



**Development
Cooperation
Network**

TUDCN Seminar on Development Education

5-7 November 2012, Vienna, Austria

Seminar Report



**International Trade Union Confederation
Trade Union Development Cooperation Network**

Brussels, November 2012

Agenda

5 November 2012

Afternoon session

Welcome session

What are development education and awareness raising to trade unions?

Interactive session

Trade union development education best practice

Panel debate with:

- Marta Manrique, ISCOD, Spain
- Fiona Dunne, ICTU, Ireland
- Gijs Justaert, World Solidarity, Belgium
- Martin Hegarty, TUC, UK

6 November 2012

Morning session

Trade unions in development education – building global solidarity

Panel debate with:

- Gemma Arpaia, ISCOS
- Stefan Kerl, Suedwind / DARE Forum, Concord

Moderation: Paola Simonetti, TUDCN ITUC

Trade unions in development education – building global solidarity

Working groups

Afternoon session

Working groups presentations

Policy and funding framework for DE in Europe - Current state, challenges and outlook

Presentations and debate with:

- Marina Sarli, Fair Trade Hellas / DARE Forum, Concord
- Christine Bedoya, TRIALOG

EC Thematic Programme 'CSOs and LA' (2014-2020) proposal – DE component

7 November 2012

Morning session

Fostering trade union development education

Working groups:

- Fostering development education in the trade union movement
- Engaging with other civil society actors in development education
- Building support for trade union development education in Europe - advocacy and funding guidelines

Working groups presentations and debate

Closing

Report from sessions

Welcome session

The seminar started with welcome words by Paola Simonetti (ITUC) followed by participants' presentations. Kasia Szeniawska (ITUC) outlined the objectives, expected outputs and the agenda of the seminar:

Objectives of the seminar

Reflect on:

- the role of development education and awareness raising in and by trade union movement
- the specificity and the value added of trade union in the Development Education and Awareness Raising (DEAR) community

Strategize for:

- fostering DEAR in the trade union movement
- enhancing cooperation between trade unions and other actors in DEAR
- building support for trade union DEAR through national and EU-level advocacy

Expected outputs

1. Report from the seminar:

- key conclusions from each session
- SWOT analysis: trade unions as DEAR actors
- recommendations for the trade unions on the 3 strategic elements
- proposal for further TUDCN work on DEAR

2. TUDCN statement on trade unions in DEAR

3. Reaction to the Thematic Programme 'CSOs and LA' (2014-2020) proposal

What are development education and awareness raising to trade unions?

During this interactive session, the participants explored the meaning of terms "Development education", "Awareness raising" and "Campaigning" in their practice. The participants concluded that both awareness raising and campaigning are elements and contributions to development education. They have also stressed that communication and generating impact is the key component of all the concepts and outlined some differences:

Development education

- an open-ended and bottom-up process
- a continuous, life-long learning process
- offers a broader perspective
- strategic and long term vision
- should lead to more active participation and motivation

Awareness raising

- a more top-down approach
- reaching out to a wider public
- both among members and external actors
- increasing commitment to causes

Campaigning

- a top-down approach
- solution-oriented
- translated into a concrete action
- leads to participation, which can in turn lead to more understanding and commitment

Participants then worked on the key motivations and topics of interest for trade unions in development education.

Why trade unions engage in development education?

Key motivations:

- Building international solidarity and global citizenship
- Creating support for international solidarity work politically and institutionally within organisations
- Learning and exchanging between countries – practical peer-to-peer education
- Mobilizing members for demonstrating and building strength of the union movement
- Mobilizing for a global action and more civil society engagement
- Deepening the relationship between the global north and the global south
- Going back to the core business of trade unions
- Because it's the only answer to globalization
- Addressing the complexity of the global trade union agenda– connecting agenda of TUs worldwide
- For poverty prevention
- For innovation
- For self-interest

What issues do trade unions take on in development education?

Key topics:

- Decent Work
- Trade union rights
- ILO core labour standards
- global competition and the 'race to the bottom'
- International Framework Agreements - Global Supply Chains
- social partnership
- social protection
- informal sector
- gender issues (incl. salary gap)
- sustainability
- migration
- democracy and the role of the trade unions and the civil society in peace and democracy building
- fair trade and CSR
- organizing
- networking

Trade union development education best practice

During this session four inspiring examples of best practice in trade union development education and campaigning were presented.

Marta Manrique (ISCOD, Spain) presented "My school and the world" programme of ISCOD, aiming at the prevention of xenophobic behaviour models integrated in public schools through developing a training programme and materials for teachers and pupils in intercultural education.

→ [See the presentation: "My school and the world"](#)

Gijs Justaert (World Solidarity Movement, Belgium) presented a campaign on Decent Work carried out by the three Belgian trade unions in collaboration with a wide range of civil society partners.

→ [See the presentation: "Campaigning for Decent Work"](#)

Fiona Dunne (ICTU, Ireland) presented ICTU's comprehensive Global Solidarity Programme which engages the union members in the issues of global solidarity.

→ [See the presentation: "Global Solidarity Programme"](#)

Martin Hegarty (TUC, UK) presented the international campaign on workers' rights "Play Fair" which was co-lead by the TUC in the run up to the London Olympics that took place earlier this year.

→ [Visit the website of Play Fair 2012](#)

Trade unions in development education – building global solidarity

In a panel debate, moderated by Paola Simonetti (ITUC), Gemma Arpaia (ISCOS) and Stefan Kerl (Suedwind) discussed the role and value added of trade unions in development education.

Arpaia (ISCOS) stressed the role of development education in building awareness, understanding and global solidarity in times of an increasing global competition. The majority of Foreign Direct Investments does not flow any more to the High Income Countries, but the rest of the world. Industries are moving from a country to a country, generating a 'race to the bottom' in labour standards and wages. Without a global perspective, solidarity and a global alliance between workers worldwide, there will be no winners in this game. Global vision is a crucial skill for trade union leaders these days. Arpaia stressed the importance of engaging in development education on three levels – campaigning with the wide public, capacity building among trade union leaders and engaging trade union members in global solidarity issues.

Kerl (Suedwind) presented shortly his organisation's development education and campaigning programmes with trade unions which include general campaigning, educational activities for trade union members and a year-long course for trade union and NGO leaders on Decent Work. Kerl stressed the importance of working with trade unions both from and outside of Europe, giving the example of a successful collaboration between trade unions in garment producing countries and European NGOs in frame of the Clean Clothes Campaign and its Urgent Appeals system. There is no competition between trade unions and NGOs, Kerl stressed – NGOs cannot replace trade unions, which have a representative structure, formal international representation and an institutionalised role in collective bargaining and the International Framework Agreements. Kerl also pointed out the natural role of trade unions in development education, given the global solidarity foundation of the trade union movement and the 'Injury to one is an injury to all' principle.

In a lively debate that followed speakers' inputs the participants raised the issue of a growing difficulty in building global solidarity in the times of economic crisis, relocation and hardship for many working people, pointing to one of the key challenges in trade union development education. It has been however concluded that a long-term and policy-coherence perspective needs to be adopted. Labour cost is no longer the key motivation for business relocation – what matters more these days are infrastructure and taxation policies of countries, which obliges the trade union movement to develop their advocacy in these areas.

Asked about the challenges and advantages of working with trade unions from the NGO perspective, Kerl listed as the main concern slow and bureaucratic procedures and as the main advantages the vast and organised membership with well-established communication structures and a formalised global network (ITUC and GUFs).

Trade unions in development education – working groups

After the debate, the participants worked in groups on a SWOT analysis of trade unions as actors in development education.

Trade unions as development education and awareness raising actors – SWOT analysis	
Strengths	Opportunities
<ul style="list-style-type: none">• Large membership• Democratic structure• Well established and functional communication channels• Well established and institutionalised international networks• Credibility towards members• A network of active volunteers• Inherent values of solidarity and the human rights based approach• Political weight, presence “at the table”• Economic strength• Training infrastructure• Presence in enterprises, MNEs and in supply chains• Direct engagement in the IFAs	<ul style="list-style-type: none">• Political influence• New active members• New partnerships (PPPs, GUFs etc.)• Better use of the international structures• More networking and exchange• Alliances outside of the trade union movement• Leading role in the civil society• Further use of the existing materials• Further use of social media• More IFAs and WWCs• Crisis as a motor for more solidarity• The Post-2015 Development Agenda process• Exploring other models of development and its measurement
Weaknesses	Threats
<ul style="list-style-type: none">• Members - a narrow target group• Overestimation of the knowledge base• Different capacities for learning• Lack of capacity• Lack of finance, dependency on public funds• Lack of global approach• Sometimes charity oriented• Slow decision making and bureaucracy – “heavy tankers”• Link with political parties – “being a part of the system”• Some trade union members benefit from the increasing globalisation and exploitation• Image and labels	<ul style="list-style-type: none">• Limited possibilities for urgent actions• Dilemmas between actions of solidarity and the company’s direct benefit• Members’ registration, decrease in membership• Repressions against TUs, spread of ‘yellow unions’• Fragmentation of the civil society• Diversity in situations and living standards worldwide – difficult to relate• Apathy• Spread of CSR as a voluntary concept, often without participation of TUs (and leading to ‘white-washing’ and ‘green-washing’)• Some trade union’s perspective on economic growth as a sufficient condition• Crisis downgrading standards• Widespread neoliberal agenda, also targeting TUs• Government instability

Policy and funding framework for DE in Europe - Current state, challenges and outlook

During the following session, Marina Sarli (Fair Trade Hellas, Greece / DARE Forum of Concord) and Christine Bedoya (Trialog, Austria) presented the policy and funding framework for development education in Europe.

Sarli (DARE Forum) outlined the historical background of policy making for development education in Europe and outlined the rationale and concept for the European Strategy on Development Education.

→ [See the presentation: “Policy and funding framework for DE”](#)

Bedoya (Trialog) presented the particular situation in terms of advocacy and funding for development education in the EU12 countries as well as Trialog’s activities in that domain.

→ [See the presentation: “Strengthening CSOs in EU12/AC for active engagement in Global Development”](#)

EC Thematic Programme 'CSOs and LA' (2014-2020) proposal – DE component

Kasia Szeniewska (ITUC) presented shortly the new proposal of the European Commission for the Multiannual Indicative Programme of the Thematic Programme 'CSOs and LA' (2014-2020). First reactions were formulated, further elaborated by the Advocacy Working Group the following day.

Fostering trade union development education – working groups

The participants split themselves into three working groups, where they worked on general recommendations and concrete action steps in the following areas:

1. Fostering development education in the trade union movement
2. Engaging with other civil society actors in development education
3. Building support for trade union development education in Europe - advocacy

Fostering trade union development education – working groups		
Fostering development education in the trade union movement	Engaging with other civil society actors in development education	Building support for trade union development education in Europe - advocacy
General recommendations		
<ul style="list-style-type: none"> • Foster a bottom up approach for political commitment (involve mid-level management) • Foster cooperation between communication, international and training departments • Have a story about the context and the benefits for trade unions to get engaged (engaging young leaders etc.) 	<ul style="list-style-type: none"> • TUs need to be recognized as development actors and DEAR actors • Keep focus on Decent Work (and poverty prevention) - develop a strategy • Initiate common campaigns • Build coalitions (permanent alliances) • Clarify the value added and the level of commitment in alliances • Liaise with national NGDO actors 	<ul style="list-style-type: none"> • EC needs to recognize the specificity of the trade unions in DEAR: the position of the TU movement in EU, existing communication and training infrastructure, natural North-South relations and solidarity; institutional networking through ETUC/ITUC • Specific budget lines for social partners in DEAR should be introduced • The DEAR funding line should be opened to the MICs • Integrate DEAR in bilateral development cooperation programmes (not only with LICs, but also with MICs to build solidarity) • Initiate DEAR programmes for EU member states from other budget lines than DCI (eg. DG social inclusion) • Foster cooperation with employers and CSOs in DEAR

Concrete actions

- Introduce co-financing for DEAR projects for the affiliates provided by SSOs and national centres
- Foster cooperation between SSOs and TUs on DEAR
- Map key actors within and outside of the TU movement in DEAR
- Develop a strategic plan for DEAR in TUDCN and in particular unions/national centres
- Develop joint international campaigns
- Put DEAR on the agenda of the General Council of the ITUC
- Establish a mailing list for DEAR within the TUDCN network
- Establish project partnerships on European level (engaging also ETUC and EI)
- Keep up cooperation with the DARE Forum for advocacy towards EU
- TUDCN should take a role in campaign coordination and experience sharing about all the decent work-related campaigns (possibly start with a seminar) :
DECENT WORK: Education4all, water, fair trade, DW BWI, green jobs, CCC, Play Fair
- Request that the CSOs and TUs are consulted about the ToRs of the DEAR support team
- National TUs should start lobby at national level development agencies to introduce or expand specific lines for DEAR
- TUDCN should examine other sources of international funding for DEAR
- Make a clearer link between TU DEAR activities and particular ITUC campaigns (eg. World Day for Decent Work)
- ETUC should include international solidarity in their campaign in the run up to the next EP elections

Fostering trade union development education – debate on the statement

It has been decided that two statements should be issued by TUDCN as a result of the seminar: one for the internal use to foster DEAR in the trade union movement and one for external advocacy purposes. Apart from the general recommendations listed above, the statements should capture the following points, putting appropriate weight on the internal/external aspects:

- ⇒ What do we understand as DEAR (stressing the action component)
- ⇒ The specificity and value added of trade unions in DEAR
- ⇒ The importance of DEAR in the trade union movement – their core business
- ⇒ The importance of the Decent Work Agenda in DEAR
- ⇒ DEAR should be fostered and mainstreamed in the trade union movement through engaging members and leadership at various levels and developing DEAR strategies within organisations
- ⇒ More cooperation with other actors should be fostered, explaining however clearly what kind of cooperation and in which areas brings the added value and benefits
- ⇒ National ministries/agencies as well as the European Commission should recognize trade unions as important DEAR actors with their specificity and ensure that the DEAR funds are accessible for this group
- ⇒ DEAR should serve to open the space for a critical reflection on the EU development policies and the policy coherence, as well as to support the legitimization of EU actions and budget for development

Conclusions and follow up

As a result of the seminar two statements will be issued by the TUDCN on fostering Trade Union Development Education and Awareness Raising.

Additionally, apart from the concrete action steps presented above, the participants concluded the further networking and best practice exchange should be fostered through the TUDCN mailing list, TUDCN newsletter “Trade Union Focus on Development” and the Trade Union Development Projects Directory (projects.ituc-csi.org).

Additional resources

ITUC documents

- *Development Education and Awareness Raising in the trade union movement* – TUDCN article
<http://www.ituc-csi.org/development-education-and.11961.html>
- *Trade Union inputs on the European Commission's draft Multiannual Indicative Programme Civil Society Organisations and Local Authorities (2014-2020)*
<http://www.ituc-csi.org/tu-inputs-to-the-ec-s-draft-mip-on.html>

CSO resources

- **DEEEP** (DARE Forum of Concord) – resources on advocacy and quality in DE
www.deeep.org
- **Trialog**– resources on DE and DC for EU12 countries
www.trialog.or.at

Intergovernmental and multi-stakeholder structures

- **GENE** (Global Education Network Europe) –network of ministries and agencies
www.gene.eu
- **European Multi-stakeholder group on Development Education**
www.deeep.org/multi-stakeholder-process.html

List of participants

Name	Organisation	Country
Christer Walivaara	LO-TCO	Sweden
Fionna Dunne	ICTU	Ireland
Gemma Arpaia	ISCOS	Italy
Gijs Justaert	World Solidarity Movement	Belgium
Gilbeto Piermattel	CSDL	San Marino
Iliana Denkova	CITUB	Bulgaria
Karin Lindstrom	LO-TCO	Sweden
Lotte Ockerman	ABVV-FGTB	Belgium
Mario Van de Luytgaarden	FNV Mondiaal	Netherlands
Marta Manrique Asensio	ISCOD UGT	Spain
Martin Hegarty	TUC	United Kingdom
Martine Kersten	CNV	Netherlands
Mary Vasilakka	DEOK	Cyprus
Paul Pace	FOR U Malta	Malta
Stijn Roovers	CGSLB	Belgium
Thierry Aerts	ABVV-FGTB	Belgium
Toscuta Catalin	snppc	Romania
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Christine Bedoya	Trialog	Austria
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