

Work plan

Research Group: Workers' Education and its role for critical political Consciousness

A research in two phases

I. Objectives

Documenting and analysing and Workers' Education activities in a chosen union or union branch/department, labour association/group and assessing its impact on the critical political consciousness of the workers who participated in those education activities.

Gaining inspiration from the different case studies in order to improve further education activities

a) Objectives of the First phase/part

- Identifying the meaning, aim, content and form of Workers' Education (WE)
- Identifying the function of WE – how does it complement the other activities (collective bargaining organising, counselling etc.) of the chosen union/labour association, etc.
- Identifying and assessing the **short term** impact of WE

b) Objectives of the Second phase/part

- Developing minimum criteria and a method for the analysis/measurement of critical political consciousness linked to Workers' Education
- Identifying and assessing the **long term** impact of WE on workers critical political consciousness and its link to practices
- Exchanging ideas on the potential and limits of WE
- Exchanging best practices

II. Research question

What is the meaning, content and aim of WE and how does it impact on workers political consciousness?

III. Method

The **criteria** for choosing an educational unit are the self definition of the institution/group/association as undertaking **political** Workers' Education.

Method. Case studies (first part):

- Based on literature and documents (reports, websites, news letters etc.) the case studies will broadly document the context of the WE in the country (if not possible of the region) and how the chosen unit of analysis fits or differs from the mainstream WE.
- Based on documents or if not available interviews (see below) the case studies will describe their unit of research (what kind of labour institution/group, how it is functioning, why it is particularly interesting for the research)
- Based on semi structured interviews (at least 4 interviews) with actors in the field like education organisers, trainers, officers, planners (the terminology is not exhaustive) the case studies will document and analyse the educational concept and activities of their unit of research.
- Strongly recommended is a participatory observation of at one (or more) education activity (try to be as invisible as possible and take notes of what you are observing) in order to better document and analyse the education process (e.g. interaction between “facilitator” and “participants”) and the short term impact of education.
- Case studies which will analyse the education **process** from the point of view of the trainers/organisers will ask them to write a diary of their activities.
- Based on literature provided by the coordinator and the other group members the case studies will identify which kind of WE they have documented and analyzed

Method: Case studies (second part):

- Based on a literature review made by the coordinator on the discussion on critical political consciousness through education and based on the set of criteria (indicators) for political consciousness developed at the Summer School 2012.
- Based on semi structured interviews and/or observations the case studies will analyse if the educational activities had a **long term** (more than one month) on the critical

political consciousness of the workers.

- The analyse of the gain in critical political consciousness can be completed by evaluation documents or own observations during oral evaluations that have been undertaken by the union branch/department, labour group etc.

V Chapter Frame work of the case studies

- Mapping shortly the context/landscape of WE in a certain area/region/country (is WE widespread? who provides it? etc.)
- Explaining the method (who was interviewed, interview context and process, questions, participatory observations etc.)
- Explaining why the **unit of analysis (UI)** is interesting for the research and how does it fit in the above mentioned context.
- Mapping shortly the organisational structure and function of the UI
- Explaining how does WE complement the other activities of UI?
- Summarising how and why did WE in the UI evolved through time?
- Explaining what is the definition of WE for the UI?
- Explaining what is the aim of WE for the UI? (What do they want to achieve)
- Explaining content and method of the educational activities
- Explaining how and why do workers participate in the educational activities (voluntarily, compulsory, because of lack of other educational opportunities, to gain power, because of certificates etc.)
- Explaining why and how do the educational activities have a (short term/long term) impact on workers political consciousness? (relation between education, consciousness and practices/use of indicators)
- Categorizing WE of the case study (instrumental approach VS radical approach, Vocational training/strengthening capacities/WE for societal transformation, etc./see literare review on WE)
- Assessing of the analysed WE: what are the pros and cons, what are the potentials and limits?
How could this kind of WE contribute to an understanding of (global) political forces and capacities to deal with them?

VI Deadlines for the case studies

- Short case study proposal – 23 of December
- Feed back on the the interviews (conception/preparation or field research)- 1st of June
- First draft of the case studies – 15 of August (**last! drafts can be sent earlier**)
- Final draft of the case studies – 15 of September

VII Dead lines for the coordination

- Providing questions guidelines for the interviews (15 January 2013)
- Providing support/comments on the interview preparation/field research (15th of June)
- Providing support/comments on the first draft of the case studies (30th of August)
- Presenting the Findings (Summer school)
- Writing the research report (after the Summer School)

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