



Trade Union and University Lifelong Learning in Partnership

Progress Report

Public Part

Project information

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Executive Summary

TULIP is a network project funded under the Leonardo strand of the European Socrates Programme. It was launched in December 2007 to facilitate the exchange and transfer of models of cooperation between Trade Unions (TUs) and Universities in the delivery of *work based lifelong learning* (WLLL) to Trade Union members/employees. In this context, WLLL means lifelong learning (LLL) opportunities (below-degree or low-graduate level) that respond to both formal *and* informal learning at work, flexible accreditation pathways, patterns and modes of contact compatible with working lives.

Who will be interested in TULIP?

- Staff in Trade Unions and Universities who currently (or wish to) design and deliver collaborative WLLL.
- In the longer term, the ultimate beneficiaries are Trade Union members/employees, as work-based lifelong learners.

The TULIP Project is producing a web-based resource kit, publicly available to all interested parties, to include:

- *National Reports* - providing an overview of TU- University collaboration in the provision of WLLL opportunities
- *Case studies*, - presenting and exploring distinct models of cooperation, illustrating good practice
- *Papers* describing one activity run under each model *from the learners perspective*
- *Collated papers from the final conference*
- *Details of 'experts'* on TU- University WLLL collaboration
- *Bibliography & links to relevant Websites*

These resources are being produced over the life of the project and so the website is continually being updated with additional resources. It can be found at www.tulipnetwork.org.uk

Approaches used

In addition to the major web resource, other network activities include:

- *Network meetings* in year 1 in UK and EE, which have included external speakers and in EE open sessions for external attendees
- The planned open *Conference* (in the final year -June 2009) will include all Network partners and invited WLLL learners (TU members). Also any interested parties beyond the Network are welcome to attend. It will enable those present to share and reflect on the experiences and the resources produced by the network and to make recommendations for the future direction and exploitation of the network.
- *Dissemination and exploitation* as an ongoing activity throughout the 1st year e.g. via leaflets /poster sessions at relevant events /news articles /discussions with stakeholders and decision makers.

The Partnership

TULIP has 14 partners from 9 countries, including those where the TU movement is comparatively newly developed. The partners include Trade Unions working at both regional and national level, universities and a European-wide university LLL network. They bring complementary strengths to the Network: universities their expertise/ experience in development of flexible accreditation and pedagogic structures, and their continuously developing outreach activity; and TUs their strong bipartite social dialogue. The network includes both experienced and novice partners in this field, allowing for both diversification of existing activity and also exploration of new opportunities.

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1. Project Objectives

The overall aim of the TULIP project is to facilitate the exchange & transfer of models of cooperation between Universities & Trade Unions in the delivery of work-based lifelong learning (WLLL) to TU members. In this context “WLLL” means lifelong learning opportunities that reflect and respond to: both formal *and* informal learning at work, flexible accreditation pathways, student- centred learning and patterns and modes of contact that are compatible with working lives and is at sub-degree or low-graduate level. By “collaboration” we mean the joint design of learning opportunities for TU members where each organisation brings its own specific expertise and experience to develop new approaches and products including: in Universities - pedagogic approaches, in - TUs knowledge of work based practices.

In Universities the project centres upon the structures within universities (often Centres for Lifelong Learning or Continuing Education) which already have within their remit the development of new adult learning initiatives. In TUs it is centred upon those who have the remit for workforce development and lifelong learning.

The project’s operational objectives are to:

1) produce reports which provide an overview of TU- University collaboration in the provision of WLLL opportunities within 6 of the 9 countries represented in the partnership. In addition to a brief overview from each country, the reports draw out examples of good practice and identify issues for the future development of collaborative working and, specifically, the expansion of this thematic network focusing on this area.

2) develop a web based resource kit (web site) which can be used as a support tool (within & outside the network) for development of activity of this kind. These web-based resources will encourage effective integration of ICT resources into the learning and teaching and will include:

- 4 X case studies illustrating 4 different models of cooperation that illustrate good practice. Each case study will be in English & the original language.
- 4 X descriptive papers which provide a detailed account of one activity run under each model of cooperation *from the learners’ perspective*. Each descriptive paper will be in English and the language of the originator.
- details of experts on TU-University cooperation in WLLL - covering the partner countries represented
- a bibliography & links to relevant websites - covering the countries represented by the partnership

3) organise 2 Network meetings: the first laying the groundwork for the planned work activities over the life of the project and facilitating discussion of the shared vision for the future of the Network; the 2nd enabling partners to share and discuss direct experience of their collaborative work.

4) organise a conference (in Year 2) at which all Network partners, invited WLLL *learners* (TU members – ultimate project beneficiaries - from TUs represented in the Network) and interested parties from beyond the Network can reflect on the experiences of the Network and plan for future collaboration.

5) produce collated materials from the Conference. This process will allow the partners to formulate and share examples of good practice as a basis for future development both within the partnership and for a wider stakeholder base.

2. Project Approach

Organisational approach and structure

The overall direction and management of the project is undertaken by the co-ordinator University of Liverpool (Alison Hughes) supported by the contractor Unison North West.

The activities and outputs in the workplan are monitored and co-ordinated by the Management Group, which is chaired by the contractor and serviced by the co-ordinator. In accordance with the project schedule, the MG has met 3 times in Year 1: December 2007, February and November 2008.

The whole Network Partnership met in February (Manchester, UK) and November (Tallinn, EE) 2008. Agendas, minutes and presentations can be found on the website. These meetings provided Network members with the opportunity **a)** to review and discuss their collective and individual contributions to the Network and **b)** external perspectives on the project focus. For example at the UK meeting the expert presenters reviewed current experience from a UK perspective and the partners discussed if and how the same issues applied across Europe or where the differences in experience were evident. In the EE meeting partners took the opportunity to expand on this exploitation opportunity to further discuss and debate with external university delegates and invited expert speakers specific issues arising from trying to engage Trade Union members in university supported WLLL.

The Editing Group as a sub-group of the Management Group and chaired by the University of Primorska has set guidelines for production of materials, monitored receipt of the resources and also reviewed the relevance and quality of these materials before they are published on the website. In addition to regular email contact, the Group has met separately at all of the meetings in Versailles, Manchester and Tallinn.

Methodology, tools and technology used

The Network has used a variety of approaches and methodologies to meet its overall aims and objectives and has:

1. facilitated a cycle of continuous learning within the Network partnership. In Year 1 Network partners have interacted in a number of different ways: as an entire network, in small groups and on a one-to-one basis – both in virtual and real modes. There has also been a significant element of individual learning within the Network through, for example, the research and consultation process associated with the preparation of the national reports and in working together with other sectoral partners on production of Case Studies. Unintended outcomes of this approach have been for example the opportunity this provided for the FI and UK TUs to meet outside of the UK Partnership Meeting to discuss the wider implications of the project and future working together.
2. made an impact beyond its membership, both through sharing of experience and expertise across national boundaries and also cross-sector. Partners have acted as a relay point for dissemination to other Universities and TUs in their country and at European level.
3. the open sessions in EE promoted further debate with other university colleagues from outside the network, including conference participants from Italy, Denmark and Portugal as well as other colleagues from France, Germany and Estonia.
4. imported experience and expertise from outside the membership both to further its own learning and to support the development of its key outputs – with invited key speakers at the UK and EE Partner meetings. In EE these experts included the

President of EUCEN, a senior adviser from STTK, the Finnish TU confederation, a professor of Civil Engineering from Portugal and the Head of Policy Development at national level of UNISON, UK.

5. taken an active learning approach in the use of tools and technology both in production of materials and communication amongst partners, underpinned by use of web-based technology, including webpages hosted by our French university partner (Versailles) that is a major project resource allowing private access to partners to review draft documents before they are published for public access on the TULIP website. This is an **additional** resource provided by the French university partner for the benefit of the network. In addition all the resources are publicly available on the project website.

Evaluation

The Contractor, UNISON NW, has formal responsibility for the achievement of the network objectives and the conduct of the work-plan.

Overall co-ordination of the project is being undertaken by the University of Liverpool. The Co-ordinator is responsible for the **internal evaluation**, which focuses on the **process** and achievement of the outcomes.

The partners constituting the Management Group are responsible for monitoring of progress against objectives and planned outputs, and the day-to-day work of the network. This is done through:

- quantitative data - e.g. number of reports, web resources produced - measuring achievement against targets, and
- qualitative data – i.e. informal feedback from network partners and external speakers –measuring the contribution of individual partners and the effectiveness of support systems for the various activities

Please see Section 3 for details of some comments from partners on the project outcomes for year 1.

Mr Kari Seppälä, Director of the Centre for Extension Studies at the University of Turku (FI) is the **external evaluator** for the Project.

All produced network materials are made available to him and Mr Seppälä has attended the Partner and associated Management Group Meetings in UK and EE.

The project's external evaluation has commenced with a web-based questionnaire for all individuals working within the partnership to complete. Produced by the evaluator this was reviewed by the partners prior to its final development. The aim of this 1st questionnaire is for partners to reflect on how to develop the network i.e. to allow partners to reflect on and identify opportunities for further networking, dissemination and exploitation. It can be accessed at: <https://www.webropol.com/P.aspx?id=191492&cid=46013397>

Questions are divided into sections to include the motivations of partners for joining the network and how to embed the activity within their own organisations. The focus is not on administrative issues but on key areas of importance for them in working in the project.

The analysis of the answers to the questions has allowed the evaluator to review the core aims of **learning, networking** and **development** that are being achieved by the partners and stakeholders over the life of the project.

A 2nd questionnaire in Year 2 will include additional questions to see how these ideas have been addressed.

Mr Seppälä's interim evaluation report is attached.

Dissemination and exploitation

Dissemination

This is being carried out by all partners throughout the life of the project via their extensive and wide ranging networks in both sectors e.g. national networks for University lifelong learning and national Trade Union networks. Guidance documentation has been produced by the Coordinator. EUCEN has particular responsibility for on-going dissemination via its web site, newsletter, bi-annual conferences/symposia (Spring & Autumn).

Dissemination activities to date include:

- Leaflets have been widely distributed by partners to colleagues in both sectors at both local, regional, national and European level- a printer-friendly version is available on the website.
- Poster sessions at conferences, e.g. in UK at UALL (national University LLL network) annual conference in March 2008 and at EUCEN Conference in Edinburgh, UK in June 2008
- Newsletter items in both in-house magazines (e.g. University of Versailles and University of Vaasa magazines), and external local newspapers (e.g. by University of Vaasa and Arbeit und Leben)
- Electronic mailing lists e.g. EUCEN
- Conferences, seminars, meetings – e.g. at various conferences and events of other projects (LT, EE University partners, EUCEN, RO TU partner) meetings of peers and colleagues (e.g. FI TU, SI, RO University) and at national network events (e.g. University of Versailles)
- Use of a TULIP presentation – in PowerPoint or printed format
- Partners' organisational / departmental websites (e.g. news items on the websites of University of Tartu, Sindicatul Salariatilor, Arbeit und Leben, University of Liverpool, EUCEN amongst others)

TULIP also has disseminated its work in year 1 through the high profile event of the EUCEN Autumn symposium (EE, November 2008) which was attended by 88 delegates from universities and associated organisations. The TULIP leaflet was included in the conference delegate packs.

Exploitation

The core issue for the exploitation of TULIP is to maximise its high potential for continuation beyond phase 1 of the project (07-09). To address this, the Management Group has, at both MG and full partnership meetings, ensured that time is devoted to collective discussion about strategies for growth of the network both cross-sector in countries represented in the Network and geographically beyond the current partner countries.

Ref pages 6-7 of this report, the decision to include expert speakers at partner meetings and also to provide open sessions to external delegates at the EUCEN Conference provided wide exploitation opportunities resulting from engagement with European university colleagues. One example of how this has enriched the exploitation opportunities is that the open sessions in the EE network meeting enabled our DE Trade Union partner to meet a DE university colleague who is interested in developing the contact and dialogue about how to

further co-operate in this field. Discussions outside the sessions during the Conference also facilitated interest in future continuation of the network e.g. from a university colleague in Poland and other countries.

Involving external speakers in this way has exposed colleagues outside the network both from universities and trade unions at both national and European level to the work of TULIP and benefited from their perspectives on the network and its development. For example speakers in EE included the President of EUCEN and also two TU speakers who work at both national and European level e.g. with the ETUC

The TULIP conference in Year 2 (June 09) will be a key event in developing the exploitation strategy. All partners have been asked to research and submit to the Coordinator **a**) a list of invitees for this event **b**) the names/details of possible speakers (with justifications) and **c**) a targeted distribution list (at least 20) for the proceedings.

In order to maximise exploitation opportunities the TULIP website has a specific section listing experts in the field of TU interaction with Work based LLL and also ULLL. These experts from both sectors are available to engage in discussion with the public/stakeholders and provide perspectives from their own experience about issues relevant to this topic.

The general philosophy of the network website is to facilitate free access for the public (i.e. all stakeholders and decision makers) to information in this field assembled by the partners over the life of the project. These include the national reports being prepared by partners (of which to date the RO, LT and FR ones are available in their own language on the website and the English versions will be available soon) and also the Case Studies from FR, FI, DE and UK (see section 3 for further details)

Examples of additional exploitation through in-depth discussions with colleagues, supporters, decision makers etc arising from the network include:

- The UK TU partner was invited to attend a meeting in DE to dialogue with colleagues
- The FI TU partner visited the UK TU partner, prior to the partner meeting in Manchester UK, to explore future opportunities of learning from each other. These 2 partners have not worked together before and the visit provided opportunities for the UK TU branch staff to learn from the FI partner and to understand the value of networking with colleagues across Europe.
- The UK TU partner hosted a visit by Die Linke (DE regional government) representatives at which the role of the TULIP network was discussed
- The co-ordinator on behalf of EUCEN attended a meeting in Brussels in November 2008 of the Working Group for the Action Plan on Adult Learning, hosted by the Adult Education Unit (DG EACEA). The presentation to senior representatives of European education ministries included dissemination about TULIP and afforded opportunities for subsequent discussion with various participants at the meeting, including a member of the ETUC who is also a senior representative of the Lithuanian trade union movement. This in turn will facilitate contact between the TULIP LT university partner and the LT trade unions.
- The UK TU and University partners have been invited to participate and share re the TULIP project at a UK-hosted academic conference in spring 2009.

3. Project Outcomes & Results

This is a network project and as such the outcomes and results focus on the networking between partners.

Please see section 4 also.

During the first year of the project there has been an interesting development in the partners' understanding of cross-sectoral dialogue and approaches to LLL. Trade Unions, in working with employers and governments, often need to take firm and clear positions on an issue and expect a similar response from those with whom they are in dialogue. Universities on the other hand often adopt a more reflective, self-analytical approach to discussions. In talking together (e.g. in partner meetings) it has been useful for the Trade Unions to take the opportunity to reflect more on the issues surrounding ULLL for their TU members and also it has encouraged the Universities to clearly articulate their views and role. This has led to a deeper understanding between the two sectors of the importance of understanding cross-sectoral positions and differences of approach. Partners expressed the view that the process of 'getting to know each other and establish common ground' was one of the main benefits of the work this year.

Partner meetings

Please see section 2 also.

The provision for 2 partner meetings this year and for a separate additional management group meeting ensures that there have been sufficient opportunities for partners to network together and establish ongoing working relationships.

The differing formats of these meetings have allowed for discussion, exposure to external views and also exploiting the network (exposing external speakers and other colleagues to the network activities). All partners have participated and contributed to the discussions.

The sub-group activity (editing group and resources piloting group) has also allowed different groups of partners to successfully work and interact together.

National Reports

Production of national reports this year on the current state of TU and University collaboration in the field of WLLL by some of the newer member states (LT, RO) has underlined some of the issues in developing cross-sector collaborative activity when it is in its infancy. This has identified issues for future discussion in the network in Year 2 and indeed formed the basis of some of the discussions in the round table in EE. The DE and FR national reports provide an overview in member states where activity is more developed in this field and identify opportunities for developing transferability of good practice. These reports are currently on the webpages in their own language with the English version due soon on the website. Year 2 will see reports produced by other partners in the network.

Case Studies and Learner Descriptor Papers (LDP)

To date the DE, FI, FR and UK partners have all produced draft reports on their collaborative activity, which will form the basis of the final version of their Case Studies and Learner Descriptor Papers. These will be uploaded onto the website in Year 2. The FI and FR partners have produced PowerPoint presentations at both the UK and EE partner meetings giving an overview of their collaborations and these are currently available on the website.

The four case studies reflect different approaches to the issues of engaging TU members in ULLL and focus on:

- DE - collaboration centres where universities and trade unions work closely together in addressing the issue of engaging trade union members in ULLL and also the role of academic research in this field
- FI – the two FI partners have developed a new educational drama workshop for shop stewards in the TU as a means of engaging TU members in ULLL. In-depth evaluation of the outcome of these drama style workshops has been carried out and will form the basis of their LDP.
- FR – the two FR partners are working together on the topic of Accreditation of Prior Experiential learning (APEL) and how this can allow TU members/employees to access ULLL through learning gained from experience in the workplace.
- UK – the two UK partners are exploring various ways in which TUs and Unis can interact in the field of WLLL, including academic research underpinning work by Trade Unions in supporting LLL and also in providing study groups in the arts and literature to support personal and professional development of TU members.

Website

Please see Section 2 also.

All produced materials are available on the project website www.tulipnetwork.org.uk

This provides a platform for all the resources developed by the network including an already extensive bibliography, a list of experts who are available to engage with enquirers, links to other relevant websites and other resources. The national reports, case studies and learner descriptor papers, where they are not already on the website, will all be available on the website in Year 2.

Review by partners of the project results for Year 1

Responses from partners, invited to comment on the results to date (as part of our internal monitoring process) have included the following:

QUESTION : What has been your experience /view of the Network in Year 1? For example what has been most and/or least useful?

“During the Year we reached good cooperation with Vaasa University/Levon-Institute, which we have not had before. We produced together a very concrete tool for promoting shop stewards learning. Anyhow we have got useful labour market information from respective countries. Also different connections between TUs and Universities are useful.”

This partner noted that one of the least useful aspects was that they were not clear about all the activities of the partners in this field (see section 5 re this point).

“As for representative of University, and as for one with little experience in the field, it was very useful to find out new opportunities/ways for development of university activities and to learn of project partners’ experience in cooperation between universities and trade unions.”

“The most useful aspect was the realisation that in Slovenia we (especially TUs, Universities to a lesser extent) need to radically change the understanding of LLL role within the context of ageing population across Europe.”

“I got knowledge and competencies in the field of LLL along with the trade union agenda and also as a learning lesson for members.”

4. Partnerships

Please cross-refer to section 3 also regarding comments on the work of the partners.

The consortium grew out of existing collaborations between sectoral and inter-sectoral partners at a local, regional and European level, which identified the need to provide a wider forum for exchange of current practice and development of new methodologies within the provision of university WLLL for TU members. The network has been designed to reflect approaches from different perspectives (TU, Universities, learners) both in the networking and in the materials produced.

The rationale behind the distribution of partners and their tasks in the project evolved from the identification of TU partners who have experience of partnering with universities in delivering WLLL to TU members and those partners who are novices in this field but who have identified within their countries a need to develop this activity. The distinction between experienced and novice partners has led to a natural division of some of the tasks within the project, with more experienced TU and university partners providing case studies illustrating some methodologies currently adopted and novice partners piloting the developed resources. At the same time all partners are contributing to production of web-based resources such as experts, reports, papers. It is the responsibility of all partners to disseminate and exploit the resource base.

Whilst a number of the tasks are specifically related to in-country activities (e.g. the national reports) others have involved cross-border collaboration (e.g. the group piloting the resources and the editorial group) and this has fostered ongoing cross-border collaborative opportunities (see section 2 re exploitation for some examples). Also the SI university partner and UK TU partner are discussing the organisation of a possible study visit to the UK to enable the SI partner to develop ideas for interacting with SI Trade Unions.

The involvement of key long-term beneficiaries (TU members as WLLL learners) in helping to provide case studies and their proposed attendance at the final conference is an important reflection of the importance of their contribution to the success of the network.

Both TU and university partners have extensive experience of collaboration across Europe within their own sectors, for example with university participation in the long-established EUCEN network. EUCEN is a partner in the project and has wide experience of engagement in and organising of other European funded network activities related to LLL, as have the university partners in the project. The partners in DE, FI, FR, UK have specific experience of TU- university collaboration in the provision of WLLL to the adult workforce. Some of the university partners have a strong vocational base (e.g. FR, LT and RO) and others have long experience in providing LLL for their communities of practice and geographically within their regional locale (e.g. EE, FI, DE, SI, UK).

The UK university partner has co-ordinated a European funded network project with 31 European partners (Equipe Plus), which has just ended. This partner has the responsibility of coordinating the TULIP project.

Although the working language is English, materials produced by partners will also be available in their own national language and these will be available on the website in both languages. The website has pages in each of the partner languages, which will signpost access to materials in that language.

It should be noted that all the partners have strongly committed to working in developing the network. For example ***in addition to*** the 25% match funding of the project by partners:

- A number of partners, e.g. both the FI, FR and UK TU partners, the RO and FR university partners, have involved additional members of staff in attending some or all of the partner and management group meetings this year as a non-project funded contribution to the activities.
- These partners have also involved those additional staff in development of the resources and other activities – again as a non-project funded contribution to the project.
- As well as the time spent by these extra members of staff, a number of members of staff whose time is funded through the project have spent ***additional*** time on the various activities to that budgeted for, e.g. UK, SI and FR TU partners and UK University partner.
- A number of partners are also contributing in terms of an amount of daily salary costs that are not covered by the project funding.
- The FR university partner contributed, as an ***additional*** resource for partners, space on its website for the draft project resources to be reviewed by partners before they are posted on the network website

5. Plans for the Future

Continued networking in Year 2 of the project

As this is a networking project the focus in Year 2 will continue to be on extended dialogue between partners and with the wider stakeholder base. A key component of this both for dissemination and exploitation purposes will be the Conference in Iasi in late spring 2009. Also the ongoing work of the editing and resources piloting groups aims to foster the developing working relationships between the groups of partners.

Website

The already extensive web – based resources will continue to be enriched with additional experts, relevant website links and the bibliography.

Addition of more national reports and the final versions of the case study and learner descriptor papers on the website will further inform both the existing partnership members and the wider public of the resources and experience generated by the partnership.

Both expansion of the web-based resources in this way and the conference will address the observations of one partner that they were not fully aware yet of all the activities by various partners and want to see further comparative discussion about the ways to tackle ULLL for TU learners.

The partners have reviewed the home page of the website and consider that it could be enhanced by more specific signposting for the various sectors. New text and structure for this page is being developed and will be in place early in year 2.

We also recognise that the structure of the bibliography on the website could possibly be organised through introduction of a search by themes or languages. This level of information is **not** an output of the project but if there are any unspent funds for website development later in year 2 we may be able to implement some changes in this way.

Continued dissemination and exploitation

All partners are committed to continue these activities in Year 2

Networking after the end of the project

As with the conference/partner network meeting in Year 2, a major component of the final management group meeting will be to consider the future exploitation of the network.

When asked the question of how they would like to see the Network develop in the future after the end of the 2-year project partners' comments included:

“Network: It could be useful to try to continue network in some EU-project.

National: With Vaasa University we can continue co-operation with training and research”

“The number of “involved” institutions in partners’ countries (to) increase, the base for development and implementation of constructive U-TU collaboration (re WLLL) means created and/or improved.”

“Additional focused discussion. Use of small groups and focused themes as a possible future development.”

“It would be nice if network could slowly evolve in something like pan European TUs - educational institutions network/platform. We plan to develop possible also in a continuation of this project, a Department of LLL in our university linked to the Department of European Integration or even transformed from the existing structure.”

6. Contribution to EU policies

Inter alia, the European added value of TULIP is expressed through:

- a) the breadth of countries represented in the partnership,
- b) the nature of the outputs - which are representative of experiences in all partner countries
- c) the nature of the work groups (management group, editorial group and piloting group), which are all multi-country in membership.

The network will also add value at European level, if, as is hoped, it forms the basis of a wider Network which in future will represent additional countries and if, as anticipated, it acts as a catalyst to new and different inter-country collaborations.

Although a number of the partners have been operating collaboratively at local and regional level in this field of WLLL for TU members it became clear that there was currently no forum for exchange of practice, both in materials and methodologies, **at European level**. TULIP aims to address this and is providing in the First Phase a small network from 9 member states of both those currently engaged in the field and some novice partners from member states where the work in this field is in its infancy although it has been identified as a gap in support of TU members. This is particularly the case in new member states for which we have 4 countries represented (EE, LT, RO, SI).

In constructing the partner mix the project contractor and co-ordinator identified that there are a variety of models in use across member states, and the sharing of this practice will further enhance and promote different cultural and socio-economic approaches to the provision of WLLL to TU members.

As the project outcomes articulate the variety of practices within employment-related issues and TU involvement in WLLL this is enabling partners to have a greater understanding of the cultural, social and economic factors that can influence WLLL in different European countries. Interrogation by novice partners of current methodologies and models adopted by experienced partners is contributing to this outcome. This has generated stimulating debate that both challenges more experienced partners and allows the less experienced to explore modes of working together in their own countries. For example the partner meeting in Tallinn included an open roundtable discussion session. The full list of questions posed is on the TULIP website but included:

- “TUs in some partner countries are not fully represented across all sectors (e.g. in EE). In EE these have little funding and with a free economy the state is not inclined to support much union activity. How can universities engage TUs in meaningful discussions about Lifelong Learning (LLL) in these circumstances?” and
- “How can we motivate Trade Unions (TU) to change their mindset and look over the horizon of 'traditional' TU areas: wages, working conditions, industrial action and political activities that, e.g. in Slovenia, do not embrace the intrinsic logic of lifelong learning?”

The TULIP network will contribute, therefore, (e.g. through dissemination, exploitation and enhanced delivery by partners) to a greater understanding across European partner countries of the requirement for flexibility of WLLL delivery, which is reflected in the ongoing discussions about the contribution and value of non-formal and informal learning opportunities within the Bologna Process.

It is also recognised that the project's task of compiling national reports on current TU-university WLLL collaboration is helping to refine within the national framework for this activity the knowledge of levels of collaboration and methodologies adopted. In most cases this has not been specifically articulated to date and thus the work at European level is also having a spin-off benefit at national level. For example one of the partners noted that "We plan to develop possible also in a continuation of this project, a Department of LLL in our university linked to the Department of European Integration or even transformed from the existing structure."

Exploitation opportunities at European Level have included (see Section 2 for more details):

- Discussions with Die Linke
- Discussions at the meeting in Brussels of the Working Group for the Action Plan for Adult Learning
- The homepage of the website is currently available in all the partner languages and in year 2 will signpost viewers to other resources on the website in their own language.

7. Extra Heading/Section

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