Affect and Identity in Changing EU Trade Union Education

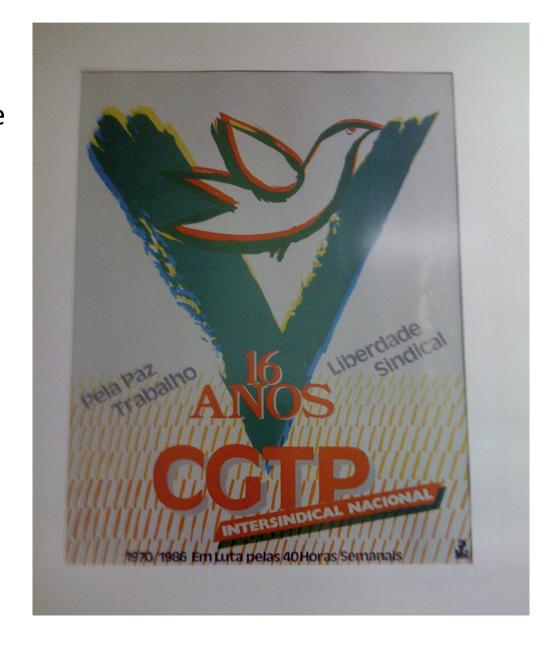
Sondra Cuban



PROJECT: MATCH LEARNING NEEDS ANALYSIS OF STUDY ORGANISERS: 'The impact targets will ensure that learning within the trade union training systems are focused in the right areas and on the right people. It will help trade unions in Europe calculate whether learning interventions actually work and deliver enhanced performance that make organisational improvements in areas that are of priority. The trade union learning needs analysis and the evaluation tool will enable trade unions to contribute to organisational performance. If trade union training is up to date with the new demands brought to the fore by the Europeanization of industrial relations, and consistent standards are demonstrated, it will positively influence the progress of the European economy.'

The crisis

"It is imperative that Officials, Shop Stewards and other trade union activists are in possession of knowledge and have working tools that allow them to not only deal with the crisis that is increasingly affecting the trade unions, but above all, defend workers rights" (CGTP final report of activities, 2009)



Themes of Tensions Around Demands for Change

- Resistance
- Country Contexts
- A common Language
- Sense of EU membership
- Grasping learning needs vs. training needs
- Focusing on Validation vs. valid measures
- Technological invaders

About MATCH project



- Funded by Gruntdvig/Leonardo/Socrates/EU commission
- Title: MATCH: Learning Needs Analysis as part of the Lifelong Learning Programme
- Aim: Develop a model, methods, and tools for determining learning needs of union trainers to improve performance gaps
- Partners: unions from Latvia, Bulgaria, Sweden and Portugal with 6 organisations (3 from Sweden)
- My role was internal evaluator- to examine the social competence and processes of the partnership and goal fulfillment of all workpackages, including products and deliverables. Sue Russell was the RA on the team.

A Background of Deficits of Trade Union Education

- Unions are viewed as lagging behind demands for knowledge economy, and workers, and skills and competencies need upgrading (human capital)
- Unions undergoing sea change
- Influential policies/initiatives: Lisbon Strategy (2000, and relaunched in 2005), Bergen Summit, Copenhagen Process (2002), Bordeaux Communique (2008)-standards, credits, frameworks for lifelong learning and vocational education
- Education and training need to change to meet new demands-detect performance gaps to set them straight
- ETUC/ETUI boost vocational learning across the EU
- 'passports' for validating vocational learning

Socio-economic forces-

Globalisation

Inter-continental competition

Economic recession

Eastern versus Western Europe: Economic imbalance

Sustainability and regulation

Need for Validation, Credibility, and Legitimation of Study Organisers Focusing on: Purpose, Trust and Confidence, Objectivity, National and Sectoral Adaptation within EU Principles of Validation, EU Qualifications, and Europass Framework

Changes in policies and practices, with outcomes for social and human capital through learning, development and validation for Study Organisers (TUTs) through goals of individuals w/ union and following EU Principles of Validation

Stakeholders: EU

ETUC / National Trade Unions

Local unions

National Government Policies

European social model

WP2-Trial period to identify target groups, carry out tests, identify interventions to make changes, and then evaluate, and make improvements in Study Organiser education

Model for Validating Hidden Knowledge and Learning and Development-WP2

Development of Job Specs (Working Descriptions) and Diplomas

Development plans for identifying performance gaps in individuals and questionnaire for patterns (in groups_

Instruction manual for translating learning needs into learning action

Action Research methods to evaluate the learning-questionnaire, development plan, Valiante, reflection, and evaluate process amongst learners, teacher and groups

Wp2-Valianteweb-based tool for creation of validation and job description and diploma with the support of teacher and groups and to indentify performance gaps

Study Organizer Learning Needs Analysis and Training - Improvements in:

Competencies and skills-Civic, Social, Intercultural, Cultural, Learning, Communication, Organisation and Management with ability to act upon them

Knowledge/Practices-apply, act, analyse, evaluate, initiatives and achievements in: Mapping learning needs of TU members and reps, activity plans, budgeting, informing, recruiting, study plans, individual plans, carrying out activities, tools, methods and application, evaluation and writing reports

Dispositions-confidence in all activities of Study Organisers (e.g., no computer anxiety)

Issues For Delivery of Training

Pedagogic issues(education cultures) e.g: Student centred learning

Measuring competencies/outcomes and validating them along with performance gaps

Content and process analysis of, strengths, weaknesses, opportunities threats

Dissemination and Exploitation of MATCH

Publicity including web-based materials

Engaging various stakeholders in MATCH objectives

Conferences, Seminars, Forums

Sustaining MATCH through influencing end-users

Deliverables (workpackages)

- Create job specs and diplomas
- Model of learning: questionnaires, performance development plans, interventions (i.e., a new mapping course)
- Tools and instruments-technological innovation
- Trial it on target groups (research)
- Disseminate findings at local, regional, national,
 EU
- Exploit them " "

http://web.valiante.se/Hcontact.asp

What Happened



- Most work packages were mostly fulfilled
- There was no mechanism connecting the (workpackages)
 BUT
- The partners' learning and setting up of new systems (LNA and attitude surveys)
- The hidden role of the study organiser (meeting notes, reports, focus group reflections, action research checklist)
- Contributed to reputation of unions and new networks (social capital) (meeting notes and reports)
- Expanded trade union education models (meeting notes, case studies, and reports): "courses in the gaps"

Developmentplan

What do I learn?

I want to learn about mapping. I feel I don't understand where to start and what to do.

Continue >>>

Uppdragsbeskrivningar

Commission

lecturer

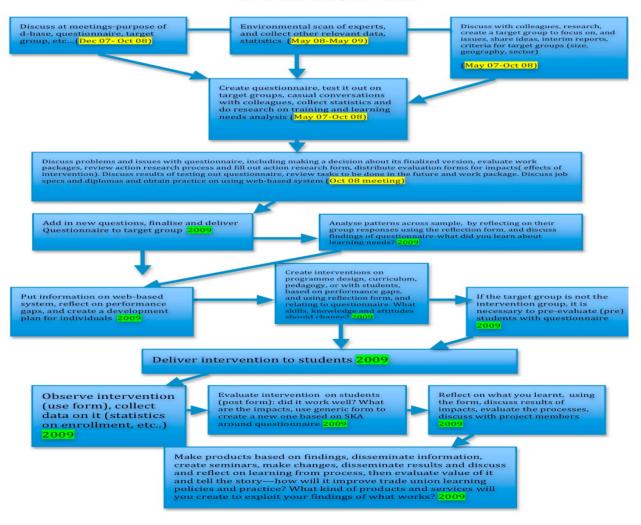
Evaluation role and function

- Inclusive, supportive evaluation approach
- Ethnographic methods
- Action research system
- Translator/go-between
- Truth teller
- Contributor to model



Action research system

Action Research Process: Where we are, what we have done, where we are going with our research on learning needs analysis



Conditions-Social Forces

- Resources (plus global recession put MATCH on backburner)
- Language issues (grant and partners)

Technology (maintenance and logistics)

- Learning
- Change



"Courses in the gaps"

- "Trade union activists should have working tools that allow them to not only deal with the crisis that is increasingly affecting trade unions but also defend workers' rights. It would be necessary to create a training school and train all trade union officials because they need to prepare to answer workers' doubts and have knowledge to make a strong and credible trade union" (CGTP)
- "A study organizer should be a good communicator, a good planner and strategist and should have the possibility to reflect, present and support the strategy and policy of the organization he/she belongs to. There is a need to have solid knowledge of the organization policy and structure and also the mechanisms for decision making, the influence of the globalisation process, organizational and learning culture and skills for leadership, collective bargaining, social legislation, trade union and labour rights, social dialogue, organising and recruitment, health and safety, motivation, communication and presentation skills and team working, foreign language and PC skills' (summary of a discussion in a workshop on MATCH of a target group in a partner country)" (CITUB)
- 'It will contribute to big gaps and change to our education system---to create courses in the gaps. Maybe we should use other pedagogical methods.' (Runo)
- "An important first step" (LBAS) [training system where none existed]

Modified Trade Union Learning

