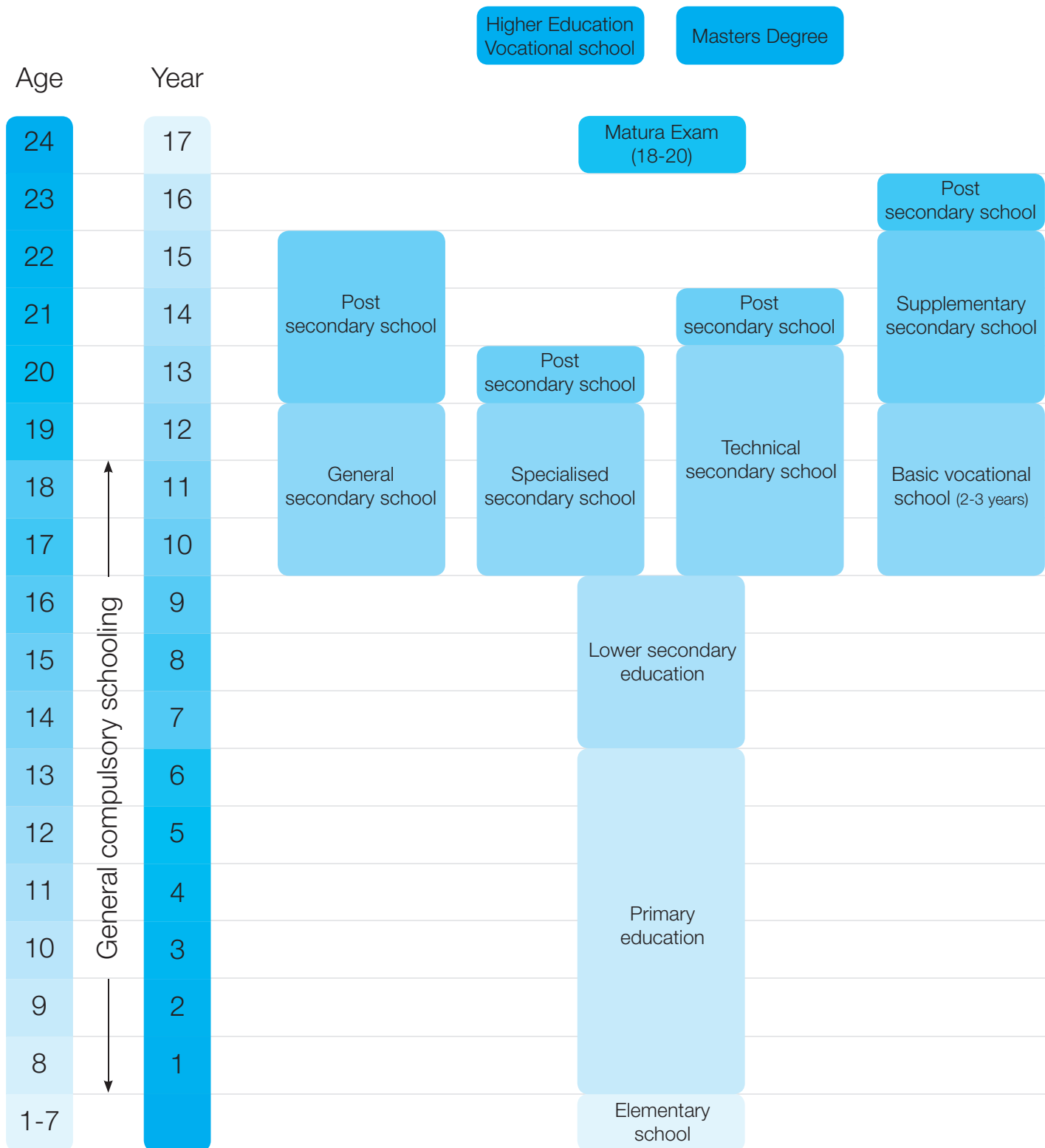
Austrian Education System



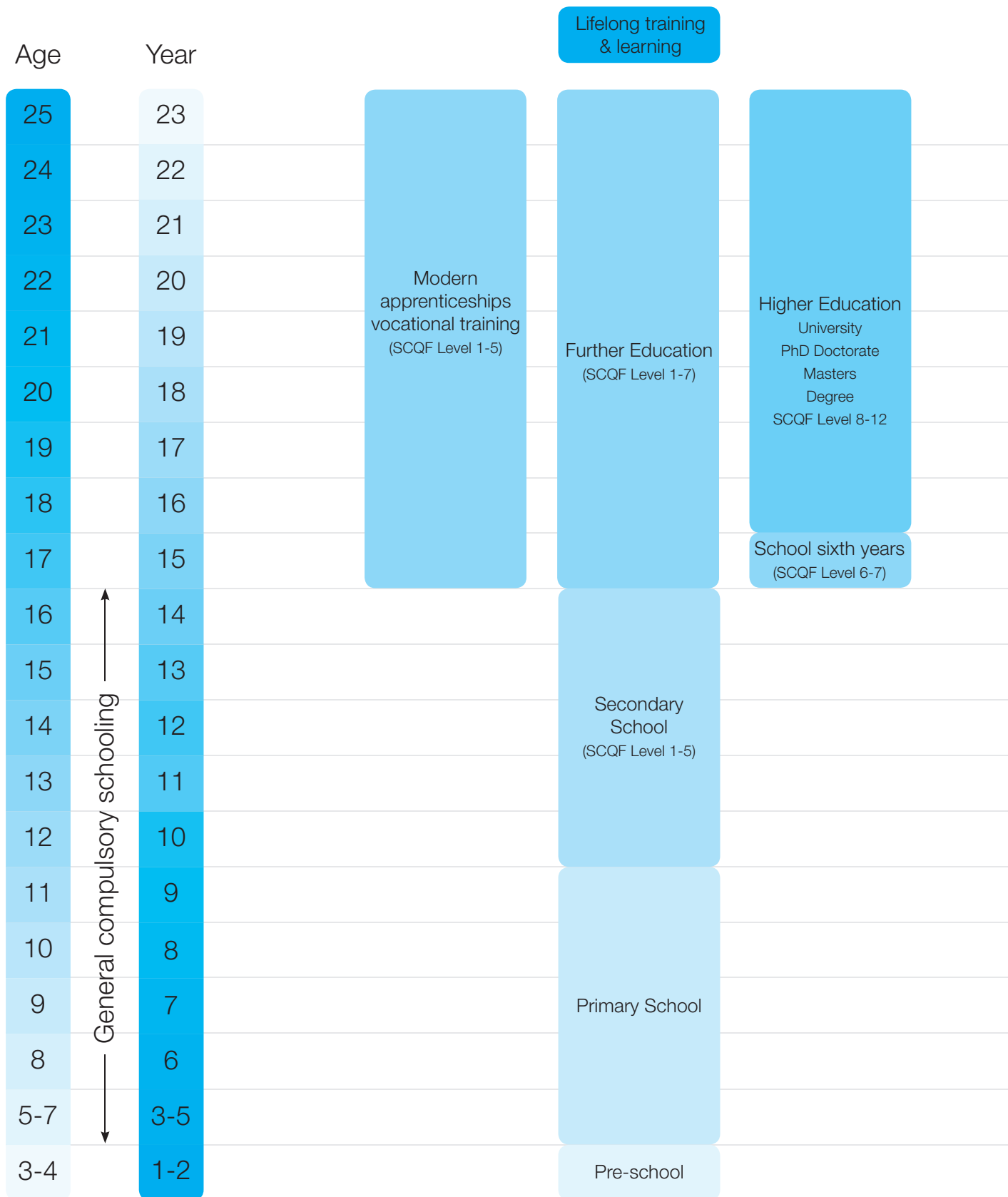
Finnish Education System



Polish Education System



Scottish Education System



Comparative Qualification Framework: Scotland, Austria, Poland, Finland

	Scotland				Austria	Poland	Finland
Age	SCQF	SQA national units courses & group awards in schools & colleges	Higher education college & university	SVQ			
20+	12		Doctorate		Doctorate	Doctorate	Doctorate
	11		Masters	SVQ5	Masters	Masters	Masters
18+	10		Hons Degree Graduate Dip		Batchelor Degree at University or Institute	Batchelor Degree at University or Polytechnic or Engineering Degree or Matura from Technical School	Batchelor Degree at University or Polytechnic
	9		Ord. Degree Grad Cert				
16-19	8		HND DIP HE	SVQ4	Matura at age 18 or 19 or Final examination from Vocational Schools	Matura exam (18-20) after Lyceum or Technical School final exam from vocational schools	Matriculation Examination & Vocational qualification from Vocational institutes & apprenticeship training
	7	Advanced Higher Higher	Higher National Certificate / Cert of Higher Education	SVQ3			
	6						
14-16	5	Intermediate 2 Credit Standard Grade Intermediate 1 General Standard Grade Access 3 Foundation S Grade Access 2 Access 1		SVQ2 SVQ1	School examination at age 14	Gymnasium exam aged 13	Basic school with final school report
	4						
	3						
	2						
	1						

KEY TO ABBREVIATIONS

Foundation S Grade..... Foundation Standard Grade
 General S Grade..... General Standard Grade
 Credit S Grade..... Credit Standard Grade
 HNC..... Higher National Certificate
 HND..... Higher National Diploma
 Cert HE..... Certificate of Higher Education
 Dip HE..... Diploma of Higher Education
 Ord degree..... Ordinary Degree
 Grad cert..... Graduate Certificate
 Graduate Dip..... Graduate Diploma
 Hons Degree..... Honours Degree

Scottish Credit and Qualifications Framework

The Scottish Credit and Qualifications Framework (SCQF) is Scotland's unified credit and qualification Framework it aims to:

- Assist people of all ages and circumstances to access appropriate education and training over their lifetime to fulfil their personal, social and economic potential;
- Enable employers, learners and the public in general to understand the full range of Scottish qualifications, how they relate to each other and how different types of qualifications can contribute to improving the skills of the workforce.

The SCQF helps clarify entry and exit points to and from the programmes of learning and routes for progression, to other programmes and qualifications by making relationships between the qualifications. Maximising the opportunities for credit transfer allows learning providers to offer, an individuals to access, more flexible learning opportunities and help learners plan their progress.

The Framework is now successfully established in schools colleges, universities and other places of learning throughout Scotland. The SCQF includes the Scottish Qualifications Authority's National and Higher National Qualification Frameworks for delivery in schools and colleges; the Scottish Vocational Qualifications Framework and the framework for qualifications awarded by Higher Education Institutions.

The SCQF has 12 levels of outcome which provide a basis for comparison between learning and qualifications achieved in different contexts, and indicate how demanding a qualification on a programme is, with 1 being least demanding and 12

being most. Increase in level relate to other factors such as:

- The complexity and depth of knowledge and understanding;
- Level of practice and applied academic, vocational or professional practice;
- Communication, numeracy and IT skills;
- Level of autonomy, accountability and the roles taken in relation to other learners/workers carrying out the tasks.

To be eligible to be included on the SCQF framework, programmes must be based on learning outcomes and have reliable, quality assured assessment of learners' achievements of the outcomes. Qualifications in the SCQF are allocated a level and credit points through a system of credit rating. Credit points are a simple way of showing how much learning has been achieved successfully to complete a programme or achieve a qualification. 1 credit point relates to a notional 10 hours of learning time which includes the assessment itself.

Currently Higher Education institutions and the Scottish Qualifications Authority can credit rate and Scotland's Further Education Colleges are now engaged in the process of becoming credit-rating bodies. The SCQF is now considering how other organisations and sectors can place their qualifications within the Framework.

The European Qualifications Framework (EQF)

- The European Qualifications Framework is a key initiative in order to achieve the objectives of the Lisbon strategy, particularly to modernise Education and Training systems and promote mobility of citizens for learning and working purposes;
- The aims set out in the European Qualifications Framework blueprint are twofold:

Firstly, to act as a European framework, a translation device and a neutral reference point for comparing qualifications and facilitating their transferability, transparency and recognition throughout Europe. It is thus intended to be an overall framework which complements the existing European mobility instruments such as Europass, Erasmus and ECTS.

Secondly, to be a force or catalyst for national reform of Education and Training systems and the achievement of real Life Long Learning (LLL). This involves encouraging the growing momentum across Europe for the development of national qualification frameworks. It also involves promoting a major shift from the traditional focus on the structures and systems of Education and Training towards learning outcomes, i.e. what the learner can actually do, whether he or she has learnt it through formal education or non-formal learning.

- At the heart of the European Qualifications Framework is a set of 8 reference levels of learning outcomes or competences covering all learning from compulsory education through Vocational Educational Training (VET) to the top levels of Higher Education: The European Qualifications Framework is therefore a framework supporting LLL and builds on and brings together some of the key results of the Copenhagen process in VET and the

Bologna process in Higher Education.

- The European Qualifications Framework is intended to be relevant to the needs of both education systems and the labour market. It has to be relevant to:
 - the needs of individual citizens who want to use their qualifications, experience and skills in other countries,
 - the needs of providers such as schools, training institutions or universities to place their learning offer in a European context,
 - the needs of sectors, employers and trade unions to provide transparency and a reference point which is relevant to the labour market.
- The European Qualifications Framework is intended as a major initiative in order to achieve a European area of education and training which can have a real impact at both the European level and on national systems.



Understanding Asylum Systems

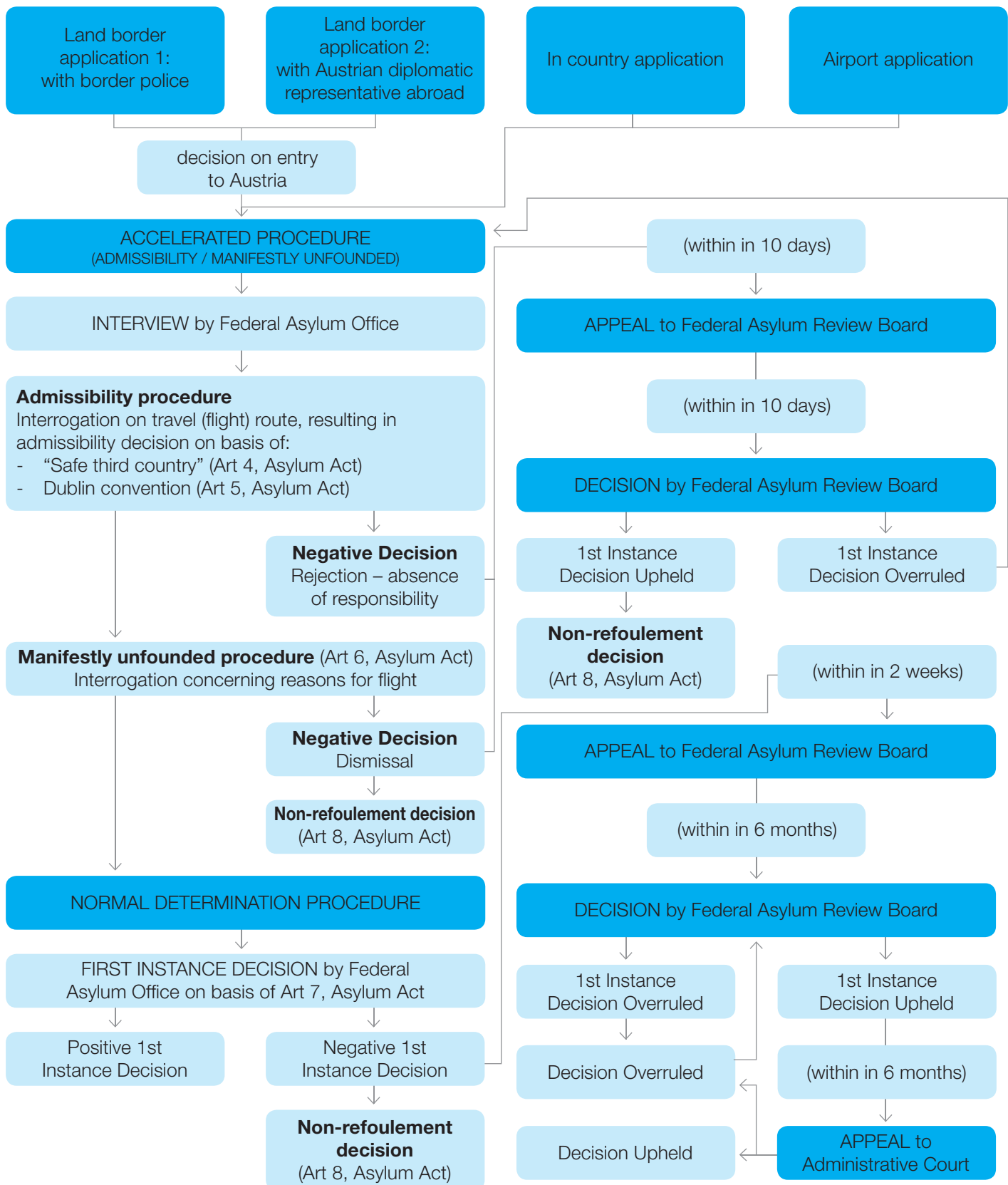
The purpose of this chapter is to provide summaries of the asylum process as it exists in the four participating countries; to provide a brief profile of asylum seekers in each of the countries and to understand asylum seekers rights and access to services.

We have attempted to map this information in a comparison table, to demonstrate, at a glance, similarities and differences in the services provided for asylum seekers by those who work with them.

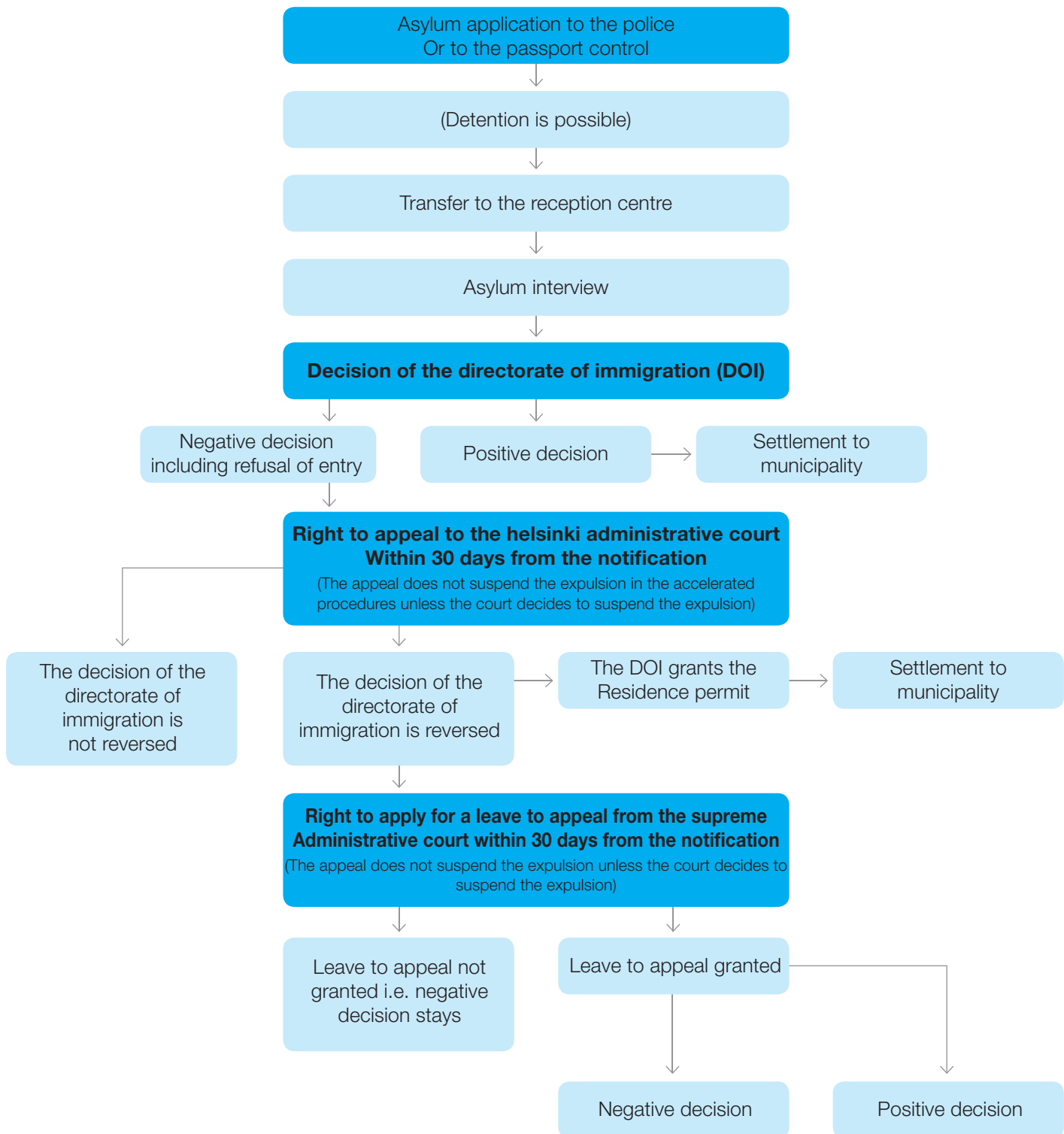
This procedure was undertaken so we could understand the range of workers that asylum seekers had support from on a regular basis in the different countries. This in turn informed our decisions on content for the international model and also informed our decisions on the style and content of the four national examples included as part of this toolkit. Organisations interested in developing an accredited qualification might find it useful to compare their own asylum system with the four countries represented, to see which most closely resembles the asylum process and profile in their own country.

There is some degree of synergy amongst the four countries in terms of asylum process and profile. Two of the countries (Finland and Poland) accommodate asylum seekers in accommodation centres and not in the host community, Austria accommodates asylum seekers in both accommodation centres (single asylum seekers and unaccompanied minors) and families in guest houses in rural locations. The system which is most unlike the others is Scotland because asylum seekers are housed in one region of the country, (Glasgow) and are accommodated in the host community. The main impact of this difference is the range and variety of advisors and workers with asylum seekers which asylum seekers in Scotland deal with compared to the other countries.

Austria: Asylum Procedure Diagram



Finland: Asylum Procedure Diagram



If the Supreme Administrative Court grants leave of appeal, the Directorate of Immigration can appeal the Administrative Court's decision that has rejected or amended the Directorate of immigration's decision.

Poland: Asylum Procedure Diagram

The proceeding concerning granting refugee status is initiated upon an application filed in person by the alien. The application shall include juvenile children accompanying the alien, and may include the alien's spouse, upon their consent expressed in the written form. The application is filed via the commanding officer of the Border Guards Division covering the territory of the capital city of Warsaw, or the commanding officer of a border station of the Border Guards.

The above authority accepting the application for granting refugee status transfers it immediately no later than 48 hours from its submission to the President of the Office for Repatriation and Aliens.

In the course of the proceeding, each person applying for refugee status has a possibility, during the so-called status interview, to testify in person as well as present other evidence confirming justifiability of their statements. The applicant may be represented by an attorney-in-fact as well as may contact freely a representative of the United Nations High Commissioner for Refugees and organizations that have refugee issues written down in their statutory tasks.

The proceeding concerning granting of refugee status is accomplished with issuing of one of the following decisions by the President of the Office for Repatriation and Aliens.

Decision to grant refugee status

Decision to refuse refugee status, deny permit for tolerated stay, without order to leave the territory of the RP

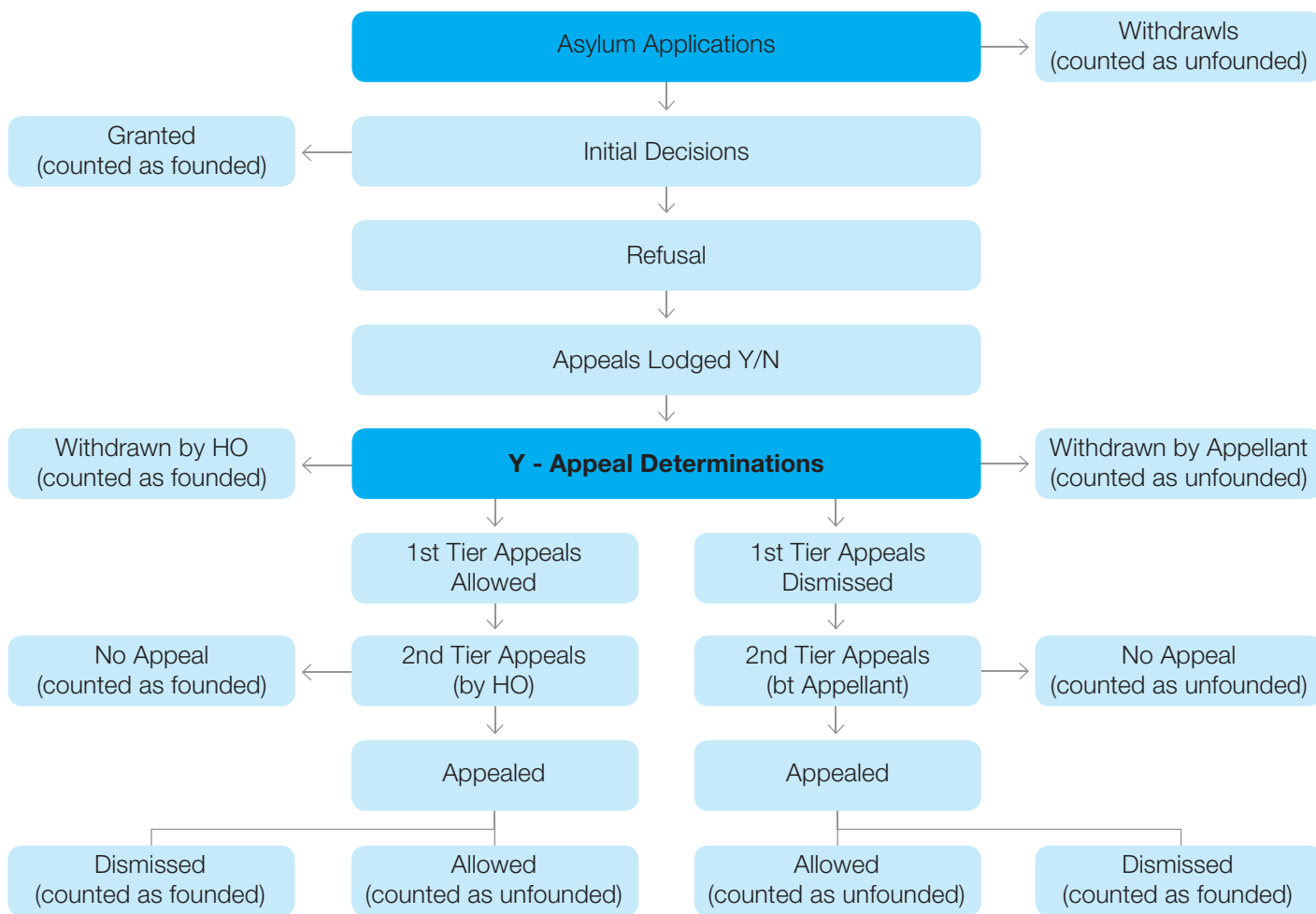
Decision to refuse refugee status and grant permit for tolerated stay

Decision to refuse refugee status, deny permit for tolerated stay, and order to leave the territory of the RP within 30 days at the latest

The decision of the President of the Office for Repatriation and Aliens concerning granting and revoking of refugee status is subject to appeal to the Refugee Council. The appeal shall be filed via the President of the Office within 14 days from delivery or announcement of the decision. The term indicated shall be shortened to three days where a refusal to grant refugee status is based on obvious unjustifiability of the application.

The decision of the Refugee Council is subject to complaint by the party to the Voivodship Administrative Court (at ul. Jasna 2/4, 00-013 Warszawa) pleading the decision conflicting with the law, within 30 days from the decision delivery date.

Scotland: Asylum Procedure Diagram



Asylum Profile Comparison Table: Austria, Finland, Poland and Scotland March 2007

The following data represents the current asylum profiles and processes in the participating countries as of March 2007. This data and asylum processes may be subject to change by national governments in the future.

Note: Immigration is a reserved matter in the UK and therefore Scotland is bound by UK immigration law which is outside the jurisdiction of the devolved government of Scotland

Issue	Austria	Finland	Poland	Scotland/UK
A. Legal context				
International Context Are you a signatory o of the 1951 Convention on Refugees?	National Context YES	YES	YES	YES
What is/are the law/laws which determine national asylum policy?	1. Federal Law Concerning the Granting of Asylum (The Asylum Act) 2003 2. Federal Law Concerning the Entry, Residence and Settlement of Aliens (The Aliens Act) 2006 3. Federal LAW Concerning the Independent Federal Asylum Review Board 2006 All acts have been subject to numerous amendments	1. Act of the Integration of immigrants and reception of asylum seekers, 1999 2. Aliens Act, 2004 3. Nationality Act, 2004 4. Non-Discrimination Act, 2004	1. Constitution of the Republic of Poland, article 56, clause 2, 1997 2. Act on granting Protection to Aliens within the territory of the Republic of Poland, 2003 3. The Act on Aliens, 2003 Also numerous acts of social legislation which outline asylum seekers and refugees rights in terms of social service provision	1. Immigration Act, 1971 2. Asylum and Immigration Appeals Act, 1993 3. Immigration Act, 1996 4. Immigration and Asylum Act, 1999 5. Nationality Immigration and Asylum Act, 2002 6. Asylum and Immigration (Treatment of Claimants Act) 2004 7. Immigration, asylum and nationality Act, 2005
European Context Is the Dublin Convention incorporated into national asylum legislation?	Incorporated into national asylum legislation	Incorporated into national asylum legislation	Incorporated into national asylum legislation	Incorporated into national asylum legislation
Does the country take into account safe third country status when determining a case? Who determines safe third country status?	Incorporated into national asylum law, safe countries determined by national government	Safe countries are determined on a case by case basis. Decision made by directorate of immigration.	Incorporated into national asylum law, safe countries determined by national government	Incorporated into national asylum law, safe countries determined by national government

Issue	Austria	Finland	Poland	Scotland/UK
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B. Leave to remain status

What are the types of leave to remain granted?	<p>Indefinite Leave to Remain as a Refugee</p> <p>Residence permit on Humanitarian grounds</p> <p>Temporary Protection</p> <p>Temporary Residence (for rejected asylum seekers who cannot be returned, maximum period of one year, renewable twice)</p>	<p>Indefinite Leave to Remain as a Refugee</p> <p>Residence permit:</p> <ul style="list-style-type: none"> • Need for protection • Compassionate grounds • Temporary Leave to Remain (unable to return) • Family member 	<p>Indefinite Leave to Remain as a Refugee</p> <p>Tolerated stay due to human rights grounds or impossibility of return</p> <p>Temporary Protection granted to aliens leaving their countries in mass exodus due to invasion, war, ethnic conflict etc</p>	<p>Limited Leave to Remain as a Refugee (5 years)</p> <p>Humanitarian Protection</p> <p>Discretionary Leave to Remain</p> <p>Entry under managed resettlement programmes (e.g. Gateway where status is awarded in country before coming to the UK)</p>
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C. Asylum seekers/documentation

What happens to an asylum seeker if they arrive without documentation without reasonable cause?	Offence, detained	Not an Offence; not automatically detained.	Offence, detained	Offence, detained
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D. Access to rights and benefits for asylum seekers

Does an asylum seeker have a right to work?	Not generally although there are a few exceptions such as work that is deemed to be in the "local" interest	May work after three months	None	None although some asylum seekers still have work permits from 2002 when the work concession was removed.
Does the country adhere to the EU Directive allowing asylum seekers who have not received an initial decision within 12 months of application (through no fault of their own) being granted permission to work?	Abides by this ruling	Abides by this ruling	Abides by this ruling	Abides by this ruling
Does an asylum seeker have access to financial benefits?	40 Euros per month 2/3 euros per day self catering allowance for asylum seekers who are in accommodation where they cater for themselves. Benefits reliant on asylum seekers living in designated accommodation.	85% of state benefits (80% if under 18) dependent on asylum seeker taking up working/study activities provided by reception centre. Benefits reliant on asylum seekers living in designated accommodation.	For asylum seekers resident in reception centres: 70 zlotis per month And 9 zlotis per day food allowance. Daily allowance of benefits for asylum seekers staying in private accommodation varies depending on family size. Benefits reliant on asylum seekers living in designated accommodation.	70% of benefits of indigenous unemployed and varies on size of families or whether single asylum seeker. Benefits reliant on asylum seekers living in designated accommodation.

D. Access to rights and benefits for asylum seekers continued overleaf...

Understanding Asylum Systems

Issue	Austria	Finland	Poland	Scotland/UK
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D. Access to rights and benefits for asylum seekers continued...

What accommodation is provided?	Reception Centres in towns run by government and families accommodated in guest houses in rural communities usually run by NGO's. Allocation dependent on national government.	Reception Centres, with some housing in local community.	Reception Centres but there is an option of staying in private accommodation if recommended by a doctor's certificate or for reasons of security when they must find their own accommodation.	Accommodated in local authority housing within the local community. Some asylum seekers who have family or friends to live with can apply for support only assistance.
Do children of an asylum seeker have access to School Education?	Compulsory aged 6 -15 in schools	Compulsory aged 6-16, after language training, in schools	Compulsory up to age 18, in school usually after language training in centre.	Compulsory aged 5-16 in schools, first six months usually in bi-lingual bases. After 16 at discretion of school.
Does an asylum seeker have access to College Education (post school)?	No but access is free to German Classes run by NGOs. There is no entitlement to language tuition provided by the government.	Full access to college and also access to Finnish classes.	No but there is access to Polish classes. Polish classes are not compulsory for asylum seekers.	Access to part-time, non vocational courses and English classes. There is limited access to some Higher national courses.
Does an asylum seeker have access to Higher Education (University)?	Effectively no as Asylum seekers can't meet fees or entry criteria	Asylum seekers are free to apply to Higher Education Institutions but entry is at the discretion of the Higher Education Institution.	Effectively no as Asylum seekers can't meet fees or entry criteria	All College access is funded by the Scottish Executive Effectively no as asylum seekers are treated as overseas students and cannot meet the fees. Not entitled to any student support.
Does an asylum seeker have access to health provision?	Yes	Yes	Yes	Yes
Is there a requirement for the asylum seeker to report regularly to the authorities?	Asylum seekers are in regular contact through the reception centres and to claim benefits.	Asylum seekers are in regular contact through reception centres and, for those in private accommodation, when they claim social security benefits.	Asylum seekers are in regular contact through reception centres and, for those in private accommodation, when they claim social security benefits.	Yes, most, monthly or twice weekly or weekly, and sometimes the whole family group must report. Some asylum seekers are tagged to monitor their movements.

E. Asylum claim exhausted

When an asylum claim is exhausted are an asylum seeker's benefits stopped?	Yes	Legislation allows for benefits to be stopped but in practice they continue until deportation	Yes	Yes for single asylum seekers or couples without children, but not, in theory, for families until the youngest child is 18.
When an asylum claim is exhausted is accommodation removed?	Yes	Not until Deportation	Yes	Yes for single asylum seekers or couples without children, but not families until the youngest child is 18.

Issue	Austria	Finland	Poland	Scotland/UK
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E. Asylum claim exhausted continued...

When an asylum claim is exhausted is there hardship support available?	None from National government but some support from charitable organisations.	Not applicable.	None from national government but some support from charitable organisations.	Yes, Full board accommodation under Section 4, often dependent on agreeing to voluntary return.
When an asylum claim is exhausted are health services continued?	No.	Emergency medical care only.	Emergency medical care only.	Emergency medical care only.
When an asylum claim is exhausted is access to school education withdrawn?	Yes, asylum seekers would need to re-apply for a student visa.	No.	No.	No.
When an asylum claim is exhausted is access to Further/Higher Education withdrawn?	Yes.	No.	Education started can continue until deportation.	Most access removed.

F. Asylum profile

Which are the main countries of origin of asylum seekers?	Serbia, Russia, Moldova, Afganistan, Turkey, Georga, Mongolia, India (2006)	Bulgaria, Serbia, Iraq, Russia, Belarus, Afganistan, Somalia, Iran, Nigeria, Turkey (2006)	Russia; Ukraine; Belarus; Pakistan; Georgia (figures 2005)	Iraq; Iran; Somalia; Zimbabwe; DR Congo; Burundi; Sudan; Algeria; Kosovo; Afghanistan; Turkey (figures: 2005)
What percentage are granted leave to remain?	ILR 3% Temporary Protection 2% (figures: 2002)	ILR 5% Humanitarian Protection 4.6% Temporary Protection 7.5% Family member 0.8%	ILR 5% Tolerated stay 27% (figures: 2005)	15% on first application 20% on appeal (across all different leave to remain status) (figures: 2005)



Models for the Qualifications

This chapter contains descriptors for the various elements of a qualification which the group researched and identified as appropriate for its purpose. As already identified this list is not exhaustive and not every element should be regarded as compulsory.

We would suggest that these descriptors could be useful for organisations thinking about developing an accredited qualification, as a starting point; or as a checklist for organisations who have already developed training. In considering this toolkit, it would be useful to make decisions on the final qualification or training based on the proposed entry level of the qualification in a member state; intended recipients and their existing knowledge and the operation of the asylum process in a member state; and the appropriate delivery and assessment mechanisms suitable within a member state.

International Model

For that reason the International Model, which appears first in the chapter, cannot make meaningful recommendations against entry level, competencies of recipient or delivery or assessment mechanisms. However, the descriptors do suggest the depth of knowledge and understanding which we believe is desirable in each subject area.

The model is flexible not just in terms of which modules could and should be included, but is designed in such a way that each subject area has the capacity to be taught at different levels. So for example:

- at a basic level, the legal framework could mean having an awareness of the actual pieces of legislation which determine asylum and immigration law in member states,
- at a more advanced level that could include having an awareness of what the legislation means in practice,
- at a very advanced level it could mean demonstrating an understanding and awareness of precedent and case law that has been affected by the legislation.

National Examples

In order to demonstrate how the broad principles of the International Model could be interpreted and delivered within each of the participating countries there are four national examples included in this chapter. As these examples represent, in some cases, actual qualifications in development, or being delivered, these examples do recommend entry levels, intended targets, delivery and assessment mechanisms.

Organisations interested in developing an accredited qualification are invited to look at these examples to determine if they would be suitable for adaptation for their own purposes.

International Model for accredited qualification

The modules in this International Model for an accredited qualification have been designed for workers with asylum seekers and refugees in a range of capacities and for those who work with asylum seekers on a regular or continuous basis.

The modules are designed to provide a framework for continual professional development in this area; to provide support for workers with asylum seekers and to ensure that there are some minimum standards applied in order to provide a better, more appropriate service for their clients.

The descriptors are designed to give students an underpinning knowledge and understanding of asylum issues and to equip them with the practical skills required to pursue a career in support of asylum seekers and refugees.

There are 4 modules and the first module, **Awareness Raising** is recommended as compulsory for all students.

The Professional Skills Module may make use of existing professional training in these areas but the course content

when delivered must recognise that these skills need to be applied in the unique and particular arena of asylum and refugee work.

The Personal Development Plan Module provides students with an opportunity to fully understand existing support and the work of other government and non government agencies. This module would be particularly useful for those working with asylum seekers who are already integrated into the host community to a degree, or for those working with asylum seekers who have expressed an interest and a desire to learn more about future integration opportunities. This module would provide a solid basis of knowledge for those who go on to work with asylum seekers who are given leave to remain.

The Youth Module provides support for those workers who work either with young asylum seekers within a family situation or with unaccompanied minors.

While the **International Model** cannot impose delivery or assessment mechanisms it will become clear from reading the descriptors and preparing course material to support them, that certain elements are best assessed by observation at work, others by assessing actual knowledge learned and others by assessing how this knowledge can be applied to the workplace to influence change and track staff development.

International Model

Module 1. Awareness Raising

1. Asylum Law	<p>On completion of this element a student should be able to demonstrate that they are:</p> <ul style="list-style-type: none"> • Aware of current National Law relating to Asylum seekers • Aware of European Law relating to Asylum seekers • Aware of International Law relating to Asylum seekers <p>And can:</p> <ul style="list-style-type: none"> • Understand current asylum seeking process in host country • Understand voluntary return policies and procedures and the role of IOM
2. Asylum Context	<p>On completion of this element a student should be able to demonstrate when questioned that they can</p> <ul style="list-style-type: none"> • Understand the history of asylum • Understand basis of migration – conditions, reasons, countries of origin • Understand demographics of home countries – conflicting factions
3. Equality and Diversity Studies	<p>On completion of this element a student should be able to demonstrate that they are:</p> <ul style="list-style-type: none"> • Aware of local and national cultural norms • Aware of different asylum seeker cultures • Aware of gender issues relating to cultural diversity <p>Students should be prepared to demonstrate through actions or observations how this awareness can provide a more holistic support for clients</p>
4. Conflict Management	<p>On completion of this element a student should be able to demonstrate that they can:</p> <ul style="list-style-type: none"> • Learn how to resolve conflict arising between <ul style="list-style-type: none"> - different groups of asylum seekers - advisers/workers and asylum seekers - Asylum seekers, workers and indigenous populations and apply these skills in the course of their work • Develop and maintain effective channels of communication and respect culture/race/ethnicity of others and apply this skill in the course of their work • Understand how to campaign/promote and assert the rights of asylum seekers and demonstrate an ability to do this in the course of their work

Module 2 Professional Skills and Training

1. Needs assessment	<p>On completion of this element a student needs to be able to demonstrate he or she has practical abilities in the following areas, and that they can:</p> <ul style="list-style-type: none"> • Learn how to work with clients to identify their abilities and needs • Learn how to encourage clients take part in the process • Learn to prepare a needs analysis and to recognise realistic and achievable goals • Be aware of the range of activities that would to enhance the motivation and empowerment of asylum seekers
2. Guidance and Counselling Skills	<p>On completion of this element a student needs to be able to demonstrate that they understand the general principles of a counselling approach and appreciate what particular benefits this will bring to asylum seekers. In particular they must be able to provide evidence that they can:</p> <ul style="list-style-type: none"> • Understand the core conditions of a counselling approach • Understand the stages and processes of a counselling approach • Understand the needs and concerns of Asylum seekers • Clarify differences between mentoring, befriending and advocacy • Develop influencing skills including active listening • Determine the most suitable ways to elicit information from people from different backgrounds • Enable workers to be assertive • Know how to read situations and avoid problems before they arise
3. Professional Boundaries	<p>On completion of this element a student must be able to articulate the importance for themselves and for clients of maintaining professional boundaries and in particular that they can:</p> <ul style="list-style-type: none"> • Understand ethical moral consequences of not acknowledging and maintaining personal boundaries • Learn how to assess potential risks and maintain personal safety • Acknowledge the need for either management or peer support for supervision for asylum seeker case workers • Learn how to maintain an emotional, professional distance • Ensure new staff have these skills if the student operates in a management/supervisory capacity

Module 2 Professional Skills and Training continued...

4. Dealing with Trauma and Crisis Management

On completion of this element a student must be able to demonstrate that they can deal confidently with victims of trauma and crisis management and demonstrate that they can identify possible causes and effects of such trauma. In particular they must be able to:

- Recognise a person suffering from trauma
- Understand trauma caused by asylum process – racism, family separation, depression, lack of control
- Understand the nature of trauma

Module 3 Personal Development Planning

1. Knowledge of support already in existence

On completion of this element a student must be able to demonstrate that they are fully:

- Aware of all forms of exiting support from government and non government agencies as they relate to Asylum seekers
- Aware of referral process to enable signposting to other services

2. Asylum process

On completion of this element a student must be able to demonstrate that they:

- Understand current asylum process as it operates in individual countries
- Understand the links between social assistance and various stages of asylum process
- Understand implications for individual of failed asylum claim
- Understand conditions attached to different leave to remain statuses
- Understand appeals process
- Understand policy and procedures for voluntary return

A student must be prepared to demonstrate that they can use all of the information in this element to advise clients, if appropriate, or offer support and advice appropriate to a client's personal asylum claim process

3. Existing Social Services Support

On completion of this element a student must be able when asked demonstrate that they:

- Understand Asylum seekers rights to access medical care, education, state benefits, and housing/accommodation

4. Language training

On completion of this element a student must be able to demonstrate that they have considered the implications of working with people who do not share a common language and in particular

- Be aware of existing languages and dialects used by clients
- Be aware of frustrations and stresses of having to communicate in a foreign language and develop strategies and materials to ease this
- Be aware of culturally sensitive issues around language even between people from the same countries
- Understand the role of the interpreter and the moral and ethical issues which interpretation can cause
- Learn to work with interpreters

Students should be able to demonstrate how this knowledge and understanding impacts practically on the service they provide

5. Education and training opportunities

On completion of this element a student must be able to demonstrate that they:

- Understand access to, and availability of, training opportunities appropriate to status
 - Understand education system
 - Understand Asylum seekers right to work
 - Understand importance and availability of, and access to, training in the language of the host country
- Students should be able to demonstrate how this knowledge and understanding can be best used to enhance the integration of asylum seekers and refugees and develop their skills

6. Careers Guidance

On completion of this element a student should be able to demonstrate that they are

- Aware of opportunities for career planning
- Aware of opportunities to support Asylum seekers to identify their own skills,
- Aware of all necessary skills to enable asylum seekers to become job ready e.g. preparation of CVs, for job interviews and job applications
- Aware of current basic labour laws and employment rights
- Aware of processes for accreditation and recognition of prior learning
- Aware of the implications of the EU directive on the right to work after one year

And students should be able to demonstrate that they can put these skills to work for a client if appropriate to their advisory role

7. Race Awareness and Equality Training

On completion of this unit a student must:

- Be fully aware of race relations and equality legislation in their national state
- Realise and identify the challenges of multi cultural work
- Promote anti-discriminatory practice
- Promote equality and diversity
- Understand procedure for complaints

Module 4. Training for working with young asylum seekers

<p>1. Support for Unaccompanied minors</p>	<p>On completion of this element a student must be able to demonstrate that they</p> <ul style="list-style-type: none"> • Understand the definition of Unaccompanied minors • Understand the separate legal systems which may exist for unaccompanied minors within a national government asylum process • Understand the special support available for Unaccompanied minors and who is responsible for delivering that • Understand the process which occurs once an unaccompanied minor reaches 18 within their national government's asylum process <p>And a student must be able to demonstrate that they can use this knowledge and understanding to improve or develop services for unaccompanied minors in a practical sense</p>
<p>2. Youth Counselling</p>	<p>On completion of this element a student must be able to demonstrate that they have the necessary skills to:</p> <ul style="list-style-type: none"> • Be aware of the issues faced by young asylum seekers including trauma, feelings of isolation, racism and cultural differences • Identify ways in which young asylum seekers can be integrated with the host community • Enable young asylum seekers to take responsibility for planning, negotiating and prioritising actions towards integration or preparation for return
<p>3. Family issues</p>	<p>On completion of this element a student must be able to demonstrate that they can:</p> <ul style="list-style-type: none"> • Be culturally sensitive to different child rearing practices between host and home countries • Understand the impact of trauma on family relationships and the ability of adults to demonstrate parenting skills <p>And students must be able to demonstrate how this knowledge and understanding has improved or developed services for families</p>



Asylum women, art class Poland.

POLAND

Postgraduate Studies “Supporting culturally-different people in the labour market”

Delivered by:

The Institute of Social Prevention and Rehabilitation, Faculty of Applied Social Sciences and Re-socialisation, Warsaw University and the Intercultural Centre for Vocational Adaptation.

Target:

The studies are intended for people whose professional work involves co-operation with culturally-different people requiring support in the labour market.

Aim:

To upgrade qualifications of staff involved in introducing culturally-different people into the labour market and supporting their permanent and stable presence therein.

The curriculum embraces issues related to the presence of culturally-different people in Polish society as well as their integration in the labour market in the wider context of cultural, ethnic and religious diversification of contemporary society. The programme provides insight into the objectives and principles of performing integration activities. It develops the ability to establish intercultural communication and prepares to organise institutional cooperation in a culturally-diversified environment. The studies thematic framework encompasses learning to identify legal, social, psychological and pedagogical problems of culturally-different people as well as rules of providing them with comprehensive, organisationally-integrated assistance in the labour market. The studies curriculum includes an extended module of psychology workshops devoted to cultural communication, intercultural communication in a workplace and inter-institutional co-operation in migrants’ integration in the labour market.

Organisation:

Extra mural study. 255 hours of compulsory courses and up to a maximum of 45 hours extra curricular courses divided into two semesters. The first semester involves 150 hours of compulsory study plus up to a maximum of 30 hours of extra-curricular courses. The second involves 105 hours of compulsory study and up to a maximum of 15 hours extra curricular courses.

Qualification gained:

Graduates receive a certificate on completion of postgraduate studies “Supporting culturally-different people in the labour market”, which confirms the upgraded qualifications in this field.

Admission requirements:

The present edition of studies is aimed at persons who:

- have an MA degree,
- have at least 12-month professional experience as an education manager, social worker, job adviser, rehabilitation adviser etc,
- will submit an employer’s request for study completion with a statement that their knowledge will be used by the employer in statutory activities of a given institution,
- will submit a personal statement on providing services for culturally-different people as part of their professional duties,
- will complete the recruitment process led by the head of postgraduate studies.

Mode of financing:

The present edition of studies is financed from the means of EQUAL Community Initiative programme from the budget of the coordinator of “Intercultural Centre for Vocational and Social Adaptation” project. Students from the present two editions are not charged tuition fees.

Content:

Semester 1

150 hours of obligatory courses + maximum 30 hours of extracurricular courses (30 ECTS)

Course name	Course form	No. of hours
Introduction to cultural diversity: reasons – dynamics – consequences	Lecture (c - credit)	2 (1 ECTS)
Specificity of particular migrant categories	Lecture (e - exam)	8 (3 ECTS)
Cultural anthropology of the Arab and Islam world	Lecture (c)	12 (3 ECTS)
Difference – similarity: are all people the same?	Lecture (e)	12 (3 ECTS)
Introduction to psychological dimensions of culture and the process of acculturation	Lecture (e)	12 (3 ECTS)
Social policy and practice of multiculturalism in the post-modern era	Lecture (e)	6 (2 ECTS)
Sociology of multiculturalism	Lecture (c)	8 (2 ECTS)
Acculturation of refugees and immigrants	Seminar (c)	10 (2 ECTS)
Workshop module I (shared): Cross-cultural communication	Workshop (c)	60 (4 ECTS)
Legal aspects of migration and multiculturalism	Lecture / Classes (e)	12 (3 ECTS)
Methodology of work with immigrants and refugees (separately for each professional group): - Methodology of social work with immigrants and refugees - Methodology of working with immigrants and refugees as a job adviser - Management of multiculturalism in education environment	Classes (c)	8 (2 ECTS)
Extra-curricular classes	Lectures / Classes (c)	max 30 (2 ECTS)

Semester 2

105 hours of obligatory courses + maximum 15 hours of extracurricular courses (30 ECTS)

Disturbances in the process of cultural adaptation	Seminar (c)	15 (4 ECTS)
Cross-cultural conflicts and mediations	Lecture / Classes (e)	15 (5 ECTS)
Workshop module II (separately for each professional group): cross-cultural communication in a workplace and possibilities of institutional change	Workshop (c)	30 (6 ECTS)
Refugees and immigrants' integration system in Poland	Seminar (c)	10 (2 ECTS)
Workshop module III (shared): inter-institutional cooperation in migrants' integration in the labour market	Workshop (c)	20 (5 ECTS)
Thesis seminar	Seminar (c)	15 (4 ECTS)
Extra-curricular classes	Lectures/ Classes (c)	max 15 (4 ECTS)

Content continued overleaf...

Content continued...

Extra-curricular courses

(exemplary courses – maximum 3 to be chosen; a complete list will be announced following receipt of course projects from all Partners)

Course name	Course form	No. of hours
Extended course devoted to a particular culture or cultural area	Seminar / Classes (c)	15
Family law. Changes in the family structure as a result of cultural change – difficulties – needs – support	Seminar / Classes (c)	15
Threat – conflict – power in the cultural perspective	Seminar / Classes (c)	15
Social law	Seminar (c)	9
Active job search. Job interview	Classes (c)	9
Assessment of school results of culturally-different children	Classes (c)	9



Young asylum seekers, Careers Scotland Transitions Project, Scotland.

Austria

Seminars for advising and looking after asylum seekers and migrants.

Delivered by

Asylkoordination, 1080 Wien, Laudongass 52/9

Target Group

The seminars are targeted at people working with asylum seekers specifically: legal advisors, social workers, staff in general who are working with asylum seekers, language trainers, administrative body, and all who are interested in these subjects.

Aim

The aim of the seminars is to develop and increase the skills and knowledge of people working with asylum seekers.

Delivery

The full programme of seminars includes 105 hours of study and tuition over 17 days. These include full days from 9.30 - 5.00pm and half days and includes some study on Saturdays. The seminars are individually priced and the cost of the full programme is 905 Euros.

Students may choose to participate in individual classes or seminars as they are all priced individually. The seminars are grouped and there are some which are aimed at specific groups such as legal advisers.

Content:

Seminar 1. Powers of the police

Aim	Length
<p>Overview of police powers in relation to asylum seekers and the duties of social workers and people who run accommodation centres:</p> <ul style="list-style-type: none"> - Powers of arrest - Powers to control accommodation centres - Powers to collect identity cards <p>Response of social workers</p> <ul style="list-style-type: none"> - what can you do - which rights do asylum seekers have - what information must be disclosed to the police 	<p>Full day</p>

Seminar 2. Introduction to asylum law

<p>Understand international law and its implementation in Austrian Asylum Law</p> <ul style="list-style-type: none"> - concept of asylum in an international context - Who administers asylum in Austria - Asylum process - protection - deportation - status and leave to remain - appeals process 	<p>2 Full days</p>
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Seminar 3. Crisis intervention

<p>Understand the psychological condition of asylum seekers and the impact that trauma has on their behaviour including aggression and suicide</p>	<p>One and a half days</p>
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Seminar 4. Arrest warrant

<p>Understanding the reasons for arrest warrants and the rights of appeal</p> <ul style="list-style-type: none"> - Role of social worker when an asylum seeker is arrested - Access to legal advisor to assure the asylum seeker is informed of their rights? - What are prisoners rights? - Prison conditions 	<p>Full day</p>
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Seminar 5. EU-harmonising process in asylum law and refugee law

<p>Understanding the harmonising of EU asylum processes including legal procedure and practice</p> <ul style="list-style-type: none"> - Overview about the 1st harmonising phase <ul style="list-style-type: none"> Dublin II and EUODAC regulation on reception Status regulation regulation on the asylum procedure family re-union temporary protection External Dimension finance programme (EFF, ARGO, INTI, AENEAS, TACIS) - 2nd. Phase of harmonising <ul style="list-style-type: none"> Haager Programme co-operation between member states regulation on return common border guard access to asylum process 	<p>Full day</p>
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Seminar 6. Research on the countries of origin and appeals

Aim	Length
To understand conditions in countries of origin to assist in the writing of appeals	One and a half days

Seminar 7. Anti racist training

Personal development training to promote active citizenship and the promotion of anti racism and to improve communication and self confidence in participants. The seminars will study strategies and the psychology and prejudice and aggressive behaviour through role playing and evaluation.	One and a half days
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Seminar 8. Law on foreigners for legal advisors

Understand the law on foreign nationals as it relates to entry, residency, employment, family re-union and leave to remain, and processes when leave to remain is refused including deportation and right of appeal.	One and a half days
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Seminar 9. Intercultural work – refugees from Chetchenia

Understand the cultural history and cultural values of Chechin asylum seekers <ul style="list-style-type: none"> - history of Chetchenia and identity - Clans and families - Values and norms: honour - Latest situation - Misunderstandings and prejudices 	Full day
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Seminar 10. Escape and trauma

Understand and diagnose trauma and advise appropriate care	Full day
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Seminar 11. Basics and opportunities of the human rights system

Introduction in the human rights system and important human rights documents <ul style="list-style-type: none"> - Context between asylum and human rights system - Court checking human rights questions – human rights analysis - How can you protect asylum seekers with the human rights system. This seminar will include discussion of case studies with group and interactive work	Full day
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Seminar 12. Translating in advisory service

Introduction to translation and understanding the role of translator and advisor <ul style="list-style-type: none"> - various techniques of translating - standards - selection of translators - good practice in translating 	Full day
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Finland

Professional supplementary study programme (15 credits)

Delivered by

University of Joensuu, Continuing Education Centre

Target Group

The study programme is targeted at people working with asylum seekers and/or refugees.

Aim

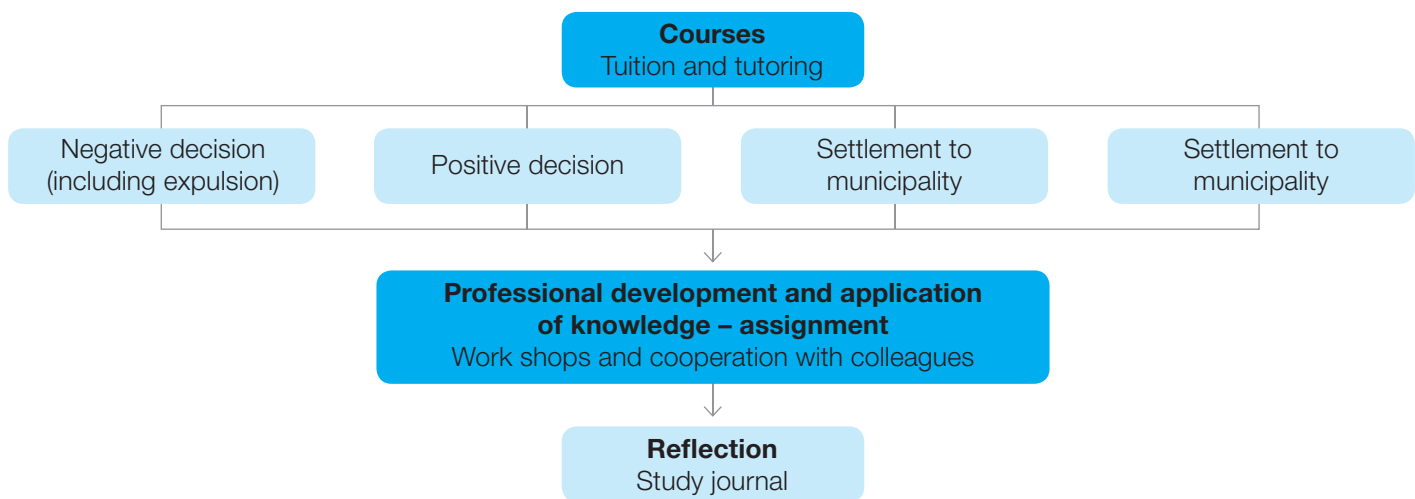
The aim of the study programme is to develop and increase professional skills of the people working with asylum seekers and/or refugees (e.g. reception centre staff).

Organisation

The study programme includes 101 hours of lessons that are held in Kajaani. The lessons start at 9 am and end at 4 pm. In addition the study programme includes assignments based on written material. Students may choose to participate in individual courses and seminars. However, only the core group may pass the study programme. The core group consists of people taking up the whole study programme and participating in work shops and preparing assignments (group size 25 persons). The core group receives tuition for assignments, and they reflect their own learning and study process in work shops.

Content:

The study programme consists of four courses on different subjects and written assignment that aims at professional development.



Course 1

Asylum seeking – process and legislation (3 credits)

Content	Aim	Requirements	Length
Legislation I <ul style="list-style-type: none"> Asylum and refugees policy of European Union International conventions and agreements Domestic legislation Asylum seeking process and legislation II	To understand domestic and international regulations on asylum seeking and to examine asylum seeking process in Finland, the origin and number of asylum seekers and where asylum seekers are located.	In order to pass the course the student must: <ul style="list-style-type: none"> Participate actively Write a study journal Collect study material 	16 hours of lessons, autonomous studying, collecting of study material.

Course 2

Cultural diversity (3 credits)

Content	Aim	Requirements	Length
The lessons provide a broad picture of a global, culturally diverse working environment and increases students' awareness of their own cultural heritage and possible challenges that will be faced in multicultural immigrant work.	The aim of the course is to examine Finns' and immigrants' moral values and how their differences affect on multicultural work.	In order to pass the course student must <ul style="list-style-type: none"> participate actively write study journal prepare assignment. 	16 hours of lessons, autonomous studying, assignments.

Course 3

Content and methods in client service (4 credits)

Content	Aim	Requirements	Length
<p>a) Recognition of crises and trauma The lesson examines crises and traumas adherent to immigrant and refugees. Immigration is considered as a process that may last several years. The process includes many factors that may explain mental problems. Therefore it is important that the person working with refugees has the skills and means to recognise immigrants' and refugees' life situation and possible problems. In addition the lesson throws light on services of Centre for Torture Survivors in Finland (CTSFS).</p> <p>b) Underage immigrant The lesson focuses on the recognition of underage immigrants' problems and it gives information how to estimate the amount of need and family's situation. Students learn to use so called preliminary mapping method.</p> <p>c) Interpretation The lesson examines interpreter's work, the ethical side of the work, material and cooperation with interpreter. In addition following aspects are considered – practical side of the work, legislation, costs and the role of cultural interpreter.</p>	<p>To teach workers to recognise asylum seekers problems in three distinct areas.</p>	<p>In order to pass the course student must</p> <ul style="list-style-type: none"> • participate actively • write study journal • prepare assignment 	<p>24 hours of lessons, autonomous studying, assignments.</p>

Course 4

Multiprofessional working community as a resource (3 credits)

Content	Aim	Requirements	Length
<p>a) Working community The lesson examines how working communities that involve several different professionals function, how work is divided, overlapping professions, challenging tasks as a burden. In addition the lesson gives means to develop working community by formulating ethical rules and how to strengthen staff's commitment to work.</p> <p>b) Successful integration Cross administrative and multi-professional work methods in / integration of immigrants are examined. In addition the lesson throws light on how to plan and organise a successful course that supports immigrants' integration</p>	<p>To understand how multi disciplined working communities function and to learn how to strengthen them and how that operates in the asylum context.</p>	<p>In order to pass the course student must</p> <ul style="list-style-type: none"> • participate actively • write study journal • prepare assignment 	<p>24 hours of lessons, autonomous studying, assignments.</p>

Written Assignment
(2 credits)

Content	Aim	Requirements	Length
	<p>The aim is that students apply knowledge - that they have embraced during the study programme - to their daily work.</p>	<p>In order to pass the course student must:</p> <ul style="list-style-type: none"> • prepare assignment on how to develop one's own work • report the progress of assignment • present the final version of assignment 	<p>Work shops 21 hours, autonomous studying.</p>



Work shadowing, Bridges Programmes, Scotland.

Scotland

It was important when considering the appropriate level and type of qualification which would be relevant in Scotland that it fitted into our National Framework of qualifications.

Delivered by

This qualification is currently under development in Scotland by the Scottish Qualification Authority and will be delivered by accredited centres in Scotland including Colleges of Further Education.

Aim

We also considered what would be the outcome of the qualification and we decided that we required something which provided:

- Formal certification,
- A clear progression route for further study,
- A formalisation of candidates' prior learning and experience,
- Possible entry qualification for people wishing to work with asylum seekers.

Organisation

We have set the qualification at two levels within the Scottish Credit and Qualifications Framework (SCQF).

The first level is level 4, which is equivalent to an intermediate Standard grade or an SVQ1 (A first level Scottish Vocational Qualification). It will be delivered as a **National Progression Award (NPA)** and will be aimed primarily at volunteers or staff who come into contact with asylum seekers periodically in the course of wider work. The unit will require 80 hours study and the qualification will be:

- A National Progression Award in an Introduction to Working with Asylum seekers.

The second qualification will be set either at level 7 or 8, which is equivalent to Higher National Diploma, advanced Higher or a SVQ4. In addition to completing a mandatory unit which will deliver a more advanced introduction to working with asylum seekers it will also allow candidates to sit one other optional unit. Each mandatory and optional unit will require 40 hours study, and the qualification will be delivered as a **Professional Development Award** (PDA) in:

- Working with asylum seekers: Professional Skills at SCQF Level 7/8,
- Working with asylum seekers: Youth work at SCQF level 7/8,
- Working with asylum seekers: Personal action plan development at SCQF level 7/8.

The choice of which combination will depend on what existing skills and qualifications are and what the main function of their post is.

In both cases the qualification will be a mixture of some free standing units, specially developed for the qualification, and the contextualising of some existing units to cover asylum specific issues and case studies.

Qualifications gained

National Progression Awards are designed to underpin knowledge and skills or develop new skills and are mainly for candidates with minimum qualifications or who are seeking to learn new skills necessary to operate in a vocational area.

Professional Development Awards are designed for people who are normally already in a career or vocation and who wish to extend or broaden their skills base. However in some cases they may be designed for people who wish to enter employment. They will assess and certificate progression in a defined set of specialist occupational skills.

Content:

Qualification 1

National Progression Award: Introduction to Working with Asylum seekers

Requirements	Content	Length
<p>Asylum law and Asylum Context: Mandatory Unit</p> <ul style="list-style-type: none"> Understand current asylum law in the United Kingdom and how it affects the asylum process Understand the steps of the asylum process, including the New Asylum Model, appeals procedure; voluntary return and process for removal Understand the history of asylum, why people leave their countries of origin, and who is coming to the UK <p>Equality and Diversity Studies: Mandatory Half Unit</p> <ul style="list-style-type: none"> Be aware of current race equalities legislation in the United Kingdom Be aware of local and national cultural differences and potential for conflict Be aware of the different cultures which asylum seekers represent Be aware of gender issues relating to cultural diversity <p>Conflict Management: Mandatory Half Unit</p> <ul style="list-style-type: none"> Learn how to resolve conflict between asylum seekers and the host community and between different groups of asylum seekers Learn good communication skills in respect of culture/race and ethnicity Understand how to promote the rights of asylum seekers 	<p>1 mandatory unit and two mandatory half units.</p>	<p>80 hours – 40 hour per unit, 20 hours per half unit.</p>

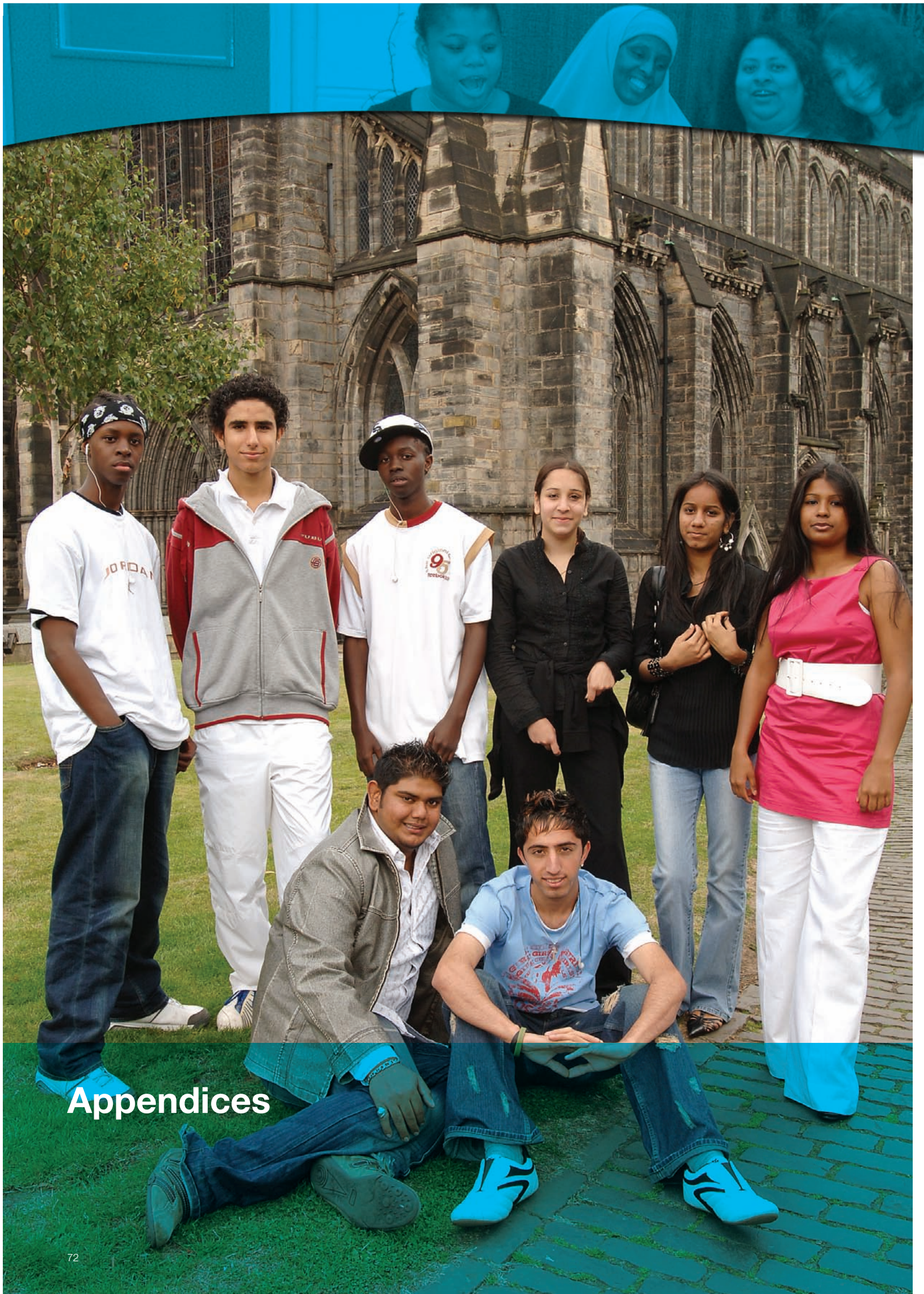
Qualification 2

PDA working with asylum seekers

Requirements	Content	Length
<p>Working with asylum seekers: Mandatory Unit</p> <p>Asylum Law</p> <ul style="list-style-type: none"> National and International Asylum Law Asylum practice and process in the UK New Asylum Model (NAM) Gateway Project Voluntary return Returns and detentions <p>Asylum Context</p> <ul style="list-style-type: none"> Demographics History of asylum Reasons for seeking asylum Understanding international migration <p>Equality and Diversity Studies</p> <ul style="list-style-type: none"> Equalities and diversity training Race legislation in the UK Understanding cultural differences Understanding gender issues within a race context Respect culture race and ethnicity of others <p>Conflict Management</p> <ul style="list-style-type: none"> Recognise and deal with conflict between asylum seekers and the host community Recognise and deal with conflict between different groups of asylum seekers Recognise and deal with sources of conflict between asylum seekers and workers Develop effective channels of communication and respect Understand how to campaign promote and assert the rights of asylum seekers 	<p>2 units, one mandatory and one optional.</p>	<p>80 hours – 40 hour per unit.</p>

Qualification 2 continued...

Requirements	Content	Length
<p>Professional Skills: Optional Unit This unit chosen to gain the PDA Working with Asylum seekers: Professional Skills Development</p> <ul style="list-style-type: none"> • Needs Assessment • Guidance and Counselling Skills • Professional Boundaries • Dealing with Trauma • Crisis Management <p>Personal Action Plan development: Optional Unit This unit chosen to gain the PDA in Working with asylum seekers: Personal Action Plan Development</p> <ul style="list-style-type: none"> • Knowledge of existing support: Government and non-government support for asylum seekers • Understand the asylum process • Social service support: asylum rights of access to: medical care; education; state benefits; housing/accommodation; social welfare • Careers guidance • Education and training opportunities • Language training and working with interpreters <p>Youth work: Optional Unit This unit chosen to gain the PDA in Working with Asylum seekers: Youth work</p> <ul style="list-style-type: none"> • Unaccompanied minors • Young Asylum seekers with Families • Youth Counselling • Action Planning for young people 	<p>2 units, one mandatory and one optional.</p>	<p>80 hours – 40 hour per unit.</p>



Appendices

Questionnaire

Section A, About you

1. Name.....
2. What is your job?.....
3. How often does your work bring you into contact with asylum seekers? eg daily; weekly; monthly; sporadically; other please specify.....
4. Do you work mostly with adults or young people (up to 18)?.....
5. What are your current qualifications?
 Academic.....
 Vocational.....
6. How long have you worked with asylum seekers?.....
7. Age: 18-30 30-45 45-60 over 60
8. Gender: Male Female

Section 2, about the qualification

Would you like more training, information or help for your work with asylum seekers? Yes No

Below is a list of possible content for the qualification. We are trying to gauge whether a) you already feel that you are fully trained and aware in any aspect or b) whether you would benefit from a qualification that covered these areas or c) if there are any areas that you feel would not be of interest, importance or relevance.

Please look at the list and mark accordingly against each issue

CONTENT

	Already trained	Would value training	Not important information
1. Awareness raising training Legal framework - International - European Union - Domestic			
Conflict management			
Multicultural studies Cultural diversity: - Information about cultural issues - Countries of origin of asylum seekers			
Asylum Context: - History - Countries of origin (where and numbers arriving, demographics)			

Questionnaire continued...

	Already trained	Would value training	Not important information
2. Professional skills training			
Guidance counselling skills			
Professional boundaries: - Ethical and moral issues - Understanding appropriate behaviour - Training for new staff			
Influencing skills			
Early identification of problems and how to act upon them			
Trauma/crisis management			
Management and Supervision skills			
3. Personal integration plan training (for staff who are involved in preparing these or staff who would like to)			
Knowledge of support already in existence			
Procedures and what happens at stages of asylum claim			
Existing social services support: - Health Physical Mental - Education - Benefit - Housing			
Language training			
Skills and education opportunities			
Careers Guidance			
Racism awareness training: - Anti discrimination training - Compliance with race legislation			
4. Training for working with young asylum seekers			
Unaccompanied minors support			
Youth counselling			
Unique problems of unaccompanied minors			
Minors with families			
Understand family issues generally			

Questionnaire continued...

Section 3, study and assessment preferences

What sort of study would you prefer for such a qualification? Tick all that apply

- Classroom based
- Private with tutor support
- Integrated into your working activities
- Correspondence course
- Web based learning
- Other (please specify)

What sort of assessment would you prefer? Tick all that apply

- Formal examination
- Continual assessment including assessed practical assignments
- Evidence gathering and portfolio building
- Submission of a dissertation
- Other (please specify)



Young asylum seeker, Careers Scotland Transitions Project, Scotland.

Grid of statements defining levels in the European Qualifications Framework, 25/05/06.

Each of the 8 levels is defined by a set of statements ‘descriptors’ indicating the learning outcomes relevant to the award of a qualification at that level in any system of qualifications.

Level	Knowledge	Skills	Competence [Autonomy and responsibility]
Level 1 The learning outcomes relevant to Level 1 are	<ul style="list-style-type: none"> • basic general knowledge 	<ul style="list-style-type: none"> • the ability to apply basic skills to carry out simple tasks 	<ul style="list-style-type: none"> • the competence to work or study under direct supervision in a structured context
Level 2 The learning outcomes relevant to Level 2 are	<ul style="list-style-type: none"> • basic factual knowledge of a field of work or study 	<ul style="list-style-type: none"> • the ability to apply basic cognitive and practical skills to use relevant information to carry out tasks and to solve routine problems using simple rules and tools 	<ul style="list-style-type: none"> • the competence to work or study under supervision with some autonomy
Level 3 The learning outcomes relevant to Level 3 are	<ul style="list-style-type: none"> • knowledge of facts, principles, processes and general concepts, in a field of work or study. 	<ul style="list-style-type: none"> • the ability to apply a range of cognitive and practical skills in accomplishing tasks and solving problems by selecting and applying basic methods, tools, materials and information 	<ul style="list-style-type: none"> • the competence to take responsibility for completion of tasks in work or study • the competence to adapt own behaviour to circumstances in solving problems
Level 4 The learning outcomes relevant to Level 4 are	<ul style="list-style-type: none"> • factual and theoretical knowledge in broad contexts within a field of work or study 	<ul style="list-style-type: none"> • the ability to apply expertise in a range of cognitive and practical skills in generating solutions to specific problems in a field of work or study 	<ul style="list-style-type: none"> • competence in self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change • the competence to supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
Level 5* The learning outcomes relevant to Level 5 are	<ul style="list-style-type: none"> • comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the limitations of that knowledge 	<ul style="list-style-type: none"> • the ability to apply expertise in a comprehensive range of cognitive and practical skills in developing creative solutions to abstract problems 	<ul style="list-style-type: none"> • competence in management and supervision in contexts of work or study activities where there is unpredictable change • the competence to review and develop performance of self and others
Level 6** The learning outcomes relevant to Level 6 are	<ul style="list-style-type: none"> • advanced knowledge of a field of work or study, involving a critical understanding of theories and principles 	<ul style="list-style-type: none"> • the ability to apply advanced skills, demonstrating mastery and innovation, in solving complex and unpredictable problems in a specialised field of work or study 	<ul style="list-style-type: none"> • competence in the management of complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts

continued...

Level	Knowledge	Skills	Competence [Autonomy and responsibility]
			<ul style="list-style-type: none"> the competence to take responsibility for continuing personal and group professional development
<p>Level 7*** The learning outcomes relevant to Level 7 are</p>	<ul style="list-style-type: none"> highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking critical awareness of knowledge issues in a field and at the interface between different fields 	<ul style="list-style-type: none"> the ability to apply specialised problem-solving skills in research and/or innovation to develop new knowledge and procedures and to integrate knowledge from different fields 	<ul style="list-style-type: none"> competence in managing and transforming work or study contexts that are complex, unpredictable and require new strategic approaches the competence to take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
<p>Level 8**** The learning outcomes relevant to Level 8 are</p>	<ul style="list-style-type: none"> knowledge at the most advanced frontier of a field of work or study and at the interface between fields 	<ul style="list-style-type: none"> the ability to apply the most advanced and specialised skills and techniques, including synthesis and evaluation, to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice 	<ul style="list-style-type: none"> competence at the forefront in work or study, including research contexts, demonstrating substantial authority, innovation, autonomy, scholarly or professional integrity and sustained commitment to the development of new ideas or processes

Support and Training for workers with asylum seekers and refugees.

This appendix includes details of some of the organisations in Europe which offer training and support measures for people who work with asylum seekers and refugees. This list is not exhaustive and represents only the organisations which replied to a survey of training provision. The information is correct and accurate at the time of compiling but we suggest that readers contact the organisations in question directly to confirm the most up to date information. In addition, a growing number of academic institutions in Europe offer post graduate and doctoral courses in International Migration and Refugee issues.

Ireland

Organisation: **Amnesty International (Irish Section)**

Sean MacBride House, 48 Fleet Street, Dublin 2

e-mail: hrba@amnesty.ie

Title: *Human Rights Based Approaches in Ireland*

Format of information: four day foundation training course

Organisation: **Comhlamh**

e-mail: info@comhlamh.org

Title and format of information: range of courses on global justice and development issues aimed at increasing the capacity of organisation and individuals including anti-Racism training and diversity. Contact the organisation for an up to date list

Netherlands

Organisation: **Dutch Council for Refugees**

PO Box 2894, 1000 CW Amsterdam, Netherlands;

tel: (31 20) 346 7200, e-mail: info@vluchtelingenwerk.nl

Title and Format, wide selection of courses aimed at

volunteers including policy, law and welfare issues. Contact the organisation for further information

Norway

Organisation: **UNHCR and Norwegian Refugee Council**

e-mail: alit@unhcr.ch

Title: *Protecting Refugees, A Field Guide for NGOs*

Format of information: Publication

Organisation: **Internal Displacement Monitoring Centre (Norwegian Refugee Council)**

tel: (47 23) 109 800, e-mail: christophe.benn@nrc.ch

Title and format: range of training modules and resources to provide an improved response to the protection needs of Internal Displaced Persons.

Switzerland

Organisation: **Office of the High Commissioner for Human Rights (OHCHR)**

8-14 Avenue de la Paix, 1211 Geneva 10, Switzerland

tel: (41 220 917 9000, e-mail: webadmin.hchr@unog.ch)

Title: *The Guide Series*, a series of pamphlets a on UN procedures and pamphlets including a United Nations Guide to Indigenous Peoples and United Nations Guide for Minorities; The Professional Training Series, handbooks and manuals to increase awareness of international standards and is directed at audiences chosen for their ability to influence the human rights situation at national levels; Series on United Nations Decade for Human Rights Education, materials to support general human rights education. See Publications list on website for more details.

Organisation: **UNCHR**

Case Postale 2500, CH-1211 Geneva 2 Depot, Switzerland

tel: (41 22) 739 7354

1) Title: *Sexual Violence against Refugees: Guidelines on Prevention and Response*

Format of information: Publication, printed and web based

www.icva.ch

2) Title: *Working with Children*

Format of information: Resource Pack available as from

above e-mail: nosworth@unhcr.org

3) Title: *Human Rights and Refugee Protection*

Format of information: Web based self study module:

www.unchr.org

Organisation: **UNICEF**

e-mail: www.unicef.org/pathtraining

Title: *Principal Approach to Humanitarian Action (PATH)*

Format of information: Web based course of approximately three days

Organisation: **UNCHR in collaboration with NGOs and the Red Cross/Red Crescent movement**

Title: *Reach Out Refugee Training Project*

Format of information. Web based training kit of ten compulsory modules and a choice of optional modules, hosted on the website of the International Council for Voluntary Agencies (ICVA), www.icva.ch and on UNHCR's website: www.unhcr.ch

Sweden

Organisation: **Swedish Red Cross**

Hornsgatan 54 PO Box 17563

tel: (46 8) 452 4707, e-mail: webb.kontakt@redcorss.se

Format of information, Red Cross provide a number of training courses which are free to volunteers, including the following: Red Cross Knowledge, two day course for Red Cross volunteers; Basic Refugee Law, minimum two days; Courses in Family Re-Unification, International Refugee Law, Psycho-social support. Contact the Swedish Red Cross for further details

United Kingdom

Organisation: **Action for the Rights of Children (ARC)**
developed by Save the Children and UNCHR

e-mail: david@save-children-alliance.org

Title: *ARC Foundations Resource Pack; ARC Critical Issues Resource Pack*

Format of Information: Resource pack and toolkit, available on line: www.icva.ch

Organisation: **British Refugee Council**

tel: (44 207) 346 6739, e-mail: marketing@refugeecouncil.org

British Refugee Council has an extensive diet of training courses for service providers and other organisations. There are discounts for Refugee Council members and NGOs or voluntary organisations. Training courses include: working with asylum seekers and refugees, unaccompanied minors, mental wellbeing and also a range of courses on recent legislation as well as many others. Contact the organisation for a full calendar of training and on-line booking forms.

Organisation: **Immigration Advisory Service**

tel: (44 141) 248 2956 (Glasgow Office); 944 207) 967 6000 (London Office), e-mail: marketing@iasuk.org

Title: *IAS Training – Immigration and Asylum Law*

Format Accredited training courses in London and Glasgow

Organisation: **Immigration Law Practitioners Association**

tel: (44 207) 251 8383, e-mail: ilpa.org.uk

Title: *An Introduction to Immigration Law*

Format: One day training course

Organisation: **Office of the Immigration Services Commissioner (OISC)**

tel: (44 207) 211 1500, e-mail: external_training@oisc.gov.uk

Title: *OISC Training Programme*

Format: Variety of training days covering Immigration and Asylum and Nationality Law

Organisation: **Refugee Legal Centre**

Title: *Country of Origin Information CRD ROM; Legal Information CD ROM* (including cases, asylum and refugee legislation and Statements of Principle of the Immigration Appeal Tribunal

Format of Information: CD ROM Subscription service from the Centre's External Information Service. Subscription entitles members to free updates of the CD ROMs on a regular basis.

Organisation: **Refugee Studies Centre (RSC) University of Oxford**

tel: (44 1865) 270 722, e-mail: rsc@qeh.ox.ac.uk;
www.qeh.ox.ac/courses

Title and format: Three Masters Programmes and one doctoral programme in development studies including Forced Migration

Title (2): *Palestinian Refugees and the Universal Declaration of Human Rights*

Format of Information: Seminar

Title (3) *The Refugee Experience funded by the Andrew W Mellon Foundation for the RSC.*

Format of Information: 30 hours psychosocial training module in printed form, CD ROM or video.

Organisation: **Refugee Education and Training Advisory Service (RETAS) of Education International**

tel: (44 207) 426 5837, e-mail: daniijela@edaction.org

Title: *Understanding Educational Issues Around Refugees and Asylum Seekers*

Format of information: One day course.

Organisation: **Scottish Refugee Council**

5 Cadogan Square, 170 Blythswood Court, Glasgow G2 7PH

tel: (44 141) 248 9799,

e-mail: train@scottishrefugeecouncil.org.uk

Title and format: The Scottish Refugee Council has developed

a programme of training courses around the central theme of “Working with Asylum Seekers and Refugees”. These include courses on policy and legislation as well as welfare and rights and other core issues. Contact the organisation for full calendar of up and coming training and on line booking forms. Discounts apply to SRC members, NGOs and voluntary organisations.

Organisation: **University of Glasgow, Department of Adult Continuing Education (DACE)**

Title: Mainstreaming Vocational Guidance for Refugees, Asylum Seekers and Migrants in Europe

Format: On Line web based series of modules for self study.

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