



## **Minutes International Steering Committee Meeting - 29 September 2012, Campinas**

### **1. Update from different campuses**

The meeting was attended by 26 members of the GLU network. (Annex 1) The four Campuses gave reports on the situation. The individual reports are annexed (Annex II – V). Among others the following issues were discussed in more detail:

#### **1.1. Applications**

The success of the GLU crucially depends on the identification of good applicants. While there are a constant number of applicants to the GLU programmes it would be good to have more applicants in particular for the Campuses in the South. Also there are very few applications from people in Europe and from Latin America (outside Brazil). The GLU is still insufficient know and distribution channels do not reach the potential target group of younger labour and trade union activists.

#### **Action to be taken**

All partners will use their information channels to regular inform about the programmes. (FES local offices, ACTRAV field structure, Global Unions, national trade union centers, Alumni network)

However, the experience shows that personal information and presentation is more important. Therefore joint workshops with trade unions, participation of students in trade union events, guest lectures, and placement of interns in different trade unions is as important as the circulation of the info on the web. In particular workshops as an integrated part of course work have been very successful to establish a working relationship with different trade unions. The FES will explore possibilities to support workshops with regional representatives of Global Unions in the different regions and the possibility of workshops with GLU alumni of the host countries..

#### **1.2. New Initiatives**

The South African colleagues started an honors program. This allows enrolling also students that do not meet the criteria for a master program. In collaboration with the German program the partners will explore possibilities to transfer the Engage program from Germany to South Africa. The Engage program will be offered for the last time in Germany in 2013. There will be an evaluation (with South African engage alumni) and transfer workshop in SA in November with the aim to design an adapted Engage pilot program for SA in 2013.

#### **1.3. Resources**

All programs operate under great financial constraints in particular for the core funding for program costs. Thanks to major efforts the funding base could be broadened. The Brazilian program has been successful in mobilizing 6 scholarships from the Brazilian government for Non-Brazilian applicants from developing countries as well as funding for internship placement. In South Africa the coordinator is funded by the university and international GLU students are exempted from the high international fees from 2014 onwards. In India initial hopes to fund scholarships from own sources did not work out, but the colleagues were confident that they will be able to mobilize a number of scholarships. Major support for faculty and students mobility comes from the German Academic Exchange Service, further support is provided by the FES, the Hans Boeckler Foundation, the ICDD, the Otto Brenner Foundation, PSI, UNI Global Union and the ILO. However there is a need for major efforts to take on new initiatives to achieve a broader and more sustainable funding base.

#### **1.4. Representation in the International Steering Committee**

A number of new colleagues will represent their institutions in the GLU international Steering Committee. The current members are:

Sharit Bhowmik (TISS)

Dr. Kango (AITUC)

Michelle Williams (WITS)

Lazola Ndamase (COSATU)

José Celestino Lourenço (CUT)

Eugenia Leone (UniCamp)

Claudia Meyer (DGB)

Christoph Scherrer (Uni Kassel)

Frank Hoffer (ILO)

Katharina Meyer (FES)

Philip Bowyer (Global Unions)

and two alumni representatives

## **2. GLU Alumni networking and research projects**

The Alumni conducted an extensive online survey. The overall assessment of the program was very positive. The annexed (Annex VI) report includes a detailed list of proposals and recommendations. It will be crucial to build on this positive feedback and in particular to strengthen ways of communication and knowledge sharing between Alumni.

The Alumni suggested a transfer project to support Alumni to reintegrate in their Union and to ensure that also the union benefits from their additional skills. The proposal will be piloted in the German program. (Annex VII)

## **3. Associate Membership and cooperation with other institutions**

There is an interest by a number of institutions that would like to cooperate in one way or another with the GLU. The GLU statute has set out some criteria for associative membership.

“ International and national trade union organisations, universities, research institutes and other organisations who have teaching or research interests in the field of labour and globalisation and collaborate with the GLU in teaching, research, curriculum development or publishing can become associate members. Existing members can propose institutions for associated membership. The annual council decide upon the affiliation of new members. Associate members can participate in all GLU activities. Associate membership is offered on a three years basis. There are no obligatory membership fees, but voluntary contributions are welcome.”

However the view was expressed that we might need to have a more intensive debate how actively the GLU should reach out to more associate members. No decision on additional associate members was taken at the meeting as the contacts and interests are currently at a more preliminary stage. The proposal to give associate membership status to Lucien van der Walt was supported unanimously.

### **3.1 PennState University**

PennState is the public university of the State of Pennsylvania. Mark Anner is professor at the Labor Studies and Employment Relations Department. He has done extensive research about labour in global supply chains and on trade unions in Latin America. The university has a long tradition in labour studies and cooperation with trade unions. It has extensive experience in on-line courses and is already cooperating with the colleagues in South Africa in a joint course done through video conferencing. They are currently setting up a Global Workers Rights center and would like to cooperate with the GLU. The following steps for cooperation were discussed

- a) Sharing information about online courses
- b) Guest teaching at GLU programs
- c) Scholarships for GLU students to be a visiting student at PennState
- d) Students from PennState to go to one of the GLU courses
- e) Further development of video conferencing tools for an online workshop involving different GLU campuses

Mark will discuss these options further with his university and also with some US American trade unions and explore what might be the best way to move forward in trying to cooperate more closely.

### **3.2 SOAS**

SOAS is launching a new master program on Labour, Social Movements and Development.

<http://www.soas.ac.uk/development/programmes/msc-labour-social-movements-and-development/>

They would be interested to cooperate with the GLU. Two colleagues from SOAS participated in the ICDD conference in July and briefly some ideas like guests teaching, students exchange and participation in GLU conference or workshops were discussed. There are already close contacts with colleagues from Wits and from HWR with SOAS and it was agreed that Frank would follow up on the initial contact.

### **3.3 Umeå University**

Nora Råthzel from Umeå University and David Uzzell from Surrey University also participated in the ICDD conference. The University of Umeå is in northern Sweden and they are working on environmental issues and labour organisations. Nora and David will offer two block seminars in Berlin on this topic (Annex VIII).

### **3.4. University of Cape Coast**

Akua Britwum has been an associate member of the GLU and works at the University of Cape Coast in Ghana. The University of Cape Coast is hosting as a result of an existing collaboration with the Ghana TUC runs three Labour Studies programmes. These programmes which train trade unionists at various levels within the union hierarchy, might be a good opportunity for students to prepare for a GLU program. The University of Cape Coast is also exploring the possibility of an alumni workshop on the extension of social security to informal economy workers and will try to support alumni networking in Ghana.

### **3.5 Ruskin College**

Ruskin College is already an associate member of the GLU. Sue Ledwith has been a research partner in the Gender and trade union network research group. Other forms of collaboration still need to be developed. One idea is the participation of students at some GLU workshops in the German program or participation in GLU Alumni summer schools.

### **3.6 University of Strathclyde**

Professor Phillippe Taylor and his colleagues, at the department of human resource management have expressed their strong interest to associate with the GLU. They have done research with the ILO and cooperate with TISS. Here it was suggested that the next GLU conference might be a good idea to meet each other and to explore the potential for further contacts.

#### **4. Alumni Summer School 2013 and ICDD Thematic Conference Mumbai**

The next Alumni Summer School will be combined with a Thematic conference of the ICDD in Mumbai in September under the title "Work, Food and Cash". The dates for the conference are 25-27<sup>th</sup> of September and the Steering Committee will take place at the or 28<sup>th</sup>. The summer school will be from the 29<sup>th</sup> September- 4<sup>th</sup> of October

#### **5. GLU conference Berlin 2014**

The IX. GLU conference will take place in Berlin from the 15. -17. May 2014. It will be directly before the ITUC conference. The focus will be on analyzing causes for growing inequalities and strategies to reduce inequality. The focus will be on four Clusters (Labour Market, Redistributive policies, Financial, Green growth. A brief outline is annexed (Annex IX). Each research Cluster will be coordinated by one colleague from the network.

#### **6. Video lectures, video conferencing, on-line modules**

There was a positive feedback on the GLU video lectures by the students of Witwatersrand. Others campus are requested also to get a feedback from their students. The lectures are now available on You tube.

<http://www.youtube.com/playlist?list=PLC8EE39ABE8D7CBD5>

More film material on GLU activities should be posted on this page. The Brazilian colleagues will try to produce a short film on the presentation during the GLU conference. PennState would be interested to look in the opportunities of videoconferencing and online modules to link up with the GLU.

#### **7. GLU Publications**

##### **7.1. Global Labour Column**

Nicolas Pons-Vignon reported on the GLC. The GLC is distributed through a mailing list of 3000 addresses and after the launch of the new website the hits increased to more than 6000. In order to increase the readership further, it would be good to get the Column also referenced at trade union web-sites. It would also be good to have a subscribe-button on the GLC web-site. All members of the network are encouraged to submit contribution to the GLC.

One focus of future columns will be the situations of workers in atypical employment and attempts to organize them.

##### **7.2. GLU working papers**

Professors should encourage excellent students to submit a working paper based on their thesis. Final drafts should be submitted to Hansjörg Herr

##### **7.3. Conference Book**

The entire conference has been recorded. The colleagues from Campinas are planning to do two publications. One will include a number of policy presentations in particular from speakers and trade unionists that might not do a full academic paper and a second that will include fully referenced academic papers.

#### **Funding**

The GLU is facing major funding constraints despite the efforts from many network partners. The GLU has managed to attract substantial new sources of funding, but this could not compensate for the decline in support from the German Ministry for Development Cooperation.

In addition to the efforts to continue to mobilise traditional donor funding the following initiatives were discussed.

- a. The GLU approach Global Unions to provide scholarships
- b. Will test crowd funding for the GLC
- c. Will approach the Alumni to make an annual contribution and try to mobilize support from their organisations

## **8. Evaluation GLU**

Manfred Wannöffel from the Ruhr University in Bochum has been commissioned to undertake a partial evaluation of the GLU program. He will particularly look at the professional development of the Alumni. How they evaluate the program, where they are working today, whether the study has made an impact on their work etc. Based on an on-line survey (<http://lime.inccas-sol.net/index.php?sid=85616&lang=en>) and more than 30 interviews he will produce a report by November 2012.

## Annex I

### Participants

Mark	Anner	PennState
Eyelyn	Benjamin-Sampson	Alumni
Sharit	Bhowmik	TISS
Philip	Bowyer	Global Unions
Akua	Britwum	Ghana
Simone	Buckel	Uni Kassel
Neil	Coelman	COSATU
Pulane	Dithlake	Wits
Mike	Fichter	GLU/FU
Dagmar	Hetterscheidt	Uni Kassel
Tina	Hennecken	FES
Hansjörg	Herr	HWR Berlin
Frank	Hoffer	ILO
Dari	Krein	Unicamp
Harald	Kroeck	GLU
James	Lazou	Alumni
Sue	Ledwith	Ruskin
Eugenia	Leone	Unicamp
Birgit	Mahnkopf	HWR Berlin
Sarah	Mosoetsa	Wits
Nicolas	Pons-Vignon	Wits
Claire	Ruppert	CUT
Carlos	Salas	Unicamp
Christoph	Scherrer	Uni Kassel
Leonardo	Vieira	CUT
Mannfred	Wannöffel	Ruhr University
Michelle	Williams	Wits

## Annex II

### Campinas Progress Report – September 2012

#### 1. Changes in curriculum and delivery of the course

There were no changes in the course structure. The current course structure is as follows:

First Semester	Second Semester
Macroeconomics and development	Economic Development and Labour
Microeconomics: prices formation and firms in the world economy	Social Structures, Inequality and Poverty
Quantitative methods applied to socioeconomics	Trade Union Strategies in a Global Economy
Thesis seminar	Law and Social Regulation of Labour
	Directed reading
	Thesis seminar: presentation of at least one chapter of the final dissertation

Program contents are revised and bibliography updated each semester.

#### 2. Number of trade union students in the current course

6 (1 from Turkey, 1 from Liberia, 2 from Ghana, 1 from Zambia and 1 from Indonesia)

#### 3. How many students have successful finished the programme, are they back to a trade union or what are they doing?

Students	2008	2009	2010	2011	2012	Total
Admitted Students	4	6	4	7	6	27
Students have successful finished the program	4	6	4	5	-	19

From 27 students enrolled, 26 were foreigners. The vast majority comes from Africa and Asia.

## 5. Interaction with Trade Unions

**Describe the cooperation with the trade unions. What is done in the moment, what is planned for the future, what are the problems?**

The Trade Unions collaborates with us in the selection process as well as by teaching in some classes. The Trade Unionists invite the students to participate in international seminars with simultaneous translation into English. Besides this, the Trade Union helps us to find internship for the students.

### 5. How many applicants do you have for the next course

12 (1 from Liberia, 1 from Germany, 3 from Ghana, 1 from Tanzania, 1 from China, 1 from Poland, 1 from Bangladesh, 1 from Haiti, 1 from South Africa and 1 from Motoswana)

## 6. International cooperation and exchange

Paul Hecker is making his PhD (Kassel University) dissertation on Informality in Brazil, and will work together with members of Cesit .

Stephan Lammerich, from Berlin School for Economics frequented one Glue course in the second semester of 2011

## 7. New activities or initiatives planned

Start collaborating programs with alumni

## 8. Main Challenges, difficulties and problems the program is facing

**Housing:** The University doesn't have either student accommodation facilities nor a system to find accommodation for the students and rents are very expensive.

**Students from Brazil and Latin America:** the program would like to receive students from Brazil and Latin America but we do not have scholarships for Brazilians and the diffusion of the existence of our GLU program is not widespread among Latin American unions.

## 9. Funding prospects

In 2012 we were granted 6 scholarships from the the National Council for Scientific and Technological Development of the Ministry of Science Technology and Innovation of Brazilian government.

For 2013, a new project requesting scholarships for the new students was sent to the the National Council for Scientific and Technological Development (CNPq) of the Ministry of Science Technology and Innovation of Brazilian government.

The Brazilian Agency for Cooperation (ABC) under the Ministry of Foreign Affairs of the Brazilian government has contributed to the course during the last 2 years, with special scholarships for students to perform their internships in Latin American institutions located outside of Campinas



## **10. Other relevant information**

Since 2011 we have been improved the internship opportunities. The partnership with the Brazilian Agency for Cooperation (ABC) has allowed to cover 2011 and 2012 internship expenses for students from the global south doing internship in Brazil. This, however, does not cover students from the North, nor students doing internship abroad.

## **Annex III**

Germany (to be delivered)

## Annex IV

### Report of GLU India for International Steering Committee

#### **Brief introduction**

The GLU programme in TISS is known as M.A. in Globalisation and Labour. It was started in September 2007 as a course initiated by TISS. The following year the programme was incorporated with GLU. Right from the beginning this programme had a mix of trade union sponsored students and general students. The proportion is roughly one-third trade union and two-thirds general, non-trade union students.

The selection processes for the two groups are different. Those applying as general students need to sit for the Common Entrance Test held at the national level. There are a large number of candidates for the course. This year around 1,200 students sat for the GL exam and 140 were selected for interviews. We selected 14 students. The TU backed students do not undergo this rigorous test. We scrutinize the applications and later hold telephonic interviews with the short listed candidates. We may add that while we do not have problems for international students, we have to be careful with TU backed students from India. Given TISS's high reputation, many candidates who do not have connections with trade unions manage to get letters of support from trade unions.

The programme suffers from serious financial problems. Unlike the other three partners who can get funds or support from their trade unions (South Africa and Germany to some extent) or government (Brazil), we get the support of neither. In fact after ILO withdrew support for students we were in deep trouble as we had no sources of funding. We had selected 8 trade union candidates and we had to tell them that they would have to support their own candidature. Four withdrew as they had no resources or they had not planned for this. Hence we could admit only four students from trade unions this year.

We will improve the situation in the next year as TISS has assured us that it will waive fees and residential charges for this program from next year (only for TU students who cannot pay). TISS has also agreed to waive the fees of the four TU students and hostel charges of two students using these facilities (two are from Mumbai). Our thanks to our Director/Vice Chancellor (Dr. S. Parasuraman) for this. He took these decisions after we appraised him of the problems at a meeting on 20 October 2012.

#### **1. Changes in Curriculum**

- A new course – *Basics of Management Functions for Labour/Trade Unions* was introduced in the first semester this year, to provide a critical analysis of management actions at the firm level, and the linkages of these actions with the larger political economy. This course analyses accounting, financial, operations and marketing practices from a labour practices.
- The course on *Trade Union Strategies in a Global Economy* was advanced from the second semester to the first semester, and the curriculum was updated to provide an analysis of emerging trade union

praxis. Strategies to strengthen trade union action in the face of the growing intensity of neo liberal policies have been made a part of the course.

- The course on *Indian Labour Movement and Industrial Relations* in the fourth semester (for general students) was updated to include concerns pertaining to developments in Indian Industrial Relations.
- The course on Economics for Trade Unions was split into two courses over two semesters– *Elements of Macro Economics I* and *Elements of Macro Economics II* to provide a focused discussion on classical economics and Marxian responses. Further, spreading the course across two semesters gives more time to participants to assimilate the concepts.

## 2. Number of Trade Union Students in the Current Course

- There are four trade union students enrolled in the 2012-2014 batch of the course. Fourteen general students are enrolled in the same batch.
- There are eight trade union students enrolled in the 2011-2013 batch of the course. Twelve general students are enrolled in the same batch.

## 3. Number of Students who have Successfully Completed the Programme

Year	No. of Trade Union Students	No. of Non Trade Union Students	Total No. of Students
2007-2009	1	7	8
2008-2010	6 (1 dropped out)	14	19
2009-2011	8 (2 dropped out)	9	15
2010-2012	7	14	21
Total	22+3 drop outs	48	70

Please note that the GLU programme started from the 2008-2010 batch. The earlier batch was initiated by TISS

Most of the trade union students have returned to their trade unions, especially those from abroad. Some students from trade unions are pursuing higher education in terms of doctoral research in labour studies. There are a few of the Indian TU students who have tried to change their profession. We do not encourage this and we do not give references to those who seek jobs that are not connected with labour.

Of the general students, at least half the number of each batch has enrolled for M.Phil or Ph.D. in different universities (including TISS), some have entered the trade union movement. One has initiated a new union of informal workers. Three are engaged in TISS projects in development work. Three are teaching industrial

relations in management institutes. A small number have also taken up jobs as industrial relations personnel. All general students who have passed this course are employed.

#### **4. Interaction with Trade Unions**

- Trade union activists are regularly invited for guest teaching
- Trade union activists are also invited for seminars/conferences such as those on Social Protection and other issues
- Faculty and students participate in issue specific campaigns of trade unions
- Students do extensive fieldwork/internship with trade unions
- Trade Unions in India are quite open to taking students of this course as interns. In fact most of them provide stipend to our students during internship.
- At the same time, Indian trade unions have been indifferent towards sending their activists to this programme. Our intake of Indian trade union students have been low. We must mention that the exception is AITUC, thanks to Dr. Kango, as it has tried to send at least one student for each course.

#### **5. Applicants for the Next Course**

- The next course will begin in June 2013
- So far we have 4 applications from trade unionists for the course, but it is too early. The last date for receiving applications is 1 March 2013.
- Usually, we receive more than 1000 applications from non trade union students for the course, from which we select 14. This year, the intake has been increased to 20

#### **6. International Cooperation and Exchange**

- Four of our students spent a semester in University of Kassel/Berlin School of Economics as exchange students, supported by funding from DAAD through ICDD
- Four students from University of Kassel are spending a semester in TISS as exchange students this year.
- One student of the LPG course in Kassel/BSE will be spending one term at TISS.
- One of our trade union students will go to University of Witwatersrand in South Africa to do fieldwork and research on the issue of street vendors with funding from DAAD through ICDD
- One of our faculty members has spent a semester in University of Kassel as Ela Bhatt Visiting Professor

#### **7. New Activities or Initiatives Planned**

- Short duration seminars for trade unionists

- These seminars will serve the purpose of trade union education and leadership development as trade unionists have been telling us that the long duration program is very difficult for them to attend

## **8. Main Challenges**

- We have found it difficult to support the fees, accommodation, travel and stipends of the students who have joined in the 2012-2014 batch
- Consequently, the number of students who have joined the program has declined
- Trade unionists in the public sector/government find it difficult to obtain long duration paid leave to join the program

## **9. Funding Prospects**

- Union Network International, Singapore has supported the program partly this year by providing a grant that can support the stipends of four trade union participants for a year
- We will try to obtain full sponsorship for the participants nominated by trade unions from 2013-2015 batch (see Introduction above)

**Annex V**  
**GLU South Africa**

**1. Changes in curriculum and delivery of the course**

An ongoing issue for the programme is the quality of students in the Masters Programme as students are often underprepared for the intense and demanding academic programme. Students find the MA research report especially difficult and tend to do better in their coursework. . We, therefore, initiated the coursework Honours Programme in 2012 in an effort to help allow students to better prepare for the Masters. Thus far, it seems that the honours programme is proving to be very successful as the one international student has been admitted for MA in 2013. A number of the other students feel they too would have benefitted from a year of coursework before the MA as well. In 2011 we also a compulsory methods course and in 2012 we geared this course explicitly around their research proposals. The methods course also gives students practical skills such as SPSS, research design, and research methodology, which are very relevant for their skills in the unions.

**2. Number of trade union students in the current course and progress**

In 2012 we have nine new students registered: Xolani Nyamezele (South Africa) and Libanus Quanson (Ghana) are registered in the Honours Programme; and Abdulra'uf Muttaqa (Nigeria), Margo Banister (Barbados), Silvia Chimpampwe (Zambia), Sandra Hlungwane (South Africa), Ruth Manjawira (Malawi), Tshetsana Motsatsing (Botswana), and Nqobile Tshabangu (South Africa) are in the Masters Programme. Three South African students (Bhabhali Nhlapo, Neo Nthinya and Michael Ntutela) returned to complete their part-time studies.

All students still in the Programme are doing well, however we have had a few setbacks. Ruth Manjawira had to deregister on medical grounds as she was too ill to continue and had to return to Malawi in July. One South African student, Michael Ntutela, was under tremendous pressure at the Union and he decided to deregister with the hope of returning next year.

The remaining two part time students submitted their proposals on time and are busy with fieldwork. Miriam di Paola who joined the Programme in 2010—but took medical leave in 2011—successfully submitted her thesis and will be graduating at the end of the year along with Mavis Koogotsitse who exited the programme with a postgraduate diploma.

**3. How many students have successful finished the programme, are they back to a trade union or what are they doing?**

The 2011 cohort of students all completed the Programme and are back in their home countries. Hlalele Hlalele (Lesotho) has joined the Women Working Worldwide and has produced a work report available for distribution on request. Nunurayi Mutyanda and Vivian Chuchu (Zimbabwe) also submitted their reports on time and will graduate in December. Wezi Shaba graduated in July and he is back at work in Malawi. From 2007 to 2012 we have had 49 students register for the programme (see table below). As far as we know, the majority of the students have remained in the labour movement (either in their unions, or in some support capacity).

#### **4. Interaction with Trade Unions**

We continued the tradition we started last year of exposing students to other trade unionists and office bearers through our Seminar Series. This year students have interacted with representatives of the South African Municipal Workers (SAMWU), the General Secretary of (BCAWU), NACTU, GLU alumni as well as COSATU. Eddie Webster represented GLU at the FEDUSA congress in February. Michelle Williams, Sarah Mosoetsa, and Devan Pillay attended the Cosatu Congress in September.

There has been protest activity within the institution as well as the country which students have not only had access to, but have participated in. This has enriched their experience on labour issues more broadly.

COSATU has appointed a new Head of Education, Mr Lazola Ndamase who is keen to educate and train the entire membership of his federation and is keen to have the Programme and the University join him on this ambitious scheme. We would like to report that this has excited the Programme and improved relations between GLU and Cosatu, which is in the best interest of labour scholars now and in future.

#### **5. How many applicants do you have for the next course**

Our application deadline is only at the end of September, and we therefore do not have complete numbers. Thus far, we have received nine applications, two of which are South African and the rest are from Africa and abroad. All applications reviewed thus far are of high quality. This shows that the Programme's decision to advertise its entry requirements is working to eliminate candidates who would otherwise not qualify.

## **6. International cooperation and exchange**

In 2011 we hosted a large number of visitors through the GLU conference and the ICDD workshop. In 2012, we have hosted a few visitors, but have also travelled ourselves to our partners. We hosted Sue Ledwith from Ruskin College in the UK who visited the Programme for several weeks and presented a seminar to our group of students which was well attended and included some delegates from COSATU. We are also two student scholars from India in October who we expect to host for several months.. We are also anticipating another guest from Ghana for this current calendar.

In terms of our travel: Sarah Mosoetsa represented the GLU/ICDD committee at the ICDD summer school in Kenya, Devan Pillay is teaching on the GLU programme in Germany in October, Michelle Williams, Jackie Cock, and Eddie Webster attended the ICDD conference in Kassel in July, and Sarah Mosoetsa, Pulane Ditlhake, and Michelle Williams are attending the GLU conference in Brazil at the end of September.

## **7. New activities or initiatives planned**

We have hosted seminars with BCAWU, SAMWU, COSATU, Prof Eddie Webster, Prof Jacky Cock, Sue Ledwith as well as video lectures (with Sakhela Buhlungu, Christoph Scherrer, and Helen Schwenken) which our students enjoyed and found useful.

We are taking our students on the Soweto Tour in October.

GLU committee members attended the Cosatu Congress.

Arising out of the GLU conference we are pleased to report two major publications. Devan Pillay and Lucien van der Walt have co-edited a special issue of *Labour, Capital, and Society*, which includes six contributions from the conference. Sarah Mosoetsa and Michelle Williams co-edited a volume, *Labour in the Global South: challenges and alternatives for workers* (ILO Press 2012), which includes ten chapters from papers presented at the conference (see table of contents below).



## **8. Main Challenges, difficulties and problems the program is facing**

Offering half scholarships this year has been a challenge and some students have complained that their unions have not provided them with necessary support. They requested that GLU write letters to the Unions when we accept them requesting that the Unions provide additional financial support. Given our limited funds, however, we are relatively pleased with the way the half-scholarships have worked out and we're relatively pleased with how we have managed in the constrained financial environment.

The MA research report still remains the biggest challenge as students are under a great deal of pressure to produce reports before leaving at the end of the year. The Programme has had to be strict with international students, but South African students seem to struggle the most with submitting the final report. Part of the challenge is getting them released from their unions for the year to complete the Programme, and part-time study generally does not translate into any time off for the students to actually study. We continue to face the challenge of concrete union support in providing South African students with time to study.

The relationship between SETA and COSATU needs to be improved to increase our chances of securing funds for our South African students as this remains one of our biggest challenges. We are very hopeful that the new education officer will support the GLU SETA application.

## **9. Funding prospects**

At present we only have the possibility of SETA funding South African students. Raising funds for non-South Africans from local sources is not possible in the current context.

In December 2011, Michelle Williams and Eddie Webster met with IBSA to explore funding possibilities. Unfortunately there are no avenues to get funds from IBSA directly for GLU. However, there is the possibility to get funds from the different streams of IBSA for conferences, etc. To do this, however, requires support from the relevant line department as well as the IBSA office. The IBSA office indicated that they would be willing to assist us with this. However, we have emailed them numerous times in 2012 to follow up and have not had a response.

## **10. Other relevant information**

Michelle Williams will continue as Chairperson of the Programme in 2013.

**Labour in the Global South:  
Challenges and Alternatives for Workers**

*Sarah Mosoetsa and Michelle Williams (eds)*

*University of Witwatersrand*

Chapter 1: “Challenges and Alternatives for Workers in the global South” Sarah Mosoetsa and Michelle Williams

**PART 1: The Intensification of Exploitation and Marginalization**

Chapter 2: “South African Labour’s Response to Climate Change: the Threat of Green Neoliberal Capitalism” Jacklyn Cock

Chapter 3: “Gender, Power and the Woman Question in Trade Unions” Akua Britwum, Karen Douglas, and Sue Ledwith

Chapter 4: “Local Government Call Centers: a Challenge or Opportunity for South African Labour” Babalwa Magoqwana and Sandra Matatu

Chapter 5: “Explaining Why Labour Unions Have Failed Bangladesh’s Garment Workers” Zia Rahman and Tom Langford

**PART II: Political Movements and Trade Unions**

Chapter 6: “Brazilian Labour Relations in Lula’s Era: Telemarketing Operators and Their Unions” Ruy Braga

Chapter 7: “Labour Relations in Uruguay under the Frente Amplio Government, 2005-2009: From Neo-liberalism to Neocorporativism?” Jana Silverman

Chapter 8: “Can a Labour-friendly Government be Friendly to Labour?: a Hegemonic Analysis of Brazilian, German and South African Experiences” Christoph Scherrer and Luciana Hachmann

**PART III: Worker Alternatives**

Chapter 9: “The Recovered Factories and the Argentine Labour Movement: a Gray Zone in a ‘New’ Social Movement” Bruno Dobrusin

Chapter 10: “Organizing the Unorganized Women Workers for Green Livelihood: A Case Study of Self Employed Women’s Association, Gujarat, India” Sarbeswara Sahoo

## Alumni Status

	<b>Surname</b>	<b>First Name</b>	<b>Year of Registration</b>	<b>Country of Origin</b>	<b>Status Report/Completion Date</b>
1	Dodoo	Gifty Naa Densuah	2007	Ghana	Graduated with an MA in 2008
2	Kareweh	Edward	2007	Ghana	Graduated with an MA in 2008
3	Munakamwe	Janet	2007	Zimbabwe	Graduated with an MA in 2008
4	Muskat-Gorska	Zuzanna	2007	Poland	Graduated with an MA in 2008
5	Sampaio de Carvalho	Daniela	2007	Brazil	Graduated with an MA in 2008
6	Chinguno	Crispen	2008	Zimbabwe	Graduated with an MA in 2009

7	Kapinga	Silpha	2008	Tanzania	Graduated with an MA in 2009
8	Musi	Mojalefa	2008	South Africa	Graduated with an MA in 2009
9	Mwilima	Ntwala	2008	Namibia	Graduated with an MA in 2009
10	Phiri	Boniface	2008	Zambia	Graduated with an MA in 2009
11	Sakaria	Iipumbu	2008	Namibia	Graduated with an MA in 2009
12	Sundano	Prisca	2008	Zambia	Graduated with Postgraduate Diploma in 2009
13	Anisha	Edwin	2009	Nigeria	Graduated with an MA in 2011
14	Bodibe	Oupa	2009	South Africa	

15	Coetzee	Noel	2009	South Africa	Graduated with an MA in 2010
16	Daniels	Abraham	2009	South Africa	Still in process.
17	Frimpong	S. Freda	2009	Ghana	Graduated with an MA in 2010
18	Koogotsitse	Mavis Anna	2009	Botswana	Graduated with Postgraduate Diploma in 2012
19	Mashilo	Alex	2009	South Africa	Graduated with an MA in 2010
20	Mereki	Taurai	2009	Zimbabwe	Graduated with an MA in 2010
21	Rees	Rob	2009	South Africa	Completed in 2011.
22	Toren	Tolga	2009	Turkey	Graduated with an MA in 2010
23	Chinguwo	Paliani	2010	Malawi	Graduated with an MA in 2011
24	Di Paola	Miriam	2010	Italy	Graduating December 2012

25	Fumpa	Humphrey	2010	Zambia	Graduated with an MA in 2011
26	Iddrisu	Yakubu	2010	Ghana	Graduated with an MA in 2011
27	Kenosi	Carthage	2010	Botswana	Completed in 2011.
28	Maloka	Sam	2010	South Africa	Graduated with Postgraduate Diploma (April 2011)
29	Mokoena	David	2010	South Africa	Graduated with Postgraduate Diploma in 2012
30	Nicodemus	Meriam	2010	Namibia	Graduated with an MA in 2011
31	Sebei	David	2010	South Africa	Graduating with Postgraduate Diploma
32	Sibanda	Ochard	2010	Zimbabwe	Graduated with an MA in 2011
33	Tsomondo	Constance	2010	Zimbabwe	Graduated with an MA in 2011
34	Chuchu	Vivian	2011	Zimbabwe	Graduating December 2012
35	Hlalele	Hlalele	2011	Lesotho	Graduating December 2012
36	Mutyanda	Nunurayi	2011	Zimbabwe	Graduating December 2012

37	Nhlapo	Babsy	2011	South Africa	Currently conducting fieldwork
38	Nthinya	Neo	2011	South Africa	Writing up Research Report
39	Ntutela	Michael	2011	South Africa	
40	Shaba	Wezi Galera	2011	Malawi	Graduated with an MA in 2012
41	Nyamezele	Xolani	2012	South Africa	New Student
42	Quanson	Libanus	2012	Ghana	New Student
43	Abdulra'uf	Muttaqa	2012	Nigeria	New Student
44	Bannister	Margo	2012	Barbados	New Student
45	Chimpampwe-Mwansa	Silvia	2012	Zambia	New Student
46	Hlungwani	Sandra	2012	South Africa	New Student
47	Manjawira	Ruth Zione	2012	Malawi	New Student
48	Motsatsing	Tshetsana	2012	Botswana	New Student
49	Tshabangu	Nqobile	2012	South Africa	New Student



## Annex VII

### GLU Transfer Programme

This proposal represents an alumni designed initiative designed to meet the needs of graduating GLU students as they prepare to return to their home countries, trade unions, former work placements (and new employment opportunities), family and friends. It is meant to better prepare graduating GLU students for the end of their GLU program, allow them time to debrief their experiences and provide the space to prepare for their transition to life after their GLU program.

#### 1. Target of the Project

The proposed transfer program is designed for all GLU students and will focus on those returning to the labour movement; but it will also address those who returning to other forms of employment ( and unemployment). Such as those individuals who will:

- Working in/for Unions
- Working in/for NGOs
- Working in the academic field
- Working in any other sectors
- Being jobless

#### 2. Personal Testimonies

This initiative will include sharing personal testimonies from GLU Alumni with graduating students. In this way, graduating students will be prepared for what that can possibly expect when they return home to their trade unions, work placements, and home countries. Some of the negative experiences have a warning effect. In case of positive testimonies, the students get positive inspirations on how to use the GLU programme on the labour market. For the GLU, the testimonies can also be used to analyse, what kind of issues should be tackled up in order to improve the transfer process of graduated students. The testimonies will be gathered in such a fashion so that new students can publish their story on their own. The stories can be done anonymously, so as not to ruin the careers of the writers or the reputations of certain trade unions or other work placements.

### **3. Implementation in current GLU structures and curriculum**

Since the *One World Seminar* in Germany has mostly been evaluated as being a “pot pourri”, it is recommended to use it for the proposed workshops. In Germany, the *One World Seminar* could be shared between Berlin and Kassel. One session of the *One World seminar* could then be used for the first workshop and one session at the end of the program for the closing workshop ( *see below for more detailed information on the proposed workshops*).

Throughout the year professors, teachers and GLU coordinators could ask students about their transfer strategies. At best, two individuals (e.g. a professor and a unionist) could be allocated to support students in regards to their strategies, in some ways acting as a Transfer student advisor. It is recommended to include questions on the student's transfer strategies students during the mid-term evaluation of the programme (for the German programme when students arrive in Berlin). The person who does this evaluation should document the students' transfer strategies and send them to the contact persons mentioned the previously.

### **4. Examples of Transfer Strategies**

In cases where one's academic achievement ( master's degree) has not considered useful for the labour movement, proactive strategies have been applied, and at times successful. The following strategies represent such proactive strategies:

#### **A) Be known as an expert:**

Graduated students can propose a meeting or seminar to discuss their thesis findings to the trade union/organisation come from, or to key persons in the field they worked on for their thesis. This strategy might not been followed by an employment or advancement offer but it makes the person become known as an expert in their topic area. Quite often the trade unions or NGOs where students go back to do not know much in regards to what was done during the master's programme.

## **B) Propose a concrete project:**

Identify key individuals, organisations and/or movements; and then pitch your ideas for projects. These projects could be done individually, or become collaborative projects. To be successful this strategy individuals must be persistent. The project has to be proposed to many individuals/organizations and often has to be reworked, but one of the contact persons created her own employment in this way.

## **C) Writing articles (e.g. for those wanting to take the academic route):**

In this case, it would be useful if GLU professors could assist students with identifying concrete propositions (journals, topics, deadlines). This is an important point since a lot of students, even if good writers, do not feel confident enough to publish their work. The simple sentence from a professor “you should publish your findings” is for most of the students not very helpful, because they do not come from an academic environment and do not know the steps one must take to publish. Concrete propositions make the unknown publishing environment much more accessible.

## **D) Proposing a workshop**

Possibly for the organisation students come from, on strategies the organisation could take in the near future. This could include propositions on organisational development, on organisational needs, or in regards to new strategies. This is a difficult strategy since it could be negatively perceived by people used to *business as usual*. Nevertheless, if it is done in a participatory manner it has the potential to contribute, and bring into practice the content of GLU which is also about strengthening the labour movement.

## **5. Transfer Workshops**

The proposed initiative would include 2 workshops, one at the start of the master's programme and one at the end of the master's programme. These workshops would be facilitated by volunteer GLU alumni, who could be trained at summer school.

During the pilot year (first year) only the second workshop will be tested. This workshop is therefore presented in this paper in details while the the first workshop is only roughly presented.

The first workshop is to run at the start of the program and would include the following objectives:

- Identify a group of students that would like to work on the GLU transfer committee during the year of the programme, as well as the year after its completion;
- Learning how to build a strategy for the divulgation of the “new” knowledge the students will acquire during the year.

During the workshop the students will be given a list of GLU alumni and their respective working area, as well as be given some of the GLU alumni testimonies. The workshop should be connected to all the programme (internships, the one world seminar, the thesis and the different union related modules existing in the 4 campuses).

The second proposed workshop is to take place at the end of their program (during the last couple weeks of the program). An outline of the proposed GLU Transfer Workshop is shown below, followed by a more detailed description of each of the workshop activities.

#### **Workshop Outline**

Time	Activities
9-9:30	Agenda, objectives, icebreakers, introductions
9:30- 10:45	Morale o Meter Activity
10:45- 11:00	Break
11:00 – 12:00	KSAs ( part A)
12:00- 1:00	12:00- 1:00 – Lunch
1:00-2:00	KSAs continued ( part B)
2:00-2:45	Emotions of Going Home

2:45-3:00	Break
3:00-4:30	Guided Reflection
4:30-5pm	Wrap Up/Closing Circle

## 6. Detailed Description of Main Activities:

### Morale o Meter ( 1.5 hours)

Ask workshop participants to make a graph of their experiences with GLU (on the bottom horizontal x axis of the graph they plot the timeline for particular moments or events which occurred during their program and on the vertical y axis they plot how they felt during particular moments of their experience). On the graph they explain for instance how they felt when they first heard they were accepted into a particular GLU program, how they felt when they first arrived in Germany, India, etc. how they are feeling as the program is now coming to an end and they prepare to go home. Usually the graphs will be filled with constant ups and downs. Of course some folks don't vary in how they feel from start to finish ( though that is rare, as usually experiences like these include some intense highs and lows). Ask them to talk about the major events/emotions they experienced during this time period – describing both the highs and lows. Ask them to share their graph with a partner in the group and then later I open it up to a larger discussion with the whole group. I would ask for their observations, if there were any surprises when they saw their friends` graphs? Any common themes? Also ask them how they recovered when they were feeling low and discuss how these coping mechanisms might be useful as they prepare to go home. Explain how going home, returned to former work placements, family and friends it is usually another time of mixed emotions. It can be helpful to list these coping strategies on a flipchart and mention that some of these strategies might be helpful in the coming days, weeks, months ahead as typically people go through highs and lows upon arrival back home after such a profound experience. ( this often leads to a small talk about reverse culture shock and re-integration....)

### Alternative Variation of this Activity

With smaller groups an extra large graph can be put up on the wall (Just post a large piece of flipchart on the wall and label the x and y axis, time and emotion respectively). Ask the workshop participants to add their highs and lows to the group graph presented on the wall. Get everyone to take a look and then use that as a

discussion focus and ask questions: what do you see? any trends? what was happening here ( point to a particular high or low moment)? what did you learn in these key moments? Etc. This group graph activity can also help bring closure to many intense group moments during the course of the GLU program.

### **KSAs ( knowledge, skills and attitudes) (Time: 1 hr)**

This activity is sort of a learning inventory. Facilitator can put flipcharts up around the room, each labeled differently as: `skills`, `knowledge` and `attitudes`. Give the workshop participants sticky/Post It notes where they can post all they learned on the notes and place them under the respective categories Knowledge, Skills and Attitudes. This activity is useful to take their learning from the unconscious level to the conscious level. Ask participants to walk around the room and see what others have listed. Ask how that felt to list their KSAs? Ask for their observations when they saw what others listed ? Additional Comments?

### **KSAs Continued ( Part B) ( Time: 1hr)**

Continuation of KSA activity, leads to a discussion as to where the KSAs acquired can be applied in their everyday lives after GLU, ex. job promotion at their trade union, with future job interviews, for scholarship applications, grad school, etc. Ask participants in small group to act out interview scenarios, where they have to explain the particular knowledge, skills or attitudes acquired during their experience. Later have each group present their particular scenarios. Then debrief this activity; ask how was that experience? Does it reflect their upcoming realities as they will be returning home to their former jobs/communities?

### **Preparing to Emotionally Go Back Home (Time: 1hr)**

In a circle, ask participants to reflect on how they feel about leaving GLU and returning home. Then ask for volunteers to stand in the middle of the circle and create a statue that represents how they feel about the program ending, and going home. Ask the to observe and then I ask the outside participants to give their interpretation as to how their friends are feeling. Ask them if they feel similarly or not. And if not, I ask them to join the circle and create a statue to represent how they are feeling. This activity typically opens the floor to a good discussion about going home and how people are feeling at the moment. It can usually get a little emotional. IN order to end this activity on a happier, more positive note, ask participants to list how they can support each other during this progress. Flip chart their responses.

### **Guided Reflection ( Time: 1.5 -2hrs)**

Finally, another great activity to do would be a guided reflection where the workshop participants start making goals and planning for the future. The focus will be how they will actively apply what they learned and experience through their GLU experience. Ask the participants to find a comfortable place in the room, and to close their eyes. They are instructed to relax (in doing this sort of activity I usually guide participants through some breathing exercises to get them to slow down their breathing, relax and get focused). Once they are relaxed, ask them to envision themselves in the future doing something they are proud of, where they are actively contributing to the labour movement and making a difference. Ask them to think about how they feel, their emotions, what they see, what they hear around them, etc, evoking all their senses. Then when they *wake up*, ask them to write a letter to themselves, making goals and plans as to how they will get there. Then ask them to get them to put their letters into an envelope and self address it, then collect them. The can be letter sent to them as a gentle reminder of their goals and plans a couple months later....

### **Time line**

#### **AARS 2012 in Brasil:**

- Presentation of the Transfer project to the international steering committee by the alumni representatives, decision of the international steering committee members on the implementation of the pilot year.
- According to the decision of the international steering committee, volunteers in each campus will work on the 2<sup>nd</sup> workshop in order to be able to train the students at the end of the year.
- January-June 2013: testimonies are gathered and put online by the active members of the transfer group.
- End of the program year (depending on the schedule in each campuses): workshop facilitated by the alumni volunteers
- A few month after the completion of the program: Feed back on transfer objectives by the new alumni to the “workshop volunteers”

## Annex VIII

### Module :

### The dual exploitation of work and nature and trade union responses

### Trade unions and Climate Change policies

Course teachers: Nora Rätzkel, University of Umeå and David Uzzell, University of Surrey

**Goals:** At first sight the hesitance (or outright resistance) of trade unions to put environmental protection and climate change mitigation on their agenda, is their fear that jobs will be lost if the environment is protected. This fear is not unfounded because on the level of immediate, everyday decisions, there is a contradiction between protecting jobs and protecting the environment. This contradiction has developed not least because labour movements in all parts of the world (but not everywhere) have allowed themselves to be drawn into the capitalist logic that a good life requires growth at any cost (especially at the cost of workers and nature), by all means and irrespective of the character of its products. To unravel this logic is not easy, because its apparent evidence in the everyday of workers' lives is strong. Therefore, the course will critically examine the relationship between work and nature theoretically, historically and through the analysis of existing trade union environmental policies. These levels of examination can be formulated as learning objectives of the course:

1. It will provide a theoretical basis to conceptualise work and nature as inseparable and mutually dependent moments of production (production of goods) and reproduction ("production" of human beings).
2. It will provide an historical understanding of how this relationship has been ripped apart by the capitalist mode of industrialisation: a mode of technological development that is based on the private appropriation of nature and its transformation into "natural resources".
3. It will connect theoretical-historical knowledge with an introduction into policies of trade unions in the area of environmental/climate change policies. Examples will be taken from Brazil, South Africa, Sweden, Australia, the US, and the UK.
4. It will introduce students to the tools and methodologies with which they can critically analyse, and develop environmental trade union policies.

**Teaching Methods:** In our experience the most effective teaching method is one in which people are engaged. We will therefore not have long lectures. Instead, we will use a combination of discussion seminars and research activities.

1. Discussion seminars



These will be based on all students reading in advance texts that we provide. Students will be required to write a short preparation paper, in which they highlight key areas of the text which they consider should be discussed in the seminar, summarising the main concepts of the author, the questions and issues which have merged for them from reading the text (questions of understanding, doubts, criticisms, alternative ideas, etc.), and their understanding of the relevance of these ideas for them as trade union activists. Ideally, such a preparation paper should be written cooperatively by a minimum of two people. The discussion in the seminar should be based on everybody having read the suggested texts.

2. After each session students should write a short “journal entry” of not more than one page, describing if and how the discussion informed their understanding of the issues, especially in relation to their own trade union experience; what they found of less relevance, or difficult to understand, etc.; and what other issues the discussion should have included, etc. This should be sent to the course leader, who will then use one part of the next workshop to raise some of the issues for general discussion in the group. The role of the course leader is to facilitate the discussion and the understanding of the text. Short, lecture-like explanations, based on the questions raised by the students, should round up the sessions.
  
3. Research methods and research activities – The unionist as researcher
  - 3.1. Methods  
We will provide data from our international research on trade unions and their environmental policies for the students to analyse. We will discuss with the students relatively straightforward research methods they can employ in the workplace in order to understand trade union members’ views, needs and preferences (e.g., focus group interviews; surveys).
  - 3.2. Research activities  
Do they know and can they find out about the environmental impacts of industries in their country/of the industries their union represent? How have these impacts affected workers and trade unions? What are the environmental policies of unions in their country?
  
4. **Final examination**  
As a final examination students could either: 1. develop an environmental/climate change programme for their union, tailored to the specific needs of the members they represent. 2. Design an environmental or climate change communication campaign for the workplace, 3. Design an interview schedule or a focus group interview procedure for workers and/or union officials on trade unions and environmental issues.

**Themes:**

**A) The relationship between nature and humans, human behaviour and climate change - Day 1**

1. What is nature? The commodification/privatisation of nature. Neo-liberalisation of nature. The work-nature relationship. The metabolism of nature and humans, the metabolic rift, human induced climate change and its politics
2. Theories and policies of behaviour change: how do governments try to tackle Climate change and what are the theories of human behaviour underlying them? Alternatives theories of behaviour: theories of practices and capacity of action.

Literature:

Bellamy Foster, John (2009) *The Ecological Revolution. Making Peace with the Planet*. Monthly Review Press. 288 pages. (extracts)

Smith, Laila (2004) *The murky waters of the second wave of corporatization as a service delivery model in Cape Town*. In:

House of Lords (2011) *Science and Technology Select Committee. 2<sup>nd</sup> Report of Session 2010-2 Behaviour Change Report*.

*Report of the American Psychology Association Task Force on the Interface Between Psychology & Global Climate Change (2012) Psychology and Global Climate Change. Addressing a multifaceted phenomenon and set of challenges*.

Rowson, Jonathan (2011) *Transforming Behaviour Change: Beyond Nudge and Neuromania*.

## **B) History of Industrialisation and its environmental impact - Day 2**

Teacher: Rolf-Czeskleba-Dupont: The history of Eurocentric Globalisation with special reference to the accumulation of monetary and environmental debt and its international distribution.

Schandl, Heinz and Krausmann, Fridolin 2007: The great transformation: a socio-metabolic reading of the industrialization of the United Kingdom; chapter 4 in: Fischer-Kowalski, Marina and Haberl, Helmut (eds.) Socioecological transitions and global change. Trajectories of social metabolism and land use, pp. 83-115

M.Grünbühel, Clemens, J.Singh, Simron and Fischer-Kowalski, Marina 2007: The local base of transitions in developing countries ; chapter 6 in: Fischer-Kowalski, Marina and Haberl, Helmut (eds.) Socioecological transitions and global change. Trajectories of social metabolism and land use, pp.139-177

George, Susan 1992: The first boomerang – the environment; chapter 1 in: same, The debt boomerang. How Third World debt harms us all, pp.1-33

*Questions to discuss in a preparation paper for the second part of the module:*

Given the history of industrialisation and environmental degradation and given the inseparable relationship between nature and work, what do you think about the behaviour change strategies employed to halt climate change? How do you think climate change strategies and policies should be devised in order to be effective?

## **Increasing Inequality within and among Nations: Causes, Effects, and Prospective Action**

### **- A joint GLU network project -**

Excerpt of the proposal for the Hans-Böckler Foundation (decision is expected for early December 2012)

**Applicants:** Prof. Dr. Christoph Scherrer (Kassel), Prof. Dr. Hansjörg Herr (Berlin)

**Principal Investigators:** partners in the GLU network

#### **1. Abstract**

The project addresses the question: To what extent does increasing economic inequality in the national and international context undermine democracy (where it exists), destabilize society, block employment potentials, and limit individual and social development opportunities? This question will be answered by mapping the extent and dynamics of economic inequality (1) and by an analysis of its causes and effects (2) based on a review of existing research and secondary literature available via the Global Labour University network. The main tasks of the project will be to conceptualize and develop countermeasures (3), outline implementation strategies, and identify relevant stakeholders for the achievement of more inclusive societies (4). There has been relatively little research on the remedies for inequality to date and an integrated, interdisciplinary approach to develop alternatives is particularly long overdue. Through workshops, project partners will contribute perspectives and ideas from their respective countries.

The main question of the project will be addressed with a concentration in the following four key areas in which economic inequality is produced: labor markets, financial markets, government distribution policy, and macroeconomic governance. The chosen perspective considers issues specific to Southern partners and is explicitly global: differentiated by level of economic development on the one hand, and based on global economic governance on the other.

The milestones of the project are:

- (1) four meta-analyses in the selected areas, a literature review of policy implementation strategies, and an overview of currently-proposed measures to combat inequality (due by 30 June 2013)
- (2) a critical appraisal and amendment of countermeasures (due by 31 December 2013)
- (3) a final report including proposed countermeasures and implementation strategies for the 9<sup>th</sup> Global Labour University Conference (Berlin, May 2014) and the International Labour Conference (Geneva, June 2014)
- (4) a book based on the final report and the conference discussions to be published in three languages (due by 31 December 2014).

## **2. Project Objectives and Issues**

The main project goal is to analyze the problems of radical market globalization and to discuss and develop comprehensive reform options. This involves a holistic approach that integrates each of the areas mentioned above, for each of which there is a large amount of theoretical ground to cover; discussions so far still lack an overall conceptual framework. Specifically, the project aims to provide a comprehensive analysis of the trends, causes, and consequences of economic inequality within and between countries. The following questions are therefore relevant:

- (1) Can trends in the development of economic inequality within and between countries be identified? Are there significant deviations from the trends?
- (2) What factors underlie the identified trends? To what extent do these factors reinforce each other?
- (3) How does economic inequality impact employment, type of employment, democratic participation, life opportunities, and development opportunities?

A second, but most important goal of the project is to develop concepts to combat inequality as well as to develop potential implementation strategies, which raises the following additional questions:

- (4) What measures to combat inequality are being currently proposed? To what extent are they appropriate with regard to the problem diagnosis? What additional actions or measures promise a reduction in economic inequality?
- (5) What social forces have campaigned for less economic inequality? What strategies have been successful thus far? How can these social forces be mobilized for collective action at various levels of government?

## **3. Work Plan**

The project will be divided into the following work packages (WP) that reflect the questions above:

### **Part I – Analysis of Economic Inequalities**

WP 1 Labour Market: General status of the discussion plus in-depth studies for the selected countries (see section 4.1) with regard to the development and causes of wage dispersion, low-wage sectors, informal employment, gender differences, and qualification mismatch.

WP 2 Financial Market: Global developments plus in-depth studies for the selected countries (see section 4.1) with regard to the effects of inequality on the shadow banking system, stakeholder-oriented corporate governance, public banking, functional income distribution, access to long-term investment funds, and currency regulation.

WP 3 Redistributive Politics: General status of the discussion plus in-depth studies for the selected countries (see section 4.1) with regard to the development and effects of inequality on

progressive taxation, tax basis, tax avoidance, transfer payments, infrastructure (with a focus on energy and education), and multipliers from both an input and output perspective.

WP 4 Growth Policies: Approaches to economic policy coordination, particularly macroeconomic coordination to stabilize growth and create high employment with “good” jobs, part of a New Green Deal within the framework of a solution to employment, social, and environmental problems.

## **Part II - Countermeasures and Implementation Strategies**

WP 5 Countermeasures: Analysis of currently-proposed measures to combat inequality in light of the results of the analysis in Part I on the appropriateness of the problem diagnosis (WP 5a) and differentiation by degree of implementation feasibility (WP 5b). To that end, political opportunity structures and the five sources of power for workers should be outlined both at the international level and for the selected countries (see section 4.1).

WP 6 Implementation Strategies: Analysis of political strategies, particularly from civil society organizations, that aim at the reduction of inequality.

WP S Summary and Project Management: Development of measures to reduce inequality differentiated by degree of implementation feasibility. Project coordination.

### **4 Research Design**

#### **4.1 Selection of Project Areas**

Social inequality has many facets. The project will be mainly concerned with the aspect of economic inequality. The larger project area will be subdivided into four more specific areas: the labor market, the financial market, redistributive politics, and growth policies. These will cover the essential dimensions of the causes of economic inequality as well as possible corrective measures.

Although the project adopts an explicitly global perspective, of course not all countries can be analyzed in greater depth. Priority should therefore be given to GLU host countries; Brazil, Germany, India, and South Africa will consequently be investigated. These are all developed countries, but development remains at various levels with a significant agriculture sector in some cases (60% of the working population in India). The three southern countries are characterized by a high Gini-coefficient, but also by government efforts to eradicate poverty. Because of the relative strength of the trade unions in these countries, the four countries seem particularly suited to address the question of countermeasures and their social implementation. Also for this reason among others, poorer countries will receive less attention. Attempting to conceptualize substantial countermeasures requires a look at best practice countries that demonstrate either a low Gini-coefficient (e.g. Japan, Scandinavian countries) or recent success in considerably lowering the Gini-coefficient (e.g. Brazil). The additional focus on inequality between countries, which has acquired a special significance in the globalization process due to the exploitation of wage differentials, requires an analysis at supra-national and international levels.

Because the German economy and German economic policy are closely embedded in the European Union, the EU will also be taken into consideration.

At the international level, the following areas will be addressed:

- Labour Market – the international trade regime, labor standards, and foreign direct investment regulations
- Financial Market – currency regulation and regulations on the movement of capital
- Redistributive Politics – the international tax regime
- Growth Policy – forms of macroeconomic coordination and cross-border infrastructure projects (particularly in the energy sector)

The studied timeframe will be restricted to the period after the Cold War. Special attention will be given to developments in recent years, especially in light of the financial crisis.

## **4.2 Methods**

In Part I, the analysis of trends, causes, and consequences of economic inequality (with regard to the dimensions mentioned in work packages 1-4, see Work Plan) will be based on the technique of publication-based meta-analysis (Schnell, et. al. 1995); literature reviews will be composed for the individual subject areas that critically analyze a quality-oriented pre-selection of studies according to theoretical consistency, internal coherence, methodological appropriateness, and underlying data quality (WP 1-4).

In Part II on the development of inequality reduction measures and implementation strategies, currently-proposed measures to combat inequality will be examined in light of the results of the analysis in Part I on the adequacy of problem diagnosis (WP 5a). Criteria for this examination will include the relevance of the problem diagnosis and best practice strategies to date, as well as consideration of country-specific situations and consequences in other policy areas. A literature review will also be composed (in meta-analysis format) on policy strategies, particularly of trade unions, that aim at reducing inequality. Both studies provide a basis for structured discussion in an international research team with input from experts, whereby the measures can be differentiated by degree of implementation feasibility (WP 5b, 6b). All subprojects will take both quantitative and/or qualitative indicators into account that are revealing in terms of gender (in) equality in the relevant area. There are existing indices and databases toward this purpose: Gender and Development Index (GDI), Gender Empowerment Measure (GEM), Global Gender Gap Report, Social Institutions and Gender Index (SIGI), OECD Gender, Institutions and Development Database.

### 4.3 Timeframe

The project will begin in July 2012 and end in December 2014.

Phase 1, Preparation: 01 July – 31 December 2012

The participation of a number of GLU researchers at the conference in Kassel (“Food Crisis”, 4-7 July 2012) should be used as a starting point for an initial discussion of the cooperative work and research design.

At the end of September 2012, there will be an opportunity for the GLU researchers to coordinate the research approach within the framework of the GLU annual conference in Brazil.

#### Timeline

Quarter	2012		2013				2014			
	III	IV	I	II	III	IV	I	II	III	IV
<b>1. Preparation</b>										
ATC 4-7.7.2012	■									
GLU Conference, 26-28.9.2012		■								
<b>2. Meta-analysis</b>										
Work package 1			■							
Work package 2			■							
Work package 3			■							
Work package 4			■							
Work package 5a				■						
Work package 6a				■						
<b>3. Countermeasure drafts</b>										
Work package 6b					■					
Work package 5b					■	■				
Workshop in Johannesburg					■	■				
Workshop Berlin					■	■				
<b>4. Preliminary report</b>										
Compilation of subproject reports							■	■		
GLU Conference 15-17.5.2013							■	■		
ITUC Congress 19-23.5.2013							■	■		
<b>5. Final report</b>										
Inclusion of conference outcomes									■	
Finalization									■	■
Translation (German, Spanish)									■	■
Publication									■	■

Phase 2, Meta-analyses: 01 January – 30 June 2013

Work packages 1-4: Creation of 4 meta-analyses for the areas specified in Part I

Work packages 5a and 6a: Preparation of an overview of the current proposals (in close cooperation with the persons designated as responsible for work packages 1-4) and a meta-



analysis of policy implementation strategies in general with a special focus on the GLU partner countries. Cooperation will be internet-based.

Phase 3, Discussion and conceptualization of countermeasure proposals: 01 July – 31 December 2013

Work packages 5b and 6b: Two workshops for structured discussions on countermeasures in the international research team.

1. Workshop in Johannesburg (?), evaluation of the discussion, allocation of contracts to finalize the proposals
2. Workshop in Berlin, feedback on finalization issues, formation of an editing group for the preliminary report

Phase 4, Preparation and presentation of the preliminary report: 01 January 2014 – 31 May 2014

Work package S: Creation of the preliminary report by 30.04.2014

Presentation and discussion at the Global Labour University Conference (Berlin, 15-17 May), the ITUC Congress (Berlin, 19-23 May), and the International Labour Conference (Geneva, June 2014).

Phase 5, Preparation of the final report: 01 June 2014 – 31 December 2014

Review of discussion results from the conferences for incorporation into the final report.

Translation into German and Spanish. Online and book publication