

# **EDU Strategy**

## **2015-2019**



**etui.**

# Table of contents

<b>Introduction</b> .....	3
<b>A particularly demanding context</b> .....	4
<b>A strategy built on reality and looking to the future</b> .....	7
<b>Strategic objective and priorities</b> .....	10
<b>Appendices</b> .....	12
1. To integrate the ETUC's priorities, adopt a multi-annual planning and establish cooperation agreements with trade unions .....	13
2. To increase the number of participants (through e-learning and other means) and to achieve a better gender balance .....	14
3. To develop needs identification processes, quality standards and common evaluation practices. ....	15
4. To develop our potential and capacity to offer high-quality training and establish the ETUI as a key provider of trade union-oriented training for EWCs, SNBs and SE-WCs .....	17
5. To increase visibility and improve the dissemination of information regarding activities amongst the organizations .....	19
6. To strengthen the work of the networks, increase their members and create an ETUI Eurotrainers identity .....	20

# Introduction

Trade union education is an important part of the ETUI's activities and constitutes a substantial portion of its budget. It makes an indispensable contribution to the European trade union identity and supports the integration of the European trade union movement, in line with the strategies of the European Trade Union Confederation (ETUC). It also supports the European social dialogue and promotes information, consultation and participation of workers, particularly in the context of training for European Works Councils (EWC).<sup>1</sup>

This strategic document proposes a medium-term orientation that corresponds with the ETUC's mandate period of 2015-2019. It is based on the reflection and cooperation of various trainers, training officers and members of the ETUI's Pedagogical Committee<sup>2</sup> and draws inspiration from the discussions held at the ETUI's Education Conference in 2014 and the ETUI EDU Days in November 2015. It was produced in a short period of time and, in the future, it would be advisable to work within a more extended timeframe and with a more active participatory process.

This document represents a new, more systematic approach in formulating a strategy for the activities of the ETUI's education department. Over the last four years, we were guided by strategic guidelines that were sometimes too focused on the operational side. We now take a significant step forward.

The strategy proposed herein naturally takes into account the ETUC's political priorities and incorporates the major guidelines of the 13<sup>th</sup> ETUC Congress. It was formally approved by the democratically-elected governing bodies of our institute.

Over the four year implementation period, annual milestones will be created and operational programmes will give the strategy form, coherence and consistency. The implementation will be an ongoing process and the scheduling, monitoring and review of the implementation will be handled with the necessary flexibility in order to adapt to the diverse and (sometimes unexpectedly) changing needs of the European trade unions as well as an ever changing policy context.

It is assumed that the financial resources will remain unaltered during the implementation of this four year strategy, yet the scope of activities may require some adjustment to the available human resources.

**This strategic programme will help us to know where we are going and how to get there; it will help us to build the future.**

1. See *Activity Report 2011-2015*, ETUC 13<sup>th</sup> Congress, page 95.

2. For which I am thankful in particular to the members of the Pedagogical Committee.

**A particularly  
demanding context**



The current context is particularly critical for workers, trade unions and trade union training<sup>3</sup>: politically, socially, economically and culturally. Changes have developed at a much faster rate than the ideas and capacities to influence and adapt to them.

The complexity and uncertainty of the economy illustrates this point. In recent years, unemployment and job insecurity have increased and the imposed austerity policies have done nothing to solve the intense crisis throughout Europe. Rights have been attacked in many countries and labour laws have undergone unprecedented negative changes, sometimes imposed unilaterally. Social dialogue and collective bargaining are blocked and wages in general are stagnant or have been reduced. Social policies and the European social model are now a pale shadow of what was once emblematic of the European Union. The European project, in which trade unions were once so engaged, is now a far cry from its founding values and fails to motivate. Against a background of increasing inequality across the entire EU, we see opposition to these developments among a growing number of workers.

Trade unions in several countries have been attacked and, even when the attacks are not direct, their bargaining power has been diminished, reducing their ability to attract, influence and act. In the present circumstances, striving for a social Europe, for social dialogue or for the European project can be of only limited effectiveness.

Trade union education thus faces increased difficulties of a varied nature. There are countries where the right to trade union education has been attacked and reduced, or is simply not recognized. In other cases, organizations have fewer members and their active trade unionists are overburdened and have less time for training. These organizations have reduced financial resources and thus a

diminished training offer at the national level, making it harder to participate in training at a European level.

However, this is a challenge for European trade union education that must be met. More than ever, it is vitally important to identify specific needs and expectations and to advance technical and operational training in order to support trade union activities (e.g. training for communication or new technologies for trade union action). Such initiatives are included in our training offer.

Furthermore, employee participation in European companies and effective European Works Councils remain strategic trade union priorities. Along with trade union strategies to strengthen worker participation comes an obvious need for capacity building and training.

For training in general there have been important innovations<sup>4</sup> and numerous new developments that may be of interest to trade unions' goals and should not be overlooked.

In the European context, the ETUI's training offer is unique. Its strength comes from the specific nature of its trade union training and its proximity to the ETUC. We maintain a constructive partnership with EZA- an organization that has a thematically similar training offer, aimed at a similar audience - recognizing and respecting each others specificities. This organization includes several partner organizations that, as members of the ETUC, are also the target of our training.

3. For a more complete and detailed view, read the documents of the 13<sup>th</sup> ETUC Congress, Paris, 2015.

4. Pedagogical innovations (connectivism), but almost always linked to new techniques and educational technology (LMS and MOOC platforms, among others)

The picture is somewhat different regarding EWC training, where a myriad of commercial training providers have invaded this (newly created) specific market. The strength of the ETUI's training for EWCs lies in its non-profit nature and in the priority given to strengthening worker participation. It also lies in the expertise of our trainers, the ETUI's own research capacities on the subject and its proximity to the political actors for this policy area<sup>5</sup>.

5. Note that the ETUC is the recognized EU-level social partner in the consultation and negotiation processes regarding worker participation and that the ETUI has created the EUROPEAN WORKER PARTICIPATION COMPETENCE CENTRE (<http://www.worker-participation.eu/About-WP/European-WP-Competence-Centre>) and maintains the only database on the subject (<http://www.ewcdb.eu/>). The ETUI also publishes a newsletter (<http://www.worker-participation.eu/About-WP/What-s-new/News-Bulletin>), hosts specific websites and regularly produces and publishes studies on the subject.

## ETUI Education – a snapshot of the current situation

ETUI Education works on the basis of annual work programmes and our courses are developed in close cooperation with the ETUC, the European Trade Union Federations (ETUFs) and national trade unions.

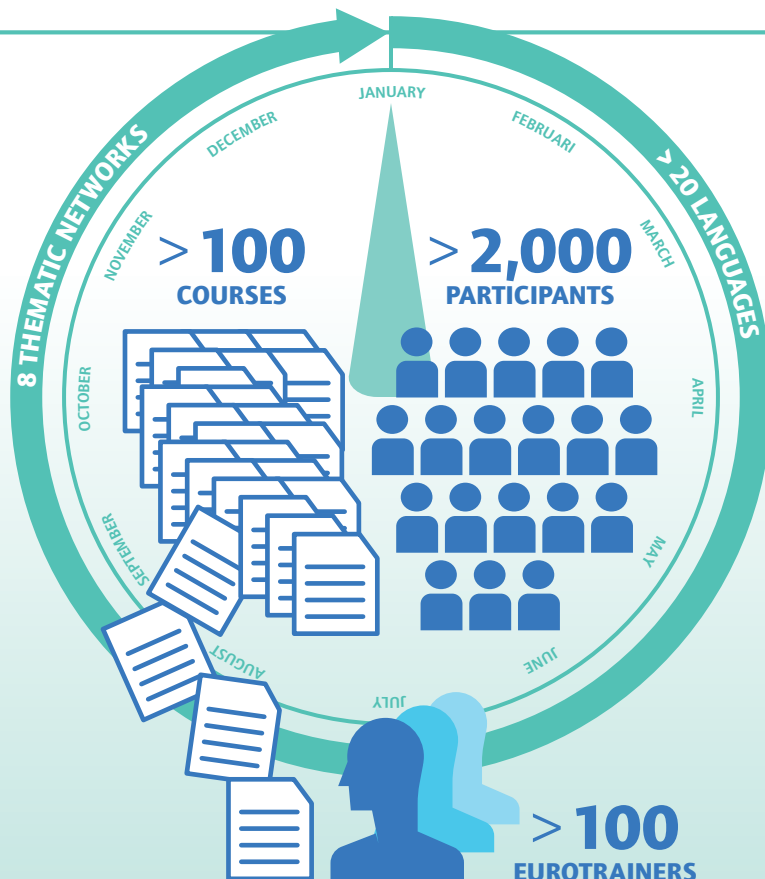
We deliver about 100 courses per year for more than 2,000 participants. Our training courses are delivered by the ETUI's education officers who, as a rule, work in tutor teams with national trainers. In addition to that, ETUI Education relies on seven thematic networks of trainers with around 100 members from affiliated organizations.

Our courses are aimed at trade union officers working for organizations affiliated to the ETUC but

also to members of EWCs, SE works councils and Special Negotiation Bodies (SNBs); i.e. company-level employee representatives.

ETUI Education is offering a number of key courses, including: 'young trade union leaders', 'project management', 'training of Eurotrainers - ETT', 'languages training for trade unionists', and 'seminars for individual EWC and SE-WC members'. In addition, the ETUI offers thematic training that is developed on demand and in line with ETUC priorities.

Participation in the ETT, the project management course and the young trade union leader course can lead to certification.



**A strategy built  
on reality  
and looking  
to the future**



## Task and goals

The ETUI's global goal is the promotion of a Social Europe. Our task is to support, reinforce and stimulate the European trade union movement.

One way to achieve this is through trade union training programmes and networking.

The ETUI's five priorities<sup>6</sup> are:

- The crisis and the reinforced European economic governance system
- Worker participation and industrial relations
- Sustainable development and industrial policy
- Working conditions, social standards and job quality
- Trade union renewal

These are also the priorities of the training programmes, along with meeting the training needs of European scope expressed by the members.

Through our training activities we make a strong contribution to strengthening the European trade union identity.

The ETUI trains, informs (by providing political, scientific and technical expertise), qualifies, gives opportunities for sharing and reflecting on experiences (social learning) and contributes to a natural process of personal and organisational development. Therefore, it contributes to better trade union action at all levels.

By being action-oriented aimed at increasing trainees' competences, the ETUI's training has an impact on trade unions and generates a multiplier effect.

Our training is, as much as possible, meant to complement the training provided by trade unions, i.e. the national organizations and the European federations.

Our ambition is that, in the medium term, trade unionists in positions of responsibility or representation at the European level will have benefited from the ETUI's training.

## The targets

A good definition of targets is required to facilitate the selection of trainees in order to form groups that are relatively homogeneous and ensure high levels of learning. However, we also note with regret that the workload of many trade union leaders can be an obstacle to their participation in training.

The targets of our training activities are a diverse and comprehensive group, and training can be customised according to subjects.

General training is aimed at trade union officials and staff, elected or employed in national organizations or European federations. Using adult education methods, it is a tool that prepares trade union officials for the topics and work at the European level. It also facilitates the dissemination of information on European affairs and of the trade union goals for a Social Europe. This training therefore has an important impact on trade unions.

The ETUC Secretariat group will continue to be the target of high-level training, in cooperation with LSE (London School of Economics).

6. In October 2015.



The Youth target group is also of particular significance within our overall activities.

European Works Councils, SE Works Councils and Special Negotiating Bodies form a specific target group. Participants in training for these bodies are not trade union officers but company representatives, generally including non-unionised employees. Training objectives are set in coordination with the worker chairperson and/or secretary of those bodies and the contact person of the relevant European Trade Union Federation (ETUF), but quite often also in consultation with the HR management of the company. From an ETUI perspective, the main objective is to ensure a trade union-inspired training, intended to support and strengthen worker representation within multinational companies.

In recent years a more specific definition of targets has been implemented. This is deemed essential for a good selection and will be further developed.

Furthermore, some new targets have been identified; in particular, highly experienced officers with long trade union careers. The plan is to focus on a target group of trade union staff following an identification of training needs in terms of European subjects.

## Action principles

Throughout the entire implementation of the education strategy, training will be guided by the following action principles:

### ★ Differentiation, complementarity and relevance of the training

The actions to be developed will necessarily be different from what is organized at national or federal level. ETUI training complements the training provided by trade unions and has a European dimension. It is specific, adequate and appropriate, and therefore represents an added value, both for participants and for trade unions.

### ★ A learning process that values experience

The pedagogy we practise<sup>7</sup> builds on the experience of (adult) trade unionist participants through joint reflection, the sharing of views and opinions, and critical thinking; to which we add scientific and technical knowledge. We encourage a perspective that is open to change and to adopting alternative forms of action. For us, learning is a path towards enlightened activism and training is a space of collective intelligence.

### ★ Socio-political and technical training

Our systematic and comprehensive training is of a distinctly socio-political nature. It is a space that enhances union values; a place of free thought and expression, where subjects related to European policies are analysed in depth. Although exclusively guided by the ETUC's political strategies, its priority is not ideological training. Technical and operational training, corresponding to clear and concrete needs, also takes place.

### ★ Training pathways

We wish to progress to a form of training in which taking part in an activity is only one step in a series of actions over a specific period of time; i.e. the pursuit of a pedagogical pathway. Following a pathway means consolidating knowledge and thereby can have a positive impact on trade union organizations.

### ★ Participation, cooperation and networking

ETUI training is developed in an open participatory process and has a positive impact on the cooperation and partnerships between trade unions and other training players<sup>8</sup>. It adds value and efficiency by enhancing networks and communities of practice<sup>9</sup>. Internal synergy is developed through constant interaction with the research activities and expertise of ETUI researchers.

7. See attached document on our pedagogical options.

8. Such as ILO's ACTRAV and DELTA.

9. Such as the Eurotrainers networks that work with officers or the Training Centres and Schools CoP.

# **Strategic objective and priorities**

Our key objective is to maximize the investment in training; this involves widening target audiences, going beyond face-to-face training and increasing the multiplier effect of the activities carried out and teaching materials produced.

To achieve this strategic objective, we will work with the following priorities:



1

To integrate the ETUC's priorities, adopt a multi-annual planning and establish cooperation agreements with trade unions.



2

To increase the number of participants (through e-learning and other means) and to achieve a better gender balance.



3

To develop needs identification processes, quality standards and common evaluation practices.



4

To develop our potential and capacity to offer high-quality training and establish the ETUI as a key provider of trade union-oriented training for EWCs, SNBs and SE-WCs.<sup>10</sup>



5

To increase visibility and improve the dissemination of information regarding activities amongst the organizations.



6

To strengthen the work of the networks, increase their members and create an ETUI Eurotrainers identity.

<sup>10</sup>. European Works Councils (EWCs), Special Negotiation Bodies (SNBs) and SE-Works Councils (SE-WCs)

# **Appendices**

## **Priorities**

### **and indicators**



# 01.

## To integrate the ETUC's priorities, adopt a multi-annual planning and establish cooperation agreements with trade unions.

	What	How	When	Success indicator
1.1	Integrate the ETUC's action priorities	– Integrate into each annual programme a set of training activities focused on the ETUC's action priorities	2016 – 2019	Six ETUC priorities to be integrated annually in the ETUI training programme
1.2	Adopt a multi-annual training planning	– Progressive introduction of multi-annual training plans for member organizations that are willing to engage <sup>11</sup>	2016 proposal to ETUFs (European Trade Union Federations) 2017 for all members	Commitment of six organisations by the end of the mandate period
1.3	Multi-annual cooperation agreements with trade unions	– Develop and discuss proposals to contribute to decisive evolutions in the training systems of member organizations and to the European dimension of trade union training – Set goals for pathways, partnerships, Eurotrainers, youth, identification of needs, etc.	2016 – 2019	Six cooperation agreements
1.4	Identify and define the target groups	– Identify, define and describe new target groups – Prepare adequate responses to specific needs – Improve the description of existing profiles	2016 – 2019	Improved descriptions of participants' profiles for all activities
1.5	Adapt training to meet specific needs for action	– Training in «Lobbying - how to influence the EU decision making process»: <ul style="list-style-type: none"> <li>• Evaluate the current training offer</li> <li>• Design a two-level approach</li> <li>• Training in communication (personal, organizational, technological)</li> <li>• Continuously identify new needs</li> </ul>	2016  2017 – 2019 2017 – 2019	Evaluation report involving a team of trainers Launching of level 2 Set up system in 2017, develop until 2019
1.6	Increase the number of national organisations that act as partners in our training activities	– Approach member organisations to act as partners in our training activities, either as hosts or as a second partner	2016 – 2019	75% of eligible affiliated organizations to become partners

<sup>11</sup>. Please note that such commitment depends on maintaining the current level of external financing.

# 02.



## To increase the number of participants (through e-learning and other means) and to achieve a better gender balance.

	What	How	When	Success indicator
2.1	Increase the overall number of participants	<ul style="list-style-type: none"> <li>– Through e-learning</li> <li>– Offer a better choice of courses to prevent low numbers of participants</li> </ul>	2016 – 2019	8% increase at the end of the implementation period
2.2	Increase the effort for a gender-balanced training	<ul style="list-style-type: none"> <li>– Reinforced emphasis on gender balance in our communication</li> <li>– Positive discrimination in selection processes</li> </ul>	2016 – 2019	60% M/40% F at the end of the implementation period
2.3	Introduce e-learning	<ul style="list-style-type: none"> <li>– Have a platform</li> <li>– Create a network of experts on distance learning and educational technology</li> <li>– Train the entire internal staff</li> <li>– Train in e-tutoring</li> <li>– Evaluation, adjustment and progress</li> </ul>	2016 2016 – 1 <sup>st</sup> quarter  2016/17 2016/17 2017 – 18 2018 2019	Launch three courses – experimental, initial and definitive stages
2.4	Use blended learning	<ul style="list-style-type: none"> <li>– Progressive use of e-learning activities as a way of creating a dynamic and efficient learning process</li> </ul>	2016 – 17	Two e-learning activities: <ul style="list-style-type: none"> <li>– Young Leaders Course</li> <li>– Project Management</li> </ul>
2.5	Reinforce the role of ETUI Education contact persons in member organisations	<ul style="list-style-type: none"> <li>– Update, objectify and, if necessary, redefine the role of the contact persons within the organizations</li> <li>– Discuss the role of contact persons during ETUI EDU DAYS</li> </ul>	2016	Renewal and updating until EDU DAYS 2016
2.6	Boost language training, in correspondence with thematic training	<ul style="list-style-type: none"> <li>– Combine English language training for trade unionists with adequate thematic training</li> </ul>		One experimental course in 2017 Further courses over the following years

# 03.



## To develop needs identification processes, quality standards and common evaluation practices.

	What	How	When	Success indicator
3.1	Discuss and identify work processes on needs and quality	<ul style="list-style-type: none"> <li>– Carry out extensive discussions with the active participation of the Pedagogical Committee and select techniques for:               <ul style="list-style-type: none"> <li>• Identification of training needs</li> <li>• Observation of quality parameters</li> </ul> </li> </ul>	2016 2017	To be applied in 2017 To be validated in EU DAYS 2017
3.2	Create common training evaluation forms	<ul style="list-style-type: none"> <li>– Introduce common electronic evaluation forms (for participants and eurotrainers) that allow global and compared readings of the data</li> <li>– Carry out a cool evaluation six months later</li> </ul>	2016  2017	Proposal to be discussed in the Pedagogical C.  Online form in use
3.3	Certify participation in the ETUI's training	<ul style="list-style-type: none"> <li>– Issue internal certification of participation (usable in national context for skills certification<sup>12</sup>) for all participants of all courses</li> </ul>	April 2016	Certificates to be issued for all participant
3.4	Update the pedagogical pathways	<ul style="list-style-type: none"> <li>– Edition in large number of different languages</li> <li>– Promotion and dissemination</li> </ul>	2018	Proposal to the Pedagogical C. First meeting 2018 Participation of the organizations
3.5	Create a high-level training offer	<ul style="list-style-type: none"> <li>– Create training cycles for highly experienced officers on the major issues:               <ul style="list-style-type: none"> <li>• the economy (inc. international trade and EU governance)</li> <li>• today's societies in an EU context</li> <li>• the future of labour and companies (inc. working conditions, labour rights and collective bargaining)</li> <li>• the future of trade unionism</li> </ul> </li> </ul>	2016 – 2018	Corresponding training offer
3.6	Continue to invest in the training of Eurotrainers and in their qualification	<ul style="list-style-type: none"> <li>– Ensure progress and participation in the certification system<sup>13</sup></li> <li>– Integrate the training in active learning into the system's mandatory components (on a first stage, for those who go beyond level 1)</li> <li>– Prepare a workshop specialized in the production<sup>14</sup> of technical-pedagogical resources and tools for that purpose</li> <li>– Further the pedagogical model in order to strengthen the practical components and to respect the experience of the participants</li> <li>– Dissemination of the guiding document on the pedagogy adopted by the ETUI</li> </ul>	2016  2017  2016	50 certificates in 2019 Carry out as part of the system  Hold the workshop  PDF document to be distributed; targeted dissemination; inclusion in the webpage
3.7	Practical training for action	<ul style="list-style-type: none"> <li>– Progressive dissemination, training and adoption of the 70-20-10<sup>15</sup> technique and of PBL<sup>16</sup> (learning through problem-solving) in the design of all general training programmes</li> <li>– Integration into the contents of the courses for Eurotrainers</li> </ul>	2016 – 2019  2016	65% of training adopting this technique by 2019

12. With all the formally required information: hours, contents, trainers, etc.

13. Via Lille University.

14. Self media

15. 70% by carrying out works with a high level of difficulty, 20% by socialising and questioning others and their experiences, and 10% through theoretical approaches or reading; Morgan McCall and others, at the Centre for Creative Leadership (CCL), were the pioneers of 70:20:10 as a learning and development model

16. PBL – Problem Based Learning

	What	How	When	Success indicator
3.8	Preferential use of Eurotrainers	<ul style="list-style-type: none"> <li>– Preferential systematic use of Eurotrainers from the organisations when creating the teams of trainers for partnership actions: <ul style="list-style-type: none"> <li>• Update the list of active Eurotrainers</li> <li>• Make the list available online</li> </ul> </li> </ul>	2016 – 2019 2016	50% in 2016 75% in 2019
3.9	Continue the renewal and updating of the course for young trade union leaders	<ul style="list-style-type: none"> <li>– Take into account the results of the ongoing external evaluation</li> <li>– Maintain and develop a close cooperation with the ETUC's Youth Committee</li> <li>– Stabilize the programmes and the certification and validation references</li> <li>– Introduce badges</li> <li>– Combine with other complementary short-term training: <ul style="list-style-type: none"> <li>• Design and test</li> <li>• Roll out a combined offer</li> </ul> </li> </ul>	2016 2016 – 2019 2016 – 17 2016 2017 2019	Programme and mobilisation supported by the YC To be applied in 2017 Presentation of the badges at the end of the pathway Proposal to the Pedagogical C. in the second semester of 2016 Assess and propose in the first meeting of the Pedagogical C. in 2018.
3.10	Use the ETUI's staff and research	<ul style="list-style-type: none"> <li>– Priority use of the ETUI's internal experts and produced research</li> </ul>	2016 – 2019	50% of experts in training coming from the ETUI by the end of 2019
3.11	Complete the advanced level of the Project Management System	<ul style="list-style-type: none"> <li>– Complete the development, testing and roll-out of the advanced level series of modules; these will be delivered in a variety of ways, combining both online learning, distance study and traditional face-to-face seminars</li> </ul>	2016 – 2017	First modules in 2017
3.12	Provide additional support for national affiliates on the Project Management System	<ul style="list-style-type: none"> <li>– Deliver training courses for trainers from national organisations</li> <li>– Provide additional mentoring and support for national tutors</li> <li>– Establish a network of national trainers, meeting annually to discuss developments and share best practice</li> <li>– Study the accreditation and recognition for participants who have successfully completed an introductory course via 'Open Badges'</li> </ul>	Every year 2017 2016	First face-to-face meeting First badges in 2017
3.13	Further the cooperation between the PM Eurotrainers network and the ETUC	<ul style="list-style-type: none"> <li>– In collaboration with the ETUC and its project officer, work to establish a better coordination on the observation, development and submission of European projects, involving a range of affiliated organisations</li> </ul>	2016	Roll-out of corresponding training offer
3.14	Share pedagogical practices	<ul style="list-style-type: none"> <li>– Engage with different pedagogical practices through exchanges with national trade unions and also seek new approaches elsewhere (in particular, establish exchanges with Canada, the US and Latin America, where innovations are being developed)</li> </ul>	2016 – 2019	Establish two exchanges
3.15	Widen the certification and validation of skills acquired in ETUI courses	<ul style="list-style-type: none"> <li>– Implement the certification of skills acquired in training activities that complement or relate closely to the pedagogical system and pathway of Eurotrainers<sup>17</sup>, project management and young trade union leaders<sup>18</sup></li> </ul>	2016 – 2019	Certification process completed

17. With Lille University

18. With TUC UK





# 04.

## To develop our potential and capacity to offer high-quality training and establish the ETUI as a key provider of trade union-oriented training for EWCs, SNBs and SE-WCs.

	What	How	When	Success indicator
4.1	Develop the product	<ul style="list-style-type: none"> <li>– Keep standard training materials up-to-date</li> <li>– Develop new materials</li> <li>– Develop courses and modules that can be used in tailor-made trainings or be used to constitute a training pathway for an EWC over several years</li> <li>– Develop descriptions for courses and modules</li> </ul>	2016 – 2019	<ul style="list-style-type: none"> <li>– Integration of new materials developed in 2014/15 with the N.E.T. trainers from 2016 onwards</li> <li>– Production and testing of new materials on financial analysis in 2016/17</li> <li>– More detailed course descriptions from 2016</li> </ul>
4.2	Promote our service	<ul style="list-style-type: none"> <li>– Implement a robust communication strategy:               <ul style="list-style-type: none"> <li>• Specific EWC training website (launch and maintenance)</li> <li>• New flyer/poster</li> <li>• Links on ETUC &amp; ETUF websites</li> <li>• Presence at EWC conferences/events</li> <li>• ETUI newsletter</li> </ul> </li> </ul>	2016 – 2019	<ul style="list-style-type: none"> <li>– ewctraining website launch in November 2015 (increase of training demands through website expected)</li> <li>– At least four EWC training-related articles in ETUI newsletter each year</li> </ul>
4.3	Build our expertise	<ul style="list-style-type: none"> <li>– Greater cooperation with ETUI Research and the European Worker Participation Competence Centre (EWPPC):               <ul style="list-style-type: none"> <li>• Leverage research results for training purposes</li> <li>• Collaborative work on training materials</li> </ul> </li> <li>– Closely monitor EWC policies/strategies of the ETUC and ETUFs and reflect these in our training approach</li> </ul>	2016 – 2019	<ul style="list-style-type: none"> <li>– Participation of EWC training officers in Unit 1 events</li> <li>– New materials in collaboration with ETUI research on collective bargaining structures in 2016</li> <li>– Participation of EWC training officers in the ETUC's EWC coordination group and worker participation work group</li> </ul>

	What	How	When	Success indicator
4.4	Develop the N.E.T.	<ul style="list-style-type: none"> <li>– Keep members informed and involved</li> <li>– Collaborative work on training materials</li> <li>– Continuous building of expertise: pedagogical and general training on specific subjects</li> <li>– Develop membership in line with demand for training</li> </ul>	2016 – 2019	<ul style="list-style-type: none"> <li>– Pedagogical training offered at each annual N.E.T. workshop</li> <li>– Participation of N.E.T. members in ETT</li> <li>– In 2016 replace retired N.E.T. members</li> </ul>
4.5	Engage in strategic partnerships	<ul style="list-style-type: none"> <li>– Develop links and cooperation with trade union-related consultancies/institutes and EU agencies in order to access expertise</li> </ul>	2016 – 2019	<ul style="list-style-type: none"> <li>– Collaboration in 2016 with external experts in producing training materials on financial analysis</li> </ul>
4.6	Clearly focus on trade union-oriented training	<ul style="list-style-type: none"> <li>– Keep building on close links with the ETUC, ETUFs and national unions through regular contact to ensure a training approach that reflects our common trade union values</li> <li>– Involve ETUFs in training for EWCs from their sectors</li> <li>– Use trade union colleges for the ETUI's EWC trainings</li> </ul>	2016 – 2019	<ul style="list-style-type: none"> <li>– Organise one of every two full-service seminars in a trade union college</li> <li>– Participation of EWC training officers in the ETUC's EWC coordination group and worker participation work group (bringing together ETUC and ETUF dealing with EWCs)</li> </ul>
4.7	Increase our capacity to deliver the service	<ul style="list-style-type: none"> <li>– Clear division of tasks (pedagogical aspects, coordination and organisational aspects)</li> <li>– Resize the EWC training team according to the volume of training actions</li> </ul>	2016 – 2019	<ul style="list-style-type: none"> <li>– Ensure internal coordination (at least monthly coordination meetings) and team building</li> </ul>



# 05.

## To increase visibility and improve the dissemination of information regarding activities amongst the organizations.

What		How	When	Success indicator
5.1	Spread the contents of the courses delivered amongst the organizations	<ul style="list-style-type: none"> <li>– Make available to contacts and trade unions, by controlled electronic access, the programmes and teaching documentation - including activity sheets, created by or with the ETUI (except for copyrighted material)</li> </ul>	2017	Controlled availability area on the website Upload in folders
5.2	Collect and analyse data about training participants	<ul style="list-style-type: none"> <li>– Use learning analytics<sup>19</sup> to get better insights into learner profiles and interests and use this as a basis for a targeted and efficient dissemination process 2018</li> </ul>	2018	Launch of a process involving learning analytics tools
5.3	Promote the activities on internal media	<ul style="list-style-type: none"> <li>– Use the monthly ETUI newsletter for the promotion of activities, both before and after their occurrence</li> <li>– Use the info blog for news related to courses</li> </ul>	2016 – 2019	One news item about Education in each newsletter One post per month on info blog
5.4	Improve promotion and accessibility of training	<ul style="list-style-type: none"> <li>– Facilitate and simplify electronic registrations for the various training activities</li> <li>– Integrate into a database and collect appropriate statistical products</li> <li>– Renew the ETUI website devoted to training, making it functional, visually attractive and interactive - include video and promotional clips, featuring participants in training activities</li> <li>– Use of webinars</li> </ul>	2017  2016 – 2018	Integrated in distance learning platform  ETUI Education webpage revised

19. Learning analytics is the measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimising learning and the environments in which it occurs

# 06.



## To strengthen the work of the networks, increase their members and create an ETUI Eurotrainers identity

What	How	When	Success indicator
6.1 Establish a network of ETUI trainers and strengthen the thematic networks	<ul style="list-style-type: none"> <li>– Create thematic networks of trainers<sup>20</sup> and hold an annual seminar/forum with all the thematic networks</li> <li>– Assign to thematic networks the role of reflecting on and updating their courses</li> <li>– Increase the number of members in the thematic networks</li> </ul>	Yearly 2016 – 2019	First annual forum in 2016 Proposals from the thematic networks and updates
6.2 Revitalize the TU Centres and Schools Community of Practice	<ul style="list-style-type: none"> <li>– Discuss the network, objectify the operation, create group dynamics of work by setting goals</li> <li>– Create a work group on Education Technologies (TICE)</li> <li>– Integrate the workshops for the exchange of teaching experiences in the scope of TU Centres and Schools CoP activities</li> </ul>	2016 2016 2017	Launch of the WG Hold the workshops
6.3 Enrich the participatory process of trade unions	<ul style="list-style-type: none"> <li>– Promote EDU DAYS as a place of exchange of experiences and information, of mutual knowledge and of expression of trade union members' needs and expectations</li> <li>– Strengthen the role and commitment of the Pedagogical Committee in the monitoring and validation of the quality of training</li> <li>– Encourage the participation of national confederations and European federations through proposals for training activities</li> </ul>	2016 – 2019 2016 – 2019 2016	First evaluation in 2017 Annual increase of 10% of proposals received
6.4 Expand cooperation with other training organizations	<ul style="list-style-type: none"> <li>– ILO – ACTRAV: continue with the training exchanges that put trade unionists from different continents in contact with each other, developing solidarity in the context of globalisation; work towards greater participation of European trade unions in the activities of ACTRAV and ITC/ILO</li> <li>– Explore the potential for cooperation with the GLU (Global Labour University)</li> <li>– Continue cooperation with SOLIDAR and its network related to the training of workers</li> <li>– Coordination with TU-friendly organizations that train EWC members and pursue mutual assistance 2016-2019</li> </ul>	2016 – 2019 2016 2016 – 2019 2016 – 2019	Maintain on average two consecutive activities per annual programme Information to the Pedagogical C. in 2017 Maintain cooperation in the management of the TU centres and schools network Involvement of the ETUI in seminars organized by other providers
6.6 Innovate in Education Technology	<ul style="list-style-type: none"> <li>– Start operations in the areas of gamification, MOOCs and mobile learning <ul style="list-style-type: none"> <li>• Leverage cooperation with other trade unions</li> <li>• Use the TU Centres and Schools CoP network</li> </ul> </li> </ul>	2016 – 2019	Two pilot operations and corresponding evaluation
6.7 Reduce the number of prints and replace with electronic formats	<ul style="list-style-type: none"> <li>– In the scope of the institute's 'greening' project, gradually provide digital versions or make data available in the cloud, rather than multiplying the number of printed copies</li> </ul>	2016 – 2019	Evaluation run internally by the ETUI 'greening' working group
6.8 Promote the use of trade union infrastructures	<ul style="list-style-type: none"> <li>– Ensure that ETUI training activities will always preferentially take place in trade union training centres and schools or at trade union facilities</li> </ul>	2016 – 2019	At least 50% of courses run at TU venues

20. Thematic networks are: Eurotrainers, Young Trade Union Leaders, European Works Councils (EWCs), Project management, and Languages network. A new thematic network for e-learning will soon be created.



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## **EDU Strategy 2015-2019**

The European Trade Union Institute trains, informs (by providing political, scientific and technical expertise), qualifies, gives opportunities for sharing and reflecting on experiences (social learning) and contributes to a natural process of personal and organisational development. Therefore, it contributes to better trade union action at all levels.



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