



Charting a union's future



Some pointers
on the planning process

Preface

As explained in the introduction to this handbook, this publication arose from a call by affiliates for assistance and guidance in planning the development of their trade unions.

Trade unions vary from country to country, by size, by the kinds of members they have and in their history. It would be foolish, therefore, to try to set down a firm and uniform process for strengthening all unions.

Public Services International has, therefore, adopted the course of outlining questions that need to be asked and identifying some processes that could be used. But the essential message in this book is that it is up to each union to identify its own strengths and weaknesses, its own needs and its own vision for the future. PSI is merely providing some tools with which to do the job.

In addition, of course, PSI is very willing to assist affiliates who wish to have access to our educational guidance or skills or resources in dealing with this process. In that, I wish you well and hope that you are successful in the task of making your union stronger, more democratic and of greater use to your members in their need to have more power and influence in their workplace, their nation and internationally.

Hans Engelberts
General Secretary

CHARTING A UNION'S FUTURE: SOME POINTERS ON THE PLANNING PROCESS

Introduction

This publication is a response to the need of some PSI affiliates for assistance:

in assessing the present state of their trade union;

in thinking of ways in which that situation could be improved over a period of time so that the union can serve its members better and make them more effective in representing their interests at work, in society and in the union; and

in working out how to get from the present situation to where they would like to be in the near future.

All unions will be aiming at those objectives if they are trying to meet their members' needs. PSI is therefore contributing towards that process by publishing this guideline for all affiliates in the belief that no union has yet reached the end-goals listed above.

The idea originally arose from discussions with affiliates in India and the first document was written with South Asia in mind. However, it was distributed to all affiliates which received assistance in their education programmes from PSI with a suggestion that it be used in planning education programmes by and with the union leadership.

Some affiliates used it to very good effect, notably in Sri Lanka and Mauritius, and it was discussed at the 1991 annual seminar for PSI Education Coordinators held in Geneva. It is the use of the guideline by these people which led to the decision to revise the material, in recognition that it could become one of the most useful resources for any trade union to have - whether in the industrialised or the non-industrialised world. No union is so strong or powerful or responsive to members' interests or so wealthy or operating so efficiently

that it can avoid the need to examine itself and look at how to improve itself.

However, this publication was not seen as providing "the answers" for unions which want to have a closer look at themselves: rather it suggests some possible ways of approaching the issue. No such examination can possibly occur except in the context within which the union lives and works.

This guide can therefore only point to certain processes and key questions which people in different parts of the world have found useful in going through this process. So, the emphasis is on the word **guideline**. In the same way that you ignore written directions for your journey once it becomes clear that the road has been washed out by a flood, people should feel free to adapt this guideline to their own needs.

A second emphasis is on the word **planning** and not the word **plan**. This publication is **not the plan** which you take away and implement. It is a guide to a **planning process**. What plan you produce is totally up to the union and the way it goes about that process. PSI believes that your plan will be more productive and relevant to the members' needs if the process has been democratic and if there has been open discussion about it. PSI also believes that it will be more effective if it has the endorsement and commitment of the union's leading decision-making bodies.

This means that the actual process must start with the approval and finish with the endorsement and ratification of the union's top elected body. Hopefully, they will, in the process, involve other bodies in the union structures, the members and union staff. It is the experience of many people who have gone through this kind of process that it is a major advantage to have the process convened/chaired/guided by an "outsider". This frees up all participants in the process so that they do not have to worry about the day-to-day problems of running a meeting. It also gives you somebody who can be objective in answering questions without having a vested interest in the outcome.

A caution. This publication has been found to be useful by many unions. But those familiar with development planning have noted that this is **not where the process starts**. Before

using this resource, it is essential that you check that the key participants in the process are already familiar with basic concepts of trade unionism, union structures, the need for union finances and other matters which this resource assumes are familiar to those using it. If this is not the case, we recommend that you run some basic courses to cover those concepts, using, perhaps, the modules in the PSI Education Modules education resource book.

Why Plan?

The main reason for planning the union's development is that we owe it to the members to use their resources and work in their interests in the most effective and efficient way possible. If we do not plan the future of the union, we can be sure that governments and employers will take decisions that fit us into **their** plans.

Hopefully, you can get people to realise that planning is an everyday activity that ordinary sensible people do all the time because they can see what an awful mess they would be in without it. And in most of the examples noted below, most people would willingly involve other people in their plans to make them more effective.

So, find an appropriate occasion and "target group" (see the next section: **Preparation**) and get people to discuss some questions such as:

- What does a family do when it has the wedding of one of the children coming up? Or parents who are trying to work out how to manage the family income for the next month? Or someone who is applying for a job or a promotion? Wouldn't we call these everyday activities "planning"?
- If we don't plan, isn't it likely that other people (namely, governments, employers and international agencies) will "plan" for us? Isn't it better for us to take the initiative?
- Can we assume that the members' needs are the same today and will be the same tomorrow as they were yesterday? If these things are changing, shouldn't we be planning to take account of them?
- How can we make sure that we are developing in the leadership levels the ability to think, judge and act about the use of the union's resources so that we are ahead of the government/employers' plans?

- Is it possible to get ourselves out of the trap of always reacting to other people's proposals/policies, to put ourselves in the position of proposing what **we** want to do?
- is it possible that organisations that are well-planned land up with more time to attend to the tasks "that we've always meant to do"?
- What skills and abilities does an effective organisation need when everything in the economic and political world is changing and developing so rapidly?

Be aware that you may find lack of support for the whole idea of planning if you propose that the union embark on this process. Planning processes can open up many of the union's activities to questioning and that can be threatening to some people.

Others may feel that you are going to upset traditions which are at the heart of the union's identity. In fact you may, although that may not be your intention.

Others will say that the union is in such a mess or a crisis that "we don't have the time to waste on planning - we need decisions now!".

So, you have to be strategic in your approach. Whatever you do, do not "oversell" planning: it helps with some problems sometimes. If you suggest that: "Planning will solve all of our problems" you will create only problems for yourself. Do not approach the whole idea as if you are a salesperson.

We recognise the difficulty of planning in uncertain times, when unions are unsure about their future levels of membership and the overall economic and political situation which might prevail in the future. However, as we note later, plans can be updated or revised in order to respond to changing circumstances - indeed, that is built into a good plan. You **can**, in fact, plan for the unforeseen.

Preparation

From what we have said so far, it is clear that even thinking about getting agreement to plan may take a long period of time; therefore, it should be obvious that the planning process itself will also be long, requiring patience. It is the view of those who have used this guideline that a planning seminar/conference/meeting takes several days and that it is better to spread this over a period of weeks because the steps involved often require people to go away and collect more information.

We are assuming that the people who first read this document will be the day-to-day executive officer of the union, such as a general secretary. Part of your strategy in getting the union to see the need for planning may be a question of timing. Perhaps times of coming crises are good for suggesting that some planning is needed. Or maybe an anniversary of the union presents a good chance to "take stock, of where we've been and where we want to go". Perhaps the union's treasurer has been talking about financial problems and would willingly back a proposal to see how to save money, get more or spend it more effectively.

There may be other people who would be advocates of planning if you discussed it with them. Maybe there is a newly elected leadership who would like to be briefed about the current state of the union and could be encouraged to think about where to go from here or would like to bring changes and new developments to the union.

With respect to the question of information needed in the process, it seems important that the first meeting/session should not occur until somebody has already collected a lot of basic information to answer the questions in the first few steps of the process - people should receive some briefing sheets that give them the current facts about the membership, finances, the union constitution and objectives, staff, etc.

It is also important to think of a venue for the seminar/meeting. People need to be protected from the everyday interruptions of their work and to have facilities and communication/educational equipment that will help them to get on with the task.

Again and again, however, it will be necessary to remind people to be realistic: if participants come with impossible objectives the system will fail. Continually, throughout the process keep asking people: "Yes, but can we **actually** do that; do we **actually expect** to have those resources; is the political situation **actually** going to make that possible?" Don't depress people but get them to be realistic.

One final word of preparation. The rest of this publication has been prepared in a way that assumes that people will use it in a seminar-based manner. That is not essential. If you decide to process these matters in a special meeting then simply use the questions and activities as items on a rather long agenda. One note of caution: do not choose a meeting format in the belief that it will be quicker and therefore a better use of valuable time. The essence of planning is that you put time in **now** to save you a lot more time **later**.

The basic planning methodology is: **observe - judge - act**. Lack of attention to the time needed for the first two steps may result in action that will not meet the members' needs.

Step One: Who are we? Who and what is missing?

The purpose of this step is to "describe" the union: who are its members; what assets, staff and structures does it have? Part of this includes describing who are **not** members but should be; what structures are missing or deficient in the union at present? We have concentrated on membership, finances, assets and staff but you might want to include other items.

It would be better if the union has already drawn up a briefing paper which covers some of the facts included in this section, even if it becomes necessary to revise these in the light of discussion.

It should be noted here, although it applies throughout many of the other steps in this programme, that PSI is committed to the policy of affirmative action programmes for women. From the point of view of equity and social justice and also out of self-interest, trade unions must be examining the way in which they involve women at all levels of the union, whether they are attracting women members and whether they are reflecting women's concerns in their activities. In all sections of this planning process, the participants should be urged to consider whether the perspectives of women are being given due weight.

There will, of course, be some countries where the remarks just made about women will also be important for other groups - ethnic/racial minorities, language groups, religious groups, etc.

It may also be useful to have a copy of the union constitution and objectives available for this discussion and perhaps a copy of other unions' as well. It may help, if one exists, to have a list of occupational and industrial gradings that your members are in.

The real purpose of this discussion is to get people thinking about the **current** state of the union, not what **it could be** - that comes later. But if people start to come up with reasons for falling short of the potential these should be noted because they will be useful later in the process.

Checklist

At the end of this session you should have written lists or information sheets on:

- the full range of your members according to all of the major relevant categories;
- the areas of non-membership, again by category;
- the union's main financial and physical asset;
- the kind of union staff you employ and their skills, etc.

Activities for Step One

1. Discuss the current membership figures. Do you know:

- how many members you have
- what the numbers of men and women are
- where all of your members work - their worksites and employment units
- the occupations or job classifications of your members
- the age breakdown of your members; this might include knowing whether you have a lot of new members or mainly long-standing members
- any relevant local factors about your members; for example, their ethnic, religious, language or racial background, their political affiliations (if the union has some connection with a political party), the literacy rate. In countries where these are not important issues for the union to be aware of, ignore them.

2. Using the knowledge from activity one, now go back and discuss whether there are any of those areas where your membership is not representative of the workforce in the areas in which you try to organise. For example:

do you have mainly middle-level officers and an absence of junior grade people;

are you weak in certain regions in the country;

are you failing to attract new or young members.

3. Discuss the broad outlines of the union's finances and assets. This is not the place to discuss whether you are spending too much on postage, but to look at whether:

- income is rising or falling
- the nature of income is changing: is more or less coming from membership dues as opposed to other forms of income
- is total expenditure growing or falling and are there major areas which stand out here
- are key items such as membership dues increasing in line with inflation or with the trends in other unions
- what are the major financial assets of the union and what is their purpose?

4. If you have any paid union staff, discuss:

- what numbers of staff you have and where they are
- what are the relevant qualifications and experience/training of your staff
- are there areas of work that you do not use staff for but should consider doing so
- do you have a programme to train your staff in trade union principles?

5. Discuss the structure of the union:

- how many branches are there and how many are functioning
- what is the regional structure and how is it functioning

- what is the representative structure, such as shop stewards/delegates, workers' representatives. How many are there, where are they situated and what are their functions?
- is the existing union structure adequate for the development and growth of the union? If not, what changes are needed?

Step Two: Recent major developments for the union

The purpose of this section is to look at any relevant major events/developments that the union has been involved in or that have happened to the union that may make a difference to where it needs to go now. Some of the discussion will inevitably lead to debates on whether it is possible to meet these needs: don't let this debate get too prolonged since the purpose of the session is to identify what the recent events or developments have actually been.

Checklist

At the end of this session you should have a list of the main events or developments that have occurred within or to the union over the recent past. The list should contain a brief explanation of why these things happened and the result for the union.

Activities for Step Two

In groups discuss the most recent things that have changed for or within your union or things that have happened to it. The range of items that could be discussed here is huge but some examples could include:

- have you recently amalgamated with another union or held discussions on this
- have there been any significant changes in membership patterns recently
- has there been any recent change in union finances or assets
- have there been any recent union staff developments
- has the union recently been involved in any major campaigns, disputes or controversies
- has there been any significant change in your relationship with the national centre(s)
- has the union recently had any major structural/political change (such as the creation of a youth or women's department/committee)
- has the union recently opened up new areas of activity such as an education programme or new membership services.

In your discussion on these topics, ask why these changes have occurred and what they mean for the union.

Step Three: Current issues

The purpose of this section is to identify the issues which are now or shortly will be on the union's agenda. This may include issues that you **don't** want on the agenda but which will be put there by governments or other employers whose policies or programmes you may need to oppose (or support). At this stage, the purpose is merely to **identify** the issues, not to deal with them.

Note that, in the discussion on the services that the union offers or could offer to its members, it is important to remember that we are trade unions - there may be expectations on the part of some members that we should offer the full range of services/products available in the market. The union leadership needs to be quite clear in its own mind of the implications of moving into this field of activity, especially if there is a risk that union and staff resources will be diverted from basic representation of the members' workplace and socio-economic interests.

In the discussion on the union's public image, both with members and the public at large, it is important to get participants in the discussion to be frank in acknowledging that the union may be operating in a manner which is seen as "old fashioned" or even conservative. One of the reasons for the significant fall in trade union membership figures in many countries appears to be that they are seen as no longer relevant to the needs and interests of members - especially younger workers.

Checklist

At the end of this session you should have a list which outlines the main matters which you think the union has on its agenda or will be on the agenda for the next year or two. It should include items such as;

- union structures
- union office matters
- union services
- communications
- workplace or policy issues
- union finances
- organising
- democracy and human rights in your country

Activities for Step Three

1. In groups, perhaps one for each topic heading, list the topics that are or will be facing the union over the next few years under the following headings:

Union structures: examples might include:

whether or not the decision-making structures of the union need to be changed/strengthened;

the ability of these structures to respond to the democratic participation by the membership;

the number of women in leadership positions;

membership issues, as discussed in step one above;

leadership development;

delegate/shop steward development;

relations with other unions or the national centre(s);

an education committee, policy and/or programme;

the union constitution;

planning for the union's future;

the skills and responsibilities of the executive.

Union office matters: examples might include:

- staff;
- office equipment/resources;
- membership information systems or other information systems;
- adequacy of the union offices.

Union services: examples might include:

- the range of services offered;
- whether all services are available to all members or all regions;
- the union's philosophy in providing services to members;
- the costs of services.

Communication: examples might include:

- evaluating the system for regular communication with members;
- the union's public relations style and policy;
- the union's public image, both with its members and the public at large;
- union journals/newsletters;
- the style and frequency of union meetings.

Workplace/policy issues: examples might include:

- disputes with employers/governments on pay, conditions or trade union rights;
- the state of trade union consciousness among union members;
- developing the negotiating skills of members and officials;
- pockets of unorganised workers;
- the kind of labour legislation/machinery;
- connections between the union and political parties;
- issues such as privatisation, contracting out, etc.
- the relationship between the leadership and the membership
- the development of democratic institutions/practices in your country

Union finances: examples might include:

- the adequacy of budgetary information systems;
- the level of union dues;
- levels of "outside" assistance;
- major new spending proposals;
- systems for accountability for and use of union finances.

Step Four: How do we measure up?

The purpose of this section is to analyse all the issues in step three in light of the items in steps one and two to see how well the union is performing. This has to be a very frank session but should not concentrate only on the negative items. Generally, trade unions do not often enough look at their strengths and achievements. So this should be a positive and critical session to contribute to the achievement of the major aims and principles required for the development of the union.

Checklist

Based on the checklist from step three, you should have at the end of this session a list which assesses how well or poorly the union is performing on each of the matters on the step three list. In each case, a brief explanation for the assessment should be included.

Activities for Step Four

Take the issues raised in Step Three and for each item try to agree on how your union is performing (or is likely to perform). Think of issues such as:

do we usually achieve our objectives;

are we using the skills we have available to us;

are we using the size and strength of the membership as well as we might;

are we using (or raising) our finances as wisely as we might;

are we facing up to our major problems or are we hiding from them.

In all of these questions keep asking: "why?" and take note of the answers.

Step Five: The next 1-3 years

The purpose of this session is to enable you to identify those matters on which you have to and are able to do work and where you will achieve concrete objectives.

It is here that you have to stop people dreaming of the impossible. Keep on stressing the need to be realistic and to set achievable goals.

Checklist

At the end of this session you should have two lists - both based on the list from Step Four:

1. a list of all of the items that you think it is realistic for the union to work on over the next 1-3 years. For each item you will have a concrete and specific goal to indicate what you will achieve in one year and what you will achieve in three years;
2. a list of those items left over - the ones that you do not think that it is realistic for the union to work on.

Activities for Step Five

1. From the work you have done in Steps Three and Four list all of the issues which you simply **have** to deal with over the next one-three years and the other items on which you can reasonably expect to make some progress. This means that some of the items that could be on the list will be left off: do not "throw them away" but look at them and see if they in themselves contain issues that you should work on.

For example, you may think that you have to leave off your list the question of building a union office because you simply won't have the money in three years' time. But maybe you **can** begin consulting with an architect or working on the membership information and filing system that you will install when you do have enough money to build.

2. Once you have agreed on the one-three year list, discuss for each item very specific goals you want to achieve in one year's time and three years' time. For example:

- if one of the items is establishing a union journal then your one year objective might be that you have trained the journal editor and produced your first edition; your three year objective may be to have one edition being produced every two months;
- if one of the items is the need to increase membership then your one year objective may be to increase membership by 10% and the three year objective may be to increase membership by a further 25%.

Again, we would emphasize the need to be realistic.

Step Six: Reaching the objectives

The purpose of this session is to specify how you will achieve the goals you have just established in Step Five; to identify the resources you will need to do this; and to specify where you will get those resources from.

A caution here. This is the session that can get "bogged down" if the person leading the activity does not take care. This needs careful preparation and may work better if there has been a break of an evening or a day or two so that people can prepare some material for it.

While you want people to be specific in this session, you do not want petty detail. You also need to ensure that everybody gets a chance to take part - **the danger is that a few talkative or dominant people can make all the decisions.**

A difficult challenge for many union leaders is what they see as apathy on the part of the rank and file. An excellent way to get members involved and build democracy is through their participation in reaching the union's objectives. During this step, think about how to include the membership in your plans. Can you break the objectives down into small steps that the membership can work on? Many organisers say: "Never do for a member what she/he can do personally."

If you break up into several groups for this, remember to allow much more time for the exercise because you will need to get everybody back together and compare lists and get agreement on them. From this stage on, the need for commitment from the leadership becomes crucial - if people keep on changing their minds or wanting to go back and argue then you will get nowhere.

Checklist

At the end of this session you will have a detailed paper based on item one of the checklist from Step Five. It will show, for each objective that the union wants to set over the next three years:

how the objective will be achieved;

what resources will be needed to achieve that objective; and

where and how the union will obtain the resources.

Activities for Step Six

For each of the items listed in Step Five identify the following three things:

- how you will achieve this objective
- what resources you will need to do this
- from where you will get the resources

For example; if the objective is to increase the membership by 10% over the next year, your answers to the three items might be:

- we will train our branch officials in how to run a membership recruitment campaign and in how to set up or administer membership services in their branch
- we will need a small team of trainers for the training and a specified amount of money for seminars and campaign materials
- PSI will help us prepare the trainers and fund the seminars; we will pay for the costs of preparing the campaign leaflets/flyers out of our slightly increased membership dues.

In thinking of "resources", include relevant items such as money, staff, educational material, equipment, consultants, etc. Don't forget to include as a resource the experience, information and support of PSI and its affiliates around the world.

If you have normally relied on outside funding for some of your activities, be sure to include in your list ways in which you will be funding more of the activity from your own funds as the three year period progresses.

Step Seven: Reviewing and programming the decisions

The purpose of this session is to allow you to review the decisions you have made so far to see if they are realistic and then to put them in to a programme/calendar/timetable for the next 1-3 years.

It may be only at this stage that you realise, thinking in terms of the whole process and workload for each item, that some of your goals are too ambitious or that you have set yourself work in areas which will have too many deadlines clashing at the same time.

So, this session may need to be a little "circular" as you keep revising the items to stay within what is possible. Don't fall for the temptation to "work some of this out later" - you have the people who will make all these decisions together right now and you may create problems later if a smaller group tries to "tidy it up" afterwards.

Checklist

At the end of this session you should have a "calendar" for the next three years. It will show, for each objective that the union is going to try to achieve, the "deadlines":

- when planning for the activity will commence;
- when the first "work" on the project will commence;
- dates for significant stages of the project;
- the expected completion date;
- any follow-up work that will be required.

Activities for Step Seven

Take all of the items that you have now accepted in Steps Five and Six and try to put them into a month-by-month timetable for the next 1-3 years. Do not go into detail but do identify the main stages of each "project". For example, if you are going to survey your membership to see what new services to provide your list might include:

- a planning meeting to decide the basic approach
- drawing up a questionnaire and printing it
- distributing it to the members
- receiving the final replies
- analysing the results and preparing a report
- having the executive discuss the report and take action on it.

Once you put all of these deadlines into a calendar for each item on your list, it may become obvious that some months are going to be too busy so you may have to revise your timetable or even decide to reduce some items or delay them. Remember, it is better to leave more time than you appear to need because there will always be unplanned events that have to be fitted in as circumstances change.

Step Eight: Evaluation and reviewing the plan

The purpose of this session is to allow you to set up a procedure for going back to the plan from time to time to review progress and to see if there is a need to alter any of it in the light of new circumstances. This need not involve a lot of time, especially if you have a small committee which is monitoring the plan. They might just present to the executive a brief report on progress and difficulties - the kind of thing that could be done in 30 minutes at an executive meeting three or four times a year.

The point to keep in mind is that "the plan" is not a sacred or fixed document. It is a process that needs democratic discussion and development as time passes.

Checklist

What is produced at the end of this session will depend on how the whole exercise was conducted. It will be a paper of some kind that details:

how the union will continue to review the plan;

who will be responsible for this review process;

how often this will be done;

It could be:

a recommendation from the seminar participants to the union leadership;

a policy document/resolution from an executive/constitutional body of the union;

an administrative document for use in union offices.

Activities for Step Eight

Discuss the means by which you will monitor and review the plan to keep it up to date. You will need to identify:

how often you will do this;

who will be responsible for preparing reports on progress;

how to decide on whether items should be deleted from, added to our rescheduled within the plan;

whether it ought to become a regular item on the executive meeting agenda.

Implications of the Plan

Obviously, the result of the above planning process will be that you start to put certain decisions into effect. This may have flow-on effects for several sectors of your operations and many branch officials, delegates/shop stewards, staff and others in the union will need to be informed about the implications for them.

There may be a need for some of the decision-making bodies in the union to take some actions. For example, it may be necessary to have a union conference/convention adopt some new policies or to change the union constitution to allow some of these things to occur. Obviously, you will have taken this into account in the process outlined in this publication but you do need to ensure that these things happen - which is why we stress the need for commitment from the union's leadership so that things can be made to happen.

In many countries, PSI has had a tradition of assisting affiliates with education work. Sometimes this only involves offering advice, technical assistance or resource material but it often involves actual funding, partially or fully, of some education programmes.

Affiliates who use PSI services in this way should look closely at the plan they have drawn up to see precisely where education is involved and to see if they should be including some of the items in their annual education funding proposals to PSI. One word of caution, however: it is a mistake to assume that education can fix everything. In many cases education will be of no assistance at all.

If your basic problem is a poor union administration system, then you need to pay attention to that.

Or it may be that you need to examine the union's policy book to see if there is need to pass new policy as the basis for action.

Perhaps it is a matter of raising your membership dues or changing the nature of your union expenditure if the problem is a financial one.

One piece of advice. Don't just agree that "these things need to happen". Appoint

somebody or a small committee to execute these things and report to the executive.

Remember, the basic reason for this whole exercise is to make unions stronger, more effective and more democratic in being able to deliver to the members the power, the standard of living, the services to which they have a right. This means that one of the plan's most important objectives, especially in unions which have relied on outside assistance for much of their essential finances, must be the development over a reasonable period of time of the ability of the union to be more and more independent of those outside resources.

Obviously, PSI will always continue to assist its affiliates in whatever ways are possible and desirable but it is essential that we try to achieve a situation where that is done on the basis of equality and strength.

Reading list:

In this list, the following abbreviations are used for the languages in which the publication is available:

English: eng
French: fr
German: ge
Spanish: sp

NOTE: In general, these books should be requested from the corporate author or publisher, not from PSI.

CORPORATE AUTHORS: International Confederation of Free Trade Unions
TITLE : Charter of the Rights of Working Women
PUBLISHER : ICFTU
PLACE : Belgium
LANGUAGES : eng; fr; sp; ge
KEYWORDS : women; work; right; trade union

CORPORATE AUTHORS : Trade Union Research Unit
TITLE : Discussion Paper No. 31: Women and White Collar Unions
PUBLISHER : TURU
PLACE : UK
YEAR : 1983
LANGUAGES : eng
KEYWORDS : women; labour market; trade union

CORPORATE AUTHORS : International Confederation of Free Trade Unions

TITLE : Equality for Women in Trade Unions: A Programme of Action for the Integration of Women into Trade Union Organisations

PUBLISHER : ICFTU

PLACE : Belgium

LANGUAGES : eng; fr; sp; ge

KEYWORDS : women; equality; trade union; work

CORPORATE AUTHORS : Services to Community Action and Trade Unions

TITLE : Fighting Privatisation; Improving Jobs & Services Trade Union Action Against Contractors

PUBLISHER : SCAT

PLACE : UK

YEAR : 1985

LANGUAGES : eng

KEYWORDS : privatisation; trade union

CORPORATE AUTHORS : Trades Union Congress

TITLE : Greening the Workplace: A TUC Guide to Environmental Policies and Issues at Work

PUBLISHER : TUC

PLACE : London

YEAR : 1991

LANGUAGES : eng

KEYWORDS : environment; policies; trade union

CORPORATE AUTHORS : Swedish Trade Union Confederation

TITLE : Health Hazards in the Working Environment: Trade Union Programmes of Action

PUBLISHER : LO
 PLACE : Sweden
 YEAR : 1981
 LANGUAGES : eng
 KEYWORDS : health; safety; working environment; trade union; Sweden

CORPORATE AUTHORS : International Labour Organisation
 TITLE : Legislative Series; A Selection of World Labour and Social Security Legislation
 PUBLISHER : ILO
 PLACE : Geneva
 YEAR : 1988
 LANGUAGES : eng

CORPORATE AUTHORS : International Confederation of Free Trade Unions
 TITLE : Positive Action: Policies and Guidelines for Trade Unions
 PUBLISHER : ICFTU
 PLACE : Belgium
 YEAR : 1988
 LANGUAGES : eng
 KEYWORDS : women; trade union; policy

CORPORATE AUTHORS : European Trade Union Institute
 TITLE : Redesigning Jobs: Western European Experiences
 PUBLISHER : ETUI
 PLACE : Belgium

YEAR : 1981

LANGUAGES : eng; ge; fr

KEYWORDS : work organisation; trade union; new technology; work; training; ages; health; safety

CORPORATE AUTHORS: Trade Union Research Unit

TITLE : Technical Note No. 100: Women and Trade Unions: Trade Unions and Women

PUBLISHER : TURU

PLACE : UK

YEAR : 1986

LANGUAGES : eng

KEYWORDS : women; workforce; trade union; positive action; multinationals; international

CORPORATE AUTHORS : International Confederation of Free Trade Unions

TITLE : Working Women: ICFTU Policies and Programmes

PUBLISHER : ICFTU

PLACE : Belgium

LANGUAGES : eng

KEYWORDS : women; right; education; training; employment; maternity protection; trade union; equality

CORPORATE AUTHORS : International Confederation of Free Trade Unions

TITLE : Informal Sector and the Trade Union Movement in Latin America and the Caribbean: An Analysis and Proposals for Action

PUBLISHER : ICFTU

PLACE : Brussels

YEAR : 1989

LANGUAGES : eng; fr; ge

KEYWORDS : informal sector; trade unions; Latin America; Caribbean; women; youth

AUTHORS : Mitter S

CORPORATE AUTHORS : International Confederation of Free Trade Unions

TITLE : On Organising Workers in the Informal Sector: A Report Prepared for the International Confederation of Free Trade Unions

PUBLISHER : ICFTU

PLACE : Brussels

YEAR : 1989

LANGUAGES : eng

KEYWORDS : informal sector; women; child labour; strategies; organisation; developing countries

CORPORATE AUTHORS : International Confederation of Free Trade Unions

MEETING : 11th ICFTU World Congress; Mexico City; 17-25 Oct 1975

TITLE : ICFTU Youth Charter

PUBLISHER : ICFTU

LANGUAGES : eng; fr; ge; sp

KEYWORDS : youth; education; training; employment; labour legislation; working time; unemployment; trade union

CORPORATE AUTHORS : National Union of Public Workers; NUPW

TITLE : A Course Book for NUPW Shop Stewards and Members

PUBLISHER : NUPW

PLACE : Barbados

YEAR : 1991

LANGUAGES : eng

KEYWORDS : trade union education; history; women; youth; grievance handling; collective bargaining

CORPORATE AUTHORS : Public Services International; Friedrich Ebert Stiftung; CUEPACS

MEETING : National Seminar on Women's Role in Trade Unions; 11-14 August 1981; Kuala Lumpur

TITLE : National Seminar on Women's Role in Trade Unions

PUBLISHER : PSI; FES; CUEPACS

LANGUAGES : eng

KEYWORDS : women; trade union; minutes

NOTE : parts in Malaysian

CORPORATE AUTHORS : Caucus of Independent Unions in the Public Sector

TITLE : New Bureaucracy Thru Solidarity; A Primer on Public Sector Unionism

PUBLISHER : CIU; FES

PLACE : Philippines

YEAR : 1991

LANGUAGES : eng

KEYWORDS : Philippines; public sector; trade union education

CORPORATE AUTHORS : International Labour Organisation

TITLE : Structure and functions of rural workers' organisations; A workers' education manual

PUBLISHER : ILO

PLACE : Geneva

YEAR : 1990

LANGUAGES : eng

KEYWORDS : rural workers; trade union rights; trade union organisation; financing; International labour standards

CORPORATE AUTHORS : Trade Union Research Unit

TITLE : Technical Note No. 100: Women and Trade Unions: Trade Unions and Women

PUBLISHER : TURU

PLACE : UK

YEAR : 1986

LANGUAGES : eng

KEYWORDS : women; workforce; trade union; positive action; multinationals; international

CORPORATE AUTHORS : International Labour Organisation

MEETING : Meeting of Members of the Panel of Consultants on Workers' Education; Geneva; 23 - 27 September 1991

TITLE : The Role of Workers' Education in the Promotion of Trade Union Rights, Working Paper No. 2

PUBLISHER : ILO

PLACE : Geneva

YEAR : 1991

LANGUAGES : eng

KEYWORDS : workers' education; trade union rights

CORPORATE AUTHORS : Friedrich Ebert Stiftung

MEETING : Seminar; 10-14 Oct 1988; Colombo

TITLE : Trade Unions and SAARC

PUBLISHER : FES

PLACE : Colombo

YEAR : 1989

LANGUAGES : eng

KEYWORDS : trade union education; South Asian Association for Regional Cooperation;

economy; social policy; employment

NOTE : speeches from the seminar