



Minutes GLU Steering Committee Meeting 1 October 2016, Johannesburg, South Africa

1. Where we stand and where we want to go

The discussions focused on two issues:

- a) Reflections about key policy areas, curriculum development and about the further development of the GLU.
- b) Possibilities to bridge the language gap.

1a. Initiatives to have more discussions within the network on key questions and sharing thought about the further curriculum development and a closer interaction between trade unions and universities.

It was agreed that it would be important to reflect about the GLU experience of the last years and to find the time to debate more intensely important substantive subjects like development policies. These discussions could also contribute to the further development of curricula at the different universities or also lead to the development of some joint course material or online tools.

The experience of the GLU online course development has been positive in this respect. It provided the possibility to discuss important topics and to work together in translating these debates into a common course. Also the GLU summer school and the regional summer school are increasingly providing space for these discussions.

In the light of the recent developments in Latin America there is a particular need to discuss the challenges and obstacles for a development strategy for middle income countries. It was agreed to explore the possibility of a workshop on development combined with a workshop of GLU Alumni from Brazil. A possible outcome could be a publication, research collaboration or new ideas for teaching the master students or collaboration for an online module on development issues. Involving the GLU Alumni could also help to use them as a resource for the GLU programme in Brazil, even if they did their Masters at other campuses

It was agreed that the Brazilian colleagues would develop a first concept note for a possible workshop & regional Alumni summer school until the beginning of the new year. Hansjörg Herr offered to be part of this preparatory work.

Based on the concept note there would be a need to explore funding possibilities. Concerning alumni networking there might be a chance to submit a funding proposal to the German DAAD similar to the workshop in Manila.

1b. Language barriers

It was noted by the Brazilian colleagues that English excludes many trade unionists in particular from Latin America where English is rarely spoken from important debates like development strategies. There is also a rich literature in Portuguese that is currently not part of discussions and deliberation in the GLU network.

In general all agreed that the language barrier is a problem, but that English should remain the course language for the different GLU Master programmes to maintain an international network. India and Germany are also faced with the problem that many trade unionists do not speak English. However it was agreed that the local language challenges can only be solved locally and not at the global GLU level. We need local creativity to advance that question and to find different approaches to try to bridge the language gap as much as possible.

In Brazil CESIT is for example offering already for many years different programmes in Portuguese for trade unionists. Therefore there is no need for a special GLU programme in Portuguese. Offering the GLU course in Spanish could perhaps attract more students from Latin America, but it would also be a foreign language course for a Campus in Brazil. While Spanish is closer to Portuguese than English it remains a foreign language and will still exclude most Brazilian trade unionists. A Spanish programme would probably best be hosted in a Spanish speaking country. The following initiatives were suggested to address the language problem:

a) Publications

Network partner could write Global Labour Columns in Spanish or Portuguese. They could be translated in to English and published in both languages. Furthermore the FES will continue to translate a selective number of Global Labour Columns into Portuguese or Spanish.

Furthermore the Brazilian colleagues could write working papers on particular relevant issues for debates in the GLU network in Portuguese and they could be published in Portuguese and English. Another option would be to translate important articles already published in Brazilian journals or perhaps in order to save costs write short columns summarizing the main findings.

b) Online courses in English

The online courses in English on workers' rights and the two upcoming courses on Global Supply Chains and Wages provide opportunities to internationalise the teaching among the campuses. They offer also an opportunity for students to do some courses in English before they apply for a master programme. It was suggested to explore also the possibilities to use the English MOOCs and perhaps some language courses to prepare trader unionists to apply for the GLU programmes.

c) Online courses in local languages

Online courses in local languages can help to make GLU material more accessible for local trade unionists. The MOOC on workers' rights has partly been translated into Portuguese and the course has been offered as a blended course for CUT. There remains work to be done to finalize it as a MOOC in Portuguese. This will be done in cooperation with the colleagues from CUT. The short online course on ILS is now available in Spanish and French as a resource for teaching and training, but also as a self-pace course

d) Language training

In addition of the available online tools it could be an option to offer language course in conjunction with programmes at CESIT offered in Portuguese for those students who might be interested in an international GLU programme afterwards. There could also be the option to offer students English language courses right before starting the GLU programme or during the GLU programme. Though the latter is only an option to improve already existing language skills.

2. Update on recent development and new challenges at international level and the different campuses

One of the challenges is to increase for the outreach and visibility of some of the programmes within the trade union movement. In addition to the centralized advertising through mailing lists etc. there is a need for decentralized contacts to the trade union movement by all the different campuses and national trade unions. In Brazil it is difficult for national applicants to enter a programme at UniCamp because of the very hard competition. While nearly 30 Brazilian participated in GLU programmes outside Brazil the programme at UniCamp has only foreign participants. There is a need to think about ways that make it interesting and possible also for Brazilian students to join the programme at UniCamp. At JNU the programme has lots of Indian participants, but they are not from the trade union movement. All nationals have to go through an entry examine and this can be

a hurdle for people from the trade union movement. But also international applications have been very few so far. This year one international student came to JNU.

3. GLU Online activities

Since the last steering committee meeting we have made further progress in developing GLU online courses. There has been a successful cooperation with iversity as documented in the progress report.

Roughly 6000 people subscribed to the Workers' rights MOOC in 2015 and 2016. The enrolment for the shorter self-pace course on ILS are currently (350 English and roughly 200 in French and Spanish)

In 2017 three MOOC will be offered on Global Supply Chains, Wage policies and workers' rights. The MOOCs will be supported through local tutoring programmes.

It was suggested to explore the possibility to work on an additional MOOC on development and labour. The possible workshop on development in Brazil could be used as a starting point for developing such a MOOC. The MOOCs are time-intensive during the development phase, but once they are set up they can actually relief the workload during teaching as the material can be used in residential teaching. For example, JNU and Penn State are using the MOOCs as a teaching resource by establishing a regular course on the topic of the MOOC and then integrate the MOOC into that course as a blended course.

Blended Online Master Programme:

The Berlin School of Economics is exploring the possibility to develop a blended online Master Programme on labour policies and globalisation. The MOOCs could be a first phase of such a programme. Those participants of the MOOC that would afterwards enrol in the master programme could get ECTS points for completing a MOOC. Participants would have to complete the final exam of the MOOC, and would afterwards have to prove that they meet the requirements for entering a Masters' Programme at HWR Berlin. Only in that case they would receive ECTS points for the MOOC. Stefanie Lorenzen from Berlin submitted a project proposal at the Berlin School of Economics and Law to fund a pilot phase of that project.

ECTS or other credits for the ENGAGE programme: This is difficult and close to impossible within the university systems. This seems also not really an important objective for the Engage courses that are designed as stand-alone certificate courses.

4. GLU Conference 2017

The next GLU conference will be held in September 2017 in Delhi. The colleagues from JNU provided a first outline for the conference (see annex). The conference proposal was discussed along the following aspects:

Content

The current outline for the Call for Papers was seen as too broad. It would be good to focus the conference topic more on some key issues that are of major concern for the labour movement currently. It should be narrowed down to 4 -5 themes. The Call for Papers should also encourage papers that offer some policy proposals and do not limit themselves to a critic of capitalism at large. There was a feeling that the suggested title could easily be misinterpreted. People should send suggestions for changes or amendments to Archana and Praveen. Mirko, Leonardo, Frank and Hansjörg agreed to support the colleagues from JNU in finalizing the CFP.

For trade unions there is a great interest to discuss policies and solutions. It would be good to plan sessions in which unions describe their current struggles and campaigns, as this will help to identify issues and questions where further knowledge and research is needed. It would be good to set up a working group of trade unions to take the lead on some of these panels.

Dates

The conference shall be from the 4 October - 6 October. The summer school would continue from 7 - 13 October. The Steering committee would be at the 7 October

Format

The experience of this year's GLU conference has shown that the number of submitted abstract is growing. This time it were 160. It would be good to have at least one full plenary session a day. The possibilities of a few more interactive sessions should be explored. The Indian colleagues expressed a preference for fewer papers in each session and having more parallel sessions instead. There is obviously an inevitable trade-off between giving people the opportunity to hear more presentations or to have more time for discussions. The colleagues in South Africa decided in favour of fewer parallel sessions. As many students and academic on Campus might want to participate in the conference we might easily exceed the number of 200 participants. To have more plenary session as suggested by the India colleagues will probably require 4 – 5 parallel sessions for the paper presentations.

If most people arrive the day before the conference or during the night the conference could start already at the 4th at lunch time. In parallel to paper sessions there could also be some policy panels and some space for practical engagements. Many participants liked the panels on Brazil or South Africa talking up current political problems. Some of the policy debates should be held in plenary sessions. New forms of interaction, e.g. live filming of the presentations and integration into Facebook live session with option for comments could be explored.

There could be an open space session at the end of the conference to facilitate more interaction (Mary would volunteer to think about options for that). If we have more parallel sessions (e.g. 5) this could create space for more innovative forms of interaction

Dissemination of results of the conference

Online stream on social media and on the GLU website? Ask alumni to summarize and post on social media.

Selection of participants

Alumni, network members, and people who submit really interesting papers should be prioritized.

5. GLU Summer School

The GLU/AARS Summer School take place in October 2017 in Delhi. The alumni are asked to make a proposal for the summer school in terms of structure and content of the Summer School and send a proposal to the SC.

6. Cooperation with trade unions

As a number of contributions at the GLU conference indicated, there is a growing recognition of the "GLU footprint". However we could use the alumni and our contacts at national and international level better to strengthen the involvement of the trade unions. Circulating the information and advertising the programmes electronically need to be followed up, by personal contacts and phone calls as most people are overwhelmed with electronic messages.

With the Masters programmes, the Engage programme and the online courses we have a range of courses that cater for different needs. There is a need to promote this programmes through active engagement with the trade unions at international and national level.

7. Alumni Networking

The Alumni are invited to present their ideas for future work of the Alumni network. There was a positive experience with the regional summer school in Asia. We could encourage more regional initiatives, e.g. encourage alumni to contact their comrades in their country and region.

8. Publications

- Global Labour Column: everyone is strongly encouraged to contribute to the GLC, the GLC mailing list includes around 4000 people.
- GLU Working Papers: Hansjörg is leading the editorial board, please send contributions.
- Global Labour Journal: this is a cooperation with RC44 which is the labour section of the International Sociological Association. The Global Labour Journal is open and online so it is another channel for getting material published. Mark and Michelle are involved in this.
- Others: At CESIT we have a journal focusing on labour and social issues, so colleagues are encouraged to send articles (max. 20 pages) to the Brazilian colleagues.

9. Research cooperation

- GLU Research project on Global Supply Chains (Hansjörg): there was a proposal submitted to the Hans-Böckler-Foundation, it might get through in the next round. We want to analyse 5 sectors, it would run for 2 years and we could carry it out as a GLU network project. Hansjörg has also submitted a proposal to BMW on inequality, more information will be provided if this becomes more concrete.
- New Alumni projects: idea of a compilation of case studies of successful organizing in a union-hostile environment, how they did it, what have been the important factors etc. Edlira has agreed to lead this project. The idea is to get 10-15 case studies, this will be discussed at the summer school and a CfP will be sent out to all the alumni afterwards. The papers should be ready for the GLU conference in Delhi in 2017.
- Other initiatives

10. Faculty exchange

Faculty exchange is a key element of internationalising the programme. Would be good to explore possibilities and identify interests of the different campuses.

The South African and Brazilian campuses encouraging colleagues to come as visiting professors. In JNU, accommodation can be arranged but there is no money for travel costs. As it is a young programme it would be particularly good to have more colleagues teaching as guest professors. It would be good if the campuses could inform the other colleagues about possibilities and criteria for receiving visiting scholars. The ICDD can support faculty

exchanger between German and partner universities in the Global South and can also support South-South exchange. The possible funding for South-South exchange is covering the air travel, but it is not a salary for teaching.

11. Resources

Overview about funding situation and resource mobilisation initiatives: we need to broaden the resource base of the network activities. All universities make substantial contributions to run the programme at the different campuses. The continuous support by the FES, the ICDD, the Böckler Foundation and the ILO secured the main funding for scholarships, the GLU conference, summer school, online course development, research projects, Global Labour Column, trade union rights indicator and overall network coordination. The funding for these activities depends too much on too few Institutions.

To stabilise the funding require attempts by everybody to explore new opportunities to raise additional funding. In South Africa trade unions can apply for scholarships from the government. Penn State will write 2 proposals for the workers' rights database. It would be great to find a few more institutions to provide one annual scholarship like currently done by PSI and UNI Global UNION.

12. Associate GLU Membership enlarged networking

It was agreed to add all the newly proposed Associate Fellows and institutional memberships (see annex) as well as Eddie Webster and Hansjörg Herr as Associate Fellows.

Annex 1: Proposal for associate fellows and associate institutional membership

a) Uma Amara

Uma Amara is senior researcher in the ILO research department and has inter alia done research on informal workers and on compliance with labour standards in the informal economy. Uma is involved in the development of the MOOC on wages.

Suggested by: Frank Hoffer

b) Patrick Belser

Patrick Belser is the senior wage specialist at the ILO. He is the lead author of the ILO's Global Wage Report. Patrick contributed regularly to the Global Labour Column, gave several guest lectures at the GLU programme in Germany and is involved in the development of the GLU MOOC on wages.

Suggested by F. Hoffer

c) Peter Evans

Peter B. Evans is a senior fellow at the Watson Institute at Brown University and professor *emeritus* in sociology at the University of California, Berkeley. He serves on the board of the United Nations Research Institute for Social Development and as an advisory group member of the Effective States and Inclusive Development Research Centre-Consortium of the Institute for Policy Development and Management, the University of Manchester, and is a member of the American Academy of Arts and Sciences.

In addition to University of California, Berkeley, Evans has taught at Oxford University, the University of California, San Diego, the University of New Mexico, and Kivukoni College in Tanzania, Brown University, and the Universidade de Brasilia. He received a PhD, MA, and BA from Harvard University, and an MA from Oxford University.

Peter organized and chaired a session at the 2016 International Sociology (ISA) Conference in Vienna to build relations between GLU and the ISA Research Committee on Labor Movements. He has been a constant source of encouragement for the GLU program at Penn State. And he has published in the GLU co-hosted *Global Labor Journal* the 2015 article, "National Labor Movements and Transnational Connections: Global Labor's Evolving Architecture Under Neoliberalism," and the 2010 GLJ article, "Is it Labor's Turn to Globalize?

Twenty-first Century Opportunities and Strategic Responses."

Suggested by: Mark Anner

d) Trevor Evans

Trevor Evans has been teaching at the GLU Master Programme at the Berlin School of Economics and Law for many years and has been involved in GLU research projects. He is now a professor emeritus. Trevor Evans continues to participate in GLU activities.

Suggested by: Hansjörg Herr

e) Elena Gerasimova

Elena Gerasimova is associate professor of law at the higher school of economics in Moscow. <https://www.hse.ru/en/staff/egerasimova#other>

She is also the head of the Center for Social and Labour Rights and the leading adviser of independent trade unions on labour law issues <http://trudprava.ru/about/mission#eng> Connection with the GLU. She participated in several GLU events including the GLU conferences in Washington and Berlin and contributed to the Global Labour Column. Elena is also the lead professor in the development of the Russian language MOOC on workers' rights.

f) Susan Hayter

Susan Hayter is the senior collective bargaining specialist of the ILO. She has widely published on collective bargaining and on policies to support the extension of collective bargaining.

Susan has reviewed GLU working papers, given lectures to GLU students and is involved in the development of the GLU MOOC on wages

g) Claudia Hofmann

<http://www.uni-regensburg.de/rechtswissenschaft/oeffentliches-recht/graser/team/wissenschaftliche-mitarbeiter/dr-claudia-hofmann/index.html>

Claudia Hofmann is akademische Rätin at the University of Regensburg. She did her PhD at Kassel university and has been teaching part of the Labour Rights Course at then GLU program in Germany, she participated in the development of the blended online course of workers' rights and has published with the FES and the GLU (working paper no. 40) on the right to strike and the debates at the ILO.

Suggested by: Frank Hoffer

h) Birgit Mahnkopf

Birgit Mahnkopf has been teaching at the GLU Master Programme at the Berlin School of Economics and Law for many years and has been involved in GLU research projects. She is now a professor emerita. Birgit Mahnkopf continues to participate in GLU activities.

Suggested by: Hansjörg Herr

i) Seeraj Mohammed

Seeraj Mohammed has been teaching for many years at the GLU programme at Wits. He is now at the University of Western Cape.

He continues to participate in GLU events like the GLU conference. He served on the editorial board of the GLU working paper series and will take up this function again in the fall of 2016.

Suggested by: Michelle Williams

j) Peter Rossman

Peter Rossman is director of campaigns and communications for the International Union of Foodworkers. (IUF). He has written many contributions on trade issues and on the impact of financialisation on working conditions and workers' representation.

Peter has been involved in developing Glu research projects, as given lectures to GLU students and is involved in the MOOC on Workers' rights.

Suggested by: Frank Hoffer

k) Beatriz Vacotto

Beatriz is a senior labour standards expert of the ILO. She has been giving lectures to GLU students for several years and has been a key resource person in developing the Workers' Rights MOOC.

Suggested by: Frank Hoffer

Associate Institutional Membership

g) University of the Philippines: School of Labour and Industrial Relations (UP-SOLAIR)

The School hosted the first GLU Regional Asian Alumni School and is interested in integrating the GLU MOOC in its teaching. Melisa Serrano who is a GLU Alumna and Associate Professor at UP SOLAIR will be the main contact point for this associate institutional membership. SOLAIR will also host local workshops to accompany the GLU MOOCs.

Suggested by: Christoph Scherrer

Annex 2: GLU master programmes country reports

ANNUAL REPORT BRAZIL, UNICAMP

Brief report of the activities and the organization of the GLU programme in Campinas Brazil:

1. Curriculum

The curriculum has had some modification as well as the content of programs. The current structure is shown below:

First Semester

- Macroeconomic
- Microeconomic
- Quantitative Methods applied to economics
- Economic development and Labour

Internship (July)

Second semester

- Social structures, inequality and Poverty
- Trade Union Strategies in a global economy
- Law and Social regulation of labour
- Work in Contemporary capitalism (Module)
- Directed Reading
- Thesis seminar

Third semester

- Thesis

2. Students in 2016

We had eleven applicants for 2016 and five students were accepted. We still have two students accepted with no relation with unions and without scholarship, both interested in our programme (one from Finland and another from Serbia).

3. Applicants for 2017

There are five applications until now for 2017 programme.

4. Cooperation with other campuses

Blended Online Course on Global Workers' Rights, under Magda Barros Biavaschi responsibility, from UNICAMP, Brazil, and Paul Vincent Whitehead, from Penn State University, United States. From 2014 until now.

Blended Online Course on Decent Work on Global Supply Chains

5. Cooperation with national and international trade unions

Central Única dos Trabalhadores (CUT) and Fundação Friederich Ebert (FES) cooperate with us promoting seminars, courses and Conferences and they are responsible for the organization of internships. This year, CUT and FES gave financial support to the programme providing scholarships for four students.

6. Feedback from the students to the programme

The feedback from the students has been very good. In their view, one of the most positive features relates to the course level at our University (the syllabus and the professors). The critical feature relates to infrastructural problems, such as accommodations.

7. Communication with Alumni

We communicate with some alumni by e-mail and social networks. Most of our students are working on Trade Unions, Public departments and Universities in their own countries. Two of our students (Li Cheng from China and Ezgi Bagdadioglu from Turkey) are undertaking their PhD courses at the University of Campinas, in Brazil.

8. Main Challenges

The main challenges are related to resources for scholarships, internships, tickets and administrative support and accommodations.

9. Other relevant information

This year of 2016 has been particularly difficult in Brazil because of the political and economic crisis. This year we didn't get scholarships from the Brazilian government and our course could continue thanks to the cooperation of FES and CUT that provided us with 4 scholarships. The ILO also helped us with 1 scholarship.

ANNUAL REPORT GERMANY, UNI KASSEL & BERLIN

1) Curriculum, Reaccreditation and Double Degree

The MA Labour Policies and Globalisation will be reaccredited in 2017. In preparation for the report and application for the reaccreditation the curriculum and examination regulations for the programme were reviewed and some

adjustments made. In addition the double degree with the University of the Witwatersrand was finally included.

New Curriculum:

Uni Kassel:

- Trade Union Strategies in a Global Economy
- Governance of Globalisation
- Research Methods
- One World Seminar

Internship

HWR Berlin:

- Global Workers' Rights
- Economic Policy and the Role of Trade Unions
- Decent Work in Global Value Chains/Informal Economy/Gender and Globalisation
- Thesis Seminar

Uni Witwatersrand (double degree):

- Labour and Development
- Economic Policy and the Role of Trade Unions
- Research Methods

E-Learning modules before starting the programme and various tutorials during the course are offered to the students.

2) Intake 2015 (LPG 12) and 2016 (LPG 13)

a) Intake LPG 12:

Most of the 19 students of LPG 12 will have graduated by the time of the Steering Committee Meeting. Exceptions are two German students who have to study an extra semester to make up for a lack of credits in their previous study programme.

b) New Intake 2016 (LPG 13)

We had 63 applications of which we selected around 35 in the first round. In the course of the review of the formal qualification and due to the lack of sufficient funding to participate in the programme, we will probably start with 19 students. Like every year getting the visas in time is a challenge – but we hope that everyone will make it in time.

3) Cooperation with other GLU campuses

- Devan Pillay (Wits) will be teaching Trade Union Strategies Course, Part 1 in Kassel (October 2016)

- Akua Britwum (UCC) will be in Kassel for the whole winter term and teaching 2 courses.
- Until July we had DAAD funding for exchange with TISS - for students and professors/lecturers. We hope to get new funding in the future, also for the exchange with JNU

4) Feedback of the students

Positive aspects: diversified program with on- and offline modules, guest speakers, interesting electives and extracurricular activities

Critical features: intensive courses and high work load, students have to move three times (Kassel, internship, Berlin), accommodation situation in Berlin was very difficult (solution for next year has been found), more support with academic writing is demanded (tutorial will be offered to next group)

5) Cooperation with national and international trade unions?

- Weekend workshop with DGB Youth
- 6 week internship with GUFs and other international trade union organisations/projects
- Invited guest speakers in the One World Seminar
- Co-teaching of TU Strategies Part 2 in Kassel by Joachim Beerhorst from the IGMetall + field trip to the IGMetall headquarter in Frankfurt
- Joint activities with local DGB and trade unions in Kassel

6) Planned Activities for 2016/17

- Regional Alumni Workshop with Turkey
- Implement double degree with South Africa (maybe also apply for DAAD funding for student mobilities)
- Develop GLU Online Master (Stefanie Lorenzen, HWR)

ANNUAL REPORT INDIA, JNU

JNU got the first international GLU student from ITF Turkey this year. However some admission and scholarship glitches have to be pro-actively resolved. The experience this year was better than last year. Apart from this the GLU faculty participated in the Conference on the Labour Questions in the Global South between 18-20 Nov 2015. Frank Hoffer was also a visiting faculty and did a block seminar with students at Centre for Informal Sector and Labour Studies on labour standards.

The SBI Officers Association has given a one time grant for upgrading infrastructure so that online resources can be strengthened.

A meeting was held with trade unions on 24 November 2015. However because of the JNU agitation things slowed down. However interest has been shown by the State Bank of India Officers Association (a federation of trade unionists) to do trainings and online courses. This follow up needs to be done. The infrastructure is also being upgrade to enable use of online resources by part funding with this association.

The exigencies of the campus and the attacks on the trade union movement itself has however not allowed more follow up on this aspect. Trade unions have shown interest internships and joint projects but this needs to be followed up.

ANNUAL REPORT INDIA, Tata Institute of Social Sciences (TISS)

The programme at TISS is undergoing a major restructuring. There have been several changes in the leadership of the Center for Labour Studies during the last two years. A number of colleagues who had been strongly involved in the programme have left TISS and there is a need to re-conceptualize and re-launch the programme; including the necessity of meeting the needs of "non-union-orientated" regular students and students from trade unions in the same class. New staff colleagues have been hired (on a temporary basis for the time being) who are now getting familiar with the programme. In addition to the changes in the Center itself there will also be a change in leadership at TISS that might have considerable repercussion for TISS at large.

TISS is interested in using the GLU online tools. TISS is also cooperating within the ICDD framework.

ANNUAL REPORT SOUTH AFRIC, WITS

The GLU programme in South Africa celebrated its 10 anniversary this year.

A report about ten years GLU South Africa is available here

http://www.global-labour-university.org/fileadmin/Master_Programmes/South_Africa/10th_Year_Anniversary_Publication_WITS.pdf

The GLU programme in SA is

- offering the master programme
- offering the Engage eight week leadership programme
- editing the Global Labour Column
- contribution to the MOOC on wage policies

In addition it is hosting this year's GLU conference and GLU Summer School. Given the tremendous workload related with all this activities more detailed information will be presented orally at the Steering Committee.

ANNUAL REPORT USA, PENN STATE: MPS Program in Labor and Global Workers' Rights

Program Focus

The main focus of the Penn State program continues to be on globalization and workers' rights. This includes our focus on labour standards, strategic corporate research, comparative employment relations (with a strong focus on Latin America and China), and gender and race at work.

Cross Campus Collaboration

Brazil: Our main form of cooperation with Brazil has been through our blended course on labour standards taught by Professor Paul Whitehead, who held joint sessions with the GLU program in Brazil. Plans have already been made to continue these joint sessions in the fall semester of 2016.

South Africa: Through the Penn State course, "Work and Labour in the Global Economy," we have done joint sessions with the South Africa program. It was not possible this past year to do an exchange with students in both programs, but we did do a video conferencing session with Wits professor, Devan Pillay, which went very well. We would like to continue and deepen this exchange in the future.

India: The Penn State program, through its Labor and Global Workers' Rights Center, is working with the JNU program on a Memorandum of Understanding (MoU) that will involve faculty and other forms of exchanges. We look forward to finalizing and implementing this MoU in the coming year.

All Campuses: We have been coordinating with German, South African, Indian, and Brazilian GLU professors on new MOOC courses on Global Supply Chains and wages. For Penn State, Mark Anner is working on the supply chains course, and Mary Bellman is collaborating on the minimum wage course. Paul Whitehead will continue his collaboration on the workers' rights course. We look forward to greater collaboration on MOOCs as well as cross-campus residence courses.

Global Labour Column: Elaine Hui of Penn State is collaborating with the Global Labour Column as part of its editorial team. We look forward to continuing this collaboration.

Student Feedback

We have now successfully graduated two cohorts of GLU students through our program. Three students graduated last year, and four students will graduate this year. To date, the feedback on the program has been very positive. Students seem to appreciate the course content, our interactive teaching style, and participating in events such as the 2015 GLU Conference and our speaker series program. One issue we are now examining is student time management. A couple of students became behind early on in the program this past year, and they had a hard time catching up afterwards. Students also mentioned on several occasions that the stipend we are providing does not fully cover all their expenses.

Students also suggested the development of a student manual that would help them with a variety of issues related to adjusting to life in Pennsylvania and also navigating the Penn State bureaucracy. And some students have asked that we provide job market search skills to help them find employment after finishing the program.