

ROAD MAP

for Trade Union
Education & Training

2021-2025



With support from



Trade Union Confederation of Workers of the Americas - TUCA

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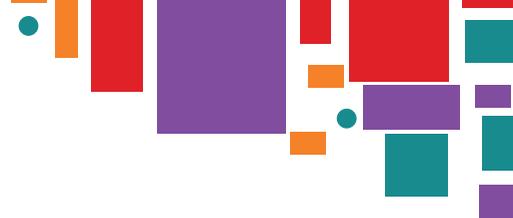
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Trade Union Confederation Of Workers Of The Americas
Buenos Aires 404/406, Cp 11000, Montevideo, Uruguay, www.csa-csi.org
April 2021





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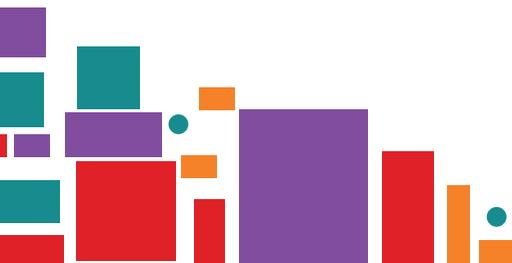
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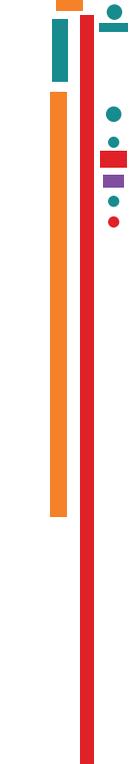
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Presentation

The Trade Union Confederation of the Americas (TUCA) has defined its strategic and crosscutting themes for training, organizing, communication and training for the 2021-2025 period. Although this triad can be analytically separated, its real purpose is to consolidate unified and strengthened collective trade union action to dispute the neoliberal model. It is a priority to build a strong, active, propositional and sociopolitical trade union movement.

This **Roadmap** was approved by consensus at the first TUCA Education & Training Conference, held on March 21-22, 2021. A particularly symbolic year for all workers, for all the oppressed, for everybody who fights day after day to build a better society: the centenary year of the birth of **Paulo Freire**¹. In this framework, the TUCA reinforces its perspective of trade union education and training as one of the specific and fundamental forms of popular education.

The starting point of popular education, and therefore, of trade

union education as well, is to know that *"to teach is not to transfer knowledge, but to create the possibilities for the production or construction of knowledge"*.² The starting point is the cultural, political, ideological and social context of the subject. It starts with the subject, their historical reality, awareness and materiality. It begins with understanding the subject, as transformational of themselves and, collectively, of the historical social reality in which they live.

It is important to mention that the journey to the first Continental Conference on Trade Union Education & Training, and the consensus reached on this Roadmap, have important antecedents in the history of the TUCA. As of its founding in 2008, the TUCA considers that trade union education and training must respond to the interests and needs of workers, of trade union organizations, as well as promote strategic processes to strengthen organizing, mobilization, advocacy and transformation as part of our historic project of building a sustainable development model by and for the people.

¹Paulo Freire was born in Recife, Brazil in 1921 and died in 1997. He was one of the main pedagogues of the twentieth century, contributing with his analysis, reflection and praxis to education for transformation and liberation. The following are among his major reference books on popular education: *Pedagogy of the Oppressed* (1968).

²FREIRE, P. (1997) [1996]. *Pedagogy of Freedom*. Mexico D.F.: Siglo XXI, p. 47.



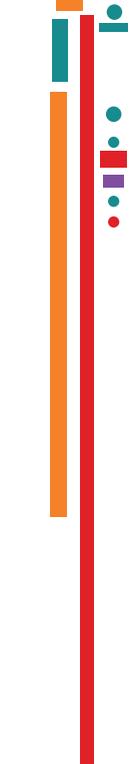
The TUCA reaffirms the principle that education is a fundamental human right of lifelong development. The TUCA also considers that trade union education and training is the fundamental basis of trade union principles, objectives and militancy, and essential to organize the working class. This element becomes more relevant in a context where changes in production relationships lead to the displacement of thousands of workers from formal employment structures, to the emergence of new workers' collectives, and a structural weakness in the trade union organization model, which limits the possibility of responding effectively to the new configuration of the entire working class.

To contest the current model, the TUCA commits to a comprehensive approach to education and training in general and to trade union education and training in particular, seeking to build class awareness and class identity of all workers, and consolidate the values of peace, solidarity, defense of democracy and social justice. This concept of comprehensive education entails understanding the link required between formal education,

vocational education, trade union training and citizen training. The TUCA recognizes that lifelong education knows no restrictions regarding the age of students, nor of institutional formats, nor the environment in which the training is provided.

Trade union training has to strengthen the organization, leadership, empowerment with inclusion of the full plurality of the world of work and the class-based political-ideological dispute. It must build capacities to respond to the new challenges of the world of work, such as the environment, the functioning of global production chains, the actions of transnational corporations and their new forms of labor exploitation, and the dynamics of the new collectives such as app workers, teleworkers, and the gamut of scenarios of the ever-expanding world of informality.

In the face of these challenges and the need to confront neoliberal policies, one of the TUCA's strategic priorities is to fortify trade union training to build the capacity of trade union organizations to analyze, propose and advocate.



This Roadmap is grounded on the participation, reflection and inputs of affiliated and fraternal organizations based on their own experiences, and on the systematization of TUCA's experience. The stages from January to March 2021 were as follows:

- 1.** Collection of inputs to design the proposal for the Conference: documental review, survey to affiliates and interviews to representatives of trade union organizations.
- 2.** Consultative meetings and sub-regional discussions and meeting on vocational training.
- 3.** Systematization of the above inputs and preparation of the Base Document of the Continental Conference.³
- 4.** Continental Conference Paulo Freire "Education & Training in the face of a new context and model of trade union organization" and approval of this Roadmap.

The Roadmap of Trade Union Education & Training 2021-2025

the guide to design a comprehensive policy for trade union education and training and vocational training, with clear strategies supporting the transformation of trade unionism and the world of work to respond to the need to include the diversity of the working class, increasing their political power to present proposals and combat the current economic, political and social development model.

Policy Definitions of the TUCA on Trade Union Education & Training

The TUCA Program of Action approved by the **Constituent Congress** in March 2008 defined Trade Union Education & Training as the cornerstone of trade union principles, objectives and militancy. The Congress instructed the TUCA to undertake a broad and rigorous union training process according to, and in coordination with, national organizations, with each party focused on their respective fields and levels. As strategic objectives of trade union training, the TUCA proposes to



contribute with the working class to disputing the hegemony of the global neoliberal model and collaborate to strengthen trade union organizations.

The TUCA embraces the comprehensive approach to education, considering trade union training in relation to vocational training and formal education. The TUCA cannot view education as a commodity subjected to the laws of the capitalist market; instead considers it must be defined as a fundamental human right of all citizens throughout their entire lives. The vision of the TUCA on trade union training emphasizes the need for a systemic and structured approach based on the following principles:

a. Co-responsibility.

We are all accountable in the task of trade union training. As continental structure, the TUCA has to develop its own complementary and international training programs. The policies, programs and contents arise from its congresses. Co-responsibility allows union organizations to practice solidarity and generate mechanisms for economic,

logistic and staff cooperation in the field of trade union training.

b. Complementarity.

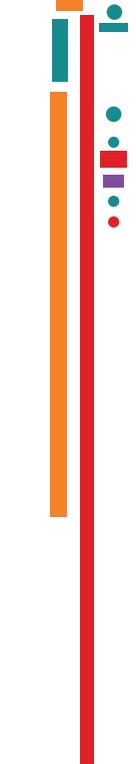
As continental structure, the TUCA develops its own complementary training on common global issues on which common agreement has been reached. Indeed, it is complementary because the TUCA does not replace the educational responsibility of national and regional organizations.

c. Decentralization.

It is decentralized because trade union organizations are responsible for developing basic, intermediate and specialized training programs on certain topics emphasizing national and subregional contents.

d. Networking.

It is articulated because the national, regional and international training schools, as well as other fraternal educational institutions are interrelated and coordinated. A flow and sharing of information, learning and knowledge takes



place in these relationships, and new learning and new challenges emerge from the interactions to be confronted, overcome and improved.

e. Non-delegability.

Trade union training is a task of trade union organizations because, through training, workers reflect on their identity as working class and build their political project. Reflecting on and defining the working class and what it does can only be defined by the organization that champions their interests, i.e. the trade union organization. Hence, trade union training has the same object of study as workers' educational development and socio-labor training, i.e. work. However, the latter two can be provided by public or private institutions, but trade union training cannot be delegated to another institution which is not the trade union organization itself.

The trade union political training of the TUCA must respond to the interests and needs of workers, of trade union organizations and,

therefore, must strengthen the actions of the trade union movement to mobilize, advocate and transform the context of the historical project of building a sustainable development model. The TUCA reaffirms the sociopolitical dimension of trade union training to contribute to disputing the hegemony of the global neoliberal model.

From the perspective of comprehensive education and training, the TUCA considers that vocational-technical training must respond and contribute to the strategies of inclusive, comprehensive and sustainable development of our societies. It must be comprehensive, integrated, continuous and lifelong, placing workers at the center of the action. The objective must be to link training with the socio-labor world; the culture of work with technical expertise; trade union training with vocational and lifelong training, ensuring the defense of social and labor rights and supporting the development of the organizations.

(Development Platform of the Americas – PLADA).



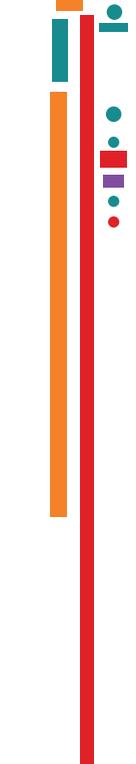
For this purpose, it is essential to foster quality union participation which builds the capacity to make proposals and to advocate, bearing in mind that our major challenge is to build platforms and seek strategies to increase our impact and universal coverage. The TUCA rejects any mercantile and instrumental approach of vocational and technical training that tends to strategies of producing machines for the labor market. One of the greatest challenges of vocational training is to ensure quality training that also instills values, where the learning subject gains qualifications and empowerment to perform decent work. In this way, vocational training creates the conditions to enjoy better employment opportunities and attain integral human development.

Trade unionism of the Americas defends the public educational system as social policy of action and State responsibility, and rejects the neoliberal policies of total or partial privatization and outsourcing of services, compromising the access to free and quality education for most of the population (PLADA). Therefore, the TUCA reiterates the public, free, universal, secular, intercultural and quality nature of

education. The TUCA also champions education as a fundamental and universal human right, a social public good, an essential assurance of fair, lifelong development. Consequently, States must secure the access and permanence women and men for the full exercise of their citizenship.

Instrumentally, education and training must become a lever for development, ensuring access to the most advanced knowledge and comprehensive training. The educational policy must be based on horizontal and democratic concepts and methodologies in order to interpret and transform reality, and be recognized as a social investment. (PLADA)

As principle of all its actions, the TUCA aims at mainstreaming the gender perspective, which should substantially permeate all actions related to trade union education and training. To reinforce this principle, the TUCA Women's Conferences presented proposals emphasizing the need to advance in this regard. Political training processes should be established for women, as well as the gender equality perspective in trade union training in general, promoting



campaigns to raise awareness on patriarchal practices and culture in trade union organizations, establishing affirmative actions to reverse discrimination, such as publications addressing women's presence and lead role, ensuring the use of non-sexist language.

The Women's Conferences also underscore the need to transform technical-vocational training system with the gender perspective. These elements are further analyzed in the PLADA by proposing the need to promote "education and awareness raising programs and campaigns to deconstruct the patriarchal culture and ideology, to socially value reproductive work and for the latter to be carried between genders with responsibility, equality and respect for diversity". Regarding the promotion of antipatriarchal models, the PLADA states: "The status of women can only be effectively transformed to the extent that changes are made in the forms of production and social reproduction, in the structures of power and authority, and to the extent in which women are recognized as active agents in all social, economic, cultural and political processes".

The TUCA also refers to the need to incorporate "into the curriculum of content on labor rights, freedom of association, collective bargaining, social security for workers, the principles and values of the social and solidarity economy based on equality between genders, ethnic groups, indigenous peoples and generations". (PLADA) When referring to the design of educational-training programs, the TUCA affirms the need to expand "education and vocational training programs designed with a gender approach and inclusion of the young, seeking lifelong and continuous education, and the acquisition of tools, skills and qualifications to enter the labor market". (PLADA)

Without prejudice to the non-delegability of trade union political training, the TUCA urges the development of coordination and strategic alliances with other organizations linked to vocational training and formal education that provide training and socio-labor research and whose thinking is coincidental and/or convergent with the thinking and objectives, plans and programs of the TUCA.

Trade Union Education & Training of the TUCA

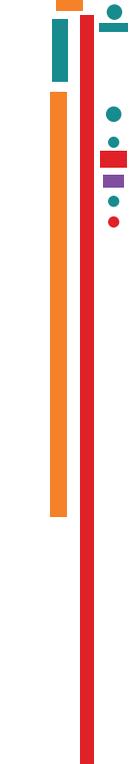
The structure of trade union education and training of the TUCA

The education and training structure of the TUCA includes the political leadership of the Secretariat, the political management of the Secretariat of Trade Union Education & Training, the Trade Union Network of Vocational Training, the Network of Trade Union Schools, and the Working Group on Education.

The Secretariat of Trade Union Education & Training

As of its creation, the TUCA has had a Secretariat in charge of trade union education. As of the 4th Congress, it is called the Secretariat of Trade Union Education & Training, strengthening the structure, in line with the priorities and strategy defined in this Roadmap. Among its responsibilities and tasks, we underscore:

- Ensuring the proper development and application of the trade union training programs of the TUCA, in coordination with the Secretary-General and the Secretariat.
- Coordinating the functioning and work of the Working Groups and Special Commissions established to advise and support the Secretariat and the TUCA on the issue.
- Promoting the exchange of experiences, knowledge and information with the different bodies of the TUCA, the ITUC, affiliates, fraternal and specialized organizations, and others related to the responsibilities of the TUCA.
- Establishing contacts for cooperation agreements with trade union institutions or linked to the trade union movement and other specialized organizations, to support the development of TUCA activities in areas related to trade union education and training, in accordance with the decisions of the Secretariat.



Working Group on Education

Resolution 14 of the 3rd TUCA Congress establishes that the function of the Working Group on Education (WGE) is to guide trade union training as per the priorities determined by the Congress. Beyond the formal resolution for its creation and the important task assigned to it, the WGE needs to be revitalized, as put forth in the lines of action of the Roadmap.

Trade Union Network for Vocational Training

The Trade Union Network for Vocational Training of the TUCA is a technical-consultative group to share experiences and formulate theoretical content and proposals on Vocational Training. Its purpose is to share experiences, provide follow-up and permanence to conceptual reflections on Vocational Training in the Americas, generating inputs to position the TUCA through its governing bodies, on the different aspects of Vocational Training. The Network was formally established in 2017, with important antecedents accumulating for its establishment.

It is made up of union representatives in the bi o tripartite trade union Vocational Training Agencies and Institutes (VTIs); representatives of affiliated and fraternal organizations of the TUCA; those responsible for trade union training who are committed to Vocational Training; union specialists.

Network of Trade Union Schools

The Network of Trade Union Schools of the TUCA⁴ is established as a space to articulate virtual and in-person educational proposal and offer, the development of which should move forward and articulate the educational approach with the Training Secretariats, the Schools and training bodies of affiliated and fraternal organizations; the areas, programs, agreements and projects with components relating to trade union training and education.

The courses of the Network of Trade Union Schools follow the guidelines of the Strategic Plan and the political documents of the TUCA that guide its organic life (PLADA,

Congress Resolutions, Conferences, Roadmaps). Following these strategic guidelines, the courses scheduled each year in the Virtual Platform of the Network of Trade Union Schools are contributions to improve workers' trade union political capacity.

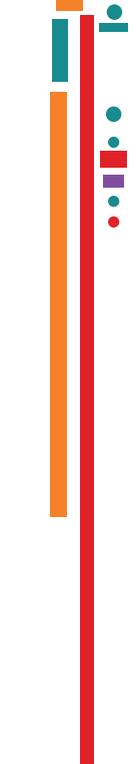
Other education and training activities of the TUCA

In addition to the activities of the bodies with specific educational and training skills, the different TUCA Secretariats provide training activities, courses, workshops, thematic conferences in line with the strategic crosscutting pillars of the TUCA Plan or specific cooperation projects linked to the Plan. Additionally, we highlight the training initiatives carried out as part of the specific work plans of the Women Workers' Committee of the Americas (WWCA) and the Young Workers' Committee of the Americas (YWCA).

Conceptual and methodological aspects of trade union education and training

By definition, trade union education and training, by definition, is a political-strategic process. To comply with the prioritized strategic guidelines, we must promote that trade union education should be an ongoing task and duty of the political leadership, in conjunction with the secretariats or those in charge of the technical training. It must be seen as a process structured into programs according to each of the thematic pillars characterized by progression and follow-up.

The educational and training actions of the TUCA must follow the educational principle expressed in its philosophy and dialectical method for knowledge construction: Practice - Theory - Improved Practice, (P-T-iP) (paragraph No.9 of Resolution 7 of the 2nd Congress). One way to materialize this principle are the courses of the Network of Trade Union Schools where, after each one and as their result, new actions must be established through replication



of the training (train-the-trainers for the new practice), organizing actions based on trade union self-reform, communication strategies (campaigns, forums, actions for political advocacy), among other ways of putting the new knowledge into practice.

Thus, the entire educational-training process, and the advocacy arising from it, should start from the practice of participants, go through problematization and theoretical in-depth analysis to build new knowledge and aim at proposing the new improved practice. Similarly, the approach of each thematic event, unit or content must follow this same sequence, which will be present throughout the entire program or event (vertical consistency of the training), as in each thematic unit or content (horizontal consistency of the training).

To further materialize the TUCA's educational proposal, it is necessary to clarify that trade union education and training, i.e. for trade unionists, means that we are addressing the challenge of adult education and training. This has several implications given that the

target subject of the processes does not have the same interests nor the same ways of accessing and building knowledge, as children do in formal education pedagogy.

Adults, workers and trade unionists participate in non-formal education and training processes, in spaces different to the typical education center, and we assume andragogic processes whose function is to stimulate reasoning, promote constructive discussion of ideas, foster dialogue, innovate points of view and ideas, while rethinking proposals as a result of the confrontation of individual knowledge and actions, to reach group conclusions. (E. Yturralde⁵).

The 2nd TUCA Congress discussed the challenge of overcoming the vertical and banking approach to education in general, and trade union training in particular. The Congress underscored that, in the vertical conception, participants are considered objects and, to that extent, their role in the classroom is limited to listening, accepting and memorizing the truths taught. In this sense, the Congress deems that it is strategic to promote



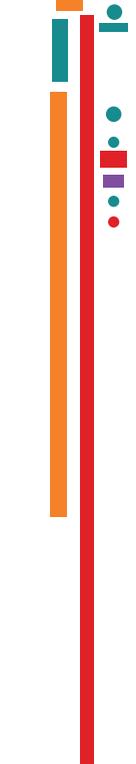
a methodological concept that promotes the development of the principles, values and themes of action defined by the TUCA and a dialectic methodological concept that constitutes a framework of criteria and principles facilitating horizontal, democratic and transformative trade union training. In the learning space both participants and facilitators are subjects, yet learning is determined by the needs and interests of participants and of the organization.

The facilitator's mission is to help construct and reconstruct knowledge and to help interpret and transform reality. Reality is the object to be changed and transformed. And the second principle arises from the latter, i.e. that the point of departure of the learning process is practice, experience and the context of participants and of the trade union organization. In the second phase, this practice is confronted with theory and, guided by this dialectic, practice is once again reviewed, to improve it. In this way the new methodological Practice-Theory-Improved Practice (P-T-iP) emerges.

Furthermore, in line with this approach, UNESCO Recommendation on Adult Education Development states that civic, political, trade union and cooperative education should seek to develop critical and independent criteria, and create or reinforce the necessary competence for each person to take charge of the changes affecting these living and working conditions through effective participation in the management of the societal affairs and at all levels of decision-making.⁶

In terms of history and construction, this perspective draws on a long and rich tradition of our continent, i.e. popular education, critical pedagogy, liberation pedagogy. The trade union movement imprints its specificity, history, experiences, tradition of workers' education, in short, its vision of the world determined by the situation of workers in the historical-social structure. Thus, the trade union movement combines its approach with the traditions of popular education, draws on and transforms them, while being, in turn, transformed by them. It shares the root of always starting

⁶UNESCO, Minutes, General Conference. Volume 1. Resolutions, "Annex I. Recommendation on the Adult Education Development. Content of Education", Resolution 19C/Annex I. III.¹⁰, Paris, 1976, p. 127, quoted in Juan Ignacio Martínez de Morentin de Goñi, UNESCO-Florida Eskola Training Center, UNESCO Center of San Sebastián, 1st edition, November 2006



from experience and paying attention to each context. It shares the core element of education as transformative and liberating practice. Lastly, it shares what is essential, i.e. the eminently political nature of education. Educating is a political act.⁷ Therefore, by definition, trade union training is doubly political because it is education and because it pertains to labor.

Hence, the main challenge of trade union education and training is political and involves preparing workers to face the neoliberal model and its hegemonic vision, contrary to pluralism, diversity and democracy, characterized by an ideological, political and cultural vision of human beings and society. For this purpose, socio-political training is required to deepen the analysis of the characteristics of the neoliberal model and move forward in its transformation.

Perhaps Paulo Freire best summarizes this perspective in *Pedagogy of the Oppressed*, where he points out, “Who are better prepared than the oppressed to

understand the terrible significance of an oppressive society? Who suffer the effects of oppression more than the oppressed? Who can better understand the necessity of liberation? They will not gain this liberation by chance but through the praxis of their quest for it, through their recognition of the necessity to fight for it. And because of the purpose given to it by the oppressed, the fight will be an act of love, as opposed to the lovelessness which lies at the heart of the oppressors’ violence, even if clothed in false generosity”.⁸

Preliminary stocktaking of the TUCA’s trade union education and training

The TUCA is a young organization resulting from the conjunction of workers’ organizations with their long history, identities, struggles and previous structures and modus operandi. For an organization, this trajectory is a wonderful asset, which also involves challenges. In particular, it takes time to merge the broad-based heterogeneity of these

⁷ FREIRE, Paulo (1996). *Política y educación*. Siglo XXI.

⁸ FREIRE, Paulo (2007) [1968]. *Pedagogy of the Oppressed*. Siglo XXI Ediciones, p. 24.



abundant experiences, as well as the vast diversity of our continent, its different national histories, different production structures, diverse political, social and economic contexts, and specific trade union histories.

The American continent continues to be the most unequal in the world. However, this inequality is not only material because, probably, the worst distributed asset in the world is knowledge, and our continent is no exception. Trade union education and training is a magnificent tool to start putting an end to such inequality. Furthermore, together with the collective struggle, trade union education and training are the most fundamental element of identity and, therefore, of great relevance for a relatively young organization such as the TUCA that is building its own track-record.

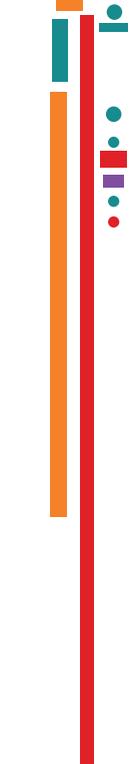
With that context in mind, strong political definitions are among the main strengths of the TUCA; a robust methodological concept that involves training for action and to strengthen the organization with a comprehensive vision of trade union education and training; an important development in terms of pedagogical

methodologies and techniques; the existence of the virtual platform of the Network of Trade Union Schools; the functioning of the Vocational Training Network; the creation and determination of the Working Group on Education and its tasks; as well as the multiple training activities developed by the different theme areas through which TUCA policy is implemented.

Similarly, one of the main weaknesses is the poor functioning of the Working Group on Education which, at the time of the approval of this Roadmap, is not yet acting as a space to meet, formulate and propose; the weak articulation between the different components of the education and training structure with other bodies that offer training; and the lack of a systematic training proposal.

To take stock, we note the following:

- As of its founding, the TUCA's educational approach affirms its comprehensive nature that starts with trade union education and training, vocational training and formal



education, viewed as a lifelong process for all.

- Two very specific areas of action emerge from the foregoing. Internally: by developing trade union education and training that includes building the capacities of the TUCA and its affiliates, specialized union training that contributes to developing a strategy of advocacy and proposals in decision-making spaces on vocational training and formal education, to foster the development model promoted by the TUCA. Externally: it should favor organizing, communication and strategic alliances.

- As for the political-strategic dimension of trade union education and training, we affirm that the TUCA does not provide any sort of training and education, but adult education and training, i.e. for men and women whose main interest is to become subjects-partners of the educational process and the androgogical approach must respond accordingly. It is

education and training to build capacities, knowledge and skills, and provide elements to transform based on the vision of sociopolitical and class-based trade unionism.

- The trade union training and education of the TUCA will form subjects able to act, with empowerment, in political, social and transformative actions, to form their own opinions in the discussions and the dialectics of the ideas presented by the different bodies of the TUCA at the Congress and other proposals such as PLADA, the Continental Social Security Platform (PLACOSS); the Trade Union Occupational Health Strategy for the Americas (ESSLA), the Roadmaps, etc. according to the topics of the formative-educational process.

- In this sense, it is essential for all the methodology to be inspired and able to materialize the philosophical principle and method to build knowledge: Practice - Theory - Improved Practice, (P-T-iP), and for the design of the actions and events,



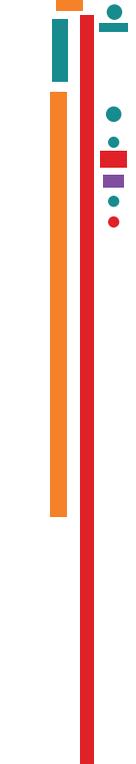
as well as their didactics, to align with these criteria.

- From organizational perspective, trade union education and training must be developed as a process, operating in stages prioritizing the training of leaders and specialized cadres, to promote a new subject and a new union practice that is coincidental with the challenges of our times.

- In addition to the Continental Conferences to reinforce and guide the discussions on trade union training and education in the framework of the policy priorities determined by each Congress and decision-making body, it is also important to undertake and strengthen the Working Group on Education (WGE) to attain the broadest participation of affiliates to discuss, define and propose, as well as share the diversity of approaches and realities of the trade union education/training developed in the continent.

- Develop the Platform of the Network of Trade Union Schools articulating the Training Secretariats, Schools and other training bodies of affiliates, programs and projects of the TUCA with all their educational-training components as a comprehensive and lifelong training system. Similarly, it is necessary to build the capacities to develop virtual education and training.

- In each Strategic Planning process, it is relevant to evaluate and redirect the internal training structure for the Plan to respond to the thematic agenda approved by each Congress, to the strategic pillars, and the cross-cutting issues and main strategies (organization-communication-education), as well as to generate processes and synergies that facilitate more clarity and adequate systemic functioning.



An overview of trade union education and training in the Americas

Below a brief overview and descriptive analysis of Trade Union Education and Training of the affiliated and fraternal organizations of the continent. The exercise of receiving regular and systematic information from all organizations is highly relevant to the development of training and education strategies. Therefore, systematic and regular records of the state of affairs must be promoted to determine the evolution and changes over time.

First, in general, it is important to emphasize that most affiliates have a political and/or statutory definition of trade union education and training, including a Secretariat of Trade Union Education & Training in their structure. Therefore, the vast majority of affiliates bears in mind this fundamental aspect of union action at the time of their political constitution and definition.

In addition, most affiliates incorporate crosscutting gender and youth perspectives into their

education and training guidelines. More than half of affiliates affirms that the organization has policy guidelines that address the situation of vulnerable workers' collectives due to some particular condition. Among the prominent groups are informal workers, migrants, indigenous groups, LGBTIQ+, rural workers, women and youth.

A fully relevant aspect is that, today, most affiliates considers that the trade union training provided responds well or very well to workers' current needs.

Similarly, it is important to become aware of the possibility of trade union organizations influencing public education policies. We underscore the high percentage of organizations participating in spaces of political discussions on education and actions calling for the inclusion of the issues of the world of work and workers' rights in formal education.

Without prejudice to the autonomy and non-delegability of training, many organizations have signed cooperation agreements with educational establishments, and about half of affiliates have some



sort of cooperation agreement with educational establishments.

Throughout the continent, the degree of development of trade union education and training structures is highly heterogeneous. One of the main differences is whether the national organization has a trade union school or not. Not all the federations have some form of trade union school. Although the existence of a school is not sine qua non condition for the provision of training, it is important to look into this differentiation.

Beyond the differences, there are several aspects shared by organizations with a trade union school, as well as by organizations without one. One of the main aspects shared is the centrality of political training in trade union organizations, as opposed to technical-vocational training. The explanation for this situation is probably that many countries have bipartite or tripartite institutes mostly in charge of providing technical-vocational training.

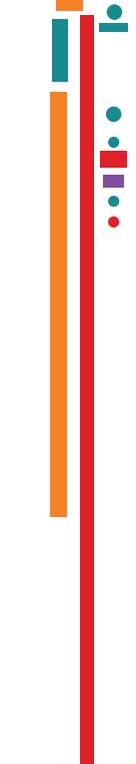
As for the evaluation of the number of courses provided

and attendees, affiliates show a predominantly critical position, considering that the courses provided, as well as the number of participants, are insufficient. Upon analyzing the responses, we observe an important need to strengthen training at all levels. In terms of priorities, they point to the need to strengthen basic training, training of leaders, train-the-trainer courses and thematic training.

Opinions regarding the participation of women and youth is another aspect shared by all organizations. Most organizations note that youth participation has been insufficient and women have participated less than men in most organizations.

Regarding the people who develop the training, most organizations responded that the facilitators of the training are people belonging to the organization and people outside it. A few answered that the courses are developed only by external facilitators and a similar number answered that only by facilitators within the organization.

Lastly, the main difficulties of providing trade union education



and training are another aspect with broad consensus among the organizations. Financing is the main problem for most of the affiliates in some of the training area (trade union or technical-vocational), although the lack of interest shown by the organizations is also viewed with concern and emphasized as relevant by at least part of the affiliates. To a lesser extent, the lack of political prioritization was mentioned as another difficulty.

Strengths and weaknesses of trade union training of trade union organizations

To conclude this overview, below is a summary of the main strengths and weaknesses. The purpose of this summary is to provide an overview of the continental scenario. In addition to this overview, we should not overlook the significant heterogeneity of scenarios in the different regions and countries.

Among the strengths, we emphasize that almost all of affiliates have statutory definitions denoting

formal attention to the importance of trade union education and training for the collective of workers. Similarly, we also underscore the existence of trade union education and training in the organizations. Also noteworthy is the inclusion of crosscutting perspectives in the definitions of trade union education and training. Similarly, participation in public discussions on education and training is another strength, with affiliates declaring a broad-based participation in these areas.

Another strength in affiliates' responses is the blending of the in-person and virtual modalities at the time of developing education and training activities. Undoubtedly, the virtual modality is a tool that experienced a boom in the Covid-19 scenario and that must continue to be creatively developed with due regard for the in-person modality. Therefore, adapting to current scenarios must be part of the institutional capacities of trade unions and workers' organizations.

Among the weaknesses mentioned is the fact that few affiliated organizations have a trade union school. As noted above, it is not sine qua non condition



for the provision of trade union education and training. However, its importance is evident in order to foster the systematization, institutionality and the structuring of education and training. In any case, the indication of insufficient number of courses and participants should raise a red flag to the entire labor movement, drawing attention to the possibility of activating creative and robust mechanisms to meet this demand.

This requires the strengthening of various training approaches, ranging from strengthening existing training structures and organizations to the renewal of mechanisms to expand coverage. These initiatives to expand the scope and coverage of training activities should also target the specific groups that affiliates mention as low participation, such as youth and women.

Another weakness pointed out by affiliates is the issue of financing the trade union training and education initiatives. In this regard and taking into account the recurrent economic and social crises in the region, it may be necessary to maximize the efficiency of the

available resources. Lastly, lack of interest was emphasized as a weakness among affiliates, showing that it is a matter of concern that requires a multidimensional approach that includes political, communicational and educational-formative elements.

Table: Preliminary stocktaking of strengths and weaknesses of trade union training in the organizations

Strengths

- ✓ Statutory definitions of trade union education and training
- ✓ Existence of the Secretariat of Education in almost all organizations
- ✓ Inclusion of crosscutting gender and youth perspectives
- ✓ Participation in public discussions on public policy on education and training
- ✓ Blending of the in-person and virtual modalities in most organizations
- ✓ Perception of training adapting to the needs of workers

Weaknesses

- ✓ Not all the organizations have a trade union school
- ✓ Insufficient number of training courses and initiatives
- ✓ Insufficient number of attendees to the training courses and initiatives
- ✓ Low youth participation
- ✓ Less participation of women than men
- ✓ Financing difficulties
- ✓ Disinterest and lack of visualization of the importance of trade union training

Lines of Action of the Roadmap of Trade Union Education & Training of the Americas 2021-2025

The difficulties of the traditional trade union organization model to address the current challenges of the world of work are reinforced by the joint effect of the conservative and neoliberal presence in several countries of the continent; the accelerated changes in the world of work; and the Covid-19 pandemic, compounding the previous socioeconomic crises.

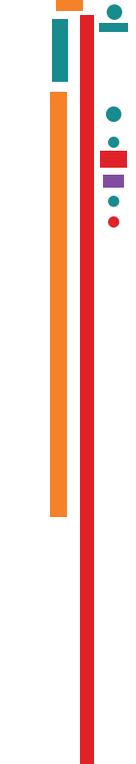
In the organizations, changes require considerable effort and continuity over time. In crisis scenarios, changes require even more extraordinary efforts. The TUCA has undertaken various actions to address the challenge of transforming the trade union organization model. Examples of said actions are the updating of the PLADA and the development of the Roadmaps for Trade Union Strengthening & Transformation, Trade Union Education & Training, and Trade Union Communication. The transformation of the trade

union organization model to consolidate socio-political trade unionism is closely related to a development strategy based on the reproduction of life, involving a vision of the role of the State, market regulation, defense of democracy and human rights, and care for the environment.

This Roadmap for Trade Union Education & Training 2021-2025 is a tool for action by workers' organizations of the Americas, approved by consensus of all TUCA-affiliated federations. The Lines of Action are detailed below, with their development and priority actions for the period.

1) Revitalizing the role of trade union training

In the present scenario, the role of trade union education and training is essential in order to strengthen of trade union organizations. Trade unionism cannot be conceived without a predetermined trade union training policy. It is fundamental to build the capacities and skills of workers and to better understand the world in



which they have to intervene. Above all, it is an indispensable tool to build the capacities for the political trade union actions of the organizations. It is also a collective construction of trade union identity. Therefore, as trade union training is intrinsic to the trade union organizing policy, it cannot be separated from the strategic objectives of trade union organizing. This means that the political determination to strengthen the structures and foster trade union education and training are unavoidable challenges.

One of the strengths of the TUCA to address this challenge is its important policy definitions in relation to trade union education and training. The methodological approach includes the integral vision of education, the systemic and process-based vision, as well as the definition of trade union training as the tool to fight for society's political project. It is training for action, for stronger organizations, for more impact, for more mobilization, for more capacity to present proposals. A class-oriented training that focuses on strengthening and transforming the organization and mobilization.

It is essential to promote the training required for socio-political trade unionism. Training should build the analytical capacities of workers, and enhance the collective action of the organizations. This requires mainstreaming the vision of the development model enshrined in the PLADA, keeping in mind the role of the State, the defense of democracy, human rights and sustainable development. Socio-political trade unionism requires an education to transform subjects and able to intervene, not only in the dispute between capital and labor, but also in political and social affairs in general. It also involves new skills and capacities, for example, in communication, as outlined in the TUCA Trade Union Communication Roadmap.

For this purpose, it is important to emphasize that training requires time and consistency, that training is a process. One of the great challenges is to develop a strategy with a roadmap combining short, medium and long-term objectives. This strategy must contemplate, among others, the construction of formative trajectories, profiles, with clear access mechanisms

that promote and encourage workers wishing to train, consistent curricular maps, teams of trainers and facilitators, assessment of the learning (not in grades, but in terms of qualifications), enhance training management and ensure results.

Regarding the latter, a key aspect is that certifying knowledge is not the main objective of the training (although it is not excluded). The expected results of union training must be witnessed in the practice, in the action, in leaders with enhanced capacities and stronger organizations. And training must necessarily encourage critical thinking.

Lastly, the role of union training also relates to the collective construction of trade union and class identity. Training is a process and a space for the collective construction of the experience provided by the organization. It is a core part of the class struggle and identity construction, a space of diversity aiming at utopia. It is about building a collective subject based on each and every subject. It is about gaining confidence. About creating hope.

Priority Actions

✓ KEY: Develop a political strategy for trade union education in organizations

- ✓ Trade union education and training to strengthen and transform organizations, improve their advocacy, level of mobilization, action and capacity to present proposals.
- ✓ Develop a comprehensive, systemic and process-based vision to fight for society's political project.
- ✓ Strengthen the triad "organization - education - communication".
- ✓ Update trade union education, with proposals and attractive training trajectories for workers, with broad-based and clear profiles and mechanisms for access and participation.
- ✓ Prioritize basic training, the formation of "cadres" and train-the-trainers, based on the class-oriented perspective and for political action.
- ✓ Expand the resources assigned to trade union education and training (relevance of self-financing of organizations to strengthen their autonomy).

2) Unitary strategy addressing diversity

We propose a strategy of systematic and tiered trade union education and training that is inclusive, coordinated, and unitary

for the Americas through a network and process-based with a shared vision, but taking into account the particularities of each subregion and country, and contributing to the construction of a more just, fraternal and democratic society and a sustainable development model.



The reality of trade union organizations of the continent is very heterogeneous as a result of various factors. It is important to find coincidental thoughts, moving to a continental strategy that caters to the different capacities and different needs of affiliated organizations. The articulated objectives must be managed strategically, ranging from the continental platform, to the more specific sectors and particularities of each country. It is important to strengthen the networks, the need to share experiences, for horizontality in the formulation, reflection and discussions, without detracting from the need for levels of definition and leadership.

The discussion on the structure of training and education of the TUCA required to address this challenge is needed now. The need for a critical balance and a definition of the training strategy aligned with the political project of trade union transformation. Through the strengthening the current structure or the materialization of transformations, a strategy that addresses the great diversity of the continent should be prioritized.

Education and training require flexible structures that articulate, are a space for reflection and proposal, and are able to adapt to changes. Trade union training and education is an intrinsic part of the strategic policy of trade union organizations. This should raise a red flag to the temptation to view training structures as islands. It is indispensable to commit to networking and to horizontalizing and democratizing. This is simply to reinforce the need to enhance the training-organization-communication triad, which is our strategic commitment. Strengthening organizations will depend, to a great extent, on their correct articulation.

Priority Actions

✓ KEY: Inclusive, coordinated and unitary trade union education

- ✓ Develop a continental platform for trade union education, reaching the more specific sectors, the most diverse collectives and the different territories with processes addressing the particularities of each subregion and country.
- ✓ Generate trade union training for informal, self-employed, digital platform, outsourced, subcontracted and rural workers.
- ✓ Trade union education articulated in sectors, macro sectors and global production chains.
- ✓ Articulate online education in all TUCA training spaces.
- ✓ Share experiences in an organized and thorough manner, between organizations, countries and sub-regions of the continent, and with the rest of the world.
- ✓ Articulate cooperation and resources to strengthen trade union education in the Americas, respecting our continent's diverse realities.

3) Improve the methodologies and expand training topics

One of the challenges has been to address the discussions on the methodology, levels,

modalities and topics of trade union training. In this regard, the strength of the TUCA are the definitions of the conceptual and methodological aspects briefly addressed in Sections 1 and 2 above.



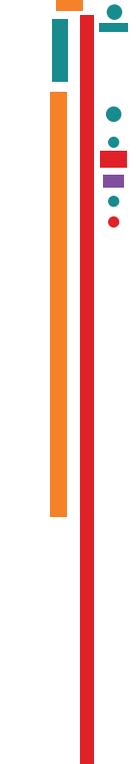
A training shock is required leading to a necessary and rapid adaptation and reaction in the present stage of civilization in which capitalism has generated this planetary debacle. A part of the formulation of the training strategy is to define a pedagogical model, with an anthropological, citizen and trade unionist vision that responds to the question of which is the trade union model we look forward to in five, ten, fifteen years. In this sense, we declare the need for systematic training based on experiences.

It is important to establish priorities, a map of needs and also prioritize train-the-trainers as the multiplying capacity is fundamental in order to move forward.

It is necessary to build the training of leaders. The strengthening of theoretical training in economics, sociology, political science to build analytical capacity is in line with the challenges of the socio-political unionism of advocacy and capacity to make proposals. Similarly, it is important to not disregard the historical

emphasis of trade union training linked to ideological training, as it is essential to reinforce the identity and sense of belonging to the organization. In addition, the ideological framework is essential to know what we are championing and why, which builds the debating capacity of young people.

Equally important is basic training in the federations and this must be valued beyond the principle of complementarity. The commitment to train-the-trainers can be an effective alternative to then strengthen basic training. A core aspect of the training is to adapt the training modalities taking into account that, in many cases, workers have very little time to train and train at unusual hours. It should not be overlooked that most workers of the continent, if they access training courses, they do so after long and poorly paid working hours, attending to family care and, in several countries, in hostile political contexts. Adapting the training so that it is viable, and which workers can access, is a 100% relevant challenge.



Given this scenario, the development of virtual training is important. As of its creation, the TUCA has had the virtual platform of the Network of Trade Union Schools; in addition to the development of virtual training due to the Covid-19 pandemic. Currently, the combination of virtual and in-person seems the way to go. One of the challenges is to consistently integrate three moments of training: the virtual asynchronous (typically distance education), the virtual synchronous (in real time) and in-person. Each modality has advantages and disadvantages, the key might be how to blend them.

For virtual training, the incorporation of technology is obviously important. Training in social networking and how to use them (digital literacy) is important so that workers can master the digital sphere and access its tools. However, the most important issue to develop solid virtual training are trained instructors with skills to manage the virtual training methodologies (which are not the same as the in-person modalities) with feedback and

monitoring capacity, adequate use of audiovisual materials, among others. Thus, technology and platforms are not enough to address the challenge of the virtual modality: a train-the-trainer plan for virtual instructors is necessary. Said trainers will then be able to replicate and also address the challenge of strengthening basic training.

Virtuality is a solution for multiple issues, but it also has problematic aspects. It has two main limitations. The first is that many workers have limited access to connectivity and hardware (computers, laptops, etc.). We need to bear in mind that the multiplier effect of the virtual modality must be inclusive, otherwise it will widen the gaps and deepen inequalities. The second limitation is linked to the difficulties for intersubjective contact, which is essential to the training process and to political construction. It is important not to lose sight of the need to incorporate the dialogue on expertise (dialogicity); training as a liberating-transformative process (the essence of trade union training for action) and

the collective construction of knowledge, proposals, strategies. The use of language (written, verbal and body) consistent with the political proposal based on political principles and discourse. The need to build the capacities of virtual instructors, with special emphasis on this point, can be a way to address this challenge and for the virtual modality not to dehumanize the training process.

Lastly, regarding the training topics, it is fundamental to define a prioritized thematic training agenda. Incorporating

diverse topics: programmatic, economic, political, social, environmental; from global issues to the particularities of sectors and territories, seems to be one of the main challenges to build the agenda. Indeed, at subregional events participants discussed the substantial political, social and thematic changes such as the environment, renewable energies, the right to health, sustainable food, technology, transformation of the world of work, diversity, inclusive language, geopolitical vision, communication, among other topics.



Priority Actions

✓ **KEY: Socio-political Education for Transformation. Method: Practice - Theory - Improved Practice**

- ✓ Based on the conceptual, methodological and thematic definitions, enshrined in the resolutions of the Congresses, the PLADA and the accumulated experience of the TUCA and its affiliates.
- ✓ Deepen the dialogue on know-how, the collective construction of knowledge, proposals and strategies, as a liberating-transformative process of the working class and their organizations.
- ✓ In view of the new forms of the capitalist model, adapt the education strategy and the pedagogical model with an anthropological, citizen, trade unionist vision (in relation to the model of trade unionists and trade unions that we want).
- ✓ Establish maps of needs and interests, identify topics for trade union training in the coming years.
- ✓ Advance in the challenge of virtuality articulated with physical presence, whenever possible, so as not to dehumanize the training process and contribute to expanding trade union training to the entire working class.
- ✓ Look into the personal realities of workers, to enable their participation: schedules, tools, supplies, themes.
- ✓ With attractive and flexible dynamics and incorporating technology, update the training on the use of social networks (digital literacy), contributing to develop and strengthen the critical and class-oriented perspective.

4) Expand the coverage and inclusion of all

Another substantial challenge of trade union training is coverage with inclusion as extensive as possible. In principle, this challenge has two important dimensions. The first dimension refers to the need to expand coverage inclusively. The second dimension refers to the need to incorporate an inclusive crosscutting perspective in all areas of trade union organization, especially in education and training.

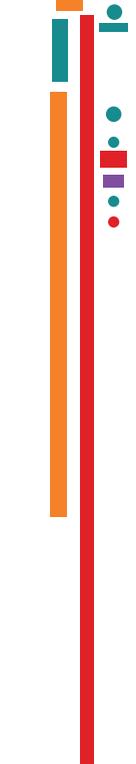
Expanding coverage, in the more general sense, means increasing the number of trained workers, which is important to strengthen any trade union. However, expanding coverage inclusively means increasing the number of trained workers among the groups that have historically shown most difficulties to access training.

Historically relegated collectives are those that have also been disregarded by society, largely because they are not functional to the strategy of the ruling classes.

Although there are variations at the national level, in general, we are referring to women, young people, Afro-descendants, indigenous peoples, LGTBQ+ collectives, rural workers, informal workers, and workers with disabilities. Trade union organizations face the huge challenge and responsibility of becoming more inclusive than the society around them, as they must set the example in order to change the model of society.

In order to expand the coverage with greater inclusion, we need to adapt the practices, training modalities, tools, methodologies, to reach these collectives. One example are young people. Find new, creative ways to attract youth to training processes, and attract them in general to trade union organizations. It is not only about incorporating technology - which is of course important - but also about listening and understanding young people, and providing spaces and lead roles to them.

In turn, inclusion means creating spaces for advocacy. Applied to women's participation in trade union training, it is not only a



matter of training more women in thematic and union leadership, but for the women who complete these training processes to then access decision-making spaces. In short, for women to be recognized as active subjects in all social, economic, cultural and political processes.

Expanding the coverage inclusively means getting closer, reaching out to vulnerable workers, regardless of the reason of their condition. This includes, but not limited to and only by way of example, the need for greater penetration in rural areas, the challenge of reaching informal workers, workers of digital platforms, the self-employed, and unorganized workers, among others. Training is linked to the entire trade union strategy, which involves looking for all workers, regardless of their contractual and employment situation.

As noted above, the second dimension refers to incorporating a crosscutting inclusive perspective. It is not about quantity, but about respect and inclusion of diversity. It involves the inclusion of collectives while respecting their identity, their ways of acting, feeling and

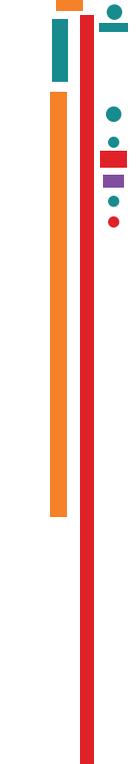
thinking. This requires incorporating the human rights approach at all levels and spaces of the trade union organization. The role of trade union education and training in this regard is, perhaps, the most important, as they are the spaces and mechanisms that seek to transform practices, always based on experience.



Priority Actions

✓ KEY: More Trade Union Education for All Workers

- ✓ Strengthen the inclusive crosscutting perspective of the rights approach, the gender and generational perspective, the identities of LGBTQ+ collectives, indigenous peoples, rural workers, Afro-descendants and people with disabilities.
- ✓ Strengthen participation and social dialogue within workers' organizations to develop trade union education based and promoting the diversity of the working class.
- ✓ Adapt practices, training modalities, tools, methodologies that contribute to the inclusion of all collectives and respond to their needs and characteristics, to give voice and fortify them as subjects of social and political processes.
- ✓ Ensure trade union training is articulated with the practice, for its improvement and transformation, with the inclusion of the entire working class in spaces of political advocacy, collective bargaining, mobilization and struggle.



5) Vocational training in the face of transformations in the world of work

Faced with the challenge of an increasingly changing world of work, trade union education and training must aim at commitment and a strategic approach, vindicating the political positions and definitions formulated on technical-vocational training. In a short term, the introduction of processes and new forms of work, mediated by technologies, generates: danger of exploitation and job precarity, continuity of robotic process-based automation, and influence, control and technological disciplining; as well as the transformation of multiple jobs and occupations. In this regard, discussions on job qualifications and certification are prioritized.

In a scenario of such a challenge, the trade union movement must be prepared to be proactive subject of the strategies adopted by all communities and States to address it. Hence, trade union training must be based on clear guidelines and articulated with

technical-vocational training for the trade union movement to participate and accompany the process, safeguarding workers' interests. One of the recent examples caused by the Covid-19 pandemic has been telework. How does telework affect working conditions? How is the right to disconnect regulated? How does it affect the right to organize and to strike? How does it affect the family life of workers, and especially of workers who are mainly in charge of family care? This is just one of the clearest examples of the impacts that the accelerated changes of the world of work and which require increased capacity to preempt and react expeditiously.

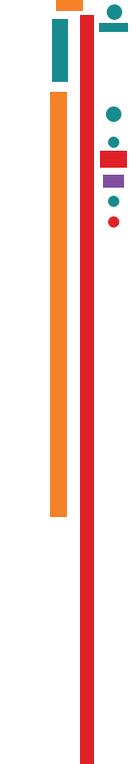
The challenge is that the context is characterized by speed, vertiginousness, the readjustment of an increasingly powerful capitalist domination and of multiple challenges in the realignment at the popular level. As the dynamics and forms of employment are transformative, the changes of context and in the world of work generate changes in trade unionism and, consequently, the need to adjust the training.



Quality education, developed by the public administration within the reach of all, is essential to achieve equal opportunity in relation to quality jobs. A labor market that quickly abandons the concepts of job stability and indefinite permanence of expertise and processes. A “job for life” and a “profession for life” are concepts that no longer describe reality. Today’s world of work is not based on linear and successive education-employment-retirement trajectories. Workers must build their capacity to adapt and preempt in order to face these challenges. On the one hand, influencing formal education policies, and on the other, influencing technical-vocational training policies, with emphasis on building their capacity to attract young people who have been expunged from our continent’s formal educational system. Along these lines, education and training must be transformed in order to prepare young people for a job, given that many young people, despite their capacity, end up in the informal sector. Similarly, progress is required in terms of inclusion at the time of teaching labor rights in the formal education.

Therefore, in view of this accelerated destruction of formal jobs and the generation of precarious jobs, the trade union movement must point the way to comprehensive training, combining technical-vocational training with civic and democratic training, with a human rights approach. The vision of technical-vocational training is a broad-based vision, not only technical, but also seeking to understand the entire labor process, as well as comprehensive citizen training, with a rights perspective, centered on people, their development and that of their environment. We emphasize the need for workers participating in discussions and public policymaking (for example, vocational training institutes), to define the strategy, the capacity to propose, all of which requires elaboration, study and, above all, a political-strategic vision.

A pillar of the 2030 Sustainable Development Agenda is education and training, where employers, workers and the State must strive towards this goal, thereby strengthening the institutionalization of these areas for the development of technical-



vocational training. In addition a defined strategy in relation to the subject-matter, in the current context of the region, is important to channel the social dialogue. In times when workers' rights and collective bargaining are being reversed in many countries of the continent, it is essential to revalue these areas as political (and not only technical) spaces.

Quality education and training, both union and technical-vocational, must be articulated to ensure protection against a model whose worse aspects could become radicalized thanks to technological developments. Social inequality will deepen in a world where networks of algorithms and artificial intelligence operate for the benefit of the most powerful. Technological development is progress for humanity provided it contributes to reducing inequality. The role of trade union training, democratizing capacities to access technological developments, helping more workers to benefit from them, is one of the internal tasks of trade union organization. Externally, the objective seems to be the struggle to democratize the

benefits of technological innovations and increased productivity: strengthening decent work, reducing work hours, improving working conditions, reducing workplace accidents. The work of the future must be decent work and stronger trade unions.

Priority Actions

✓ KEY: Quality Vocational Training should be part of the Trade Union Education Policy

✓ Articulate technical-vocational training with trade union training, to safeguard the interests of workers and peoples, to respond to their present and future policies and needs.

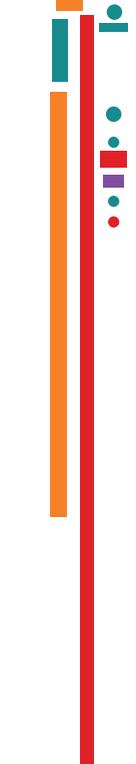
✓ Foster workers' acquisition of skills, competences and qualifications throughout their working life, as shared responsibility between governments and social actors, to take advantage of opportunities and demand decent working conditions.

✓ Promote public policies for vocational training based on respect for labor rights; encourage the participation of trade unions in the development and management of these policies; in defense of social control of public resources assigned to vocational training, as part of the trade union education policy.

✓ Democratize vocational training and access to technological innovations, and contribute to more workers benefiting from them.

✓ Through social dialogue, promote the universalization of vocational training, the ratification and implementation of ILO Conventions (100: Equal Remuneration; 122: Employment Policy; 140: Paid Educational Leave; 142: Human Resources Development; 159: Vocational Rehabilitation and Employment) as the basis for the revision and adaptation of national regulations and public policies on vocational training.

✓ Strengthen the advocacy of trade unions in ACTRAV/Cinterfor of the ILO for vocational training, as well as in the development of new Conventions, Recommendations and other types of global and regional actions.



6) The role of TUCA, sustainability and alliances

Training processes require time, systematicity and trajectories with successive and incremental enhanced capacities. The challenge is to achieve the sustainability of training processes, for which we need to maximize our own resources and establish alliances, as well as share and learn from other social actors.

An obvious hindrance to the development of trade union training is financing. In most cases, recurring economic and social crises further dent the scarce resources available to the trade union organization. One of the main challenges will be how to maximize the resources available for trade union training and education. As stated above, the virtual modality, despite its other kinds of problems, has emerged as a solution for some of the challenges of the current scenario. In relation to financing, one of the positive aspects of the virtual modality is that it is more affordable than in-person training.

Another aspect related to financing is the need for more synergy with cooperating institutions. Given that most cooperation projects contain a training component, it is important to reflect strategically on this essential aspect in order to maximize resources. We must prioritize issues such as the harmonization of training agendas and the possibility of implementing training projects with more than one donor, among other possibilities. This requires much work, much negotiation and the development of concrete plans with clear objectives and a clear agenda.

But sustainability not only requires financing, it also requires teams of trainers to provide the training. It is particularly important to generate strategies to build human teams to provide training and education and, in turn, also train the trainers. The articulation between the different Education & Training Secretariats of the continent, between Trade Union Schools and other training spaces, can have a multiplier effect on the formation of horizontal training teams. The Network of Trade Union Schools, the Vocational Training



Network, the revitalization of the Working Group on Education or of the structure established for training and education of the TUCA, are the cornerstone to develop this process.

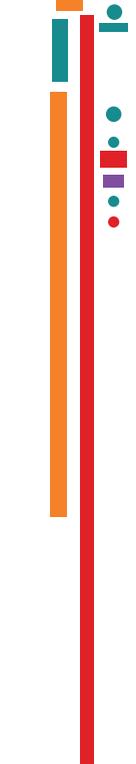
In addition to maximizing internal resources, we need to reflect on the fabric of broad-based strategic alliances. Without prejudice to the principle of non-delegability, the search for alliances and sharing of complementarities is a way to move forward. Agreements with educational institutions, with research centers which share values, also enable sharing the trade union world with academia and with science, without leading to a doctoral-like trade union training.

There are other types of complementarities. The articulation with the ACTRAV/Turin International Training Center deserves special attention. Since the ILO is a tripartite entity, in which TUCA and ITUC affiliates represent one of the delegators, all IFC/ACTRAV policies, programs and training activities should have prior agreements with the organizations representing workers; should respond to a strategy of complementarity and

specialization; should harmonize based on the objectives and strategic needs of the trade union movement, and adjust or adapt their services, contents, methodologies and allocation of resources to the demands of labor stakeholders.

Another strategic and relevant aspect of complementarity is to follow up, in an increasingly systematic way, on the training processes in coordination with partner, allied and/or cooperating agencies, which have been fundamental and constitute concrete opportunities to fortify and enhance trade union education and training in the Americas.

Lastly, regarding alliances is to learn from the strategies of other social actors which, often with scarce resources, have succeeded in organizing campaigns with considerable public impact. Perhaps the best examples of strong impact on public discussions are feminist organizations, the LGTBQ+ movement, environmental organizations which, through strategic campaigns, that have produced innovative tools, communication, articulation of networks and alliances. Learning



from other experiences and buying into new methodologies and tools are also part of training processes. By definition, education and training are fertile ground for innovation, where new ideas emerge from experiences, critical thought and collective reflections. Alliances within the class are necessary to develop training, as well as strategic alliances to liaise with the rest of society, with other expressions of the popular classes, public universities, non-governmental organizations and other social actors, with which trade unionism shares emancipatory views.

We underscore the relevance of a space such as the TUCA Observatory for trade union education and training, to generate and socialize the necessary creativity for the entire continent to capitalize on the outputs of the trade union movement. The trade union movement has produced analyses and knowledge, which it continues to produce because union dynamics are intense due to the ever-increasing speed of changes. A way to establish a structure that links everything is currently under development. In order to visualize

the decisive importance of networks to deploy regional associations, please note that if trade union federations of the Americas manage to coordinate all that energy and all the training efforts, we would develop huge strength based on the exchange of thousands of cadres that are providing training across the continent.



Priority Actions

✓ KEY: Sustainable and Complementary Trade Union Education & Training

- ✓ Promote long-term training processes, with systematicity, trajectories with successive and incremental capacities.
- ✓ Integrate and empower the TUCA Labor Observatory of the Americas to strengthen trade union education and action: information, analyses, studies developed by the trade union movement.
- ✓ Strengthen and harmonize the Network of Trade Union Schools, the Trade Union Vocational Training Network, and revitalize the Working Group on Education of the TUCA. Establish synergies with cooperating agencies and projects with training components.
- ✓ Strengthen the teams providing trade union training and education; articulate the different Education & Training Secretariats of the continent, schools and other training spaces, to achieve a truly multiplying impact.
- ✓ Identify other experiences and buy-into new methodologies and tools for our formative processes (feminist organizations, racial equality, LGBTQ+ movement, peasant, indigenous and other organizations).
- ✓ Expand and fortify alliances and sharing of complementarities with training and education institutes, research centers, the scientific community at the national and international level.
- ✓ Influence the areas of the ILO (and other spaces with trade union representation), for their proposals, services, content, methodologies and allocation of resources to respond to the demands and needs of the trade union movement.

