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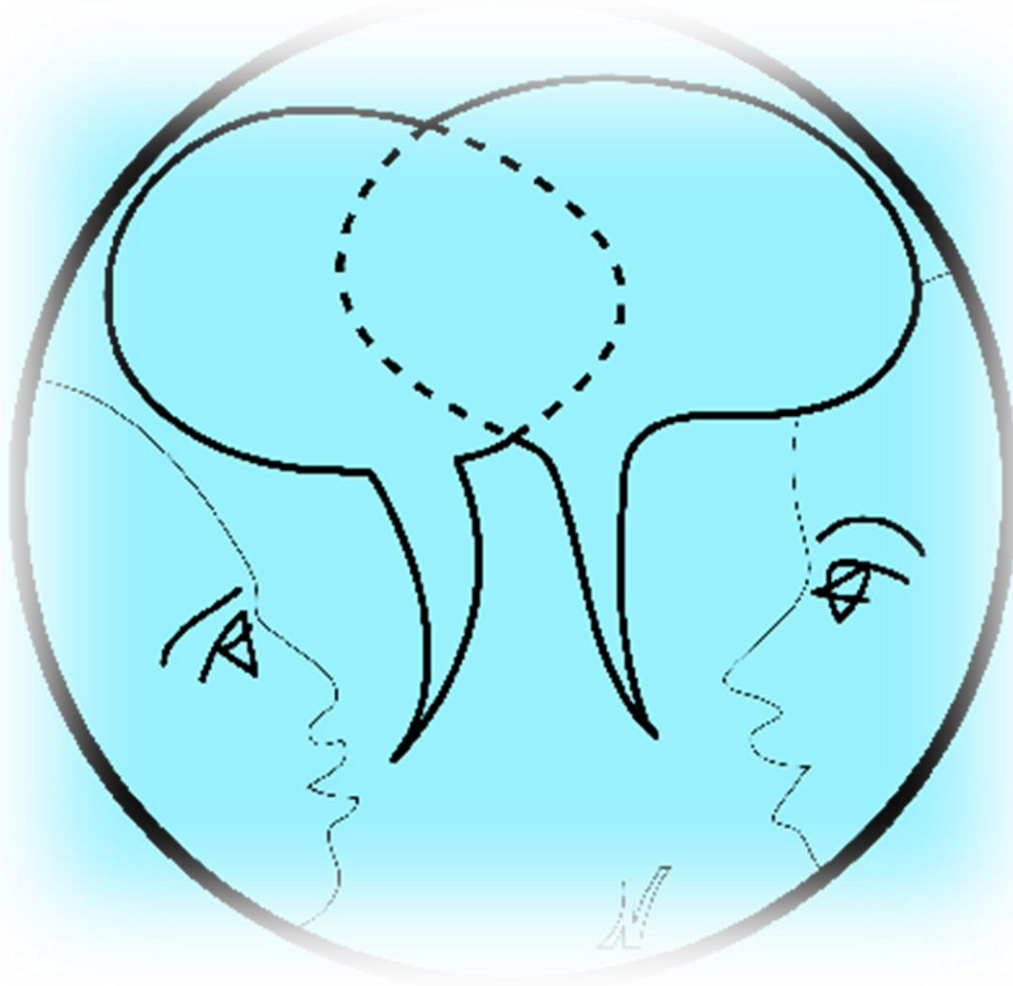
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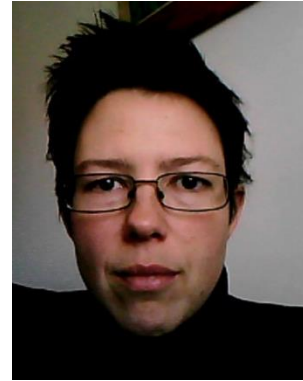
**Moving forward  
together – trade  
union education  
for the future**

**GFTU Union Building Conference, 12th November 2016**  
**Yarnfield Park Training and Conference Centre**

# Who we are...



Erika Laredo – Leeds Beckett University



Nadine Rae, Transport Salaried Staff Association



Mike Seal – Newman University, Birmingham



Alan Smith – Leeds Beckett University



# Aim of today's session

- to reflect on informal education approaches and how they inform Union Learning (building on last year);
- to consider where learning takes place, and how best we manage and lead it;
- to explore the relationships between activism, education and social justice;
- to look at how we take this forward together.



# Structure of the session

## Introduction

- building on last year's Progressive Summit
- theories and practices revisited
- where education happens

## Parallel workshops: (45 minutes)

- |    |    |
|----|----|
| A) | B) |
| C) | D) |

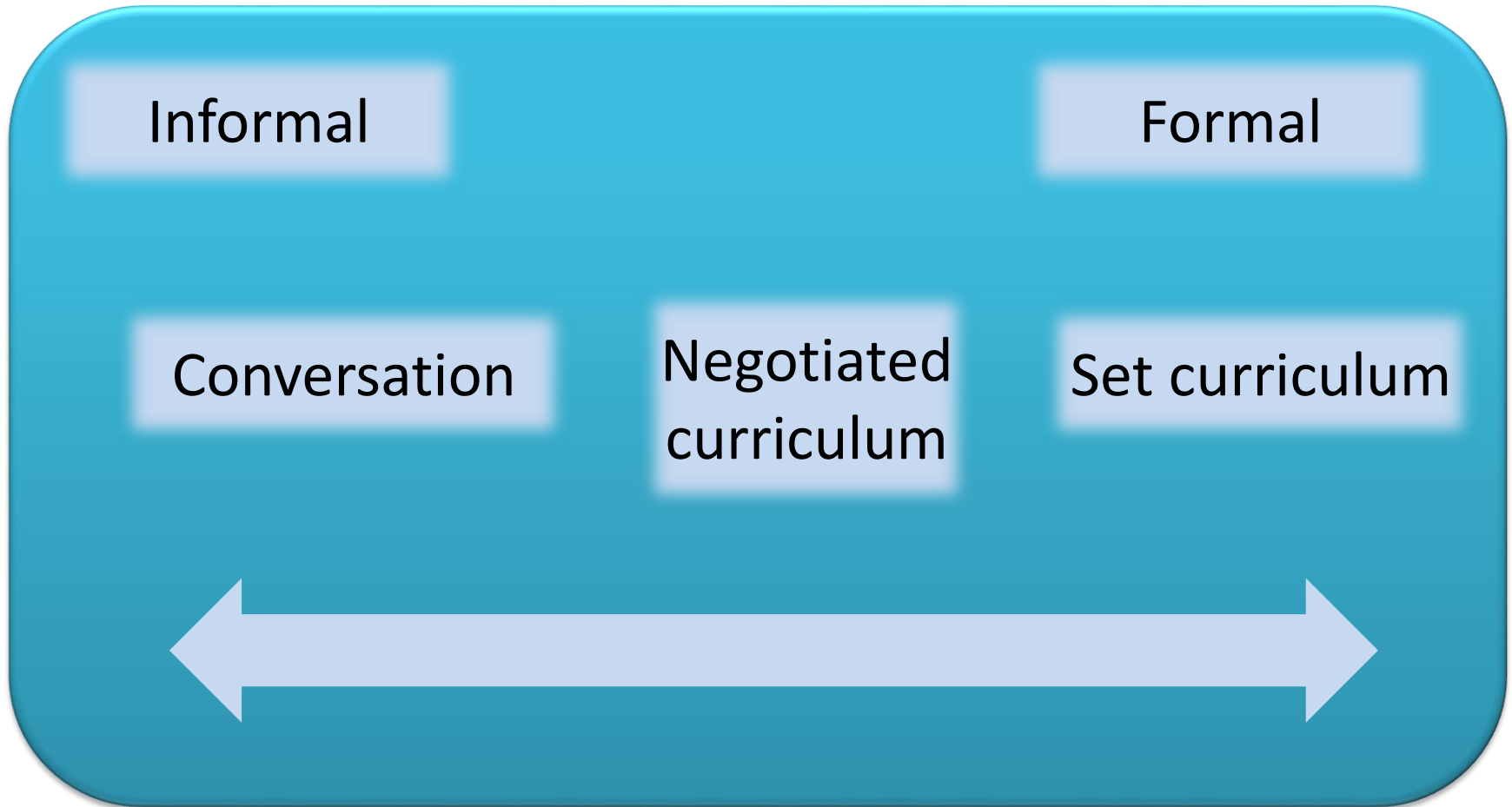
**(Tea / Coffee Break)**

## Parallel workshops: (45 minutes)

- |    |    |
|----|----|
| E) | F) |
| G) | H) |

## Planning for the future

Last year we introduced you to the  
Informal / Formal Education continuum



(Jeffs & Smith, 1999)



	Traditional model
<b>Implicit model of society / community</b>	Consensus – we are happy to go along with the majority view and <i>consent</i> to being lead
<b>Premise / assumption</b>	Basic harmony of interest – “we have more in common than differences”
<b>Strategy</b>	Education and training maintains the status quo and seeks to improve everyone’s experiences
<b>Dominant Outcomes</b>	Open Access courses Co-operative models of working Training is often to enhance or improve a person’s job performance or enhance career progression



**Implicit model of society / community**

**Premise / assumption**

**Strategy**

**Dominant Outcomes**

Reformist model	
	Pluralism – we recognise that society is diverse, and people are different but have some common ground and shared values
	Heterogeneity – our starting point is that individuals in a group / society will differ, and this may need action to address it
	Selective Intervention – working on specific issues or with specific groups to try and make things more equal as opportunities
	Positive Action models Training is offered to groups seen as disadvantaged to give them a better opportunity to progress





**Implicit model of society / community**

**Premise / assumption**

**Strategy**

**Dominant Outcomes**

Radical model
Conflict – the working classes are in constant conflict with power-holders, and are kept in their place through class structures and oppression
A dominant few, supported by a controlling media and bankers (etc) seek to maintain and assert their power through dominating the working classes
Social / Community Action, often informed by the work of Freire or Alinsky – Union Activism is a key ‘battleground’ for change
Empowerment Education Education is never neutral Alliances are made to create change through action / activism



# Theory revisited (Mike?)

Friere – Brazilian educationalist (1921-1997),  
'pedagogy of the oppressed'.

Nature of learning - non banking education

Nature of learning relationships – dialogue

Nature of education – Silence, critical  
consciousness, generative themes and teachable  
moments.

# Banking education

You might find that teaching on our course is not what you expected. You might have thought university would consist of a teacher, who 'knows' the 'subject', at the front of a classroom giving a 'lecture' i.e. giving you information which you are to write down. At some point you will be required to regurgitate this information back in the form of an essay or exam to show that you understood. You then promptly forget this information to make room for the next bit of knowledge you are meant to 'learn'.

For us this is not education, this is temporary rote learning of uncontested information. Especially in this day and age, you can quickly access what we could give you in terms of information via the internet in seconds – so what's the point of that?

# Dialogue

For us education is something else, it is helping you become critical thinkers to discover, or uncover, knowledge and assess its worth.

Knowledge is not static, it is dynamic. It is created through dialogue. In a very real sense I cannot tell you what is right, for there is rarely a 'right'. Sometimes you will know more than we do, and we should acknowledge this and let you educate us. We have to create and contest knowledge together.

# Silence and consciousness raising

Common sense is rarely common, as in everyone agrees, or makes sense in that its logical. Facts that were 'known' 100 years ago, are now discredited. Those in power might tell you that it is 'common sense' that things stay as they are. Knowledge is power and rarely neutral. Some ideas are hard to sometimes understand because they are trying to look at difficult things – they are not obvious because they are trying to get beyond the obvious, remember 'common sense'. Sometimes ideas are deliberately made hard - those with power trying to keep power by using long words to silence you – the onus is on you to not let this happen.

Teachable moments and generative  
themes

Trump!

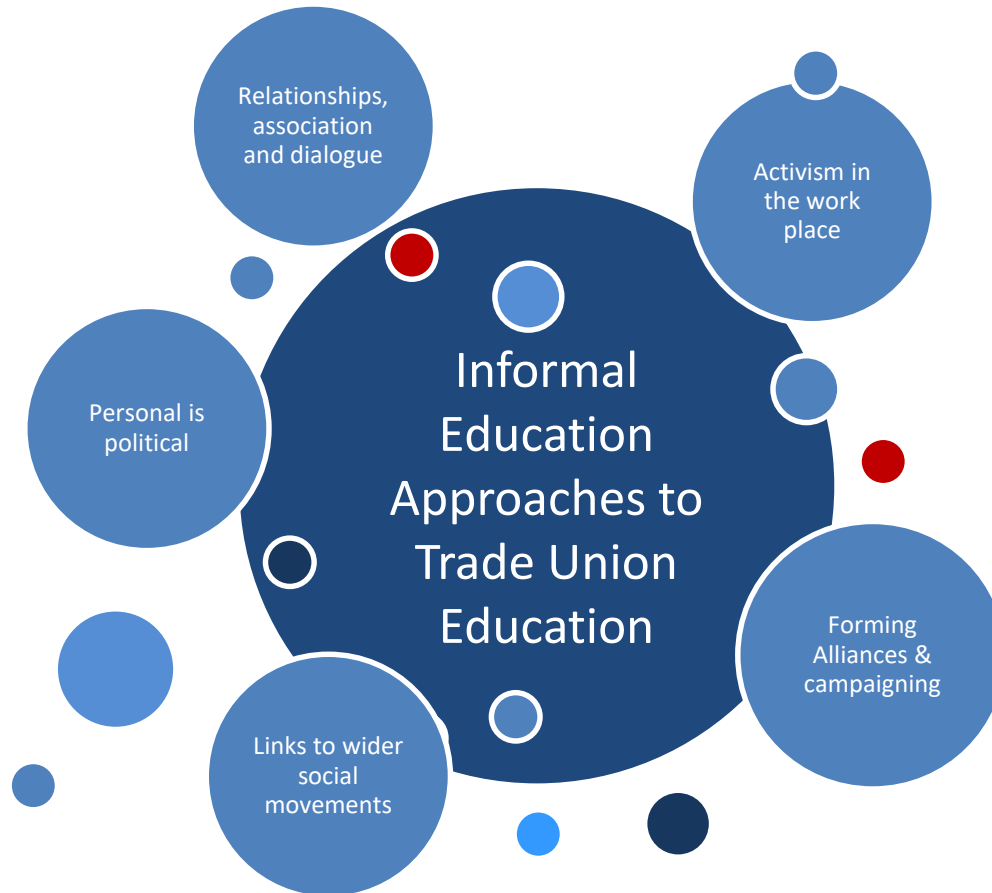
# Where does Learning take Place (Nadine?)



Explain different approaches being used

Include a mention of socratic dialogue if we are going to do something about it in a workshop

# Informal Education and Trade Union Education (Mike??)





# The place of Unions as Learning organisations (Mike/Nadine?)



Link to Social justice agendas + book proposal

# Trade Union Education: Transforming the World

- Section one: History, context and background
- Section two: Key concerns for trade union education: the political, the educational, the activist and the community.
- Section three: Good practice examples in particular contexts
- Section four: International learning from wider educational movements



# Conversation – Group task at tables

- Where and how do you learn?
- ?
- What could/should Trade Union education look like?



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