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Annex I

Students' speech at Graduation

Dear Professors, organisers, fellow students and guests.

It is a great pleasure and honour for me to speak some final words on this very special day to you on behalf of my colleagues from the first labour policies and globalisation programme.

More than a year has passed since we have started this programme and it seems to me that this year has passed very fast, not to say too fast.

I remember very well when the first of us arrived in Kassel last year to join the English course, sitting in a small meeting room at Kassel University and meeting Christoph Scherrer and Barbara Dickhaus for the first time.

I also remember, how moved Christoph was, when welcoming and finally seeing us after having put so much effort and work into making this programme possible.

At this stage, we were not sure what to expect of this year and how it would work to bundle people from 18 countries with different cultural backgrounds and work experiences together.

I think all of us were quite excited but maybe also a little bit nervous about what lay in front of us.

But it soon became quite obvious, that there was nothing to be frightened of, and that we were very welcomed.

Of course there were some problems – like struggling with the German bureaucracy in registering, organising visas, health insurance, opening bank accounts, getting internet access and the difficulty of not understanding German.

But fortunately we could always rely on the organisers' assistance and finally all problems could be solved somehow to mutual satisfaction.

It was also difficult for some of us to get used to working academically again, sitting in our flats with heaps of reading material in front of us, having to write term papers - sometimes without any clue how to get it done in time- as well as keeping our presentations to a ten minute time frame, always fearing that Christoph's alarm clock would strike before arriving at the essential point of our speech.

But in the end we all managed in some way and looking back now, we can be very proud of getting all the requirements done.

The experiences in Kassel and Berlin have been quite different. Kassel as a rather small and quiet town was surely a good place for us to get used to our new student life in Germany, not too many bars or exciting activities to distract us from our work. And many people missed Kassel pretty soon after leaving, especially after the over-night horror bus trip to Berlin.

During the six weeks internship period, most of us were separated and spread all over Europe and even to South Africa, and we all made very different experiences – some good, some not so good, but in the end also quite valuable.

After our arrival in early April, it didn't take long for us to adjust to the big city environment of Berlin and surprisingly none of us got lost right in the beginning of the second semester.

The academic life at the FHW was quite different from Kassel University but both experiences were interesting.

Of course, Berlin provided a lot more opportunities to do some sight-seeing, enjoy the night-life, and lots of culture.

So, the reduced workload compared to the first semester was warmly appreciated by most of us.

We have often been referred to as the guinea pigs and sometimes we really felt like this. However, while guinea pigs do not always survive the experiments carried out on them – we have.

To cut a long story short, this programme was a great experience for all of us.

It's hard to judge whether we will change the trade union movement as a result of this course, but being in this masters programme has certainly changed us.

The fact that people from so many different countries can work together so well for such a long time - quite often under a lot of stress and time constraints - provides hope for better, more social and harmonious forms of globalisation.

There are so many people to thank, for giving birth to this programme and making it a success.

I would like to start with our student representatives who did a great job in helping us to solve our day-to-day problems

Thanks to Donna, and also to Cesar, who can't join us today, because he is back in Brazil enjoying his life as the father of a new baby. We know he is with us in spirit today.

Also thanks to Verna and Euan and all others who assisted with making our views heard.

Special thanks go to the coordinators of the course, and the assistants in both Kassel and Berlin who had to face our day to day questions and demands – and there were a lot.

Thanks Barbara, Mirjam and Birgit for your patience.

We would also like to thank the various organisations which supported the programme and made it possible – especially the ministry for economic cooperation and development, the ministry for economy and labour, the ILO, the Friedrich-Ebert-Foundation, the Hans-Böckler-Foundation, the global unions, the DGB and the various other national trade union organisations.

Without the scholarships they granted for example, most of us would not have been able to join this programme.

And finally, we would especially like to thank Frank Hoffer, Christoph Scherrer and Hansjörg Herr.

Without their strong engagement and the effort which they put into creating this programme, we would clearly not be here today.

I'm pretty sure I have forgotten to express our thanks to some people, so whoever contributed to this programme and was not named – please apologise and accept our thanks as well.

On behalf of all my colleagues, I wish our new fellow students a great time like we had in the last 12 months – despite the workload and difficulties which lie before you.

I am sure you will not regret having joined this programme and I hope that you can benefit from some of our experiences, which we have tried to share with you. We wish you a lot of success in the coming year.

Most of us will leave Berlin in the next days - some will see their friends, relatives, partners and even their children for the first time after one year.

I know they are looking forward to going home, but I also think we are all a little sad that this year has passed so quickly and that we have to say goodbye to each other very soon.

I'm sure we will never forget this amazing year in Germany, and we will stay in contact and see each other again in the future.

Pictures can say more than words - so we would like to share our year with you in a short slide show.

Thank you !

(speech held by Harald Kröck on behalf of the LPG graduates 2005)

Annex II

Core GLU network partners

Trade Unions

- **Global Unions**
- **CLC (Canada)**
- **COSATU (South Africa)**
- **CUT (Brazil)**
- **DGB (Germany)**
- **MTUC (Malaysia)**

Universities

- **Berlin School of Economics (Germany)**
- **Cardiff University (UK)**
- **University of Campinas (Brazil)**
- **University of Kassel (Germany)**
- **McMaster University (Canada)**
- **University of Witwatersrand (South Africa)**
- **York University (Canada)**

Others

- **Friedrich Ebert Foundation**
- **Hans Böckler Foundation**
- **ILO**
 - **ACTRAV**
 - **International Institute for Labour Studies**

Annex III

Notes on the workshop on the GLU concept Turin 10. -13. April 2003

1. Assessment

Most participants agreed that the GLU idea has merit and substantial potential. There is a need for high level qualification programs in a global context to strengthen trade union capacity. Within the proposal stronger emphasis has to be given to

- 1.1. focus on trade union issues, perspectives and needs
- 1.2. more international input in curriculum development and delivery
- 1.3. additional ways of networking, dissemination and delivery to outreach beyond the (pilot) course.

2. Objectives

- 2.1. Qualification of potential trade union leaders and experts to respond to the challenges of globalisation. Special focus will be given to gender issues and promotion of women.
- 2.2. Strengthening global labour networks through a one world learning, study and research environment that promotes multicultural and multiregional understanding and cooperation.
- 2.3. Combining academic expertise and trade union know how to develop and apply a global labour policies master course curriculum that helps to deepen the theoretical and analytical capacity of the trade union movement.

Potential additional “side-effects”

- 2.4. Overcoming language barriers
- 2.5. Stimulating labour orientated research in the academic world and strengthening partnerships between universities and trade unions on national level.
- 2.6. Skills development for individual trade unionists
- 2.7. Attracting young people to study global labour policies

3. Course character

The course and the curriculum have to be global (or at least multiregional) in at least three dimensions (curriculum development, course delivery, composition of the students’ group). It is impossible to develop a global course and curriculum in a national framework. It has to be distinctively different from traditional university courses and from traditional labour college courses. It should be on the level of a university master course and deliver the respective technical, theoretical and analytical skills, but it has to be geared to the special perspective and needs of the labour movement. The course needs to be trade union mainstreamed to support the development of policy alternatives. It has also to reflect methodologically the specific target group and give the participants the possibility to bring their knowledge into the study and discussion process.

4. Multidisciplinary

The course ought to be multidisciplinary. There is a need for further thinking how to weight different elements of sociology, economics, law, governance and trade unions in the course to address best the most important skills and knowledge weaknesses the labour movement is facing in the segment of high level qualification.

5. Target group

Main target group (with priority for fellowships)

- 5.1. Young potential trade union leaders and trade union officials/experts (middle management) dealing with economic and labour policies
- 5.2. Shop stewards or works councillors from global companies
- 5.3. Staff or potential staff of international trade union organisations

Other potential participant

5.4. Young researchers involved in existing trade union research networks

5.5. Researchers/activists interested in global labour policies

6. Retention

There is always the risk to lose people because of income differentials. However it would be a depressingly pessimistic assumption that trade unions are unable to keep anyone who gets a masters degree in its ranks.

The moral and political commitment to stay with the trade unions is most probably higher for those who come out of the labour movement and are sponsored by the labour movement than by other academics. A commitment to work for the trade unions for three years afterwards (as suggested in the draft proposal) is an administrative and bureaucratic instrument that has clear limitations.

It is as important to keep close links with the trade unions during the course and create new contacts and experiences with the global labour movement during the course to maintain and deepen the motivation to be part of the labour movement. The main elements to ensure this are

- 6.1. The labour perspective is mainstreamed in the core courses that are specially designed for the masters course,
- 6.2. The research work undertaken during the course should be developed in consultation with the trade unions (at home),
- 6.3. Internships with national and international trade union organisations will give new interesting insights in the labour movement.
- 6.4. Being not an individual but part of a global group of trade union students will help to maintain and develop a trade union identity within the university.

7. Selection

A detailed proposal for a transparent selection mechanism will be developed and circulated. The key elements are:

- 7.1. Applicant will apply through trade unions on national or international level. This will ensure at the very beginning that candidates will have the approval of the labour movement. Sponsors of the program will also have the possibility to propose applicants.
- 7.2. A written application providing information about level of qualification, previous engagement with the labour movement and an topical essay will be required,
- 7.3. English language skills will be required for the pilot course. In the case of existing but insufficient language skills at the time of selection there should be an option to reassess the language skills at a later stage but before entering the course.
- 7.4. A formal B.A. or high level of competence acquired through other forms of prior learning and experience is an entry requirement. The university will provide a more detail description of the criteria and process to assess prior learning and experience. It is from a political and methodological point of view important that already in the pilot course also colleagues without a B.A. are participating.
- 7.5. A pre-selection will be undertaken on the basis of written documentation. The remaining candidates will be interviewed by the University and the ILO.
- 7.6. In the selection process a compromise to meet different and competing selection criteria (age, gender, qualification, region, retention potential, trade union experience etc.) will have to be found. It needs some further thinking about the final selection mechanism if the number of qualified applicants exceeds the number of available places. Candidates should probably get points according to agreed criteria to achieve some kind of transparent selection process.

8. Governance

Further thinking has to be invested in the governance structure. It seems that at the current stage of development and discussion an open consultation process among potential stakeholders is sufficient. The participants of the workshop will report to their respective organisations so that they can speak on their behalf in the future development process. At a later stage (but before the pilot starts) the different stakeholders will have to decide whether they endorse the pilot course. Obviously a support from all stakeholders who are involved in the process is most desirable and

should be looked for. A mechanism of monitoring and evaluation of the project will have to be developed. The development and piloting of the project will be done in the framework of an ILO project with universities and trade unions as project partners.

9. Role of trade unions (national and international)

- 9.1. Curriculum development
- 9.2. Participation in curriculum delivery of trade union issues
- 9.3. Recruitment
- 9.4. Provision of Internships
- 9.5. Support in resource mobilisation
- 9.6. Evaluation and Monitoring

10. Improving the quality, broadening ownership, increasing outreach:

There are three main levels of trade union and university involvement

- 10.1. Development and delivery of a Masters course in the GLU framework
- 10.2. Participating in curriculum development but not delivery in the GLU framework
- 10.3. Using the ideas and curriculum of the GLU as input for local cooperation between trade unions and universities.

11. Sequencing 2003 – 2006

- 11.1. International curriculum development with involvement from trade unions and universities from (Brazil, Canada, Germany, Malaysia, South Africa, UK).
- 11.2. Pilot course delivered in Germany (in English) but with global input and a multiregional group of students. Making the curriculum and the related research available on the Web. Disseminating it through existing labour research networks to other universities. Building a broader information network around the further curriculum development process. Evaluation and improvement of the curriculum and the course structure. Testing of outreach through long distance discussion forum on specific course module.
- 11.3. Enlargement towards a second university in the south to “globalise” the cooperation in a step by step approach.
- 11.4. Evaluation of process and strategies for further enlargement

12. Course duration and flexibility

The course will be a one year master course. There will be a possibility to do the course over a two year period. However a minimum presence of 2 x 16 weeks would be required. The possibility of creating long distance components has to be elaborated further. A first step could be the linkage of one course module with a global on-line discussion forum.

13. Evaluation

As the project is new ‘territory’ and many challenging issues will have to be confronted in the process of project development and implementation a parallel monitoring and evaluation process will be important. There are standard university criteria for evaluating the quality of master courses. Additional evaluation should be done by the trade unions and also by the students themselves. They should be encouraged to give strong feedbacks already during the course.

14. Curriculum development

There was an open debate about the possibility and desirability of developing a “model curriculum”. On the one hand the development of a model curriculum might be able to create an “ILO approved bench-mark” for a master in global labour policies. On the other hand it might be too prescriptive and the objective should rather be to create a network that is in a constant process of curriculum delivery, development and improvement taking new issues and new research findings into account.

In any case an authoritative model curriculum cannot be developed without testing it successful over a number of years and additional experience in delivery in at least one other university in the “South”. Hence the different ideas might not lead to a very different practice in the foreseeable future.

The colleagues from Berlin and Kassel will redraft the curriculum in May and incorporate the points raised in the discussion:

14.1. Global

The heavy “German bias” has to be overcome. There is a strong need for inputs from the other regions. The next workshop in October should focus on curriculum development and colleagues from potential partner universities should be encouraged to contribute in advance. Our colleagues from South Africa, Brazil, Canada and Malaysia will contact their local universities to discuss their possible further involvement. We should strive to have not only international inputs in the curriculum development but also the delivery during the pilot. This is essential for the globalisation of the curriculum and the project as a whole.

14.2. Multidisciplinary

Creating several clusters in the course that would allow some specialisation within a core curriculum

14.2.1. Development

- 14.2.1.1. Equality
- 14.2.1.2. Sustainability
- 14.2.1.3. Rights

14.2.2. Economics

- 14.2.2.1. Macro economy
- 14.2.2.2. Corporate Strategies

14.2.3. Global governance

- 14.2.3.1. International institution and economics
- 14.2.3.2. Organisational challenges and responses by labour

14.2.4 Public policy

- 14.2.3.3. Privatisation/Public services
- 14.2.3.4. Employment
- 14.2.3.5. Social Security
- 14.2.3.6. Poverty

14.2.5. Organisational Development/Industrial Relations

14.3. Mainstreaming Trade Union perspective

- 14.3.1. Policy alternatives
- 14.3.2. Democratisation and empowerment
- 14.3.3. Role of trade unions in a development framework
- 14.3.4. Industrial relations - systems and new approaches to respond to globalisation
- 14.3.5. Real world problems have to be reflected in the teaching of the course modules

14.4. Mainstreaming gender issues

14.5. Having a special course about trade unions. PSI/Cardiff University will in cooperation with other interested international trade unions develop ideas for this module and will also deliver the course in the pilot. The following issues should be addressed in this course:

- 14.5.1. History
- 14.5.2. Economic Impact
- 14.5.3. Strategies
- 14.5.4. Structures/Forms
- 14.5.5. Globalisation
- 14.5.6. Alliances Social Movements
- 14.5.7. Conflict/Consensus
- 14.5.8. Collective bargaining
- 14.5.9. Corporate Strategies
- 14.5.10. Supra national agencies
- 14.5.11. Union politics
- 14.5.12. Legal rights

14.6. Methodology

14.6.1. The program has to provide space and approaches to integrate the broad variety of experience of the participants in the study process

14.6.2. A series of workshops and guest lectures should bring also “non-university” expertise to the course

14.7. Internship

The internships have to be an important link to the labour movement during the course. They should not be limited to German locations, but make use of the fact that all headquarters of the international trade union movement and the ILO, TUAC, the ETUC etc. are based in Europe.

14.8. International input and delivery of the course

15. Next steps

15.1. Report

A revised version of the project document and the draft curriculum will be provided as soon as possible

15.2. Contacts with other Universities

The colleagues from the respective countries will contact their local universities and suggest their participation in the curriculum development workshop

15.3. Curriculum Development

Comments and inputs will be made by all stakeholders to improve the draft curriculum

15.4. Next Workshop in October

To ensure input of other universities in the pilot course the course should be done latest in October 2003. (Proposed dates 9./10. October) To allow more participation from the south it should if possible take place in Brazil as was offered by the CUT. It would be expected that participants from the developed world would cover their travel expenses themselves.

To avoid repetitive discussions we should have agreement, via e-mail on the new project document and not come back to some of the fundamental questions that have been discussed at length at the Turin workshop and can finally only be answered by testing the GLU idea in practice.

The debate should clearly focus on curriculum and discuss core courses of the curriculum. The core modules should be presented under five criteria.

- 15.4.1.1. Content (reading list manuscript etc.)
- 15.4.1.2. methodology
- 15.4.1.3. trade union mainstreaming
- 15.4.1.4. gender mainstreaming
- 15.4.1.5. policy alternatives

Annex IV

Minutes from the 2nd international workshop for the implementation of a 'Masters Programme on Labour Policies and Globalisation'

The workshop mainly focussed on curriculum development. In addition issues of required qualifications, selection, promotion of the program, evaluation and language requirements were discussed. The results of the discussions will be incorporated in the project documents.

I. Curriculum

A revised curriculum will be developed to reflect the discussions at the workshop. It will in particular incorporate the following points

1. **Introductory course** An introductory course will be provided to ensure that all participants can meet the minimum quality standards of the course and participate with a similar level of knowledge
 - a. A list of initial reading will be on the Website three months before the start of the course
 - b. Parallel to the language course supportive tutorials will be offered to give students a possibility to deepen their understanding in key areas of the course
 - c. A one week welcome workshop will help the students to acquire
 - i. A comprehensive introduction to the themes of the course
 - ii. A better understanding of multicultural learning
 - iii. An introduction to the university and the City of Kassel
 - d. The following tutorial support will be provided during the course
 - i. Library research and it-skills
 - ii. Tutorial support for each of the required course
 - iii. A special tutorial on basic economic knowledge
 - e. The partner universities will explore the possibility of offering some courses that may help student to prepare for the Masters programme
2. **Core courses**

Students will study 3 required and 2 elective modules per semester during the year. (for details see revised curriculum). The required courses are

 - a. The challenge of development – the role of labour rights and labour standards
 - b. Governance of globalisation
 - c. Globalisation, economic policy and trade unions
 - d. Trade Union Strategies and Globalisation
 - e. Democratic and efficient administration of trade unions
 - f. Transnational companies – strategies, impact, trade union responses

3. International teaching

International teaching at the pilot course is vital to make the programme genuinely global. Colleagues from the partner universities expressed an interest in teaching for a certain time on the course. Peter Fairbrother, University of Cardiff) will teach a course on Trade Unions and Globalisation (proper title) as a block seminar in the first term. Guy Mhone, WITS; will explore the possibility of working together with the ILO on the Course

Development and Labour Standards (proper title) and offering some electives during the first term (October – December). Sam Gindin, York, will explore the possibility of teaching during the second term in Berlin. The Brazilian and Malaysian colleagues will also explore the possibility of further participation. Colleagues will also try to mobilise resources from their respective universities for the guest teaching.

4. Joint curriculum development

The universities will start cooperation on joint curriculum development with the medium term objective of establishing a joint Masters. In a first step the idea is to develop jointly core curriculum modules of the pilot course that might also be taught in the partner universities and will be mutually recognised. This would also be seen as a first step to enable students to do the Masters partly in one country and partly in a second country.

The German universities have taken first steps for additional resource mobilisation. The next required step is a letter of intent from the partner universities for further cooperation. To start this process the ILO will send a letter to the universities to invite them to cooperate. (The colleagues from the universities are kindly requested to send a proposed draft text according their requirements to Frank Hoffer).

5. Internships

- a. Internships will be an integrated part of the course. Possibilities will be offered in Germany, Geneva or Brussels. Trade unions will be requested to provide a work plan for the intern in November 2004. Ideally the internship should prepare for the trade union-orientated research work at the end of the course.
- b. In some cases students might prefer to carry out their internship in trade unions within their home country to retain existing contacts Trade unions would also be required to provide a work plan for the interns in due time to the university. It needs some further work concerning the additional funding requirements for these (exceptional) cases. For the time being the resources would come from the student or the partner trade union
- c. The ILO will develop an introductory programme for those students doing internships at the international level

II. Required Qualification

1. Proficiency in English

It was acknowledged that the language excludes many trade unionists from the program.

2. BA or equivalent degree or in exceptional cases qualification acquired through life long learning and participation in other training programs.

Applicants without a university degree will have a minimum of four years appropriate work experience within the trade union movement and will have to demonstrate that they are able to participate fully in a Masters program. They will be assessed by the university or a “correspondent” of the university about their knowledge, their analytical skills and their ability to participate fully in the Masters program.

III. Selection.

A transparent and fair selection process will be applied. A revised outline based on the discussions is attached.

IV. Language

The monolingual character of the program is an advantage and a problem. The colleagues in Brazil will explore the possibility of offering a program partly in Spanish and partly in English in Brazil. This would enable students from Latin America to come to Brazil to study, and Spanish and Portuguese speaking students could acquire some English in the first term, which would enable them to attend the second term in an English speaking country.(GERMANY?)

Nevertheless, English will be the main communication language within the network, since providing translation for all documents and e-mail communication is too complicated and too costly..

ETUCO has some English online courses that could be used free of charge for students to improve their language skills in advance. For more details see <http://www.etuc.org/ETUCO/en/resources/language/enmat.cfm>

V. Contacts with trade unions

Continuous contact with the trade unions is vital and the following elements should ensure this objective

- a. Mainstreaming trade unionism in the teaching of the course
- b. Offering two specific required trade union modules and inviting trade unionists as guest lecturers
- c. Offering well designed internships with trade unions. This might include internships in the home countries of the students on a case-by-case basis.
- d. Requiring that themes for the final research paper should be developed in conjunction with trade unions. Ideally the research should be done in cooperation with experts from a respective trade union.

VI. Course flexibility

There might be trade unionists that are interested in participating in one part of the course and are more interested in the content of the course than the actual qualification. While this possibility exists in principle also for the pilot course, it should really be a rare exception to ensure that the Masters program gains credibility. As soon as some of the core modules are also established at the partner universities more flexibility will be gained to give students the possibility of taking just one or two courses and thus obtaining the respective credit points for these courses.

However, concerning funding it might be more difficult to mobilise resources for flexible participation that for the actual attendance of a full Masters program.

VII. Evaluation

There will be an ongoing evaluation and reporting mechanism. Students will be involved in the evaluation. At the end of the course an external evaluation will be undertaken (YES but the methodology will need to be developed at the beginning A feedback from the trade unions will also be requested. The ILO, in cooperation with the universities in Berlin and Kassel, will propose a more detailed concept.

VIII. Funding

The partners will explore the possibility of mobilising resources from governments, universities or research foundations to allow for the further extension of the program. This concerns in particular the possibility of funding scholarships for students and also exchange programs for lecturers.

IX. Promotion of the program

All communication channels should be used to inform trade unions about the programme. The ILO will post the leaflet to all national trade union centres, the GUFs and its field offices. The FES will distribute the leaflets also through its field structure. Everybody is requested to circulate the information through his or her own information channels. An ILO web site gives further information about the program. The ILO will also explore the possibility of informing former students of the TURIN Centre about the program.

X. Further Steps

In the attached table the next steps for project implementation, the time schedule and the respective responsibilities are outlined.

Annex V

Notes about the 3rd international workshop “Labour Policies and Globalisation”

19-22 May 2004 at the Berlin School of Economics, Germany

The third international workshop was attended by 29 participants (Annex I) from Brazil, Canada, Germany, Malaysia, Netherlands, South Africa, Switzerland and the UK.

1. Update over project development

Development since the last workshop in Sao Paulo

- 1.1. Following the second workshop on the Masters Programme on ‘Labour Policies and Globalization’ the curriculum was revised, circulated to the network participants and posted on the Internet: www.ilo.org/lpg
- 1.2. Based on the revised curriculum the University of Kassel and Berlin School of Economics are accrediting the course.
- 1.3. The Berlin School of Economics created also a special website for the programme. <http://www.global-labour-university.de/index.htm>
- 1.4. The University of Kassel and the Berlin School of Economics developed and submitted a proposal for further funding of joint curriculum development to the DAAD, the German Academic Exchange Service. The Universities of Campinas, York and Witwatersrand took decisions to be partners in the programme. The University of Malaysia expressed their reservations at this point of time. The proposal was approved in July 2004.
- 1.5. The Turin Center has developed a **solicom.net** e-mail conference system. Based on the system a virtual classroom has been established. This will allow communication among student already before arrival and will provide the technical possibilities for a virtual library and modern communication links in particular with lecturers from the ILO and from Cardiff during the Pilot course. It is also seen as a first step to create distance learning elements.
- 1.6. In cooperation with the ICFTU and TUAC, ACTRAV started a Global Union Research Network www.gurn.info this will potentially provide good synergies with the Masters Programme and offer opportunities to link the students with a broader network of labour researchers
- 1.7. An information flyer and posters for the course 2005/06 are available and can be order from the ILO/ACTRAV. An update on the recent programme development was provided (Annex 1)

2. Curriculum development

- 2.1. A number of presentations were made to discuss different courses of the pilot programme that hadn't been discussed in detail during the previous workshops. The intention was to provide the lecturers on the pilot course with additional ideas and feedback on these issues in particular from a labour perspective. Friederike Maier gave a presentation on the Gender course. Greg Albo and Werner van Treck discussed the issue of social justice. Boy L uthje presented the issue of multinational companies. Martha Domigues, Tanya van Meelis, Dan Cuniah (Annex II) and Dieter Eich discussed the challenges trade unions are facing in a radical changing global environment and how they can improve their organisational abilities to achieve their political objectives.

The issues of multinationals, trade union policies and the links between development, social justice and international law and labour standards were discussed in working groups.

2.2. Multinationals

There was general consensus that micro-macro linkages and policy implications should be included into further course development, in coordination with other courses. Two topics were identified as missing links to the broader curriculum:

- A) Corporate strategies and national/global policies of deregulation, especially in industrial sectors related to infrastructure (such as telecommunications) (as elaborated in Anselmo's comment on the Thursday morning presentation)
- B) Relationship of corporate strategies and macroeconomics, especially economic policies influencing supply and demand at the level of national economies ;

With regard to the issue of trade union strategies, a strong focus of the course program on shop-floor related issues of work organization and industrial relations was deemed desirable. It was suggested to give special emphasis to a teaching component of theories of industrial sociology and labor relations, especially with regard to labor solidarity within transnational companies in the course on Strategies of Multinational Corporations, possibly accompanied by case studies and/or discussions with works councils and union representatives in major TNC. However, emphasizing shop floor-related issues would not compensate for a more systematic approach to concepts of workplace control (including the never ending debate on teamwork concepts and employee participation) – surely an issue for further curriculum development.

2.3. Development, Social Justice and International Law and Labour Standards

It became clear that the original plan of dealing with these topics within one integrated course partly delivered in Kassel and partly delivered in Berlin was to complicated. Instead an elective course on social justice (Prof. Van Treeck, see Annex III) and a number of lectures on development (Guy Mhone) will be delivered in Kassel. A required course on the theoretical foundations, concepts and application of international law and labour standards will be developed and delivered in cooperation between the ILO and Prof. Straub (Berlin School of Economics).

2.4. Trade union development

Trade unions are confronted with radical changes of the political and economic environment in which they have to operate, One of the key challenges is to adapt and reform trade union structures to respond adequately to these challenges, to maintain the ability to attract and mobilise new members, to provide services to its members, and to build alliances with other groups in society. Trade unions are different from most other organisations and organisational tools developed for companies or advocacy groups can not be applied one to one for trade unions but need to be adapted.

The course should reflect the variety of organisational challenges and experiences trade unions are developing in different countries.

3. Internships

The following points were seen as essential for successful internships The programme should provide for different types of Internships. Offering possibilities to get experience about either

- Trade unions in Germany (federation, branch or company level)
- European trade union organisations
- International trade union organisations
- ILO
- Trade union organisation in partner countries

In particular the last option was seen as an important opportunity for students from the north to get better knowledge about the challenges trade unions are facing in developing countries.

The students should have an assigned task at the trade union like a feature article or a power point presentation on an international issue. The intern should be as much as possible be involved in the work of the organisation. At the end they should have produced a product useful for the organisation. The receiving organisation should assign a mentor who will provide guidance to the student. The receiving organisation should help the interns to find accommodation and if possible provide some additional financial support for their work.

Following the workshop different trade union institutions were approached and agreed to provide internships.

4. **Selection of candidates**

In February it was decided to extend the application deadline for one month until the 15th of April as unions gave the feedback that more time was needed to get the information to their members. Finally over 150 trade unionists from more than 50 countries applied for the pilot course. The Universities did a first selection according to the criteria agreed at the last workshop. Due to additional resource mobilisation finally 24 students could (14 women and 10 men, 17 from developing or transition countries) were selected and could be supported. (see Annex IV). We still try to find resources for two more applicants.

5. **Structure of the further cooperation**

As the project enters from a planning and conceptual phase into the first implementation phase some elements of formal cooperation and support structure are required. However a flexible approach should be maintained.

- 5.1. At international level the cooperation between the ILO, the international trade union movement and university and trade union in the partner countries will be continue through regular workshops. Within this partnership the overall objectives of the programme will be defined. For the time being the informal character of this group will be maintained to allow for the necessary flexibility until the project implementation is further advanced.
- 5.2. At national level the partners will institutionalise cooperation between the university and the trade union of the respective country. The cooperation structure will be designed in accordance with the national situation and requirements.
- 5.3. Concerning the international university cooperation the creation of a joint consortium of the Universities and the ILO is desirable to give this cooperation a more formal institutional framework. An institutionalised partnership network between the universities and the ILO is necessary for joint resource mobilisation for research cooperation and curriculum development and also to anchor the programm institutional within the different universities. The colleagues from Kassel/Berlin will make a proposal for such a consortium to establish a Global Labour University network for cooperation in teaching, curriculum development and joint research.
- 5.4. Creation of an academic and trade union advisory board. To broaden the appeal of the program beyond the direct partnership network and to achieve recognition an advisory group of imminent personalities from the scientific community and the

labour movement should be established. The role of such a board needs to be discussed further. However it was understood that its role would be very informal. The members of this group would advise and support the programme on an individual basis. There would be no formal meetings of the advisory groups but members would be invited to participate as speakers in different activities of the programme and provide their advice on the joint teaching and research activities. All participants are invited to make proposals who should be approached as a possible member of the advisory group.

6. Next steps

6.1. Start of the Pilot course in Kassel/Berlin in October 2004

6.1.1. The Programme will start with a language course at the 15th of September in Kassel. A core group of lecturers from both universities will present the course to all students during an opening workshop in October. The staff of the two universities will be supported by lecturers from the partner universities, the ILO and the trade union movement.

6.1.2. International participation in teaching will be achieved through the following elements"

- Peter Fairbrother from Cardiff will teach the required course of Globalisation and Trade Unions
- Guy Mhone, University of Witwatersrand will come to Kassel for one month and offer a series of lectures on development policies and labour
- Anselmo des Santos, Campinas, will come to Berlin during the second term and will work together with Prof. Herr on Macroeconomics and development economics
- The ILO will cooperate with Prof. Straub on a jointly developed course on International Labour Rights and Development
- An international conference in Berlin in May 2005 with the project partners will be part of the course.
- International trade unionists will be invited to give guest lectures. These lecturers will either be integrated in different courses or part of the colloquium organised by the Berlin school of economics. The participation has to be organised on a flexible manner depending on the availability of speakers and the required resources.

6.2. 4th workshop in South Africa

Curriculum development and textbook development

On the condition that the funding application of the Universities of Kassel/Berlin School of economics for joint university cooperation for curriculum development will be approved the next workshop on curriculum development and joint teaching will take place in February 2005 in Johannesburg. The course could draw already on the experience of the first semester of the pilot course. The workshop should also be the starting point for developing a text book for the masters programme.

In July the funding application was approved (thanks to the colleagues from Kassel and Berlin for all the work done). However, the Funding does only support the participation from universities from the South. For trade unionist from the South funding comes from the project. For other participants additional resources are needed.

6.3. Conference in Berlin

In May 2005 a scientific conference will be organised in Berlin in the framework of the issues of Labour Policies and Globalisation programme. The conference should be prepared well in advance and the topics should be closely related to the Masters Program. The conference will involve the members of the network, members of the advisory group, the students of the course and other interested trade unionists and researchers.

The ILO in cooperation with Berlin/Kassel will circulate a proposal for this conference in September 2004. Everybody is kindly requested to contribute to the preparation of this proposal by sending ideas and suggestions for topics and speakers to Hansjörg Herr.

The conference should initiate interesting research papers and should lead to a publication as the first joint research product of the GLU network. This should be published as a yearbook and be followed by a joint publication every year.

6.4. Textbook

Christoph Scherrer will coordinate a textbook for the Labour Policies and Globalisation masters programm. The textbook should be based on the experiences gathered during the pilot course and developed through the joint curriculum development workshops.

6.5. Application for 2005/06

An information flyer and posters to advertise the programme for 2005/2006 are available at the ILO. All partners should distribute the information widely to get also for 2005/06 a high number of qualified applications.

7. Resource mobilisation

The extension of the programme and the strengthening of a research and publication component within the programme requires additional resource mobilisation. All partners are encouraged to explore possibilities in their national context to mobilise resources for research and for scholarships. The ILO is prepared to assist in these efforts wherever partners regarded this as helpful.

Annex VI

Minutes of the 5th GLU workshop in Berlin , 5th -7th May 2005

1. Project implementation

The Pilot course of the GLU was successfully launched in autumn 2004. The students finished their first semester in Kassel and as well as their internships with international or national labour organisations. They now started the second term in Berlin. The students group of 23 students from 19 countries is highly motivated in using the program for skills development and also for exchange of experience among themselves. The practical experience of the first course allows to assess the conception of the course and to improve the concept and content of the course.

1.1. Mid-term review

In April the students undertook a mid-term review. They identified the main positive and negative features of the programme:

1.1.1. Problems

- Students were facing a number of organisational and administrative problems in the beginning and during the course. The problems were related to registration at the university, accommodation and in some instances unclear administrative procedures.
- In particular during the internships students were facing substantial financial constraints, as the costs were higher at many places where students were doing their internships.
- Concerning the content it would be appreciated if the southern perspective could be reflected stronger as well as the gender dimension. The students would also have appreciated clearer information about the objectives of the programme. Concerning the teaching methods students thought that in some cases their experiences as educators from the labour movement could have taken into account and a clearer link between practical experience and theoretical analysis would have been established.

1.1.2. Positive experiences

- The experience of a global world in one classroom was highly appreciated
- the programme was seen as innovative with a relevant and challenging curriculum
- the high quality of the academic and support staff was appreciated
- the possibility of collective knowledge and skills building as a group of trade unionists is very positive
- the internships and excursions are important complementarities of the teaching program
- the friendship and collegial atmosphere was appreciated

1.1.3. Consequences

As a consequence of the reflections of the students the program will

- provide a one month language course for non native speakers and request native speakers to arrive two weeks before the teaching starts. This will allow solving all organisational and administrative issues before the teaching starts. The more intensive language training will also help all students in their ability to write and communicate in English.
- A more extensive introductory brochure will help to communicate more clearly how the program will operate and what support the universities can provide and what lies with the responsibility of the students. There will also be a more intensive briefing of the students about the overall concept and objectives of the program in the opening week. A joint seminar between the current course and the following course in September will also help the new students to benefit from the experience of the first course.
- the need for stronger reflection of a southern perspective will be addressed through guest teachers and through the continuing process of joint curriculum and textbook development.
- More involvement of trade union guest-lecturers should help to improve the link between the theoretical analysis and the practical policy needs of trade unions.

1.2. Internships.

The students undertook internships at the following institutions (DGB, ETUC, ETUI, FES, HBS, ICFTU, IFBWW, IFWEA, IGMetall, ILO, IMF, IUF, PSI, Walsh-TUC, Verdi)

The Internship is currently evaluated by Tamara Enhuber. She gave a preliminary overview of her findings. The Internships were seen as a very interesting and valuable experience by most students and the following points were seen as important for the future:

- there should be guidelines for the students and the host organisation about the requirements for the internship;
- the students should receive as early as possible information about the organisations that offer internships and their expectations;
- if possible at least two students should be at the same locality to enable them to support each other in managing their daily lives at the new place;
- Students must have finished all university work (essays etc) before they start their internships;
- the students were exhausted because there is hardly any break between the end of the course and the internship. It should be considered to ensure some time off;
- early preparation should help to match as much as possible the expectations between the host organisation and the students;
- links between the internship and the master thesis should be encouraged;
- it should be taken into account and also communicated to the students that for most host organisations internships are additional work and there should not be unreasonable expectation about the amount of mentoring possible.

1.2. International teaching

The international character of the programme is secured through the international composition of the students group, the international curriculum development process, the

international internship program and international teaching. There are time and cost limitations for international teaching. Nevertheless, a presence of lecturers from partner universities, the ILO and international trade unions was organised. During the course the following elements of international teaching took place or is still foreseen:

- Guy Mhone (University of Witwatersrand) taught for 4 weeks at Kassel
- Peter Fairbrother and Steve Davies (Cardiff University) taught two weeks of block seminars in Kassel
- Dieter Eich (DGB) Verena Schmidt (ILO) and Oupa (COSATU) taught a one week block seminar
- Davi Antunes from UniCampi will teach for two weeks in Berlin in June
- Frank Hoffer (ILO) teaches together with Prof. Straub a course on International Labour Rights
- Guest lecturers
 - o LeRoy Trotmann, Chairperson of the ILO workers' Group, Barbados
 - o David Seligson from the International Metalworkers Federation (Geneva), Finland Sandra Polaski (Carnegie Foundation), USA
 - o Sam Gindin (York U), Canada
 - o Sabah Alnasseri (U of Frankfurt), Irak
 - o Ursula Engelen-Kefer, DGB, Germany

- All student participated at the international GLU conference

2. Further Project Implementation

2.1. GLU structure

There was agreement that after the successful launch of the pilot course a light GLU governance structure should be established, formalising the GLU network without losing the spirit of informal and open minded debate and cooperation. The draft GLU statute was discussed. A revised version is attached. Comments or amendments should be communicated to Frank Hoffer until the 20th of May. After this the statute will be circulated to all interested organisations to consider affiliation.

2.1.1. Copyright

The necessary steps will be taken to get the copyright for the name Global Labour University

2.1.2. Legal status

The possibilities to institutionalise the GLU as a legal entity will be explored (Frank Hoffer)

2.2. GLU conference 2005

The GLU conference in 2005 was seen as a good start to establish the GLU as a forum for interesting debate. It was also seen as a good way to establish links with the broader trade union and scientific community. The key-note speeches from James Howard (ICFTU), Heiner

Flassbeck (UNCTAD) and Neva Makgetla (COSATU) stimulated controversial debates and raised some important issues for further debates. In particular the role of China in causing global macroeconomic imbalances and undertaking social dumping was discussed quite controversial. To what extent the violation of fundamental workers' rights is instrumental for ensuring low wages and unfair competitive advantages for enterprises operating in China was discussed and needs clearly further research.

Ursula Engelen-Kefer, Vice-Chairperson, of the DGB expressed the support of the DGB for the GLU. She emphasised that the way globalisation functions today is not a natural law but result of deliberate policy decisions -decisions that can also be changed. The challenge of globalization today is to stop the subordination of the political will of the people under the imperative of a man-made market. We have to regain the political initiative to shape the societies we are living in.

Kjeld Jakobson, Head of the Brazilian Observatorio Social, stressed the need for alternative thinking to challenge the dominant discourse of the World Bank and the IFM and welcomed the role UNCTAD is playing in this respect.

Jerry Zellhoefer from the AFL-CIO highlighted that the collapse of the Soviet System and the transformation of China has for the first time created a genuine global market and 1 billion additional workers have a massive impact on the global labour market. He also expressed the interest of the US trade unions to be more strongly involved in the GLU and suggested to have a joint meeting with some colleagues in Washington to discuss this in more detail in autumn 2005.

In the afternoon the following presentations were discussed in working groups

Macroeconomic Responses to Globalisation

- **Hansjörg Herr**, Berlin School of Economics, Germany
Wages and Economic Performance in Great Britain, USA, Japan and Germany)
- **Simon Roberts** (University of Witwatersrand, South Africa
Monetary policy, investment and industrial development in South Africa
- **Anselmo de Santos**, University of Campinas, Brazil
The limitations of macroeconomic instruments to ensure economic growth and sustainable development
- **Melisa R. Serrano**, UP School of Labour and Industrial Relations, Philippines (presented by Verna Viajar LPG)
Is a Social Charter Possible in the ASEAN?
- **Ramasamy Palanisamy**, UKM, Malaysia
Malaysian economic strategies and trade unions

II. Being protective without being protectionist

- **Andrew Watt**, European Trade Union Institute, Brussels
Development in India/China and Repercussions for Europe
- **Cirila Quintero Ramires**, El Colegio de la Frontera Norte, Mexico
Union alternatives to Diminish the Race to the Bottom in Mexican Maquiladporas
-
- **Charlotte Yates**, University of McMaster, Canada
Privatisation of labour market regulations
- **Werner Raza**, Chamber of Labour, Vienna, Austria
Liberalising Temporary Migration on Natural Persons (mode 4) under GATS: Impact Upon Labour and Viable Policy Responses for Trade Unions
- **Rachel Kurian**, Institute for Social Studies, Le Hague, Netherlands
Being Protective Without Being Protectionist: Trade Union and Child Labour

2.3. GLU conference April 2006

It was agreed to have the next GLU conference in spring 2006 in Germany. The conference will be at the **5th/6th of April followed by the GLU council meeting and a textbook discussion at the 7th and 8th of April 2006**. The University of Kassel will host the workshop. In 2007 one of the partner universities that will have established a masters course by then will be hosting the next annual GLU conference. For the concept of the GLU conference a more discourse orientated and trade union focussed approach should be developed. In a first discussion the following elements for such an approach were identified:

The objective of a GLU conference is not to recycle already available research, but to promote the discourse about important issues the labour movement is facing. This requires a much more focussed preparation and moderation of the different contributions to ensure that they relate to each other and allow a focussed discussion. Ideally, the conference needs to be embedded in an ongoing discussion process or help to start such a process. The moderators should work for preparation and follow up of the discussion process to ensure that the conference is not a one time event.

The conference should focus on issues related to core topics of the Masters Programme. For the next conference a call for papers should be made for two broad topics

- a) Institutions for global governance – what is needed from a trade union point and how to achieve it
- b) Employment, wages and globalisation – trade union responses to an downward spiral

For one of the two topics a key note speaker will be invited for the opening plenary session

A panel debate with a prominent trade union leader and trade union discussants will be organised concerning cross boarder organising

Next years conference should have three elements

- a) an opening session with one academic key note speaker and one discussant
- b) an extensive phase of small parallel working groups (15 persons per group)
- c) a discussion with a trade union leader on the issue of cross boarder organising

2.3. Extension of the program

Discussion about the extension of the program are underway in four other countries. For this discussion it would be helpful if Kassel, Berlin and Cardiff provide the project partner with a more detailed description of the current curriculum. In particular information about the reading material and bibliographies used in the courses will be circulated as far as this is not already available on the internet.

Brazil

Discussions in Unicampi have advanced. The idea is as a first step to extend existing programs with two core courses from the GLU. This might give Brazilian students (or others who master Portuguese and English) the possibility to earn credits for one semester in Brazil and then go for the second semester abroad and doing their masters thesis in Brazil again.

Anselmo de Santos will send a more elaborate update about the content and the concept of the program development after further consultation at UniCampi.

Canada

Mc Master and York University have well established masters programs in the field of labour. There is a strong interest from the Universities to continue and enlarge the cooperation within the Global Labour University. Discussions with the CLC how to have such a program have been slow.

The Canadian Universities will together with the Universities of Kassel and Cardiff explore the possibilities of Euro-Canadian funding for University cooperation within the GLU.

Malaysia

The UKM as university has endorsed the GLU project as has the MTUC. Prof. Ramasamy has presented the project to the University and after approval by the Senate of the University it will now go to the Ministry. The problem in Malaysia is that the capacity of the university to teach a full Masters Program as outlined in the GLU curriculum is not yet available. While some topics might be covered by lecturers from partner universities it is clear that this is a limited option. Prof. Ramasamy will explore the ASIA-link funding possibilities of the EU in particular for research cooperation and faculty development.

South Africa

The University of Witwatersrand and COSATU are planning to offer a Labour Policies and Globalisation Masters Program at the University in 2007. It will be most likely based at the Sociology of Work Unit in cooperation with the economics department (Simon Roberts) and the the public and development management school which was headed by our friend Guy Mhone, who tragically died in February. Wits will develop the program in close cooperation with COSATU.

Joint North-South efforts will be undertaken to mobilise additional resources for scholarships.

ISS

The ISS has launched a pilot course on Globalisation and Labour Rights. This is an intensive 8 weeks postgraduate program. The program is complementary to the Masters Program and Rachel Kurian suggested also to share reading materials etc that are used for the courses. For details see <http://www.iss.nl/navFrame/frame2.html?content=> . FNV-Mondial is sponsoring a number of fellowships.

IFWEA

Chrystal Dicks presented briefly a preparatory project to explore the possibilities of a new one-year IFWEA distance learning programme on Organising in the Global Economy. This course will be a certificate course that is expected to start September. For more detail please contact crystal.dicks@ifwea.org

2.4. Application for 2006 and 2007

There were more than 100 applications for the 2006/07. Selection was done according to qualification taking the support by a trade union and also the gender, age and regional dimension into account. While there were plenty applications from Africa and several Asian countries fewer applications came from the European countries and Latin America. Some other big countries like India are also missing. For 2007 these areas should be specially targeted.

2.5. Textbook development

The different composition of the workshop required some new discussions about the concept of the textbooks. Whether the book should be a traditional textbook or an edited book with different authors? Whether it should be mainly for the students or also for more general use? Whether it should be a book or rather a collection of papers and articles?

The discussion was different within the three working groups.

A. Governance of Globalisation

The working group discussed to work on an edited book that would give an overview and an introduction to the main issues concerning global governance. The book will be a compilation from different authors. G. Albo, R. Kurian, Ch. Scherrer and P-Ramasamy will be the editors of the book.

B. Macroeconomics, development and labour

The working group (B. Dickhaus, H. Herr, F. Hoffer, N. Makgetla, A. de Santos) thought that it would be too early to start writing a textbook. It would be important to have a discussion process first to debate the different issues and to get either to a common position or to clarify and substantiate different points of view. The aim is to move within the network from discussion process and structure to a discussion of content. Out of this process new material will emerge that should be usable for a broader discussion within the labour movement as well as for the course.

In a first step the participants of the working group will write discussion papers that will be discussed by the members of the working group or other interested experts. The draft papers should be ready by September. If possible a meeting will be organised to discuss the papers at the end of the year. Alternatively the discussion process will be undertaken electronically until March 2006. The outcomes will be discussed at the next GLU workshop in April.

Out of this process either a revised paper or a paper and an additional collection of critical comments will be produced. The latter option would avoid the need for consensus and might have a more stimulating character for further discussion.

C. Trade Unions and Globalisation

Participants: Peter Fairbrother, Charlotte Yates , Dieter Eich , Verena Schmidt , Verna Viajar, Joachim Beerhorst, Krystal Dicks , Kjeld Jakobson, Marta Domigues

This was the first time that this group had met in this composition, consequently development of ideas and specific plans for text were in early stages of development.

The group had a number of different ideas about how to proceed and these will continue to be explored in the months to come. In general, the group agreed to the following principles:

1. that this group would produce an edited volume with chapters written either by active participants in GLU or authors solicited by the group with expertise in an area;
2. that it was as yet premature to write a book, before the first pilot was completed. Dieter proposed that we use the experience of the first and possibly subsequent pilots as the basis for determining which issues are considered important by students and professors. Teaching notes, articles and other materials can be collected into files for further reference and possibly for student use. Certainly, the group needs more time to reflect on the content of the book.

The remaining discussions raised at least two different possibilities, and were articulated around the questions raised by the central GLU council.

Audience: Although all members of the group recognized that these books were intended for the GLU students, it was suggested by Krystal, and seemingly supported by others in the group, that we aim this book at the students as well as union members/activists in their home countries. While these books will be important as course-based material, they should also be seen as a resource that GLU can give back to the unions whose members participate as well as other unions. This means that these books would have a wider appeal than the students alone.

Our group also recognized that the audience for all of these books was unionists from around the world, a large number of whom are based in the South and/or work in developing political-economies. The books therefore need to be relevant to a diverse group of workers.

Type of publication: there were three different ideas about the nature or type of publication that should come out of this. These were:

1. survey of the subject with a series of articles that addressed issues at a more general and introductory level, introducing students to key debates and issues in the field. These chapters could include some historical background for the students. This could be written largely by the people directly involved in GLU;
2. edited volume in which individual chapters were substantive in nature, based on the latest research being done by faculty and delving into a subject in some depth. These chapters would introduce students to key debates in the field, but would also likely introduce students to some of the disagreements amongst authors on how to understand the impact of globalization on unions;
3. edited volume which would consist of several regular length chapters on a set of substantive issues identified by the group as central to debates on globalization and unions. Each chapter would be followed by two or three smaller (3-5 pages) pieces that would discuss a particular case study that illustrated the issue discussed in the substantive chapter or could introduce students to dissenting views on the subject matter discussed. The advantage of this structure is that it allows the book to use these smaller sections to highlight different country experiences of the issues at play and to introduce multiple viewpoints on a subject. In so doing, the book was more likely to have relevance to a broad ranging audience of unionists.

In discussing this structure, it was made clear by the union activists in the group that case studies were useful as teaching tools that could be used by students

upon their return home, but also that case studies helped clarify how more theoretical and academic study applied to the world of union affairs.

Overall, it was decided that we should continue discussions about the book before we commit to a particular model or set of issues. Our timeline for producing a volume is therefore likely to be longer than for other groups.

The working groups will communicate by e-mail and in April 2006 comprehensive draft text should be available.

Labour Policies and Globalisation

Masters Programme

January

2004

- Curriculum outline -

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Introduction

The one-year Master Programme *Labour Policies and Globalisation* is offered in co-operation at the University of Kassel and the Berlin School of Economics (FHW Berlin), and will contribute to strengthen the trade union capacity and competence to promote the universal respect for basic human rights, social justice and protection of the weak and disadvantaged members of society. The Master programme will focus on trade unions, globalisation, social justice and labour standards.

The curriculum has been developed by an international group of experts from universities, the ILO, trade unions and their research institutions. It is a unique global co-operation between academic institutions and the labour movement in search for answers to the challenges of globalisation. Students from all continents will participate in the programme, creating a genuine multicultural “one world” research and learning environment.

A student-centred approach will contribute to the integration of current topics to be brought in by the students. One major objective is to qualify highly skilled trade unionists who will engage in substantive and solution-oriented discussions and negotiations with employers, governments, international institutions and civil society organisations. Focus here are international standards in the world of work. Besides others, special emphasis is put on gender-related aspects.

The Master programme will be run at two universities: at the Berlin School of Economics (2. term) and the University of Kassel (1. term). The Master programme will be completely taught in English.

Timetable and Programme Structure

Time	Teaching Programme	Additional activities and supportive services
1. Sept. – 30. Sept.		English Language course (advanced)
4. – 8. Oct.	Introductory Workshop <ul style="list-style-type: none"> • Objectives of the Programme • Introduction to Globalisation • Historical Perspective, Economic, Political and Social Impact • Introduction of Main Courses • Introduction to Kassel • Intercultural Training 	German Language course (basic) 1.10 – 15.11 (4 hours per week) Excursions Guest Lectures
	R 1 Trade Union Strategies in a Global Economy (Block seminar, first week)	Tutorials - IT & Library Support - Basic in Economics (6 weeks) - Support for required courses - Special Problems - Multicultural group - Mature students - German University system
15. Oct. – 15. Feb.	R 2 Governance of Globalisation (3 hours per week)	
	R 3 Strategies of Multinational Companies and Labour (3 hours per week)	
	One World Seminar (2 hours per week)	
	1 Electives (4 hours per week)	Research Workshop I
	R 1 Trade Union Strategies in a Global Economy (Block seminar , second week)	
16. Feb. – 31. March	Internship at German, European and international trade union organisations and the ILO	
1. April – 15. July	R 4 Economic Policy & Union Strategy (4 hours per week)	Welcome to Berlin Excursions Guest Lectures
	R 5 Labour and Sustainable Development (4 hours every two weeks)	Tutorials - IT & Library Support - Support for required courses
	R 6 Organisational Development of Trade Unions (Block Seminar, 1 week)	
	Colloquium on Current Economic Developments	Research Workshop II
	2 Electives (2/4 hours per week)	
15.6. - 15.9.	Master Thesis	
29.9./ 30.09	Oral Assessment GRADUATION	

Regular and Elective Courses

Regular courses	Elective Courses
R 1 Trade Union Strategies in a Global Economy	E 1 Workers' Rights in the Informal Economy
R 2 Governance of Globalisation	E 2 Theories of Social Justice
R 3 Strategies of Multinational Companies and Labour*	E 3 International Trade Union Politics
R 4 Economic Policy & Union Strategy	E 4 Gender & Globalisation
R 5 Labour and Sustainable Development	E 5 Migration and Global Labour Markets
R 6 Organisational Development of Trade Unions *	E 6 Legal Framework of International Trade Union Influence
One World Seminar	E 7 Globalisation and the Welfare State
Colloquium on Current Economic Developments	E 8 Privatisation, Deregulation, and Liberalisation of Services
	E 9 History of Trade Unions
	E 10 Work and Society*
	E 11 Development Economics*

*These Courses are under development and course descriptions are not yet presented in the text

Course descriptions : Labour Policies and Globalisation

Name	R1 Trade Union Strategies in a Global Economy
Learning objectives and content	<p>The aim of this module is to examine the theory and practice of trade unions in a globalised world. It considers the history and the current position of trade unions. The module is organised in three parts. First, consideration is given to trade unionism in different parts of the world over the last few decades. Second, the place of trade unions in relation to globalisation will be explored, considering bargaining, negotiation, campaigning and outcomes. Third, these themes will be drawn together with a consideration of trade unionism in relation to alliances, union politics and strategies for the future.</p> <p>TEACHING PROGRAMME</p> <p>A. Trade Unionism</p> <p style="padding-left: 40px;">Origins and Contemporary Significance of Trade Unions</p> <p>Trade unions will be located in different countries in their historical context. The aim is to provide an understanding of the long history of trade unions, the aims and objectives of trade unions and the ways they have changed over time.</p> <p>2. Forms of Union Organisation</p> <p>The aim is consider the different bases of trade unionism and to consider the different forms that trade unions have taken during the twentieth century</p> <p>3. Trade Union Projects</p> <p>The different forms of trade unionism in their social and political contexts will be examined, considering business unionism (USA), social movement unionism (Brazil, South Korea, and South Africa), and social dialogue unionism (EU).</p> <p>4. International Unionism</p> <p>The international trade unions and trade union internationalism have a long and contested history, which will be examined with reference to International Centres, Global Union Federations and supra-national regional trade unionism.</p> <p>5. Changing Role and Place of Trade Unionism</p> <p>Over the last two decades, there have been numerous debates about the form and direction of trade unions in industrialised and non-industrialised societies. These themes will be reviewed and analysed.</p> <p>B. Organisation and Activity</p> <p>1. Negotiations</p> <p>Trade Unions operate in many varied contexts, developing distinctive approaches to bargaining. The range of approaches will be considered, examining the conditions and contexts in which different arrangements emerge.</p> <p style="padding-left: 40px;">Representation</p> <p>In the context of globalisation, unions face many challenges. One important development is the emergence of European Works Councils and World Councils. Alternatively there are many basic human rights questions in many countries, which adversely impact on forms of labour representation.</p> <p style="padding-left: 40px;">New Tools</p> <p>Key trade union bodies, such as the International Confederation of Free Trade Unions and the Global Union Federations, have acquired renewed prominence in the last few years. They have become involved in campaigns (labour rights), the promotion of International Framework Agreements and other activities. These sets of activities will be subject to close and detailed scrutiny.</p>

	<p>C. Alternative Futures</p> <p>Labour, Social Movements and Alliances</p> <p>There will be an analysis of the strategies and policies of global justice and solidarity movements, exploring in particular the role and place of trade unions in this process.</p> <p>Organisations, Networks and Resistance</p> <p>Key questions that will be asked include: Does it matter in the global economy if a worker is black or white, male or female, from an affluent capitalist society or a poor one? Is national trade unionism irredeemably national or is international trade unionism a forlorn hope? What if anything can be learnt from political movements, such as feminism or green politics?</p>
Taught skills	<p>Actively debate and critically evaluate the interpretation of theories, ideas and arguments covered in the module.</p> <p>Actively debate and critically evaluate research evidence that informs theory and practice in the analysis of the balance between global forces and national factors in relation to the state, economy and civil society.</p> <p>Undertake oral, written and ICT-based presentations that are evidence based and theoretically informed in areas covered by the module.</p>
Teaching method	Teaching and learning will take the form of lectures, written summaries of debates, presentations, and case-study related essays. A series of dedicated guest lectures and workshops will be organised as part of the teaching presentation.
Course requirements	The module will be assessed by two pieces of written work, in an essay format. These materials will draw on literature, experience and understandings of trade unionism.
Admission requirements	Admission to the MA LPG
Status of course	Required course for MA LPG
Number of class room hours bi-weekly (SWS), students' work load, credits	The programme of teaching will be presented in tow one-week blocks, one at the beginning of Semester One and the other towards the end of Semester One
Language	English.
Frequency of teaching the course	Every winter semester
Instructors	Professor Peter Fairbrother, Professor Huw Beynon, Mr Steve Davies and Dr Nikolaus Hammer (all Cardiff School of Social Sciences, Cardiff University, Wales) and contributions from the Global Union Federations, ILO, ICFTU, and others.

Name	R3: Governance of Globalisation
Learning objectives and content	<p>Students shall deepen their understanding of the political nature of globalisation by learning about the evolution of world market governance, the functioning of major economic institutions, and the politics of rule making. Without the knowledge of fundamental concepts of international economics, however, the functioning of these institutions cannot be understood. Therefore, basics in international economics, especially as they pertain to labour, will be taught.</p> <ul style="list-style-type: none"> • Forces of globalisation • Fundamental concepts of international economics • Gender and international economics (Gender bias of theories, impact on gender) • Political nature of globalisation • The evolution of rule making for the world markets (Colonialism, Bretton Woods, UNCTAD, Washington Consensus) • Functioning of major economic institutions • Politics of rule making • The struggle for international labour rights • Labour's stake in current struggles for fair rules (National level: From welfare to competition states, failing states; Regional level: economic cooperation; Global level: e.g. trade, debt regime)
Taught skills	<p>Basic Academic Skills:</p> <p>Searching for materials: library – online; Distinguishing between materials; Summarizing main arguments; Exploring a new subject; Developing research questions; Structuring an oral presentation – a written thesis; Visualizing an oral presentation: overhead – PowerPoint; Writing a protocol; Mastering academic citation styles</p> <p>Skills:</p> <p>Analysing rule making processes Evaluating the impact of rule changes Assessing strategies for influencing rule making</p>
Teaching method	Brief introductory lectures; Group discussions; Small tasks: protocol, summary; documentary search; Students presentations; Case studies
Course requirements	1 text summary; 1 protocol, 1 documentary search, 1 oral presentation (group) 1 short research paper based on presentation (max. 10 pages) Class room participation
Admission requirements	Admission to the MA LPG
Status of course	Required course for MA LPG
Number of class room hours per week (SWS), students' work load, credits	2 + 1 (Tutorial) SWS, 180 hours, 6 credits
Language	English
Frequency of teaching the course	Every Winter semester
Instructor	Prof. Scherrer

Name	<i>R4: Economic Policy and Union Strategy</i>
Learning objectives and content	<p>Students should be able to understand why there are different approaches in macroeconomics. They should understand the basic assumptions and policy conclusions of the most important economic schools. Especially the role of wages in different economic paradigms should become clear. Students should gain a deep understanding of the role of incomes' policy, macroeconomic co-operation and labour market institutions in a market economy. They should be able to understand union-friendly and -unfriendly approaches in economics and why different schools come to such different opinions. It will be shown that in the Keynesian approach, the importance of incomes policy and co-operation between monetary policy (including exchange rate policy), fiscal policy and wage policy is of paramount importance for economic prosperity.</p> <ul style="list-style-type: none"> • Basic Paradigms in Economics: Keynesian Paradigm; Neoclassic Paradigm; Classical Paradigm; • The Macroeconomic Functions of Trade Unions: Nominal wage anchor; minimum wages etc.; • Macroeconomic Policy Regimes: Interaction of monetary, wage, fiscal and exchange rate policies; • Development Economics: Washington Consensus and its critique; Conditions of macroeconomic regimes; • Strategies to influence Economic and Social Policy; • Alliances with Social Movements.
Taught skills	<p>Basic Academic Skills: Searching for materials: library – online; Distinguishing between materials; Summarising main arguments; Exploring a new subject; Developing research questions; Structuring an oral presentation – a written thesis; Visualising an oral presentation: overhead – PowerPoint; Writing minutes; Mastering academic citation styles</p> <p>Skills: Analysing positive and negative macroeconomic regimes in the developed and the developing world Developing macroeconomic policy options Understanding the function and options of unions in the field of macroeconomics</p>
Teaching method	Lectures, reading of key texts, writing summaries, presentations, case studies-related essays
Course requirements	1 text summary; 1 oral presentation (group) 1 short research paper (max. 10 pages) Class room participation
Admission requirements	Admission to the MA LPG
Status of course	Required course for MA LPG
Number of class room hours per week (SWS), students' workload, credits	4 SWS, 180 hours, 6 credits
Language	English
Frequency of teaching the course	Every summer semester
Instructor	Prof. Dr. Hansjörg Herr

Name	<i>R 5: Labour and Sustainable Development</i>
Learning objectives and content	<p>The aim of this module is to examine the facts and trends of development processes in the last decades, to understand different theoretical approaches and concepts of development strategies, to analyse their compatibility with principles of freedom, social justice and equality and to assess the role of international labour standards as global rules and recommendations to guide labour market and social policies. The course is structured in three thematic blocs:</p> <p>1. Global development - facts and trends</p> <p>Knowledge of a wide range of fact and trends is a precondition to critically asses the different political concepts and strategies advocated in the current globalisation and development debate. The course will start with an introduction about facts and trends of global development processes and look at the different historical experiences of successful and failed development processes.</p> <p>Programme</p> <ul style="list-style-type: none"> • The uneven Planet • Comparative data on income, employment, health, education, poverty, resource consumption, rights • Discrimination • Comparative data disaggregated by class, gender, ethnicity • The historic dimension of uneven development • Catching up or falling behind, case studies <p>2. Theories and concepts of development, social justice and equality</p> <p>Sustainable development itself as much as the principles of freedom, social justice and equality are contested terms open to competing interpretation and theories. Students will examine different concepts of development, social justice and equality; looking at development not only from a perspective of aggregated growth figures but as a process to improve social inclusion, access to rights and personal capabilities to make use of opportunities. Different concepts to overcome discrimination by class, gender and race will be examined.</p> <p>Programme</p> <ul style="list-style-type: none"> • What is development – Concepts and theories of development • What is social justice – Concepts of social justice • Gender, ethnicity and class bias in concepts of social justice and development • Development and social justice – Trade offs and synergies <p>3. International Labour Standards (ILS)</p> <p>The aim is to assess the role of International Labour Standards as instruments to promote global rules and rights and the potential impact of labour standards on social justice and development. Students will discuss the philosophical and moral foundations of basic rights and its justification as basic part of human development.</p> <p>Programme</p> <ul style="list-style-type: none"> • The concept of international rights as universal basic entitlements • International labour standards, how do they evolve, what do the say, how are they applied? • Economic efficiency versus labour rights? • Theories about the economic impact of Labour standards as elements of global regulations: <ul style="list-style-type: none"> within a framework of static efficiency; within a framework of dynamic efficiency; as instruments for empowerment and improving governance; • ILS as guiding principles for social and labour market policies

Taught skills	Skills: <ul style="list-style-type: none"> • Finding, analysing and comparing statistical data, • Critical understanding of development theories and theories of social justice • Evaluating the relevance and impact of universal human rights, • Assessing strategies for applying International Labour Standards for policy development.
Teaching method	Introductory lectures; Group discussions; Guest lectures, Students presentations; Case studies
Course requirements	Data search, writing minutes of course session, oral presentation (group), a research paper based on presentation Class room participation
Admission requirements	Admission to the MA LPG
Status of course	Required course for MA LPG
Number of class room hours bi-weekly (SWS), students' work load, credits	4 + 2 (Tutorial) bi-weekly SWS, 180 hours, 6 credits
Language	English
Frequency of teaching the course	Every winter semester
Instructors	Dr. Frank Hoffer, Dr. Guy Mhone, Dr. Verena Schmidt.

E 1 Workers' Rights in the Informal Economy

While the formal sector is declining, especially in terms of organisational potential, the informal economy, where income is unreported and illegal activities go undetected, is large and growing. Although the informal sector affects in particular the developing countries, the industrialised countries see also an increase in the informal economy, where regular direct employment with a formal sector company was until recently the "typical" situation. This increase affects especially societal groups as women.

Learning Objectives

The economic, political and societal developments which contribute to the development of the informal economy in different world regions will be presented and analysed by academic staff and students. Focus is laid on the impact of economic globalisation and the way industrial production and distribution (commodity chains) is organised by transnational companies.

Teaching Programme

- The informal economy as part of the globalisation process: from "comparative advantage" to the informalisation of work;
- The impact of global transformation of work, money and politics and "human security" (UNDP) and "socio-economic security" (ILO);
- The dynamics of the informal economy in a comparative perspective: women, migrant work, subcontracting;
- Organisation and representation of businesses and workers in the informal economy: Trade unions and NGOs co-operation; transnational co-ordination, civil society, governments and international organisations;
- Policies for implementing and monitoring basic labour rights.

Teaching Methods

Seminar with discussion of specific cases. Students will produce papers and present them in class.

E 2 Theories of Social Justice

In programmes on development strategies and social progress, in activities against poverty and discrimination, in struggles for better life and working conditions, frequently terms and concepts are used such as “decent work”, “quality of employment”, “social standards”, or “social justice”. Those terms often remain vague and indeterminate, and are described in relatively arbitrary enumerations of desirable means and ends (mostly ending with an “etc.” indicating that there can be found more than is contained in the lists). To a certain extent this is inevitable, because such terms and ideas are not fixed in time and space, understood differently in different cultures and are submitted to a pluralistic use and political negotiations to specify them. But beyond this, there exist long traditions of moralistic thought, community-based conceptions of justice and civil society, feminist reasoning about gender equality and recognition.

Learning Objectives

Dealing with these traditions of moralistic thought should enable students to discover the mostly hidden assumptions behind concepts such as “decent work” and to learn about criteria and standards for identifying the meaning of certain terms and concepts. Students will develop an understanding of oppression and discrimination at theoretical, conceptual and practical levels and consider the ways in which these may be challenged and resisted. An informed arguing about these matters could be useful for negotiations about social needs and rights among different social groups and forces.

Teaching Programme

- Human Rights, basic rights
- Good and right, “is” and “ought”, universality and particularity-general problems of ethical reasoning
- Cognition and interest
- Dialectics of civilization processes
- Development of moral thinking – the Kohlberg-Gilligan-debate
- Selected theories of justice and injustice
- The notion of recognition and respect
- Co-operation and communication, solidarity and care
- Concepts of civil society
- Ethical challenges in a globalised world –the necessity of “Fernethik” (Hans Jonas)

Teaching Methods

Lectures, reading of key texts, writing summaries, presentations, case studies-related essays

E 3 International Trade Union Politics

Globalisation has shifted the balance of power between labour and the more mobile factions of capital. Transnational corporations can make use of the ever more open trade and investment regimes to whipsaw plants and their respective workforces against each other and to force concessions by moving or threatening to move investments and jobs to other locations (exit-option). In principle, there is nothing new about this trend for trade unions. They always had to extend their reach in order to prevent that workers are being put in competition to each others. Historically they followed business from the local to the national level. However, for effective trans- and international trade union cooperation there exist a number of serious institutional and political obstacles on the global level: fear of loss of autonomy, ideological or religious differences, differing organizational structures, collective bargaining strategies, and national industrial relations, legal obstacles, conflicting interests, and language barriers.

Learning Objectives

Students shall gain an understanding of the evolution of trade union internationalism, learn about its institutions, and get acquainted with theories of collective action. They will be introduced to comparative research on international trade union strategies and will learn how to evaluate those strategies.

Teaching Programme

- History of international trade unionism
- Institutions of international trade unionism
- Current strategies of international trade union federations
- Comparison of national strategies for cross border solidarity
- Evaluation of recent campaigns

Teaching Method: mainly case studies

Name	E 4: Gender and Globalisation
Learning objectives and content	<p>The Concept of Gender in Economics, Politics and Sociology Impact of Globalisation and Economic Development on Gender:</p> <ul style="list-style-type: none"> • Gender and economic developments in <ul style="list-style-type: none"> ▪ Western industrialized countries ▪ Eastern transformation countries ▪ Asia, South America, Africa (case studies) • Gender and the macro-economic policy regimes: <ul style="list-style-type: none"> ▪ Concepts, programmes and actors (national / international) • Gender and global governance • Gender and global labour standards and human rights • Globalisation, Migration and Gender <p>Literature: Ellen Mutari/Deborah M. Figart (eds), Women and the Economy – A Reader, especially Chapter 7 (The gendered impact of economic development and globalisation), Sharpe New York 2003 Isabella Bakker (ed.) The Strategic Silence – Gender and Economic Policy, Zed Books, London, UK and the North-South Institute, Ottawa, Canada 1994 Regina Becker-Schmidt (ed.), Gender and Work in Transition, Globalization in Western, Middle and Eastern Europe, International Women's University, Leske & Budrich, Opladen 2002 Kathryn Ward (ed.). Women Workers and Global Restructuring., Cornell University, Ithaca, 1990</p> <p>United Nations World Bank OECD ILO</p>
Taught skills	<p>Basic Academic Skills: Students learn to analyse the impact of globalisation and economic development on gender, by using different concepts of analysis and different cases.</p>
Teaching method	Presentation of the different concepts of analysis. Case Studies.
Course requirements	Oral presentation and short written statements
Admission requirements	Admission to the MA LPG
Status of course	Elective course for MA LPG
Number of class room hours per week (SWS), students' workload, credits	2 SWS, 120 hours, 2 credits
Language	English
Frequency of teaching the course	Summer semester
Instructors	Prof. Dr. Friederike Maier

E 5 Migration and Global Labour Markets

International labour mobility is on the increase. In many cases the level of exploitation and deregulation has accelerated as well. Irregular migrants, women and minors are especially vulnerable. Several factors determine who migrates, how these moves take place, and what impact migration has on the existing socio-economic structures in origin and destination countries. Migration is a hotly debated issue in many countries and represents a great challenge to labour organisations: What are the social and economic consequences of migratory moves in different world regions? What are the benefits and costs of migration of highly skilled workers? Is the labour market of the future a transnational one, requiring international regulations? As Migration affects especially men and women differently, all issues have to be analysed with regard to gender and the intersections between gender, ethnicity, class and age.

Learning Objectives

Students will become familiar with historical and recent developments and theories of international labour migration. Gender will be thoroughly integrated into the studies and shall be understood as an important organising principle of social relations. Students will train their ability to search and work with empirical data (e.g. World Migration Report, ILO International Labour Migration Database, LABORSTA, Eurostat, SOPEMI report). Case studies and diverse regional perspectives shall enable students to recognize and assess different developments and interlinkages in global labour migrations.

Teaching Programme

- Concepts, history and theories of (labour) migration
- International and national migration policies, impact of regional integration processes
- Identification and critical reflection of types of migrants
- Gender and migration
- Ethnically segmented labour markets
- Migration and development; Assessing the influence of remittances;
Effects of brain drain
- Global, regional and national approaches to regulate (irregular) labour migration
- Migrant worker's rights
- Agency and advocacy: NGOs, migrant's organisations and transnational networks

Teaching Methods

Lectures with case studies and regional perspectives; empirical research work by students; presentations.

Name	<i>E 6: Legal Framework of International Trade Union Influence</i>
Learning objectives and content	<p>At an international level, the seminar concerns the legal framework of the influence which trade unions could exercise on the social and political agenda, in order to promote economic development, based on social justice.</p> <p>The Contents focus on internationally recognised universal values, sustainable development, interconnections among political freedom, economic opportunities, social protection and equal rights - all under the perspective of International Law.</p> <p>Participants will acquire broad knowledge of International Law, the law of international organisations like the WTO and about integrated economic regions like the European Union, as well as national domestic regulations. The students will obtain the capacity to discuss the normative problems and their possible solutions, which will involve concerns of strategy and policy.</p> <ul style="list-style-type: none"> • The International Legal Framework: e.g. United Nations (UN), World Trade Organisation (WTO), North American Free Trade Association (NAFTA), other bi- and multinational treaties etc. • Individual and Collective Rights under International Law: e.g. Human Rights; Democratic participation in government; A right in fair competition. • Freedom of Contract and the ILO Decent Work Agenda: freedom of association; freedom from forced labour; freedom from child labour; freedom from discrimination. • Property Rights: Foreign Investment Protection (e.g. the project of the Multilateral Agreement on Investments, MAI); Global players and legal rights, shares and responsibilities; • Non-Governmental Law and Regulatory Implementation: Codes of Conduct; Professional customs; Collective standard agreements and contracts.
Taught skills	<p>Basic Academic Skills: Searching for materials: library – online; Distinguishing between materials; Summarising main arguments; Exploring a new subject; Developing research questions; Structuring an oral presentation – a written thesis; Visualising an oral presentation: overhead – PowerPoint; Writing minutes; Mastering academic citation styles</p> <p>Skills: Analysing rule making processes Evaluating the impact of rule changes Assessing strategies for influencing rule making</p>
Teaching method	Seminar with discussion of specific cases, court disputes, arbitrations awards, agreements, treaties and statutes. Lectures will provide systematic introduction and survey.
Course requirements	1 short research-paper-based presentation (max. 10 pages) Class room participation Students will produce statements, speeches and papers and present them in class.
Admission requirements	Admission to the MA LPG
Status of course	Required course for MA LPG
Number of class room hours per week (SWS), students' workload, credits	2 SWS, 2 credits
Language	English
Frequency of teaching the course	Every summer semester
Instructor	Prof. Dr. Torsten T. Straub

Name	E 7: Globalisation and the Welfare State
Learning objectives and content	<p>Public policy instruments are facing dramatic changes and new challenges in developed and developing countries. Terms in this contexts are "Privatisation", "Employment Policies", "Social Security", and "Poverty". The course therefore addresses these policy concepts in a multidisciplinary and comparative approach.</p> <p>Students will learn to develop a broad overview on the different systems of social security, of welfare and participation, and to discuss the different systems:</p> <ul style="list-style-type: none"> • welfare and social rights; • the principles of social security systems: the financial sources, coverage of people, coverage of risks, challenges to the social security systems, current tendencies of their transformation. • The insurance systems versus general systems, contributions versus taxes, benefits versus services and the different distributive effects and social outcomes. • The main social security areas like pension schemes, health insurance schemes, unemployment schemes and labour market policy will be analysed. <p>Social protection in a changing world: Models of social security systems in respect of gender, poverty and migrants:</p> <ul style="list-style-type: none"> • Models in developed countries: Europe, USA; reform options • Models in developing countries: family system; reform options • Challenges of the Decent Work Agenda (ILO)
Taught skills	<p>Basic Academic Skills: Searching for materials: library – online; Distinguishing between materials; Summarising main arguments; Exploring a new subject; Developing research questions; Structuring an oral presentation – a written thesis; Visualising an oral presentation: overhead – powerpoint; Writing minutes; Mastering academic citation styles</p> <p>Skills: Analysing the impact of policy on inequality, social exclusion and welfare Evaluating the process of policy making and analysing of policy implementation</p>
Teaching method	Lectures, reading of key texts, writing summaries, presentations, case studies-related essays
Course requirements	short research paper based on presentation (max. 10 pages) Class room participation
Admission requirements	Admission to the MA LPG
Status of course	Required course for MA LPG
Number of class room hours per week (SWS), students' workload, credits	2 SWS, 2 credits
Language	English
Frequency of teaching the course	Every summer semester
Instructors	Prof. Dr. Martin Kronauer, Prof. Dr. Friederike Maier

E 8 Privatisation, Deregulation, and Liberalisation of Services

The provision of infrastructural services such as electricity or water and of services relating to human security needs such as health, education, and pensions becomes increasingly a private, market-driven activity. This trend poses not only a challenge to public service employees and their unions but also to the concept of universal citizenship rights and equal access. However, this trend was at least partly fuelled by broad-based dissatisfaction with the provision of these services by state agencies. Thus, a key challenge is striking the right balance between state and private provision of public goods.

Learning Objectives

Students shall get acquainted with the theoretical debates on the strengths and limits of various allocation mechanisms. They should become aware of a set of preconditions that have to be met for the successful operation of either state or market governance mechanisms, such as a culture of public administration that stresses efficiency and honesty, or institutions of regulatory oversight that safeguard against private monopolies. Students shall learn to differentiate between a range of institutional set ups for the provision of services by the state or the market respectively. They will acquire the tools for examining the impact of each governance mechanism on citizens, consumers, and workers. They will learn to identify best practices for public administrations as well as for privatisation strategies.

Teaching Programme

- What are public goods?
- Arguments for state intervention: market failure, regulation theory
- Arguments for markets: Coase theorem, contestability theory, markets as discovery mechanism
- Political economy of socialization and privatisation
- Varieties in modes of provisions
- Impact assessment
- Case studies: Best practices in public goods delivery

Teaching Methods

Lectures, reading of key texts, writing summaries, presentations, case studies-related essays

Name	<i>E 9: History of Trade Unions</i>
Learning objectives and content	<p>The history course will help to promote a better understanding of current problems related to the world-wide situation of workers, works' councils, and workers' organisations. Reflections on the past allow us to know the pre-history of present conditions as well as to analyse typical problems arising in the world of labour.</p> <p>The course will focus on critically selected experiences and dimensions from countries with typical cases for discussions of the underlying problems. The examples will be taken from different world regions.</p> <p>Students will get a broad knowledge of the principles and strategies of trade union organisations and learn to compare the different models. New developments on shop-floor level and on the international level will be discussed.</p> <ul style="list-style-type: none"> • Principles of union organisation and of employers' associations; • Models of corporatism and social partnership: examples from developing and developed countries; • Professionalisation and bureaucratisation of the work of unions and worker's organisations; • Unions for whom? Politics of unions with regard to women, unskilled workers, migrants.
Taught skills	<p>Basic Academic Skills: Searching for materials: library – online; Distinguishing between materials; Summarising main arguments; Exploring a new subject; Developing research questions; Structuring an oral presentation – a written thesis; Visualising an oral presentation: overhead – powerpoint; Writing minutes; Mastering academic citation styles</p> <p>Skills: Analysing structures of industrial relations Evaluating the impact of changes Assessing strategies in different situations</p>
Teaching method	Comparative analyses and discussions of case studies from developed and developing countries and different branches; papers and presentations by students.
Course requirements	1 short research paper based on presentation (max. 10 pages) Class room participation Students will produce statements, speeches and papers and present them in class.
Admission requirements	Admission to the MA LPG
Status of course	Required course for MA LPG
Number of class room hours per week (SWS), students' workload, credits	2 SWS, 2 credits
Language	English
Frequency of teaching the course	Every summer semester
Instructor	Prof. Dr. Dorothea Schmidt

One World Seminar

The concept behind this seminar is to actively involve the students that come from different socio-cultural backgrounds, disciplinary and professional fields. Here, students are demanded to develop own components that may broaden the official curriculum. Among these self-organised components are *projects* that focus on the overall framework of the course, but also modes of participation in the quality management of the course. In case of self-organised projects, students will develop an outline of the content and structure of the project and discuss it with the academic staff prior to the implementation. Such a project will then be part of the official course curriculum and be supervised by one of the academic teaching staff. The will be offered in a fortnight rhythm and should also contribute to the socialising and networking effects of the student group.

Workshops

The first workshop will be used to introduce the students to the university, the city of Kassel, the programme and the challenges of intercultural learning. Two *research workshops* during the year will give academic guidance and advice to the students preparing their Master theses. The first workshop will be held at the end of the first semester under the auspices of Kassel. It will serve as a platform for discussing likely research topics that will build the fundament for the set-up of *student research teams*. These teams will prepare the research proposal to be discussed with their academic advisors.

There will be up to six research teams – differentiated by topics – consisting of a minimum of three students. To each of these research teams a faculty member will be assigned as *academic advisor*. The remaining *research workshops* will be held during the summer semester in Berlin. Special emphasis is put upon the objectives, scientific methods and possible outcomes of the projects (research skills). Besides, students get advice on how to manage their project in due time (key qualifications). The advancement of the projects is supervised.

Research project: Students design and realise a small joint research project in teams. They will be responsible for the design and execution of the project. They will self-regulate the work to be done and are responsible for team-management. This skills them for the application of knowledge and tool kits to new situations and problems arising in relation to globalisation affecting the life and work of people.

Tutorials

Personal tutors provide a first-line counselling service but also offer academic advice and guidance to students on their progress through the degree and appropriate modular choices. To provide diagnostic help and advice in English and study skills. The service is intended to improve students' awareness of their strengths and weaknesses and help develop independent learning skills by fostering awareness of how they can help themselves better on their next assignment. Among the services offered, are: IT & Library Support; Basic in Economics (6 weeks); Support for Required Courses.

Internships

Following the first term students will do a six-weeks internship in Germany, Geneva or Brussels. The internships are an integrated and obligatory part of the Master programme. They offer unique insights into the work and activities of the ILO, international trade union organisations, labour related research foundations, German trade unions or works councils of German based transnational companies.

During the Internship students work on specially assigned projects, that are part of the global activities of the hosting organisations. At the end of the internship they will be requested to write an analytical report that will be assessed by the universities.

The internship offers the opportunity to identify together with researchers from the hosting organisation topics relevant for the global labour movement, that might be further elaborated in the final Master thesis students have to write for completing the Master programme.

In addition to the internship possibilities organised by the programme, students can propose internships of their own choice, if the proposed institution is able to provide the necessary supervision and guidance to do an equivalent internship.

Excursions

The Universities will organise several excursion to trade unions and economic and political institutions in Germany. All excursions will be accompanied by faculty members. Guided Tours will be held in English as will the talks and discussions.

From Kassel	
Volkswagen Kassel at Baunatal	The students will visit a plant with about 16,000 workers and learn about its structure and organisation. Additionally, they will listen to a presentation of the work of the works council and will discuss specific aspects of that work with works council members.
Volkswagen headquarter at Wolfsburg (1 1/2 hours away by train)	The students will visit the biggest plant in Germany with almost 50,000 workers. They will talk to a member on the managing board, to members of the world works council and of the supervisory board. Thus, they will gain an insight into the VW model of co-determination.
IG BCE headquarter at Hanover (1 hour away by train):	The students will discuss issues of union structure and administration. They will gain insights into methods and problems of managing an extremely diversified union and about trade union mergers.
European Central Bank (ECB) in Frankfurt (1 1/2 hours away by train)	The students will make a tour of the bank and will learn about monetary policy-making within the EU.
IG Metall headquarter in Frankfurt	The students will discuss with union representatives strategies concerning transnational corporations, and will learn about the functions of a headquarter, particularly the international department.
From Berlin	
DGB Headquarter Ver.di Headquarter	The students will discuss with union representatives strategies concerning transnational corporations and will learn about the functions of a headquarter, particularly the international department.
Berlin City Government Deutscher Bundestag	The students will discuss with member of federal and city government on issues related to labour economics.
Labour Ministry	The students will meet representatives from the Ministry and discuss with them different concepts.
Tax Administration	The students will get an overview of the mechanisms of taxation and inland revenue.
Landesarbeitsamt (Labour Office Berlin-Brandenburg)	The students will discuss with administrative staff from the Landesarbeitsamt on current topics.
Siemens AG	The students will visit the Berlin affiliate of the SIEMENS AG.
Bundesbank Berlin	The students will make a tour of the bank and will learn about monetary policy-making in Germany and the EU.
Deutsche Bank	The students will make a tour of the bank and will learn about the perspectives of the private banking sector on monetary policies etc.
Social and Cultural Events (these events will be accompanied by a tutor)	
Deutscher Dom; Exhibition <i>Contemporary History of Germany</i> ; Jewish Museum; Concerts; etc.	

Teaching Objectives, Methods and Skills

The didactic concept of the modules within the course *Labour Policies and Globalisation* is a research oriented learning. By this, the modules offered will strive for an innovative curriculum that focuses on student participation. New knowledge for the subjects will be jointly developed by both, academic teaching staff and students. Emphasis is laid upon investigating new types of research, new modes of studying, and broadening the interrelation between the academic fields and the trade union practices. Wherever possible, an interdisciplinary approach will be developed that strives to integrate the different cultural background of the students.

Due to the fact that most of the students have already earned a first academic degree, and also due to the fact that they have at their disposal an elaborated knowledge and experience with trade union work or with work in comparable organisations, there is lesser need to introduce them to academic working. This prior experience challenges the traditional role setting between learner and instructor.

The programme helps strengthening the capacity and competence to promote universal respect for basic human rights, workers' rights, social justice and protection, and for representation of the weak and disadvantaged members of society. It therefore pursues the following learning and teaching objectives:

Basics for the understanding of global economic, political, and social changes open up new opportunities and new challenges for trade unions: new approaches to sustainable development, strategies to combat poverty and discrimination, and to extend social protection; reforms of policies, laws, and institutions, improvements on access to employment, working conditions, labour relations, and human resource development (including capabilities for learning and organisation-building);

Competences to identify social problems in society and to develop appropriate solutions, to incorporate social analyses and participation into the design and implementation of development projects, to do quick and robust research, to collect and generate relevant data, to use empirical tools including indicators to assess the impacts, to monitor the performances, and to evaluate the effects of problem solutions and projects;

Abilities to transfer knowledge, to identify and disseminate good practices as well as lessons learned from failures, to mobilise and organise workers in the formal and the informal economy in order to advance their own interests, to build up networks with a wide range of actors and groups from trade unions and civil society, to build up pools of expertise, to contribute to successful forms of social dialogue, to ensure that all segments of society can make their voices heard, to improve and strengthen the work of trade unions especially in international and trans-cultural contexts.

In achieving these objectives both universities place special emphasis on

- considering gender equality in opportunities and rights;
- a multidisciplinary approach;
- internships in particular with trade union organisations at company, local, national or international level;
- the integration of the team approach and the research workshops with individual advice.

To achieve these objectives, the following teaching methods will be employed:

- Lectures with seminars: the lectures will provide an overview of the subject, the seminars will be used to engage students in discussions.
- Independent studies and Thesis Workshop: successful class participation and the writing of research papers requires substantial readings. A Thesis Workshop will help the students in the planning and organisation of their theses: the research proposal; writing the introduction; reviewing the literature; writing about research methods and presenting the findings; and writing conclusions and abstracts.
- Participatory teaching: students are asked to participate actively in class by joining discussions, presenting papers, and engaging in role plays.
- Team work: in order to facilitate the students ability for team work, students will frequently be asked to prepare presentations and to pursue their research in small groups.
- Individual tutoring: In writing their research papers students will be advised by professors and will have the support of tutors. To provide diagnostic help and advice in English and study skills to improve students' awareness of their strengths and weaknesses and help develop independent learning skills is one of the aims here.
- Case studies: students will learn from practical experiences where and how to apply their knowledge and practical experience.
- One World Seminar: a self-organised seminar by the students in a fortnight-rhythm where students have the ability to actively involve themselves with their different socio-cultural backgrounds, disciplinary and professional fields and to develop own components that may broaden the official curriculum, e.g. self-organised projects.
- Academic Writing in English: these are taught auxiliary classes with the focus on student centred learning that covers: Summary Writing; Synthesising sources; Preparing an comparative and contrasting essay; Report Writing; Preparing a discursive essay; Writing minutes.

For a Master degree students have to acquire during the course the following academic skills :

- demonstrate knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context;
- can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;
- have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements;
- can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously;
- have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.

Quality Management

The quality management of the course includes the following

- Accreditation prior to implementation by an independent, external agency. This accreditation which is terminated will require permanent evaluation and improvement of the course;
- Evaluating academic progress by the academic staff, tutors, and the students by means of guided interviews at the beginning and end of each term;
- Questionnaire-based evaluation of the curriculum, didactic outline, student advice, administrative and technical support;
- Peer review by members of the academic board. Peer review as a means of quality assessment will address the academic staff, the students and the external partners, e.g. course providers from the trade unions.
- An alumni network will also allow to assess to what extent participants continue to work with the trade unions or are maintaining their links to the labour movement when they might take up other employment opportunities in the public or private sector.
- The results from quality assessment will be documented and discussed by the Academic Advisory Board. This Board will develop recommendations for improvement and implementation.

Student Advice and Conflict Management

Due to the heterogeneity of the student group, special emphasis is laid upon student advice and conflict management. Within the concept of the student advice, both universities will offer the students guidance and advice on the processes of registering within the universities, accommodation, health insurance, visa support, mobility, information support, body system for social life, scientific support (e.g. e-mail account, access to computers, access to libraries, language courses etc.), child care.

Tools for conflict management anticipate that due to the heterogeneity of the student group, efficient means to solve possible conflicts have to be established. Here, emphasis is put on dealing with the different cultures and gender aspects. To anticipate possible conflicts between students and staff, and among the students themselves, measures for active participation will be installed. The programme co-ordinators at both universities will be supportive in problem-solving. In addition, students will elect a spokesperson who will work as facilitator between the different conflict partners. This elected representative will also participate in the evaluation board of the course.

Skills/Entrance requirements

A first degree (Bachelor or equivalent) in Political Sciences, Sociology, Law or Economics;
Experience in trade union work or related fields. To the extent possible within accreditation requirements and German university regulations skills and qualifications as well as professional experiences equivalent to a Bachelor's degree may be recognized. The board of examiners will assess in personal interviews the equivalency and where required advice for prior skills upgrading. The board may make use of external examiners in the regional offices of the ILO and the Friedrich-Ebert-Stiftung (FES) as well as at the partner universities. Admission of non-traditional learners and guest students is only possible on an exceptional basis and will be assessed at the end of the pilot phase.

During the course students will be requested to :

- write minutes, essays,
- undertake literature analysis and independent research
- make oral presentations

- write a Master thesis at the end of the course
- participate in classroom discussions
- work in a multicultural environment.

Language

Proficiency in English is an entry requirement (e.g. TOEFL 550 paper-based / 213 computer-based or IELTS 6). A course to improve language skills is offered at the University of Kassel. Knowledge of German language is not required, but an introductory course is offered and participation is recommended. The European Trade Union College is offering online courses material “English for trade unionists” that can be downloaded free of charge <http://www.etuc.org/ETUCO/en/resources/language/enmat.cfm>

Annex VIII

List of participants 2004/2005

Surname	First Name	Country
Araujo	Cesar Costa de	Brazil
Boincean	Svetlana	Moldova
Botevska	Nelly	Bulgaria
Deane	Doreen Delreece	Barbados
Farias	Inez Lopes de	Brazil
Gastelum Tapia	Maria del Carmen	Mexico
Gibb	Euan William Gillespie	Canada
Han	Dong-Gyun	South-Korea
James	Imoyera Eustace	Nigeria
Kaaronda	Evilastus	Namibia
Karki	Hari Bahadur	Nepal
Krack	Sven-Thorben	Germany
Kröck	Harald	Germany
Lim	Sophia	Malaysia
Luo	Siqi	China
McGuire	Donna Mary	Australia
Nguyen	Hoang Mai	Vietnam
Nyamekye	Marinna	Ghana
Park	Sung Hee	South-Korea
Portilho	Jo	Brazil
Schwetz	Wilfried	Germany
Viajar	Verna Dinah	Philippines
Vukojicic	Mina	Serbia
Yilmaz	Gaye	Turkey

Annex IX

List of International Lecturers and Guest Speakers

- Guy Mhone (University of Witwatersrand) taught for 4 weeks at Kassel
- Peter Fairbrother and Steve Davies (Cardiff University) taught two weeks of block seminars in Kassel
- Dieter Eich (DGB) Verena Schmidt (ILO) and Oupa Bodibe(COSATU) taught a one week block seminar
- Davi Antunes from UniCampi will teach for two weeks in Berlin in June
- Frank Hoffer (ILO) teaches together with Prof. Straub a course on International Labour Rights
-
- Guest lecturers
 - o Sabah Alnasseri (U of Frankfurt), Irak
 - o Friedrich Buttler, ILO Executive Director
 - o Ursula Engelen-Kefer, DGB, Germany
 - o Heiner Flassbeck, UNCTAD
 - o Sam Gindin (York U), Canada
 - o Bob Harris, Education International
 - o James Howard, ICFTU
 - o Rachel Kurian, Institute for Social Studies, Le Hague, Netherlands
 - o Neva Maketla, COSATU
 - o Sandra Polaski (Carnegie Foundation), USA
 - o Ramasamy Palanisamy, UKM, Malaysia
 - o Cirila Quintero Ramíres, El Colegio de la Frontera Norte, Mexico
 - o Simon Roberts (University of Witwatersrand, South Africa
 - o Werner Raza, Chamber of Labour, Vienna, Austria
 - o *Anselmo de Santos*, University of Campinas, Brazil
 - o David Seligson from the International Metalworkers Federation (Geneva),
 - o LeRoy Trotmann, Chairperson of the ILO workers' Group, Barbados
 - o Andrew Watt, European Trade Union Institute, Brussels
 - o Heidemarie Wiezoreck-Zeul, German Minister for Development cooperation
 - o Charlotte Yates, University of McMaster, Canada
 - o Jerry Zellhoefer, AFL-CIO

Global Labour University Internship Program 2005

Evaluation Report

Commissioned by ACTRAV / ILO

**Findings and
Recommendations**

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A. Introduction

Context and genesis of the evaluation

As an integral part of the one-year M. A. program 'Labour Policies and Globalization' of the Global Labour University (GLU), the participants of the course of 2004-2005 undertook a six-weeks internship in February-March 2005 at the following institutions: DGB, ETUC, ETUI, FES, HBS, ICFTU, IFBWW, IFWEA, IG Metall, ILO, IMF, IUF, Naledi, PSI, Walsh-TUC, UNICORN, and Verdi.

The intention of the internship, as it had been discussed by the organizations participating in the program beforehand, was a three-fold one: It was envisioned to enable the student to i) gain some practical insights into the work of an international organization; ii) get integrated into the work processes, possibly into some ongoing project, of the host organization; and iii) develop ideas and gain data and support regarding her/his masters thesis and future research. As the internship program had been a pilot project in itself, ACTRAV felt that it would be helpful to make an assessment to what extent the objectives have been met and what changes might be necessary to achieve that aim also in future. Therefore this evaluation was commissioned in order to learn from the experience made by the mentors and students who had participated in this first year's program.

Operationalization of the evaluation

The evaluation at hand has been carried out between March and July. Its findings are based on **interviews** with all 23 students plus one accompanying partner and with 20 of 22 host organizations.¹ All conversations with the students and ten interviews with the mentors of the organizations that had provided an internship were *face-to-face* interviews in Geneva and Berlin, the remaining interviews were conducted via *telephone*. While the scope of the duration of the semi-structured interviews ranged from 30 minutes to three hours, most interviews took one to one and a half hours. Two **questionnaires** (*to be found in the Annex*) had been developed – one for the students and a second, rather similar one, for the mentors of the host organizations – and sent out to all interview partners beforehand, serving as a guideline for the interview. After the first two to three interviews minor modifications of the questionnaires had been made as a result of the previous discussions.

Content, focus and structure of the report

As it is the nature of evaluations that stress on the identification of shortcomings of a project and the development of respective solutions, this survey did and does *not focus* or elaborate extensively *on what worked well*. The **emphasis** lies rather on those aspects that could possibly be improved. In order to prevent giving a wrong picture I would like to point out that the overall assessment by students and mentors alike has been a distinctively positive one

¹ Several attempts to contact the remaining two coordinators/mentors and/or to make an appointment for an interview having been unsuccessful, the experience and perspectives of the latter could not be integrated into the evaluation.

The report is **structured** along the central themes concerning the internship in order to allow the reader to, at each point, understand the relationship between the recommendations for future internships within the GLU program and the experience made during the pilot internships.

In order to keep the evaluation report brief and legible, it does not contain the very detailed statements of, and references to, the respective authors but rather a **summary of the perceptions, reflections and feedback** put forward in the conversations. Thus, naturally, not all findings and recommendations would be shared by every interviewee. However, it did not occur as there had been numerous issues that had been perceived very controversially. In those cases where diverging opinions had been formulated, the alternatives have been taken up by the report. Furthermore, an attempt has been made to, also, take into account the frequency of concurring experience and assessments and the level of concern underlying the statements voiced in the interviews.

The **recommendations** offered in this report, to a large extent, comprise suggestions by the interview partners themselves or are, respectively, results of our conversations.

Obviously, the **categories** along which the report has been organized may overlap at some points. In very few cases certain issues might therefore be dealt with in more than one place, but generally, in order to prevent reiterations, they have been classified under that item that seemed most appropriate with respect to the underlying concern.

As for the **terms** chosen, *students* and *interns* are used interchangeably; *hosts* or *host organizations* refer to all organizations or their respective departments/units that provided an internship; and *organizers* comprises all institutions, organizations and individuals which have taken on responsibility in the development and implementation of the internship program and/or the M.A. program. *TUs* (trade unions) occasionally stand for *GUs* (Global Unions), *GUFs* (Global Union Federations), national trade unions and trade union federations. *Conversations* and *discussions* are employed as synonyms for *interviews* and thereby indicate the partly discursive and mostly informal interview process.

Disclaimer

The evaluation findings might be limited to a certain extent due to the following facts: *First*, that the author of the evaluation was located at ACTRAV and therefore possibly not seen by the interview partners as an independent evaluator. Although the author felt that the responses appeared to be quite frank it cannot be ruled out that some points of criticism might have been held back or bolstered.

Second, the evaluation does not entail the experience and observations by the program coordinator and ACTRAV, who had been at the centre of organizing the internships. However, at the point this evaluation was commissioned, the focus was put on the mentors and interns as having been the ‘protagonists’ of the internship program.

Third, this evaluation report does not claim to offer all solutions possible. It is rather meant to serve as a means to continue the discussion on the objectives, the set-up and follow-up of the internship program in general and the individual internships in particular. It should be seen as a first draft of an ‘internship manual’ for future mentors and interns alike.

Last, I take full responsibility for any misinterpretations or omissions of assessments or propositions.

Acknowledgement

I would like to thank all interview partners for the rather engaged conversations. I thoroughly enjoyed meeting all of you, sensing your concern and perceiving your reflections on the internship.

Invitation

Acknowledging that there had been more details put forward in the interviews and being convinced that the findings would have multiplied if we had had more time for the interviews, I can only invite everyone involved in the internship program to complement this report by bringing missing aspects to the attention of the organizers.

B. The Report

1. Assessment and satisfaction

Interns

The *overall* assessment by the interns of their internship experience was positive:

It was « very useful and productive », « very helpful », « very positive », « a great experience », « uplifting to be among people who want to change the world », « a real feeling of trade unionism », « I was very happy with the internship », « I felt very much integrated », ...

The interns felt that

- the **internship provided, or resulted in,**
 - a **synthesis of theory and practice** that will inform the second semester and future work
 - **new insights** (into issues/debates, structures, strategies, methods, ...) **and inspirations useful for home organizations**
 - a **better understanding** of the situation of labor / trade unions in other parts of the world, of the interdependence of national/regional labor policies, and of the necessity of **international trade unionism**
 - **building contacts / networks** important for trade union work at home and for international trade unionism, particularly in the face of globalization
 - the **acquisition of new skills**, e. g. moving in an international environment, intercultural communication, language proficiency, writing policy assessments,

questioning and critically assessing also of close political positions, etc.

- a strong **motivation** to bring in the qualification acquired during the course and through previous work into labor movement
- most **mentors** were **very engaged and resourceful** with respect to their work *and* the internships.

Hosts

Similarly, the mentors of the host organizations testified an overall positive experience:

« Very positive », « very good », « that's what we need », « program absolutely timely with respect to challenges for trade unions », « this whole process is very important for the labour movement », « very useful for our work », « went very well as it was a two-way process », « nice experience »,...

From the point of view of the mentors,

- **the internship provided, or resulted in,**
 - establishing or **strengthening** of (new) regional / **international contacts**, and in **networking**
 - an **insight** into the labor situation / **trade union work in the intern's country**
 - the **opportunity to receive feedback** on the organization's work by a (professional) outsider **and to reflect upon own work**; and the cognizance of a need for a « young dynamic » in the trade unions
 - some material **contributions by the interns** such as an article, a critical assessment of an agreement or some statement, a research paper, a curriculum, etc.
 - the **intention of future cooperation** with the intern (one intern was offered a job, others were invited to give a presentation at a conference or contribute to future publications, etc.)
- the **interns** were mostly conceived as **highly motivated and engaged**.

2. Selection, matching and preparations

Findings

- Probably as the most frequent finding, it was felt that the '**prior-to-the-internship**'

communication and preparations' by the interns and the host organizations was not always sufficient and satisfactory.

- The **matching** was mostly good.
- The fact that the program participants are **no 'ordinary' interns** due to their work experience and regional knowledge has been highly appreciated by several organizations and quite underestimated by some others. In general, it appears that the host organizations, provided that it was made good use of the advance communication process, could much more benefit from the intern (during and after the internship) than it has been acknowledged.
- Some **host organizations** had **identified students** they were particularly interested working with because of the latter's geographical and/or work background. In those cases where this interest had been mutual and the students eventually did their internships at those places, it seems that the results were predominantly satisfactory.
- Several interns were confronted with the situation that their **mentors** were **hardly available**.
- **Decisions on the final allocation of internship places** were, in a few cases, felt to be insufficiently transparent or 'just' which left some students dissatisfied with the selection process.
- In a few cases of just **one student interning at a locality**, the students, particularly when they came from non-European backgrounds, felt rather lonely; the mentors and other colleagues of the respective host organizations tried to compensate for that beyond average by invitations to common meals, sight-seeing tours, etc.
- In most of the cases where **non-German speaking students had been assigned to German organizations**, the communication went rather well due to the circumstance of the mentors and other colleagues in the immediate environment speaking English. However, as soon as the internship TOR required making telephone calls or working with internal written material that is usually only available in German, the limitations became quite obvious and, in one case, rather frustrating. To a certain extent, that could be balanced out by German-plus-English-speaking interns and colleagues.

Recommendations

As the internship is very tight, it is very important to prepare and undertake the internship as focused as possible!

The **host organizations** can optimize the matching also to their own benefit by, *before the selection,*

- **providing as specific information** as possible, such as
 - options of projects or issues to be worked on
 - the expertise of the mentor
 - required qualification, e. g. language proficiency
 - learning objectives
 - expectations, e. g. certain results,

on which the students can base their choice of a particular internship on

- **discussing the internship design among colleagues** ahead of time
- **identifying a contact-person (mentor)**
- **possibly pre-contacting student(s)** who are interested in, or who appear to be interesting for, the organization;

after the selection,

- **communicating and providing information (material) ahead of time**
- **'tailoring' the intern's assignment** (and relevant information material)
- **internally discussing and/or briefing the colleagues on the internship assignment and intern** prior to the arrival of the intern
- **identifying a 'deputy mentor'** – even more important in the case of the frequent absence of the regular mentor; it is important that one of both or some other clearly identified colleague should be easily available for questions, discussions and feedback

To enable themselves to co-shape the internship as much as possible according to their needs and interest, the **students** should

- **provide specific information** to the organizers and host organizations in line with the schedule given; this should entail an indication of their
 - clear expectations (e. g. interest in particular projects of, or expertise within, the host organization, certain results or learning objectives such as specific skills to be acquired)
 - background (work experience, TU/other professional/activist/regional background)
 - skills
 - strengths and weaknesses (including language proficiency)and serves as the *basis for host organization's assessment of the extent of mutual matching and for a best possible tailoring of the internship*.
It makes the internship much more fruitful when the intern knows before the actual beginning of the internship why (s)he is joining that particular organization and what (s)he wants to get out of the internship.
- **communicate** their interest and experience **ahead of time**
- do some **background research on the organization** (size, history, political affiliation, executive structures, agenda, projects, etc.) **and on the labour situation and issues in the country of internship** ahead of time.

The **university / lecturers** could

- reserve some time slots during which students could prepare themselves comprehensively for their individual internships, and/or
- incorporate the preparations into the class assignments of one particular or several courses.

Mentors, students and organizers

- The earlier the **prior warning** as for the exact **time period of the internship**, the better can the host organization ensure to provide the intern with everything necessary.
- At the stage right after some initial pre-selection decisions, it was felt that the matching could be considerably improved by means of
 - a «**market place**», in which all students and representatives of as many host organizations as possible would participate, and
 - a structured and instructed **telephone communication** between the students and the mentors.

Not only could both sides (students and mentors) deliberately seek out potential internship partners, clarify open questions and check out the mutual suitability, but everyone would also already have a *face* or *voice* in mind which would ease any further communication ahead of the internship. It was stressed by most of the interviewees that the contact before the internship should go **beyond e-mail communication**.

- It should be a **two-sided selection process** *with priority on the choices made by the students*, facilitated by the organizers. The experience made indicates that also the active participation of the host organizations already in the pre-selection process can contribute to a more focused and purposeful internship. For example, in a case the host organization was to carry out a certain project in a particular country, a student from that region or with a matching work experience could be approached whether this proposal would also match her/his internship objective.
- It should be discussed whether students should be enabled or even encouraged to identify **places of internship outside the official list** offered by the program. In case should be deemed an option students were to be made aware of that possibility.
- The organizers should communicate more clearly to those host organizations with no or little experience in employing rather mature interns that the **assets of the participants of the GLU internship program** should be **taken into account** in the selection and tailoring process. Generally speaking these are a TU background, that could include expertise in international relations, TU education and organizing; regional knowledge; an academic training comprising of analytical skills and a theoretical understanding, particularly on globalization, labour issues and related subjects such as human rights; work experience in fields like law and journalism; and, last but not least, the fresh look of an ‘outsider’ on the host organization.
- In order to ensure sufficient communication prior to the internship and the exchange of concrete and expressive information between the students and the mentors,
 - a **manual and/or schedule** could be provided that would indicate the various steps required for the process (that could be one element of the ‘internship guideline’ recommended under 3. *Content*)
 - the institutionalization of an **internship coordinator** may be helpful; s(he) could give a hand in cases where the ‘prior-to-the-internship communication’ is not satisfactory for one or both parties.
- The ‘prior-to-the-internship communication’ between the mentor and the intern

should result in the **definition of TOR and/or some schedule**. At the latest, it should be formulated during the first week of the internship and, possibly, also submitted to the internship coordinator. This would lead to a real commitment on the part of both, the intern and the host organization and reduce the feeling of insecurity of the intern.

- **Previous internship reports and evaluation findings** will be helpful assets for the preparation of a new internship.
- The organizers and mentors should convey a **realistic picture** to the interns what can, within the short period of the internship, realistically be accomplished and what not. That may prevent disappointments and frustrations.

To avoid unnecessary anxiety and unpleasant group dynamics, everyone responsible should aim for

- **transparency** with regard to the **distribution/assignment of internship places** in case of multiple applications for a particular internship;
- **timely clarification of possibilities and limitations to support interns beyond the academic and the internship program;**
- **timely preparations and discussions** regarding the **accommodation** of the students during the internship; interns should definitely be involved in that process and also should be checked out whether and to what extent the hosting organizations could contribute with contacts or by co-financing (it was indicated by some host organizations that they could possibly bear the costs for accommodation).
- In a pre-dominantly non-English speaking internship environment it should be considered to **place a native speaking intern together with a non-native speaker** at one organization (provided the capacity of the organization and a good matching of all interns concerned). The same goes for interns who have not yet acquired proficiency in the English language but are supposed to intern in an English-speaking environment.
- Depending on the life experience, cultural background and personality of the students concerned, it should be considered to designate at least **two students to each locality** to enable them to support each other in managing their daily lives at a new place.

3. Content

Findings

- The **content varied** from the development of a tool kit, position statements and research papers, including case studies, to the curriculum development of a summer School.

- Due to
 - a) 'internship' being an unknown concept to several students
 - b) the GLU internship program having been a pilot project
 → some mentors and several students felt unclear on
 - **objective** of the (particular) internship
 - preparation and development of thesis (*topic, scope, material, contacts, feedback, interviews, writing, etc.*), or
 - practical exposure of intern, or
 - delivery of result to host organization / home organization and utilization of student's expertise and skills, or
 - all of that and/or with what priorities?
 - and their **roles and the expectations towards them.**
This 'vacuum situation' led, in some cases to anxiety, a feeling of insecurity, guilty conscience, frustration and disappointment for both parties involved.
- With regard to concrete **results** of the internship, there had been high **expectations** on part of most interns in contrast to a low expectation on part of a substantial number of organizations.
- Most interns *do* offer TU or other **professional experience, regional background and academic skills** and want to give *something* – many organizations regarded internship as mere exposure, less than half expected results (discrepancy in the internships at ILO even stronger!).
Where the competence of the interns was incorporated, in one way or the other, into the internship, it produced high levels of motivation, satisfaction and self-esteem on the part of the interns; in cases where the qualifications were not being seen, the students felt highly frustrated and 'useless'
- Maybe due to the different levels of expectation, it was more mentors than interns who felt that the internship had been, directly or indirectly, **beneficial to the organization.** Here, again, this assessment was noticeably more dominant within the unions than the ILO.

Recommendations

- It needs to be clearly pointed out to the mentors and students alike that the **particular objective** of the internship should be **developed in the 'prior-to-the-internship communication'** between the *student* and the *host organization*. There is no one else to define it.
- For a most satisfactory outcome, the **internship needs to be tailored to the needs of both sides.**
It would make the internship more fruitful for both, the host organizations and the interns, if the work experience, academic qualification and regional background of the student would be more deliberately utilized for ongoing or future projects. For example, the student could be asked to give a presentation or some advice on a topic of her/his expertise that would also be relevant and/or interesting to the host organization, whether it be on globalization, human resources management in their TU, or journalistic tools, during a staff meeting, a workshop, or any other adequate forum.

- **Clear communication prior to the internship**, particularly on expectations and resources, is essential for a successful and satisfying collaboration. This is valid for both directions in the communication flow between *organizers-mentors*, *organizers students* and *students-mentors*.
- In order to generate more transparency regarding the expectations, requirements and rooms to maneuver,
 - the organizers should be developing an **‘internship guideline’** that could serve mentors as a check-list
 - the request was put forward to establish some informal, yet institutionalized **exchange forum** between **mentors-mentors** and **mentors-organizers**.
- More internships should be offered by, and priority given to, TUs rather than ILO.
- The **information sessions** for the intern group in Geneva should be maintained; wherever there should be more interns also in some other localities, it could be considered to organize similar meetings as well.
- One output of the intern’s work could be some **presentation of her/his internship ‘project’** (e. g. research findings, an article, a syllabus, etc.) in a staff meeting.

4. Inter-linkage of the internship with academic program

Findings

- The **intertwining** of the internship with the academic program has been considered successful and **mutually beneficial**. According to the assessment by students, the experience of the internship made them
 - realize the **relevance of testing theory models or policies** (such as international agreements) **against** the background of **‘real life’ conditions**
 - see to what extent and *how* **theoretical models, analyses and methods** are, or could be, **implemented**
 - assume that the second semester, and their **academic understanding** in general, would be **informed by the practical experience** and an increased knowledge of the field.
- It was felt that there was a **lack of understanding** on the part of the interns in respect to **the socio-economic and political situation and of the TU policies in the host countries**. Concern was expressed whether the masters’ program would sufficiently cover the practical problems and issues trade unions in Germany and Europe² are

² where the academic program and the majority of the internships take place.

currently facing.

- The **students** were **extremely exhausted** during the first weeks of their internship. This was due to several facts:
 - There had been *no brake between* the end of the, obviously rather extremely intense, *course and the internship* (as there had been none for most of them after all their individual preparations before moving to Kassel);
 - several students had *brought along university work* that had to be completed parallel to the internship;
 - the *first semester* was felt to be *highly demanding and intense*, particularly for those students who had either come from a ‘hands-on’ work background and who had get to re-adjust to the academic environment or who had yet to acquire a proficiency in English;
 - starting the internship meant for almost every student to *settle*, within a short period, *for a second time at a new place* which, in many cases, also comprised to find an orientation in a new country and culture, including setting up and managing one’s daily life in a foreign language and within unknown bureaucratic structures.

Recommendations

- The working group responsible for the academic curriculum should consider including
 - **seminar modules or lectures on the socio-political situation in Germany**
 - more information on practical problems and issues of TUs in the country where the internship takes place; that could be achieved by a **higher integration of TUs** (particularly those participating in the internship program) **into the curriculum** of the first semester.

In addition to thereby widening their political horizon, the students could settle into the internship more quickly and it would be more probable to be able to effectively contribute to the work of the host organization as it was desired by the vast majority of the interns.
- ‘Encouragement’ and enabling of students to participate in **‘hands-on’ activities** (e. g. demonstrations) to mediate ‘feeling’ for local problems.
- Extended **information on the content of the academic courses** should be given to the **mentors**. This would enable them to better utilize and complement that knowledge to the benefit of both sides.
- Due to the given time constraint of the one-year M.A. program, **links between the internship and the master thesis** should be encouraged. However, taking the variety of interest and needs on the part of the students and their home organizations into account, that inter-linkage should nevertheless be seen as optional.
- In the planning of the first semester it should be considered to allow for **some time off in the transition to the internship**
- Students should be strongly **discouraged to bring course papers into the internship phase** in order to avoid mental constraint and distraction from the objective of the internship.

5. Setting

Findings

- The setting is **extremely important** for the well-being of the students and the level of success of the internship.
- Interns want to **feel welcome** at, and integrated into, their host organizations.
- The **information flow** between organizers, host organizations and interns (located at the same place) regarding interesting events (conferences, seminars, lectures, demonstrations), material available and access to facilities was not always functioning well.
- In cases where interns, during their internship, attempted to initiate **contacts** for their research or their home organizations they were, particularly within the ILO, frequently **not given any response** or only little time and attention.
- Several students had not been **aware of the** extent of the **financial burden** due to multiple moving, high costs of living in Geneva, Brussels, etc., partly no cooking facilities at the accommodation, **and of the bureaucratic difficulties** (visa and other requirements). That produced a high level of stress and anxiety on their part.
- It was felt that there was not sufficient **practical information** given on Kassel, Berlin and the internship locations.
- The **duration** of the internship (six weeks) was felt too short by almost every intern and mentor (even more, if one considers a settling period of one to two weeks *and* the overlapping with the Easter holidays during which also several mentors were absent for one to two weeks)
- It was, personally and politically, **highly appreciated** that **parents had been enabled** by the internship program **to be accompanied by their children** and partners. However, the respective unequal distribution of support resulted in a certain discomfort among the interns.
- Due to the extremely difficult housing situation in Geneva and despite an intensive search by the program organizers for suitable rooms, several interns were facing a number of problems relating **accommodation** (such as having to share a room with up to three persons without any choice of the room-mates, no privacy *at all* for six weeks, no cooking facilities, remote location with inconvenient transport facilities, etc.)
- A substantial number of **individuals** (at the university and host organizations and among the organizers) **went out of their way** in the attempt to balance out the burden and difficulties the interns were facing. Although, on the one hand, being appreciated by most of the students, this combination of structural difficulties and individual efforts, on the other hand, catapulted them into the situation that they felt they ought to be repeatedly grateful for choices not being made by themselves.
- A certain level of communication obstacles, misunderstandings and misinterpretations are inevitable in a **multi-cultural environment**. While there had been a number of incidents where that factor played a role, everyone involved seemed to have made an

effort to let her/himself let in for, and learn from, those cultural differences.

- In the case of one student, it proved to be extremely difficult to get a **visa for the accompanying partner**. It appears that no support was given by the program. If the visa would have been denied by the embassy, the female Muslim student would have had to quit the program after three months.

Recommendations

Host organizations

- **Make the intern feel welcome, useful and integrated!** This can be accomplished by
 - an **advance information of the staff** on arrival and ‘project’ of intern
 - an **introduction to all colleagues** at the start of the internship
 - **making yourself available for discussions** as much as possible, for example by establishing **regular informal and/or formal meetings** (*morning coffee*, ‘*one question-per-day discussions*’, *regular discussions on progress of work*, etc.).
 - **invite the intern to, or inform her/him on, staff meetings, seminars and conferences** (also at other organizations, if relevant and feasible).
- For contacts the intern needs to make (within or outside the organization) for her/his research or her/his trade union, it can be quite helpful that the **mentor** or some other colleague gives **support in establishing the connection**. Because of the short internship period it might even be advisable to pre-contact the persons/organizations in advance of the internship.

Organizers

- It should be conveyed that the **support of parent-interns** is politically wanted and not an act of individual preferential treatment.
- Assuming that it is wanted to enable women from Muslim societies to participate in the program, it needs to be acknowledged that this may require the **accompaniment** of their husbands. The organizers should check the **possibilities of giving support** in that matter, e. g. issuing a letter to the embassy.

Organizers and host organizations

- Conditions as well as the **possibilities and limitations to support the students** outside the academic program need to be **clearly communicated** as soon as possible in order for the applicants, to
 - i) make a well-informed decision whether to participate in the masters program or not, and to know what contributions are expected of them and what support they can count on
 - ii) to minimize stress and frustration for all parties involved
- **Inclusion of students in the process of ‘solution finding’ and decision making**

wherever applicable and whenever possible as to

- i) utilize their resources, give them the opportunity to co-shape the setting and make them feel responsible members of the program
- ii) reduce the burden of the staff among the organizers and the host organizations

Organizers, students, host organizations and universities

- At internship locations with more than one intern at the same time, it would be helpful to determine one person (could be an organizer or an intern) **in each internship location responsible to collect and distribute information** on relevant events, material and facilities.
- All relevant **practical information on Kassel, Berlin and on the internship locations** that have been collected so far by the various organizers, host organizations and the previous students should be **deposited at one place**, e. g. the program coordinator at the University of Kassel, and complemented by information material published by the tourist offices, the public transport authorities, etc. The **participants of the 2004-2005 course** should point out significant issues they had not been given sufficient information on, and could possibly **provide the respective information**.
- The fact that the multi-cultural setting does not appear to have caused dramatic misunderstandings within the previous internships and the course of 2004-2005 as such, the potential of difficulties should not be taken lightly.
 - Therefore it is suggested to offer a **workshop on intercultural communication** as early as possible during the first semester.
 - In addition, it should be considered to include that aspect also in the **annual GLU conferences** or organize a session immediately after or before the conferences, e. g. in the form of a working group, a lecture, some coaching unit, etc.
- With respect to **accommodation**, the recommendations are as follows:
 - **The earlier to look for accommodation the better!** Efforts to find an affordable and adequate place should start as soon as it would be clear how many interns would be staying at which place.
 - The students need to be **aware ahead of the internship**, and if possible even prior to their decision whether to participate in the masters program, of the **possible costs for accommodation**; it should be transparent under which circumstances and to what extent financial support could be given.
 - The students should be informed about the situation regarding accommodation, and it should be up to them, depending on their capacities during the first semester, to what extent they want to become active to **find some accommodation on their own**.
 - In those cases where the accommodation should be arranged by the program, the apartments/rooms should have **cooking facilities** in order to keep food expenses low and allow for the preparation of that kind of food (s)he is accustomed to.
 - Participating in a demanding program requiring a high level of flexibility and dealing with new situations and environments requires a minimum of space and privacy. It should **not be more than two persons** having to share one room. And it should be taken care that the guesthouse would leave it to the interns' own

choice with whom to share a room.

- If no other accommodation may be found for interns in Geneva than the one from the 2005, they should be informed of the situation beforehand (previous experience should be shared with them as well).
- If students feel that the living circumstances that can be provided to them by the program would not work for them, they could be **provided with lists of links and addresses**, along with an indication of the limit of the financial support by the program.

6. Evaluation

Findings

- The question was raised how the ‘flash lights’ of **realizations and ideas** resulting from the internship experience could **be preserved for future internships** despite the daily demands and work pressure in between the internships.
- It was noticed that certain non-western **cultures** do not seem to consider an active shaping of the internship, an offensive defending of one’s own interest or open critic as particularly appropriate. The question that occurred was how mentors and organizers could deal with that in the attempt to ensure a satisfactory outcome of the internship.

Recommendations

Considering the strategic and individual value of a successful internship for students and host organizations alike, the usefulness of an evaluation should not be underestimated:

- All host organizations of 2005 as well as future hosts should be provided with this **ACTRAV internship evaluation**.
- Host organizations are recommended to conduct **internal two-way evaluations** (mentors↔interns). These could be based on the questionnaires that served as guidelines for this evaluation; the questionnaires could be modified to the particular circumstances of the individual internship.
- The request to be provided by the organizers with an **evaluation guideline** (which could be part of the ‘internship guideline’, see 3. *Content*) was put forward. It could indicate the central principles, methods and required steps regarding evaluation

processes. Possibly some of the host organizations with frequent internships or summer schools have already developed an evaluation guideline and would be willing to make it available.

- Several mentors showed interest in
 - a **collective evaluation by all participating organizations*** and
 - **class feedback** (possibly mediated by the course representatives).

Both were regarded useful tools to improve upon the internship. Even if certain problems at one place did not occur within other organizations, becoming aware of potential issues and being provided with feedback on the chosen ways of handling the situation, go hand in hand within a process of mutual learning for future internships. These collective evaluations could be envisioned as one element of the annual meetings or, possibly, also via some group discussion via the internet.

* For the Geneva internships, a feedback meeting en miniature could be organized for the interns, mentors and ACTRAV in an informal manner, similar to the welcome meeting in 2005.

- As for **cultural idiosyncrasies** it is referred to the intercultural workshops suggested before. In addition, it might help to consult colleagues having, or being experienced with, the (same) cultural background.

7. Follow-up

Findings

- A few interviewees expressed concern regarding possible obstacles to the successful **re-integration of the participants into their home organizations**. At some places the program participants might be seen as threatening present structures and positions and therefore be sidelined within their organizations. This would obviously not only maneuver these colleagues into difficult personal situations but might also prevent the trade union movement in their country taking advantage of the perspectives and skills they have acquired in the course of the *LPG* program.
- Similarly, the issue of the **integration of participants** who had not worked for TUs before joining the internship was raised, particularly how it could be ensured that the trade union movement would benefit from their participation in the course.
- Many questions were formulated as to *how* the established contacts between the host organizations and the students and the expertise on both sides could be utilized for **future cooperation**.

Recommendations

- Independent of that scenario introduced before, the issue of **(re-)integration** appears to be a central point of measuring the success of the program.

- The concern should be **taken up by hosts and organizers and in class discussion**. **Individual advice** should be given by the organizers and mentors to those participants of the program who might be at risk of facing the problem outlined before.

It is proposed to conduct a **follow-up evaluation** on what happened to the students after the completion of the course, best possibly at the end of the first year after their return to their home organizations and maybe again after another one or two years. This evaluation should not only cover the perspective of the former GLU students but also include the perceptions by the home organizations on the benefits and/or problems in respect to the participation of their colleague in the 'Labour Policies and Globalization' program. The outcome of this evaluation would be a significant indicator for the level of the latter's success.

- To ensure a high level of (re-)integration of program participants into the TUs,
 - the latter should be **encouraged to delegate interested and eligible staff** to the program
 - it is recommended that the LPG program should **raise the official age limit** for participants, as it is assumed that in many unions there are not too many eligible trade union officers to be found below the age of 40
 - to **link a coverage of the university fees** for an outsider **with a future work contract**.
- The **future involvement of the students** and the utilization of their qualification for the work of TUs and the ILO should be
 - put on the agenda of **every executive meeting** and of the **annual workshops**
 - deliberately examined within the **host organizations**
 - discussed within the **alumni network** that is envisioned to be built up; this could be one component of the network which would need to be linked with concrete issues and interests in order to become and maintain active.

It should be considered that timely clarifications regarding a possible follow-up could give an additional drive to the internship.

As for short-term cooperation a number of questions should be clarified such as whether the students would have the capacity to do some follow-up work for the host organizations during the second semester, or whether there would be funds to enable the student to participate at a conference after the internship.

8. Participation in the program

Logically, this item should stand at the beginning of the report findings. However, as the matter of participation as such was not subject of this evaluation and, furthermore, goes rather beyond its scope, the survey cannot offer any encompassing and representative findings. Nevertheless, given the fact that the issue was taken up and regarded as a significant matter by several interviewees, the author of the evaluation felt that it should not be omitted.

Findings

- It was pointed out that even within those TUs which are participating in the internship program **no strategic decision** has been made, so far, **of utilizing the *Labour Policies and Globalization Program*** as *one* opportunity to develop a more comprehensive understanding of globalization policies and to establish international TU contacts.
- It was felt that the program was, despite the majority of students coming from countries of the Global South, **too ‘north-heavy’** with the academic program and almost all internships being located in the industrialized countries.

Recommendations

- In the **executive meeting** of the program and also in further meetings of the organizations being part of the GLU, regular discussions should be **put on the agenda, how the members of the GUFs and GUs could be approached and better informed** of the program.
- It is felt that it would be timely for the **members of the GUFs to strategically participate in the program** by means of *delegating a TU officer* to the latter as well as by *providing a place of internship*.
- In a long-term perspective, the ***Labour Policies and Globalization Program*** should be **extended** so that trade unionists from Europe should also study and do an internship in countries of the **Global South** in order to adequately understand and deal with globalization.
- Also **students from circles closely affiliated with TUs should be directly approached** and recruited. In case of promising applicants to the program, it was suggested to stimulate a discussion within TUs as **to link a covering of the university fees to a future (re-)integration of the program participant into the trade union**.

9. Concluding remarks

By having had the opportunity to gain an insight into the involvement of all the actors who contributed to making the Internship Program 2005 possible, the immense deal of preparations and an extraordinarily high level of engagement became obvious. This might explain, along with the internship experience of several mentors, why that venture, despite the fact of having been a pilot project, appears to have been considerably successful if one takes as a yardstick the satisfaction concerning the **content** of the internships and the fulfilment of the expectations. At the same time, there is obviously also need of improvement with regard to a number of aspects of the internship program. Most *mentors and interns* alike shared, *first*, the perception that more attention should be paid to the '**selection, matching, and preparations process**', and, *second*, some feeling of discontent with the short period of the internship. While the internship, nevertheless, enabled most interns to better link theory with practise, get a feeling for international trade unionism in the context of globalization, gain insight into new issues and areas, acquire new skills, and also produce some results, and gave several mentors the opportunity to develop a better understanding of trade union issues and strategies in other places, establish or strengthen contacts, and to reflect upon the work of their organizations, more deliberate and focused preparations of the individual internships would certainly render the internship more purposeful. The *interns* stressed, on the basis of their mixed experience, the importance of the **setting** of the internship with its impact on the course of the latter and on their personal well-being. On the part of the *host organizations*, a strong interest was expressed in developing a concept regarding a **follow-up** to the program, mainly concerning the issue of (re-)integration of the students into the trade union work and future cooperation between the host organizations, the ILO and the students.

Although believing that the interviews in themselves already contained the opportunity of reflecting upon the internship experience with its positive effects and short-comings, everyone wanting to make the next internships (even) more mutually beneficial and pleasant should feel invited to go back to the detailed findings and recommendations in this evaluation report.

C. Annex

Questionnaire

- Interns participating in the GLU internship programme

A) General satisfaction

What is your overall feeling how the internship went?

1. What were your expectations towards the internship?
2. Did the internship help you to gain
 - a) an overview on the work the organization is doing (*what are they doing?*)
 - b) an insight into the working (structure, procedure) of the organization (*'how' the organization is working*)
 - c) some knowledge on *xy* (subject) (*overview, more complex insights, ...?*)
 - d) some skills/capabilities (*which skills?*)?
3. How may this particular internship, and what you have learned there, concretely contribute to your academic studies / your professional goal / your socio-political activities?
4. Did you feel that your mentor and your colleagues
 - a) had prepared themselves for your internship (*how/what; why not?*)
 - b) had been available (*at the beginning of your internship/when needed otherwise: did you have regular meetings/conversations and how often?; did they try/manage to make themselves available when you had a question or a problem?*)
 - c) had been responsive to your questions and problems (*how/how not?*)
 - d) had been accommodating your particular interest in this organization
 - e) were interested in tapping your qualification/regional background/etc.?
5. Did you have access to the infrastructure necessary for pursuing your tasks? (*Library, archive, PC, telephone, experts,...?*)
6. Did you feel
 - a) being challenged to little (*why/how?*)
 - b) you could not cope with the expectations (*why/how?*), or was it
 - c) just rightw/ respect to the tasks assigned, and the information given, to you?
7. To what extent have your expectations (see answer 1.) been met?
Completely – mostly – partly – not at all
8. To what extent are you, overall and despite of or maybe because of unexpected developments, satisfied with your internship?
Completely – mostly – partly – not at all

9. What, before or during your internship,
a) went well and should be maintained for future internships within the programme
b) problems have occurred (for which one would need to look for solutions/modifications next year)?

B) Tasks – definition, clarity, changes

1. What were the tasks / projects that had been assigned to you?
- 2.1. How were your tasks determined:
 - a) solely by the institution
 - b) along with, and according to, your initiative
 - c) through some communication between you and the institution?
- 2.2. Where the tasks formulated at the beginning of your internship clear to you? (*Scope, aim, procedure?*) *If not, have you been able you clarify them? How and when?*
- 2.3. Where the tasks that were agreed upon before the start of your internship changed during your stay? (*Substantially – partly - not at all?*) *By whom, why and when? Where you happy with those changes?*

C) Preparations and background

1. What made you join this particular organization?
2. Did you have some background knowledge on the issue that your internship was about? (*Academic, work//NGO/other practical experience?*)
3. Did you prepare yourself for the internship? If so, how?
4. What issues regarding the internship were you able to clarify with your e-mail communication before your arrival in Geneva?
5. How much would some kind of ‘market place’ in advance of your internship have helped you to
 - a) be able to make a good choice regarding the organization where you will be doing your internship, and
 - b) make the internship more fruitful?(‘Market place’ to be understood as a meeting between representatives of the organizations offering an internship and the students. Organizations could be providing information on their work, setting, interests, limitations and expectations regarding the internship as well as students could mediate their interests, backgrounds and expectations in one-to-one conversations.)

D) Organizational gain

1. Do you think the organization/your mentor

- a) did expect some particular results/outcome of your internship / intended/intends to utilize your work (*if so, how?*), or
- b) considered it to be a mere training or exposure for you?

2. What do you think you had been able to offer the organization?

E) Suggestions for future internships

1. Would you recommend that future interns should be placed again in this organization? (*If not, why?*)
2. Which departments/mentors/colleagues were particularly supportive/helpful?
3. Could you think of meaningful issues that future interns could be working on in this organization?
4. What further preparations on
 - a) the part of the organization
 - b) the part of the internwould help to make the internship more effective?
5. What (other) concrete changes could you think of to make the internship more effective?
6. Do you have further comments and/or suggestions that could improve the internship programme?

Questionnaire

- Organisations participating in the GLU internship programme

A) General satisfaction

1. Could you please give us your overall assessment of the internship?
2. Would you think that the intern was able to gain some
 - a) overview of the work your organization is doing
 - b) insight into the working (structure, procedure) of the organization
 - c) knowledge on subject xy (*overview, more complex insights, ...?*)
 - d) qualification/skills/capability (*which?*)during her/his internship?
3. What was your expectation
 - concerning the internship?
Did you/your organization
 - a) expect some particular results/outcome of the internship
 - b) considered it to be a mere training for the intern?
 - towards the intern?
Did you deliberately draw on the intern's background?
4. Do you think your organization will be able to utilize the work the intern was doing?
If so, how?
5. Was there something that you were, or your organization was, able to learn from the intern?
Could you, please, elaborate on that?
6. Does this current internship experience change your expectation regarding future internships?

B) Tasks – definition, clarity, changes

1. What were the tasks / projects the intern was assigned for?
- 2.1. How were the intern's tasks determined:
 - a) by your institution
 - b) along with, and according to, the intern's initiative
 - c) through some communication between you and the intern?
- 2.2. At what point before, or during, the internship where the tasks to be performed by the intern formulated? (*Scope, aim, procedure?*)
- 2.3. Where the tasks changed during the internship? (*Substantially, partly, not at all?*) *Why and when?*

C) Preparations, evaluation and follow-up

1. a) Did it cost you extra time to
 - organize the internship? (*How much time?*)
 - carry out the internship? (*How much time?*)b) Did you have some prior e-mail exchange with the intern? If so, what had you been able to clarify with that? Was that sufficient?
c) Do you think that, in case of a continuation of the cooperation between your organization and the internship programme, it would take you more *or* less time next time?
2. How much would some kind of ‘market place’ in advance of the internship have helped for a better matching of the intern – host organization?
(‘Market place’ to be understood as a meeting between representatives of the organizations offering an internship and the students. Organizations could be providing information on their work, setting, interests, limitations and expectations regarding the internship as well as students could mediate their interests, backgrounds and expectations in one-to-one conversations.)
3. Have you had other interns before? Did that help you in organizing and supervising *this* internship? *In which way?*
4. Was it difficult to convince your colleagues concerned to provide an internship place?
5. Did you do a final evaluation together with the intern?
6. Do you think there will or could be some follow-up with the intern?

D) Organizational gain

1. Independent of the course of the current internship, could you think of meaningful issues/projects that future interns could be working on? (*What could they be?*)
2. Can you imagine / would you be willing to accept interns in future? (*If not, why not?*)

E) Suggestions for future internships

1. What further preparations on
 - a) the part of your organization
 - b) the part of the internwould help to make the internship more effective?
2. What (other) concrete changes could you think of to make the internship more effective?
3. Do you have some concrete ideas how ILO/ACTRAV could support your organization / the intern in order to make the internship work / better work / even better work?
4. Do you have further comments and/or suggestions that could improve the internship programme?

Annex XI

Pos.	Mr/Ms	surname	first name	topic
1.	Mr	Costa de Araujo	Cesar	Policy Engagement in Governments: Impacts on Unions in Brazil (CUT) and South Africa /COSATU). The New Role of Unionists and Former Unionists in Power (Government)
2.	Mrs	Boincean	Svetlana	International Migration of Labour Force
3.	Mrs	Botevska	Nelly	The Labour Rights in Bulgaria - an Example of a Transition Country. The Role of Trade Unions in that Process.
4.	Mrs	Deane	Doreen Delreece	Has the Internationalisation of the Production System and the Increase in the Strength of MNCS Resulted in a Corresponding Decrease in the Strenght of Trade Unions to Bargain for Employment Security
5.	Mrs	Farias	Inez Lopes Matos Carneiro de	International Labour Law and International Trade: The Role of Trade Unions
6.	Mrs	Gastelum Tapia	Maria del Carmen	Foreign Direct Investment (FDI), Multinationals Corporations and labour Issues (Trade Unions)
7.	Mr	Gibb	Euan William Gillespie	Increasing the Efficacy of Core Labour Standards using International Framework Agreements
8.	Mr	Han	Dong-Gyun	The Korean Bank Industry after the 1997 Crisis: Focusing on Financial Liberalization, the Crisis and Union's Reaction
9.	Mr	James	Imoyera Eustace	Deregulation and Privatisation Policy of the Oil Sector, its Impact on Poverty Alleviation and Trade Unions (Nigeria Labour Congress). Response to the Policy in Nigeria
10.	Mr	Kaaronda	Evilastus	Wage Labour Decline and the Quest for Trade Union Revitalization: The Case of COSATU and DGB
11.	Mr	Krack	Sven-Thorben	To what extent is it possible and appropriate to use companies CSR-policies for the enforcement of trade union interestes
Pos.	Mr/Ms	surname	first name	Topic

12.	Mr	Kröck	Harald	Investigation of the Interrelationships between Trade Unions and Social Movements in the Context of Globalisation with Particular Reference to Germany
13.	Mrs	Lim	Sophia	Multinational Enterprises (MNES) Reporting Initiatives: A Case Study in Malaysia
14.	Mrs	Luo	Siqi	The Impact of China's Growth on European Union (Economy, Industrial Relations)
15.	Mrs	McGuire	Donna Mary	Labour Responses to the Liberalisation of Services, with Particular Reference to Education
16.	Mrs	Nguyen	Hoang Mai	Assess the Barriers to and Possibilities of, improving collective bargaining in Vietnam
17.	Mrs	Nyamekye	Marinna	Trade Union Involvement in Cooperatives
18.	Mrs	Park	Sung Hee	Globalisation and integration of global economy and national economy; a case study of South-Korea
19.	Mrs	Portilho Lins	Jucara	Is it Possible to Face Globalization without Trade Union Educational Development? A Comparison of the educational Development Programs in CUT
20.	Mr	Schwetz	Wilfried	Union Revitalisation and the German trade union model: case studies and questions
21.	Mrs	Viajar	Vernah Dinah	Implications of Economic Globalization on Labour. Market Policies in Philippines and Indonesia
22.	Mrs	Vukojicic	Mina	Informal Work in Transition Countries and Trade Union Strategies
23.	Mrs	Yilmaz	Gaye	Service Labour and Surplus-Value

Annex XII

GLU Pilot course - Assessing the first year

The Global Labour University idea has been launched in 2002 to build a network of Universities, Trade Unions and the ILO to provide university-level qualification programs on the political, economic and social dimensions of globalisation for labour and trade union experts ; and to facilitate discourse and stimulate research on global labour issues

A Pilot Master course on “Labour Policies and Globalisation” was successfully implemented at the University of Kassel and the Berlin School of Economics. The curriculum for this course was jointly developed at a series of international workshops by an international group of academics and trade unionists. A number of international experts joined the staff from the two universities to teach at the pilot course. International and national trade unions engaged also actively by giving guest lecturers and offering internship opportunities to the students. In September 2005 23 students from 18 countries successfully finished the pilot course.

“I think all of us were quite excited but maybe also a little bit nervous about what lay in front of us.

It was also difficult for some of us to get used to working academically again, sitting in our flats with heaps of reading material in front of us, having to write term papers - sometimes without any clue how to get it done in time. But in the end we all managed in some way and looking back now, we can be very proud of getting all the requirements done.

We have often been referred to as the guinea pigs and sometimes we really felt like this.

However, while guinea pigs do not always survive the experiments carried out on them – we have.

To cut a long story short, this programme was a great experience for all of us.

It’s hard to judge whether we will change the trade union movement as a result of this course, but being in this masters programme has certainly changed us.

The fact that people from so many different countries can work together so well for such a long time - quite often under a lot of stress and time constraints - provides hope for better, more social and harmonious forms of globalisation.”

(quotes from the speech of the student representative at the graduation ceremony in Berlin in September 2005)

A multiple stakeholder project like the Global Labour University has never been tried before. As the universities, the trade unions and the ILO are embarking new territory with this project

a three year pilot phase was chosen. This time period is necessary to gather sufficient experience and knowledge to develop a quality product that can be extended to other universities. During the first two years of the pilot phase one year international Master courses on “Labour Policies and Globalisation” will be conducted at Kassel and Berlin with cooperation of the network partners. In the last year of the pilot phase this will be extended to programs in Brazil (Campinas) and Witwatersrand (South Africa).

The first years course gave the opportunity to test the conceptual idea in practice and gather many valuable experiences how to develop the project further. The Program has been discussed and reviewed during the year at several occasions. The national coordinating council consisting of the German trade unions, the Friedrich Ebert Foundation, the Hans Böckler Foundation, the University of Kassel , the Berlin School of economics pilot course and the ILO monitored the implementation of the course at its regular meetings. Elected representatives of the students’ body were participating in meetings of the coordinating council and the international workshops of the GLU network to give their feedback about the pilot course. An independent moderator facilitated two review sessions with the students after 6 month and at the end of the course. The internship was separately evaluated by an collaborator of the ILO’s bureau for workers’ activities. A report from Crystal Dicks (IFWEA) about her discussions with a number of students was used as additional input for the final review session in September 2005.

The pilot course has been uniquely successful in

- Organising agreement among very diverse project partners on the structure and content of the curriculum,
- selecting a highly motivated group of trade unionists/students for the course,
- establishing an certified and internationally recognised masters course on “labour policies and globalisation”,
- working as international partners from trade unions and universities jointly on project implementation
- initiating joint research debate and textbook development
- contributing to the international debate on global labour issues

However, there are also many issues where students and organisers identified the need and possibilities for further improvement of the project.

The following synopsis is an attempt to sum up the main points of criticism, to provide some explanatory comments and to suggest a series of measures how to find solutions to problems. The synopsis focuses on the main areas of concern as it is seen as more important for the further project development to address the problems than to describe in length the successes. This review is work in progress. Not to all problems raised adequate answers have been found yet.

Issues raised by the students	Comment/ Perception of course conveners	Action taken	Additional responses
<p>I. Organizational issues : A number of technical and organisational problems increased the already stressful start up period:</p> <ul style="list-style-type: none"> - Insufficient information material - Unclear procedures - Unclear division of responsibilities - Delayed payment of first month grant - Badly equipped housing - No time to adjust and to get to know colleagues before the course started - Language problems 	<p>The time requirements for getting organized in a new environment were underestimated. There is a need for more time to get each other to know in the beginning and this process needs support from the program. This support should however help to strengthen the self organizing capacity and responsibility of the group.</p>	<p>Students of the new course received a welcome booklet via e-mail in May, with all relevant information about organizational issues and an overview of the first term in Kassel and the year.</p> <p>Students will arrive three weeks before the actual teaching starts. Within this time period all organizational issues will be fixed (registration, insurance, library services, internet, public transport etc.) As the official ceremony will take place in Berlin at end of September, the welcome week in Kassel in September will mainly be dedicated to organizational and social issues.</p> <p>Students get an upfront grant payment in cash and a special allocation to buy some household equipment. In Kassel all students stay together in a students hostel of the university</p> <p>The language course is longer to help improving language skills for none native speakers in English. A workshop on reading and writing skills is offered in September.</p> <p>Three movie nights are be organized to facilitate a getting together and discussions about political issues.</p>	<p>The language course should include an additional component of compulsory topical small group conversations in the evenings.</p> <p>The participants are encouraged to meet in the evenings of the first weeks for 2 hours to discuss a politically relevant topic. Group composition and topics will be set by the organizers.</p> <p>This should give the possibility to improve communication skills in small groups and give all people knowledge about the experience of other students</p> <p>-</p> <p>The students themselves suggested to organize discussion groups according to language groups (e.g. Spanish), however, this might hinder the students from learning English effectively and might also prevent a more global perspective.</p>
<p>Transfer from Kassel/Berlin and</p>	<p>Logistics could be reduced if a greater number of Internships could be offered in Berlin. However there are clear linguistic</p>	<p>Students will leave their entire additional luggage in Kassel. They will travel from Kassel</p>	

simultaneous departure for internships	problems and it is not helpful for the international character of the program.	to the internship and return via Kassel. The technical details about moving out of the student house etc will be clarified early on and will be much easier, as everyone lives together.	
Accommodation standards in Berlin	The accommodation in Berlin is cheap but not everybody liked the quality		It needs to be clarified whether two options are available. However no additional allocations are available for more expensive accommodation. Any other arrangements are the sole responsibility of the student
II Content issues Lack of trade union involvement in course development Trade unions were absent in the development and design of the program	<p>The course structure has been extensively discussed at five international workshops with trade unions and universities from the partner countries (Malaysia, Brazil, South Africa, Germany Canada and several Global Unions)</p> <p>It is impossible to involve trade unions or universities from all countries where students are coming from. Therefore some students will always be faced with the situation that their trade union is not closely involved in the program development.</p> <p>A even stronger involvement in the curriculum development by trade unions seems difficult taking into account the limited resources and time that can be devoted to this by trade unions. The problem seems also not so much on the conceptual level as on the implementation level.</p>	This review and the overall GLU Progress report will be made public and distributed to the GLU network, current and former students for further reflection and encouragement to engage more actively	<p>There is a need for more comprehensive information to the students about the trade union involvement in the conceptual development of the course.</p> <p>This should be done by providing the GLU Progress report to all students</p>
Trade unions were not sufficiently involved in selection of the participants	This came as a surprise for the organisers given the strict requirement of trade union endorsement and the high trade union identity of the group. It is impossible to have a personal interview with all applicants. The support from the trade union and the willingness to contribute 1500 Euro is an indication that the trade union is really interested in supporting the		The concept and ideas of the program should be communicated to the trade unions together with the progress report to make sure that they are fully involved in the process of identifying good applicants.

<p>Trade Unions should be the owner of the program</p>	<p>application. The principal of individual application was chosen to ensure that people are individually qualified. A mechanism that gives the sole discretion to nominate to the general secretary of the trade union carries a high risk of an over politicized selection process.</p> <p>The program is a partnership between universities and trade unions to build bridges between academia and organized labour. To fulfil this function of a broader discourse it cannot have a pure labour ownership like a labour college. There can only be a common ownership of trade unions, universities and the ILO in such a program and not ownership by only one of the partners</p>		
<p>Insufficient trade union involvement in course implementation.</p> <p>Students would like to have more possibilities to meet shop floor trade unionists from Germany to get a better understanding of trade union live and culture in the host country</p> <p>The learning need to be more linked to trade union perspectives and needs</p> <p>There were no excursion in Berlin and excursions</p>	<p>Trade unions made a major commitment to the program by providing internships. Regular teaching beyond the one week course on trade union renewal is not realistic. Most of the teaching at a university should be done by university staff.</p> <p>The heavy teaching load in particular as the language barrier is highest in the beginning of the course, reduced the capacity for additional non obligatory activities and meetings with trade unions.</p> <p>Trade unions will mainly be available as guest speakers and not in regularly teaching. A one-week block seminar is done by the done by trade unions.</p> <p>In response to the critic about the heavy workload excursions and other additional discussions were not organised in Berlin.</p>	<p>There will be an increasing number of discussion and meeting with trade unions</p> <p>A) In the preparatory period a workshop with a German Trade Unionist will provide an introduction into the German system of Industrial Relations and the international policies of the German trade unions (this year Jürgen Eckl, DGB)</p> <p>B) A workshop with an non German trade unionists on international trade union issues and there specific national situation. (This year Jerry Zellhoefer AFL-CIO)</p> <p>C A two day seminar with the DGB Youth organization in November will provide space for joint open discussions on international trade union issues</p>	<p>In Berlin the general macro economic colloquium should be replaced by a trade union colloquium. Inviting German and as much as possible international trade unionist</p> <p>The program will identify some contact person on topics in the trade union movement that can be contacted by smaller groups of students</p> <p>The possibility of tutorials by trade union educators or people with close links to the trade unions need to be explored</p>

<p>should in particular help to get insights in workplace issues and trade union grass root activities</p>	<p>For the next courses a better balance between the workload in Kassel and Berlin need to be found.</p>	<p>D) English edition of Die Mitbestimmung as introduction into current debates on trade union policies in Germany and Europe</p> <p>E) Excursions should be maintained but entirely trade union focused, number of excursions is reduced in Kassel and will be increased in Berlin</p> <p>F) A GU representative will address the new group and give an overview about current discussions in the International labour movement. (this year Bob Harris EI)</p> <p>G) Neva Makgetla from COSATU will give a talk in December 2005</p>	
<p>German centric respectively Eurocentric Program</p> <p>The program had a global composition of the students group but was not really global.</p> <p>Not sufficient literature about other parts of the world and debate in those regions</p> <p>There is a need for a basic introduction into theoretical paradigms in</p>	<p>A program based in Germany will always be to some extent Eurocentric. Within the GLU the development of additional courses in the South is the medium term solution to this problem.</p> <p>Guest lecturers from the partner universities, international internships, an international conference and a number of foreign guest speakers were organized to strengthen the international character of the program.</p> <p>This can be slightly extended but there is also a need to think about more global discussions among the participants to bring their experience into the debate.</p>	<p>The guest lectures from the international Partners will be maintained</p> <ul style="list-style-type: none"> - Cardiff - Campinas - Wits - UKM? - York/McMaster - ILO - International and National trade Union centres <p>The Universities will also draw additionally on German experts who are specialized on international and comparative studies (Prof. Mahnkopf, Prof. Haenlein, Prof. Fichter)</p>	<p>All lecturers should include in their courses cases from different parts of the world. Ensuring that the impact of globalisation on different regions is sufficiently reflected.</p> <p>An additional library with special literature for the course needs to be built up. If possible also online. (FES Library and GURN Database).</p> <p>The partner universities and the local FES and the ILO should be requested for additional suggestions on the bibliography. Former students will send a list of important publications (ideally in electronic format or as hard copy) to the</p>

<p>the beginning of the course</p>			<p>program to enrich the available literature</p> <p>The ILO participation could partly change from joint teaching towards two ILO workshops (2, days each). These workshops could draw on non German and partly non European ILO experts. .</p>
<p>Students felt that there was to little space where their experiences were reflected and valued.</p>	<p>The program clearly overestimated the spontaneous exchange of experiences. The expectation that students would create smaller learning and discussions groups and share their different experience in this joint work did not happen to the desired and expected degree. The reasons for this are not entirely clear. The workload is one reason, the expectation that this should be organized by the program is another</p> <p>The cooperation and exchange of experience needs more facilitation in the beginning of a course combined with a clear indication that the students should undertake as much self-organizing as possible in this respect.</p> <p>The course has the objective to strengthen the knowledge base of trade unionists to substantiate their political objectives and demands. It has not the function to teach certain politics or political views. In this sense it is more technical than a trade union organizing course.</p>		<p>The one world seminar should be reconsidered in its structure. Instead of having everybody presenting his or her country or trade union, it should focus on problems and small groups of students should work on a problem orientated basis together.</p> <p>The courses on trade unions and globalization and the course on trade union organizational development should be best suited to integrate also students' experience. It needs to be assessed how this can be strengthened</p> <p>Students should be encouraged to work in small groups for their research and also for their final thesis. This should facilitate more exchange of experience</p> <p>Would it be a possibility to have a course project on a self defined political issue?</p>
<p>The program is very</p>	<p>The program is more analytical than political in a narrow</p>	<p>Partly this problem will be addressed by the</p>	<p>While the curriculum is clearly trade</p>

<p>academic. Not sufficient practical experience and practical strategies</p>	<p>sense. Trade Unions are not political parties and such a diverse course cannot and should not aim at conformity of political views..</p> <p>The program is an academic program. It is intended to enable trade unionists to better understand and participate in academic discourses as those are an essential part of the policy discourse in societies. There are limits to use academic knowledge instantly for practical actions. This is in particular true if a group is very diverse (culturally and politically). The program should enable participants to strengthen analytical skills that they can apply independently as tools to develop solutions in their specific circumstances.</p> <p>While solutions for certain problems (like successful collective bargaining strategies) can be derived quite easily from the exchange of personal experiences some other issues cannot. Economic and political theory as tools for understanding society and developing political strategies require training of abstract thinking and the study of the relevant literature. The program is not a labour education course, but a program that adds to the already existing international qualification program through an academic Masters program with a trade union focus.</p> <p>The institutional cooperation with universities was chosen to ensure academic standards. The form of a Master course was chosen to make sure that participants get also formal recognition for the major personal investment they undertake by studying a whole year.</p>	<p>systematic teaching next year on “research methods” which has been scheduled in Kassel. This course will hopefully enable students to develop a better understanding of the need to see through and to be able to use research methods effectively. The course might also hint at how theoretical discussions can be linked to current discussions and policy choices within trade unions.</p>	<p>union mainstreamed it needs to be discussed whether there are better ways to focus on those problems most relevant for labour.</p> <p>Team work should be encouraged in all courses so that practical experiences and strategies from the students can be brought into the seminar and be linked to theoretical perspectives.</p>
<p>The diversity of the group was not sufficiently used as a source to enrich the</p>	<p>Diversity should be used to develop more comparative studies and help to understand problems for different perspectives. This has not developed spontaneously and</p>	<p>The housing situation should allow for much closer cooperation and informal exchange. However living and working together will also</p>	<p>Seminars on communication and feedback techniques should be held at the start of the academic year These</p>

<p>program</p>	<p>needs to be more facilitated, by requiring comparative research and study work. The diversity of the group is also a big challenge as the ability to work together is very different. Diversity might not be of equal importance to all issues. For example in analyzing the effects of international monetary regimes, diversity might not play any role</p>	<p>increase eventual group tensions.</p> <p>More group work (may be compulsory) for presentations should increase closer cooperation among students and help them to benefit mutually from their different knowledge and experience</p>	<p>should also address the issues of cultural awareness and background and encourage an exchange of experience</p>
<p>Learner centred</p> <p>The program is very teacher centred and the knowledge and experience of the students is not valued</p>	<p>This has been an ongoing criticism and it requires further discussions. It is an important methodological problem of the program. A university course has only very limited teaching hours and requires a high degree of work done by students independently. The limited amount of class room presence clearly also limits the time for group work. Teamwork can also be used as a tool to encourage students to prepare seminars in small groups and to get more deeply into discussions outside of the classroom and thus to enable a more participatory approach to learning. In a 1.5 hour seminar it is partly possible to do meaningful teamwork during 30 min or 45 min especially given that the students know each other already.</p> <p>There is also the problem of circularity of group discussions in the same group after some time. People know more or less the arguments from others. Even rich and diverse experience does not necessarily provide the knowledge to understand political and economic theories and to develop analytical skills.</p> <p>Not every course can rely in the same manner on the same methodology. The courses on trade unions and globalization and trade union development should be best suited for this. As well as the one world seminar and the new trade union colloquium.</p>	<p>.</p>	<p>There could be a debating hour following the session moderated by students</p> <p>Furthermore, teamwork should be strengthened in all seminars.</p> <p>It clearly concerns the trade union mainstreaming of all required courses and a reflection on the teaching methods and style.</p> <p>It might be better to have fewer individual students' presentation and insist on group presentations. This would give more room for discussion of literature.</p> <p>There should be some more tutorials for discussions and feed back processes</p>

	Concerning criticism of teaching style there is need to secure earlier feedback mechanisms to improve the situation.		
Some students felt that marks increased a competitive climate in the course. Others thought that qualitative feedback was much more important and valuable than mere marks In some case students merely became a grade and no qualitative feedback.	<p>The competitive effect of marks was underestimated. The qualitative feedback was also very limited in a number of courses</p> <p>Marks are an important factor to influence the priorities of students work. Given the workload whatever is not marked will be low on the priority list.</p>		<p>Grading should be used to assess the quality of work independently whether it is an individual or a group work.</p> <p>The importance of grading could be put into perspective if students would get more qualitative feedback. Extensive comments were seen as a very valuable feedback mechanism. Continuous assessment should be a part of the marking system</p>
Students thought group work was desirable. There should be incentives for group work, but it should not be compulsory.			<p>Group work is important, but often more time consuming. There should be incentives for group work.</p> <p>The lecturers should set up groups for class and seminar work, i.e., not letting the students always choose to work with the same fellow-students; , but groups for work on papers or a thesis can be freely chosen.</p> <p>The group work needs to be facilitated</p>
<p>Internships: The Program did not support the students sufficiently during their internship</p> <p>The tasks of the</p>	<p>For most organizations taking an intern is not a help but additional work. While they are supportive for the program in general they see not (and often do not) have a direct benefit from the intern.</p> <p>This is a reality that needs to be communicated to the students. They have to be pro-active to make a useful</p>	<p>A series of suggestions was developed based on the evaluation of the Internship program:</p> <ul style="list-style-type: none"> - there should be guidelines for the students and the host organisation about the requirements for the internship; - the students should receive as early as possible information about the organisations 	For German students an internship outside Germany should be compulsory.

<p>internship were not clear</p>	<p>contribution and to get involved. The program cannot micro-manage the internships.</p>	<p>that offer internships and their expectations;</p> <ul style="list-style-type: none"> - Students must have finished all university work (essays etc) before they start their internships; the term in Kassel will end one week earlier to allow for this extra time needed; - early preparation should help to match as much as possible the expectations between the host organisation and the students; - links between the internship and the master thesis should be encouraged, this will also help to reduce the workload in Berlin and ensure people have some more time to get feedback in their ideas; - it should be taken into account and also communicated to the students that for most host organisations internships are additional work and there should not be unreasonable expectation about the amount of mentoring possible. 	
<p>Work intensity</p>	<p>While the work intensity in Kassel was criticized the lower work load in Berlin did not increase program satisfaction and the additional time did not lead to more political group activities beyond the course curriculum.</p>	<p>The course R 5 will be split. Half of the course will be taught in Kassel, the second part will be taught in Berlin, thus there will be less workload in Kassel.</p>	
<p>Students attitude</p>	<p>While some students felt according to the report treated like children, the organizers were often surprised about the demands and expectations of the students concerning services to be provided by the program.</p>	<p>.</p>	<p>There is a need to explain in more detail the concept of the program, the resources available, the distribution of responsibilities between course conveners and students and the organizational constraints. Students should be pro-actively encouraged to support each other in solving day to day</p>

			problems
Communicating the review findings to all university staff involved in the program	We need an extensive discussion with all people teaching on the course to explain the concept and to ensure full buy in.	Meeting on the 20th of October	
Gender was not enough included in the course curriculum The links between academic analysis and trade unions could be strengthened through a special course on gender race and class Gender was insufficiently mainstreamed Gender course should be compulsory otherwise it ends up as a 'women's' course		The ILO workshop in January 2006 will focus on gender, race and class discrimination	It would be important to alert all course conveners on the Masters to mainstream gender into their curriculum. Furthermore, it would be important to include more female teaching staff on the course.
Alumni	It will be utmost important to build up an alumni network to stay in touch with alumni and to create a Global Labour University community.	The Kassel University will maintain an updated list of addresses. A former student will additionally work on networking among former students during the next six months. Students will be invited to participate in the Global Union Research Network.	

Annex XIII



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Fachhochschule
für Wirtschaft Berlin 
Berlin School of Economics

The effects of globalisation on national economic policies and trade union strategies

Workshop in Berlin 5. May 2005
organised by

Berlin School of Economics
Badensche Strasse 50, 51;
10825 Berlin; Germany

in cooperation with
the international “Labour Policies and Globalisation” Masters Programme³
Agenda

8.30 **Registration**

³ The Programme is a cooperation between a network of universities and national trade union centers from Brazil (University of Campinas/ [Central Única dos Trabalhadores](#)), Canada (Universities of York and McMaster/ Canadian Labour Congress), Germany (Berlin School of Economics/University of Kassel/ Deutscher Gewerkschaftsbund/Hans Böckler Foundation and DGB Bildungswerk), Malaysia (National University of Malaysia, Malaysian Trade Union Congress), South Africa (University of Witwatersrand/ Congress of South African Trade Unions, UK (University of Cardiff), the International Labour Organisation (ILO) the Friedrich Ebert Foundation and Global Union Federations.

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- 9.00 **Welcome**
Michael Tolksdorf, Vice-President of the Berlin School of Economics
Ursula Engelen-Kefer, DGB
Christoph Scherrer, Kassel University
Global Labour University – looking at the world from a labour perspective
- 9.45 **James Howard** , ICFTU,
Globalisation, employment and labour standards
 Chair Jerry Zellhofer AFL-CIO,, Birgit Mahnkopf, FHW– Discussant,
- 10.45 Coffee Break
- 11.00 **Heiner Flassbeck**, UNCTAD
Global Macroeconomic Order – what is needed
 Chair: Kjeld Jacobson, Observatorio Social , Dierk Hirschel DGB - Discussant
- 12.00 Coffee Break
- 12.30 **Globalisation and development**
Neva Makgetla/COSATU, South Africa
The South African Perspective of Globalisation and Development
 Chair: *Tom Etty, FNV, Netherlands, Rudolf Traub-Merz FES - Discussant*
- 13.30 Lunch
- 14:30 **Parallel Working groups**
- I. Macroeconomic Responses to Globalisation**
- a) **Hansjörg Herr**, Berlin School of Economics, Germany
Wages and Economic Performance in Great Britain, USA, Japan and Germany
- b) **Simon Roberts** (University of Witwatersrand, South Africa)
Monetary policy, investment and industrial development in South Africa
- c) **Anselmo de Santos**, University of Campinas, Brazil
The limitations of macroeconomic instruments to ensure economic growth and sustainable development
- II. Being protective without being protectionist**
- a) **Andrew Watt**, European Trade Union Institute, Brussels
Development in India/China and Repercussions for Europe
- b) **Cirila Quintero Ramíres**, El Colegio de la Frontera Norte, Mexico
Union alternatives to Diminish the Race to the Bottom in Mexican Maquiladporas
- c) **Charlotte Yates**, University of McMaster, Canada
Privatisation of labour market regulations
- 16.30 Coffee Break
- 16.45 **Parallel Working Groups**
- I. Macroeconomic responses to globalisation**
- a) **Melisa R. Serrano**, UP School of Labour and Industrial Relations, Philippines
Is a Social Charter Possible in the ASEAN?
- b) **Ramasamy Palanisamy**, UKM, Malaysia
 Malaysian economic strategies and trade unions (tbc)
- II. Being protective without being protectionist.**
- a) **Werner Raza**, Chamber of Labour, Vienna, Austria
*Liberalising Temporary Migration on Natural Persons (mode 4) under GATS:
 Impact Upon Labour and Viable Policy Responses for Trade Unions*
- b) **Rachel Kurian**, Institute for Social Studies, Le Hague, Netherlands
Being Protective Without Being Protectionist: Trade Union and Child Labour
- 18.30 Closing remarks, Frank Hoffer, ILO,

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Global challenges for Labour

- Institutions for economic global governance – which kind of institutions are needed from a trade union point of view and how to achieve it?
- Employment and wages in a global economy – how to respond against downward pressures?

Call for Papers

International Workshop in Kassel (Germany) 5./6.April
2006

Workshop background

The Global Labour University⁴ is a network of trade unions and universities that aims at facilitating research, debate and qualification programmes in order to address global labour issues. At its annual workshop in 2006 trade unionists and scholars are invited to present papers and discuss the challenges for organised labour as outlined in the two lead questions.

Unions around the world operate in a complex and rapidly changing environment. In response to the industrial revolution of the 19th century organised labour fought for (labour) legislation and welfare provisions to make the ruthless dynamic of a free market compatible with a democratic and inclusive society. Especially in the industrialised countries this struggle has been remarkably successful within many nation states during the second half of the twentieth century. At the beginning of the 21st century the new wave of globalisation is eroding the regulatory capacity of the nation state and the capacity of trade unions to defend social achievement at this level. Deminishing labour rights and welfare provisions, informalisation of employment relations and growing inequality in most countries are calling for internationally coordinated responses to global problems.

A) Institutions for global governance – what is needed from a trade union point of view and how to achieve it ?

The rules of economic global governance as promulgated in multilateral agreements and international organizations such as IMF, World Bank, World Intellectual Property Organisation etc. are increasingly influencing the living conditions of the working classes and the political powers of their representatives around the world. One recent example is the GATS, the General Agreement on Trade in Services, which is an instrument to privy open state regulated services to foreign suppliers. In general, this leads to fewer employment opportunities in the state sector, lower labour standards for those still employed, less access for the poor and a weakening of an ever more important part of the labour movement, the unions of public employees. Despite the impact of those multilateral agreements on the working classes, labour issues were not sufficiently reflected at the bargaining tables. Even those governments that rely heavily on organized labour for election victories do not advance a labour agenda in the policy discussions in preparation for multilateral bargaining rounds. But the fault does not rest solely with the governments, the labour movement, with some notable exceptions, has 'underinvested' in developing its own voice on international economic governance. As a result the rules of global capitalism are moving towards a neoliberal constitutionalism that privileges private ownership rights over national sovereignty and the rights of the producers and consumers.

At the workshop we want to start redressing this exclusion of labour issues from international economic governance. We therefore look for papers that

- a) Systematically analyse the impact of economic global governance on working conditions and the political influence of trade unions (preferably in a comparative fashion);
- b) analyse past or current attempts of trade unions to influence global economic rules making or – vice versa – how trade unions have been kept out of the policy loops;
- c) develop alternatives to the current rules with a focus on the interests of labour;

⁴ The Global Labour University is an open network initiated by universities and national trade union centers from Brazil (University of Campinas/ [Central Única dos Trabalhadores](#)), Canada (Universities of York and McMaster/ Canadian Labour Congress), Germany (Berlin School of Economics/University of Kassel/ Deutscher Gewerkschaftsbund/Hans Böckler Foundation and DGB Bildungswerk), Malaysia (National University of Malaysia, Malaysian Trade Union Congress), South Africa (University of Witwatersrand/ Congress of South African Trade Unions, UK (University of Cardiff), Global Unions, the International Labour Organisation (ILO) and the Friedrich Ebert Foundation .

d) explore ways to make labour more influential in economic global governance.

B) Employment and wages in a global economy – how to respond to downward pressure

The globalisation process has intensified competition without resulting in strong global growth. This has increased the pressure on companies to reduce costs and employment. While millions of people in particular in China and India have been lifted out of poverty, inequality between and within most countries is growing. Employment becomes more precarious and many workers see their real income falling.

On company level unions often see no alternative to “concession bargaining” as they often face the choice between closure or concession. Therefore employment and wage policies beyond the company level are of key importance to respond to the current exclusionary policies.

At the workshop we want to look at conceptual and practical responses for organised labour to create employment and achieve fair income distribution and look for papers that

- a) analyse the impact of globalisation and increased competition on employment and wages;
- b) analyse the impact of the global monetary and exchange rate regimes and their impact on wages and employment in particular in commodity producing countries;
- c) develop new approaches for coordinated wage/income policies and employment creation in open economies and beyond the nation state.

Format

The workshop will bring together an international group of scholars and trade unionists. It will feature working groups, paper presentations, and panel discussions involving both academics and trade unionists. Papers will be presented mainly in small interactive working groups to allow for in-depth discussion and development of ideas for possible future research and cooperation. A selective number of papers will be published in the 2006 GLU Yearbook.

Proposals for papers should be sent until the 1st of December 2005 to:

Prof. Christoph Scherrer,

FB 5 – Gesellschaftswissenschaften

Universität Kassel

Nora-Platiel-Straße 1

D-34127 Kassel

Germany:

e-Mail: ma-lpg@uni-kassel.de

The proposals should give the rough structure of the paper and outline the main idea.

Sponsors :



Annex XV

List of Participants 2005/2006

no	Last Name	First Name	Sex	Date of Birth	Sector	Country
1	Amler	Beate	female	6.10.76	DGB	Germany
2	Angula	Alfred	male	7.9.65	NAFWU	Namibia
3	Aprill	Charlene	female	24.11.74	Clothing and Textile	South Africa
4	Balke	Karen	female	23.5.79	Metal	Germany
5	Certeza	Ramon	male	19.4.70	CLASS	Philippines
6	Datletbaev	Umet	male	18.4.81	Railways	Kirgistan
7	Fajar	Azman	male	7.7.71	Banking	Indonesia
8	Green	Richard	male	29.9.71	Public Services	Barbados
9	Halpin	Robert Paul	male	23.8.75	Public Service	Canada
10	Karadag	Bülend	male	15.7.75	Confederation of Progressive Trade Unions of Turkey	Turkey
11	Mupatsi	Egiton	male	17.4.69	Mining	Zimbabwe
12	Nuon	Veasna	male	27.6.77	Textile	Cambodia
13	Otani	Naoko	female	2.4.67	Machine Tools	Japan
14	Qui	Xing	female	9.6.82	CTUC	China
15	Rajeswari	Raman	female	7.4.74	MTUC	Malaysia
16	Ruppert	Clair	female	11.6.81	Banking	Brazil
17	Serrano	Melisa	female	20.1.64		Philippines
18	Solo	Kholisani	male	24.4.61	Botswana Federation of Trade Unions	Botswana
19	Suárez Alcalá	Valeria Andrea	female	13.11.77		Bolivien
20	Volynets	Lyudmila	female	13.4.82	Confederation of Free Trade Unions of Ukraine	Ukraine
21	Wheelock	Lara	female	18.2.67	International Department	USA
22	Xhafa	Edlira	female	5.1.76	Centre for Education and Research	Albania

Annex XVI

Proposal for the Participation of the CESIT (Centro de Estudos Sindicais e de Economia do Trabalho) of the Institute of Economics of the State University of Campinas (UNICAMP) in the Global Labor University (GLU) Labor Master Program.

1. The participation of the CESIT in the GLU program, with the offering of disciplines, will start in February 2007.
2. In this month, will be offered basic courses of Portuguese and advanced courses of English.
3. In the first term of 2007 (March to end of June) will be offered four (4) disciplines, taught in English:
 - a) Macroeconomics and Trade Unions
 - b) Economic Development
 - c) International Workers Rights
 - d) Informal Economics
4. The students should be selected by the same process of the Global Labor University selection, made by the Berlin School of Economics and Kassel University with a the participation of the professors of the CESIT-UNICAMP.
5. The selected students will be enrolled regularly in the Kassel University and/or Berlin School of Economics. In the UNICAMP, the students will be enrolled as special students of the graduation programs of the Institute of Economics.
6. The opening of the disciplines is conditioned by the enrollment of at least 4 foreign students. The selection process should be finished in November 2006, and the period of inscriptions will start in June 2006.
7. The 4 disciplines offered in the first term are compulsory to all the students.
8. The development of these disciplines will count with the participation of the professors of Berlin, Kassel and/or of the others partners universities in the GLU. Each foreign professor could cooperate in the Brazilian branch of the Program in his permanence in Brazil.
9. The professors of the UNICAMP, in the first term of 2007, will discuss with the students themes related with Latin America and Brazil, linked with the

world of labor that could be object of research of the master thesis of the students. In case of interest, the professors of the UNICAMP will already help the students in the elaboration of the master thesis projects.

10. In the period of July/August, the students could participate of the internship in Brazil (in the Trade Unions or in the Research Institutions linked to them).
11. The UNICAMP also could receive and enroll as special students other students from the other partners of the Global Labor University and from other programs of the partner Universities that desires to attend to some of the 4 disciplines offered in Campinas. The UNICAMP also could help to find some internship to the students that are enrolled in the in Brazil.
12. The foreign students should be financed by resources their own countries or by GLU. As an estimative, the cost of one (1) scholarship in Brazil is around 3.000 euros for each semester. The participants of the project in Brazil (UNICAMP and the Labor Movement) will make efforts to provide the finance to the Brazilian students in Brazil and in Germany.
13. The students will finish the GLU program in Germany attending to the disciplines offered by the Kassel University from September 2007. The master thesis elaboration also should be done in the Kassel University or in the Berlin School of Economics.
14. The professors of the Institute of Economics of the UNICAMP will also participate in the development of the disciplines in Kassel and in Berlin in both terms.
15. The presence of the Brazilian professors in Germany will also able the orientation or the co-orientation of the master thesis of the students who studied in Brazil.
16. The Final Examination of the master thesis will be responsibility of the Kassel University and/or of the Berlin School of Economics that will also be responsible for the certification of the students.

Campinas, September 2005.

Anselmo Luis dos Santos

Daví José Nardy Antunes

Annex XVII

Global Labour University Statute (Draft)

I. Preamble

Trade Unions throughout the world are facing the challenges of rapid economic and social changes through a globalisation process that is undermining existing regulations and arrangements without providing an adequate new regulatory framework. On national and global level trade unions need to strengthen their analytical capacity, their organisational efficiency and their political ability to represent working people effectively in social and economic policy debates in general and to promote pro-poor social and employment policies.

The Global Labour University initiative addresses these needs on an international level. The objective is

- a) to provide university-level qualification programs for trade unionists and other interested people on the political, economic and social dimensions of globalisation from a labour perspective;
- b) facilitate discourse and stimulate research on global labour issues.

As a first step a network of universities, trade unions and the ILO developed and implemented a one year Pilot Masters Programme on “Labour Policies and Globalisation” within the Global Labour University framework. In developing this programme it became evident that a “one fits all” approach is not suitable and that the international labour movement needs different qualification programs and research initiative that complement and support each other.

II. Objective

The Global Labour University is a network of universities and trade unions to develop and implement international university programs on “Labour policies and Globalisation”, undertake joint research and organise international discussion fora on global labour issues. The GLU will in particular qualify trade unionists and other labour experts through high-level post graduate university programs

III Activities

The main activities of the GLU are in three areas

Teaching: Joint Development and implementation of university programs on labour policies and globalisation.

Research: A yearly GLU conference will focus on economic, social and political effects of globalisation and the role of labour. Joint research initiatives among the network partners will substantiate the research agenda of the annual conference and promote a discourse about the global challenges labour is facing. The GLU will cooperate with the Global Union Research Network and other labour networks to enable broader dissemination and outreach to other interested and interesting researchers and trade union experts.

Publication: The GLU will publish textbooks, research papers and books on labour and globalisation issues.

IV. Membership

International and national trade union organisation, universities, research institutes and other organisations supporting the international labour movement (OSL) can be members of the GLU network. Existing members decide about the affiliation of new

members. Membership ends by declaration or by not attending three annual council meetings in a row. There are no obligatory membership fees.

V. Organs of the Global Labour University at international level

A. Council

Each member is represented by one representative in the Global Labour University Council. The council decides the overall direction of the Global Labour University and

- elects the steering group of the GLU;
- discusses the annual report of the GLU steering group;
- discusses and gives feedback on qualification programs jointly developed within the network
- defines criteria for membership
- affiliates new members.;
- Decides the topics of the annual GLU conference;

The council meets once a year in the context of the annual GLU conference.

The council works in the spirit of consensus as the desirable decision making mechanism. The university representatives and the labour representatives are electing as separate groups their representatives for the steering group.. All other decisions require, if a consensus cannot be found, a majority of all registered delegates and a majority within these two groups . A fifth member of the steering committee will represent the OSLs and will be elected by all delegates of the council. In electing the steering committee the need for representation from the North and the South, both genders and national and global trade union organisations have to be reflected. The students will be represented by two delegates at the council meeting. One representatives can also be a student of the previous course. The (Alumni) network of friends and supporters of the GLU and the Donors are invited as non-voting participants to the council meeting. The Steering committee sends the invitation for the annual meeting at least two month in advance.

B. Steering group

The steering committee consists of five members. Two representatives of universities and research institutes, two representatives from trade unions and one from labour supporting organisations. The members of the Steering Committee decide on a consensus basis the distribution of work within the Committee. The Committee has a solely facilitating role.

The steering committee is acting as the coordinator of the GLU. It is coordinating the international cooperation and networking initiatives. One of the institutions represented in the steering group acts as the technical secretariat of the GLU

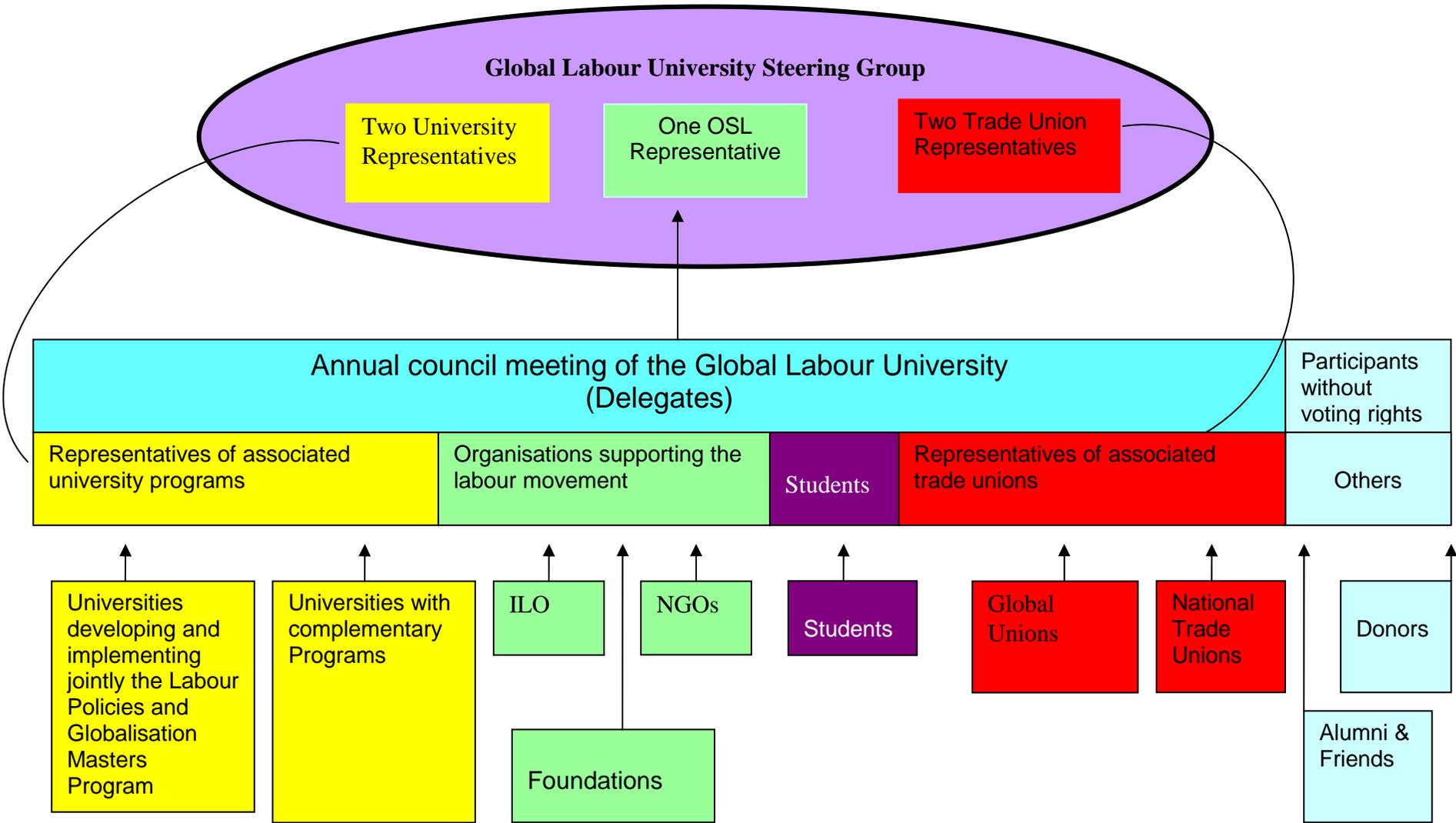
C. Alumni and friends network

Well-known scholars, trade union leaders and former students of the Global Labour University Programs will be invited to become members of an alumni & friends network. Network members will be informed regularly about GLU activities and will be asked to give advice and assistance to the further development of the GLU

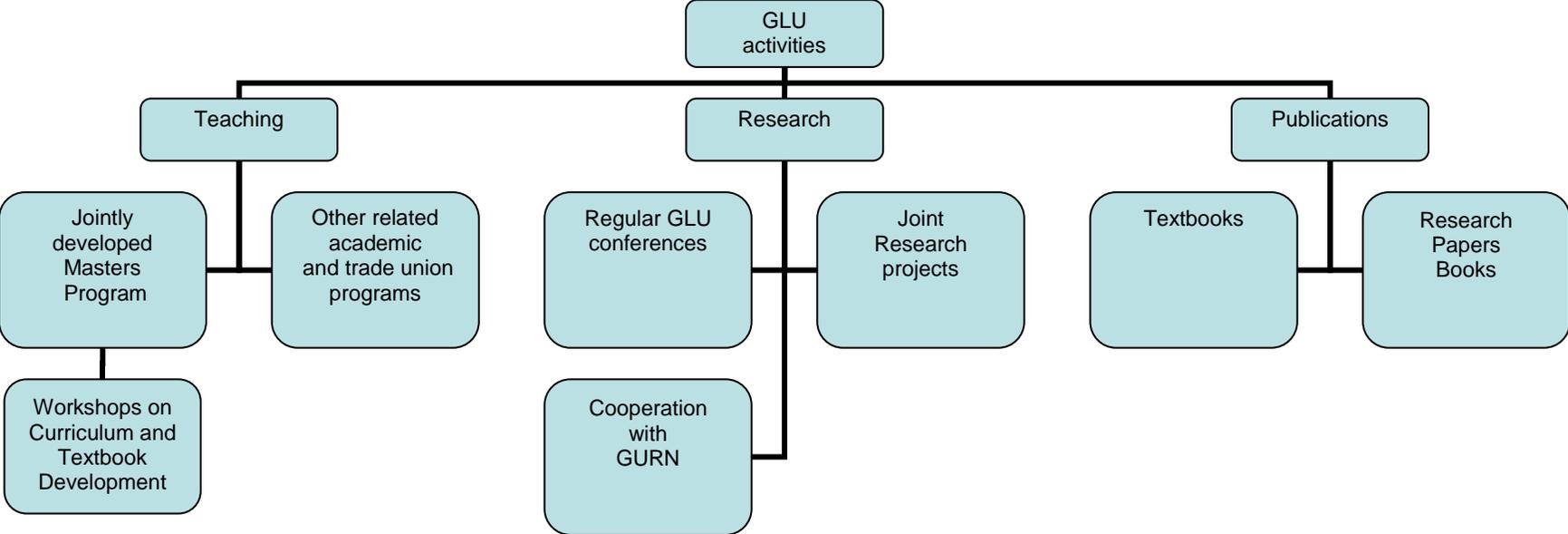
VI. Organs of the Global Labour University at the national level

National partners decide about the adequate form of cooperation at national level between universities, trade unions and participants in the different programs.

Organisational Structure



Activities of the GLU



Annex XVIII

Report to the GUFs on the Global Labour University

The Global Labour University held its first MA graduation ceremony in Berlin on 29 September 2005. I attended and spoke.

23 students graduated from the first intake – only one had dropped by the wayside during the year. There were 15 women and 8 men from 18 countries (6 OECD, 12 non OECD), see attachment 1.

The MA in Labour Policies and Globalization is a recognized degree awarded by the University of Kassel and the Berlin School of Economics (FHW).

Both the ceremony, and a seminar that preceded it, were attended by professors from Kassel and FHW, and by the new intake of students for 2005/6 – an excellent idea. There will be 12 women and 10 men from 20 countries (5 OECD, 15 non OECD), see attachment 2.

Three students, chosen by the group, summarized their work during the seminar part of the program. The debates following both my speech and these three presentations were lively, stimulating.

The concept of the Global Labour University is to bring together the worlds of trade unions and of academic research. Judging from this first seminar and graduation, the concept is working. This was a promising start.

For 2005/06, the format will be similar to the first year, ie courses at Kassel University, with an internship (around April 2006) in a union or union-related office (eg a GUF, ETUI). From the beginning of 2007, universities in South Africa and Brazil will offer similar courses. A number of students will spend several months in a university of the South, and the remainder at Kassel or Berlin. This will be a unique experience, though logistically demanding. Funding is currently coming from the German Academic Exchange Program, the FES, the German Ministry for Development cooperation, the Hans Böckler Foundation and the ILO. There are good prospects to increase the number of students. Activities are currently being undertaken to mobilize additional resources after 2007.

A governance structure is being formed, with GUF representation on the Steering Committee (decision of the July Interim meeting).

In my opinion, this is a very worthwhile program. It gives committed young people with some trade union experience a chance to pursue academic work in Labour Policies and Globalization, earning a recognized graduate degree. In so doing, it looks to the future of the labour movement.

Bob Harris (EI)
GUF representative to the Global Labour University