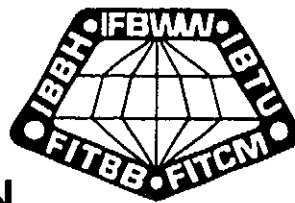


Unit 1
*Transition to a
Market
Economy*

Education Manual

for Central and
Eastern Europe



Unit 2
*Trade Unions in
Transition*

Unit 3
*Trade Unions
and their
Members*

Unit 4
*Representation
at Work*

Unit 5
*Collective
Agreements*

Unit 6
*Skills for
Bargaining*

Unit 7
*Women and
Trade unions*

Unit 8
*Health, Safety &
the Environment*

Unit 9
*Trade Union
Finance*

Unit 10
*International
Trade Unionism*

C93-1225

IFBWW Education

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Appendix



The International Federation of Building and Wood Workers, IFBWW was established in 1934 by merger of two independent trade secretariats, namely the Building Workers International and Woodworkers International. The International Secretariat of Stone Masons and the International Secretariat of Painters and similar Professions joined in 1947.

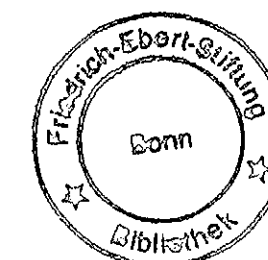
The IFBWW is the International Trade Secretariat, recognised by the ICFTU and the ITS General Conference, organising workers in free and democratic unions in the Building, Wood and Forestry sectors.

The IFBWW promotes the principles of International Solidarity and is an active defender of human and trade union rights, fighting exploitation of workers in any part of the world. The IFBWW conducts specific activities in the field of Workers Education, Coordination of International Solidarity Actions and Research on specific concerns relating to our sectors.

The IFBWW currently groups 5.6 million members in 165 trade unions in 81 countries. The Headquarters is in Geneva, Switzerland. Regional Offices are in Panama, Togo and Malaysia.

The President of the IFBWW is Konrad Carl, from Germany, and General Secretary is Ulf Asp from Sweden.

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This short education booklet has been prepared by IFBWW to help develop trade union training in affiliated organisations in Central and Eastern Europe.

The unions in the former Communist countries face many immediate and longer-term difficulties:

- their countries are going through a period of great instability and uncertainty
- they will have to perform many new tasks in "free-market conditions", and adapt to the very new roles which unions will play in the future
- they will have to learn the new skills needed to operate in changed circumstances, particularly organising workers and bargaining with employers on wages and conditions.
- they have to explain to members and to the general public why unions are needed, and the role they will play. They may have to persuade workers to join unions, and to pay subscriptions. They have to respond to political attacks from those who say that strong unions are not needed in the new conditions.
- they have to establish effective means to talk to employers, and get agreements on wages and conditions of work. They may have to fight for recognition from employers who do not want unions in their companies.
- they will have to fight to protect their members when economic change leads to job losses and inflation.
- they will have to fight to influence governments on such questions as trade union and labour law, economic policy, social security and workers' rights.
- they will have to tackle key questions such as health and safety, the environment, rights of women and rights of migrant workers.

In all these tasks, unions will need to speak strongly and with credibility. This strength must come from the members the unions represent. Good leaders and good ideas are not enough. The strength of a union can only come from the members who join and support it. The union must inform and involve the workers.

So unions have a massive job to do to make sure that all workers understand the new role which the union is playing. Not only that, the members must be prepared to stand up and be counted when pressure is needed to make employers or governments listen. A trade union is not just an insurance company, where members pay fees and do nothing.

So union education is of vital importance to make sure activists and members all understand the new tasks of their organisations, and the importance of being actively involved. Workers, through their unions, can play their part in creating prosperous societies built on justice. We hope that this book will help unions to inform and motivate their members for this momentous task.

How to use this book

The book is designed to be used by trade unionists to discuss and learn more about the future of trade unions. It can be used by:

- participants on trade union courses - local representatives, activists and members
- workers meeting in informal discussion groups or "Study Circles"
- individual union members for personal study.

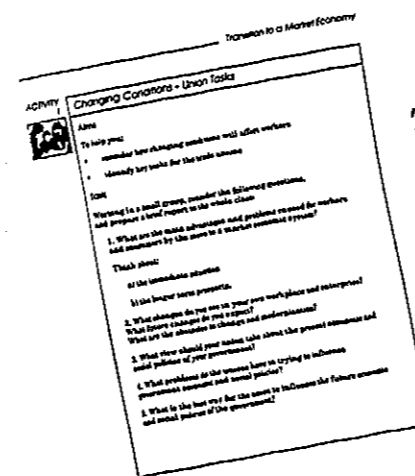
The book is made up of **Units** on different subjects. The contents list (inside cover) shows the different subjects covered. You will need to select which are the priorities to cover in your course, and which of the units you want to use.

Methods of Study

Trade union education must be:

- motivating
- active
- democratic
- lead to practical action in the workplace and community
- result in a better life for trade union members.

Adults, including trade union students, learn best when they feel involved. They develop more confidence if they have the chance to speak freely.



Trade union democracy is based on cooperation and sharing, so trade union education must be based on the same ideas. Adult students can think and speak most clearly when they start from their own experience, compare with others and develop analysis in a concrete and practical way.

The Units in the book are based around "**Activities**" which are designed to be tackled by small groups of participants. Each Activity has **aims** which describe what should result from the work, and a **task** which defines what the group must do.

After working on the tasks, the groups must then report back, compare ideas, discuss and reach conclusions. The role of the tutor is to:

- provide background information (not lengthy lectures)
- introduce the topic
- clarify the objectives
- make sure the task is understood
- assist the groups
- structure reports and discussion
- help the class to reach clear conclusions.

This approach is needed to make sure that the courses focus on the real problems faced by workers and their unions in the Central and Eastern European countries. Experience from the West is only relevant if it can provide solutions to these problems.

In many cases you should supplement the material in the book with other documents and resources, such as copies of agreements, union constitutions and relevant laws.

It will help you to use these methods if your union has a team of education workers who have been trained to use participative education methods. Trade union education will not be effective if it tries to impose ideas, or is too academic.

IFBWW and its affiliates are running training programmes and study visits to equip union educators to use practical and participative techniques for trade union education. They will also be publishing a manual to help you to learn more about the participative techniques needed to teach effectively.