



Final Report

Public Part

Project information

Project acronym: DeLTTUE
Project title: Developing e-Learning Tools for Trade Union Education
Project number: 504452-LLP-1-2009-1-UK
Sub-programme or KA: LEONARDO DA VINCI Multilateral projects for the development of innovation
Project website: www.etuinet.org

Reporting period: From 0/11/09
To 30/04/12
Report version: 1
Date of preparation: 09/06/12

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This project has been funded with support from the European Commission.

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Executive Summary

The Developing e-Learning Tools for Trade Union Education (DeLTTUE) project aimed to produce innovative tools, strategies and good practice guidance to support the development of online learning within European trade union education. The following report although chiefly aimed at this educational group, has relevance to the wider Vocational Educational and Training (VET) community, especially those interested in innovative approaches to workplace learning.

The project successfully achieved a number of clearly defined objectives and extended aspects of e-learning in order to exploit new and emerging technologies. The project has fundamentally changed established practices in e-learning and allowed trade union education practitioners to build the foundations of an innovative online education programme that is already being mainstreamed within European education. The outcomes generated have practical application to trade union education throughout Europe.

The products comprise a series of interrelated guidance manuals that form the basis of an instructional toolkit that enable e-learning practitioners to strategically implement successful online education programmes. Key products include:

- a web-based virtual learning environment www.etuinet.org
- development of innovative localised e-learning content
- the professional development of the trade union VET community

The DeLTTUE project drew together educational expertise from five national trade union confederations and the European Trade Union Institute (ETUI), the umbrella organisation for trade union education in Europe totalling 60 million members. The project was supported by two leading UK trade union studies centres based at Lewisham College and Stow College. The project was independently evaluated by members of the Open University research team with the support of the unionlearn research facility.

The project began in November 2009 and formally ended in April 2012. In October 2011, over 80 delegates attended the DeLTTUE dissemination conference in Brussels. Trade union education practitioners and curriculum developers representing 21 European countries attended the two-day event. The conference was used to showcase and demonstrate the work and products of the DeLTTUE project and encourage the exchange of good practice.

Traditionally the European trade union VET community has adopted a classroom and time bound collaborative approach to workplace training. The project has developed more flexible and innovative approaches to learning in response to the need of workplace representatives to access convenient forms of training. Led by the ETUI, the mainstreaming of DeLTTUE content, tools and good practice has begun to create a major step change in European trade union education.

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1. Project Objectives

The principle objective of the DeLTTUE project was to provide innovative online tools and strategies that can be utilised by and applied to trade union education programmes across Europe. It is recognised that the training of workplace representatives is of key importance to social progress. Quality training makes a difference to working conditions, tackles disadvantage and inequality and contributes to effective industrial relations.

The primary objectives of the DeLTTUE project were to:

- Develop good practice amongst European trade union VETs
- Develop innovative tools to enhance the delivery of online education
- Build capacity to deliver online education to workplace representatives
- Document the processes and strategic approaches to enable trade unions to embrace online learning

The project aimed to utilise existing knowledge and expertise and provide new innovative approaches to online education with wider application for e-learning practitioners. A major aim of the project was the creation of a series of guides and process manuals which were to form a practical toolkit for trade union education professionals. The manuals along with training workshops were specifically targeted at VETs. They will assist trade union confederations wanting to develop effective learning strategies to implement within their own education programmes and to suit their localised needs.

DeLTTUE aimed to create an innovative multi-lingual virtual learning environment (VLE) dedicated to trade union education tutors and their continued professional development. The VLE would include forums, resources, educational content, (including video) and other Web 2.0 technologies to help build a professional practice community targeted at VETs. The VLE would develop tutors' pedagogical skills to support online and blended learning. The site focused on the effective use of innovative technologies in everyday educational practice and specifically its use in the curriculum development of online programmes.

One of the key components of the project was the development of innovative tools for use in training programmes. The project intended to create localised online course content and material that incorporated the use of web based tools and innovative resources for work based representatives' courses. This was to include the utilisation of social networking tools and new technology. As a result of the project, reps would be given more flexible, accessible and engaging learning opportunities. The overriding aim was to develop enhanced content for workplace representatives. Better education materials and improved modes of delivery would create a richer learning experience and be of greater benefit to learners.

Creating course materials was to be informed by the national qualification frameworks of the project partners. This included the Qualification and Credit Framework (QCF). These frameworks informed the curriculum development process and provided the structure to apply the transfer of knowledge to trade union education providers within Europe.

The project planned to assess the impact of the online learning experience upon workplace representatives and evaluate the products developed during the project; in order to inform and encourage innovative curriculum development.

The consortium partners would benefit considerably from the transfer of knowledge from the UK, Sweden and Finland to Greece and Bulgaria, allowing best practice in these countries to be tested and adapted. CITUB and GSEE are both less technologically advanced than the Northern European consortium partners. It is expected that CITUB and GSEE will develop and implement their own e-learning strategies.

2. Project Approach

Initially the project concentrated on establishing working practices and partner protocols. A Project Management Committee (PMC) was created at an initial start-up meeting and partnership agreements were drawn-up and signed by each organisation involved in the consortium.

Subsequent meetings of the PMC took place where work schedules and progress reports accompanied by ongoing discussions regarding technological development took place.

Originally four meetings of the PMC were scheduled. An additional meeting was held to allow further discussions around work schedules and partner responsibilities. The project relied heavily on communication between smaller teams allocated to individual workpackages. This allowed the project teams to utilise technology to communicate and collaborate.

Three of the project partners the TUC, SAK and LO-Sweden have long established e-learning programmes and have over a number of years trialled methods of delivering online learning to trade union representatives and union officers. The project built upon this existing knowledge and the expertise of the consortium and provided new innovative approaches to online education with wider application for e-learning practitioners.

The creation of a series of guides and process manuals has been a critical part of the project. The manuals form a practical toolkit for trade union education professionals. The project deliverables enable trade union confederations to adopt effective learning strategies to implement within their own education programmes.

The project created a template with which other trade union confederations could develop successful online learning strategies. The involvement of CITUB and GSEE allowed the application of this template to be trialled and tested. The use of GSEE and CITUB as an 'experiential yardstick' allowed innovative approaches, as well as products and materials, to be tested and evaluated in a live learning context and enabled a qualitative impact assessment of the project objectives. Through the delivery of focused e-learning workshops aimed specifically at VETs, experts from the TUC and SAK gave practical instructions on the use and deployment of the project virtual learning environment (VLE) and associated technology.

During the workshops, tutors were able to provide and exchange feedback and good practice via the project VLE allowing trade union educators to share knowledge and experience. The VLE enables the customisation and development of tutor resources ensuring their continued relevance.

The project disseminated knowledge, initiatives and products developed during the project including the manuals to ensure they maximise their impact. The products have already been successfully mainstreamed and will have a long-term impact upon trade union education programmes across Europe and have relevance to the wider VET community.

Key to the successful valorisation of the products and initiatives was the project VLE. The site discussion forum provided an interactive and collaborative area for tutors to inform and influence the project and its processes. The mainstreaming of the website by ETUI has enabled trade union professionals to contribute to the future development of online education and provide an opportunity to exchange experience and future best practice.

Partners will exploit the project results by implementing sound pedagogical method to course development and delivery processes. The results and products developed will enable trade union education professionals to implement successful online learning strategies. The project toolkit will be mainstreamed and its use promoted by ETUI.

The professional development of tutors via GREET will help to embed teaching methods and systems into everyday practice. The methods and tools developed will enhance trade union education programmes across Europe.

Trade union confederations have access to 'high-level' stakeholders responsible for education and innovation including government departments and policy makers. They have raised awareness of the project objectives on a national level and influence future policy. ETUI can influence policy at a European level.

ETUI disseminated the results of the project by means of an active, participatory conference involving over 80 delegates representing 21 European trade union confederations. It enabled a shared understanding of the use of the tools developed and their impact on trade union learning.

3. Project Outcomes & Results

The DeLTTUE project concentrated on the development of products that have direct application to trade union education. The three key components are:

- the project manuals and guidance
- the project virtual learning environment and tools
- course material

A project management team was established and met on four separate occasions. Partnership agreements, protocols and work schedules were agreed by the consortium. A number of sub-teams were established responsible for specific deliverables within the project. The management systems and processes were fully documented and are available via the project website <http://www.etuinet.org/course/view.php?id=19>.

The project created a virtual learning environment (VLE) using open source software (Moodle). The VLE (www.etuinet.org) acts both as the project archive and as a functioning learning platform - initially a temporary website was created (www.delttue.org), which was later superseded by etuinet. The VLE contains project documentation as well as external facing information about DeLTTUE. The development of etuinet was subcontracted to a UK based company, Desq, working closely with the TUC and the ETUI. This site was developed in order to provide a learning platform for trade union courses across Europe and provide a place for innovative tools for exploitation on trade union training courses. The VLE hosts examples of courses and resources produced as part of DeLTTUE as well as course content that's production has been informed by the project developments.

The screenshot shows the etuinet.org website interface. The header includes the 'european trade union institute' logo and the 'etuinet.' logo. The main content area is divided into several sections:

- Main Menu:** Includes links to 'Site news', 'About the DeLTTUE project', and various EWC modules (EWC Module 1: Introduction to European Works Councils, EWC Module 3: How EWCs can support bargaining, EWC Module 4: Supporting better businesses, DeLTTUE Presentations.zip, and 'testing').
- SITE NEWS:** Contains two announcements:
 - Welcome!** by etuinet administration - Thursday, 13 October 2011, 12:59 PM. A very big welcome to all new users - we hope you found the presentations at the etui conference useful, and that you're looking forward to seeing and using the materials on etuinet - as well as creating your own. Good luck, and remember to contribute to the forums!
 - etuinet.org up and running!** by etuinet administration - Friday, 30 September 2011, 04:39 PM. Etuinet is up and running, and has one module of learning successfully deployed!
- COURSE CATEGORIES:** A table showing course categories and their counts:

Category	Count
Miscellaneous	7
DeLTTUE practice area	3
- Right Side Widgets:** Includes 'Subscribe to this forum', a 'Calendar' for June 2012, and 'Network Servers'.

Various online tools have been developed throughout the project including rapid e-learning, exploitation of social media and video content, including policy vodcasts to brief trade union tutors and representatives. The exploitation of the VLE provided the project consortium with the opportunity to develop enhanced online content that utilised the tools that form part of Moodle.

Another key component of the DeLTTUE project was the creation of videos and policy specific vodcasts by the consortium partners. These videos have been used within trade union education courses both online and in the classroom. Videos have been used to enhance content and improve the learning experience. Examples of videos produced are available on the project VLE.

A key development of DeLTTUE was the creation of rapid e-learning content. The project commissioned the production of e-learning courses that answered a growing need for short, flexible, self-study and accessible training opportunities. These rapid e-learning modules are hosted on the VLE allowing consortium partners to monitor learning and are created using Articulate, an off the shelf package. These modules are interactive, contain key information and multimedia



content, including video, and allow for frequent knowledge checks. The initial subject identified by the ETUI for this treatment was European Works Councils. Its production allowed not only the trialling and testing of the content production but of equal importance was the design of a sustainable and manageable development process. This was specifically trialled with education specialists in Greece and Bulgaria. The modules are easily localised as they can be adapted linguistically and culturally. Further modules have since been developed using this model.

The Getting Ready for Effective E-tutoring (GREET) has been developed as a preparatory course for trade union education tutors who want to develop their ability to deliver courses online. It has application for the wider VET community. The course was piloted to a representative tutor cohort from the UK and has become part of the TUC's training offer. It is hoped that the ETUI will adopt the course. In order to build capacity within the ETUI, further tutor development work was provided to staff responsible for online education at the ETUI.

In order to ensure real change in trade union education across Europe, the project recognised the need to document and record processes and good practice. A series of guidance manuals were produced. These form a practical toolkit that supports the development of localised online learning strategies. It is intended that these manuals are able to be used by non-consortium trade union education confederations who wish to develop an online education programme. They may also be of interest to curriculum developers and the broader VET community. The manuals are available via the VLE.

The products have been disseminated widely. Representatives of the partner organisations have promoted and publicised the initiative to interest groups, affiliates and other parties. Project participants have disseminated the work of the project at conferences, events, meetings and workshops internally and to external organisations. The ETUI invited representatives of the DeLTTUE project to their training workshop Project Management for Trade Union Officers course (<http://www.etui.org/education/Courses/2010-2011/1052-028>). Representatives presented and discussed the DeLTTUE project with attendees from across Europe. There have been valuable exchanges with other projects such as the Grundtvig EMODE (www.emode-net.eu) project that made a presentation to the Athens PMC.

In October 2011, a pan-European conference was held in Brussels hosted by the ETUI. The two-day conference was attended by over 80 delegates from 21 different European countries. Speakers included representatives from the ETUI, SAK, the TUC, Stow College and Desq. The project VLE was presented along with demonstrations of online tools and rapid e-learning.

Following the dissemination conference, there has been considerable interest from non-partner organisations. The partners have already been approached by French, Irish and Scottish trade union confederations for advice and assistance in embarking on similar work. This is in addition to the work already begun by the ETUI.

4. Partnerships

DeLTTUE is contributing to the development of programmes which address national and EU level challenges as a result of European legislation, whilst recognising the benefits of sharing experience and collaborative development work between unions that share common aims. Trade unions across the EU campaign for rights at work and fairness and tolerance in society, promoting a better understanding of cultural diversity. The use of web-based technologies by the consortium helps bring people together to exchange view points and break down linguistic and cultural barriers. The project provides an exemplar to other organisations in Europe by bringing together teaching innovation to enable a step-change in the direction of this work.

The consortium partners brought together expert knowledge and experience. The geographical spread represented the varying levels of knowledge of this form of education. The TUC offered professional, competence based accredited training through colleges across the UK. TUC Education's programme is highly valued and is a model to European counterparts.

LO and SAK are European leaders in online learning for trade unionists and offered exceptional knowledge and understanding of the application of new technology in the delivery of learning to workplace representatives. The project allowed VETs and education officers from these three countries to explore the differences in online education and to share good practice about what works best in each country. The work of the consortium also echoes previous Grundtvig projects for example the E-MODE (www.emode-net.eu) and the GSEE led Inter-Tie project. GSEE and CITUB acted as an experimental yardstick allowing products and materials to be tested and evaluated in a learning context.

The project participants identified early on in the project that the TUC, SAK, LO-Sweden had knowledge and experience that would greatly benefit colleagues in Bulgaria and Greece. The transfer of innovation became a key objective of the project. This was realised in the form of practical educational workshops on the methods and techniques of e-learning delivered to VETs representing Bulgaria and Greece. Lead by SAK and TUC the workshops enabled both an educational and cultural exchange of pedagogy and ideas.

The opportunity for the five union confederations to collaborate and share good practice has been of enormous value. The approaches adopted by each confederation to trade union education are diverse; the opportunity to explore divergent and common ground has been immensely valuable. The pool of knowledge was far greater than anticipated and the ETUI have recognised that they play a key role in coordinating strategic approaches to the development of e-learning for trade union education. The ETUI will ensure effective exploitation of the project outputs to trade union education providers across Europe. A key element of the project has been the development of tools and guidance on course accreditation for curriculum developers. This is being carried out within a European-level context establishing accredited competence based learning within national qualification frameworks whilst providing exemplars for exploitation and adoption by trade unions external to the project in anticipation of EQF implementation. The exchange of approaches around accreditation has already enabled an ETUI led, European wide, EQF mapped, accredited training course to take place and there are now concrete plans to transfer this innovative approach to accreditation throughout the ETUI network. Lead by the TUC and with contributions from the DeLTTUE project management team, this was a ground breaking development. The ETUI are continuing to develop and mainstream this accredited course model.

The toolkit comprising the guidance and online management manuals are available in three languages. They provide step-by-step guidance for trade union confederations across

Europe. CITUB and GSEE will continue to develop their online learning strategies. This will ensure the continued application and customisation of the products and processes.

The use of social networking tools and especially video based media provides an effective means to deliver policy information efficiently.

The work of the project has been disseminated widely both within the project consortium partnership and with other trade union VET communities. Since the dissemination conference, French, German and Irish counterparts have begun to explore the tools and techniques used by the project and sought advice and guidance from the DeLTTUE project management team. It is hoped that through the ETUI this will develop further.

5. Plans for the Future

One of the key objectives of the DeLTTUE project was to develop exploitable and transferrable products to enhance the delivery of trade union education to European workplace representatives. The dissemination of the work especially by the ETUI has led to great interest from union confederations keen to exploit the resources and products created. A number of mainstreaming activities have already been initiated.

The DeLTTUE project's VLE etuinet provides European trade union education with a facility to offer an advanced and innovative approach to its transnational education programme. The ETUI has incorporated its use into training events in Germany and are currently working on the development of a blended learning course on project management for trade union VETs in consultation with members of the DeLTTUE project team. Integrating e-learning components into its existing programmes offers European trade union learners more accessibility and flexibility, and the ETUI a more efficient form of training.

A crucial consideration for the successful mainstreaming of a European wide blended learning offer is dependent upon the continued exploitation of the etuinet VLE. Discussions regarding the hosting and support of etuinet are ongoing, with a number of recommendations for future arrangements being put forward by the project team to the ETUI for consideration. At present the hosting and support of the etuinet is the responsibility of the DeLTTUE consortium. One suggestion is that one of the consortium partners will take responsibility for the continued development of etuinet.

The ETUI also recognise the huge potential of rapid e-learning. The EWC rapid e-learning modules have demonstrated that this approach provides effective short directed learning that has a wide impact. The added ability to easily localise the content makes this a highly attractive option for workplace education.

TUC Education have already begun to mainstream this technique to offer union representatives continued professional development. Short briefings on focused topics such as equality legislation and organising have been developed. DeLTTUE has enabled the TUC to build the capacity to deliver this form of learning with TUC VETs working with subject specialists to produce rapid e-learning modules. Irish and French trade union confederations as well as individual unions, the Open University and external organisations are keen to work with the DeLTTUE team to produce rapid e-learning content. The members of the project consortium will continue to disseminate this powerful initiative.

The DeLTTUE project has informed the development of tutor led courses delivered by the consortium partners. The use of innovative online tools, both those that form part of the VLE and additional social media tools, has been greatly increased. Now enhanced tutor led online courses in the TUC, SAK, GSEE and CITUB form part of their educational offer. The workshops for VETs delivered by SAK and the TUC in Athens and Sofia were a major breakthrough for the Greek and Bulgarian federations. Moreover, the GSEE have already developed a tutor lead online course on Organising as a result of the workshop using etuinet. The further development of online programmes will be informed by the DeLTTUE toolkit.

The toolkit developed as part of DeLTTUE comprises a series of manuals that can be used as a guide by trade union educators or curriculum developers when looking to establish an online education programme. The manuals provide a comprehensive guide to the key strategic considerations necessary for successful exploitation of online learning. Ultimately it is hoped the toolkit will continue to support the strategic development of online education throughout Europe. Informed by the DeLTTUE manuals, CITUB and the GSEE have already initiated the development of national online learning strategies. A number of trade union education confederations intend to use the guidance and it is hoped that the ETUI will play a crucial role on mainstreaming their use. The ETUI will continue to develop their online

education programme making full use of etuinet and the manuals to provide good practice. The TUC, SAK and LO will exploit the use of the manuals within their own trade union educational networks.

Another significant outcome of the DeLTTUE project was the accreditation model. The ETUI have continued to develop systems and processes trialled and tested during the project. The ETUI have begun to offer further accredited courses. Significantly the ETUI have worked with CITUB on an accredited course to be held later in 2012 in Sofia. The participants of Training Project Work Trainers (<http://www.etui.org/Training/Strategic-and-project-management/Training-project-work-trainers>) will not only receive a European recognised qualification themselves, they will also "become familiar with course accreditation and training methodology used by ETUI and to roll out further editions of the Introductory level 1 course on a cascading basis at national level".

It is intended that the Getting Ready for Effective e-Tutoring course will be adopted as the main preparatory course for trade union educators who are looking to deliver courses online. As the materials are based in an online environment, they can easily be adapted and localised to suit the individual needs of a particular country where necessary. The TUC have developed a version of this course that will become part of trade union education's tutor training programme offered to trade union VETs.

6. Contribution to EU policies

The DeLTTUE project contributes to EU policies, objectives and priorities and addresses national and EU level challenges resulting from key European legislation. The project recognises the benefits of a collaborative approach between unions that share common aims. Trade unions across the EU campaign for rights at work and fairness and tolerance in society, promoting a better understanding of cultural diversity.

The use of web-based technologies and innovative tools and techniques helps bring people together to exchange view points and break down linguistic and cultural barriers. The project provided an exemplar to other organisations in Europe by bringing together teaching innovation to enable a step-change in the shape and pace of this work.

The project contributed to the LLP objectives in the following ways:

- 1. Development of quality lifelong learning:** DeLTTUE contributed to this objective by developing an innovative approach to trade union lifelong learning across Europe. The project produced high quality tools and strategies for the implementation of innovative solutions for competence based curriculum programmes of European trade union confederations. The professional development of trade union trainers will embed innovative products and systems initiated during the project.
- 2. Support the realisation of a European area for lifelong learning:** We addressed two issues highlighted in this report (a) supporting the incorporation of wider approaches to learning (informal learning and collaborative learning) into provision through the use of ICT as a tool for communication, collaboration and social interaction and (b) through the specific support of the growing role of workplace representatives as learning facilitators as demonstrated in the UK through the role of Union Learning Representatives (ULRs).
- 3. Improve the quality, attractiveness and accessibility of the opportunities for lifelong learning available within member states:** Trade unions already bring people into learning who would otherwise be less likely to participate through specific programmes for worker representatives. New ICT solutions have the capacity to further contribute to this through making programmes learner-centred and thus more attractive to those who find traditional, didactic approaches daunting. Additionally, methods inherent in online delivery make learning more accessible. The DeLTTUE project made a significant contribution to this priority by involving 'hard to reach' learners.
- 4. Contribute to increased participation in lifelong learning by people of all ages, including those with special needs and disadvantaged groups, regardless of their socio-economic background:** DeLTTUE contributed to this objective by exploiting tools and products developed to support tutors and programme designers. Specifically the project facilitated their experience by developing and exchanging values with, meeting the needs of and engaging with disadvantaged groups. In particular with regard to accessibility issues and the motivation of disadvantaged groups by encouraging these people to value their experience and contribution.
- 5. Support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning:** The project developed capacity to use social networking and collaborative tools in the design and delivery of training programmes for workplace representatives including through creating a virtual learning environment (Moodle), forums, and Wikis that tutors and programme designers used to exchange experience and products on a transnational basis to provide personalised programmes, programmes that utilise mobile technologies and programmes which incorporate informal experiential learning.

The project developers created areas within Moodle to allow tutors and educators to discuss the development and use of e-learning. This was successfully achieved during workshops in

Athens and Sofia. The use of Wikis and social networking in teaching practice was explored and practised.

6. Promote co-operation in quality assurance in all sectors of education and training in Europe: DeLTTUE addressed this by producing tools and guidance specifically aimed at providing quality frameworks for the delivery of education and training to trade union tutors. The adoption of accreditation and qualification frameworks has provided a structured system and frame of reference for curriculum developers. The ETUI have successfully provided accredited qualifications for trade unionists across Europe.

7. Encourage the best use of results, innovative products and processes and to exchange good practice in the fields covered by the Lifelong Learning Programme, in order to improve the quality of education and training: The project addressed this by establishing a web based learning system, discussion forum and Wiki that tutors and programme advisors can use, on a transnational basis, to exchange ideas, experience and products on using innovative ICT, applications and techniques in workplace representatives training programmes. It will also be used for future transnational co-operation in the design of training programmes.

DeLTTUE contributed to specific LLP objectives in the following ways:

1. Support participants in training and further training activities in the acquisition and the use of knowledge, skills and qualifications to facilitate personal development, employability and participation in the European labour market: The impact of our work has enabled our ultimate beneficiaries (VETs) to use ICT tools to acquire skills, knowledge and accredited competence based qualifications to support their continued personal and professional development through relation to prior experience and informal experiential learning. This is core to the project's activities. We developed innovatory approaches around the application and use of new technologies; social networking tools and the training and development of workplace reps. The project consortium embedded this in the practice of institutions by managing these programmes and through the professional development of trade union tutors. We have managed to achieve a multiplier effect through dissemination including through demonstrating relevance and potential to other VET networks.

The TUC has developed their learning platform incorporating the tools and knowledge gained from working on the project. A series of tutor training courses have been held with UK trade union educators in which the new approaches to delivery have been explored and tested.

2. Improve the quality and to increase the volume of cooperation between institutions or organisations providing learning opportunities, enterprises, social partners and other relevant bodies throughout Europe: DeLTTUE addressed this objective by developing and promoting the use of a community and resource portal for European trade union educators via the VLE. This has enabled tutors and curriculum developers to collaborate and share best practice from different partner countries. The functionality of the VLE provides a structured and systematic area for co-operative approaches to trade union learning.

3. Facilitate the development of innovative practices in the field of vocational education and training other than at tertiary level, and their transfer, including from one participating country to others: DeLTTUE has created a virtual learning environment comprising forums, Wikis and an area for tutors and programme advisors from participating countries they have used to exchange ideas, and experience on using innovative ICT applications and approaches in workplace representatives training programmes.

4. Improve the transparency and recognition of qualifications and competences, including those acquired through non-formal and informal learning: DeLTTUE has taken account of national qualification frameworks that provide vocational education competence-based accreditation for trade union education programmes. The development process has made reference to recognised accreditation systems in preparation for

exploitation within the European Qualifications Framework (EQF) and worked towards a standardised approach to accredited courses and provided clear recognition of the quality of courses and the achievement of union representatives.

5. Support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning: The project developed and extended the capacity to use social networking and collaborative tools in the design and delivery of training programmes through creating forums, Wikis and blogs that tutors and programme designers have used to exchange experience and products on a transnational basis to provide personalised programmes, programmes using mobile technologies and programmes which incorporate informal, experiential learning.

Contribution to LLP Horizontal policies:

1. Fight against racism and xenophobia

Worker organisations seek to play a leading role in tackling racism and xenophobia and offer training programmes to contribute to this. DeLTTUE has used new technological applications developed during this project to enhance knowledge of these areas. Specifically TUC Education have produced a rapid e-learning module on Equality Law and the changes introduced in the UK by the Equality Act 2010. The module raises awareness of equality issues in the workplace and how the law supports union representatives.

2. Promoting equality between men and women and contributing to combating all forms of discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation contributing to combating all forms of discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation

The project has enabled trade union organisations to be more effective in delivering programmes around tackling discrimination in the workplace. Accessibility issues have been fully addressed in the solutions developed and have identified and highlighted within tutor training and programme development materials the solutions that can be applied to promote inclusion. This has included the encouragement of excluded groups to contribute their experience to learning programmes. Specifically TUC Education has produced a rapid e-learning module on Equality Law.

3. Equal opportunities men and women

By developing enhanced and more accessible online education courses the project has enabled trade unions to be more effective in delivering programmes around tackling gender discrimination in the workplace. The development of enhanced tutor information tools and processes, such as the exploitation of the website and policy briefing vodcasts, has enabled greater understanding of equal opportunities issues and relevant legislation.

TUC Education have produced rapid e-learning modules on the Equality Act 2010, helping Vulnerable Workers and Additional Paternity Leave. Online learning addresses any issues around accessibility by offering flexibility and convenience.

4. Sexual discrimination, orientation

By developing enhanced and more accessible online education courses DeLTTUE has allowed trade unions to be more effective in delivering programmes around tackling discrimination faced by lesbian, gay, bisexual and transgendered people in the workplace. The development of enhanced tutor information tools and processes, such as the exploitation of the website and policy briefing vodcasts, will enable greater understanding of sexual discrimination issues and relevant legislation.

5. Racial or ethnic origin

By developing enhanced and more accessible online education courses the project has given trade unions the opportunity to be more effective in delivering programmes around tackling discrimination faced by black and ethnic minority people in the workplace. The development of enhanced tutor information tools and processes, such as the exploitation of

the VLE and policy briefing vodcasts, has led to greater understanding of racial discrimination issues and relevant legislation. Specifically, TUC Education has developed a rapid e-learning module on the Equality Act 2010.

6. Age

By developing enhanced and more accessible online education courses the project has enabled trade unions to be more effective in delivering programmes around age discrimination in the workplace. The development of enhanced tutor information tools and processes, such as the exploitation of the VLE and policy briefing vodcasts, has allowed for greater understanding of age discrimination issues and relevant legislation. Specifically, TUC Education have developed a rapid e-learning module on the Equality Act 2010.

Complementarity with other policies

1. Education and Training 2010 Work Programme

DeLTTUE has contributed to the Vocational Education and Training theme of this programme through building social partner capacity and practice around increasing the quality, relevance and attractiveness of VET and adult learning provision by developing and mainstreaming the use of innovative ICT approaches in their learning programmes and consequently increasing adult participation in lifelong learning.

2. Employment

The project has enabled unions to increase and make more effective the training and learning programmes available to workplace representatives to support union and social partner contributions to the Integrated Guidelines for Growth and Jobs, in particular training around managing change at work, promoting workforce learning and promoting equality and diversity. The rapid e-learning module on European Works Councils specifically addresses the need for training for workplace representatives to support social partnerships and social dialogue.

3. Recognition of qualifications

The project has developed tools and guidance on course accreditation for curriculum developers. This has been carried out within the context of and following established practice of accredited competence based learning within national education qualification frameworks. The project has shared knowledge, experience and practice of accredited education programmes and provided exemplars for exploitation and adoption by trade union's external to the project in anticipation of EQF implementation. In particular, the DeLTTUE project has developed a guidance manual on accrediting online education programmes.

4. Environment

DeLTTUE supports training programmes that contribute to the promotion of the sustainable development agenda in the workplace. The project has used new technology applications developed through to enhance learning programmes in this area. Specifically an online trade unions and the environment course has been developed and a Green workplaces rapid e-learning module will also be created.

5. KA3 ICT

DeLTTUE has directly addressed the Commission priority of harnessing digital technologies to boost lifelong learning by exploiting Web 2.0 technology and "to make ICT-based learning both interactive and collaborative, providing a more enriching and motivating learning environment both within and outside the classroom." The project addressed this through developing the use of these technologies in trade union learning and through building trade union awareness of the wider potential of lifelong learning.

6. Cohesion fund

The cohesion fund guidelines include "improving adaptability of workers and enterprises and increasing investment in human capital" and recognise the role of ICT as a key driver of growth. This project has increased capacity to enable trade unions as social partner organisations to contribute to the development, delivery and review of programmes through

improving the training provided to union representatives and through increasing union awareness of how Web 2.0 tools can be exploited.

7. European Centre for the Development of Vocational Training (Cedefop)

TUC Education developed an education programme based on learning outcomes over 12 years ago. After testing and trialling, the TUC's programme is now embedded in the UK's NQF. DeLTTUE has disseminated and exploited this experience of qualification and credit frameworks within the context of trade union education programmes and practice across Europe and has encouraged a joint approach to VET training in anticipation of the launch of the EQF.

