



Trade Union and University Lifelong Learning in Partnership

Final 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 has produced a web-based resource kit, publicly available to all interested parties, including:

- *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 can be found at www.tulipnetwork.org.uk

Approaches used

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

- *Network meetings* in UK EE, which have included external speakers and in EE open sessions for external attendees, and the open conference in RO.
- The open *Conference* in RO in July 2009 included all Network partners and invited WLLL learners (TU members). Also other interested stakeholders beyond the Network attended. It enabled 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 project e.g. via leaflets /poster sessions and presentations at relevant events /news articles /discussions with stakeholders and decision makers.

The Partnership

TULIP had 14 partners from 9 countries, including those where the TU movement is comparatively newly developed. The partners included Trade Unions working at both regional and national level, universities and a European-wide university LLL network. They brought 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 included 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 was 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 centred 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 was centred upon those who have the remit for workforce development and lifelong learning.

The project’s operational objectives were 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 aim to encourage effective integration of ICT resources into the learning and teaching and include:

- 4 X case studies illustrating 4 different models of cooperation that illustrate good practice. Each case study is 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 is 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 final conference 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 could reflect on the experiences of the Network and plan for future collaboration.

5) produce collated materials from the Conference. This process aimed to 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 was undertaken by the co-ordinator University of Liverpool (Alison Hughes) supported by the contractor Unison North West.

The activities and outputs in the workplan were monitored and co-ordinated by the Management Group, which was chaired by the contractor and serviced by the co-ordinator. In accordance with the project schedule, the MG met 5 times: December 2007, February and November 2008, July and September 2009.

The whole Network Partnership met in February (Manchester, UK) and November (Tallinn, EE) 2008 and at the final conference in July 2009 in Iasi (RO). 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 (both Trade Union and University) specific issues arising from trying to engage Trade Union members in university supported WLLL. And at the final conference external stakeholders (including Trade Union members/learners and keynote speakers- a UK Member of Parliament and from the ETUC Executive Committee) reviewed the existing resources of the network and participated in discussions regarding future exploitation and sustainability of the network activities.

The Editing Group as a sub-group of the Management Group and chaired by the University of Primorska set guidelines for production of materials, monitored receipt of the resources and also reviewed the relevance and quality of these materials before they were published on the website. In addition to regular email contact, the Group met separately at all of the meetings in Year 1 in Versailles, Manchester and Tallinn.

Methodology, tools and technology used

The Network 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. Throughout the project 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 and papers reflecting the experiences of the Learners.

Unintended outcomes of this approach have been for example the opportunity this provided for partners to engage with each other, facilitated but not funded by the existing project. For example the FI and UK TU partners met in Manchester outside of the UK Partnership Meeting to discuss the wider implications of the project and future working together. In attending the FI Management Group meeting in Year 2 the UK TU partner also met with another FI TU (external to the partnership) in another city to discuss future collaboration based on experiences/lessons learned from TULIP; and it also enabled the UK TU partner to engage with learners at the FI TU partner's

training facility by participating briefly in a training session for FI TU members. The FR Uni has met with the DE Uni and TU partners outside of network meetings to discuss future work together and the SI Uni partner has arranged to meet early in 2010 with the UK and FR TU partners in Manchester UK together with a SI TU external to the partnership to continue the dialogue and enable transferability of experience to a member state with more limited experience of the TU-Uni collaboration relating to WLLL

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. Participation in the final conference by practitioners in both TU and Uni sectors and also TU learners external to the network from a number of partner countries (e.g. EE, DE, FI, LT, RO, SI, UK) have increased this level of impact. In the UK for example the TU and Uni partners have worked together with TU members to discuss together the needs and opportunities for developing together further WLLL. The UK Uni partner has also widened this discussion to include unionlearn (a TUC initiative to engage more TU members in LLL) and other local TUs. For example there was further discussion at an open event at the Uni organised during the project, and held 14 December 2009, in which four other trade unions (the Fire Brigade Union, UNITE, PCS and Communication Workers Union) discussed, amongst other points, ways to take the model forward.
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 and the final conference in RO. 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. The keynote speakers and workshop leaders at the final conference in RO drew from the wider stakeholder base (UK MP; member of the ETUC Executive Committee; and independent researcher in the field of TU engagement in WLLL)
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 was a major project resource allowing private access to partners to review draft documents before they were published on the TULIP website for public access. This was 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.
The partners reviewed the home page of the website towards the end of the first year of the network and considered that it could be enhanced by more specific signposting for the various sectors. New text and structure for this page was developed and is now on the website

Evaluation

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

Overall co-ordination of the project has been undertaken by the University of Liverpool. The Co-ordinator was responsible for the **internal evaluation**, which focused on the **process** and achievement of the outcomes.

The partners constituting the Management Group were responsible for monitoring of progress against objectives and planned outputs, and the day-to-day work of the network. This was 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.

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

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

The project's external evaluation 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 was 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 were 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 was 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 allowed the evaluator to review the core aims of **learning, networking** and **development** that were being achieved by the partners and stakeholders over the life of the project.

A 2nd questionnaire in Year 2 included additional questions to see how these ideas had been addressed.

Mr Seppälä's interim and final evaluation reports are attached.

Dissemination and exploitation

Dissemination

This was 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 had particular responsibility for on-going dissemination via its web site, newsletter, bi-annual conferences/symposia (Spring & Autumn).

Dissemination activities (full details of which are included in the dissemination reports available on the website) included:

- Leaflets 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.
- The flyer advertising the final conference, widely distributed by partners, was included in the EUCEN conference packs in Leuven, BE March 2009 to 144 Uni colleagues
- 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)
- Article in on-line local newspaper in RO during the conference about the work of TULIP
- Distribution of final conference report (both hard copies and CDs) to a wide stakeholder base across partner countries and beyond e.g. Uni colleagues in Canada; Director of NIACE in UK; to EAEA (the European NGO with 128 member organisations in 42 countries working in the fields of adult learning); European Business Forum; the British Council; UK Government Dept Business Innovation and Skills (BIS); Leonardo National Agency; ETUC Executive Committee members, amongst many others.
- Final conference report (CD version) was included in the conference packs of all 150 participants at the EUCEN autumn symposium in Jonkoping, SE
- Electronic mailing lists e.g. inclusion in EUCEN newsletters generated throughout the life of the project updating EUCEN members on the TULIP network activities and resources; inclusion of information about the conference in Leonardo national agency electronic newsletter
- Conferences, seminars, meetings – e.g. at various conferences and events of other projects (LT, EE, FR, UK University partners, EUCEN, RO, UK TU partners) meetings of peers and colleagues (e.g. FI, DE TU, SI, RO, UK University) and at national network events (e.g. DE and FR Uni partners)
- Use of a TULIP presentation – in PowerPoint or printed format
- Partners' organisational / departmental websites (e.g. links to TULIP website and/or news items on the websites of University of Tartu, Sindicatul Salariatilor, Arbeit und Leben, University of Liverpool, EUCEN, Unison, Universities of Kaunas and Versailles San Quentin amongst others)
- Article in SI TU magazine, written by SI Uni partner and a TU colleague (who is external to the network but attended the final conference)
- Links from other websites of stakeholder organisations eg FACE in the UK which is a national network of organisations (FE colleges, Unis, community education services and the Learning & Skills Council) actively engaged in dialogue with government both local and national about access to LLL. Also a UK-based organisation EGSA (Educational Guidance Service for Adults) website advertised the Conference.

TULIP also disseminated its work during 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 information leaflet was included in the conference delegate packs and colleagues were able to participate in two open sessions of the TULIP network meeting.

Exploitation

The core issue for the exploitation of TULIP has been 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 (external to the network) 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.

In addition learners were involved in the development of the Case Studies and Papers from the Learners' Perspective and are reflecting on their experiences. For example the FI work has involved in-depth evaluation by the learners of the collaborative model adopted and there are plans to further develop this model. In the UK focus groups of TU members have and are continuing to review the collaborative model adopted and to work with the UK University and TU partners to develop the opportunities offered within this framework. This has enabled the network to ensure an impact not only amongst the initial target group of staff in TUs and Unis engaged in offering WLLL but also the ultimate beneficiaries, the TU members as learners.

In both the LT and SI Uni partners university students have been informed of the work of TUIP through inclusion in undergraduate teaching lectures and the UK TU partner has included discussion in the staff induction programme.

It is worth noting that experiences gained in Year 1 of the network encouraged those members from some of the newer member states (EE, LT, SI) that did not have a TU partner in the project to more deeply engage with the TU sectors in their own countries. As a result, representatives from the TUs in their countries (including a representative re women in TUs on ETUC) attended the final TULIP Conference in Iasi and as a result are continuing to engage with the network as we discuss the sustainability of the network.

TULIP Conference in July 2009:

The conference in Iasi, RO was a key event in continuing to develop and deliver the exploitation strategy. As mentioned in Section 2 (on page 7) the keynote speakers and workshop leaders at the final conference in RO drew from the wider stakeholder base (UK MP; member of the ETUC Executive Committee; and independent researcher in the field of TU engagement in WLLL) and also included practitioners in both the TU and Uni fields external to the network. TU learners attended and engaged in the dialogue, contributing to one of the workshop presentations and also in the final discussion about 'Where do we go from here?'

This conference allowed these stakeholders to engage with the TULIP network, to interrogate its findings and to review the ongoing need for collaborative interaction in this field and the future of the network. During the Conference a significant amount of time was given to the open discussion with all present about the need for continuing dialogue between the sectors about the provision of Work-based LLL for TU members.

There has been evidence throughout the network project that novice partners are identifying issues, not always consistently articulated previously in this field, for which the more experienced partners are able to offer assistance and guidance. Some of these issues were discussed in the round table open session at the partner meeting in EE with colleagues external to the network as well as the partners. The dialogue continued at the RO conference and this has led to some partners identifying opportunities for further collaborative discussion e.g. UK TU and SI University partners are meeting in March 2010 with the FR TU partner and also with the SI TU who is not a partner but attended the RO open conference. Thus the transferability of experiences between partners and lessons learned will continue beyond the life of Phase 1 of the network.

In a number of cases the government stakeholders have been engaged, as members of parliament from RO, UK and DE have been kept informed of the work of TULIP. The UK MP participated as a keynote speaker in the Iasi Conference and continues to engage with the debate and the network.

Also the FR Uni partner met in November 2009 with the DE Uni and TU partners to discuss the future work of the network. Similarly the FI TU and Uni partners met with another (non-partner) FI university to continue the debate of how to provide meaningful WLLL to TU members.

TULIP website:

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. A number of them e.g. from Canada have been following the network activities closely and been in regular contact with the co-ordinator.

The general philosophy of the network website has been 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 prepared by partners in their own language and in English and also the Case Studies and Papers from the Learners' Perspective from FR, FI, DE and UK (see section 3 for further details)

It should be noted that a number of the dissemination activities listed in this section 3 were also used to exploit the network activities – i.e. to engage others in the discussion about the future sustainability of the network. See also pages 6 and 7 where meetings with other TU or Uni external to network meetings are detailed.

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

- The UK TU partner attended a meeting in Berlin, 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 participated in and shared information re the TULIP project at a UK-hosted academic conference in spring 2009.
- The FR Uni partner gave a presentation at the L'UNiVersité dans la SOciété (UNiSO) 2009 Conference in Université de Picardie Jules Verne. The theme of the Conference was 'vocational students'
- EACEA provided information to participants about the project at the LLL Programme Information Days for 2009 and 2010. TULIP leaflets were available at this meeting also.

3. Project Outcomes & Results

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

Please see sections 2 and 4 also.

During the first year of the project there was 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 3 partner meetings and for 2 additional management group meetings ensured 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 on the current state of TU and University collaboration in the field of WLLL by some of the newer member states (EE, LT, SI and 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 and indeed formed the basis of some of the discussions in the round table in EE at the end of Year 1. Other 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 on the website in their own language with an English version also.

An independent external researcher, towards the end of the project (in November 2009), reviewed these national reports and has provided an overview of a perspective arising from consideration of the issues raised in these reports. This is available on the website.

Case Studies and Learner Descriptor Papers (LDP)

The DE, FI, FR and UK partners all produced Case Studies and Learner Descriptor Papers. These reports are on the website in their own language with an English version also.

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 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 forms the basis of their LDP.
- FR – the two FR partners worked 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 have been and are continuing to explore 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.

These case studies and reviews from the learners' perspective provided the basis for workshops delivered by at the final conference in Iasi, RO by the FI, FR, DE and UK partners. They allowed the learners (TU members -ultimate beneficiaries) to reflect on their learning experience and comments (all of which are included in the Papers on the project website) included. Actual quotations from learners are italicised:

- The materials and subjects used during the course were in her opinion interesting and motivated her own research but the amount was sometimes too much. (DE)
- Learning and understanding theories, terminologies, structuring the amount of work, materials and subjects became increasingly easier as she was becoming more self-confident. Her only criticism is the tight structure of the curriculum which leaves hardly any time for her own research and makes the combination between university studies and family life very difficult. (DE)
- *a good way to 'introduce' problem situations in practice. If the drama could be tailored to be company specific it could be even better (FI)*
- *the drama pointed out the importance of trust between the 'two sides' (FI)*
- *perhaps a little bit too 'educational' but I liked it anyway (FI)*
- *The APL may give access to a life after the TU activity (FR)*
- *The APL should not be a tool of management of crisis but management of the Trade Unionists pathways (FR)*
- *The TU competence is difficult to explain because it touches everything (FR)*
- *I don't think people realise that these types of things are available, I think people would be interested.. (UK)*
- *I always feel very inspired having attended the group and since becoming a member have taken up writing (UK)*
- *It has helped to build confidence with quite a number of members. We used to have people who didn't speak much at the beginning, but have come out of their shell a bit*

more. And it's made me realise I quite like organising things. It's brought more of our members into an active position and I'm hoping to get them more involved as union learning reps for the future. (UK)

- *I've met other people, mainly who work as I do ...who I would not normally come into contact with (UK)*

Conference and Conference Report

Following the conference in Iasi, RO in July 2009 the abstracts and papers were collated and published in hard copy and CD format. These have been widely distributed and a pdf version is available on the website. These articulate the experiences found in TULIP Phase 1 and also perspectives from external stakeholders on issues still to be addressed in this field of WLLL for TU members.

The conference allowed TU representatives from some of the newer members states, (eg EE, LT, SI) to attend and engage in the dialogue. Although not in the current network they have continued to engage with the network partners e.g. SI TU worked with SI Uni partner to write an article about the issues raised for a SI TU publication and they and the LT TU (also not in the current network) are currently engaging in discussions about how to take the network forward.

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 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 are available on the website also.

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.”

Review by partners of the project at the end of Year 2

In addition to the 2nd evaluation questionnaire completed for the external evaluator, written comments from partners have included:

“I have learned from other partners some new insights to this TU-University cooperation, which we can add now to our own strategies and actions (for instance taking into account the TU members opinions when making company training needs analyses). I also have been able to extend some of my earlier networks through project partners. The idea of looking TU-University LLL cooperation from the multicultural organisations point of view is one of the top results to me personally.” (FI Uni)

The partners recently reviewed their work for the network and also issues raised/ experiences gained. This is available on the network website. But some comments included:

- this training and research cooperation must be connected to normal union work. Co-operation between Trade Unions and Universities can build a bridge from national level to workplace level and vice versa. Mutual Know-how and trust can lead to work place development projects, which promote as well organizational as individual learning.(FI TU)
- First of all, it was a great opportunity for us to get familiar with the experience of other partners, which already have well developed systems of cooperation between universities and trade unions in their countries. That made us able to identify several reference points for improvement of our own system. As lifelong learning is a quite new concept in Lithuania and activities of “young” trade unions are rather limited, this kind of guidance is of big importance in developing cooperation between universities and trade unions in terms of providing LLL opportunities for TU members. Experiencing the progress of the countries, which have poorly developed cooperation between universities and TUs, gave very good background to do the benchmarking in the field.
Also, the project encouraged more active discussion with Lithuanian trade unions on the topic. Furthermore, Lithuanian trade unions got opportunities to contact trade unions in foreign countries and share their experience in different fields of interest. (LT Uni)
- When the project TULIP started in 2007 there was no discussion in Slovenia about lifelong learning and trade unions. Moreover it was nothing strange that some trade union’s managers haven’t heard of the possibility of trade unions being involved in LLL activities. Thus our main contribution is that the discussions started. On several different occasions we presented and emphasized the need and importance that trade unions start not just thinking but also acting in the field of lifelong learning. (SI Uni)
- We have been able to consider our education and training policies and procedures within the context of the experience of trade unions from other parts of Europe and the relationships they have with Universities and a variety of other organisations. Sharing both experiences and techniques has been a positive learning experience for UNISON. We have also made invaluable sustainable links with CGT in France and Murikka in Finland which we believe will enhance the service we provide to the UNISON membership in the UK. TULIP has been a truly cohesive and cooperative venture which has met the objectives we set at the outset. (UK TU)

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 was 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 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 have contributed to production of web-based resources such as experts, reports, papers. It was the responsibility of all partners to disseminate and exploit the resource base.

Whilst a number of the tasks were 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). This has also embedded the concept of cross-sector working within the network.

The network has, therefore, built up a level of understanding and trust and enabled genuine learning and exchange of experience and a desire to continue the dialogue and knowledge/experience transfer to the novice partners and beyond.

The involvement of key long-term beneficiaries (TU members as WLLL learners) in helping to provide case studies and papers from the learners' perspective and their active participation in 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 was 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 (Grundtvig) network project with 31 European partners (Equipe Plus), which has just ended. This partner had the responsibility of coordinating the TULIP project.

Although the working language was English, materials produced by partners are also available in their own national language and are available on the website in both languages. The website has pages in each of the partner languages, which 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, FR, SI university partners, have involved additional members of staff in attending some or all of the partner and management group meetings as a non-project funded contribution to the activities.
- Most partners have also involved 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 considerable **additional** time on the various activities to that budgeted for, e.g. UK, FI, DE and FR TU partners and UK, SI University partners.
- 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
- Partners committed to provide additional resource materials in the form of a summary document and also commissioning a summary review of the national reports, which are **additional** outcomes not specified in the project workplan
- In addition to providing workshops for the final conference in Iasi, (RO) and their committed time for dissemination/exploitation a number of partners prepared and delivered presentations at various seminars/ conferences that were not funded by the network eg FR Uni partner at UNiSO 2009

5. Plans for the Future

Website

The co-ordinator partner (University of Liverpool) is committed to hosting the website location indefinitely thus allowing public access for the foreseeable future.

The already extensive web – based resources can continue to be enriched with additional experts, relevant website links and the bibliography as and when supplied by partners.

Continued dissemination and exploitation

Partners have indicated their commitment to continue to disseminate and exploit the network after the life of Phase 1

Networking after the end of the project

Both at the conference/partner network meeting (in RO in July 2009) and the final management group meeting (in FI in September 2009) a major component of these meetings was the consideration of the future exploitation of the network.

For a partners' review of the work so far please see page 16 of this report. 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.”*

Discussion at the Romanian Conference included the following comments:

- *Is there a way to transfer help – we got informed in phase 1. Now how do we help? (DE)*
- *How can we secure vocational pathways for both youth and retired. (FR)*
- *Behind LLL is a man or a woman – person...employed...unemployed...not only a worker...everybody needs information to be a good worker and a good citizen. Everybody is not only a worker, but if we try to work together – universities and trade unions share the responsibility; company responsibility, personal responsibility, government responsibility – we have to see how we can secure the best way for everybody. When we talk about the new countries, we have to talk about working together – not to give a solution, but to fight for the person. The person is at the centre. (FR)*

- *Our mission now is to transport this idea to other trade unions and members and try to find some ways to implement it. Copying the system is illogical but of course we have learnt a lot and we will take some good practices and try to adopt them with emphasis to our system.(SI)*
- *I have been thinking about what might be the focus in the future? Many of the northern countries have experience of this – many firms have more and more issues of multicultural...how can we deal with issues, differences, different languages, religion, so it's a big issue. “ (FI)*
- *Phase 2 – transfer of good practice to new member states – how to implement the case studies/ good practice – pilot/transfer experience i.e. to deepen the co-operation and re work-based learning – and how the 2 sectors to work together(EE)*
- *We need to use LLL, not only as trade unionists; we need to use LLL not only as a tool; important as it is for recruitment, but I also think we need to use it to revitalise and re-motivate and re-make trade union organisation at factory and branch level, at every level. That is something I think that would be useful in the UK. (UK)*
- *Something that has come up quite a lot is the issue of the unemployed. We need to think about issues of citizenship, social responsibility.[referring to APEL] Lifelong learning is about the opportunities for the future as well as the past. Phase one of Tulip has been about the sharing of information but how that impacts upon the individual is another interesting thing. (Summary comment)*

As a result of the extensive discussions, it is likely that the partners will seek to develop the network and expand its scope and activities with a wider geographical and partner base through a future bid for EU funding.

As mentioned in Section 2, partners have taken the opportunity afforded by the network to develop and continue individual contacts. The wider aim of the network always had been to facilitate clustered activity between partners that whilst not funded by the network project nevertheless arose from the main network activities. It was an unarticulated but hoped for outcome of this type of network that issues of common concern would bring small groups of partners to work together.

Specific themes and common issues have emerged in Phase 1 of the network that partners would wish to explore in more detail, allowing for practical application of knowledge gained, e.g. the more explicit transfer of experience to novice partners and also the deepening of collaborative models of those already working together.

A common view has also emerged that in a second phase of the network we would wish to develop a wider partnership drawing from the stakeholder base e.g. with partners from additional member states and involving other types of relevant organisation and more trade unions from existing partner countries.

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 has also added value at European level, as it forms the basis for a now-developing wider Network which will represent additional countries and has acted as a catalyst to new and different inter-country collaborations.

Although a number of the partners had 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 has started to address this through 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 has further enhanced and promoted different cultural and socio-economic approaches to the provision of WLLL to TU members.

As the project outcomes have articulated a variety of practices within employment-related issues and TU involvement in WLLL this has enabled partners (and any stakeholders accessing the website) 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 contributed 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?”

For additional comments see pages 16 and 19 where partners have reviewed their current learning in Phase 1 of the network and their plans for a Phase 2.

The TULIP network has contributed, 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 has helped 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 – and also the dissemination/exploitation reports on the website):

- Discussions between the UK TU with Die Linke and VERDI in Essen (DE)
- Discussions at a meeting in Brussels of the Working Group for the Action Plan for Adult Learning convened by the Adult Education Unit of DG EAC
- The homepage of the website is currently available in all the partner languages and signposts viewers to other resources on the website in their own language.
- Discussions between the UK TU and JHL (FI TU for Public and Welfare Sectors)
- Participation in RO conference by member of ETUC Executive Committee (Manfred Klöpffer) and also Estonian TUC training co-ordinator, who also is active in ETUC
- Regular updating of the European Business Forum - all copies of leaflets/flyers/ conference report on CD
- Regular updating of EAEA – through the Secretary General - all copies of leaflets/flyers/ conference report on CD
- Contact and updating of International Cooperation Coordinator, SOLIDAR (European NGO)
- Posting of all materials on the Leonardo ADAM website
- International links - regular updating (copies of leaflets/flyers/ conference report on CD) to Canadian Universities working with Trade Unions e.g. University of Toronto, York University and Queens University

Finally it should be noted that the Conference provided the opportunity to work in synergy with another EU funded project BeFlex Plus, as one of their partners attended the conference to conduct a workshop on APEL in the NL context and to interact with the TU sector. This provided added value to both projects allowing for a rich discussion, especially as the TULIP network does not have a NL partner. It should be noted however that TULIP in no way funded any expenses associated with the attendance of this delegate.

7. Extra Heading/Section

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