

TULIP evaluation

Second enquiry

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Answers

- 13 replies
- 7 countries
- 9 universities
- 4 trade unions

Motivations for joining TULIP

TULIP for learning

“opportunity to learn new things and to meet new experts”

TULIP for bridging

”cooperation between universities and trade unions”

TULIP for networking

“for future networking”

TULIP for sharing

“to contribute others through our own expertise”

TULIP for development

“experience for developing our own activities”

TULIP for widened service

“expand market for CE provision”

Professional benefits

TULIP for learning

“interesting alternative ways of dealing with lifelong learning ”

“more experience about learning by doing”

TULIP for networking

“strengthened relationships with various partners for future working”

TULIP for development

“I have been able to develop new project ideas”

TULIP for bridging

“I've learned much more about LLL in general”

“greater understanding of TU sector”

TULIP for sharing

“I became aware of challenges that lie ahead.”

TULIP for widened service

“good input of possible ways to use certain practice in our country”

“Ideas how to go on with cooperation”

Things learned

- Trade Unions about universities
- Universities about Trade Unions
- All partners about relationships between the two
- From other systems for the home country
- Philosophy – methods – activities –practices
- Pedagogy - accreditation

Ways of learning

Interaction

- “collaborating in discussions”
- “Very useful was the conference and presentation of case studies.”

Reading

- “By exploring case studies”

Writing

- “writing own reports”

Learning by practice

- “Our own project was very exciting”

Informally

- “discussions over a meal or a drink in social settings at partner events ”

Expertise used

- Wide know-how of either TU's or HEI's
- Some general experience and expertise in TU –HEI –partnerships
- Research and pedagogical skills
- Special skills
 - Law
 - Working with firms
 - APL
 - National contexts and history
 - Voluntary work
 - Project management

Other networks used

Most partners named some networks:

- Institutional
- Local/regional
- National
- European
- Both Trade Union and University Networks

Other projects supporting TULIP

Only few partners named some projects:

- A "live" national project as a platform for the TULIP case (social partners in metal sector)
- A "live" national separate project (improving old workers' employability)
- Previous European projects (BeFlex)
- Participation in a flow of European projects

Activities developed

Clear TULIP support for the relationships between the Universities and Trade Unions:

“Thanks to TULIP, we could establish the direct relationships at national level with CGT Union.”

“The faculty established contacts with three different TU confederations”

New opportunities for learning

“taking TU members opinions”

“Training method development”

International activities

- Successful bid for similar project = establishing another European network = key plank of the contribution to the internationalisation of the University

Using TULIP findings

Own use

- ULLL strategy
- Part of normal training
- New CE course
- TU members in APL committees
- Use of case reports

Dissemination

- Presentation in a European Federation
- Article in a magazine
- Strengthened links to key persons
- Use of website
- Sending materials

TULIP for staff development

- Sharing information (website, sessions etc.)
- Involving colleagues (management team members, junior members of staff, clerks)
- Personal skills (website, international projects, conference organization)

Involving colleagues

Own institution

- Invitation to the final conference
- Involved support staff
- Presentations, meetings, discussions
- Materials sent and available

Partner institution

- New activities for TU
- In their seminars
- TU's consulted prior to dissemination
- Shared responsibility in case study writing
- Shared responsibility in piloting workshops
- Final conference

Concrete links strengthened

- Project as a practical motivation to link in partners' own country → conference participation, keynotes, case studies etc.
- Regional, national and European links
- Links to own colleagues in Europe very important

Promoting discussion

Fundamental values

- “We stressed at every opportunity the value we believe comes from the TU having a good working relationship with the University.”

Determined work

- “This does not happen by chance It has to be initiated, sustained and developed by joint working and mutual trust.”

Through services

- “by extending our training cooperation with universities”

Other conferences & networks

- Intergenerational solidarity
- National Qualifications Framework Project
- “within LLL and ageing population context ”

Website

- “External people noted it was a rich resource”

Dissemination of products

- In meetings and conferences
- Through web
- Articles, flyers, reports
- As parts of the training service

Most useful resources and outcomes

***”Can't differentiate between most useful
as they all meet different needs”***

“face-to-face discussion
essential”

“social network”

“final conference”

“Bibliography”

“Experts lists”

“The project's web page is
useful as well.”

- “Also some national cases were exceptionally useful. ”
- “I found some articles submitted by other project partners very interesting and useful.”

Not so useful resources and outcomes

- Typical answer: “None.”
- Single references to:
 - Expert lists
 - Material databases
 - Bibliography
 - Problem of cooperation at the national level → some superficial reports
- “In our meeting we discussed too short time about each project.”
- “Its not really resources or outcomes - but the administration procedures for these projects are painful !!“

Might have been useful

- Typical answer: “can't think of anything”
- “More theoretical and political background.”
- “It is important to do a synthesis of all partner models presented within the project through the citizen aspect, which is characteristic in the relationship University - TUs, both at internal and external level.”

Unexpected outcomes

- Typical answer: no
- “outstanding social network”
- “knowledge about structures in Eastern Europe”
- “We hadn't specified that university partners in some of the newer member states had to work with new TU colleagues - but this happened.”
- “certain results correspond to a method addressing a specific public (women, people without diploma...”

Useful methods and practices

- “Cross-sector working”
- “definitively partner meetings”
- final conference + possibility of invitation
- “work plan was with effectiveness distributed”
- “connection, from the beginning of the project, between evaluation and project management”

Not so useful methods and practices

- Typical answer: none
- Single references to:
 - Too wide topic in some of the workshops
 - “MG was probably too large to encourage effective debate”

Plans to continue

Regional cooperation

- “We try to strengthen cooperation with two universities in the region.”
- “regularly approaching TU involving them in CE programmes development”

National cooperation

- Focus on the individual in LLL

Cooperation in training

- “making a course in CD form”
- “We have planned to work out a CE course.”

International cooperation

- Project proposal: “The role of LLL in the career steps from an individual point of view”
- “We hope to have a full discussion about future potential.”

TULIP future

As a project

- TULIP partnership a basis for a new project proposal
- A follow-up project
- more focused small group work
- New theme: the problems of "more and more multicultural organisations"
- → if trade union organizations become more active (TU view)

As a network

- a platform for dissemination of good practices
- constant update and widening of the network and resource base
- knowledge sharing and benchmarking
- informing national developments
- “mainly between TU's “

“In order to succeed in ULL - TU cooperation it is not enough to be good in one of the necessary elements but you must have in balance the following:

- TU organisations must understand the importance of LLL and promote it to members.
- Organisations/Firms must have the learning organisation culture that favours LLL.
- Universities must have LLL strategies which allow the combination of formal and informal learning.
- Government policies must support LLL possibilities at all levels of education.”