



IFWEA

International Federation of
Workers' Education Associations

23rd General Conference 2019

EDUCATION FOR SOCIAL CHANGE: POPULAR, NOT POPULIST

Holiday Inn Hotel, Cnr Strand & Loop Streets,
Cape Town City Centre, South Africa

2 – 4 December 2019





IFWEA

**International Federation of
Workers' Education Associations**

CONTENTS

Foreword	4
Summary	6
Conference Delegates	8
Programme	13
Guest Speakers	17
Workshops and Presentations:	21
• Day One	21
• Day Two	26
• Day Three	36
General Secretary Report and Strategic Plan	39
Strategic Plan Discussion	66
Education Programme Report	56
Conference Resolutions	77
New Executive Committee	82

FOREWORD

The International Federation of Workers' Educators Association (IFWEA) was formed in 1945 and is the only international organisation for worker educator associations. IFWEA is focused on adult education opportunities for workers and the communities in which they live throughout the world. As such, it forms an integral part of the international labour movement. In 2019 IFWEA was 72 years old, and this year marked the 23rd representative general conference of its affiliates, IFWEA's highest decision-making body. IFWEA has a current membership drawn from 27 countries in Europe, Asia/Pacific, Africa and North and South America, with the majority of IFWEA affiliates based in developing countries.

The purpose of IFWEA has remained the same since its founding launch, that is, to promote and advance the education of the democratic labour movement; and to further free and voluntary education work according to the principles of solidarity and co-operation, justice and equality, democracy and freedom.

There have been, and remain, many challenges which face IFWEA, and global democratic values. As Sahra Ryklief, General Secretary of IFWEA has stated: "Today, extreme-right movements and parties employ the rhetoric and direct action tactics traditionally employed by organisations advancing rights for the disadvantaged and marginalised. Yet they advocate values and goals counter to those which will bring about positive change, viz. ethnic and ideological intolerance, misogyny, and the selective rolling back of hard-won democratic freedoms."

She continued: "There is a unique role for worker educators in crafting a popular counter-approach to extremism, which unites people instead of polarising them."

Our work encourages continued learning, is guided by principles of internationalism and democracy, and covers a broad range of workplace, cultural, social and economic issues. Historically, worker education has always played a key role in the elaboration of the imagination, discourses and goals that formed the foundation of labour's democratic politics. Yet in recent times, shrinking resources have reduced education in trade unions and their fraternal labour associations to functional skills training alone. This waning significance of continuing education has had a detrimental effect on the appreciation of democratic values, which in turn has contributed to the rise of extremism and right wing populism."

With the slogan *Education for Social Change: Popular, not Populist* as the theme for the 23rd General Conference, IFWEA once again committed itself to providing educational and methodological support for trade unions, and supporting new formations and associations such as community based organisations and member based organisations who are working to improve livelihoods, socio-economic and political protections for vulnerable workers.

SUMMARY

The IFWEA 23rd General Conference was held from Monday 2 December to Wednesday 4 December 2019 at the Holiday Inn Hotel, Cape Town City Centre, South Africa. The IFWEA General Conference is IFWEA's highest decision making body, which meets every four years and elects the General Secretary, President and Executive Committee. It is also where the Financial Reports, the General Secretary's Report and the Education Programme Report for the previous four years are presented. In addition, the Strategic Plan for the next four years is presented, debated and adopted, and Resolutions passed.

The IFWEA 23rd General Conference was attended by 90 delegates from 25 countries, representing over 30 organisations, trade unions, universities and worker education groups. The theme of the conference in 2019 was *Education for Social Change: Popular, not Populist*, and this was carried through into the workshops, presentations and discussions that took place.

The IFWEA 23rd General Conference was opened by the President of IFWEA, Professor Susan J. Schurman , A video greeting from ITUC Vice President Karl Petter Thorwaldsson, who could not be present, was screened. The General Secretary of IFWEA, Sahra Ryklief, introduced Myrtle Witbooi, the President of the IDWF and GS of SADSAWU, who welcomed the conference attendees and wished IFWEA well for the rest of the conference.

Day One of the conference featured the election of the Resolution Committee and Standing Orders, the election of the Credentials and Election Committee, and the adoption of the General Conference Agenda and Conference Standing Orders. The day also included Workshop One: Storytelling for labour educators, facilitated by Carla Katz; Workshop Two: Drivers' for hire research agenda setting workshop, facilitated by Professors Adrienne Eaton and Susan J. Schurman; and/or a Cape Town Social Activist Tour of relevant socio-political sites such as the Isivivana Centre in Khayelitsha and Community House in Salt River.

Day Two of the conference was opened by Mavis Koogotsitse, Executive Secretary, SATUCC, who spoke on *Countering xenophobic attacks in South Africa: A Southern African approach*. The day featured the adoption of the Minutes of the IFWEA 22nd General Conference 2015, the Report of Credentials Committee, the 2016 – 2019 Report of the General Secretary, and the 2016 – 2019 Financial Report. The day also included a session titled Revitalising Worker Education: Taking from the past, educating for the future, including examples from IFWEA affiliates and moderated by Saliem Patel; a lunchtime presentation of Education Programme work; Workshop Three: Towards an IFWEA theory of change: group learning as education for empowerment, facilitated by Dr Maura Adshead and Dr Sarah Jay; and Workshop Four: Towards an IFWEA theory of Change: from individual to group learning to collective action and learning from experience, moderated by Professor Susan J. Schurman.

Day Three of the conference was opened with a storytelling session facilitated by Carla Katz. It also featured Workshop Five: Economic myths and realities for labour activists, presented by Dr Michael Merrill. The day included the presentation of the IFWEA Strategic Plan 2020 – 2023, followed by discussion and debate and eventual adoption of the plan, the presentation and adoption of the preliminary Budget and Affiliation Fees 2020- 2023, a report on and adoption of Resolutions and the election of the Executive Committee.

It was agreed that IFWEA would focus on certain subject themes for the period 2020 – 2023, these being:

- Gender Equality
- Social and Workplace Protections
- Climate Change
- The Future of Work
- Building Inclusive Societies

The conference ended with Vote of Thanks by IFWEA General Secretary Sahra Ryklief and was formally closed by IFWEA President , Professor Susan J. Schurman.

CONFERENCE DELEGATES

	Surname	First name	Organisation	Country
1	Adams	Abduraghmaan	DITSELA	South Africa
2	Adshead	Maura	ENGAGE	Ireland
3	Akuupa	Michael Uusiku	LARRI	Namibia
4	Bali	Namrata	IASEW	India
5	Bellman	Mary	UALE	USA
6	Benjamin	Nina	LRS	South Africa
7	Bhengu	Sithembiso	Chris Hani Institute	South Africa
8	Bhudi Santoso	Iwan	FSPMI	Indonesia
9	Buhkari	Shahzad	DRIVERS W/S Action Consulting	Pakistan
10	Chiwota	Elijah	IndustriALL Global Union	South Africa
11	Cooper	Linda	DITSELA	South Africa
12	Cupido	Simone	Tshisimani Centre for Activist Education	South Africa
13	Davis-Faulkner	Sheri	RUTGERS	USA
14	Dirdal	Marthe	Aof Norway	Norway
15	Dodson	Lynne	ESC	USA
16	Eaton	Adrienne	RUTGERS	USA

	Surname	First name	Organisation	Country
17	Ebrahim	Shariefa	IFWEA	South Africa
18	Elsley	Trenton	LRS	South Africa
19	Filane	Sisipho	IFWEA Study Circles	South Africa
20	Forman	Erik	DRIVERS W/S	USA
21	Gandiwa Magaya	Fiona	ZCTU	Zimbabwe
22	Hansson	Madelene	Sunderby folkhögskola	Sweden
23	Hartman	Grischelda	DITSELA	South Africa
24	Helminen	Sari	TSL	Finland
25	Hintsa	Zelda Ann	Bridgetown theatre company	South Africa
26	Ho	Stanley Wai-hong	HKCTU	Hong Kong
27	Holtzman	Zelda	Tshisimani Centre for Activist Education	South Africa
28	Howes	Ali	ITF	UK
29	Jacobsen	John Meinert	AOF Denmark	Denmark
30	Jansen-Daugbjerg	Helga	Independent	South Africa
31	Jay	Sarah	University of Limerick	Ireland
32	Johansen	Tove	Aof Norway	Norway
33	Johansson	Krister	Sunderby folkhögskola	Sweden
34	Johnson	Christopher Keith	Solidarity Centre	South Africa

	Surname	First name	Organisation	Country
35	Johnston	Hannah	DRIVERS W/S	Canada
36	Katz	Carla	RUTGERS	USA
37	Kharazmi Holmer	Hanna	ABF	Sweden
38	Koogotsitse	Mavis	SATUCC	Botswana
39	Langit	Nina Tatiana	LEARN	Philippines
40	Lantz	Ewa	ABF	Sweden
41	Larco	Giovanna	PLADES	Peru
42	Larsen-Jensen	Claus	SOLIDAR	Denmark
43	Leppänen	Milla	IFWEA Intern	Finland
44	Lorgat	Aisha	Chris Hani Institute	South Africa
45	Macothoza	Aviwe	IFWEA Study Circles	South Africa
46	Mahmood	Khalid	LEF	Pakistan
47	Mäki	Kirsi	TSL	Finland
48	Malabela	Musawenkosi	Chris Hani Institute	South Africa
49	Malaya	Wisborn	ZCIEA	Zimbabwe
50	Matshe	Thoko	OPIC	South Africa
51	Merrill	Michael	RUTGERS	USA
52	Meyer	Gwendolyn	Gwen Photography	South Africa

	Surname	First name	Organisation	Country
53	Mofokeng	Crecentia	BWI	South Africa
54	Montero Colque	Arnaldo Forty	CENAC - Bolivia	Bolivia
55	Mphepo	Jasen	Patsime Trust	Zimbabwe
56	Mthethwa	George	LRS	South Africa
57	Muchichwa	Nyasha	LEDRIZ	Zimbabwe
58	Mulliken	Doug	Translator	South Africa
59	Mwanika	John Mark	DRIVERS W/S	Uganda
60	Nilsson	Mikael	The Nordic Geneva School	Sweden
61	Palosaari	Airi	TSL	Finland
62	Patel	Saliem	IFWEA	South Africa
63	Periyasamy	Muthulingam	ISD	Sri Lanka
64	Pettersson	Helén	ABF	Sweden
65	Prinsloo	Renaldi	IFWEA	South Africa
66	Pudasaini	Parshuram	CLASS Nepal	Nepal
67	Raatikainen	Lyyl	TSL	Finland
68	Ryklief	Sahra	IFWEA	South Africa
69	Schulz	Bastian	FES TUCC	South Africa
70	Schurman	Sue	RUTGERS	USA

	Surname	First name	Organisation	Country
71	Skeppar	Niklas	ABF	Sweden
72	Sneiderman	Marilyn	RUTGERS	USA
73	Svennebye	Gro	Aof Norway	Norway
74	Timotheus	Andre	NEHAWU	South Africa
75	Tuominen	Esa	TSL	Finland
76	Vannuchi	Maira	StreetNet	Brazil
77	Vargas	Juan Carlos	PLADES	Peru
78	Vorn	Pao	IDEA Cambodia	Cambodia
79	Vorng	Nimol	Solidarity Centre	Cambodia
80	Walker	Jeff	FWEA	New Zealand
81	Wennberg	Linnéa	ABF	Sweden
82	Widman Lundmark	Monica	ABF	Sweden
83	Woodcock	Jamie	DRIVERS W/S	UK
84	Xulu-Gama	Nomkhosi	Chris Hani Institute	South Africa

CONFERENCE PROGRAMME

General Conference delegates arrive during Sunday 1st December 2019

CONFERENCE & WORKSHOP REGISTRATION 5 – 6 PM

OPENING EVENT 6 – 7PM

South African Domestic Service and Allied Workers' Union Choir
"1000 Miles" - a theatre production from Jasen Mphepo,
Director of PATSIM EDUTAINMENT, Zimbabwe

COMPLIMENTARY DINNER FOR DELEGATES AT HOTEL 7PM

Monday 2 December 2019: GENERAL CONFERENCE	
09h00 – 09h15	Opening of General Conference: Sue Schurman, IFWEA President Video Greeting from Karl Petter Thorwaldsson. ITUC Vice President Welcome: Myrtle Witbooi, President of the IDWF and GS of SADSAWU
09h15 – 09h45	Formal Conference Proceedings <ul style="list-style-type: none"> • Election of Credentials and Election Committee • Election of Resolutions Committee • Adoption of General Conference Agenda and conference standing orders Adjournment of General Conference Conference adjourns to enable all delegates to participate in the workshops. The formal proceedings of the General Conference are resumed on Tuesday 3rd December 2019.
09h45 - 10h30	
10h30 – 11h00	TEA
11h00 – 12h30	WORKSHOP ONE: Storytelling for labour educators Facilitated by Carla Katz.
12h30 – 13h30	LUNCH
13h30 – 17h30	WORKSHOP TWO: Drivers' for hire research agenda setting workshop Professors Adrienne Eaton and Susan J. Schurman.
OR	
14h00– 17h30	Cape Town Social Activist Tour
DELEGATES EXPLORE THE CITY AND SEE TO THEIR OWN DINNER	

Tuesday 3 December 2019

09h00 - 09h15	Countering xenophobic attacks in South Africa: A Southern African approach. Mavis Koogotsitse, Executive Secretary, SATUCC
09h15 – 10h30 Plenary	Revitalising Worker Education: Taking from the past, educating for the future. Examples from our affiliates. Moderator: Saliem Patel. <ul style="list-style-type: none"> • TSL – 100 years of workers’ education by Kirsi Maki • Rutgers Center for Innovation in Worker Organisation: The “Will Empower” Programme by Sheri Davis • The Geneva School of the ABF Norden by John Meinert • ZICEA – Study Circles for Informal Traders by Wisborn Malaya
10h30 – 11h00	TEA
11h00 – 12h30	Formal General Conference proceedings resume: Report of Credentials Committee Adoption of Minutes of GC 2015 GS report 2016 - 2019 Financial report 2016 - 2019 Internal auditor’s report 2016 - 2019
12h30 – 14h00	LUNCH (Displays of IFWEA programme work for period under review)
14h00 – 15h30	WORKSHOP THREE: Towards an IFWEA theory of change: group learning as education for empowerment. Dr Maura Adshead and Dr Sarah Jay, University of Limerick.
15h30 – 16h00	TEA
16h00 – 17h30	WORKSHOP FOUR: Towards an IFWEA theory of Change: from individual to group learning to collective action and learning from experience. Professor Susan J. Schurman.
19h00 – 21h00	DINNER AT THE STARDUST THEATRE-DINING RESTAURANT

Wed 4 December 2019

08h30 – 09h00	Story tellers
09h00 – 09h30	Formal conference proceedings resume: Closure of emergency motions to conference.
09h30 – 10h30	WORKSHOP FIVE: Economic myths and realities for labour activists. Dr Michael Merrill
10h30 – 11h00	TEA
11h00 – 12h30	Economic myths and realities workshop continues
12h30 – 13h30	LUNCH
13h30 – 15h00	Formal conference proceedings resume: <ul style="list-style-type: none"> • IFWEA Strategic Plan and Programme 2020 – 2023 discussed and adopted • Budget and Affiliation Fees 2020 - 2023 discussed and adopted
15h00 – 15h30	TEA
15h30 – 16h30	Report from the Resolutions Committee Motions Tabled, Debated and Adopted
16h30 – 17h30	Election of Executive Committee Closing Speeches: President and General Secretary Votes of Thanks Close of conference
19h00	DELEGATES EXPLORE THE CITY AND SEE TO THEIR OWN DINNER

GUEST SPEAKERS



**DR SUSAN J. SCHURMAN – OPENING OF GENERAL CONFERENCE:
MONDAY 2 DECEMBER 2019**

Dr Susan J. Schurman opened the conference saying: “We meet at a time that is more critical to our mission than ever in my lifetime. The forces of right wing populism are spreading all across the world.” She concluded: “Confronting right wing – and even left wing – populism, one is reminded that this can be no substitution for a democratic society.”

Dr Susan J. Schurman is Distinguished Professor of Labor Studies and Employment Relations and former Dean of the Rutgers School of Management and Labor Relations. From 1997 to 2007 she served as the founding president of the National Labor College. She received her B.A. and M.A. degrees from Michigan State University and a Ph.D. from the University of Michigan where she served as Director of the Labor Studies Centre and Research Investigator in the School of Public Health. She is a past President of the United Association for Labor Education and has served as President of the International Federation of Workers’ Education Associations (IFWEA) since December 2007. She is also a former board member of the Labor and Employment Research Association. Her research and teaching focus on workers’ rights, collective representation and quality of life.



**KARL PETTER THORWALDSSON – VIDEO GREETING FROM ITUC VICE PRESIDENT:
MONDAY 2 DECEMBER 2019**

Karl Petter Thorwaldsson could not attend the conference in person, but sent his greeting via video, saying: “Changes in our work places are getting more dramatic, and we need to have more education to face these challenges. Here IFWEA plays such an important role.”

Karl Petter Thorwaldsson became engaged in the Social Democratic Youth League (SSU) at an early age, and between 1990 and 1995 he was chairman of the organisation at national level. Having completed his term, he worked as an expert in the Prime Minister's Office followed by a position as head of communications at the headquarters of the Social Democratic Party. Thorwaldsson was, during the late 1980s, active in IF Metall at local level, and in 1999 he was employed as a national officer by IF Metall at national level where he was responsible for, inter alia, trade union political issues. He was also President of the Workers' Educational Association (ABF) between 2000 and 2012 and from 2005 Vice President of the International Federation of Workers' Education Associations.



MYRTLE WITBOOI - OPENING WELCOME SPEECH: MONDAY 2 DECEMBER 2019

MyrtleWitbooi welcomed delegates to Cape Town, saying that the conference would be looking at the important issues of look at justice and equality and worker freedoms and concluding: "Together, we are going to move mountains. I hope that the decisions that you make here at the conference, will show that you take education to heart, for those on the ground."

Myrtle Witbooi is a South African labour activist, who has been involved in organising domestic workers for several decades. She is the General Secretary of the South African Domestic Service and Allied Workers Union (SADSAWU). She is also the founding president of the International Domestic Workers Federation (IDWF), a membership-based global organisation of household and domestic workers. Labour scholars have noted IDWF is the "first international labour federation run by women for work dominated by women".



MAVIS KOOGOTSITSE - OPENING SPEAKER: TUESDAY 3 DECEMBER 2019

In 2008 and 2015 and earlier in 2019, the world was horrified by the savage scenes of xenophobic violence towards black African immigrants in South Africa. Mavis addressed SATUCC response to countering xenophobic attacks in South Africa.

Mavis Anna Koogotsitse is the Executive Secretary of Southern Africa Trade Union Coordination Council (SATUCC). She is the first female and first Motswana to hold the position of Executive Secretary in a historically predominantly male led organisation since its inception in 1983. Blending a formal background in labour relations, economic policy and development, Ms Koogotsitse is an alumnus of Wayne State University in Detroit Michigan and the Global Labour University from University of the Witwatersrand in Johannesburg, South Africa. Mavis has a wealth of experience and has contributed immensely in advocating for human and trade union rights, and gender equality not only in Botswana, but in the Africa region and globally.

Videos of the speeches of Karl Petter Thorwaldsson, Myrtle Witbooi and Mavis Koogotsitse are available on request from the IFWEA Secretariat at ifweasecretariat@irs.org.za

WORKSHOPS AND PRESENTATIONS

DAY ONE: 2 DECEMBER 2019

Workshop One

Storytelling for labour educators. Facilitated by **Carla Katz.**

“Tell me the facts and I’ll learn. Tell me the truth and I’ll believe. But tell me a story and it will live in my heart together”

– Ancient Proverb

“It’s a human need to be told stories.”

“We use stories to inspire, to change hearts and minds.”



Carla Katz of Rutgers School of Management and Labor Relations, who is also a storyteller and stand-up comedian, shared the essential elements of creating and telling a good story, which included:

When listening to stories, listen for character, listen for the story arc and write down where the story begins, where it changes, where it ends. Listen for description. Listen for dialogue. Listen for the voice.

Delegates were shown a video of Adam Wade: *The Hoboken Roast Beef Story*.

Other points to remember when storytelling were that a story must have a beginning, middle, end and an arc. It must have a moment of transformation. It must have stakes. It must be true, as it is personal, and it is your story. Most important to keep in mind was the five-second moment in a person's life. That moment when you or somebody else fundamentally changes.

Delegates were shown a video of Nester Gomez, a storyteller who travels all over the US.

As a participative assignment, delegates divided into groups of four to five people. Each group was to choose a prompt/theme. Individuals would have ten minutes to prepare a story, then four minutes to tell it to their group.

Prompts/themes

- Waves: Stories about shifting, transforming, making waves, moving people
- Luck: Moments of fortune or luck, omens, totem, lucky coin, good or bad luck times
- The time when you were caught between a rock and a hard place
- Lessons: from the streets or the schoolhouse, your aha moment, some lessons are harder than others.

After sharing stories with their group, one person from each group was chosen (using the name-in-a-hat-method!) to tell their story to the conference. They included a story about the relationship between a father and a son; a story

about luck and family and gambling; a story about marathon running and a mule; a story about trying your luck in the workforce – and succeeding; a story about a taxi ride and US dollars; and a story about a photographer without a camera.

Workshop Two

Drivers' for hire research agenda setting workshop. Facilitated by **Professors Adrienne Eaton** and **Susan J. Schurman**. Adrienne Eaton started this session by providing background to the global project on drivers and the informal driving sector. Presenters focused on three areas:

The formalisation of public transport (Uganda, Philippines and the UK).

Taxi drivers (USA, Canada, Pakistan).

Platform-based drivers in Africa and China (presentations from UK, Nigeria, South Africa and China) and the global North (presentations from UK, Australia, USA).



The workshop used the BlueJeans video conferencing platform to allow presenters and participants both from the conference and from remote locations (not in Cape Town, South Africa) to participate in discussions and debates.

Contributors discussed the challenges faced as well as the triumphs achieved through organising in the informal driver sector, as well as the threats facing drivers in the formal/traditional sector.

Cape Town Social Activist Tour

Forty delegates were bussed to Khayelitsha and Salt River for an informative Social Activist Tour guided by Helga Jansen-Daugbjerg. Participants were welcomed to The Isivivana Centre by Lunga Guza, a coordinator and fieldworker of Worker's World Media Productions, an independent labour movement media project with a reach across Africa.

Embracing the challenge of airing worker issues, WWMP presents a weekly 30-minute show on SAFM Radio. They also collaborate with worker federations, have an advice office and facilitate discussion groups. They've produced a documentary, titled *Freedom is Not Free*.

WWMP host community forums that try to minimise strike action, and offer free training to shop stewards and worker representatives. They intend doing a visibility study with a view to getting a 24-hour radio show focusing solely on labour issues. To get a feel of Isivivana Centre activities, delegates were divided into four tour groups.

Community House came to symbolise the collective spirit of struggle at the height of apartheid in the 1980s, and a visit to this iconic Salt River site emphasised the role activists played liberating South Africa. Fallen heroes include Neil Aggett, Jeannette Schoon, Ashley Kriel and Iman Abdullah Haron, who adorn the walls along with eye-catching murals which highlight community experience and the struggle for social justice.

A building housing numerous NGOs, trade union and civic organisations, IFWEA's Secretariat Office has a strong presence at this activist heritage site. Ending with a tour of IFWEA's impressive library, delegates returned to explore the city.

DAY TWO: 3 DECEMBER 2019

The second **Morning Session** was moderated by **Saliem Patel** and covered the topic *Revitalising Worker Education: Taking from the past, educating for the future*.

First up, **Kirsi Maki** spoke on *TSL – 100 years of workers' education*. She opened with a poem by Bertolt Brecht, *In Praise of Learning*, written nearly 100 years ago – and she introduced her colleagues from Finland. She explained what was happening in Finland a century ago – the country had been under Russian rule, so independence was very new when TSL was formed. There had been war, with left wing against right wing, and prison camps where hundreds were kept, and some killed. TSL felt – never again. The philosophy was pursued that workers have a right to study and be active citizens in this very new republic. “TSL advocated education for peace, solidarity and social change, and encouraged people to participate in and influence society,” said Kirsi. “From the very beginning, TSL has been part of the international labour and education movements.”

Her presentation included video footage showing the TSL 100 years celebrations, including a 600-people party in Helsinki with music and singing.

Next up, **Sheri Davis** from the Rutgers Center for Innovation in Worker Organisation spoke about the *WILL (Women Innovating Labor Leadership) Empower programme*.

“I came to East London, South Africa to work on a programme about gender based violence, which influenced my life choices,” Sheri said in opening, then explaining that WILL is jointly held by both Rutgers University and Georgetown University.

“In building up the WILL Empower programme, it was a case of knowing where we wanted to go. And we needed to start off with a good crew, which we built – our WILL Empower Advisory Council represents a diversity of voices,” she said.

Sheri asked three questions of delegates:

- Do you think women have everything they need to be worker leaders?
- Are the systems set up to support achieving women’s success as labour leaders?
- Are we on track towards achieving gender parity in the labour leadership?

With the majority of conference delegates responding “no” to all three questions, she followed by explaining why the need for women’s leadership now, and why women of colour leadership matters.

She then broke down the four approaches that the WILL Empower programme uses:

- Apprenticeships
- Cohorts of Learning and Mentoring: Emerging leaders/Executive leadership
- Innovation Fellowship(s)
- Future of Labor Interactive Project (FLIP).



John Meinert of the ABF Norden then spoke on *The Nordic Folk High School in Geneva*. He explained about the school board, which creates the space for a unique network. The aim of the Geneva School is to give young trade unionists and activists more knowledge about the Nordic labour movement, the global labour movement, the ILO and the ILC, and how to get international tools and build networks. The school has four integrated parts, which were explained in some detail. The presentation included two videos showing what the school and facilities look like, and a comedy report on the school!

The session was closed by **Wisborn Malaya** of ZICEA, who spoke about his experience with *Study Circles for Informal Traders*.

ZICEA was formed in 2012, after ZCTU came and started to help organise informal workers in Zimbabwe.

Wisborn explained: “We ran a study circle programme in 2018 for 30 people, with the aim of educating informal workers to know and understand how they can fight and defend their rights; and to have informal workers share their lived realities in the world of work.”

Participants included women, youth, men and people with disabilities. The programme used a discuss-and-share participatory method. Areas covered included violence and harassment, the importance of study circles, informal economy organisation, the purpose of worker associations or trade unions, and constitutional rights in the country.

Outcomes of the study circle included informal workers becoming more aware of laws affecting them, and how to fight for their rights, as well as increased networking and solidarity.

Wisborn said that “practical examples of violence and harassment that we collected were used as evidence at the ILO Geneva 2019 conference to strengthen evidence for the need to include protection of women, youth and PWD in the informal economy from violence and harassment in the workplace”.

The final impact, he said, is that Convention 190 supplemented by Recommendation 205 was passed, recognising the protection of informal workers from violence and harassment in the world of work.

Lunch Hour Displays of IFWEA Education Programme Work

During the IFWEA 23rd General Conference 2019 second day lunch hour, Saliem Patel and Renaldi Prinsloo of the IFWEA Education Programme, together with intern Milla Leppanen and ABF assistants Niklas Skeppar and Linnea Wennberg, plus Executive Committee member Juan Carlos Vargas, showcased aspects of the four key IFWEA programmes – The Foundations Skills for Social Change Programme, Youth Globalisation Awareness Programme (YGAP), Study Circles for Social Change and the Online Labour Academy (OLA).

Workshop Three

Towards an IFWEA theory of change: Group learning as education for empowerment. **Dr Maura Adshead** and **Dr Sarah Jay**, University of Limerick.

The two presenters promised to “show the magic that happens when worker educators do their thing”.

What happens when learning happens in an innovative way? There is evidence of significant transformational change, a whole other layer to the learning, but how much has this to do with context? It has been noted that group atmosphere and context make a difference. In fact, from a social/psychological perspective, we learn better if we share a social identity. We learn more effectively when we are compatible with others, than by ourselves. Conversely, we battle to learn when we don't identify with a social group.

Both Dr Maura Adshead and Dr Sarah Jay said that “we all have the need to belong – plus the need for distinction from others. We can self-define as individuals, or on a social level – us and we. Groups are important – for how we see ourselves, how we express who we are. For mobilisation, leaders need groups.”

As an example – Greta Thurnberg is sometimes portrayed as an individual – but also is a figurehead for collective, mass action.

The power of social identities is important. Groups can be good for well-being. Groups can boost learning.

The conference then broke into small groups of four or so people, to share tricks and tips for group-building.

Feedback on techniques included:

“Before starting to use group ‘tricks’, find out how long the group will work together, the size of the group, those sorts of facts.”

“When doing training with people from mixed groups, some ‘top’ some ‘not’ – we get them to write all their titles (at work, church etc), then you officially “derobe” them – and take their positions away. You say from now on, we are all the same. Then you go around the room and find out the likes and dislikes of people – find out who you click with.”

“Try to respect people’s views, traditions, backgrounds and appreciate what brings them together, what unites them. Even if they have things that are different, there are often more things that are the same.”



"Getting people to film a skit or mime, then showing it back to them afterwards gets people to bond. Group meditation also helps."

"We use a form of form of tai chi exercises, which is useful to collectively hold the group. Also, it's good to work more on the floor – like writing flip charts."

"Group activity – ice breakers. If you have a group, and you want to start a campaign, then get each one to create a slogan. Singing and dancing, also role plays. Artefacts are useful – they are often symbolic, with discussion around the artefact. Each one contributes."

"Work the body (sing and dance); share the power in the room; break the ice/armour; and acknowledge the stakes."

"Create a candy bar – each group says what goes into making a candy bar. Then it all gets broken down, all assumptions removed, and a new candy bar must be created."

Educating for empowerment, develops collective empowerment, which promotes global social responsibility. Tools for evaluating education for empowerment include a variety of measures such as social change identity, left political orientation, self efficacy, populism and collective empowerment. It's a good way of learning inside the group.

The research shows that what you do makes a difference ...



Workshop Four

Towards an IFWEA theory of Change: From individual to group learning to collective action and learning from experience. **Professor Susan J. Schurman.**

How does “social change” happen? There are different kinds of knowledge – like tacit knowledge, where you just know how things work. But what happens when you don’t know how something works – do you just repeat what you know in the hopes of learning something, or do you change?

“Only individuals have the biological capability to learn from experience. Collectives can only learn through communication among individuals. Organised collectivities are designed to control access to information and communication based on distribution of power,” said Professor Susan J. Schurman. But how do we as worker educators think we are going to change the world?

“Change is always the result of learning from experience,” said Professor Schurman. “But there is no guarantee that people learn valid lessons from their experience. Because learning valid lessons requires questions and reflection.”

Exercise: Make a group of four people. Tell a story that lasts four minutes:

- Think back to when you first crossed the bridge from bystander to become and activist for some type of social change
- What was the thing that motivated you?
- What did you do?
- How did it make you feel?

After sharing, said Professor Schurman asked: “What did you learn from the stories you heard?”

Delegates’ responses:

“Our stories were all way back, 10 or 15 years, and it was experiencing injustice that made us go ‘boom’. We got angry. And we felt powerful.”

“Our stories were also from way back – when we were young. We all had an experience that made us feel a sense of responsibility, towards others. We felt a responsibility to help others because the world was unjust.”

“After finishing high school I tried to mobilise people, even though they had a different religion. I feel motivated after hearing what others have said here. And I still have a commitment to help others.”

“There wasn’t any one moment when we became socially active, it was more embedded in our lives. And there are many moments when we get re-converted. And perhaps some of this was driven by guilt.”

“I experienced a lot of anger and rage, because the more we were social activists, the more repression we experienced (in apartheid South Africa).”

“We said enough is enough, we need to take action into our own hands (in apartheid South Africa). On the other side, my comrades here (from other countries) grew up as activists because their families were activists or trade unionists. We are all fighting for the same things – equality, decency.”

“I experienced exhilaration and excitement as a social activist (fighting apartheid).”

For most people at the conference, the move towards social activism came at quite a young age, noted Professor Schurman. And it generated quite a lot of different feelings – hope, pride, excitement, empowerment, rage and anger.

“We need to channel our feelings and emotions away from destruction to construction. We are ultimately driven by our emotions. And if we don’t connect with people on that level, they won’t want to get involved with us,” she said.

There are two types of learning from experience – knowledge acquisition (such as how we learn in school); and knowledge creation (which is about developing new knowledge, often challenging or overturning accepted knowledge). And when we question, we also start challenging accepted knowledge.

“What happened to everyone in this room, is that you were confronted by entities that were blocking you, you got motivated mostly by anger at some kind of injustice. And now we are trying to build a global sense of solidarity, and trying to develop our strategy to intervene and provide resources and capabilities to individuals and to groups. And to give them the tools to change situations they are faced with,” said Professor Schurman.

DAY THREE: 4 DECEMBER 2019

Day Three of the IFWEA 23rd General Conference 2019 was opened with a storytelling session moderated by **Carla Katz**. First to tell her tale was **Namrata Bali** from IASEW in India, who spoke about her experience during a drought when the women of her village were required to cook and clean for a visiting group of men from the council. But the women had many other chores to do, so they didn't. They were slapped with two bans – a 10 000 rupee fine, and the women were not allowed to leave their homes. But they didn't take it quietly. “The lesson that I learnt was that even if you think you don't have a voice, women can still use their powers,” she said.

Fiona Gandiwa Magaya from ZCTU in Zimbabwe said: “I used to think that to be a good woman, I must be married and be nice to my husband. So I did that, and life was good – but then my husband started restricting me in terms of time and where I could go. And then he became violent. I would have bruises from him, but I would lie to others and say I bumped myself on a door. In 1995 I joined the union, and got training. I realised I lacked the confidence to



speak out. MY life changed. Today, I am happy – I got divorced, and I learnt to speak out for myself, for my children, for the voiceless.”

Lynne Dodson from ESC in the USA said: “I’ve had lots of ‘aha’ moments in my life – and this was one. I was charged with helping to organise a rally/march in Seattle during the WTO. On the day of the rally, there were thousands of unionists in town, and we left the stadium to march. But the authorities were waiting with tear gas and stun grenades – so we thought we should turn around. But then we thought imagine if we, 80 000 of us, marched downtown together, to join up with our students who were waiting for us. Eventually 1000 of us went downtown. I was scared. But we shut the WTO down. And it reminded me of one of my favourite quotes by Audre Lorde: ‘When I use my strength in the service of my vision, then it becomes less and less important whether I am afraid.’ ”

Pao and Nimol Vorn from Cambodia told a story about helping a woman getting an agreement with the owner of the market where she worked, teaching her to negotiate, to know her rights, to join a union.

Kirsi Maki from TSL Finland told her Finland story: “This is a story about learning disabilities. I used to work at a university before TSL. I used to lecture. At TSL I my first course I ran was on training for trainers. I was careful not to act like a university lecturer. But my time management was awful. For example, I assumed my students knew how to use an iPad, and if they didn’t it took long to show them. I also asked them to read two or three page of work, but for some it took quick, for others it took longer, which was embarrassing for them. On the 4th day, I decided to share a secret with the students – I have dyslexia, which I had hidden from the university all those years. It was liberating to admit this. For the first time I felt I was a trade union trainer, not a university lecturer anymore. We spoke about learning disabilities, and I felt we were all on the same side. It was very empowering.”

Workshop Five

Economic myths and realities for labour activists. Presented by **Dr Michael Merrill**.

This workshop is a participatory introduction to Activist Economics, an online course in IFWEA's Foundation Skills for Social Change certificate programme. This introductory workshop explores contrasts between orthodox economics and a more socially-conscious political economy. It also provides tools and perspectives to strengthen arguments for a more democratic economy.

The Activist Economics course can be found on OLA by clicking [here](#).

Aims of the first session:

- To share what we are doing
- To demystify economics for our communities
- To foster more emancipatory economic narratives.

Aims of the second session:

To engage in a learning activity used in Activist Economics course.

Part One

Sharing and discussing – what does economics mean to you?

Delegates were asked how many offered courses which fostered a critical or emancipatory economic perspective?

Responses included:

The Zimbabwe Congress of Trade Unions offers two economics courses

Namrata Bali from IASEW says they offer a very basic course on the informal economy, the formal economy and women's contribution to the economy.

Empire State College offers an economics for workers course.

Nina Tatiana Langat from LEARN in the Philippines say they offer basic courses not necessarily focused on economics, but on co-operatives, and an analysis of economic systems in relation to co-operatives.

The conference was broken up into small groups, with delegates being asked to discuss the following topic – What do you want from the economy that you are not getting, and what is in the way of you not getting it?

“Economics is just too complicated and people don't understand it.”

There is supposedly a scarcity of jobs and resources – this myth is deliberate and perpetuated even from school level, and used as a tool. This is not scientific it is political.”



“Myth: economics is for the clever people, it’s difficult. We should be finding ways to mainstream our own innovative approach on economics.”

“Economics is a scary subject to touch. Sometimes race can be a factor, where someone who is white can be paid more than someone who is black.”

“Workers are profit makers, and bosses are profit beneficiaries.”

“The gig economy is a threat to the Nordic model, and both politicians and unionists need to be better prepared.”

“Informal economy workers are criminals who evade taxes – this is one of those myths. It’s a big no. Informal economy workers are not criminals, they are workers who are discriminated against because of the way they operate, and deserve government support to be legalised.”

“Myth: To provide the growing demand for energy, it is too expensive to switch to alternative energy.”

“Myth: If you do not have an employer, you are not a worker and cannot make demands like a worker.”

“The understanding economics was quite high in our group, and people could see the benefits of participating and understanding the economy.”

“Myth: Wages are low because workers are unskilled. Truth: Wages are low because labour is cheap and workers are exploited.”

“Myth: Trade unions disrupt the economy, are lazy and whine. Truth: Workers should be able to decide how wealth is distributed.”

"Myth: Governments keep wages down to keep the economy afloat."

Part Two

Elementary forms of cooperation and exchange: Definitions and implications

An introduction to an analytic framework that was developed because of anthropological experience.

Barter | Reciprocity | Coordination | Gift

Exercise: What belongs in these categories, and what is missing?

Conference delegates debated the issue.

Dr Merrill pointed out that an economic debate in a conventional setting would be dominated by "economics experts", but the setting he was creating, at the conference, was designed to break down these barriers .



GENERAL SECRETARY'S REPORT 2016 - 2019

I wish to extend a warm welcome to the IFWEA President; Vice Presidents; elected members of the Executive Committee; delegates of Member Organisations and valued guests to this IFWEA General Conference. By convening our quadrennial general conference here in Cape Town, we are upholding a proud tradition. This year IFWEA is 72 years old and has convened a representative conference of its affiliates, our highest decision-making body, 23 times.

IFWEA was formed in 1947 in London by nine European workers' education organisations. Two great Nordic educators were prominent in forming IFWEA, Oluf Bertolt of the Danish AOF and Gunnar Hirdman of the Swedish ABF. Once constituted, the first IFWEA secretariat was set up at the WEA's central office in London, with Harry Nutt of the United Kingdom's WEA as the first General Secretary. The founding values upon which IFWEA was constituted were human mutuality, social justice and freedom of expression, broadly set within the principles of the social democratic labour movement, but not expressed explicitly in party affiliation.

In all this time, IFWEA has remained a federation by structure. It has a current membership drawn from 27 countries in the following regions: Europe, Asia/Pacific, Africa and North and South America. The majority of IFWEA affiliates are based in the developing countries, and all our affiliates play an important and significant role of national and regional support for their partner labour organisations.

PURPOSE

The 22nd General Conference in Lima Peru (2015) adopted the current constitution¹, amended to comply with changes to the legislation pertaining to NGOs in South Africa. Yet through all the amendments to the IFWEA constitution to ensure compliance with legislation in the countries where the Secretariat has been hosted over seven decades, the

1. In South Africa this is called a Memorandum of Incorporation (MOI) for a company not for gain (non profit).

purpose of IFWEA as stated in its constitution has remained the same since its founding launch, that is, to promote and advance the education of the democratic labour movement; and to further free and voluntary education work according to the principles of solidarity and co-operation, justice and equality, democracy and freedom.

This purpose and continued existence of IFWEA is based not only on our historic legacy, but also on our shared appreciation of the absolute imperative of free, voluntary and informal lifelong learning, popularising the values of equality, solidarity and co-operation, for the highest attainment of democracy. Constant engagement with the affiliates over the past decade has left us convinced that this purpose is as relevant today and for the future as it has ever been.

Today, extreme-right movements and parties employ the rhetoric and direct action tactics traditionally employed by organisations advancing rights for the disadvantaged and marginalised. Yet they advocate values and goals counter to those which will bring about positive change, viz. ethnic and ideological intolerance, misogyny, and the selective rolling back of hard-won democratic freedoms. Popular commentators in the mainstream and social media support and articulate these sentiments. Often unable to substantiate their opinions, they denigrate all 'elites', including leaders of trade unions, political parties and the intelligentsia.

The latter is perhaps the most serious. For the first time since the age of enlightenment, intellectual autonomy and the generation of scientific evidence to substantiate opinion is under attack. The rise of 'fake facts' and 'fake news' is more than political propaganda, it is an attack on knowledge generation and dissemination. Scientists, historians, journalists and educators are at the receiving end of these attacks.

The imperative for those fighting for a more just and equal world order is to develop strategies to reclaim the popular spaces. There is a unique role for worker educators in crafting a popular counter-approach to extremism, which unites people instead of polarising them. IFWEA's worker education associations operate alongside the formal education system, and are oriented towards society's base, not pinnacle, thus avoiding any stigma of elitism. We provide valuable resources and expertise and establish trusted service relationships with trade unions and community member based

organisations. Our work encourages continued learning, is guided by principles of internationalism and democracy, and covers a broad range of workplace, cultural, social and economic issues.

Historically, worker education has always played a key role in the elaboration of the imagination, discourses and goals that formed the foundation of labour's democratic politics. Yet in recent times, shrinking resources have reduced education in trade unions and their fraternal labour associations to functional skills training alone. This waning significance of continuing education has had a detrimental effect on the appreciation of democratic values, which in turn has contributed to the rise of extremism and right wing populism.

PROGRAMME

In response to the reduced resource base of our affiliates' ability to provide free and voluntary education for workers, their associations and communities, IFWEA has pioneered the introduction of online education to affiliates in developing countries. Over the past decade, we have been consistent in advocating the value and benefits of online facilities, such as affordability, accessibility and expanded reach. The IFWEA Secretariat has provided support, education and encouragement to demonstrate the positive impact that online courses can have for worker education and to build skills and confidence to utilise these facilities.

During the period under review, we have initiated this form of education methodology and encouraged a flexible, hybrid approach to the provision of worker education. We have designed activities aimed at changing perspectives and mitigating entrenched habits, so as to inform and inspire new ways of doing and sharing resources. We have situated these innovations firmly within the best of our traditions and values, and ensured that IFWEA continues to improve popular education methodologies while bridging the digital divide. We have continued to target trade unions and member based associations representing the poor, who are grievously disadvantaged when it comes to digital opportunities and skills development.

Affiliates participate in IFWEA activities by providing education in the form of study circles, seminars, workshops and conferences to the trade union and membership based organisations they service, practising participatory learning methodology. Because of their unique placement as trusted resource partners to trade unions and other membership based associations, education provided by IFWEA affiliates has an expansive reach and multiple outcomes, from:

- Transfer of skills related to technological and pedagogic development from the labour support organisations directly to the trade unions they service (bridging the digital divide through online education and study circle tutor training);
- Awareness raising through education which assists worker organisations to articulate and deal with challenges confronting workers in marginalised sectors and in precarious forms of work posed by 21st century developments (like labour market changes and climate change);
- Capacity building through building a stronger IFWEA network; improving partnerships and alliances with trade unions; developing women leadership in trade unions and member based organisations; advancing trade union leadership and organisational action in policy formulation, social dialogue and advocacy with key stakeholders.

A detailed treatment of the activities and outcomes of the IFWEA education programme are contained in a separate report. The programme for the past four years demonstrates that IFWEA:

- Can roll out a global programme across five regions;
- Can provide research, analysis and commentary across five regions;
- Has developed in-house education and curriculum development expertise;
- Has members with direct beneficiaries across organised labour/communities/social movement activist groups;
- Has experience in national and cross regional face-to-face and online education;
- Has a strong and committed core of active affiliates eager to participate, if resources can be found;
- Has the potential for growth, with concerted and directed programmatic education and collaboration.

MEMBERSHIP

Organisational growth has always been a cornerstone of IFWEA's strategy. Having never had much resources as its disposal, affiliate growth cycles have generally been modest, and unfortunately in recent decades, not sustainable. From the early decades of exclusive European membership, IFWEA affiliation slowly extended into Africa and Asia with the process of decolonisation in the 1950s and 1960s; into Spain and Portugal from the 1970s; and into the United States, Latin America, Eastern Europe and the Arab-speaking regions from the 1980s. The 1990s saw a huge increase in membership, especially from the developing countries and post-soviet bloc.

By the early years of the first decade after the turn of the millennium, IFWEA had 90 affiliates. Simultaneously however, revenue began dropping sharply during the same period, mostly due to defaults in payment of affiliation fees. We had recruited the members, but could not really meet their expectations and needs by expanding our activities as there was no concomitant increase of resources. The majority of affiliates, could not, or would not, pay their affiliation fees. Having been on the IFWEA Executive Committee since 1995, at the height of the growth period of IFWEA, I have been part of many discussions about this shrinking resource base. A variety of solutions were proposed and implemented to halt this trajectory, with no success. The decline of a self-generating resource base through solidarity pledges for hosting the Secretariat and General Conferences from wealthier affiliates, and a steady decline in affiliation fees despite annual increases, was highlighted as a source of much concern in the EC meetings leading to general conferences in Albufeira, Portugal (2003) and Ahmedabad, India (2007).

By the time IFWEA was registered in South Africa in 2009, core revenue from membership fees was at an all-time low, with less than 50% of affiliates paying their affiliate fees per annum. The incoming Executive Committee in the first term of this Secretariat, decided on a strategy of "better smaller but better", which we have pursued ever since. This involved expanding the participation and contributions-in-kind of fee-paying affiliates through improving their participation in project activities, and dis-affiliating consistently defaulting members, whilst continuing to offer them a place in our global community through online resource provision and communication. Although leaving IFWEA much

smaller, this strategy improved the overall impact of the secretariat, as we designed a programme which strived to make a modest but qualitative difference to the work of every one of our affiliates, both in their own countries, as well as to their global collaboration and reach.

With the wisdom of hindsight, the membership attrition of IFWEA is no different from that suffered by most, if not all, of labour's organisations over the past three decades. To compound this, our sector of worker education has also been detrimentally affected by the outcomes based, skills development approach to adult education, which led to a drastic decline of state and donor resources for the values based, continuing adult education IFWEA affiliates provide.

As at 15 November 2019 IFWEA has 35 affiliates as follows:

Category 1:	6
Category 2:	3
Category 3:	1
Category 4:	23
Category 5:	2 (Associate membership)

During the period under review, nine organisations applied for affiliation, of which three were accepted. Those not accepted were mostly deemed to be unable to manage the annual Category 4 affiliate fee, which is the lowest of the categories. This number of new applications was balanced out by nine organisations which were dis-affiliated during the period due to defaulting on payments for more than two years. Although affiliation has more or less stabilised, and hence fees income stabilised as well, the long-term trend of fees defaulting and a resultant decline of membership over the past decade and a half may not yet be completely over. Only a reversal of the global trend of reduction of donor income to human rights, development and education organisations in general, and to labour education organisations in particular, will correct this.

After some interrogation at a secretariat and executive committee level, we have agreed that although our efforts to improve membership numbers will always prevail, we have to view organisational growth as more than merely an increase of numbers of affiliates. Greater affiliate participation in IFWEA activities; the impact of our and their education on targeted beneficiaries through these activities; and most importantly, an expansion of our global presence and reach, are significant indicators of organisational growth. Such expansion is best served through activity based growth, specifically participatory project activity with affiliates, so that active affiliates are able to prove the value of belonging to a global knowledge community to their partner trade union and member based organisations.

Essential to this is the provision of sufficient donor funding to allow for an expansion of activities for the next term, as our self-generated affiliate fees income is projected to remain relatively constrained.

However, although small, the annual IFWEA affiliation fees are a very important part of the budget. Despite reducing the number of potential affiliates by keeping annual fees as a condition of membership (we would have much more organisations applying for affiliation if we did not have this as a pre-requisite), it is important that we neither dispense with, nor increase, the affiliation fees for the next term. Fees been frozen since 2007, and currently stand at:

Category 1	\$ 4,299
Category 2	\$ 2,577
Category 3	\$ 1,290
Category 4	\$ 431
Associate Membership	\$ 100

We should not increase fees because, as explained earlier, we have to acknowledge that times are tough for worker education associations. Almost all of our affiliates are struggling under reduced and strained organisational resources.

We should not dispense with them because affiliation fees do provide a small but sustainable self-generated income, ensuring our continued organisational existence. More importantly, they are an important indicator of membership investment and commitment to IFWEA organisationally. This, amongst other structural procedures, is what keeps us a federation, with membership control and governance oversight.

The analysis and recommendations above have been thoroughly discussed and adopted at EC meetings during the period under review. IFWEA will continue to be an affiliate based membership organisation with an annual fee, but full reliance on this for significant income is not possible under the current economic conditions prevailing for our members.

The EC further decided that associate membership could be extended, at the discretion of the GS, on a short-term or permanent basis, to organisations who can prove that they are not able to meet the Category 4 payment of fees, or new affiliates who are not able to afford full affiliation. This allows strategic organisations to participate in programme activity as well as providing relief to those affiliates with constrained financial circumstances. Associate membership can also be offered to individuals, specifically those who have attended YGAP and committed themselves towards building our global knowledge community.

Membership by association means that organisations and individuals may participate in IFWEA programme activities, receiving resources to do so, if they pay a reduced \$100 association fee per annum. They form a fifth category of membership. These organisations are not able to vote at the General Conference, nor will they receive any subsidies to attend the General Conference, unless they are required, by the discretion of the General Secretary, to contribute to the programme activities attached to it.

AFFILIATE INVOLVEMENT IN IFWEA GOVERNANCE AND PROGRAMME ACTIVITIES

Outcome	Specific indicators	2018	2019	Actual Total (2016- 2019)	Target
IFWEA programme activities involve participants from 40 affiliates over 2016-2019.	Number of affiliates	39	35		40
	Number of countries	27	27	27	15
	Secretarial and Executive visits to affiliates and potential affiliates.	18	15	45	NA
	Number of affiliates and potential affiliates involved in education activities	28	20	48	NA

SHARING OF EDUCATION ACTIVITIES AND RESOURCES BY AFFILIATES

Outcome	Specific indicators	2018	2019	Total (2016- 2019)
IFWEA affiliates share education activities and resources	Exchanges between affiliates on FSSC Courses	5	2	9
	FSSC courses curriculum design with mentoring from Secretariat	8	4	20
	FSSC courses which conducted participant evaluations	4	3	11
	Resources shared by affiliates	18	6	64

AFFILIATE PARTICIPATION IN IFWEA'S YOUTH GLOBALISATION AWARENESS PROGRAMME

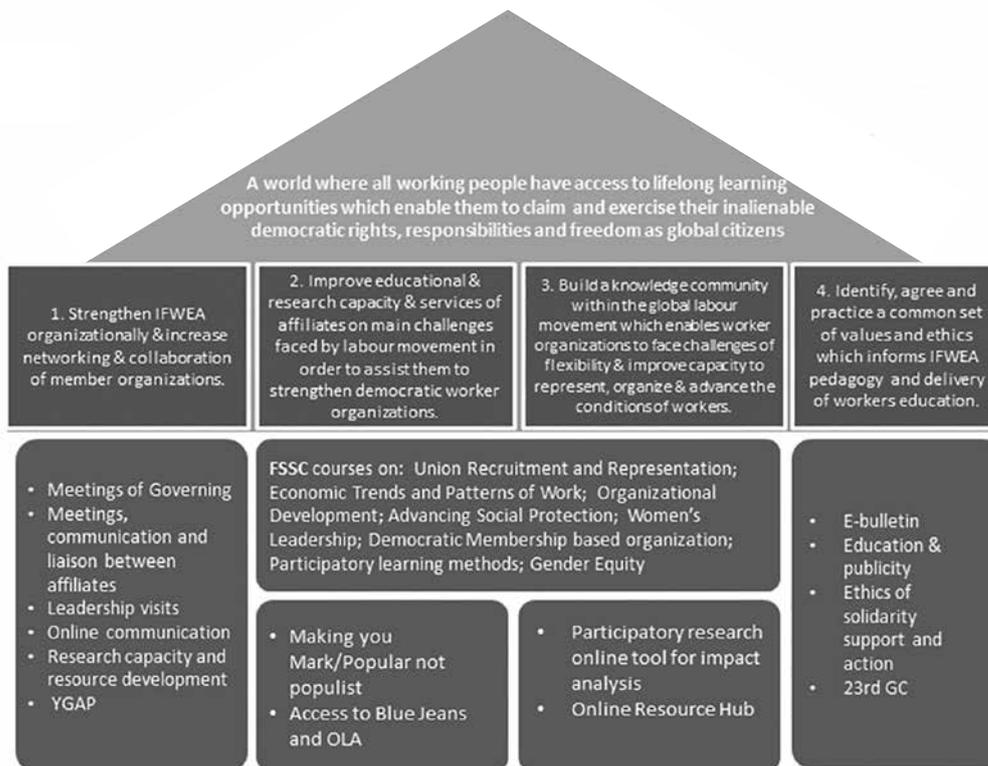
Outcome Improved international perspectives and online and participatory educative capacity of young practitioners in IFWEA affiliates and or the beneficiary organisations									
	2012	2013	2014	2015	2016	2017	2018	2019	TOTALS
Males	8	4	4	4	9	11	14	6	60 Males
Females	14	11	10	13	15	19	13	14	109 Females
Total Participants	22	15	14	17	24	30	27	20	169
Total number of countries participating									28

AFFILIATE PARTICIPATION IN IFWEA GOVERNANCE

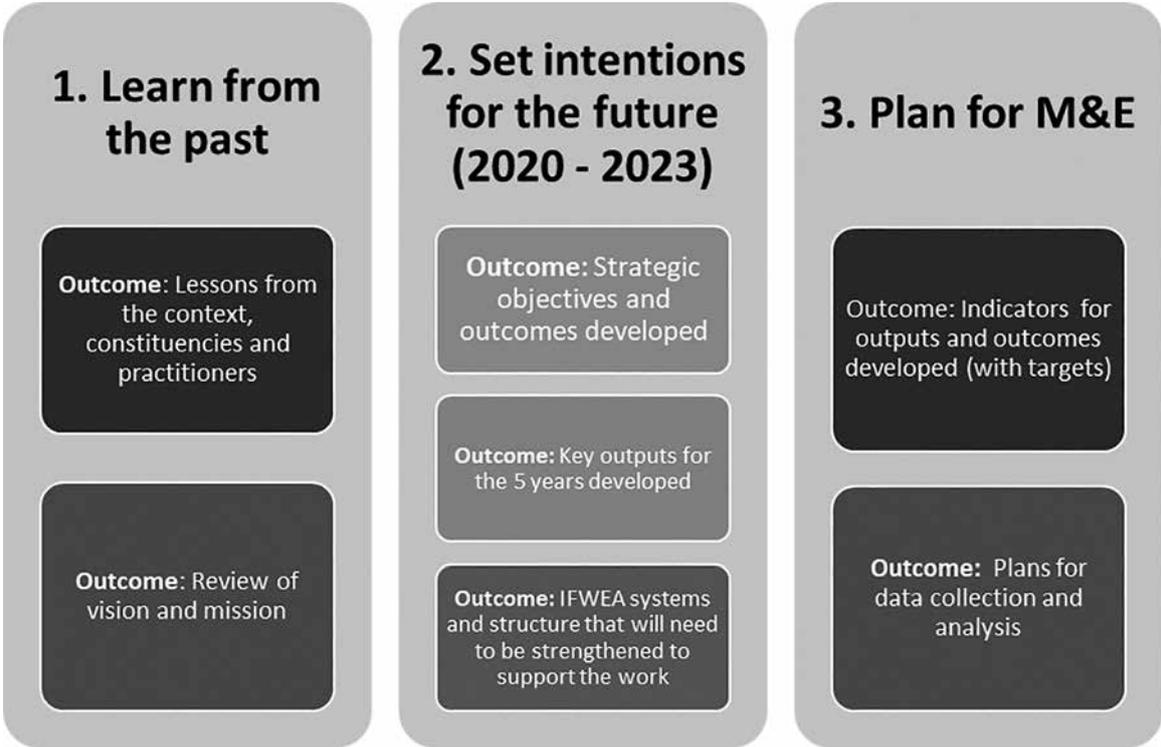
Executive Committee meetings	No of people (M)	No of people (F)	Total number of attendees	No of affiliates represented
29 – 30 May 2016	4	5	9	7
14 – 15 November 2016	3	8	11	7
6 – 7 November 2017	4	5	9	6
30 Nov – 1 December 2018	4	6	10	6
11 June 2019	3	5	8	5

REVIEW OF STRATEGIC PLAN 2015 - 2019

In Lima in 2015, the 22nd GC adopted a four year strategic plan, summarised in the diagram below.



In reviewing this four year plan, the secretariat staff adopted the following approach:



In analysing the reach and positive changes achieved through IFWEA's work in the past four years, key factors have been identified as enabling the changes observed. Changes occurred because of:

THE CONTEXT

There is increasing pressure to become competent in the digital space. This is evident in the increased use of online platforms (for banking, accessing social grants, retail employers using online training platforms, etc.). While over the past years the IFWEA Secretariat has been incrementally making a case for the shift into the online space to trade unions, the context has improved and there is increased pressure within the work and general environment to move into the digital space. This creates a supportive environment for IFWEA's work, especially moving forward.

THE TARGET GROUP

IFWEA affiliates and their partner trade unions and associations share the values of participatory, popular learning and democracy. They see value in contributing to a global knowledge and education community. IFWEA thus has the potential to provide a sense of belonging and identity.

LEADERSHIP

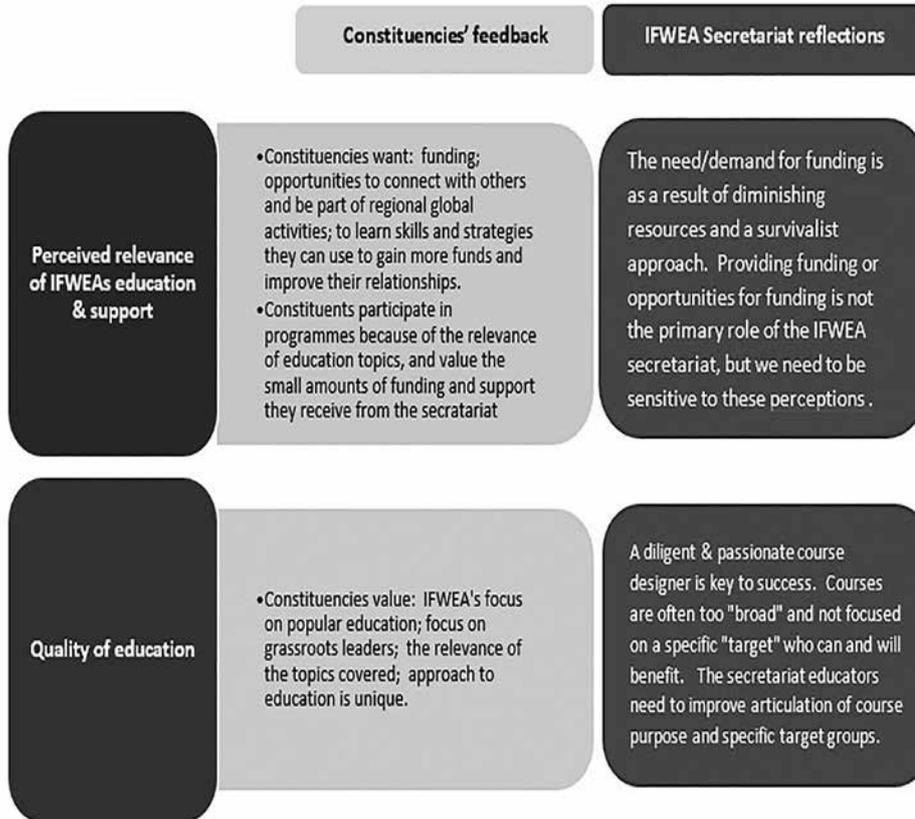
An active Executive Committee drawn from some of our strongest affiliates, and the IFWEA Youth Globalisation Awareness Programme which to date has developed 169 young educators, trade union and youth leaders from 28 different countries, form a growing pool of individuals whom the IFWEA secretariat targets for programme championing and implementation, all of whom understand and identify with the need for change and innovation. They are also willing to take risks and introduce change in their organisations.

PROGRAMME

The IFWEA Foundation Skills for Social Change programme encourages popular and digital methods. The Secretariat further reduces the risk that comes with change through providing some financial and mentoring support and an online platform for educators to engage with each other. Successful drivers for change in the period under review have been:

- The centralised persistent support that the Secretariat provides is crucial for driving the change. This takes the form of keeping participants motivated and focussed and being responsive to questions and requests for support. It is important to acknowledge that the shift into the digital space, within the context that the IFWEA secretariat works, is one that is resisted, and so the mentoring and support required to create a positive approach to trying online education, a willingness to “try something new”, is significant.
- A programme that is based on dialogue and participation of its constituents in its design. This has created ownership and support for IFWEA’s programmes and has been a key enabler of the number of grassroots beneficiaries the education activities are able to reach.

Evidence for analysis comes from affiliates and their constituencies' feedback as well as the IFWEA Secretariat reflections of our work over the past four years. The analysis is summarised in the diagram below.



Participation in interventions

- Participation affected by: time zones across countries, time commitments/unrealistic planning by affiliates & data shortages affects participation.

Online Education is relevant but resistant is an inevitable response to innovation and the secretariat needs to explore ways to improve participation. A more generalised approach to offering courses (i.e. shoot and spray) is not as effective as a targeted approach.

IFWEA identity

- Do affiliates and course participants view IFWEA as their global home, or their global identity?

IFWEA global identity will be strengthened if the education and support provided is useful & makes an impact. Both the IFWEA Secretariat and participating affiliates should articulate conveying who we are ; what our values are and how our education can improve livelihoods and organisation .

In the period under review, the Secretariat has succeeded in improving and increasing the level of communication and cooperation between global unions and labour education organisations in Africa. This serves us well for the next four years. We plan to concretise educator collaboration in Africa, and use the lessons learnt to improve activities and regional networking in Latin America and Asia. We will do this through developing strategic dialogue and targeted activities with regional trade union structures that support the building of a global knowledge community. We will also work to improve our contributions to the ILO's International Labour Conference, and UNESCO.

IFWEA could not function without the resource commitment of its affiliates and donors. Special mention and thanks are due to our donors the Olaf Palme Centre for providing IFWEA with a core support grant for the years 2016 – 2019, which has allowed us to build our education programme. Thanks are also due to the ABF Sweden and TSL Finland and UNI Africa, who provided essential and very welcome support and course fees for the Youth Globalisation Awareness Programme.

Support for the Secretariat comes in many forms and continuous contributions. To all the IFWEA organisations who paid their affiliation fees; put forward their leaders to participate on the Executive Committee; contributed to the Secretariat directly through solidarity fee contributions; through strategic advice and dialogue; through fundraising for participation in our programme activities; through information dissemination and the sharing of resources; through participating in the Online Labour Academy, the Foundation Skills for Social Change programme, the Study Circles for Social Change Programme and our flagship Youth Globalisation Awareness Programme (YGAP), we thank you. With your highly valued contributions as our resource, we make our Global Knowledge Community a reality.

At the recent IFWEA Executive Committee, we adopted the slogan “We have met the solution, and it is us”. Despite the enormous challenges faced by the democratic labour movement, with continuous education we build confidence, purpose, resilience, unity and solidarity to face and overcome them.

IFWEA STRATEGIC PLAN 2020 - 2023

IFWEA retains its vision and mission into the next phase. We will aspire, together with others, to achieve the vision and mission as articulated below.

VISION

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

MISSION STATEMENT

To build a global knowledge community which facilitates global cooperation between worker educators so as to advance the frontiers of knowledge education methodology and practices of democratic worker organisations promoting freedom, justice and equality for all.

THE CONTEXT

In recent decades, changes to the labour market and work environment resulting from globalisation have had a profound effect on workers' livelihoods, communities and forms of work in the less developed countries. Goods produced cheaply in countries with lower labour costs can be sold practically anywhere in the world. Workers in traditional forms of employment have been dispossessed of livelihoods they had held onto for generations. Migration to urban centres has led to greater pressures on the labour force in a time when shrinking employment has accompanied these changes to forms of labour. Illegal migration to economies that are more developed or stable has spiralled.

Technological improvements and specifically internet communication frees companies to shift multiple aspects of their work to countries with lower labour and infrastructure costs. Flexible employment arrangements such as labour-only contracting and home work are now accepted employment practices. Women find themselves at a 26% disadvantage of obtaining even vulnerable work and are twice as likely to be unemployed than their male counterparts in many regions.

Trade unions, some more successfully than others, have been at the forefront of struggles to limit the effects of labour market deregulation. Although acknowledging the need to change, most traditional unions have struggled to adapt, strategically and structurally, to the new reality. After nearly three decades of labour's debate about how to respond to changes in the labour market and despite concerted attempts to influence regulatory protections on an international level through the ILO, there is still little evidence of change on the ground.

Rapid digitalisation and technological advances – now termed the 4th industrial revolution - is further affecting the structure and form of work. The so-called 'platform economy' is growing, and this will affect how working people organise themselves. There is a need for examining the efficacy of models of organisation, as well as the potential for new regulatory protections.

Geo-politically, there is a trend towards social division rather than a shared humanity. Among other reasons, this division can be attributed to scarcity of economic resources caused by, amongst other factors, the changing nature of work and work related protections. The more economically privileged focus their efforts on maintaining their privileges. This results in the working poor feeling deprived and unsupported, and causes both the privileged and disenfranchised to retreat inwards, into their own groups, as people feel the need to protect their own or their groups' interests. At times, this can include a trade-off; people give away their rights (for example to privacy or government protections) in order for those they perceive to be threatening them to be targeted. Labour parties, the traditional political allies of trade unions, have struggled to adapt to changing realities, in many cases losing sections of their traditional base. Migrant workers in informal and vulnerable forms of work and settlements have borne the brunt of these hostilities.

OUR FOCUS

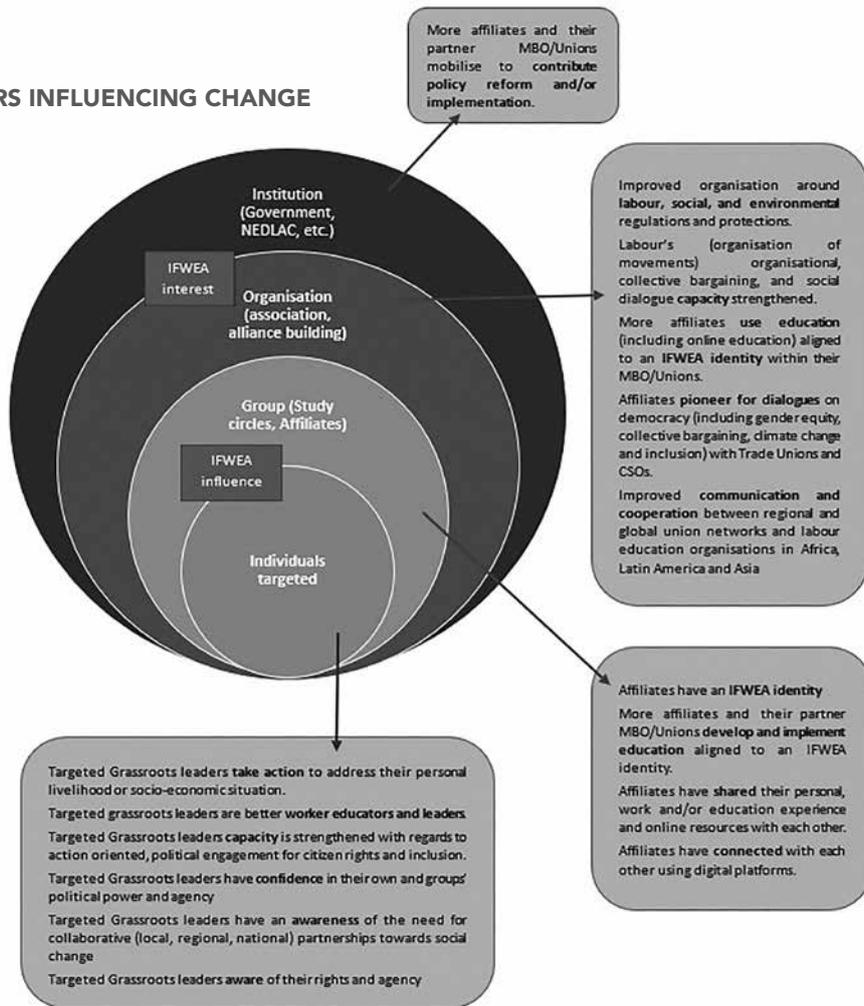
Providing educational and methodological support for trade unions, new formations and associations such as community based organisations and member based organisations who are working to improve livelihoods, socio-economic and political protections for vulnerable workers. We seek to contribute and build a concerted and successful response to the challenges they face, by unlocking our collective resources, and developing clarity on progressive responses to the current realities. This requires developing strategic partnerships between labour education NGOs, TUs and MBOs.

OUR THEORY OF CHANGE

IFWEA's area of influence is at the individual and group level, as changes at these levels are fundamental for sustainable shifts to occur at any other levels of the system. Our education interventions target individuals located within affiliates and their strategic partner organisations, with the intention of shifting:

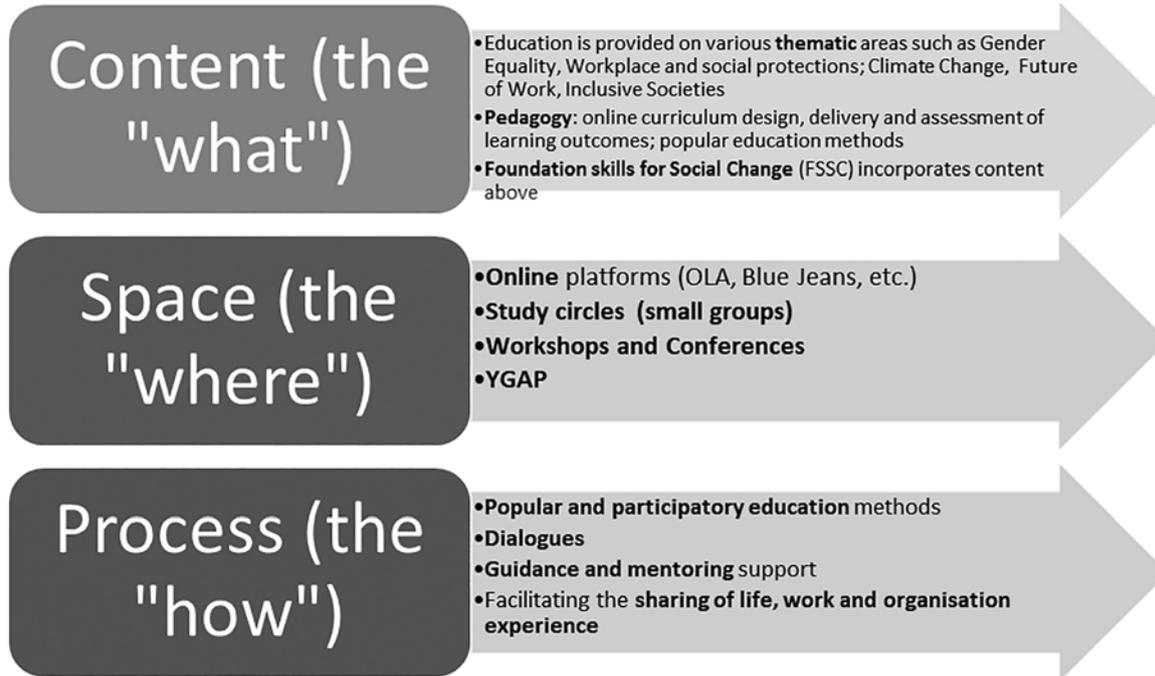
- **Consciousness:** as an education organisation it is crucial to measure changes in awareness, capacity and confidence as the first steps in the change process;
- **education practice:** improvement and optimum utilisation of digital and online facilities;
- **action taken:** at multiple levels, firstly the individual level; then at the associational in relation to how affiliates relate and interact with each other, and also on higher levels in relation to organising and advocacy;
- and ultimately, their contribution to policy reform and implementation.

CONTEXTUAL FACTORS INFLUENCING CHANGE



OUR THEORY OF ACTION

IFWEA works with affiliates (comprised of worker education associations, NGOs and member based organisations). These actors then seek to educate and influence leaders within trade unions and member based worker organisations. Thus, IFWEA's role is to support the change maker or "actor". The approach taken by IFWEA to bring about the envisaged changes is summarised in the diagram below.



OUR APPROACH

Online education reduces the power dynamics between different groups as it protects the identity and perceived status of individuals. With skilled facilitation, the distance that comes with online platforms promotes improved participation. Online platforms also open up opportunities to mobilise globally, in a cost-efficient way. Although it can be argued that online education does not build group identity, the form and process used by IFWEA helps create a space of shared values, interests, ownership and experience, and this helps build connections and commonality between people and networks.

The use of **small groups (study circles)** allows for learning and sharing within an intimate space, and helps to build a group identity. **Workshops and conferences** allow for peer groups of educators and organisers to develop, review and share strategies and resources.

The key assumptions underlying this approach is that there is an **identified need or perceived gap** in the education of constituencies and thus a willingness, on their part, to engage in the education offerings. This is mitigated by the trusted relationships built over years, between IFWEA affiliates and their partner/member organisations.

STRATEGIC OBJECTIVES

OBJECTIVE ONE: Advancing trade union policies on protections, regulations and livelihoods in informal and vulnerable forms of work.

OBJECTIVE TWO: Developing methodologies and tools for workers' education and social communication in the globalised era of digitalisation.

HOW WILL WE REACH THESE OBJECTIVES?

IFWEA affiliates will pioneer education, dialogue and collaboration on effective organising, collective bargaining and representation of vulnerable workers in informal forms of work.

IFWEA affiliates will contribute to developing young leaders in worker organisations who have an awareness of the need for collaborative (local, regional, national and global) partnerships and alliances to effect social change.

IFWEA affiliates will target women leaders in unions to empower their awareness, confidence and agency in building inclusive trade unions.

IFWEA will facilitate communication and co-operation between regional and global trade union and NGO networks and partnerships with labour education organisations in Africa south of the Sahara, MENA, Latin America and Asia.

IFWEA affiliates will target grassroots worker leaders and strengthen their capacity towards action-oriented, political engagement for citizen rights and inclusion.

IFWEA affiliates will collaborate to strengthen IFWEA organisationally, build and share resources.

WHAT WILL OUR ACTIVITIES BE?

IFWEA will develop education opportunities for national, regional and grassroots union leaders, negotiators and educators, to share their experiences in developing alternative solutions and strategies for organising, alliance building, collective bargaining and social dialogue. Through our education, we will craft a common consciousness that overcomes divisions, builds solidarity and is inclusive of vulnerable workers in the economy.

IFWEA will support the building of a global knowledge network of educators and activists in the labour movement to develop popular education for raising awareness and involving leaders and grassroots members of trade unions in campaigns for stronger political protections including programmes and legislation to counter workplace violence against migrant workers and informal traders.

IFWEA will expand its Youth Globalisation Awareness Programme (YGAP) which promotes youth leadership in our affiliates and their partner organisations of labour. YGAP develops participants' understanding of the essential skills required to build global solidarity based on shared progressive values. Themes for discussion will include economic justice and social protection for vulnerable sectors of the working population; the effects of climate change on the poor; effective popular methods for countering work related violence and political extremism.

IFWEA will develop online resources and popular education that builds and supports women friendly trade unions and develops women's leadership, through a global network of gender educators and activists working towards women becoming initiators of development in their organisations and communities in which they live, and for women to rise up in the ranks of their organisations. Online learning is more conducive to women learners, as it allows for flexible time arrangements and less travel, and can facilitate the sharing of strategies for dialogue, coalition and alliance building.

IFWEA will develop online workers' education curricula, materials and methodologies. IFWEA has made strides in training educators from selected affiliates to use our online education and communication platforms to design and conduct education approaches for grassroots leaders in their contexts. The next phase is to develop a network of online trade union and membership based NGO educators who become self-reliant for their further learning and can cooperate to make online workers' education more accessible and relevant and mindful of their constituency's needs, challenges and potential.

METHODS AND ETHOS

IFWEA will promote a range of online and face to face popular education methods that can be used to raise the voices of precarious workers and to counter the growing support of and adherence to populist and authoritarian tendencies within the labour movement. Through utilising grassroots authenticity and popular appeal, it is possible to achieve respect and understanding for the needs of the most vulnerable sectors of society. Collaborative effort provides motivation and builds capacity of trade unions, NGOs and social organisations to work together, laying the foundation towards dialogue and strategic alliances.

IFWEA will maintain transparent, open and participative governance and improve communication and cooperation with labour education organisations (both existing and potential affiliates) in Africa, MENA, Latin America, Europe and Asia.

IFWEA will replenish its Executive Committee members and increase the allocation of resources for recruitment, networking and collaboration in Africa, MENA, Latin America, Europe and Asia.

IFWEA will ensure that all our programmes and activities are conducted in a manner that is cognisant of gender power relations and will also be evaluated on this basis so as to continuously improve our ability to be inclusive and raise the profile of women and instil gender equity within organisations that make up the broader workers' movement.

All education activities of IFWEA will explicitly promote our values of equality and justice, and the need for dialogue and inclusive participation, which mitigates against violence and promotes non-violent methods to resolve socio, economic and political differences and divisions.

Corruption is counter to our objectives and is a big risk when working with grassroots activists due to ignorance of transparent and accountable methods as well as because of the desperate conditions faced by members of the organisations. For this reason the Executive Committee and Secretariat have in place procedures for accountability that are transparent and easy to monitor ensuring that there is no room for corruption.

IFWEA operates like a global network, but has membership control, as it is a federation. The structured relationship between the IFWEA Executive Committee, Secretariat and affiliates allows for the successful delivery of activities, and facilitates communication and co-operation. All IFWEA affiliates share a common aim to promote and advance education within a democratic labour movement. This facilitates the strengthening of relationships between the participating IFWEA organisations and one step downstream, the development of further relationships, trust and alliance between the IFWEA affiliates and their trade union target groups.

**Submitted to the 23rd General Conference by Sahra Ryklief
IFWEA General Secretary
December 2019**

STRATEGIC PLAN DISCUSSION

The General Secretary requested that the conference break up into groups to discuss the following questions:

1. What do you think will work about the strategic plan?
2. What do you think is NOT relevant to your work?
3. Do you think your organisation can benefit / contribute?

Following discussions, the following recommendations were noted:

- The plan is easy to understand and evaluate but is very dependent on its member organisations. It is important for IFWEA to support and follow its members to ensure that the values, methods and ethos are maintained.
- It was suggested that an additional objective be added which states that IFWEA should improve its global voice and presence in the ITUC and ILO.
- The plan is inclusive and relevant. It is important that the education ensures that information is received by vulnerable workers' groups.
- Alliances should be built to become stronger and to monitor the laws within our own countries.
- The term illegal immigrants should be changed to un-registered immigrants.
- The Secretariat should create a common space / forum online for grassroots educators to share weaknesses, successes, and inspire each other.
- The Online Labour Academy (OLA) is very important for Cambodia and Nepal. Two years ago, HKCTU tried using OLA and they would like to renew their efforts to use it in the future.
- UALE would like to connect IFWEA to the broader Labour Education community in the United States by introducing IFWEA at their next conference for their members to learn about the work of IFWEA.

The General Secretary thanked the conference for the suggestions and promised that the new Executive Committee will ensure the execution of the suggestions.

The strategic plan was unanimously adopted by the conference.

IFWEA EDUCATION PROGRAMME REPORT 2016 – 2019

INTRODUCTION

The IFWEA education programme is driven by the priorities, projects and people in our affiliates and partner organisations. The achievements are therefore a result of their efforts and drive for social change based on solidarity, unity and life-long learning where nobody is left behind. “Workers’ education, understood to mean the education of workers by workers for purposes they themselves determine, has always been a highly contested terrain, just like work itself.” (Merrill and Schurman, ILWCH, 2016) IFWEA affiliates and its partner organisations are at the forefront of this contestation experimenting with new methods, materials and concepts to understand and provide education about how the world has changed and especially about the world of work where change is now continuous.

This report does not give a detailed account of each activity conducted (this can be found in the annual reports). It provides an overview of the core education programmes developed and run in the period 2016-2019. It highlights the achievements and the potential for future development of these programmes. Fortunately a beginning for all these programmes started before this period and after the consultation in the 2015 Lima General Conference we were able to make changes, improve the focus and solicit greater participation based on the strategic objectives outlined in the Secretary General’s report. Although in many instances we exceeded the targets we set, we are also highly conscious of the need to secure even greater participation and lay the ground for sustainability which, in our times, will not come easily or quickly

OUR PROGRAMMES

After the 22nd General Conference in 2015 held in Lima, we structured four separate but interrelated education programmes, each addressing specific challenges but jointly addressing our attempt to build a global knowledge community of grassroots labour educators and researchers. Below is a table that outlines indicators for each of these programmes and how we fared.

Key Indicators of the IFWEA Education Programme 2016 - 2019		
	TARGET	ACTUAL
Foundation Skills for Social Change Certificate Programme		
Number of courses in the FSSC programme	8	8
Number of affiliates involved in the FSSC programme	8	6
Number of course participants in the FSSC programme	100	151
Number of organisations that participated in FSSC courses	50	55
Study Circles For Social Change Programme		
Number of Study Circles facilitators trained	100	210
Number of Study Circles conducted	40	60
Number of participants in Study Circles	200	405
Number of affiliates involved in the Study Circles programme	8	10

Key Indicators of the IFWEA Education Programme 2016 - 2019		
	TARGET	ACTUAL
Youth Globalisation Awareness Programme		
Number of participants in YGAP	150	101
Number of affiliates participating in YGAP	12	15
Number of countries that participants came from	16	25
Online Labour Academy		
Number of participants that enrolled in online courses	200	255
Number of participants that completed online activities	150	200
Number of affiliates that participated in designing online courses	10	9
Number of educators trained to design and facilitate online courses	40	70
Number of countries that participants of online courses came from	20	35

FOUNDATION SKILLS FOR SOCIAL CHANGE CERTIFICATE PROGRAMME (FSSC)



The purpose of this programme is to develop accessible popular education courses that improve skills, knowledge and understanding required by grassroots leaders to organise and represent their constituencies and participate more fully in the development of their organisations. Grassroots leaders' access to and participation in education has declined tremendously given political shifts within the labour movement as well as the costs to maintain grassroots education. The high turnover of grassroots

leaders due to the precarious nature of work where shop stewards change jobs often or are losing jobs is a challenge faced by many organisations that have to keep on training new leaders with resources they do not have. The Foundation Skills for Social Change Certificate Programme enables organisations to provide a range of courses at a grassroots level using participatory and popular methods at greatly reduced cost for organisations. The following courses were developed:

- Activist Economics (Rutgers)
- Education For Empowerment: The social aspects of learning to promote citizenship (Limerick)
- Creating A Gender Equal Workplace: Working women take up the challenge (LRS and LEF)
- Participatory Learning Methods: An introduction to workers' education (Secretariat)
- Women's Leadership (IASEW)
- Lights Camera, Social Action (SayME)
- Popcorn and Politics (Community Photographer)
- Theatre for Change (Patsime)

These courses, designed by educators from seven affiliates, involved over 150 participants and 55 trade union and community based organisations in the pilot run. The courses are freely available on the IFWEA Online Labour Academy and can be used by organisations in their education activities. The method of designing these courses was through selecting educators that have experience on the topics and providing them with some funding and technical support to design and pilot the course with grassroots leaders. This programme has allowed us to use the knowledge of our affiliates and build stronger relationships with them and between them. For example IASEW was able to run the Women's Leadership course with study circles hosted by ISD in Sri Lanka, CLASS NEPAL and IDEA in Cambodia. Another example is the Gender Equity course which was jointly designed by LRS (South Africa) and LEF (Pakistan) bringing grassroots leaders in both countries into one course and using webinars for participants to share their experiences.

We met our target of having eight Foundation Skills For Social Change Certificate Courses by 2019 but we achieved much more. We are already in the process of designing courses to strengthen trade union environmental activist networks with ITUC Africa, to strengthen global trade union company networks with UNI Africa, and to strengthen networks for lobbying for the ratification of ILO Convention C189 and Convention 190 with ZCIEA, IDWF and StreetNet. There will also be courses on Information and Communication for Collective Bargaining, Negotiation Skills, and Organisation Management and Administration Skills. Popular education courses to assist members of organisations to form dance groups, music groups, visual arts groups and story-telling workshops are also in the pipeline. The more organisations that get involved the more this programme will grow, enabling education at the grassroots to become increasingly accessible and vibrant.

Our appeal to you is use and promote these courses and contact us if you need any assistance. We also look forward to all affiliates offering courses for this programme and to run them locally or within their broader networks.

THE STUDY CIRCLES FOR SOCIAL CHANGE PROGRAMME



The purpose of this programme is to encourage membership participation and involvement in organisational activities through self and collective learning by training facilitators in participatory and interactive study circle methods. Sustaining an active membership is a big challenge for most organisations in the labour movement where membership is in decline and members are confronted with working conditions that are deeply alienating. Involving grassroots leaders in solidarity education builds confidence and vision, improves the skills of and relationships between grassroots leaders and develops members' commitment to and activism through their organisations.

A course was designed on the IFWEA Online Labour Academy to train facilitators - Study Circles: A Facilitators' Guide – and 210 study circles facilitators were trained in 10 affiliates. Study circles were conducted by Class (Nepal), CENAC (Bolivia), INAESIN (Venezuela), ZCIEA (Zimbabwe), Patsime (Zimbabwe), HKCTU (Hong Kong), FSPMI (Indonesia), ISD (Sri Lanka), and IDEA (Cambodia). The IFWEA Secretariat also hosted 20 local study circles in Cape Town with community organisations and trade unions. A project to encourage youth voices on politics and participation of youth in politics, "Making Your Mark", with the University of Limerick, provided the space to develop popular education for youth study circles and supported a youth exchange programme between Limerick youth and youth involved in Cape Town study circles.

We achieved over double our set target of training 100 study circles facilitators between 2016-19 and we supported over 60 study circles involving over 400 participants (of whom over 65% were women) in developing organisational skills, internet and online skills, learning about popular forms of education and creating awareness about gender equity and gender based violence. There were also study circles that focussed on community gardening and environmental sustainability.

Sharing of grassroots knowledge was very difficult as internet skills and access to the internet remains a huge challenge in many parts of the world. Much of the sharing of knowledge was through affiliate reports to the secretariat rather than direct sharing between study circle participants. In the coming period there will be a focus on developing online skills and experimenting with online study circle methodologies and supporting the direct sharing of ideas and practical lessons for generating grassroots activism.

Going forward we want to encourage all affiliates that have study circle programmes or programmes that support self-learning through local popular education projects to work together so that the IFWEA global knowledge community is grounded in local experiences and struggles. Gathering this experience and working with affiliates will improve our ability to work with global unions like StreetNet and IDWF whose workers toil under informal conditions but also with global unions like ITF, UNI, INDUSTRIALL and BWI where workers are faced with ever declining social protections in ever increasing precarious forms of employment.

YOUTH GLOBALISATION AWARENESS PROGRAMME



This purpose of this programme is to develop the next generation of worker educators who can collaborate and provide the global labour movement with the education required to tackle the challenges of the 21st century. This is a two week course with a participatory and interactive curriculum to create a life changing experience for youth participants that reinforces values of global solidarity. Exposure to different perspectives, experiences and methodologies assists participants to understand, adapt to, work with and build peer groups based on different cultural, political and geographic histories. YGAP enables young leaders to become confident in engaging on global issues based on shared values of solidarity.

This programme evolved from what was initially a Nordic school from 2012-2015 to a global programme involving affiliates from Africa, Latin America and Asia from 2016. We are below our original target of involving 150 youth participants between 2016-19 because the coordinating team reduced intake to between 25-28 participants a year, as the educational quality drops when we have more. We were able to involve 101 participants between 2016-19 coming from 15 affiliates in 22 countries: ABF (Sweden), TSL (Finland), HKCTU (Hong Kong), ENS (Colombia), LEARN (Philippines), CLASS (Nepal), LEF (Pakistan), LRS (South Africa), PLADES (Peru), CENAC (Bolivia), INAESIN (Venezuela), FSPMI (Indonesia), Patsime (Zimbabwe), ZCIEA (Zimbabwe), and Empire State University (USA). UNI AFRICA also participated from 2017 by sending participants from affiliates in Cameroon, Botswana, Uganda, South Africa, Ghana, Zimbabwe and Zambia.

The formalisation of the YGAP coordinating committee improved coordination and enabled improvement of the curriculum, education methods and reach of the YGAP programme. We will use this experience to expand youth education with affiliates at a regional level as well as with global unions, taking up the challenge of creating the next generation of global labour leaders grounded in global solidarity values and practices. Affiliates will play a critical role in the next period as the growth of youth education will require their expertise and experience in different regions.

IFWEA ONLINE LABOUR ACADEMY



The purpose of this programme is to develop online workers' education that is accessible, relevant and useful for membership-based organisations through training worker educators in our affiliates and in trade unions to design and facilitate online courses.

The need to develop new methodologies, materials and curricula in tune with the times is a challenge faced by all affiliates. One of the most significant changes alongside the digitisation of the nature of work is the growth of online education and huge improvements have been made to online Learning Management Systems (LMS) that makes education easily accessible, flexible and cost effective. The IFWEA Online Labour Academy was initially designed by our affiliate PLADES (Peru) in 2012 using the open source Moodle platform, because it is a free, all-in-one, customisable, secure system that can be used on any smart device. Although the labour movement lags far behind in online education, workers are increasingly going online for information, communication and education. Many affiliates realise that improving our use of online education opens up new opportunities to reach a wider constituency and also to access funds for ITC training and services within the labour movement.

The uneven experience and use of the internet poses a tremendous challenge for cooperation between IFWEA affiliates and other labour organisations. Between 2016-19 IFWEA trained 70 educators to use the Online Labour Academy to design and run courses. These educators come from 12 affiliates: HKCTU (Hong Kong), IASEW (India), FSPMI (Indonesia), PLADES (Peru) ISD (Sri Lanka), IDEA (Cambodia), LEARN (Philippines), CLASS (Nepal), LEF (Pakistan), LRS (South Africa), ZCIEA (Zimbabwe), and Patsime (Zimbabwe). A number of affiliates are now developing courses in home languages – ISD (Sri Lanka) in Tamil, IASEW (India) in Gujarati, and IDEA (Cambodia) in Kmer involving over 50 participants during 2019. PLADES developed and ran courses for informal workers in 2018 and mine workers in 2019 in Spanish. We also supported the following global unions to design online courses in 2019: UNI Africa, IDWF, StreetNet and ITUC Africa which will be piloted in 2020. Olof Palmer Centre supported the training of a few of their other partners in 2018: LARRI (Namibia), TOCOSWA and IRALE (Swaziland) and ZCTU (Zimbabwe). We also showcased

the IFWEA Online Labour Academy to 10 unions, affiliated to the Zambian Congress of Trade Unions, hosted by the Zambian Institute for Labour and Research Development in 2019.

To enable all affiliates to provide online education we developed the following courses that are freely available and users can complete these courses at their own pace:

- How to Create an Online Course
- How to Facilitate an Online Course
- How to use OLA as a student
- How to use OLA as a guest
- How to Create a Gmail (email) Account

To enable cooperation between affiliates and improve the sharing of materials and content in different languages, a Google translate button has been added to the platform for quick translation. There are a number of other user-friendly and interactive features like the virtual classroom that we will explore and teach facilitators to use as we build our global knowledge community in the next period.

We set a target of training 40 educators from 10 affiliates to design online courses that involve 200 participants. While only nine affiliates designed online courses, 70 educators were trained to design online courses and 255 people enrolled in courses with 200 of them completing online activities like uploading assignments, participating in forums and chats or logging onto webinars. We do have a long way to go and there is a need for affiliates to be more proactive in approaching the Secretariat to support their online education development. This is something that we hope delegates of the 23rd General Conference will take home with them.

CONCLUSION

We have learnt to work together in this era of precarity as well as scarcity of resources and we continue to build on the history of workers' education which, as stated by Michael Merrill and Sue Schurman, is "a history of workers striving to remake their communities into democracies and themselves into democrats". The rise of right wing and authoritarian populism has thrown down the gauntlet for worker educators. Are we still able to educate in a manner that wins support for democracy, justice and peace? Rather than shying away from this or casting blame, it is an opportunity to be more focussed in our future together to prove that workers' education will rise to the challenge – together, we are the solution.

**Submitted to the 23rd General Conference by Saliem Patel
IFWEA Education Programme Manager
December 2019**

CONFERENCE RESOLUTIONS

RESOLUTION FOR AN AMENDMENT TO THE CONSTITUTION OF THE IFWEA

As decided by the Executive Committee dated Tues 11 June 2019, held at the TSL office, 6 floor, Siltasaarenkatu 18 -20 A, Helsinki,

This Conference Notes:

The circulation of information and communication electronically has made postal communication virtually obsolete. Lengthy timeframes suiting postal communication are no longer required.

The current timeframes for the submission of motions and nominations to the IFWEA General Conference should be shortened to accommodate this change.

This Conference Resolves that:

1. Sahra Ryklief, in her capacity as general secretary of International Federation of Workers' Education Association (2009) NPC ["the company"] should hereby certify that on Wednesday 4 December 2019 , a duly convened and quorate general conference of the full members of the company was held.

2. A majority of 75% resolved to change Clauses 23.4 and 23.5 in the current Memorandum of Incorporation of the INTERNATIONAL FEDERATION OF WORKERS' EDUCATION ASSOCIATION (2009) NPC, Registration number 2009/024657/08, to read as follows:
 - 23.4 Full Members, the Executive Committee and the general secretary may submit motions and nominations to the General Conference. These must be made in writing and reach the general secretary at least ~~four (4)~~ two (2) months before the opening of the General Conference, and the General Secretary must circulate these to the Full Members at least ~~three (3)~~ one (1) months before the opening of the General Conference.
 - 23.5 Emergency motions addressing situations developing within the ~~four (4)~~ one (1) months preceding the opening of the General Conference may be submitted by the secretariat until midday on the second day of the General Conference. They may not exceed one hundred (100) words.
3. Any IFWEA director is authorised to complete any further documentation on behalf of IFWEA to implement the above resolutions.

ADOPTED BY THE 23RD IFWEA GENERAL CONFERENCE WED 4 DECEMBER 2019, CAPE TOWN, SOUTH AFRICA

INTERNATIONAL FEDERATION OF WORKERS' EDUCATION ASSOCIATION (2009) NPC (IFWEA)

Registration number 2009/024657/08

Motion for rotation of individual auditor

In terms of the Section 92 (1) of the Companies Act no. 71 of 2008 (South Africa):

"The same individual may not serve as the auditor or designated auditor of a company for more than five consecutive years".

IFWEA's outgoing audit partner, Arno Nel, has served as the auditor for five years and in line with the Companies Act and good governance procedure has agreed to step down as IFWEA's auditor.

The nominee to serve as IFWEA's independent auditor is Carel Steenkamp.

Both Arno Nel and Carel Steenkamp are partners at the independent audit firm C2M Chartered Accountants Inc. (www.c2mca.co.za) and are registered auditors with Independent Regulatory Body for Auditors (IRBA) and South African Institute of Chartered Accountants (SAICA).

This conference resolves that:

1. Carel Steenkamp of C2M Chartered Accountants Inc. is elected to serve as IFWEA's independent auditor with effect from the financial year end 31 December 2019.
2. Any one IFWEA director is authorised to complete any further documentation on behalf of IFWEA to implement the above resolution.

ADOPTED BY THE 23RD IFWEA GENERAL CONFERENCE WED 4 DECEMBER 2019, CAPE TOWN, SOUTH AFRICA

RESOLUTION TO THE IFWEA 23RD GENERAL CONFERENCE

1. PLADES (Peru)

We, the delegates of the 23rd General Conference of the International Federation of Workers' Education Associations (IFWEA) being held at Cape Town from 2 to 4 December 2019 resolve:

To express our solidarity with ASI and its struggle to defend freedom of association in Venezuela, and

To urge the government of the Bolivarian Republic of Venezuela to cease any and all hostile acts against independent trade union organisations and their leaders; and to comply with the recommendations of the ILO Inquest Commission by accepting the trade union registration of the ASI.

2. LEF (Pakistan)

We, the delegates of the 23rd General Conference of the International Federation of Workers' Education Associations (IFWEA) being held at Cape Town from 2 to 4 December 2019 resolve:

To support the right of freedom of association of the students of Pakistan and support the demand of the Students Action Committee for the repeal of the ban on student unions in Pakistan.

3. HKCTU (Hong Kong)

We, the delegates of the 23rd General Conference of the International Federation of Workers' Education Associations (IFWEA) being held at Cape Town from 2 to 4 December 2019 resolve:

To support the demands of the Hong Kong Confederation of Trade Unions that the Hong Kong Government observe ILO C087 and ICESCR to guarantee Hong Kong workers' rights to freedom of expression, assembly, and strike and further, that that all workers dismissed for political reasons be reinstated.

4. CENAC (Bolivia)

We, the delegates of the 23rd General Conference of the International Federation of Workers' Education Associations (IFWEA) being held at Cape Town from 2 to 4 December 2019 resolve:

To express our solidarity with the efforts of Bolivian workers and their organizations to engage in processes of social dialogue as they seek to re-establish social and political stability in Bolivia.

ADOPTED BY THE 23RD IFWEA GENERAL CONFERENCE WED 4 DECEMBER 2019, CAPE TOWN, SOUTH AFRICA

NEW EXECUTIVE COMMITTEE AND STATEMENTS OF INTEREST





SUSAN J SCHURMAN

Position In IFWEA: President

Organisation: RUTGERS SMLR

Country: USA

STATEMENT OF INTENT

I deeply believe in IFWEA's mission and am immensely proud of the work we have done over the past decade. It has been my great honour to serve as President along with the remarkable leaders who serve on the Executive Committee. The work of our member organisations around the world is a continuing inspiration. IFWEA is truly on the front lines of the struggle for democracy and justice for working people. I would like to serve another term with the goal of consolidating the progress we have made and contributing to the sustainability of IFWEA going forward.



SAHRA RYKLIEF

Position In IFWEA: General Secretary

Organisation: IFWEA

Country: South Africa

STATEMENT OF INTENT

I joined the IFWEA Executive Committee in 1996 and was elected General Secretary of IFWEA at the 20th General Conference (GC) held in Ahmadabad, India in 2007. I stood again for elections in 2011 at the 21st GC and again at the 22nd GC in 2015.

I am standing again because I feel my work is not yet done. Since first being elected in 2007, I have been privileged to work with a highly dedicated group of people on the IFWEA Executive Committee, who have provided the motivation and encouragement required to acquire sufficient resources and build a small but dynamic Secretariat and a solid programmatic platform for IFWEA.

With my fellow staff members in the Secretariat, my regard for the organisations who make up the membership of IFWEA has grown exponentially as our programme work has expanded. I am continuously inspired by the resilience, dedication of service, comradeship and respect of IFWEA members for one another and for the worker associations and trade unions they support and build. Together we will make the change which is required. I believe this implicitly.

Now that we have an active membership and are crafting a responsive, participatory global programme for the next four years, I would like to dedicate myself to seek out and bring in a new layer of global leadership into IFWEA to secure our place in the future global labour movement. I commit to spend the next term, my last, securing IFWEA's sustainability and my own succession as General Secretary.



HELEN PETERSSON

Position In IFWEA: Vice President

Organisation: ABF Sweden

Country: Sweden

STATEMENT OF INTENT

I have been a member of the IFWEA Executive Committee and have served as Vice President since 2012. ABF Sweden have a long history of international commitment, and IFWEA is a very important organisation for us.

I would like to serve as a candidate to be able to continue, and be a part of, all the important work that IFWEA does now and will do in the future. With the networks that ABF has, I think we can continue to build popular education in the world together.



NAMRATA BALI

Position In IFWEA: Vice President

Organisation: IASEW

Country: India

STATEMENT OF INTENT

As a representative of SEWA / IASEW to IFWEA my main task has always been to forefront the voice of women from the informal economy and their member-based organisations, to address their educational needs and issues. I have in my position tried to build the capacities of these grassroots organisations, growing workers' education locally, regionally, nationally and internationally. I strive for a fair and just world where we value the knowledge wisdom of the illiterate. I have strong communication and interpersonal skills as a trainer / teacher/ communicator using different ICT tools, and a passion for continued learning which I in turn share with all the participants with whom I interact in IFWEA and SEWA.



GIOVANNA LARCO

Position In IFWEA: Vice President

Organisation: PLADES

Country: Peru

STATEMENT OF INTENT

PLADES has been a member of IFWEA for many years and has contributed to the design and implementation of online training programmes for workers.

In this period, using the educational experience of PLADES and staff, we would like to promote the incorporation into IFWEA of other organisations dedicated to the training of workers in Latin America, to support the exchange of experiences and the development of regional programmes for training workers and workers.



CLAUS LARSEN – JANSEN

Position In IFWEA: Executive Member

Organisation: SOLIDAR member Org – FIC

Country: Denmark

STATEMENT OF INTENT

I can contribute to the work of IFWEA because of my political and trade union background from Denmark, Europe and internationally, and as SOLIDAR Board Member and President for the International Coordination Committee in SOLIDAR for all member organisations' development activities on all continents.



JOHN MEINERT JACOBSEN

Position In IFWEA: Executive Member

Organisation: AOF Denmark

Country: Denmark

STATEMENT OF INTENT

A primary goal of AOF Denmark is to work for international affairs concerning workers' rights and enlighten the Danish population with an international perspective on these matters.

I therefore seek nomination, because I would like to contribute to further strengthening of IFWEA in general and in particular make sure that IFWEA continues to be relevant and represented in the European region.



KHALID MAHMOOD

Position In IFWEA: Executive Member

Organisation: LEF

Country: Pakistan

STATEMENT OF INTENT

Asia has become the factory of the world as most of the production of consumer items is happening on the Asian continent. As a labour educator and activist, I want to play my

role in developing understanding among the labour organisations and trade unions of Asia to work together for securing the rights of labourers. This cannot be done without engaging with other labour educators in the global south and in developed countries in the global north. I want to serve as an Executive Committee member of IFWEA to bring together many other organisations in Asia close to IFWEA, and make IFWEA's presence in Asia more visible.

The workers' education agenda also needs to cater to the demands of labour in the global supply chain. I will bring my experience of working directly with workers in this sector into IFWEA, and will work together with other affiliates to look into ways of developing education tools which can bring more knowledge and courage to workers at grassroots level in the global supply chain.



MAIRA VANNUCHI

Position In IFWEA: Executive Member

Organisation: Street Net

Country: Brazil

STATEMENT OF INTENT

We as an organisation believe that Street Net international can play a very important role in the building of IFWEA, because of what we have been establishing in informal economy work educational methodology. Street Net has developed a very innovative and powerful course on negotiation skills that systematises the best practices we have seen in our field. Using strategic thinking and organising methods informed by a democratic and participative conception of educating, it has been presenting successful results.

This new methodology should be of interest to the international trade union movement, especially the more traditional elements which may find this a useful approach to engage with the future of work. As a grassroots organisation that uses popular education with informal economy workers, we have much to exchange with and learn from other trade union organisations and their popular educators. Last but not least, we would want to continue the exchange by our fellow Street Net educator Sibailly, recently retired.



MAURA ADSHEAD

Position In IFWEA: Executive Member

Organisation: ENGAGE

Country: Ireland

STATEMENT OF INTENT

I am already involved in IFWEA educational activities

1. Educating for Empowerment (mentoring the post-doctoral scholar in the Educating for Empowerment project, delivering associated workshops and training, as well as participating in reflective partnership in the Study Circle),
2. Developing graduate and undergraduate curriculum in Engaged Research with IFWEA affiliates.

In Limerick I am involved in several cognate educational activities

1. I direct a community co-designed diploma programme for adult learners in under-served communities, which is intended to draw university resources to locally initiated community development projects and activities.
2. In collaboration with local youth services, I convene joint university-community workshops on active citizenship and political mobilisation.
3. I am course director for a new MA programme on Community Research, designed in collaboration with community partners to provide real-life training, in real community projects.
4. I am the coordinator for an Ireland/ UNESCO 'Knowledge 4 Change' project designed to train academic staff and community practitioners in community based research. This project is a national pilot for re-oriented Irish universities to effective community engagement, that is, mindful engagement that is reciprocal, respectful and goal oriented.

I think that I could use my position on the IFWEA Executive Committee to draw useful connections and strategic collaborations between all of this work – for project work, educational programmes, research and funding.



TRENTON ELSLEY

Position In IFWEA: Executive Member

Organisation: LRS

Country: South Africa

STATEMENT OF INTENT

I believe that education in a variety of forms is key to the continuous renewal of the trade union movement and that IFWEA and its affiliates are important role players in the realisation of that vision. I take great inspiration from working with workers' organisations and workers themselves, and I find regional, continental and international work especially profound. I bring fifteen years of dedication to research and education for workers to IFWEA. I bring an interest in the application of modern technologies to worker education, organising and representation. I would be an active and constructive member of the executive. I also have a wonderful sense of humour.



WISBORN MALAYA

Position In IFWEA: Executive Member

Organisation: ZCIEA

Country: Zimbabwe

STATEMENT OF INTENT

Education is one of our key pillars as an organisation reaching out to informal economy workers in Zimbabwe and across the globe. I have seen and understood the concept of IFWEA in its quest to provide education to all the workers in the world through a simple and cheap platform of online education. My desire to be part of the Executive Committee for this important institute is to add value to decisions of the board, in particular on innovative ways to transfer critical workers' education to vulnerable workers in the informal economy across the globe.

This will include women, youth and People with Disabilities. Rural community strategic planning is equally part of my passion. Above all I believe in making history, and I feel transforming people's lives educationally is one of the best history-making processes I would ever want to be a part of.



MONICA WIDMAN – LUNDMARK

Position In IFWEA: Executive Member & Internal Auditor

Organisation: ABF Sweden

Country: Sweden

STATEMENT OF INTENT

ABF Sweden has a long history of working with global solidarity and the rights of workers, and on that matter the partnership with IFWEA is highly valued.

As a member of the board for IFWEA I hope to be able to contribute to strengthening the many good outcomes of the partnership between ABF and IFWEA, and also to ensure that IFWEA is being represented at the Nordic and European level.

**INTERNATIONAL FEDERATION OF WORKERS' EDUCATION ASSOCIATIONS
INTERNATIONALER VERBAND FÜR ARBEITERBILDUNG
FÉDÉRATION INTERNATIONALE DES ASSOCIATIONS POUR L'ÉDUCATION DES TRAVAILLEURS
FEDERACIÓN INTERNACIONAL DE ASOCIACIONES PARA LA EDUCACIÓN DE LOS TRABAJADORES**

CONTACT DETAILS

ADDRESS: Labour Research Service (LRS), Community House 41 Salt River Road,
Salt River 7925, Cape Town South Africa

POSTAL ADDRESS: P.O. Box 376 Woodstock 7915 Cape Town South Africa

TELEPHONE: + 27 21 486 1115

FAX: +27 21 447 9244

EMAIL: ifweasecretariat@lrs.org.za

REGISTRATION NUMBER: 200902465708



IFWEA

**International Federation of
Workers' Education Associations**