

YOUR TURN!

WORKSHOP METHODOLOGY

Education is a key instrument for trade union building. Trade union education enables unions and leadership to turn the (scarce) resources they have into the engagement, commitment, activism, they need to bring about the change education workers' want, and the change they need to be even more relevant in teachers' life.

The workshop methodology below have been used in the course of three workshops held as part of the project "Your Turn! Teachers for trade union renewal" VS/2018/0368. The workshops were meant to facilitate exchanges on the different contexts in which education trade unions work, on strategies to develop the organisation and to build on the collective power of education trade unions organised at European level within ETUCE to bring about change in each and every context.

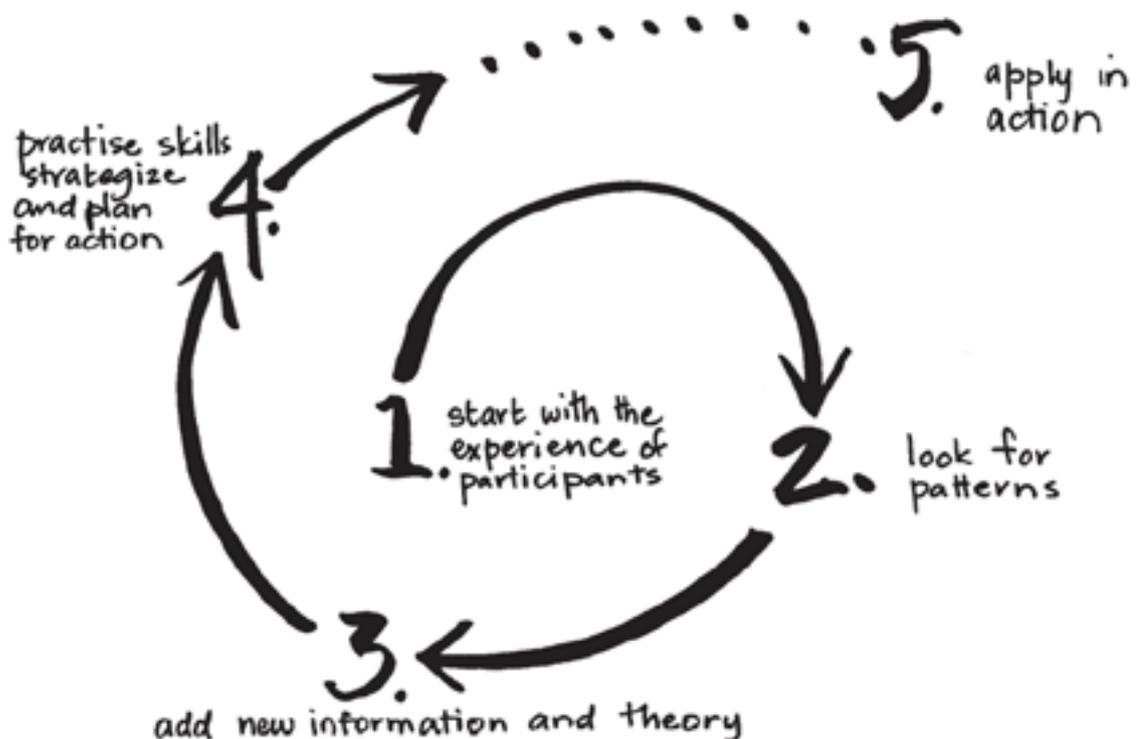
These methods can be replicated for trade union activities and adapted at European, national, or local level, through a targeted and contextualised design. Educational programmes, helping to build skills and capacities within a collective dimension, are yet another tool serving education trade union actions and pursuing the objectives that the trade union leaderships and the unions' democratic structures are committed to. Obviously, examples provided below are not meant to interfere with the organisations' processes of identifying its own learning needs, content and resources.

BUILD STRATEGIC THINKING

The **framework** used to design the programme of the 2-day workshops is known as the 'spiral model'¹. The spiral is a tool to favour reflections and critical analysis, develop planning and put principles into action, so that the analysis is not passive.

It is named so because of its steps:

1. **DRAWING OUT PARTICIPANTS' EXPERIENCE**
2. **ANALYSING A TOPIC AND FINDING PATTERNS**
3. **ADDING NEW KNOWLEDGE AND THEORY**
4. **MOVING TO ACTION**
5. **ASSESS**



¹ As outlined in Arnold Rick, Bev Burke, Carl James, D'Arcy Martin, and Barb Thomas, *Educating for a Change*, Toronto: Doris Marshall Institute and Between the lines, 1991.

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Over the 2 days, **specific activities** have been carried out that fit into specific parts of the spiral. These were meant to promote participation and give participants an opportunity to hear from each other and build a sense of community; and to favour participants' self-reflection about organizational capacity.

The workshops were addressed to around 30 education trade union representatives from different European sub-regions.

Each workshop benefited from the active involvement of at least four facilitators and two external experts.

The workshops have benefited from interpretation in at several languages (two and/or three) The workshop methodology has therefore been tested to work with interpretation equipment.

As the workshops were designed for education trade union representatives, all activities were meant to build on and to respect trade union values of inclusion and solidarity. For this reason, particular attention was dedicated to **building equity** in all the activities, making sure to include everyone in the room, and to reflect in advance how to offer participants chances to talk and to express themselves, and to remove all barriers that could prevent equal participation.

A. WORKSHOP PROGRAMME

Session	Methodology	Material	Duration
Introduction, welcome and objectives	Introduction to the workshop and its aims	PPT	5 min
		Plenary room	
Getting to know each other	Icebreaker: Presentation of participants	Question on PPT	30 min
Aim: Identify participants' expectations	Question time on the topic of the workshop (answer on post-it notes)	Post-it notes	
		Plenary room	
Forecast and anticipate change: changing unions in challenging times	Expert presentation on the future world of work, the future of education	PPT	40 min
		Blank sheets of paper	
Aim: Motivate participants and establish a level playing field of knowledge and a common understanding of the systemic nature of the challenges	Open debate: Give participants the chance to express themselves on how the challenges outlined are relevant in their countries/context	Pencils	20 min
	Each participant can picture how they see change happening in their context by drawing an image, and share the drawing with the rest of the group		
		Plenary room	

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Session	Methodology	Material	Duration
<p>Assessing and defining the context</p> <p>Aim: Draw on participants' knowledge and understanding of their own context, experience, field of play, and background. Acknowledge and analyse factors (internal, external) and variables contingent on the ability to bring about change</p>	<p>Activity 1: Assessing and defining the context of our work - 'what shapes the way we do things' (see below)</p> <p>Individual activity to start exploring the complexity of experiences and the relation between evolving factors</p> <p>Open debate and collection of individual replies: Give participants the chance to express themselves on how different economic, socio-political, organizational and cultural factors reflect in the way teachers work and the organisation operates</p>	<p>Printed multiple-answer mapping activity sheets</p> <p>Plenary room</p>	1 hour
<p>Reacting to challenges</p> <p>Aim: share people's experiences as regards specific challenges and actions undertaken to face them.</p> <p>Build a sense of community (learning from each other, possibly identifying similarities across countries)</p>	<p>Good practice presentations based on the same 3 questions relevant to identify patterns:</p> <ul style="list-style-type: none"> • What is that you wanted to change and was it important to change? • What has your union done [targets, tools, allies, etc.]? • What were the main challenges encountered in the process? • What are the 3 lessons learnt in the process? <p>Speed-date style presentation allows participants to walk around pre-set tables with good practice presenters and interact dynamically</p>	<p>PPT</p> <p>Communication & dissemination material (e.g. brochure, videos, etc.)</p> <p>Plenary room</p>	1h30

Session	Methodology	Material	Duration
<p>Union renewal, what should it look like?</p> <p>Aim: Identify and analyse group issues and challenges, and synthesise/find patterns across different context</p>	<p>Activity 2: Card game & brainstorming (see below)</p> <p>Divided into working groups, participants discuss the common/main challenges and lessons learnt in light of the case-study presentation, own experiences, contexts and traditions.</p> <p>A facilitator helps the group's analysis and the consensus building process</p> <p>Reporting to plenary: Participants report on the three key challenges the group has agreed upon</p>	<p>Flipcharts</p> <p>Cards outlining the challenges for each working group</p> <p>Markers & blue tacks</p> <p>3 break-out rooms</p>	1h30
<p>Strategising to stay relevant: from assessment to planning and action</p> <p>Aim: To locale the impact of global agendas on everyday level, to build consensus on how the global picture matters for education trade unions in different countries, to identify priority areas for action.</p>	<p>Activity 3: The Funnel (see below)</p> <p>Using the data from the assessment exercise, divided into working groups, participants discuss similar ideas emerged on issues originated in the broader environment that impact the local context, members, and the organizational priorities. A facilitator helps identifying the linkages between different contexts and build consensus on what are the issues/what are/should be the actions</p> <p>Reporting to plenary: Participants report on a set of priority areas of concern, and key areas of action</p>	<p>Flipcharts where data from the mapping exercise (Activity 1) is reported and clustered according to similarities emerged</p> <p>Markers</p> <p>3 break-out rooms</p>	1h30

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<p>Making change happen</p> <p>Aim: add new information on understanding the challenge, and share experiences on inward-looking changes and outward transformations for sustainable engagement</p>	<p>Good practice presentations from education trade unions who have engaged into an overall process of developing engagement and activism to renew the union</p> <p>Open debate: Give participants the chance to share comments and ask questions</p>	<p>PPT</p> <p>Plenary room</p>	<p>1h30</p>
<p>Communication on trade union topics</p> <p>Aim: Networking and knowledge sharing to build collective capacity</p> <p>Add new information and practice new skills</p>	<p>Activity 4: Communication</p> <p>In plenary, participants are tasked with individual exercises to reflect on own internal and external communication.</p> <p>Open debate: Give participants the chance to share insights and identify shared messages across Europe.</p>	<p>Individual exercise work sheets</p> <p>Plenary room</p>	<p>2 hours</p>
<p>Evaluation</p> <p>Aim: to evaluate participants' immediate satisfaction with the purpose of increasing quality of the workshop</p>	<p>End-of-activity questionnaire covering all the various components of the workshop.</p>	<p>Printed evaluation forms</p> <p>Plenary room</p>	<p>20 min</p>
<p>Follow-up</p>	<p>Material is shared with participants within two weeks of the course.</p>		

B. SPECIFIC ACTIVITIES

ACTIVITY 1: ASSESSING AND DEFINING THE CONTEXT OF OUR WORK

The activity is designed to assess what influences the way different organisations work and to reflect on national structures, cultures, organizing approaches, workplace and political cultures, and so on.

A “mapping activity sheet” for self-reflection is distributed to participants. For any item (multiple-answers and open questions) no statistical accuracy is required, rather, general comments to spark the discussion.

A plenary discussion follows individual work on the mapping activity sheet. A facilitator groups patterns and synthesises the discussion on a flipchart organised according to all factors shaping the way things are done in different contexts. These are, for example, the political economy of public education and funding models, competing narratives and practices in public education, factors shaping educators’ world of work, workplace cultures, organisational cultures and popular cultures.

ACTIVITY 2: CARD GAME & BRAINSTORMING

The activity is designed to reflect on the elements integral to education trade union renewal emerging from research, to find similarities and to establish a common vision starting from multiple experiences presented as case-studies.

Participants are presented the [7 key challenges](#) as developed by *N. Bascia & H. Stevenson, Organising teaching: developing the power of the profession, 2017* and invited to reflect on:

- How important have these issues been in their own context historically;
- How important should these issues be now.

Divided into working groups, they are asked to rank the 7 challenges in order of importance, and to reflect in particular on 2 out of 7 key challenges. A specially prepared deck of cards, one for each challenge, is distributed in advance to the working groups' facilitators. The facilitator helps the discussion by inviting participants to reflect on:

- What does the selected challenge/issue mean in their own context
- Whether any action has been undertaken on the issue
- What went well/not so well and what are the learning points from it

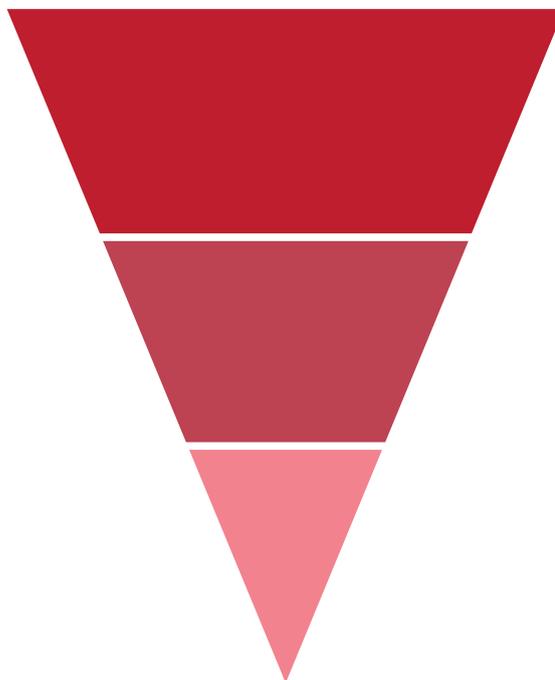
For each card, a synthesis of the discussion is reported back in plenary.

ACTIVITY 3: THE FUNNEL²

The activity is aimed at identifying patterns on the impact of the global agenda on everyday level in different countries.

Starting from data on national techniques impacting the organisation of educators' work, previously analysed and clustered from activity 1 "mapping", participants are to divide into working groups to reflect upon the:

- **Legislative/policy vehicles** used to enforce the educational agenda in the different countries, e.g. education and labour market reforms occurred or changes in the national provisions for collective bargaining, and to identify commonalities;
- **Three critical issues** needing to be faced jointly as they impact national bargaining, public policy, organising approaches, and educators' world of work across different countries alike;
- **Three key actions** to be undertaken as a European movement



A synthesis of the 3 key actions is reported in plenary by each group.

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² The activity is adapted from Bev Burke, Jojo Geronimo, D'Arcy Martin, Barb Thomas, Carol Wall, 'Education for Changing Unions', Between the Lines, 2002.

ACTIVITY 4: COMMUNICATION

The aim of the activity was to equip participants with strategic self-reflection tools on own communication skills and competences to address the needs, perceptions and attitudes of those under-represented new or young teachers who are more at risk of leaving the profession earlier. The activity was conducted by a multi-media communication company 'Latte Creative' and helped identify structural gaps and needs for enhancing external communication and challenging stereotypes, internal communication, and cross-national communication for network creation.

The participants are tasked with a set of exercises, one of which being the “**develop the persona**”. The persona is an imaginary person whom you need to reach and convince to engage within the union.

- Name, age, gender
- Organisation, job title
- Level of knowledge about the trade union
- What do they want from the trade unions
- Sympathetic to trade unions? Why?
- What kind of information/arguments persuade this person?

Participants are asked to fill in the below form and share their insights with the group.

Figure 1: Training tool developed by Latte Creative for “Your Turn! Teachers for Trade Union Renewal” work-

The form is enclosed in a black border and contains the following elements:

- Top Left:** A grey rectangular box for a profile picture.
- Top Right:** Labels for 'Name', 'Age', and 'Location'.
- Middle Left:** A label 'Job title' below the name field.
- Bottom Left:** A label 'Channel' below a grey rectangular box.
- Bottom Left (continued):** A label 'Digitalization level' below a horizontal line.
- Middle Right:** Two vertical columns. The left column is labeled 'NEEDS' and the right column is labeled 'FRUSTRATIONS'.
- Top Left (continued):** A label 'This is a quote' above a grey rectangular box.

Note: This annex is meant to provide an overview of workshop programme used in the context of the project implementation. By no means it aims at covering all educational and pedagogical aspects embedded in education trade union training practices and literature.

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