

LIFELONG LEARNING PROGRAMME 2007 - 2013 Version 1-2007

APPLICATION FORM for Call EAC/61/2006

Multilateral Projects, Networks, Accompanying Measures, Studies and Comparative Research

For official use only Reference number : LLP -

Applicants must refer to the Instructions for Completing the Application Form.

This document, available from the Agency website, contains all codes and further information for completing and submitting the application form

0.1 Languages **Used to complete the form** EN **For communication with the Agency** DE EN FR

0.2 This is an application for funding under the following LLP Action (tick only 1 box) :

Sub-Programme / Transversal Programme	Actions	<input checked="" type="checkbox"/>	Deadline (as postmark)
SUB PROGRAMMES			
COMENIUS	Multilateral project	<input type="checkbox"/>	30 March 2007
	Network	<input type="checkbox"/>	
	Accompanying measures	<input type="checkbox"/>	30 April 2007
ERASMUS	Multilateral Projects	Curriculum Development-Development of study programmes	30 March 2007
		Curriculum Development-Development of European modules	
		Co-operation between Universities and Enterprises	
		Modernisation of Higher Education	
		Virtual Campuses	
	Networks	<input type="checkbox"/>	30 April 2007
Accompanying measures	<input type="checkbox"/>		
GRUNDTVIG	Multilateral project	<input type="checkbox"/>	30 March 2007
	Network	<input type="checkbox"/>	30 April 2007
	Accompanying measures	<input type="checkbox"/>	30 April 2007
LEONARDO DA VINCI	Multilateral project (Development of Innovation only.)	<input type="checkbox"/>	30 March 2007
	Network	<input checked="" type="checkbox"/>	30 April 2007
	Accompanying measures	<input type="checkbox"/>	30 April 2007

TRANSVERSAL PROGRAMME

Key Activity 1 : Policy Cooperation and innovation	Observation and Analysis - Studies and Comparative Research	Topic 1 : Promoting excellence, efficiency and equity in higher education	<input type="checkbox"/>	30 April 2007
		Topic 2 : Further development of adult learning provision	<input type="checkbox"/>	
		Topic 3 : Addressing weaknesses in preschools and in obligatory education concerning acquisition of key competences.	<input type="checkbox"/>	
		Topic 4 : Promoting attractiveness and quality of VET	<input type="checkbox"/>	
Key Activity 2 : Languages	Multilateral project	<input type="checkbox"/>	30 April 2007	
	Network	<input type="checkbox"/>		
	Accompanying measures	<input type="checkbox"/>		
Key Activity 3 : ICT	Multilateral project	<input type="checkbox"/>	30 April 2007	
	Network	<input type="checkbox"/>		
Key Activity 4 : Dissemination and exploitation of results	Multilateral project	<input type="checkbox"/>	30 April 2007	

0.3 SPECIFIC FEATURES of applications for Sub-Programmes, the Transversal Programme, Grundtvig, Erasmus Networks and resubmissions

0.3 For the Transversal Programme: please specify the sub-programme areas covered	COMENIUS (school education)	<input type="checkbox"/>	0.4 For Sub Programmes: Please state whether this application covers themes also covered in the Transversal Programme.	Languages	<input type="checkbox"/>
	ERASMUS (higher education)	<input type="checkbox"/>		ICT	<input type="checkbox"/>
	LEONARDO DA VINCI (vocational ed.)	<input type="checkbox"/>		Dissemination and exploitation of results	<input type="checkbox"/>
	GRUNDTVIG (adult education)	<input type="checkbox"/>			
	Not related to specific sectors	<input type="checkbox"/>			
0.5 Is this a Renewal request for a Grundtvig Network or the follow-up of a Grundtvig Thematic Seminar?	<input type="checkbox"/> Yes .XNo	If Yes, please provide reference of previous project / network			
0.6 Is this the resubmission of an application that was previously unsuccessful within a predecessor programme?	<input type="checkbox"/> Yes .XNo	If Yes, please provide reference of previous application			

Section A : Project / network outline

A1 Acronym	TULIP	A2 Duration	24 months
A3 Title	Trade Union and University Lifelong Learning in Partnership		
A4 Summary [Limit: 20 lines] The abstract must be provided in EN, FR or DE.			
<p>The TULIP Network comprises 14 organisations representing Trade Unions (TUs), Universities, & University & TU sectoral confederations from 9 European member states. Its principal aim is to facilitate exchange & transfer of models of cooperation between TUs & Universities in the delivery of <u>work-based lifelong learning</u> (WLLL) to TU members/employees. In this context WLLL means lifelong learning (LLL) opportunities (sub-degree or low-graduate level) that respond to both formal <i>and</i> informal learning at work, flexible accreditation pathways, patterns & modes of contact compatible with working lives. Universities & TUs bring complementary strengths to the Network: universities their expertise/ experience in development of flexible accreditation & pedagogic structures, & their continuously developing outreach activity; & TUs their strong bipartite social dialogue. Both sectors already collaborate successfully in developing learning opportunities to tackle the issues above, & TULIP will further develop both its volume and quality. It will do this by 1) presenting & exploring 4 distinct models of cooperation illustrating good practice, 2) building a web based resource kit to support such activities, 3) producing a report on TU-University WLLL partnering in 6 of the 9 partner countries, 4) organising a final conference for TUs, Universities & learners to share experiences. The Network includes TUs & Universities <u>with</u> experience of WLLL partnership working & <u>novice</u> partners wishing to develop such cooperation. Experienced partners will aim to diversify & innovate collaboratively, & novice partners will start to explore new cooperative arrangements. Both TUs and Universities have their own sectoral European networks but none bringing the 2 sectors together. There is however: a) isolated pockets of excellent practice in collaborative working which contribute significantly to the development of skills & knowledge in the workforce. The number of employees covered by the partnership (represented by the total membership of TUs in the partnership) is c. 1,900,000 b) high demand amongst the 2 sectors for such a network - see the breadth of partnership, & letters of support (Annex 9), c) a range of literature from both sectors emphasising the need for WLLL to accommodate integrated approaches & embed a culture of learning through change & innovation. TUs & Universities share a long term vision for WLLL and the partners believe that sector specific VET skills can only be one dimension of LLL due to the rapid pace of change in working practices and processes, & that LLL is a skill in its own right which can be developed through collaborative working involving a range of contributors & by putting learners at the heart of WLLL developments.</p>			

A5 Lifelong Learning Objectives and Priorities addressed

Please copy these tables as often as necessary

Please identify in the box below, which of the Objectives of the Lifelong Learning Programme this application addresses (See Decision Article 1.3 and Table 2 in the Instructions for Completing the Application Form)			
CODE			Description
LLP	Obj	K	To 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
Initial research has identified a wide range of innovative models of co-operation between TUs and Universities in the delivery of WLLL. Currently, however, there is very limited dissemination or transfer of these models. TULIP will provide a forum for detailed presentation and exploration of a minimum of 4 co-operation models amongst partners – both novice and experienced, thus allowing partners to embed examples of WLLL good practice in future activity. It will also compile a wide range of related web based resources for wider dissemination and transfer beyond the Network. Participation of a wider stakeholder constituency in the final conference will further strengthen the transfer of innovative practice.			

Please identify in the box below, which of the Operational and Specific Objectives (related to the Sub-Programme/Key Activity applied for) this application addresses (See Decision and Table 3 in the Instructions for Completing the Application Form)			
CODE			Description
LLP	OpObj	2	To improve the quality and increase the volume of co-operation between institutions and organisations providing learning opportunities, enterprises, social partners and other relevant bodies throughout Europe
The volume of cooperation will be increased as novice TUs and Universities will learn from the detailed exploration of existing models and will be encouraged to establish new collaborations. The quality of cooperation will be increased as established TU-University partnerships a) diversify activities as they learn from the different cooperation models presented and b) refine current models in light of feedback/ comment from other network members. The involvement of learners (TU members) in the final conference will also enable providers (TUs /Universities) to incorporate direct feedback into planning of future activities. Use of an employer as joint project evaluator will further strengthen this quality enhancement.			

Please identify in the box below, which of the **2007 Priorities** this application addresses (See Call for Proposals 2007 Part I and **Table 4** in the Instructions for Completing the Application Form)

CODE			Description
LEO	3.3.1	3	Developing partnership and cooperation between the main VET stakeholders – formal training institutions, social partners, business and industry, municipalities and regions etc, - particularly relating to early identification of skills needs and VET

The model for TULIP presented here represents Phase 1 of the planned incremental growth of a Network which, in the medium term, will develop to become a fully multi-player partnership. In Phase 1 key players from TUs & Universities, single & umbrella organisations and sectoral networks, all make distinct contributions to the Networks' overall aims & objectives. Whilst employers are not represented formally in Phase 1 they are indirectly involved through the contributions of TU members as employees. As all partners are members of wider sectoral networks, the project will fully exploit the extensive opportunities to increase cooperation between relevant European organisations in this field.

A6 Budget summary

Total cost	€225921	Grant requested	€169440	% funding requested	75%
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A7 Profile of Consortium

Countries involved in the proposal									
	All partners from eligible countries					OTHER participants involved in the proposal			
	MS	ACC	AC	OCT	TOTAL				
N° participants	14				14				
N° countries	9				9				
For Erasmus Networks only: if the number of countries in the Total column is less than 31, please provide a justification below.									
Organisation Types									
EDU	PUB	ENT	CONS	ASS	RES	NFP	OTH	SP	TOTAL
9		5							14

A8 Associated projects / : If your proposal is based on the results of one or more previous projects / networks, please provide precise references to this/ these project(s) / network(s) in the table below. For **Erasmus** applications, please provide details of the Erasmus University Charter. See Instructions.

Identification number	
Project / network dates (year started and completed)	Programme or Initiative
Title of the project / network	
Coordinating organisation	
Website	
Password / login if required for website	

Copy table as required

Section D: Project / network Description and Justification

D.1 Rationale and background

Limit: 30 lines

The context for this proposal is the shared vision of Trade Unions (TUs) and Universities for the development of approaches to work-based lifelong learning (WLLL) for adults in work that reach beyond narrow skills sets on the one hand, and traditional course-based linear progression on the other. Research-oriented collaboration between Universities and TUs is reasonably well established (eg. TURU, Glasgow Caledonian University) but the potential for such collaboration in terms of practical approaches to WLLL is greatly under-exploited, particularly in the new accession states. The potential for TU- University WLLL collaboration is widely recognised by both sectors through a diverse range of on-going work across Western Europe. TULIP aims to take 1st steps in facilitating the exchange and dissemination of this experience by providing a unique networking forum and by multiplying the benefits (integration of learning into accreditation systems, the recognition of work-based learning, more learner centred training) to a wider number of employees.

National governments in the countries represented by the partnership acknowledge the need to (i) develop an integrated partnership approach to development of lifelong learning and (ii) embed, in VET activity, systems & cultures which produce lifelong and life-wide (not just up-skilled or re-skilled) learners because of the rapidly changing knowledge and competence environment.

European Commissioner Jan Figel has stressed that “[University].. lifelong learning departments in particular will have to intensify their cooperation with trade & industry and other stakeholders” (*EUCEN Interview with Jan Figel, European Commissioner for Education & Culture at http://www.eucen.org/InterviewFigel_June06FINAL.pdf*). The Romanian government has acknowledged the lack of integrated approaches in Romania but has stressed its importance and the need to utilise expertise at European level. (*Implementing Lifelong Learning Strategies, Progress Report on the follow-up to the 2002 Council resolution – Romania*). The importance of and potential for partnership-based approaches to workforce learning is emphasised in “Partnership Approaches to Learning in the Context of Restructuring” (Wallis, E., Stuart, M., *Career Development International*, Vol 9, No.1). The education advisor to the Finnish Confederation of Salaried Employees (STTK) reiterates the need to develop partnerships that facilitate access to qualified education and training at universities: “These development needs recognised at European level are the reasons why the trade union movement supports increasing European co-operation in the field of vocational training and in the field of higher education.” (*Learning for Employment – the view and role of trade unions, Petr Lempinen, STTK 2003*). The Slovenian National VET Observatory noting the need for the introduction of non-traditional LLL into universities concluded in 2003 that : ‘The role of trade unions is, however, very limited.’ (*Modernisation of VET in Slovenia 2003*)

In terms of the longer term approach to lifelong learning, in the UK, the Trade Union Congress (TUC) has stated that “The reality is that unions often have a much clearer grasp of the longer-term skill needs of the whole workforce than employers, who often tend to focus on providing informal workplace training to meet short-term business strategies” (*2020 Vision for Skills, Priorities for the Leitch Review of Skills, TUC 2006*).

D.2 Aims and objectives

Limit: 30 lines

The overall aim of the TULIP project is to facilitate the exchange & transfer of models of cooperation between Universities & Trade Unions in the delivery of work-based lifelong learning (WLLL) to TU members. In this context “WLLL” means lifelong learning opportunities that reflect and respond to: both formal **and** informal learning at work, flexible accreditation pathways, student- centred learning and a patterns and modes of contact that are compatible with working lives and is at sub-degree or low-graduate level. In this context “collaboration” means the joint design of learning opportunities for TU members where each organisation brings its own specific expertise and experience to develop new approaches and products including: in Universities - pedagogic approaches, in - TUs knowledge of work based practices. In Universities the project centres upon the structures within universities (often Centres for Lifelong Learning or Continuing Education) which already have within their remit the development of new adult learning initiatives. In TUs it is centred upon those who have the remit for workforce development and lifelong learning. The project’s operational objectives are to:

- 1) produce a report which provides an overview of TU- University collaboration in the provision of WLL opportunities within 6 of the 9 countries represented in the partnership. In addition to a brief overview from each country, the report will both draw out examples of good practice and identify issues for the future development of collaborative working and, specifically, the expansion of a thematic network focusing on this area.
- 2) develop a web based resource base (web site) which can be used as a support tool (within & outside the network) for development of activity of this kind. These web-based resources will encourage effective integration of ICT resources into the learning and teaching and will include:
 - 4 X case studies illustrating 4 different models of cooperation that illustrate good practice. These will cover: a) the WLL activities of the Knowledge Transfer Centre (UK - University of Liverpool/UnisonNW), b) The Universities – TU Cooperation Office (DE - University of Oldenburg/Arbeit und Leben) c) (FI- University of Vaasa/SAK d)(FR- University of Versailles/CGT) Each case study will be in English & the original language.
 - 4 X descriptive papers which provide a detailed account of one activity run under each model of cooperation **from the learners’ perspective**. Each descriptive paper will be in English and the language of the originator.
 - a database of experts on TU-University cooperation in WLLL (minimum – 20 experts, covering the partner countries represented)
 - a bibliography & edited web reference (minimum - 40 items, covering the countries represented by the partnership)
- 3) organise 2 Network meetings (1 in Year 1 and 1 in Year 2). The 1st meeting will lay the groundwork for the planned work activities over the life of the project and facilitate discussion of the shared vision for the future of the Network. The 2nd meeting will enable partners to share and discuss direct experience of their collaborative work.
- 4) organise a conference (in Year 2) at which: all Network partners, invited WLLL learners (TU members – ultimate project beneficiaries - from

TUs represented in the Network) and interested parties from beyond the Network can reflect on the experiences of the Network and plan for future collaboration.

5) produce collated materials from the Conference.

This process will allow the partners to formulate and share examples of good practice as a basis for future development both within the partnership and for a wider stakeholder base.

D.3 Specific characteristics

For Networks

Main Thematic domain	Models of TU-University collaboration and pedagogy in work-based lifelong learning
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For Language Projects (BOTH KA2 – Languages AND language projects in the Sub-Programmes)

Main language learning methodology	Not applicable
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D.4 Detailed description

Limit: 100 lines (two A4 pages)

- *How does the proposal solve / address the needs and constraints identified in D.1 above?*

The Network will encourage 2 key processes which, through an integrated approach, will both lead to more widespread collaboration, greater knowledge and enhanced practice.

Firstly, through the production and collection of materials (report/web resources) Network members will *research* practice within their own countries This will build individual and institutional knowledge of both collaborative practices and pedagogic approaches. It will also engender new and active links with colleagues at regional and national levels in both sectors. The materials will also enable TU-University WLLL practitioners outside TULIP to benefit from the work of the Network via access to the TULIP web site.

Secondly, the meetings and conference will allow University and Trade Union staff who design and deliver collaborative WLLL to meet, discuss and reflect on their practice within, *for the 1st time*, a focused forum. This face-to-face dialogue is a key facet of the Network's work. It is anticipated that current practice will be enhanced as a result and new practice will develop – particularly in new accession states which currently have limited experience of TU- University collaboration of any kind. The impact of TULIP on practice will be monitored by the Management Group (MG) and reported to the Commission within the TULIP reporting framework.

- *Describe the target group (s) that are to be addressed in the short-term and their main needs.*

The target group is staff in Universities and TUs who have developed, or who wish to develop, collaboration in the provision of WLLL. In Universities these will be staff who are adult educators with responsibility for, and experience of, the development of outreach activity to local industry and the community. These staff will have access to a range of professional networks which allow them to draw on the latest techniques and pedagogic innovations. In TUs this will be staff with responsibility for the strategic development of lifelong learning approaches for TU members. Within the context of union training provision teachers may be referred to as trainers and we use the term 'teacher' and 'trainer' interchangeably within the bid.

It is recognised that teachers within university LLL provision currently do not have extensive exposure to the expertise of trade union partners in skills/competences associated with an in-depth understanding of the social and cultural dimension of education within Europe. The trade unions, with their long-term experience in work-based learning and social dialogue, will provide this unique perspective and enable the university teachers to review evidence of effective practice in keeping pace with the evolving knowledge society, including issues such as social inclusion. At the same time trade union teachers will benefit from greater access to the pedagogical networks, methodologies, research tools and experience of their university training colleagues. This partnership between Enterprise and Education will, therefore, ensure that both sectoral partners benefit from enhanced access to knowledge, pedagogical models and current best practice.

Whilst there are a wide range of projects on this theme, there is currently no dedicated forum for their dissemination. This project involves only a sample group in order initially to test the methodologies and to build up knowledge networks both within the TU and University sectors.

- *Describe the long-term beneficiaries and the anticipated impact on them.*

The long-term beneficiaries are the employees/adults in work who are trade union members and who are represented by the TU representatives in TULIP, (and ultimately the wider trade union membership as knowledge and know-how cascades beyond immediate Network membership). The impact of TULIP will be the development of opportunities to participate in new kinds of courses/learning opportunities which meet both vocational and personal development and lifelong learning needs. In the longer term (beyond phase 1 of this network) it is possible that a University-TU partnership may facilitate the establishment of cross-European groups of learners (eg from "twinned" TUs operating in similar sectors) working together through on-line/blended learning.

The TU movement's strong role across Europe in educating its members to be effective European citizens and its promotion of equality of opportunity in and out of work is valorised by the project's wide spread of member states represented by the partners. Building on this strong basis, the network not only promotes increased collaboration at European level between TUs to facilitate this, but at the same time, through working with the other social partners (universities) TUs will be able to utilise WLLL as a flexible tool in ensuring equality of opportunity within LLL. The resources developed will strongly emphasise the independent learning agenda and will focus primarily on employees needs.

- *Explain how your outcomes and benefits will be cascaded to the long-term beneficiaries.*

Adoption and adaptation of the models presented by the experienced partners will further develop the offerings of WLLL to adult learners in work in the countries represented within the partnership. Acting as a relay point for dissemination and cascading over a wide sectoral network base, the partners will ensure maximum exposure to WLLL providers within Europe, and therefore, to their client base. In addition, keynote speakers at the final conference will be drawn from the wider stakeholder base and the various contributions will inform both delegates and speakers, thus raising the dissemination, discussion and development of issues and models of practice to a strategic national and European level. The ultimate beneficiaries (TU members who are employees) will have the opportunity to attend the conference. They will also be invited to contribute to the developmental process for the materials (e.g. the case studies) and through attendance at the final conference to the thought processes and strategy for development of Phase 2 of the Network, i.e. the roll-out of wider adoption of the models and further development of resource materials.

The benefits will be cascaded through courses which have vocational content but are delivered in such a way as to facilitate learner responsibility for their own learning (e.g. course design based on individually negotiated learning outcomes or on-line blended learning). Alternatively, they may be courses (plus individual mentoring) which enable the learner to apply for the accreditation of their prior learning – thus offering the 1st step on the accreditation pathway.

Provision of all materials on the website for open access will allow the maximum number of stakeholders to access the resources and also embed the use of ICT within the learning framework of the project.

See section E 2.2. and F 1 also.

- *Justify the duration of your project/network*

The Network has deliberately limited its initial phase to 2 years in order to test its methodology in terms of both process and output. This period allows adequate time to allow a good balance of individual partner work and meetings. There is sufficient time to allow the Network to come together for meaningful discussion on 3 occasions. At the same time the interval between meetings is long enough to allow partners to carry out their allotted tasks and for the outputs to be collated and published.(see Section F also). The TULIP timeline included as Workpackage 1 clearly sets out the proposed activities over the 2-year period.

- *What are the indicators that will be used to measure the progress of the work and the extent to which it will deliver the expected outcomes?*

Recognising that indicators can be developed at a variety of levels and designed for different purposes, the project intends to use the following quantitative and qualitative indicators: partner participation in meetings (Management Group, full partner); production of national reports on TU-University collaboration - to format and on time; submission of materials for resource base (experts/bibliographies, expert details, web references) – to format & on time; recommendations from editorial and piloting sub-groups; website design; production of conference collated materials for wider dissemination. The reports from the external evaluators will form a further indicator of quality.

- *If the proposal seeks to create or adapt pedagogical materials for learners or teaching staff, please (a) describe the methodological / didactic approaches on which the products will be based and (b) outline the measures that will be adopted for testing the materials on target users.*

The primary use of the materials produced (report, case studies, descriptive papers, bibliography, web references, experts list) is not intended for inclusion in a teaching curriculum – although they may be. They are intended to act as an aid to individual or institutional/organisational research into alternative approaches when developing new or continuing dialogue with a TU or University partner.

The resources will be piloted by a Resource Pilot Group which will comprise representatives from both sectors. The RLP's work will cover 4 months to explore the materials and comment on their relevance, usefulness, ease of use and potential for development. The RLP will be expected to consult colleagues in each sector for their views on all aspects of the resource base to ensure its quality and usefulness.

- *For **networks**: please demonstrate the extent to which the activities proposed are networking activities*

The main focus of all the activities within the project, as evidenced in the workpackages, is to facilitate networking between the cross-sectoral partners.

Specifically, the activities will promote:

- networking between partner countries at national and European level as the resources are developed and tested.
 - networking within partner countries between the TU and University partners and with their sectoral local, regional and national networks as they prepare the reports and articulate the models of good practice.
 - networking within the partnership as the various subgroups perform their tasks, e.g. those piloting the resources
 - networking at the final conference with attendees representing a wider stakeholder base, thus opening up access to their sectoral networks at both national and European level
 - networking between different TU partners representing different economic sectors
- *Indicate how the planned project will contribute concretely to enhance the diversity of languages in its different activities*

Materials will be produced in English and also the language of the partner countries.

D.5 Innovation**Limit 50 lines (one A4 page)**

Tulip is innovative in 4 respects:

- **Firstly** it brings together 2 key sectors in the provision of WLLL. Despite there being a range of current collaborative practice and good sectoral networking, TU and University staff do not currently have **common** networks which enable them to learn from each other in this particular field – either at national or European level. This network, therefore, will provide a unique opportunity for cross-sectoral and cross-boundary partners to meet together (both virtual and real) to learn of current good practice in this field and to interrogate and reflect on this activity. This will reflect not only content of collaborative practice but also the methodologies implemented.
- **Secondly** TULIP will facilitate practical innovation in approaches to WLLL. The balance of experienced and novice partners (EE, LT, SI, RO) means that at least one third of the Network will be exposed, through materials, dialogue and presentations, to new structures and methodologies. It is anticipated that this will in turn lead, in time, to innovation in practice as partners review and adapt the current models on offer. The Finnish Confederation of Salaried Employees (STTK) has identified this potential for stimulating new practice as member states compete and cooperate in the development of work-based skills and knowledge. (reference see Section D1)
- **Thirdly**, it is anticipated that completely new models of practice will arise as new methodologies are identified through identification of experts, discussion at partner meetings and the final conference and through networking at both national and European level with other players/ stakeholders in the field.
- **Finally** - TULIP will make a significant contribution to the knowledge base in this area. To date, there has been no review of the collaborative work of these 2 sectors in LLL nor a systematic analysis of its potential. The tangible outputs of the TULIP Network (report, papers, resources base) will provide a start to building this knowledge and to establish a platform for further development of work in this area.

In terms of dissemination - most of the partners operate on a range of levels- local, regional, national, European and international – and this provides an innovative opportunity for dissemination of results to and embedding of new practice within a variety of communities of practice (including social partners, employers, TU and university communities) as well as geographical communities. It will also encourage strengthening of existing, and more importantly fostering of new, local and regional partnerships between the TU and university lifelong learning sectors to implement some of the resources and develop new ones.

D.6 Quality of the consortium / network**Limit 50 lines (one A4 page)**

The consortium has grown out of **a)** current collaborations between sectoral and inter-sectoral partners at a local or regional level, which has 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, and **b)** collaboration at European level through EUCEN and other LLL networks. The consortium aims 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. This need is articulated in a number of papers/reports, a selection of which is referred to in Section D1.

The distinction between experienced and novice partners has led to a natural division of some of the tasks within the project, with experienced TU and university partners providing case studies illustrating the methodologies currently adopted and novice partners piloting the developed resources. Within the workpackages in Section E the various roles are clearly defined with, for example, an editorial group having responsibility for editing the resource base and liaising with the web designer. At the same time all partners are to contribute to national reports articulating the current landscape within their own countries within TU and university LLL partnerships and also to the other web-based resources such as experts, reports, papers. It is the responsibility of all partners to disseminate the resource base.

Whilst a number of the tasks are specifically related to in-country activities (e.g. the national reports) others will involve cross-border collaboration (e.g. the group piloting the resources and the editorial group) and it is anticipated that this will also foster ongoing cross-border collaborative opportunities. Also the involvement of key long-term beneficiaries (TU members as WLLL learners) in helping to provide case studies and their attendance at the final conference is an important reflection of the importance of their contribution to the success of the network.

Both TU partners and the university LLL partners have extensive experience of collaboration across Europe within their own sectors, for

example with university participation in the long-established EUCEN network. EUCEN is a partner in the project and has wide experience of engagement in and organising of other European funded network activities related to WLLL, as have the university partners in the project. As reflected in Section B 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 basis (e.g. FR, LT and RO) and others have long experience in providing WLLL for their communities of practice and geographically within their regional locale (e.g. EE, FI, DE, SI,UK).

The UK university partner is currently co-ordinating a European funded network project with 31 European partners (Equipe Plus). This partner will have the responsibility of coordinating the TULIP project. There will be a management group, as specified in the workpackage in Section E, which will have responsibility for ensuring that project outcomes are met. The UK TU partner will be the contractor for the project and will manage all financial aspects of the network. The provision for 3 partner meetings throughout the life of the project and for an additional 2 management group meetings will ensure that there are sufficient opportunities for partners to network together and establish ongoing working relationships. In addition the website will be a strong resource base for partners and the wider community.

The working language will be English, although materials will also be produced in the national language of the partner country also and these will be available on the website in both languages.

There will be no partners that do not have a stake in the budget. Please note, however, that in the Annex 9 to this document letters of support for the proposed activity of the TULIP network are attached from a variety of wider stakeholders including national networks for university lifelong learning, and trade union organisations both at local and national level.

The work of evaluation and web design will be subcontracted to those with appropriate knowledge and technical experience. It is intended to include an employer in the joint role of evaluator, thus ensuring an objective qualitative review of the resources by a representative of one of the key constituencies of long term beneficiaries.

For further information on how the project will approach the task of quality enhancement please see the relevant workpackage in section E.

D.7 European added value

Limit 50 lines (one A4 page) Describe the benefits anticipated from the implementation of the proposal at a European level rather than at a national or regional one.

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 will be representative of experiences in all partner countries and **c)** the nature of the work groups (management group, editorial group and piloting group - which are all multi-country in membership). The network will also add value at European level, if, as is hoped, it forms the basis of a wider Network which in future will represent additional countries and if, as anticipated, it acts as a catalyst to new and different inter-country collaborations.

Although a number of the partners have been operating collaboratively at local and regional level in this field of WLLL for TU members it became clear that there was currently no forum for exchange of practice, both in materials and methodologies, at European level. TULIP aims to address this and to provide 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). For example research in Slovenia has identified that before 1990 only one trade union existed and today there are four main confederations including around one hundred registered trade unions. Whilst noting that Slovenian public opinion is highly in favour of social partnership it is also noted that developing adult vocational education and training within a coherent lifelong learning framework has not seriously been taken up yet.

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

As the project outcomes articulate the variety of practices within employment-related issues and TU involvement in WLLL this will enable partners to have a greater understanding of the cultural, social and economic factors that can influence WLLL in different European countries. Interrogation by novice partners of current methodologies and models adopted by experienced partners will contribute to this outcome. This will contribute, therefore, (e.g through dissemination 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 task of compiling national reports on current TU- university WLLL collaboration will help 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 will also have a spin-off benefit at national level.

D8 Relevance towards the towards strategic issues related to the Lifelong Learning Programme

Please select from the following, the strategic issues that your proposal addresses within the LLP. Select only those that are relevant to your planned activities and, for each one selected, provide a concise explanation of the way(s) in which the issue is addressed in your plans. Add new rows as necessary. Please delete the sections that are not relevant to your proposal.

D.8.1 Lisbon Education & Training Progress Indicators

(See http://ec.europa.eu/education/policies/2010/et_2010_en.html and Table 12 in the instructions)

CODE	Target	Description
LIS-E19	Open learning environment	Population aged 25-64 participating in education & training
Please explain how this proposal addresses the indicator selected [Limit 5 lines] Within the last few years many TUs have become more fully involved in the provision of flexible education and training for their members. The network brings together both TU and university partners, 2 of the key sectoral players within the field of LLL provision to adults in work across Europe. The TU partners' membership base of over 1.9 million will enable cascading flexible models of LLL delivery to their members, and with very strong representation at strategic national and European level the universities will be able to promote the delivery methods and practices (reflecting the move away from course-based to learner-centred provision and incorporating a blend of different formats) to their colleagues.		

D.8.2 Lisbon Key Competences (See http://ec.europa.eu/education/policies/2010/et_2010_en.html and Table 13 in the instructions)

CODE	Description
KC5	Learning to learn
Please explain how this proposal addresses the competence selected [Limit 5 lines] Partners have identified from TU learners the importance of WLLL providers facilitating and developing the learner's self-organisation skills for their own lifelong and life-wide learning. The network, in sharing current experience and stimulating new ways of assisting learners to learn, will promote and develop flexible methodologies that recognise the importance of non-formal and informal learning (e.g. it may incorporate work-based learning) and the importance of learners' and other stakeholders' recognition and capturing of this learning (e.g. through accreditation of prior learning). Also it will promote progression pathways and provide links to relevant experts and other stakeholders.	
KC6	Interpersonal, intercultural & social and civic competence
Please explain how this proposal addresses the competence selected [Limit 5 lines] The project focus of WLLL delivers LLL not only in the workplace but in a life-wide context in a learner-centred approach. Staff of partner members (both TU and University) and the ultimate beneficiaries (TU members/employees) in interrogating different methodologies of delivering WLLL to TU partner members and developing the resource base will be exposed to cultural and socio-economic differences within and between regions & member states in their approach to WLLL. This will develop their personal and professional civic and social competences e.g. in communicating constructively in different environments and understanding different viewpoints.	
KC7	Entrepreneurship
Please explain how this proposal addresses the competence selected [Limit 5 lines] Development of current and new methodologies for WLL for TU members will promote the learners' ability to turn ideas into action, and this will apply to ultimate beneficiaries and to the VET trainers and teachers in the partner organisations. The project, through the discrete roles and specific tasks within the network outputs, will encourage partners in proactive task management including working both collaboratively and independently in planning and managing their outputs and identifying available opportunities for their own personal and professional development.	

D8.3 LLP Horizontal policies (See Decision Article 12 and Table 14 in the Instructions)

CODE	Description
C1-4	Equal opportunities
Please explain how this proposal addresses the issue selected [Limit 5 lines] The role of the TU movement across Europe, since its inception, has been to promote equality of opportunity without exception to citizens in and out of work. The development of this network promotes increased collaboration at European level between TUs, whilst adopting, in partnership with other social partners/civic institutions (universities), WLLL as a vital tool in ensuring equality of opportunity within the workforce and a greater understanding of cultural and linguistic diversity across the partnership member states and regions.	

D.8.4 Complementarity with other policies (See Decision Article 13 and Table 15 in the Instructions)

CODE	Description
4	Social dialogue at Community level
Please explain how this proposal addresses the objective selected [Limit 5 lines] TUs in Europe are well-established bipartite social dialogue partners with European employers and have long experience of engaging with them in informed discussion, leading to joint outcomes beneficial to both employer/employees and to developed good practice. The Sectoral Social Dialogue Committees stress LLL as a tool for furthering opportunities for the workforce, e.g. for the disadvantaged sector. Through identification of common values and recognition of the diversity of cultures and economic background the TU and university network partners will build on this dialogue to facilitate innovative practice that will open up further opportunities for this constituency.	

Section E: WORKPACKAGES

E1 Definition of workpackage Complete one for each workpackage

start	Oct 07	duration	24 months	Workpackage Type and Reference (Table 16)	MNGT
Title of workpackage		1. TULIP Workpackage Timeline			
Description Max 10 lines text plus a chart or table showing work distribution according to the timetable:					

Workpackage 1 comprises the TULIP Project timeline which clearly sets out the activities specified in the workpackages 2-10 and when they will be carried out. As the representation does not easily fit in portrait mode, it is inserted as page 39A of the application.

E2.1 Description of outcomes and users

Each planned outcome should be described below using the tables presented in the Instructions. Where a training course or event is envisaged, please distinguish clearly between a course designed to test materials / methodologies (field testing, formative evaluation, piloting etc), and one that is designed to develop skills in the participants (using the end-product, transfer of knowledge etc).

Detailed description (Limit 5 lines)

As detailed in the workpackages, the planned outcomes include:

- A web-based resource kit – e.g. bibliography./ expert database / descriptor papers / national reports / case studies
- Conference, including collated papers
- Dissemination materials – e.g. leaflets / posters

Aims (for the end-users / target groups) (Limit 5 lines)

The resource kit will be available through a web portal, which will enable maximum exposure to both the initial target audience and the wider multiplayer constituency. Similarly the conference will provide a forum for discussion as well as showcasing the collated resources. Dissemination materials will ensure wide exposure of the aims of the project at both national and European level to the various target groups.

Short-term Targets (add / delete rows as necessary)

Web-based resource kit						
Learner Types (Table 18)	Level (Table 19)	Field (Table 20)	Occupation (Table 21)	Institution Types (Table 22)	Economic sector (Table 23)	Short-term target number
TCH-TrNer; LAB-EMP; STD-ADL	ISCED 4	1469 and 09015	ISCO-235; ISCO-24	ENT-EDU	P85 and S94, A-O	700
Conference						
Learner Types (Table 18)	Level (Table 19)	Field (Table 20)	Occupation (Table 21)	Institution Types (Table 22)	Economic sector (Table 23)	Short-term target number
TCH-TrNer; TCH-STAFF/ TCH-ADMIN; STD-ADL	ISCED 4	1469 and 09015	ISCO-235; ISCO-24	ENT-EDU	P85 and S94	50
Dissemination materials						
Learner Types (Table 18)	Level (Table 19)	Field (Table 20)	Occupation (Table 21)	Institution Types (Table 22)	Economic sector (Table 23)	Short-term target number
TCH-TrNer; TCH-STAFF/ TCH-ADMIN; STD-ADL; LAB-EMP	ISCED 4	1469 and 09015	ISCO-235; ISCO-24	ENT-EDU	A-O	2000

E 2.2 Profile of outcomes

Where the workpackage concerns the development of a concrete output (material, study, event, training materials, reports etc), please select the relevant product / output / results table(s) from the options below to provide details. Tables should be copied as many times as required to complete the description of the workpackage. Tables that are not relevant for this workpackage may be deleted.

Electronic or paper-based products/ output / results

Title	TULIP resource base		
Media	Web based	Users (Learners, institutions, sectors)	As E 2.1
Short description	The resource kit will be available through a web portal, which will enable maximum exposure to both the initial target audience and the wider multiplayer constituency. Materials will include national reports on collaborative LLL work between TU and Universities, case studies of models, database of experts, weblinks, bibliography.		
Title	TULIP dissemination materials		
Media	Paper-based	Users (Learners, institutions, sectors)	As E 2.1
Short description	These will include leaflets for wide distribution. Posters will be produced for poster sessions at relevant conferences, e.g. organised by EUCEN or university LLL national networks or TU national/European level networks. There will be a dissemination event at Network Meeting 2, which will be hosted at a EUCEN symposium.		

For publications: Versions and numbers

Collated conference materials				
Users (Learners, institutions, sectors)	When ready	Nr Copies	Source Language (Table 1)	Target language (Table 1)
TCH-TrNer; TCH-STAFF/ TCH-ADMIN; STD-ADL ;ENT-EDU; P85 & S94	09/09	350	EN	

For conferences, seminars, festivals, training or other events: Venues and numbers

Venue (country)	Dates	Duration	Nr Participants	Source Language (Table 1)	Target language (Table 1)
RO	June 2009	2 days	50	EN	

Other information: Please provide any further information on this outcome that you think would be relevant and useful to the people evaluating this application. The final conference will showcase the collected project resources, including the national collaborative reports, case studies from the learners' perspective and the web-based resource kit. It will be open to anyone interested in the field of WLL and TU-University collaboration. As well as including keynote speakers of strategic relevance and importance, the event will review issues for future development of the network both in terms of widening the current sectoral partnership and also strengthening social partnerships with the wider stakeholder base.

Section F: Impact and sustainability

F.1 Explanation of short-term impact targets

Limit 25 lines

Please explain the basis on which you have calculated the short-term impact targets summarised in Section E 2.1 of the Workpackage section, making reference, where relevant, to statistics, published studies, website statistics etc. Explain also how the participants in the consortium will work to achieve these targets during the funding period.

Case Studies –these will be available on the website and also form part of the conference materials. Additional dissemination of these resources will be facilitated as noted below (see dissemination leaflets)

National collaboration reports – as case studies. Additional dissemination of these materials will be facilitated as noted below (see dissemination leaflets)

Website – the web-based resources will be available, through open access, to both those within the relevant sectors and also for all interested parties.

Conference attendance is based on 50 funded attendees, comprising project partners, keynote speakers and invited learners who are the ultimate beneficiaries, i.e. adult learners in work who are TU members. The conference will be open to other stakeholders also but these will not be funded.

Dissemination leaflets –through the existing sectoral networks represented by both TU and university LLL partners the project will disseminate widely the outcomes and information on the developed resources. Three of the university partners are members of some of the largest university LLL national networks (DE, FR, UK - UaLL) and will disseminate information through national annual conferences and network newsletters, as will the other university LLL partners through their own ULLL national networks (e.g. EE, FI, LT). EUCEN has a membership of 210 universities and will disseminate information through regular newsletters and at the conferences and symposia held twice a year. At the November 2008 symposium TULIP will hold an open dissemination event as well as a closed partner meeting. At this open event attendees at the EUCEN event will be able to learn of the resources currently developed. In a similar way the TU partners will disseminate through their own sectoral national and European networks.

F2.1 Long Term Targets

This section should provide details relating to the impact that your consortium would hope to have beyond the end of the funding period. This should take into account any “cascade effect” anticipated as a result of, for example, the training of trainers and educators, conferences and seminars, policy papers and studies, the development of new curricula and methodologies. The long-term targets may therefore have a different profile from the short-term targets.

Learner Types (Table 18)	Level (Table 19)	Field (Table 20)	Occupation (Table 21)	Institution Types (Table 22)	Economic sector (Table 23)	Expected numbers
TCH-TrNer; TCH-STAFF/ TCH-ADMIN; STD-ADL; LAB-EMP	ISCED 4	1469 and 09015	ISCO-235; ISCO-24	ENT-EDU	A-O	1000 plus

F.2.2 Explanation of long-term impact targets and sustainability

Limit 25 lines

Please explain the basis on which you have calculated the impact targets summarised above, making reference where relevant to statistics, published studies etc. Explain also how the participants in the consortium will work to achieve these targets after the funding period, and to ensure the continued visibility of the outcomes in the long-term.

Dissemination of the first phase Network outputs to the stakeholders referred to in **F.2.1** will ensure a cascade effect both to additional social partners (e.g. through national networks such as NIACE in the UK) and employers and at a strategic level to key European players in the relevant sectors. The partners will act as a relay point for this wider dissemination and cascading, e.g. with TUs disseminating through their well-developed sectoral networks (e.g. through regional and national conferences). Both sectors, recognising the changing needs of adult learners in the workforce, will seek to engage more widely with each other.

This second phase would also widen the network to reflect the multiplayer nature of this particular field, i.e. to widen the stakeholders to include more formal employer and social partner representation and additional national and European level TU networks. The aim will be to embed a culture of learning across the sectors that encourages and raises the aspirations and awareness of TU members/adult work-based learners to enable them to make informed choices about their own WLLL in developing their own non-formal and informal learning as well as providing progression opportunities. Through this move away from course-based to open access WLLL, through a blend of different formats, the partners believe that the Network has the potential for far-reaching cultural change.

Phase 2 of the network would aim to extend the published resources through **a)** addition of existing current materials/methodologies employed by collaborative partnerships outside the current network, **b)** development of new materials by existing and new partners, and **c)** extension of the expert database, bibliography weblinks through the work of both existing and new partners.

The novice university partners (from both the first phase and the subsequent second phase) will also be encouraged to develop new collaborative relationships with TUs to develop WLLL for TU members in their member states and regions.

A spin-off from this will be that those partners currently operating at local or regional level will be encouraged to develop this collaboration, or at least cascade the results of their regional activity, at national level.