

PURPOSE OF IFWEA AS STATED IN ITS CONSTITUTION

To promote and advance the education of the public with respect to the democratic labour movement; and to promote the carrying out of free and voluntary educational work, according to the principles of solidarity and cooperation, justice and equality, and democracy and freedom.

IFWEA STRATPLAN 2016 – 2019

Proposed Vision of IFWEA:

A world where all people have access to lifelong learning opportunities which enable them to claim and exercise their inalienable democratic rights, responsibilities and freedoms as global citizens.

Proposed Aim of IFWEA:

A FOUNDATION SKILLS EDUCATION PROGRAMME FOR SOCIAL CHANGE: Global co-operation between worker educators so as to advance the frontiers of knowledge, education methodology and practises of democratic worker organisations promoting freedom, justice and equality for all.

<u>PROGRAMME</u>	<u>INDICATORS:</u>	<u>BASELINES:</u>	<u>ACTIVITIES</u>
<u>OBJECTIVE 1:</u> <i>Strengthen IFWEA organisationally and increase networking and collaboration of member organisations.</i>	1.1 Greater Sharing of knowledge, co-operation and resources across 15 countries and 50 NGO's.	1.1 Existing information on IFWEA affiliates are only contained on their own websites and publications for their national membership. Member to member sharing on information is weak and the secretariat has insufficient resources available to achieve	1.1.1 Regular meeting of governing bodies, viz. GC and EC. 1.1.2 Regular PME meetings, communication and liaison between affiliates partnering in activities and programme manager. 1.1.3 Leadership visits to targeted affiliates to increase number of affiliates and improve extent and quality of affiliate contributions.

		<p>this.</p>	<p>1.1.4 Maintenance and development of online communication channels, Online E-Bulletin, IFWEA Facebook Page; IFWEA website & OLA Platform.</p> <p>1.1.5 Internships at Secretariat and exchange programs between IFWEA affiliates.</p>
	<p>1.2 Improved solidarity education/actions/partnerships between 200 young leaders and educators in the labour and political organisations.</p>	<p>1.2 IFWEA's YGAP and internship programme currently exposes worker educators, trade union and political leaders from the north to the changing social realities of labour market restructuring. Improved ability to create partnerships and solidarity education and actions is to be</p>	<p>1.2.1 Annual YGAP Nordic school in Cape Town.</p> <p>1.2.2 Focus on solidarity education in home countries of YGAP participants after YGAP annual school.</p> <p>1.2.3 Develop online educational aids and resources which improve union participation and recruitment to YGAP.</p> <p>1.2.4 Broadening YGAP Educational curricula to include more international examples and participants from other countries.</p> <p>1.2.5 Develop AYAN network in Africa and convene conference/s on study</p>

		developed.	circle methodology, topics and activities with AYAN partners. 1.2.6 Initiate and develop regional networks of young worker leaders in Asia and Latin America and MENA regions with leading IFWEA affiliates.
	1.3 A participative and democratic education platform of workers education that promotes women's leadership in worker and membership based organisations involving 200 grassroots women leaders.	1.3 There is no network which allows women activists to inform and be informed of campaigns and allow them to gain support within their organisations for each other.	1.3.1 Promote online education and resources of innovative models of women leadership development for organisational building & Campaigning. 1.3.2 Facilitate Online and face to face dialogue of study circle tutors developing women's leadership.
PROGRAMME OBJECTIVE 2: <i>Improve the educational and research capacity and services of our affiliates on the main challenges faced by the labour movement in</i>	<u>INDICATORS:</u> 2.1 Grassroots leaders in 100 Trade Unions and/or member orgs, develops awareness of their rights and an action orientation towards organising for social protections.	<u>BASELINES:</u> 2.1 While many trade unions and CBO's align themselves with policies for socio-economic equality, they lack knowledge on campaigning and	<u>ACTIVITIES</u> 2.1.1 Design and implement OLA course for trade union study circle facilitators on organisational development skills. 2.1.2 Design and implement OLA course for trade union study circle facilitators on advancing social protections for workers

<p><i>order to assist them in their role of strengthening democratic worker organisations in their countries and regions.</i></p>		<p>building grassroots activism.</p>	<p>in precarious forms of work.</p> <p>2.1.3 Conduct 60 study circles over 4 years on advancing social protection and organisational development skills for worker organisations.</p> <p>2.1.4 Develop education material on economic trends and patterns of work informalised in the labour market and the socio economic consequences for workers.</p> <p>2.1.5 Develop online educational aids and resources which improve union recruitment and representation capacity with focus on workers in precarious work, women and social security campaigning.</p>
	<p>2.2 100 Study Circle facilitators develop the pedagogy and online methodology skills to provide education and research for labour and social rights.</p>	<p>2.2 Experience and practice of participatory and democratic education using online learning study circles methods is low within organisations relying heavily on education</p>	<p>2.2.1 Development of online courses using the IFWEA Online Labour Academy on understanding the economy and advancing democratic rights with IFWEA network of partners.</p> <p>2.2.2 Study circle facilitators are mentored to integrate democratic ideals and practises into their work with learners.</p>

		skills outside.	
	2.3 100 Grassroots women activists understand their role in promoting gender equity and best practice in their organisations.	2.3 While many Trade unions and CBO's commit themselves to gender equity, their organisational agenda is mostly determined by gender neutrals trade union political, or collective bargaining priorities	2.3.1 Study circle Facilitators are trained to integrate gender equity into their curriculum development and education activities including the addressing sexuality, health and reproductive rights. 2.3.2 Education, mentoring and technical support for online tutors and learners to enable them to deal with issues of workplace, home and community gender equity emerging from study circle discussions is provided.
PROGRAMME OBJECTIVE 3: <i>Build a knowledge community within the global labour movement which enables worker organisations to face the challenges of flexibility and to build capacity to represent, organise and</i>	<u>INDICATORS:</u> 3.1 Online Body of knowledge for innovation organisational strategies is developed and made available online to 40 worker education NGO's and 160 Trade Unions. 3.2 100 trade union leaders	<u>BASELINES:</u> 3.1 Existing published literature on trade unions and workers in informal types of work, while improving in scope, is still very sparse and in multiple locations. 3.2 the nature of work and	<u>ACTIVITIES</u> 3.1.1 Online knowledge hub on organising workers is precarious forms of work is developed which makes links between resources and courses. 3.1.2 Develop education and research materials on economic trends and patterns of work informalization in the labour market and the socio-economic

<p><i>improve the conditions of workers in precarious forms of work.</i></p>	<p>recognize the complexity of the organizational challenges to build a progressive labour movement in the 21st century.</p>	<p>employment is undergoing permanent change and, hence, the role of trade unions as vehicles for representing workers' interests must adapt.</p>	<p>consequences for workers.</p> <p>3.2.1 Initiate dialogue with strategic partners on vision and purpose of a Global Workers College with key stakeholders.</p> <p>3.2.2 GS to contribute towards curriculum development of the Africa Labor Leadership Initiative of the AFL-CIO in 2016.</p>
	<p>3.2 Tested successful strategies on mobilising, organising and recruiting are used by 30 trade union member organisations</p>	<p>3.3 Currently, details of factors that appear to contribute to the success or failure of organisation and mobilisation in various contexts are not available to trade union practitioners.</p>	<p>3.3.1 Bi- annual research review of trade union and membership based organisations' strategies for organising social security for workers in precarious forms of work is developed and disseminated.</p>
	<p>3.4 Organisational strategies that promote women leadership are generalised and utilised in education events</p>	<p>3.3 Leadership development policies and strategies reveal male dominance or at best are 'gender-neutral', which</p>	<p>3.3.1 Develop online educational courses, aids and resources which improve union recruitment and representation capacity, with a specific focus on workers in precarious forms of work, women and social security campaigning.</p>

		perpetuates the status quo.	
<p><u>PROGRAMME</u></p> <p><u>OBJECTIVE 4:</u></p> <p><i>Identify, agree and practice a common set of values and ethics which informs IFWEA pedagogy and delivery of workers education.</i></p>	<p><u>INDICATORS:</u></p> <p>4.1 Worker organisation and collective identity is strengthened through improved awareness of global solidarity values, inclusive and participative practices, goal setting and organisational analysis in 40 NGO and 40 Trade Unions or co-operatives over 4 yrs. across 15 countries</p>	<p><u>BASELINES:</u></p> <p>3.3 The existing differences between national, regional and global labour organisations and between trade union, community and online communication providers have formed a barrier against a common sense of purpose for worker education</p>	<p><u>ACTIVITIES</u></p> <p>4.1.1 Bi-annual Best Practice Award highlighting NGO and trade union alliances which integrate research, education, organisation and mobilisation to achieve social protections and inclusion.</p> <p>4.1.2 Development and application of online courses using the IFWEA Online Labour Academy which popularise the values of solidarity, co-operation and encourages alliance building with IFWEA network of partners.</p> <p>4.1.3 One e-bulletin issue per annum highlights solidarity education and activities.</p> <p>4.1.4 YGAP & OLA course curricula includes ethics of solidarity support and actions.</p> <p>4.1.5 OLA course is developed on participative research ethics and goal setting of researchers working with community</p>

			<p>based organisations and trade unions.</p> <p>4.1.6 OLA course is developed on the ethics of the methodology for study circle facilitators and rolled out every year.</p> <p>4.1.7 Education and publicity around purpose and aim of IFWEA is integrated into all IFWEA programme activities.</p> <p>4.1.8 OLA and study circle course on awareness of environmental and climate ethical behaviour developed and rolled out annually.</p> <p>4.1.9 Study circle course on dealing with the social stigma of Aids, particularly for women, is developed.</p> <p>4.1.10 23rd GC: run a competition among IFWEA members to design a slogan for IFWEA defining our common purpose of Workers' Education.</p>
	4.2 Grassroots Tutors form an education association in Africa for the development of study circles and lifelong learning	4.2 No association exists to support development and exchange of pedagogy in Africa	<p>4.2.1 Initiate dialogue on vision and purpose of a Study Circle Association in Southern Africa.</p> <p>4.2.2 Develop steering group which will engage grassroots study circle</p>

			<p>facilitators on viability of a Study Circle Association.</p> <p>4.2.3 Facilitate exchanges with ABF and other Study Circle Associations.</p> <p>4.2.4 Launch membership based study circle association in Africa in 2019 at 23rd Global Conference.</p>
--	--	--	--

DRAFT