

ACW Team Meeting

NOV. 25 - 27, 2016

SFU WOSK CENTRE FOR DIALOGUE, VANCOUVER, BC.

Preliminary Report on Delivering Climate Training to Union Leaders: Models of Engagement and Sustainability

ADAPTING CANADIAN WORK AND WORKPLACES TO RESPOND TO CLIMATE CHANGE PROJECT [SSHRC2014-2021]

About the Project

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About the Project

Helps to fulfill the Training and Education section of the “Knowledge and Mobilization Plan: ACW Submission to SSHRC,” and supports the work of the Training Working Group.

The purpose of this project will be to gather information on the models that the Canadian labour movement is using to deliver training and education programs, and the best means by which the ACW project can mobilize its knowledge through these programs.

Our Approach

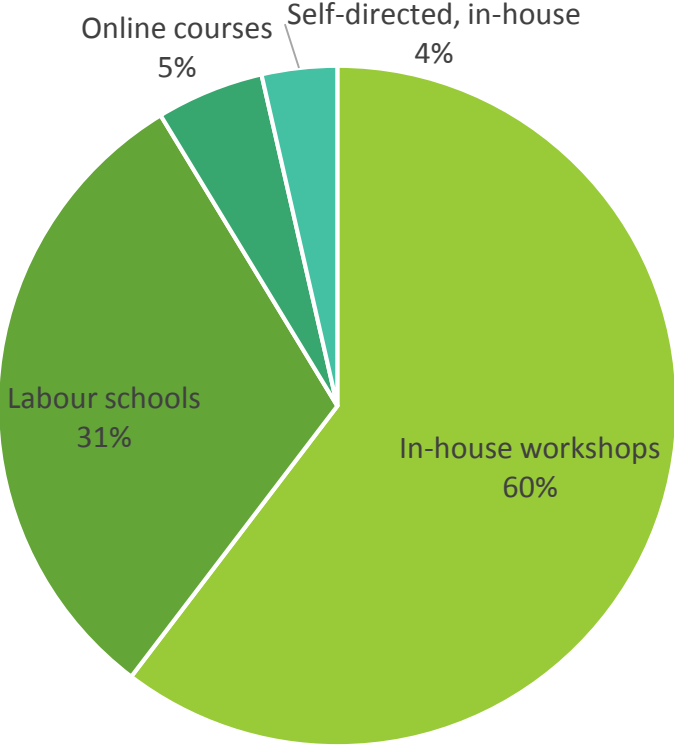
Online survey of union education and training program

Created a database of programs (394 records)

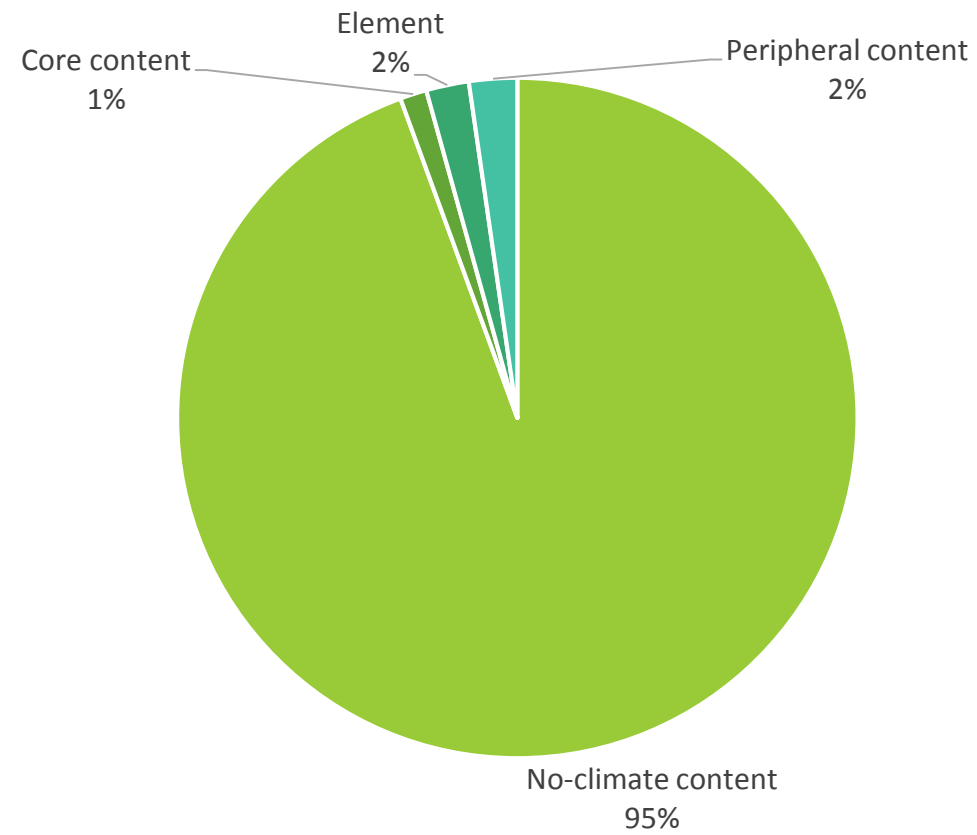
Interviews

- Federation: Canadian Labour Congress
- Trades: UA Canada
- Public-sector union: CUPE National
- Private-sector union: Unifor

Education Database (394 records)



Climate content



What are the Drivers of Climate-Labour Learning?

Compulsory

- Regulator requires training (e.g. government)

Pro-active

- Union initiates course
- Members seek positive learning opportunity

Re-active

- Employer initiates changes
- Industry is changing (could be positive or negative for workers)

Two types of Labour Learning

TRAINING

Required for you to perform your job

EDUCATION

Improves your ability to serve your union

What is the Benefit to the Student?

TRAINING

Become a better worker

Increase wages

e.g. Skilled trade

EDUCATION

Become a better unionist

Conditions of work (improve or prevent worsening)

e.g. local bargainer

Become a better person

Professional development

e.g. climate activist

Is it Formal or Informal?

TRAINING

Formal

School/College

Approved curriculum

Certified instructors

Certification (Red Seal)

Apprenticeship

Informal

Stand-alone course

Qualified/Non-expert Instructors

Some recognition

Is it Formal or Informal?

EDUCATION

Formal

College/University

Approved curriculum

Expert/academic

Certification/degree

Informal

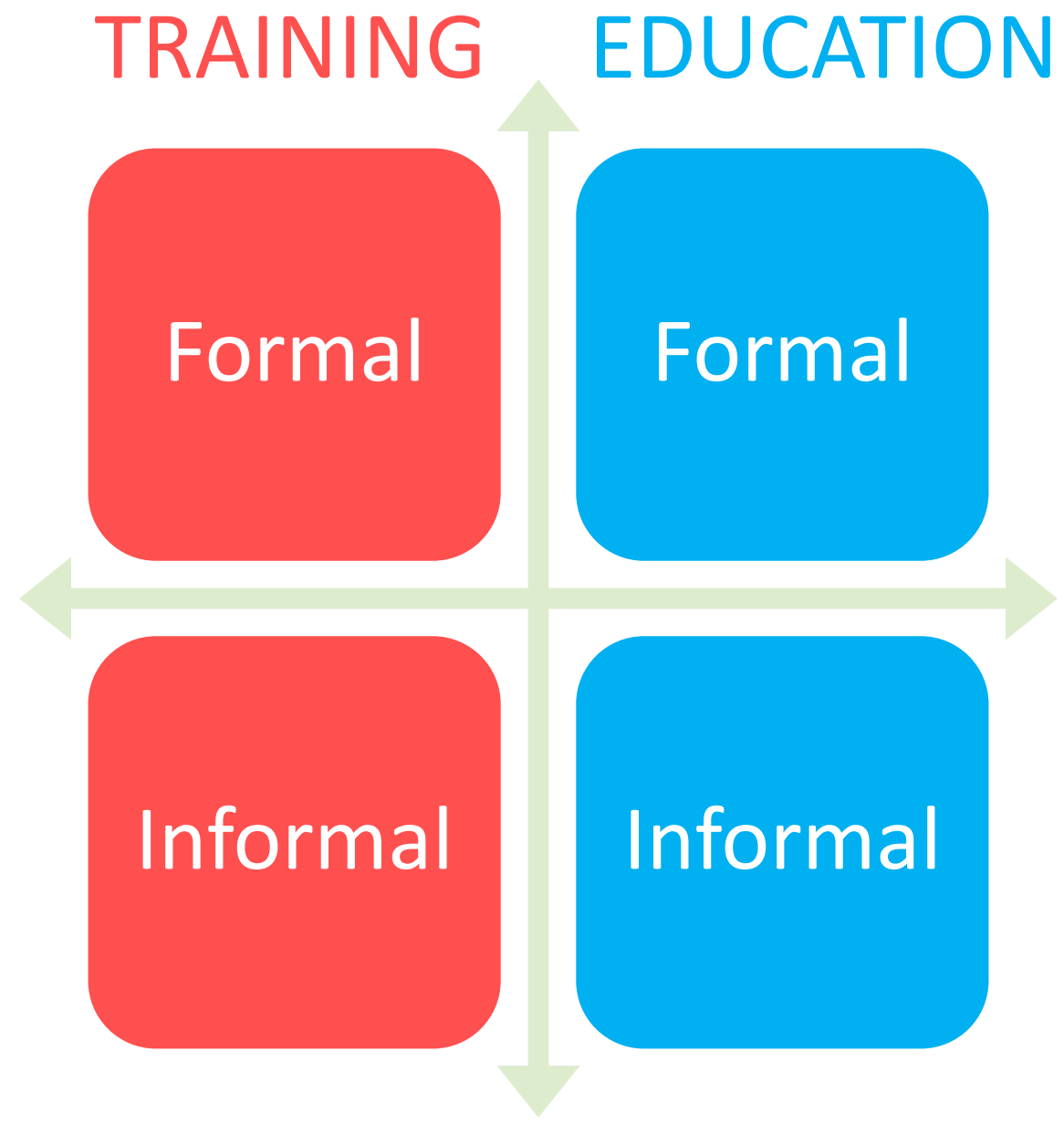
Labour schools/workshops

Instructor-developed content

Experts/representatives/peers

No certification

Labour Learning



Who is Teaching?

Certified instructors (Trades)

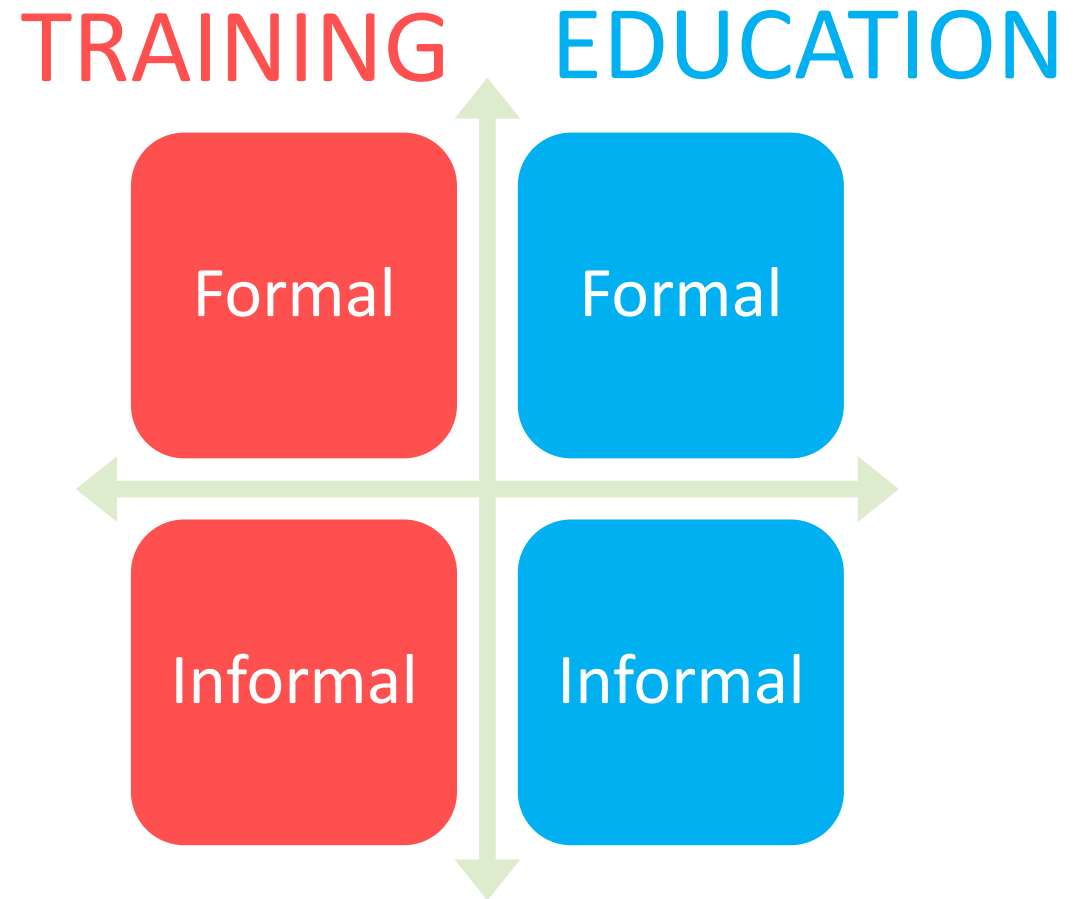
Union representatives (Environment, Occupational Health & Safety, Education)

Experts and academics

Community/labour educators or activists

Union peers (member-to-member)

Self-learning (e.g. online)



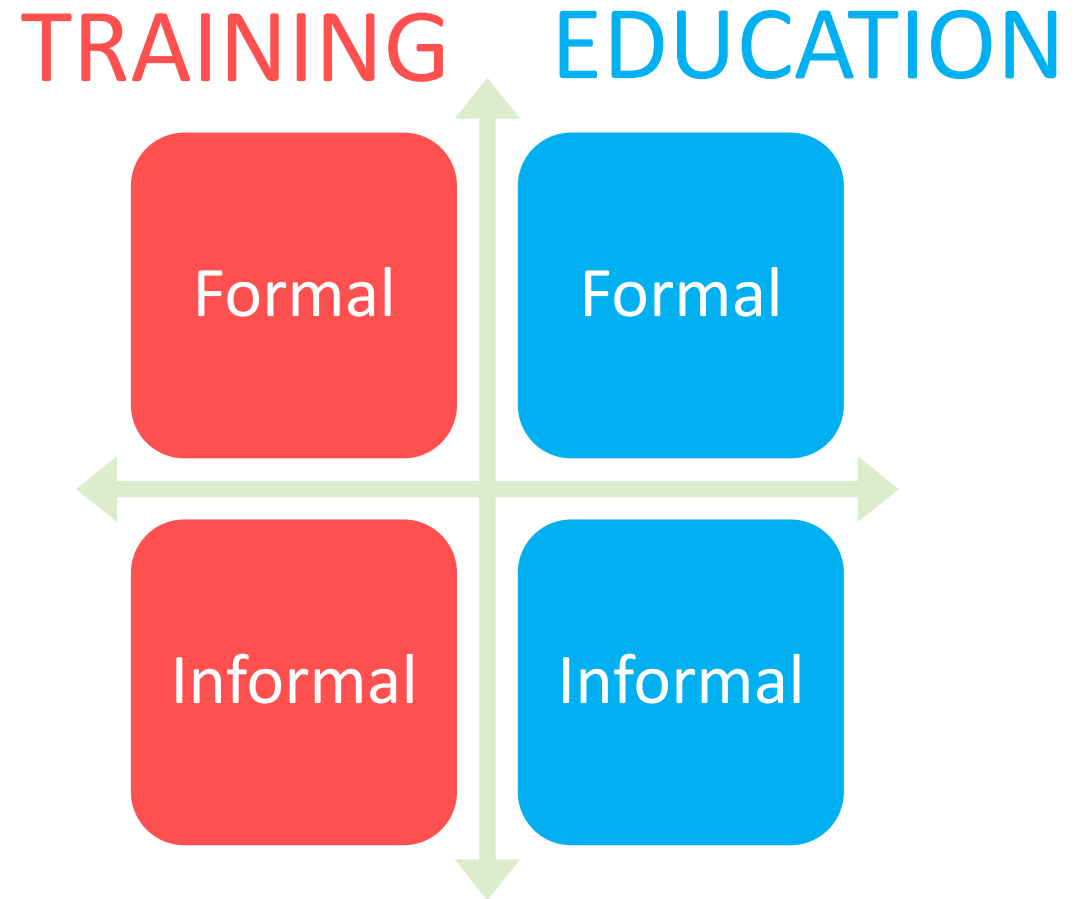
How is it Being Funded?

Student tuition

Government Ministry/Agency funding

Union dues

Employer contributions



Best Advice from Interviews

Climate-Labour interest is growing

Training needs to be connected to improving income

Compulsory is best driver for climate training

Face-to-face training predominant

Some mixed in-person/online may be the future

"Lack of expertise" inhibits peer-based training

Stand-alone workshops may have low-participation

Integrated with OH&S may frustrate participants (disconnection)

Interest in "Green Stewards" but competes with other priorities

Joint worker-employer training may meet resistance in union leadership

How do we Mobilize Climate Knowledge?

TRAINING

Climate training must be compulsory

Influence curriculum

EDUCATION

Create demand for climate education amongst local leaders

Offer self-learning opportunities on-line

Provide customized content to union educators

Develop stand-alone workshops delivered by our experts for labour schools

Final Thought

"What, for whom, and why?"

- Susan Nosov, CLC

Clear answers are crucial for our success!

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Questions?

Labour Learning

