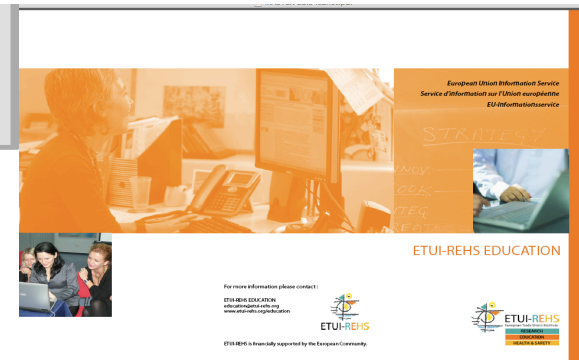
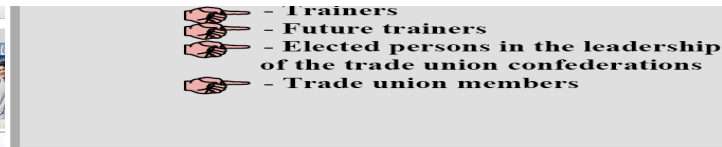


# Affect and Identity in Changing EU Trade Union Education

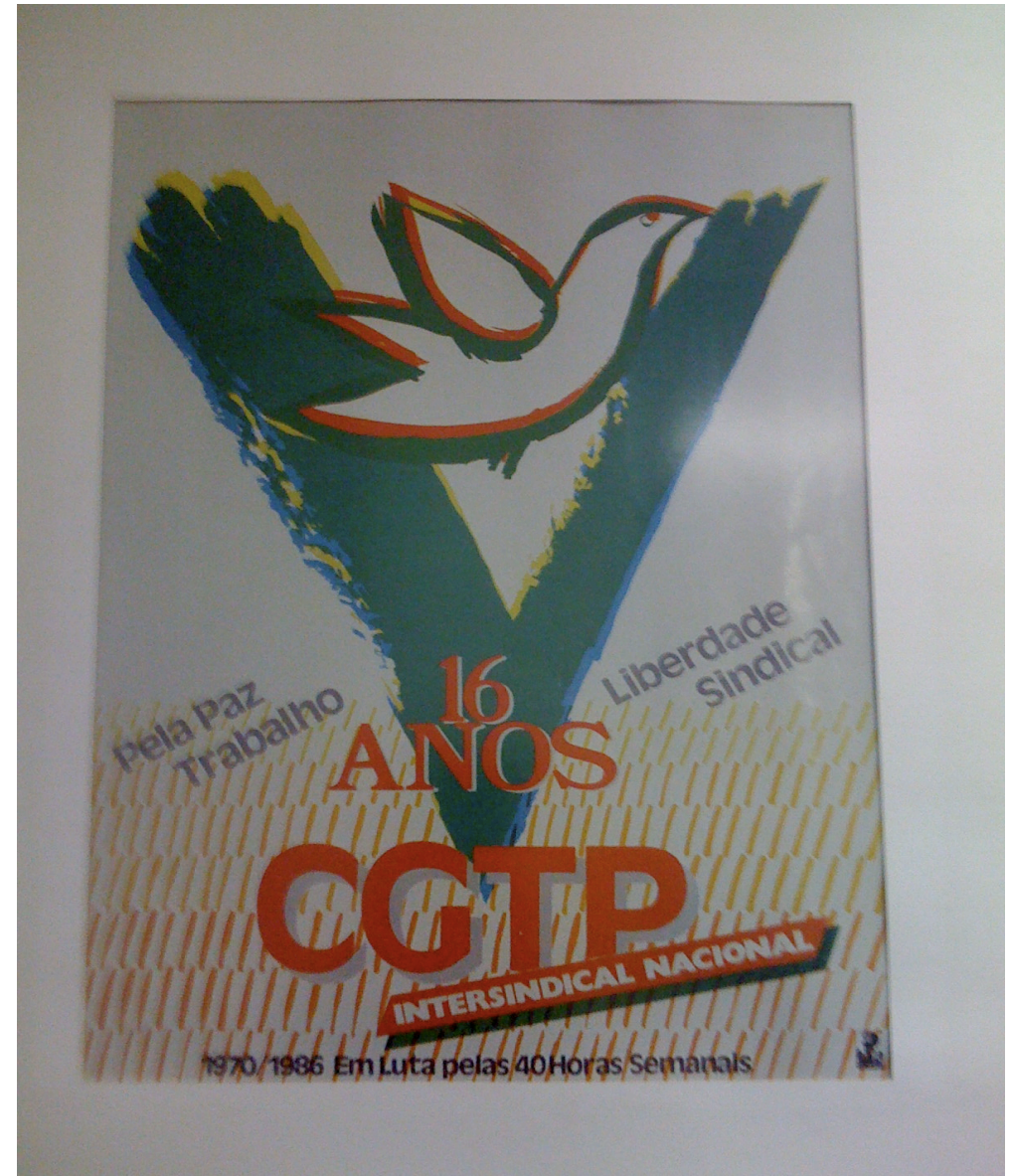
Sondra Cuban



**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

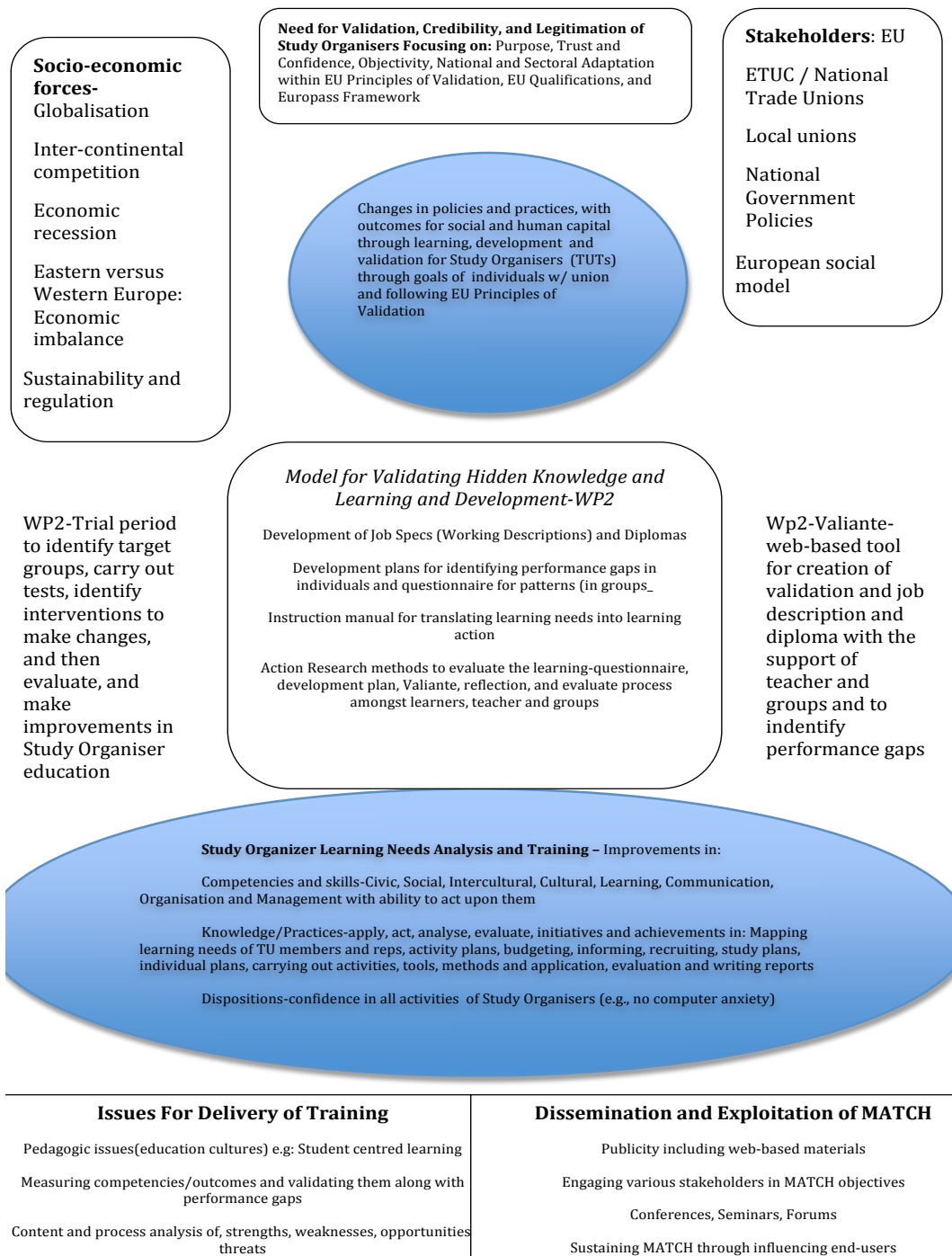


- Funded by Gruntdvig/Leonardo/Socrates/EU commission
- Title: MATCH: Learning Needs Analysis as part of the Lifelong Learning Programme
- Aim: Develop a model, methods, and tools for determining learning needs of union trainers to improve performance gaps
- Partners: unions from Latvia, Bulgaria, Sweden 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



# 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?

[Uppdragsbeskrivningar](#)

**Commission**

lecturer

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

Continue >>>

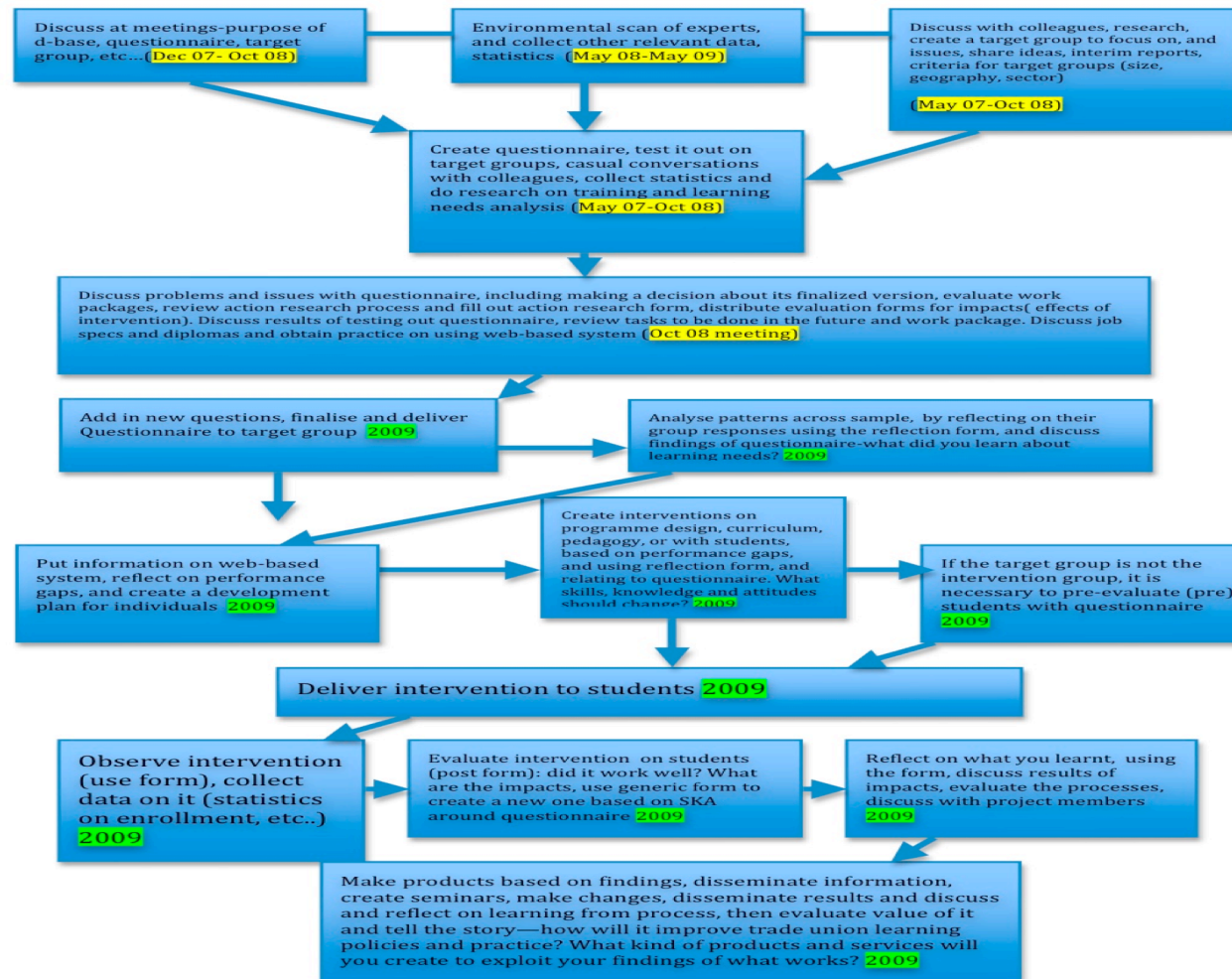
# Evaluation role and function

- 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

