



ULANDSSEKRETARIATET – DTDA  
DANISH TRADE UNION DEVELOPMENT AGENCY

## Foreword

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This revised training-of-trainers manual is derived from the understanding that training is a strategic tool for change. Trainers are an important resource base for trade unions in relation to educate trade unionists and members, while at the same time inform local union leaders on the day-to-day issues affecting its membership.

Training processes and labour markets are organic and evolve constantly and, as such, training materials need to be updated to take this into account. This revised training manual from 2017 is evidence to this fact. It has been slightly revised due to recent years' of testing and modifications (since last edition in 2015) with a particular focus on the importance of underlining the need for trainers' to utilise prior learning and practical work-related competencies during the sessions.

On the basis of the education strategy of the Danish Trade Union Development Agency (DTDA), this modular-based manual provides trade union trainers and educators with guidelines, power points and practical instructions that leads trainers through each stage of the three modular-based processes on how to develop and support the adult pedagogical skills of potential trainers as well as progressive trade union leaders.

It is our hope that this training-of-trainers manual will continue to empower trainers and educators in the trade union movement with adult pedagogical and facilitator competencies and methodologies. Since its launch over 20 years ago, the DTDA and its education strategy and training-of-trainer materials in this training package have demonstrated that they are relevant and useful means of developing leadership and education capacities of national centres and trade unions globally.

As a result of recent years of testing of this education strategy, a further process of learning has been initiated by DTDA internally with a view to collect 'best practices' by master trainers to further advance this education strategy. For instance, it has been recommended to look into a new trainer strategy with more focus on a more content-specific approach rather than the generic adult education approach that underlies this education strategy.

Much of this manual remains from the first edition in the 1990s and our consultations with ICFTU-APRO (now ITUC Asia Pacific), FES (Friedrich Ebert Stiftung), CTUC (Commonwealth Trade Union Council) and others. Therefore acknowledgement to these contributors is reiterated. Acknowledgements are also due to numerous other colleagues and partners who have collaborated and commented on various aspects of the revised manual.

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Copenhagen, December 2017

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## The DTDA Education Strategy

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### **A Tool to strengthen Trade Unions and support progressive Trade Union leaders**

#### *Introduction*

DTDA has developed this education strategy on the basis of years of experience from working together with various trade unions and labour market organisations around the world.

The strategy combines progressive trade unions leaders/activists with practical training methods. The education strategy focuses on active leaders and the importance of participants implementing their own local follow-up activities as a precondition to completing the education successfully.

It is important to utilise the practical labour market skills of the participants and at the same time combine them with the specific labour market challenges and immediate needs when using the DTDA methodologies of training and learning. The aim of this combination is to develop and support progressive trade union leaders and facilitators.

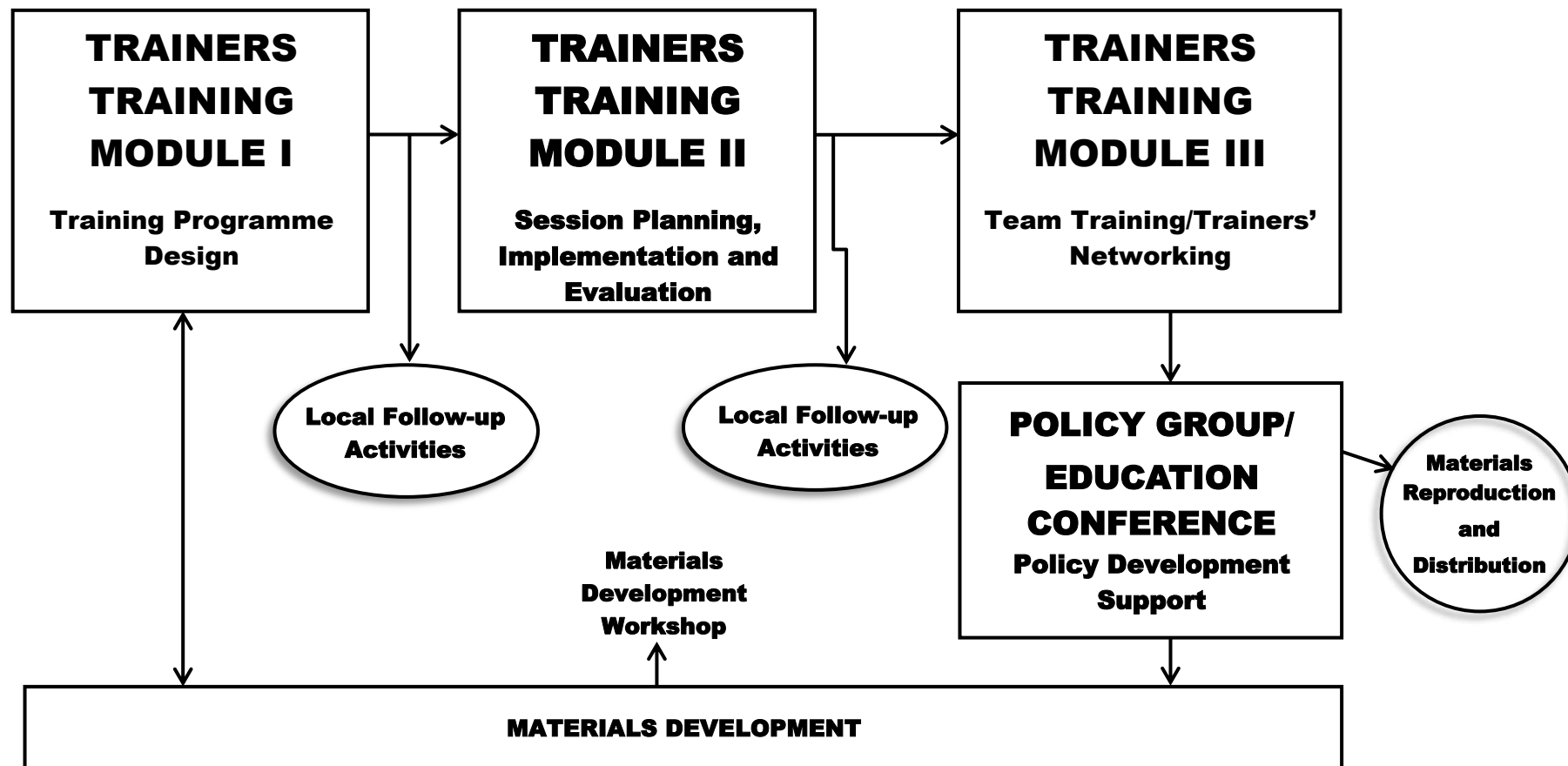
The DTDA strategy has been utilized as a point of departure when assessing and discussing the many different challenges and dramatic changes around the world ranging from basic awareness-raising about labour rights at the local company sites to national campaigns on broader societal issues. The main advantage is that the strategy is flexible and should always be implemented in cooperation with the partner organisations in order to ensure national and local ownership.

The strategy simultaneously supports developed trade union organisations since the elements of the strategy are in reality tools that can easily be used separately and/or combined with existing educational structures in the organizations to further strengthen their internal education policies.

*Trade unions striving to become democratic, strong and legitimate organisations, with a vast number of dues paying members, need to develop education structures and a large pool of trainers, as these are a prerequisite for carrying out awareness raising activities as well as training and education programmes aiming at developing appropriate services to the members.*

The point of departure for developing educational structures and a pool of trainers are the trainers' training programme, *Training as a Strategic Tool for Change*, which was developed by the DTDA and the Asian trade union movement during the nineties. The training of trainers goes through training modules (TTM) and systematic membership meetings. The training of trainers is based on participatory learning techniques and practices on a generic adult educational level. They enable trainers to disseminate knowledge to different target groups (leadership and members) on issues such as trade unions and human rights, basic trade unionism, gender awareness, OHS, leadership and trade union administration, collective bargaining and grievance handling.

Below is an illustration of the education strategy:





*The education strategy in the Trainers' Training Programme consists of the following elements:*

*A core group of trainers identifies and introduces various adult pedagogical methods. The core group is involved in developing and producing relevant teaching materials in local languages and integrating the cultural characteristics of the country in question. Membership meetings: For each TTM training module participants go through, they are offered to arrange and carry out an activity in their own local trade union on the basis of the completed course. The accomplishment of the activity and the documentation hereof become then a prerequisite for participating in the next module. The elected principal officers of the trade union need to define the priorities of the content of the teaching effort and approve the teaching materials before these are put into use. Education conferences are held when a suitable number of trainers are active, and the conferences provide on the one hand the political leaders with an opportunity to lay out policies and priorities to the trainers, while on the other hand providing trainers with an opportunity to highlight members' needs to leaders and build a trainers network in the organisation.*

*Facilitating training activities as trainers' practices in connection with the education is an important part of the strategy, and ensures new trainers with a possibility to develop as trainers. It also provides the organisations with an opportunity to involve co-trainers to ensure a sustainable number of trainers in the organisations that may eventually provide a pool of potential trade union leaders in future..*

The trainers are an important resource base for trade unions with their knowledge of learning systems, structures and techniques. This is particular in relation to educating members and local union leaders on issues affecting members as well as building the capacities of local union leaders to provide services to members in terms of grievance handling, collective negotiations and enforcement of national legislations (labour law) and international instruments (ILO Conventions, UDHR, CEDAW, and the like).

With emphasis on improving working and living conditions for workers, trade unions can utilise the trainers with their knowledge on pedagogical methods to train members and trade union leaders in different sectors. In addition, training and education programmes on workers' rights and concerns may support awareness raising of workers in all sectors. Furthermore, training and education programmes may also be utilised to promote knowledge and skills of shop stewards and trade union leaders from all sectors.

The Education Strategy will result in the following:

*Establish and increase sustainable pools of trainers in the unions*

Trainers are responsible for developing and implementing training and education programmes including implementing membership meetings at plant level to raise awareness amongst members and enhance local and national trade union leaders' capacity to provide members with relevant services. The trainers are important elements in establishing education structures within the national level and/or sectoral level organisations when continuous human resource development is required.



An important element of the education strategy is to include trainers' practices when facilitating training activities that ideally leads to providing new trainers with a possibility to develop as trainers. It also provides the opportunity to involve a co-trainer so that organizations are provided with a sustainable number of trainers in the long run.

It is important to conduct follow-up practices for trainers after the basic training modules in order to ensure that skills and competencies remain within the trained pool of core trainers. The sustainability dimension is strengthened among the core trainers group by ensuring that there is always more than one core trainer facilitating a specific topic. While developing the core trainers' experiences with facilitating training (as part of follow-up activities), core trainers should also be assisted by an "apprentice" core co-trainer in the development phase.

### *Database /Library of trainers*

An overview of trainer practices and skills must be developed in order to support the planning and monitoring of training activities. The organisation creates a database/ library in which the levels of education of the trainers as well as their academic, practical and facilitation experiences are recorded and monitored. Once training activities are planned, it is then easier for the organisation to select a qualified trainer.

### *Potential pitfalls*

- It is inevitable that some trained trainers may leave the organization. In order to avoid potential skills-deficits, it is very important to ensure that sufficient numbers of trainers on all topics are available to retain the trainer skills within the organizations;
- Education of trainers is not enough to create a strong pool of trainers - new trainers need to practice their newly obtained skills in daily life to ensure they continuously develop as trainers;
- Continuous updates of the database/library of trainers need to be part of the daily work of organisations;
- The complete strategy is costly, but can be customised and made flexible to lower overall costs (in 2018, a innovative brainstorm will be conducted to address this need), and
- Potential security risks need to be studied and analysed before new actions are carried out.

### *Development of Education Materials*

Production groups will be established (and/or expanded) to include trainers' trained (as a minimum) with a view to develop and produce education materials. Trained trainers will be provided with further training on how to produce simple educational materials including training on how to compose simple training materials, development of training aids and utilization of computers to develop training materials. The training will feed into the development of a learning package that includes training modules, hand-outs, session plans and training aids. Moreover, the production groups will also develop posters and brochures to support advocacy activities and campaigns for workers' rights.

### *Development of a Training Management Information System*



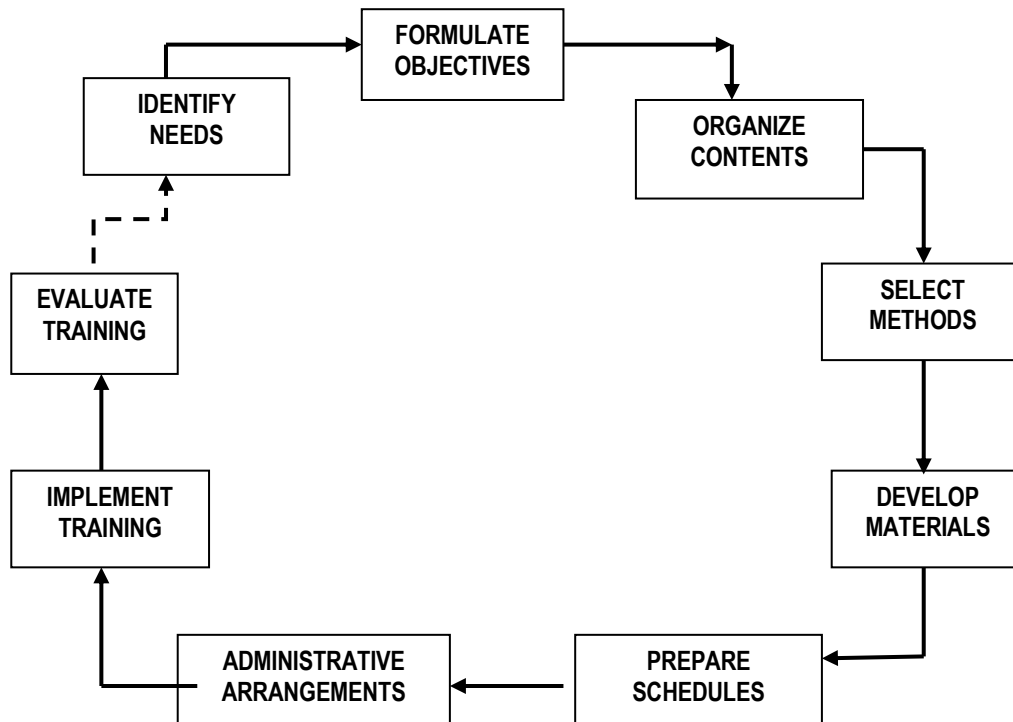
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Shop stewards and trade union leaders' awareness, knowledge and skills need to continue to be provided by trade union organisations and their relevant training and education programmes in order to be able to continuously update and enhance members. Members, shop stewards and trade union leaders will have different needs, while new members, shop stewards and trade union leaders will need basic awareness-raising and skills training. Others may need more advanced training and education programmes to enhance their qualifications further. Based on the feedback from members, local shop stewards and trade union leaders the elected leadership of the national unions will be able to prioritise which specific training and education programmes that should be implemented to meet the different needs. In order to monitor and plan the future needs for training programmes, a Training Management Information System will be helpful. The system will contain data concerning the number of members, elected shop stewards and union leaders and the trainings they have attended. The system will be utilised as a tool to assist the partner organisations in planning the supply of training and education programmes according to the needs of members, shop stewards and trade union leaders.



## Process Description of the Various Modules

The point of departure for all modules implemented under the DTDA Education Strategy is the Systematic Approach to Training Programme Development illustrated below:



<p><u>Trainers Training</u> <u>Module 1:</u></p>	<p>Introduction of the systematic approach to training programme development to participants.</p> <p>Over the next 5 days, the programme takes the participants through the different stages/processes. Concepts and key learning points in each of the stages are introduced through active lecture, and are applied through group activities in the development of a training design (curriculum) of a one-day/two-day plant level/local follow-up activity.</p> <p>After completing the 5-day Trainers' Training Module, the participants (in groups) should have produced a training design (curriculum) of a plant level one-day/two-day local activity using the method this seminar is advocating.</p>
<p><u>Trainers Training</u></p>	<p>Whereas Trainers Training Module I focuses on the overall design of</p>



<p><u>Module 2:</u></p>	<p>curriculum, TTM 2 deals with a more detailed planning, conduct, and evaluation of the different sessions contained within a training curriculum.</p> <p>In the various steps/procedures in the planning, implementation, and evaluation of the training sessions, again the systematic approach to training programme development is referred to.</p> <p>The programme takes off with experiential sharing amongst the participants of their training experiences – their participation in Trainers Training Module I and the respective training activities (plant level/local follow-up activity) implemented as a follow – up activity after participating in TTM 1.</p> <p>TTM 2 provides theoretical inputs and interrelated activities during the first two days necessary to give enough foundation towards the production of session plans (during the whole day of the 3<sup>rd</sup> day), activity sheets, hand-outs, and other materials needed for the conduct of the participants’ respective 30 - minute sessions and one activity. The sessions will be recorded on video and commented upon by other participants and trainers.</p> <p>Parts of the theoretical inputs/activities are deeper discussions with the tools for analysis, particularly on the two most important concepts introduced in the previous module: a.] Initial Behaviour, and b.] Terminal Behaviour. Additionally, the new concepts of <i>Passage Criteria</i>, <i>Learning Areas</i> and <i>Learning Levels</i> are introduced.</p>
<p><u>Trainers Training Module 3:</u></p>	<p>Kicking off with reviews of the concepts and learnings in TTM 1 and TTM 2, this module proceeds with theoretical inputs and activities on <i>Analysis of Target Groups</i> enabling the participants to adjust the sessions, objectives, and contents of a given two-day/five-day training programme in accordance with the target group and the session objectives.</p> <p>In teams, the participants will get an opportunity to conduct the adjusted training session, and thus promote team teaching and networking among the trainers in the long run.</p> <p>The reviews and further reinforcement on key concepts from TTM 1 and TTM 2 include the topics: a.] Communication; b.] Instructor’s Role; c.] Questioning Techniques; and d.] Body Language/Trainer Types.</p>
<p><u>Local Activities:</u></p>	<p>Often referred to as “Local Activities”, these follow-up activities define the very essence of the whole DTDA Education Strategy since it</p>





	<p>ensures that trade union education continuously reaches out to a larger proportion of its target groups particularly at the “grass roots”.</p> <p>After completing any of the series of courses under the strategy, each participant is given the opportunity to develop/conduct a one/two day follow-up programme based on identified needs of his/her union, and can come in the form of plant level activities, membership meetings, round table discussions or study circles. The accomplishment of the activity and the documentation hereof becomes then a prerequisite for participating in the next course.</p>
<p><u>Materials Production Module 1:</u></p>	<p>After completing TTM 1 and their follow-up activities, active trainers go through the Materials Production Module 1 that provides them with knowledge and skills in developing and producing low-cost educational materials in local languages using local technologies.</p> <p>Among the expected outputs in MPM 1 are simple pamphlets, learning elements, and information materials and are developed/adapted through the application of “simple texts, lots of illustrations” principle.</p> <p>The core group of trainers then form production groups and provided with opportunities through Production Group Meetings develop low – cost training support materials based on priorities defined by local leadership.</p>
<p><u>Materials Production Module 2:</u></p>	<p>As and when the Production Group is fully operational with the initial package of low-cost training materials developed, additional knowledge and skills in terms of developing and producing more advanced types of training materials will be provided to the trained trainers-cum-materials developers.</p> <p>Materials Production 2 originally was focused on pictures and slides, and the effective use of slides projection as a training aid.</p> <p>But with the advancement of multimedia technology, Materials Production 2 can instead now focus on the development of PowerPoint slides.</p> <p>The sessions dealing with the basic principles of pictures and photography, being the basis for slides, Power Points or otherwise, will of course, remain.</p>

<p><u>Education Conferences:</u></p>	<p>Education Conferences are avenues where political leaders and union</p>
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	<p>educators discuss and assess how existing education resources and capacity can best be put into use and/or further strengthened to respond to organisational policies, development needs and priorities.</p> <p>Apart from active trainers who have completed at least TTM 2 and elected union officials, participation in the Education Conferences can be extended to other organisations with background on workers' education for information and experience sharing.</p> <p>It is usually during Education Conferences where an established Trainers Network is endorsed by the organisation.</p>
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