

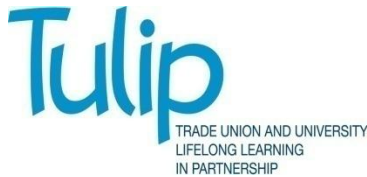


Université de Versailles  
Saint-Quentin-en-Yvelines



# TULIP Project

**Presentation of French Case Study**  
Confédération Générale du Travail /  
Université de Versailles St Quentin –  
en-Yvelines

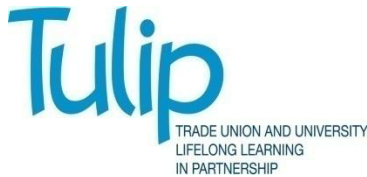


**Competence : Formal – Informal –  
No-formal**

**NOT WHAT YOU HEAR, IT WHAT YOU DO !**

- Formal competence: related to the studies and professional activity certified
- No-formal competence: related to the social activity (TU, political activities, NGO, associations, social networks, sport...) and vocational activity
- Informal competence: related especially to the individual activities (family, friends, leisure activities, personal life...)

**A WORKER - A CITIZEN - A MAN**



## The TU-activist is not a job

- The trade-union activity is a social responsibility, not a job
- Historically, in the Trade union of the book, the " better french worker in the domain » was also an union official
- The trade-union responsibility should not be a responsibility for life, in order to improve the participative democracy of the citizens
- The TU activist must be able to validate his/her competence acquired during the trade-union activity for a vocational integration or mobility



## The competence related to the TU responsibility ( 1 )

There are four main roles of the TU activist:

- spokesperson,
- facilitator,
- analyst and
- administrator



## The competence related to the TU responsibility ( 2 )

### **The transverse competence:**

to listen and to express, to organize and to decide, to inform, to set up files, to create and to participate in a democratic proceeding

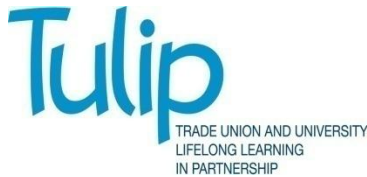
### **The competence related to the internal environment:**

to develop, to manage, to coach and to teach, to inform, to inquire, to manage conflicts, to represent his/her organisation internally.



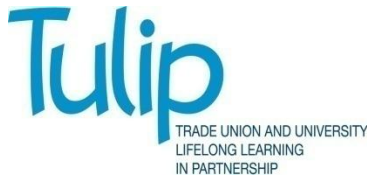
## The APL is a necessary tool in the Lifelong Learning

- The AP(E)L (Accreditation of Prior and Experiential Learning) is registered in the French law
- The AP(E)L allows to take into account the formal competence (professional experience), no-formal ( social experience) and informal ( individual experience)
- The AP(E)L allows to obtain, totally or partially, a university degree/certificate, in order to consolidate one's experience within the framework of bargaining and employment



**The university is a public service for the  
AP(E)L**

- Only the universities can award higher education degrees/certificates within the LMD system (Bologna process)
- Only the universities offer education programmes in all the sectors/fields, so allow the validation of formal, informal and no-formal skills and experience



## The university education, an education of the citizen

- The university forms citizens/professionals, and not TU activists
  - But the university must give to every citizen the possibility to acquire the competence necessary to be a TU activist
  - The university should integrate in all its programmes the competence needed to be a conscious citizen
- The Europass CV should create a specific line on the citizen competence, at the same level as the computer or linguistic competence

## Competence related to the citizenship

- At the university level  
Labour/employment Law, TUs and associations, valuation of the responsibilities as a student / citizen (Citizen activity ECTS)
- At the TU level, depending on the responsibility
  - the TU member (strong relational competence)
  - the TU representative (strong relational and organizational competence)
  - the TU activist (strong relational, organizational and bargaining competence)
  - the staff representative (strong competence of persuasion and of conviction)



## The cooperation within the Tulip project

- Creation of the "citizen" modules which would be compulsory in each university programme
- Creation of a competence referential related to 4 types of TU responsibility
- Creation of teaching units/modules within the lifelong learning to acquire the competence related to the TU responsibility (by the mixed team including TU managers / academic staff)
- Creation of an observatory of AP(E)L samples, in order to award a degree/certificate to TU activists



## The TULIP case studies: AP(E)L of TU activists

### **Case 1: «The validation of TU experience: a recognition of TU activism »**

**Operator:** the Labour Institute of Midi-Pyrénées region

**Goals:**

- to identify and describe the fields of TU competence,
- to define the university fields related to the TU experience,
- to develop the AR(E)L tools for coaching the TU members/activists

**Actors:** 13 TU activists representing the variety of situations, with participation of academic staffs, AP(E)L practitioners, as well as a team of teachers and researchers.



## The TULIP case studies: AP(E)L of TU activists

### **Case 2 : « Application of regional policy for the Regional development of the AP(E)L »**

**Operator:** the State, the Rhône-Alpes region and the social partners

**Goals:**

to identify and to recognize the TU experience, in order to value it within the AP(E)L method

**Actors:**

Regional CIBC (Inter institutional Centre for Competence Assessment)

16 TU activists

University responsables for the AP(E)L



## The TULIP case studies: AP(E)L of TU activists

### **Case 3 : « Two relevant examples of individual validation of TU activists »**

**Operator:** AP(E)L department within the University

**Goals:**

- Global AP(E)L coaching (choice of the degree, project drafting/editing, validation of the application by responsible teacher, help in setting up of the AP(E)L file, preparation for the jury of validation)

**Actors:** university staff of the AP(E)L department

candidate 1: a CGT official

candidate 2: a TU advisor to the Departmental Direction of Labour



## The TULIP case studies: AP(E)L of TU activists

### **Case 4 : « The teaching units of Citizen activity within the framework of LMD system »**

**Operator:** the University of Versailles St Quentin en Yvelines

**Goals:**

- the teaching units related to the legal aspects supervising the structure and the actions of the associative sector (3 ECTS)
- the teaching units related to the relations between associations and economic/commercial sectors (3 ECTS)
- the teaching units on the practical implementation within the association reality (3 ECTS)

**Actors:** Authorities of the university