Toolkit to Build Union Strength

for more effective education unions

Education International (EI)

Education International represents organisations of teachers and other education employees across the globe. It is the world's largest federation of unions and associations, representing 30 million education employees in about 390 organisations in 180 countries and territories, across the globe. Education International unites teachers and education employees.

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Foreword

Building Union Strength: What's at stake

In recent years, profound changes have impacted education systems and the teachers and support personnel who make quality education possible. These include inadequate public education budgets, the haphazard introduction of new technologies, the increased use of private operators, and of course the COVID 19 pandemic which disrupted schools and learning in every corner of the world.

These profound changes also represent challenges for education unions, from how they operate, to how they retain and recruit new members. Some unions lost members, others were forced to adjust their approach to social dialogue and mobilization due to government restrictions and crackdowns. Many unions were forced to take a defensive position to maintain historic rights or even remain in existence.

These challenges are also opportunities. One can see that teachers and education workers are committed to their organizations, they see that individually they do not have the ability to improve their own situation and status. It is outrage at injustice, and hope that progress can be made, that inspires and mobilises them. It is the conviction that we share in our collective, democratic strength, as the way to make change.

Union renewal: the new imperative

Educators, like other workers, have always had to unite, reflect, and act to obtain new rights and improvements in their working conditions. This is the challenge we face again today: how to adapt to profound changes? how to reinvent and rethink the way we operate as unions?

In response to this urgent need to strengthen trade unions the EI 8th World Congress adopted a resolution on union renewal (see Bibliography [1] page 53).

This resolution calls for consideration of the development of a "union renewal toolkit – a set of flexible resources, able to take account of cultural and contextual differences, which can help affiliates that seek to reflect on current experiences and bring about strategic organisational change".

It is in that spirit that we offer this Education International Toolkit to Build Union Strength. This toolkit is designed to help unions, in

many different contexts, to engage in critical thinking and reflection, and take action to build their power.

Over time we would like for this reflection process to enable what the resolution refers to as sharing knowledge, expertise, and reflections of EI affiliates. We want the guide to come to life through the experiences of our members as they use and implement the strategies proposed.

A toolkit for you

It is only at the national and local level that union building and renewal can take place. EI's contribution is to offer discussion tools to facilitate gathering and sharing of knowledge among member organisations.

There is no magic formula to build union strength; it is up to each organisation to find the right ingredients and put them together in their own context. There are, however, some principles that strong unions have in common.

Key factors include active members and multiple levels of leadership so that that the future of a union does not depend on a handful of leaders. Another important factor is the ability to question their own practices and operations. This means listening carefully to the needs of the grassroots, being inclusive, having democratic internal processes and being open to alliances and coalitions.

Unlike many global actors, which are often top down, the strength and legitimacy of Education International comes from its member organisations. It is this structure that sustains its actions and that enables us, at the global level, to take the lead as the voice of the teaching profession and the voice of the organized education workers at its core.

This toolkit is now yours. It is up to you, as organized and engaged unions, to bring it to life, to implement it, to empower your organisation and the international trade union movement.

David Edwards
General Secretary,
Education International

What you will find in this book

Part 1 explains how to carry out a self-diagnosis of your organisation. A self-diagnosis is a reflective exercise that will give you a picture of where your organisation stands, what structures and processes it is made up of, and how it operates in its environment. The aim here is not to judge, but to look at different elements that may not become apparent in the day-to-day work of a union.

Part 2 helps you to check where power lies in your union and how you operate best as an organisation. What are the strengths and weaknesses of your union? What opportunities and threats come from your environment, and from your organisation's own way of doing things? For those of you familiar with strategic tools, this is what is called a SWOT analysis. There are many tools available to unions, and this one should definitely be part of your repertoire. Well used, it will help your union refine its strategy and gain important insights.

Part 3 describes how to define an action strategy – from identifying objectives and activities to evaluating and monitoring results. The key question is: what is the change we want to achieve? This chapter is inspired by the relatively recent Theory of Change (SWOT and Problem Trees have been around for longer), an analysis used to focus not so much on identifying problems but on finding solutions. When you have your strategy defined, and have a very clear picture of where your union stands, the idea is to go from analysis to action and draw up an action plan. What steps are you going to take? What logic are you going to follow? What will the path towards change and success look like for your organisation? And how will you know that it has worked?

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Tables and charts

Glossary

Some of the terms we use regularly mean different things in different countries. To avoid any ambiguity, in this section we specify the precise meaning we will give to certain terms in this document.

We have also added a few concepts that appear throughout the text.

Union member: a person who has paid union dues but does not perform any specific work for the union.

Activist: a person who has paid union dues and plays a role for the union, sometimes informally, without necessarily being either elected or compensated for it in time or money.

Union leadership: elected people in charge of running the union and implementing the decisions made in union meetings.

Educators: all education personnel, whether teachers, support personnel, academics, researchers, or school administrators.

Democratic: a democratic organisation informs its members in a transparent way and allows them to take an active part in decision making, including the choice of representatives. Each member has an equal vote.

Strengths: those conditions within an organisation that can enhance the achievement of its goals and objectives.

Weaknesses: internal conditions that hinder or limit the development of the union's activities and its overall functioning.

Opportunities: conditions, at the external level, that can contribute or help the development of the organisation's activities and, consequently, the fulfilment of its strategic proposal.

Threats: external factors that can limit or strongly affect the organisation's actions and, for this reason, require special attention in order to control or reduce their impact on the organisation.

Introduction

How we designed this toolkit

A toolkit that builds on previous Education International work

In designing this toolkit, we have drawn on the work that Education International and member organisations have done in recent years on union renewal.

The resolution adopted in Bangkok (Education International, 2019, p. 53) provides important elements that member organisations might want to consider on what a union renewal process could look like. The research by Stevenson and Bascia (2017) offers a clear list of steps that a union may want to consider in order to strengthen itself.

Several pieces of work in the regions were also drawn upon:

- Research carried out in 2021 in Asia-Pacific, including a case study of 10 countries (Ford and Ward (2021)
- Research and workshops on union renewal involving member organisations in the European region, conducted by ETUCE in 2019 and 2020 as part of the Your Turn programme (Stevenson et al., 2020; ETUCE, 2020)
- A strategic planning guide developed by the Latin American region (Valverde, 2010)

Throughout the document, we have included quotes from these different documents. They are a reflection of our approach to putting a union building process into practice.

This document has also been inspired by the Trade Union Organisational Capacity tool (TUOC) produced by the International Trade Union Confederation (ITUC, 2019).

A toolkit developed with and for education unions

On the basis of the Bangkok resolution on union renewal, we undertook a series of consultations at different stages to ensure that the toolkit met a real need, and to ensure that the content and format were as relevant as possible to different union situations and cultures. The process has included:

- Focus groups of member organisations
- Consultation with regional offices
- Consultation of experts on international development and needs assessment

A practical toolkit, to be used in the field

Education International member organisations will be supported to use and implement the toolkit with:

- Regional, sub-regional, or even national workshops
- Support from Education International cooperation partners

How to use this toolkit

Who is this toolkit for?

This toolkit is designed to be used independently by any Education International member.

Ultimately, it is for the members of each union to assess what will work for them, where and when (Bascia and Stevenson, 2017, p. 3).

Can we be helped to use this toolkit?

Affiliates who feel they need help in undertaking a union building process can seek support from Education International. Methodological assistance can be provided by Education International, for example, in facilitating focus groups, using strategic planning methods (such as the Theory of Change and so on).

This toolkit can also be used in the framework of a cooperation project. In this case, partner unions can also refer to the Education International Development Cooperation guidebook (2021a) and the Education International Policy Document on Development Cooperation.

When to use this toolkit ?

It is worth choosing an appropriate time to engage the union in a process of analysis and strategic planning. The moment right after a union congress or national meeting, could be a good opportunity.

A union transformation process involves mechanisms and a mindset that move it away from ad hoc measures and make it a **quasi-permanent activity** (see Chart 13).

It is, and must always be, a 'work in progress' that must be constantly adapted, developed and revised by those who engage in the process of renewal (ETUCE, 2020, p. 92).

As part of a union transformation process, this guide – or only part of it – can be used at **regular intervals** – for example, every year – to assess the progress of the process.

Participating unions apply these insights across the day-to-day work of the union, and repeat the process (Ford and Ward, 2021, p. 4).

This toolkit contains several parts that can be used independently of each other.

Which framework for the process?

The activities proposed in this toolkit should be organised within the framework of the union's constitution and internal rules. Failure to do so could result in the process being deemed illegitimate.

It is important to make clear to participants what the process is for and how the results will be used.

Who should be involved in the process?

If the different stages of the process are split into several separate sessions, it is important that the same group of activists (see Glossary) attend all the sessions to ensure consistency in the procedure.

The process can be more effective if it includes a diverse group of activists:

1. Activists from different parts of the country
2. Activists of different ages, genders and ethnicities
3. Activists from different categories (different types of schools, teachers and support personnel, contract teachers, and so on)

The more varied the actors involved in drafting a Theory of Change, the richer the dream and analysis. Increase reliability and legitimacy by adhering to the inclusivity principle: nothing about me, without me (MDF, 2002, p. 39)*.*

Everyone involved in the process should view it in a positive and constructive way. Union leaders should not fear being judged, and the members (see Glossary) involved should not use the process to make judgements.

How to design the process

It is entirely possible to use only one of the three parts of this guide, or even only parts of Part 1 on self-diagnosis.

However, the document is designed as a logical sequence of steps in a process, and some unions may therefore embark on the whole process.

The process will be more thorough the more time is devoted to it. A workshop

with a great diversity of participants can lead to an equal diversity of debates. Having time to allow different views to be expressed and then to synthesise the different perceptions and opinions expressed by the group members will allow the process to move forward in a more robust way.

It is important to design the reflection sessions in a particularly **open way**. As the aim of the process is to examine and question union practices, it is important to reflect on those that may hinder participants' effective contributions. Using facilitation techniques or a trained facilitator can effectively help participants to become fully involved and to make comments and proposals without feeling uncomfortable.

What makes a strong and effective union?

Exercise: Your own definition of a strong union

Before we dive into this topic, we suggest you start with an exercise.

Imagine your political context, your environment, your national or local reality. Can you describe the main characteristics of a strong union? In the right-hand column of the table below (Matrix 1), you could also mention some key areas or activities that you think are particularly important across from each characteristic of a strong union.

Some key characteristics of a strong and effective union

The central goal of an education union is to achieve success for proposals/claims for three major stakeholders:

- For its **members**, in areas including status, pay, working conditions, professional autonomy
- For the **education system**, in areas including free, quality public education for all (Education International, 2022)
- For **society**, in particular for the promotion of human rights, inclusion, democracy, social justice and solidarity (Education International, 2017a)

Unions are representative organisations that exist to promote the interests of their members (Bascia and Stevenson, 2017, p. 57).

Main characteristics of a strong union	Key elements/activities
1. *Example: A union that has a large membership base*	*Collection of dues, young membership*
2.	
3.	

Matrix 1. Main characteristics of a strong union

Each union is the result of an evolution since its creation. The impact and power of each union is linked directly to the membership. Each union itself is, also part of a labor and political landscape that influences the union and poses opportunities and challenges.

It may seem self-evident, but it is still important to state that there can be no easy importing and exporting of ideas: what works in one place may not work, or even be possible, elsewhere. Education system histories, union histories, and union-government relationships are just some of the factors that have key roles in shaping individual contexts (Bascia and Stevenson, 2017, p. 11).

There is no universal 'ideal' description of what a strong union is. It will vary according to context, geography, and so on. Nevertheless, it is possible, and probably crucial, to identify certain fundamental criteria with which to assess an organisation in its context and the effectiveness of its actions in achieving the goals it has set for itself. This will be a strong basis to build upon when we define

our strategy, and what we want to change about our union.

Here are some key points that help make a strong union, based on consultations with Education International member organisations:

I A union with an identity and purpose

II A union that is open and inclusive

III A well-structured union

IV A democratic, independent, and membership-based union

V A union that brings people together – organising

VI A union that learns, a union with expertise

VII A union that helps members solve individual problems

VIII A union that communicates effectively

IX A union that makes proposals and demands

X A union that engages in collective bargaining and in policy dialogue

XI A union that builds alliances

XII A union that mobilises and takes action when necessary

Chart 1. The virtuous circle of a strong union

The central role of union dues

The regular payment of union dues by members is central to a union. It is the glue that binds together all the fundamental points mentioned above.

Indeed, for the member, making the effort to pay a sum of money to the union on a regular basis marks his or her support for the union's policy and values, particularly those of solidarity. This provides the union with a pool of people who are more easily mobilised (key point XII 'a union that mobilises').

In addition, the payment of union dues makes the member become part of the union family, and grants him/her a number of rights or benefits:

- **Having a say** in the development of the union's positions and in the use of the funds (**IV** '*a democratic union*')

- Being better **informed** about union activities in general (**VIII** '*a union that communicates*') and also about the use of the funds (**IV** '*a democratic union*')

- Attending training or participating in certain meetings (**VI** '*a union with expertise*')

- Receiving dedicated support (**VII** '*a union that helps members solve individual problems*')

For the union, having members who make a regular financial contribution allows it to be:

- **Autonomous** in its strategy, activities and communication

- **Sustainable**, i.e., to be able to plan medium/long-term actions

- **Independent** of any other organisation which, by providing financial support, could directly or indirectly exert political pressure

For the member

For the union

Benefit of the collective

Dedicated support

Democratic functioning

Union Dues

Independence

Sustainability

Representativeness
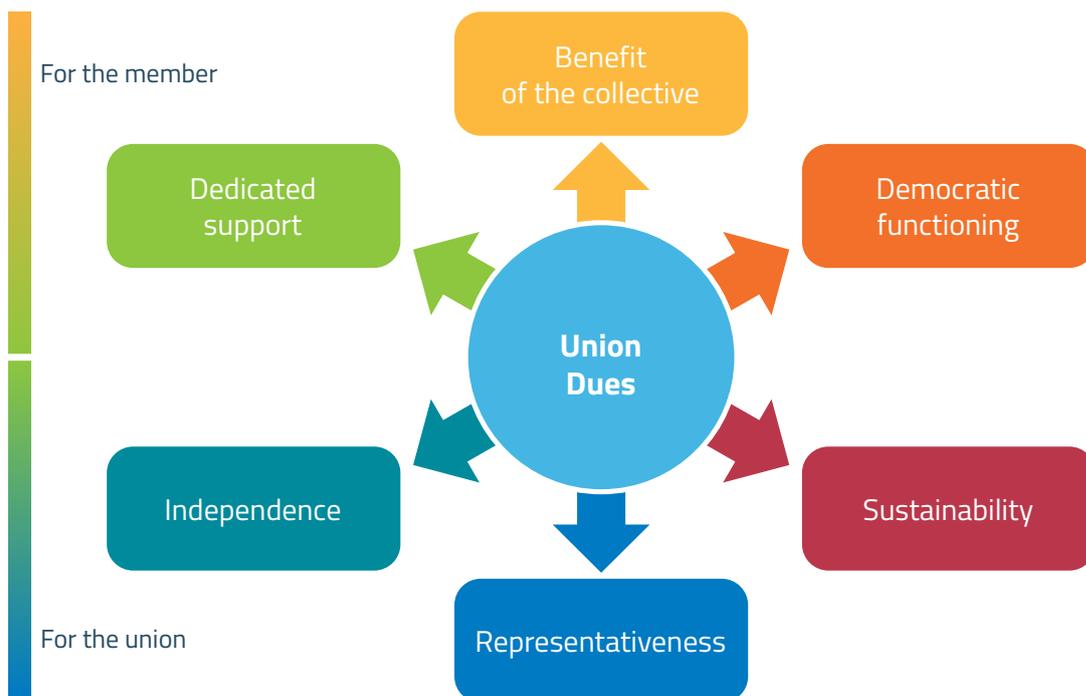
Chart 2. The benefit of the union dues system for the union and for the member

Union and non-union members

Each union must determine what distinction it makes between a member and a non-member, in terms of information, training, and individual services rendered. Making no distinction risks being interpreted as giving some workers a free ride and receiving benefits paid for by others. Conversely, not giving a non-union member any insight into the benefits of being a union member risks keeping them out of the union. This distinction is therefore extremely strategic and needs to be regularly assessed and adjusted if necessary.

Getting stronger step by step

The causes of union difficulties are not all external. Some of them are related to the unions and/or to their organisation. The good news is that the solutions to these problems are also in the hands of the unions!

Thus, if unions take the time to think deeply about a number of issues, analyse, look for inspirations and ideas and then decide, they will certainly solve part of their own problems.

The rest of this toolkit consists of a series of steps, from a description of the union's activities to an action plan.

OUTSIDE the union: What we have little to no control over

INSIDE the union: What we have control over

Chart 3. Inside/outside the union

Part 1: Carry out a self-diagnosis
Taking stock: What mechanisms are in place in the union? How does the union operate?

Part 2: Identify strengths and weaknesses
Taking a step back: What are the union's main strengths and weaknesses?

Analyse opportunities and threats
Anticipating: What, in the current context and the near future, constitutes an opportunity or a threat?

Part 3: Determine objectives, activities, and needs
Taking action: What are the objectives to be achieved, the path to get there, the resources needed?

Set-up a monitoring/evaluation/learning system
Further reflection: What results do the activities produce? Is there a need to change the action plan?

Chart 4. Structure of the document

One option for unions is to:

- Follow the different parts
- Devote as much time as possible to each part
- Involve as large and inclusive a group as possible in the discussions

It is also possible to use only part of the toolkit, depending on the needs of the union and time available.

Part 1: Carry out a self-diagnosis

Introduction

In this section, you will find a series of questions that draw on the main themes and sub-themes mentioned in the previous section. This will allow activists to make as objective an assessment as possible of what is in place in their union. A later phase of the process will allow them to take a step back and assess what, among the mechanisms in place and the actions carried out, constitutes a strength or a weakness (see Part 2).

Given the diversity of union cultures in different countries, and even within a single country – the system of collecting dues, laws and regulations governing social dialogue or strikes, the union landscape, and so on – some issues are more common than others. Therefore, the list of suggested questions is not exhaustive and could be modified by each union according to the context in which it operates, by adding, changing, or deleting certain questions.

It is important to note that a union does not necessarily have to carry out all the activities mentioned below to be a strong union.

This exercise is a first opportunity to put into practice some fundamental principles, such as information, dialogue, inclusion, democracy, and transparency.

Methodological advice

- Depending on the time available, some parts can be deepened by a specific workshop.

- A union that is short on time or wants to look for solutions to a specific problem can focus on just one of the 12 areas mentioned in this section.

- Many of the questions deal with complex issues, which cannot be answered by a simple yes/no. This is why the "Comments, explanations - How does this happen in your union?" box for each question offers the opportunity to add nuance related to the specific context and culture of the union.

- In the Annex, you will find tables that will help you summarise the answers to the questions in items I to XII of the self-diagnosis in Part I of the toolkit.

I. A union with an identity and purpose

A union is a special kind of organisation because it brings together many people who share a set of values and are willing to act on them. A set of values is common to all education unions around the world: promotion of education for all children, critical thinking, freedom of expression, equality, inclusion, social justice, democracy, peace. But each union has its own perception of priorities, depending on its history and the political and social context. In the same country, two unions with the same analysis of a given situation may have two different strategies on what to do.

Thus, it is possible to start a union building process by reflecting on the objectives and identity of the union and by clearly formulating these objectives. Differences in how members, union officials, and outsiders perceive this identity can provide a very inspiring basis for reflection.

1. The union has set itself core values, principles, and objectives:

    a. Developed collectively (link to '*a democratic union*', key point **IV**)

    b. Clearly described

    c. Widely disseminated (link to '*a union that communicates*' **VIII** and '*a union that learns, a union with expertise*' **VI**)

> *Comments, explanations - How does this happen in your union ?*

> *What is critical is to represent teachers' interests holistically and not artificially break off 'parts' of the job that cannot be separated from the totality* (Bascia and Stevenson, 2017, p. 57).

2. The union proposes a vision that brings together professional and industrial issues (link to '*a union that makes proposals and demands*' **IX**).

> *Comments, explanations - How does this happen in your union?*

3. The union investigates and analyses its reputation and image to aim for an alignment between its image and its vision.

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*This requires teachers to recognise the importance of their own agency and to have the confidence to assert it (*Bascia and Stevenson, 2017, p. 9*).*

Comments, explanations - How does this happen in your union ?

4. The union ensures that its operations and actions are consistent with its values, principles, and objectives (link to '*a well-structured union*' **III**).

Comments, explanations - How does this happen in your union?

5. The union is officially recognised by the authorities.

Comments, explanations - How does this happen in your union?

II. A union that is open and inclusive

A democratic organisation (see Glossary) must be representative of its membership. This means that the composition of leaders and elected representatives should correspond as much as possible with the composition of the membership, for example in terms of levels within the education sector. Gender equality is important in this respect, and factors such as age, ethnicity, sexual orientation, and disabilities must be considered. Strong unions have several layers of leadership that is collective and can be renewed with participation across demographic and other characteristics.

The strategic vision differs from one union to another regarding the categories of personnel. There are unions specific to one category of staff (e.g., precarious teachers, or secondary school teachers, or school administrators) which are very strong. Conversely, other education unions or federations draw their strength from diversity, including, for example, public and private teachers, permanent and contract teachers, pre-primary and higher education teachers, teachers and education support personnel.

1. Re-thinking union structures to create more inclusive and participatory organisational cultures and giving members multiple ways to engage with the union by reflecting their diverse interests and identities (Education International, 2019, [5][iv]). The union:

a. analyses the obstacles to the involvement of new members (link to '*a union that brings people together - organising*' **V**) – lack of knowledge of unionism, fear of retaliation, insufficient resources to pay the dues, lack of time to get involved, amongst others

b. develops and implements reception and integration mechanisms, particularly for women and young people

> *Comments, explanations - How does this happen in your union ?*

2. The union develops and implements internal mechanisms:

a. to prevent and remedy discrimination

b. to foster diversity

> *Comments, explanations - How does this happen in your union ?*

3. The union reflects on, designs, and implements arrangements for the participation of non-union members.

In no way does such activity act as a substitute for the union's traditional structures; they are complementary. However, these new ways of working can begin to influence more traditional structures in positive ways, while also acting as a platform from which many will engage in wider union activism (Bascia and Stevenson, 2017, p. 60).

Comments, explanations - How does this happen in your union ?

III. A well-structured union

An education union is a complex organisation. With resources based on individual dues, the union has members all over the country, in cities and in remote areas. Operating on democratic principles, the union must have mechanisms in place to involve all members in some way in the running of the union. The people who work for the union, whether they are volunteer activists or paid staff, have a wide variety of tasks that require a wide variety of skills. All of these tasks must be coordinated if the union is to be effective. That is why it is important to be well organised at all levels and that all levels are connected in a logical and democratic way.

1. The union has activists and structures at different levels: national, regional/provincial/district/city, local (school).

National team of activists

Activists in the provinces or cities

Activists in schools and universities

Chart 5. Structure of a union

Comments, explanations - How does this happen in your union ?

Union strength derives from the ability to work at multiple levels in any education system, and to be able to assert influence at all these levels (Bascia and Stevenson, 2017, p. 9).

2. The union can:

    a. agree on a definition of tasks, taking into account skills and issues

    b. develop and implement mechanisms for the collective work of activist teams at all levels (information exchange, etc.), including evaluation

    c. monitor the motivation and wellbeing of activists and put in place specific mechanisms to overcome problems

    d. carry out a permanent campaign to recruit new activists

Comments, explanations - How does this happen in your union ?

3. The union can develop and use a membership database to:

    a. monitor union membership

    b. tailor communications and services to member profiles (link to '*a union that communicates*' **VIII**)

Comments, explanations - How does this happen in your union ?

4. The union puts in place an effective system of information sharing between activists at different levels of the union (national, regional, local).

Comments, explanations - How does this happen in your union ?

5. The union operates rigorous and transparent financial management (link to '*a democratic union*' **IV**).

Comments, explanations - How does this happen in your union ?

6. The union operates in accordance with its statutory principles (link to '*a democratic union*' **IV**).

Comments, explanations - How does this happen in your union ?

IV. A democratic, independent, and membership-based union

The most effective and sustainable means to improve the fate of students, the profession and communities remain collective action through democratic, independent trade unions (Hopgood and van Leeuwen, 2019, p. 135).

Without a trade union, educators (see Glossary) have no voice. It is only collectively that they can have a voice and, in addition, that collective power allows the voice of individual members to be heard. A union gives members a voice and helps them to shape their destinies.

Educators' unions define their policies to defend and promote members' interests. Democratic structures, procedures, and cultures must be in place to ensure that the union allocates its resources accordingly. A union that visibly works for its members' interests will more easily recruit and retain members, have political impact, and will likely be more respected in society.

Being broad-based ensures that the union has its own income, which is an important first step to being independent. To function in a democratic way is another. The independence of the union from political parties and any other organisation is fundamental for the union to be able to concentrate fully on its mission. Being independent is an important condition to recruit new members even more widely.

We must transform ourselves from mass membership organisations to mass participation organisations. There is no union renewal that is not a process of democratic renewal also (Education International, 2019, [4]).
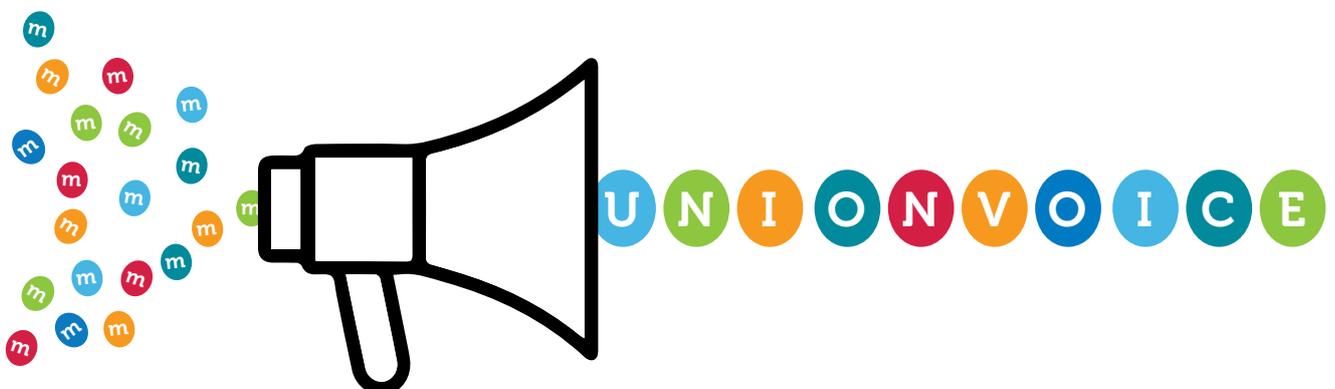

Chart 6. The union's voice is based on the members

1. The union:

  a. supports members – for example through training (link to '*a union with expertise*' **VI**) – to understand the rules for taking part in the union's activities, including the election processes and bodies

  b. puts these rules into practice and fosters union engagement in the workplace

Union influence depends ultimately on building the capacity, commitment, and confidence of individual members to act collectively (Bascia and Stevenson, 2017, p. 9).

Comments, explanations - How does this happen in your union ?

2. The union communicates with its membership in a transparent manner: a programme of internal meetings, finances of the union and evolution of the unionisation process, relationship with the outside world and, in particular, negotiations with the authorities.

Comments, explanations - How does this happen in your union ?

3. The union implements arrangements for member participation in order to:

  a. better understand and respond to their needs and demands

  b. be able to speak on their behalf

Connecting the profession both horizontally and vertically in order to speak for the whole profession (Bascia and Stevenson, 2017, p. 2).

Comments, explanations - How does this happen in your union ?

4. The union implements a democratic mechanism to collectively develop policies and demands.

> *Building democratic engagement: developing membership involvement in the union through formal and informal structures by finding multiple ways to involve members with diverse interests and experiences* (Bascia and Stevenson, 2017, p. 3).

Comments, explanations - How does this happen in your union ?

5. The union lays out the decision-making process in its Constitution and by-laws.

Comments, explanations - How does this happen in your union ?

6. The union ensures that it relies on its own resources, both human and financial, and thus remains independent of political parties or other ideological or cultural groups..

Comments, explanations - How does this happen in your union ?

V. A union that brings people together - organising

As far as the members are concerned, the union aims for:

- Representativeness (quantitative): a **large** membership
- Commitment (qualitative): **active** members at all levels

The main paths to a large membership are:

- Recruitment, renewal: **new** members
- Retention, loyalty: members who **stay** in the union

A union cannot always rely on a spontaneous move by educators to join the union. Solidarity, which is at the heart of the union's values, is not always enough to encourage educators to join. Moreover, unions often suffer from a negative image: self-interest of union leaders, competition and division between different unions, lack of efficiency, and so on.

It is therefore important to develop a specific strategy to increase membership. This strategy draws on all the effective activities of the union: democratic functioning, regular communication, provision of union training, individual defence, etc.

The recruitment strategy must also take into account the main interests of educators, whether it is their status, professional issues, or societal issues (such as refugees, minority rights, climate change, child labour).

There is no simple link between membership and power, but power is realised when members have the commitment and skills to mobilise effectively and act (Stevenson et al., 2020, p. 92)*.*

1. The union can:

a. define an organising strategy, which includes the implementation of appropriate membership payment methods

b. implement an active approach to organising at all levels

c. regularly assess the effect of the actions undertaken (specific organising actions, but also the effectiveness of other actions, such as training, mobilisation, etc.)

Comments, explanations - How does this happen in your union ?

2. The union specifically addresses non-union members.

How does the union demonstrate its relevance not only to members, but perhaps more importantly, to those who are not members but could and should be members? (Stevenson et al., 2020, p. 91).

Comments, explanations - How does this happen in your union ?

3. The union proposes innovative forms of engagement.

Comments, explanations - How does this happen in your union ?

VI. A union that learns, a union with expertise

Union training strengthens the organisation as its representatives and members improve their knowledge, skills, and competences in different areas. Union training can therefore cover a wide range of areas, in line with the diversity of the tasks of activists.

Union training allows activists to gain valuable expertise for many activities and empowers them. It helps to improve the internal functioning of the union. It helps to strengthen the credibility of the union with educators, the public, the media, other education stakeholders, and the authorities.

Union training also helps to shape and transmit a union culture and gives participants a sense of belonging and importance to the union. It thus contributes to the sustainability and renewal of the union as new generations of leaders emerge.

1. The union obtains as much information as possible (national and international) on the financing of education and the functioning of the education system. The union critically analyses the available information to develop its own diagnosis of the education system.

Comments, explanations - How does this happen in your union ?

2. The union establishes a network of experts (from within or outside the union) on specific topics (link to '*a union that builds alliances*' **XI**).

Comments, explanations - How does this happen in your union ?

3. The union develops union training sessions according to strategic priorities.

Comments, explanations - How does this happen in your union ?

4. The union develops, implements, and evaluates a periodically updated union education programme for activists and members at all levels.

Perhaps more important is the process of communication with, and education of, union members. Member education through union-organised professional learning and development is critical if members are to fully engage. Developing 'grassroots intellectuals' is essential to building an ideas-based movement that can challenge the GERM[1] (Bascia and Stevenson, 2017, p. 56)*.*

Comments, explanations - How does this happen in your union ?

1   GERM, Global Educational Reform Movement

VII. A union that help its members solve individual problems

Some of the problems faced by educators cannot be solved at local level and on a case-by-case basis. For example, salary levels and working conditions are often the result of policies decided and implemented at national or regional level. However, educators also encounter problems in their workplace: conflicts with a pupil, parents, or a school administrator, for example. The ability of a union to support educators in such situations is very important – be it in a formal or informal way. In this regard, it is important that members and activists know and understand rights and procedures. It is likely key to give educators a positive image of unions and subsequently strengthen them. Indeed, if union members experience that the organisation is of use and relevant to them in their daily work, they will see more reasons for being a member of the union and so will speak positively about unionisation.

Making the union present in the lives of members by building union capacity in workplaces so members can experience their union making a real difference for them in their work (Education International, 2019, [5][v]).

In order to solve individual members' problems, the union:

1. Maps and analyses the problems faced by members and their needs, including through the presence of activists in the workplace

Comments, explanations - How does this happen in your union ?

2. Develops, uses, and disseminates tools (guidebooks, etc.),

Comments, explanations - How does this happen in your union ?

3. Takes concrete initiatives, like the consultation of legal experts

Comments, explanations - How does this happen in your union ?

4. Uses existing mechanisms (e.g., committees, task force, working groups)

> *Comments, explanations - How does this happen in your union ?*

5. Evaluates the effectiveness of individual advocacy initiatives (problem solving, organising) and adapts its strategy accordingly

> *Comments, explanations - How does this happen in your union ?*

VIII. A union that communicates effectively

Regardless of how well the union works at all levels, it will only be as effective as the good communication and relevant arguments it employs. Indeed, unions address a wide range of audiences, including educators, some of whom are union members; the general public, some of whom are parents; and the authorities. Each of these audiences requires an appropriate form and level of communication, depending on their level of knowledge of the issues and what the union expects of them. It is therefore desirable for a union to master its own communication as much as possible. Secondly, it is important for unions to convey their messages to the mass media as they communicate with the publica and can be key in shaping the populations view of union demands. It is in the union's interest to ensure that the mass media convey its message as accurately as possible.

1. The union develops a communication strategy in line with its priorities and adapted to:

a. the different targets (members/non-members, other unions, non-union partners, authorities) (link to '*a union that builds alliances*' **XI**)

b. the context (channels of communication most used by each target)

c. the resources available (human, technical and financial)

> *Comments, explanations - How does this happen in your union ?*

2. The union uses different communication tools (oral/written, paper/digital) to inform its members about:

a. the education system, reforms (official texts, analyses, research, and so on), human and union rights

b. its national and local activities (internal meetings, services to members, local initiatives, etc.), past or future

c. the use of financial resources (link to '*a democratic union*' **IV**)

> *Comments, explanations - How does this happen in your union ?*

3. The union communicates with external partners (parents' associations, etc.), directly or via the media, to increase the understanding of its analyses, objectives, and actions.

> *Comments, explanations - How does this happen in your union ?*

IX. A union that formulates proposals and demands

Unions are often presented as political opponents. This is sometimes a deliberate attempt to discredit unions. It is also due to the fact that their role is largely to react to proposals made by the authorities. The dissymmetry between the authorities and the unions, in terms of human/ financial resources and expertise, often limits the ability of unions to dialogue with the authorities on an equal footing. Despite this, it is fundamental for a union to be able to make concrete and solid alternative proposals.

In addition, it is fundamental that the proposals made by the union are the result of an internal reflection and a democratic process. The identification of members with these proposals is a basis for the organisation to act collectively, mobilise its influence, and bring about change.

1. The union develops proposals and demands based on the experience and knowledge of its members, on research (Education International, 2017b) (link to '*a union with expertise*' **VI**), and on reflections with other organisations:

   a. for the education system (right to education, free and quality public education, etc.)

   b. for its membership (salaries, working conditions, and so on)

   c. for society (issues such as human rights, climate change)

   > *Comments, explanations - How does this happen in your union ?*

2. The union makes its proposals widely known (link to '*a union that communicates*' **VIII**) to:

   a. members and non-members

   b. its partners and like-minded organisations

   c. the education community

   d. the authorities/the employer

   e. the media

   > *Comments, explanations - How does this happen in your union ?*

# X. A union that engages in collective bargaining and in policy dialogue

Collective bargaining is a right that is fundamental to democracy and to ensuring that societies, and not just elections, are democratic. Collective bargaining in education is closely linked with education quality. Making collective bargaining illegal or limiting its scope limits democracy. In some countries, education unions, which are the guardians and representatives of the teaching profession, are no longer considered privileged partners for education policy discussions. In some situations, handpicked "experts" are substituted for educators' elected representatives which makes it much less likely that the experience of educators will inform education reform (Hopgood and van Leeuwen, 2019, p. 143).

The International Labour Organization's (ILO) Conventions on freedom of association and collective bargaining (C87, C151, and C098) protect the right to organise and bargain collectively. Countries that are members of the ILO are expected to respect those Conventions even if they have not ratified them and there is a special committee to handle complaints regardless of ratification (the Committee on Freedom of Association of the ILO Governing Body).

Unfortunately, the reality is sometimes different, and the space given by the authorities to education unions to give their opinion on education policies and make proposals is sometimes limited. The following issues should therefore be considered according to the country context.

Unlike some associations or non-government organisations (NGOs), unions are the only organisations that can claim to represent educators. The process of joining the union, the democratic functioning of the union with the collective elaboration of demands and, finally, the expertise of the union representatives, are fundamental to union credibility in negotiations with education stakeholders. Unions that are recognised and respected in the education sector and in society will be in a better position, not only to defend the interests of their members (status, autonomy, training, working conditions), but also to defend a public and free quality education for all, which promotes peace, democracy, social justice, and inclusion through education.

Public authorities should respect and implement the international conventions on the rights of education employees to organise and bargain collectively and on the status of teachers and other education employees at all levels (Education International, 2022).
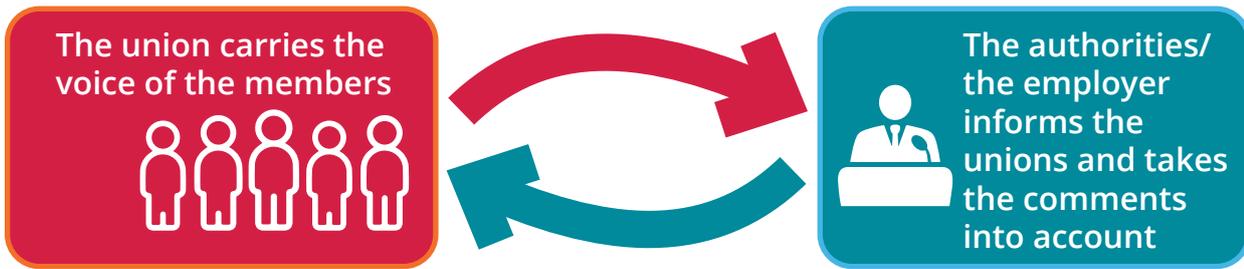
Chart 7. **The union engages in dialogue with the authorities**

1. The union analyses the different modalities of social dialogue and makes proposals to improve and institutionalise this dialogue.

> *Comments, explanations - How does this happen in your union ?*

2. The union:

    a. actively participates in social dialogue bodies if possible

    b. takes initiatives to be included in social dialogue bodies

> *Comments, explanations - How does this happen in your union ?*

3. The union communicates, primarily to its members, about social dialogue avenues (proposals, results obtained ...) (link to '*a democratic union*' **IV**, ' *a union that communicates*' **VIII**).

> *Comments, explanations - How does this happen in your union ?*

4. The union evaluates the effectiveness of social dialogue, for example by measuring the gap between the objectives set and the results achieved and adjusts its strategy if necessary (link to '*a union that mobilises and takes action when necessary*' **XII**).

> *An inevitable challenge for teacher unions is to balance the need to simultaneously work with and against the system. The benefit is that by 'working with', it is possible to secure positive results. The danger is that a close relationship with policy decision-makers may be seen as too close by members. When this happens, the union can be cast as part of the problem facing teachers, with member cynicism and alienation a possible consequence* (Bascia and Stevenson, 2017, p. 58).

> *Comments, explanations - How does this happen in your union ?*

XI. A union that builds alliances

Education unions work to achieve free quality education for all and to promote their members' interests. Support from society, public opinion, other stakeholders and, sometimes, the international community is important. A socially recognised and influential actor can make use of traditional and social media to make its issues known to the public and, through that, gain sympathy and support in the realm of public opinion. This requires strategies on how to effectively campaign for issues relevant to the teaching profession, policies, and proposals of the organisation.

Independent, democratic, and representative education unions have a vital role to play in the development and provision of high-quality education in society. They should be granted a full role in the debates on the provision and quality of education and should be recognised for the purposes of collective bargaining as the official representatives of teachers and other education employees (Education International, 2022).

Jane McAlevey (2016) has argued that public service unions, such as education trade unions, are particularly well placed to construct these alliances as public service workers can more easily find common cause with public service users. (...) She exhorts trade unions to deliberately frame demands in ways that connect with the aspirations of those in wider society. McAlevey argues this is essential work for public service unions because creating pressure in the political sphere is a vital source of power when unions are seeking to influence political actors (ETUCE-CSEE, 2020).
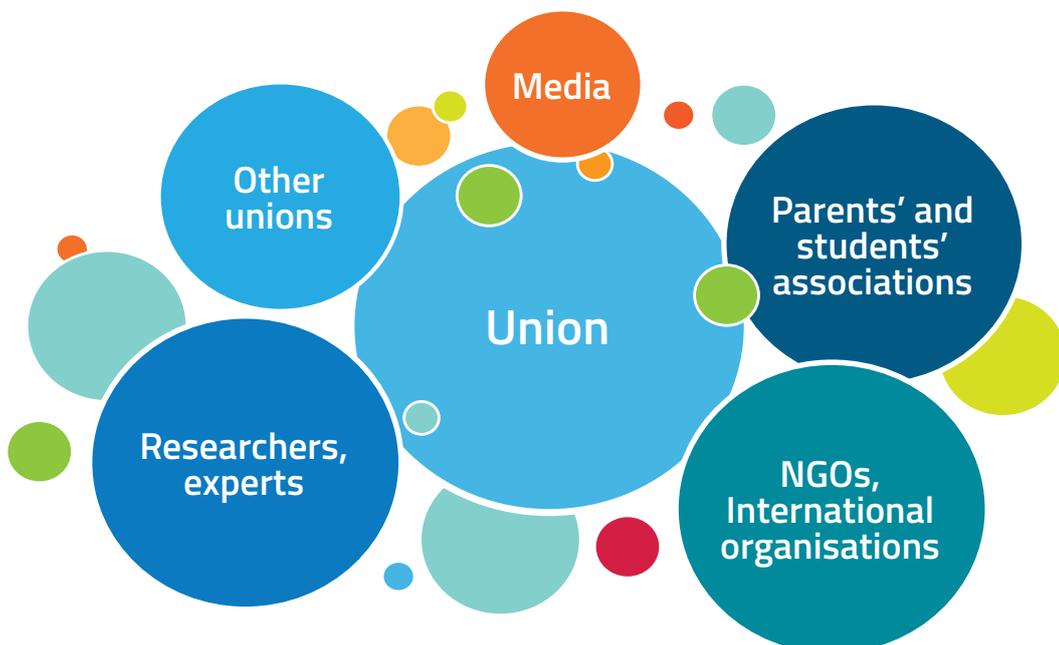

Chart 8. Union's allies

1. The union:

    a. carries out an analysis of potential strategic partners and its capacity to engage in such partnerships (at local, national, and international level)

    b. defines a strategy by prioritising partnerships according to themes

    c. regularly informs and updates partners

> *Comments, explanations - How does this happen in your union ?*

2. The union takes initiatives to work regularly, establishing more or less formalised alliances, with:

    a. other education unions at all levels

    b. other unions in the federation or central office, at all levels

    c. parents' and students' associations, at all levels

    d. associations and NGOs working in the field of education

    e. educational research centres (universities)

    f. media

    g. international organisations (UNESCO, UNICEF, ILO, OECD), at national level

    h. other Education International member organisations

> *Comments, explanations - How does this happen in your union ?*

3. The union lobbies targeted parties or political figures.

> *Comments, explanations - How does this happen in your union ?*

4. The union seeks external support (union partners, foundations, media, etc.) to help it implement its strategic orientations, while ensuring that it remains independent.

> *Comments, explanations - How does this happen in your union ?*

XII. A union that mobilises and takes action when necessary

The two main factors that authorities generally consider when negotiating with a union are (i) the relevance of a union's proposals and demands and (ii) its membership base. This gives an indication of how much of the profession actually supports these demands and proposals. In other words, it underscores the union's capacity to leverage on behalf of its members.

The success of social dialogue and collective bargaining depends on the ability and willingness of both parties to make a move towards the other. Sometimes the gap between the initial positions of the two parties, or the lack of sufficient room for manoeuvre to define and accept a compromise, leads to a deadlock. In this case, the unions have an option available to them due to their numbers: mobilisation. This can take various forms, including petitions, strikes, sit-ins, and marches. This said, it should be noted that, in many countries, union rights are limited – for public servants and even more for contract teachers or teachers in private schools or universities – and allow little or no collective action.

(...) combining defensive strategies, in the face of attacks, with progressive agendas where it may be possible to secure advances. At any one time, unions are likely to be engaged in both these approaches on different issues (Bascia and Stevenson, 2017, p. 57).

1. The union builds mobilisation on the basis of analysis and proposals (link to '*a union that makes proposals and demands*' **IX**).

> *Comments, explanations - How does this happen in your union ?*

2. When necessary, the union mobilises the profession:

   a. by relying on its members

   b. by establishing the broadest possible partnerships (e.g., other unions, parents' associations, like-minded organisations) (link to '*a union that builds alliances*' **XI**)
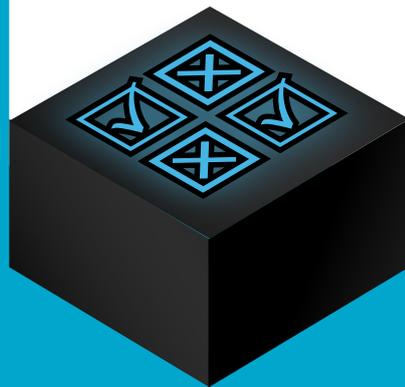
> *Comments, explanations - How does this happen in your union ?*

3. The union evaluates the effectiveness of the methods of
action used and adjusts its strategy if necessary.

Comments, explanations - How does this happen in your union ?

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Part 2: Identify the union's strengths and weaknesses, opportunities and threats

Inside vs. outside the union

It is important to distinguish between what is entirely within the union's operation and what the union does not have direct control over (see Chart 3). A union renewal process focuses on the union itself. However, this does not mean that there is no interaction between the functioning of the union and its political, economic, social, and cultural environment. Indeed, certain internal modes of operation of the union can be facilitated, or prevented, by the context. And conversely, the ambition of a union goes beyond its own functioning, since a union aims to have an influence on the policies carried out, in education and in other fields, through dialogue and mobilisation.

This section invites you to use a fairly common method of looking at strengths/weaknesses (focusing on the union itself) and opportunities/threats, i.e., the environment in which the union operates.

Strengths and weaknesses

Part 1 identified a range of mechanisms and activities – and how to assess which were in place, which were not, or were only partially in place. This was essentially a descriptive part, a snapshot of the union as it is now. By using the charts in the Annex, you will gain an overview of the areas in which your union is strongest, and areas that could be improved. This will facilitate the strengths/weaknesses/ opportunities/threats exercise proposed in Part 2.

In Part 2, we propose that you step back and assess which of the issues discussed in Part 1 are the union's strengths or weaknesses. There is a degree of subjectivity in this assessment, since depending on the union culture or the

context, the same element may or may not be considered a strength.

Examples

- Having a website in a country where neither educators nor journalists have easy access to the internet is not necessarily a strength.

- Not having a youth network is not necessarily a weakness if many young people are already in positions of responsibility in the union.

Strengths and weaknesses are internal challenges to the union, which it can address. Opportunities and threats (see next section) are external challenges, constraints that are imposed on the union and over which it has no control.

Chart 9. **Union's strengths and weaknesses**

Methodological advice

- To allow the broadest possible expression of points of view, it would be useful for each participant to complete an individual reflection, before moving on to a discussion in a small group, then a discussion with the whole group.

- An effort should be made to synthesise the strengths and weaknesses that meet with the greatest consensus.

Identifying strengths and weaknesses

Complete the table below by ranking the union's strengths and weaknesses in descending order of importance.

Matrix 2. Strengths and weaknesses

Strenghts	*Weaknesses*

Opportunities and threats

Education unions operate in a national and international context in each of the following areas:

1. The **political** scene: the authorities, political parties
2. The **economic** world: the main employers, the job market, qualifications required
3. The **social** environment, including other workers, public opinion
4. The **union** landscape: the trade union centres, other education unions, union rights
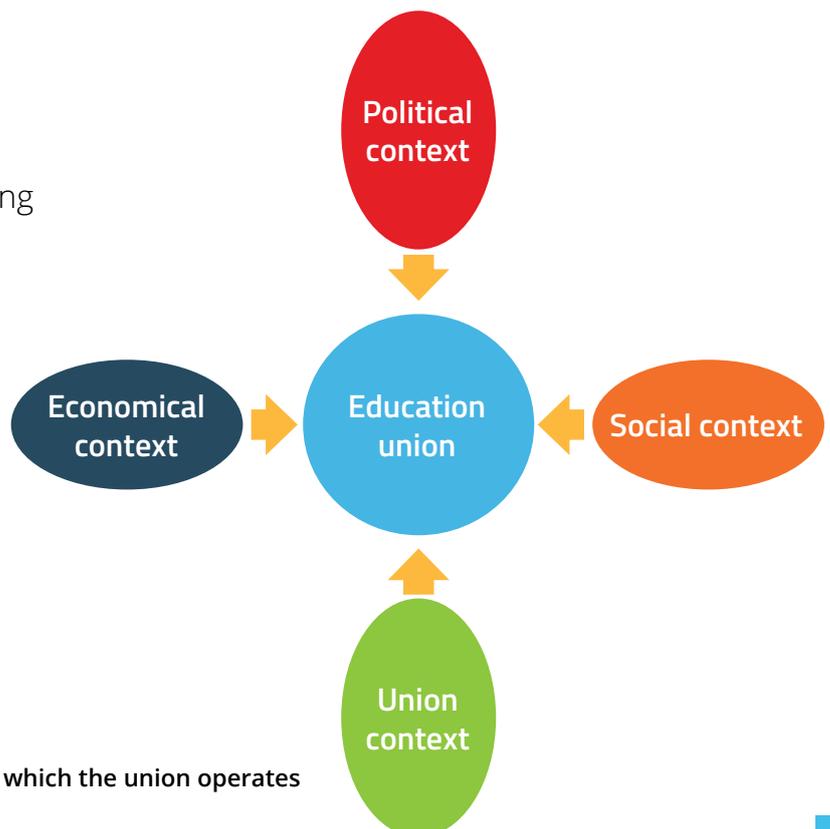

Chart 10. Context in which the union operates

It is essential to analyse the developments underway in each of these areas - the trends, the forces at work, the points of support and the dangers.

In this constantly changing context, the needs and demands of the profession are also changing. It is essential to understand the trends in this area as well.

In each of these areas, is it possible to anticipate certain events that could constitute opportunities for your union or, on the contrary, threats?

The following table provides an overview of external factors that can influence the power or capacity of unions to act. This list is by no means exhaustive; aspects can be added, changed, or removed.

Matrix 3. Table of some external factors that can influence unions' capacity to act

		Low	*High*
On the political level	Impact of upcoming political developments		
	Impact of possible unrest in certain regions		
In the education sector	Impact of possible reforms of the education system		
	Influence of reports or recommendations		
On the level of the economy	Influence of the economic situation on the resources of the State		
	Influence of the economic situation on purchasing power		
	Influence of recommendations of international financial institutions and other international actors		
On the social level	Position of educators' salaries in relation to other categories		
	Public support for the union		
On the union level	Level of union unity		
	Existence and implementation of social dialogue provisions		
	Existence and enforcement of provisions on union rights		
	Connection with the trade union centres		

Identifying opportunities and threats

A risk, or threat, is a factor that can hamper the smooth running of activities. It is by definition uncertain and beyond the control of the union.

However, a recurring problem does not constitute a threat, it should simply be taken into account when defining the objectives and activities envisaged. For example, the following should not be considered as threats:

- Connection difficulties
- Travel difficulties
- Chronic administrative malfunctions
- Low level of the union's own resources, human or financial

Matrix 4. Opportunities and threats

Opportunities	*Threats*

The outcome of this exercise will be an essential input to then propose the actions that need to be taken to strengthen the union's strategic proposal (Valverde, 2010).

Part 3: Define an action strategy: objectives, activities, resources, monitoring, evaluation
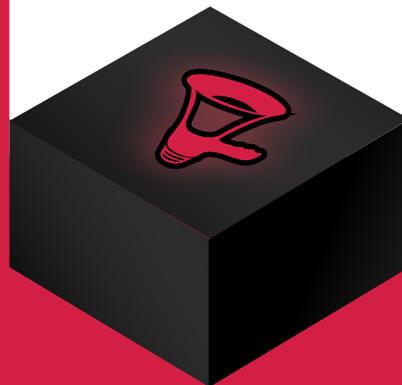
On the basis of the self-diagnosis carried out in Part 1, Part 2 then identified a series of the most important strengths and weaknesses, as well as the greatest opportunities and threats. The idea is to:

- Build on **strength**
- Address **weaknesses**
- Use **opportunities**
- Mitigate **threats**

One way to elaborate (or revise) a strategic proposal for the organisation is to do a group work with the following guideline: What would we like our organisation to look like in 20XX, for example? (Valverde, 2010).

The elements of the previous sections lead to the formulation of the:

- **Objectives** to be achieved, the changes we wish to see happen
- The path to achieve them (**activities**)
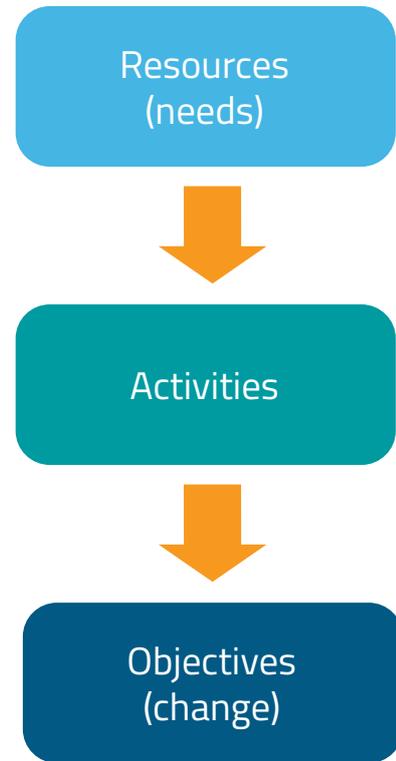- Needs in terms of **resources** to be implemented to carry out these activities

Chart 11. Path to reach the objectives

Thus, the rest of the document is structured as follows.

Step 1: Formulate and prioritise objectives

Step 2: Define the activities to achieve the objectives

Step 3: Identify the resources needed to carry out the activities

Step 4: Draw up an action plan

Step 5: Carry out monitoring and evaluation

Chart 12. Steps of the planning process

In fact, union building is not a one-off activity, it is a process of constantly questioning and readjusting objectives and activities based on monitoring and evaluation. It is a continuous process:
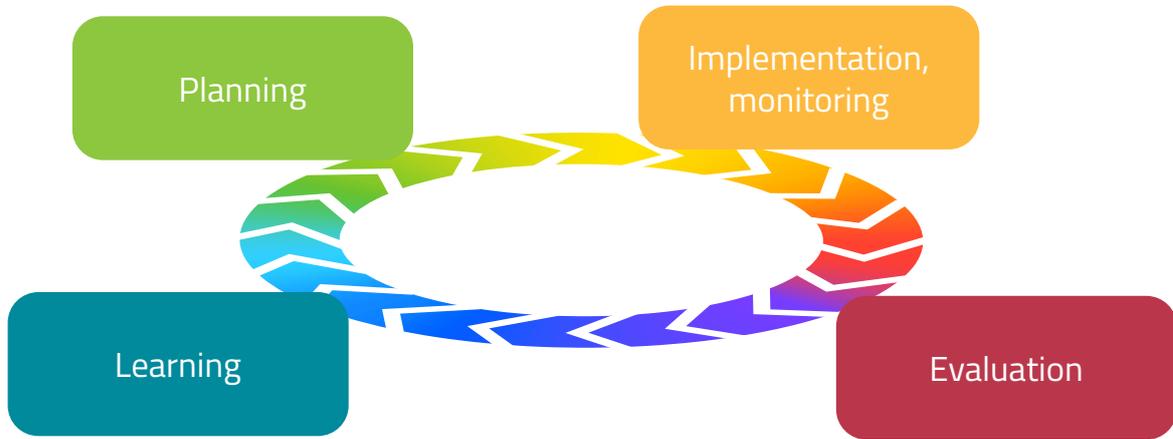

Chart 13. Transformation process, planning/monitoring/evaluation/learning

Step 1: Formulate and prioritise objectives

This section is about identifying the problem you want to solve, what objective you want to achieve, what change you want to see.

Examples

- Raise the profile of the union at the grassroots level
- Enhance the ability of activists to negotiate
- Increase union unity
- Improve the handling of individual problems
- Increase membership

Objectives should be SMART: **S**pecific – **M**easurable – **A**chievable – **R**elevant – **T**ime-bound.

As soon as the objectives are defined, it is important to bear in mind the limits to achieving the objectives, both internal (financial means, human resources, expertise, equipment) and external (context). Ideally, a balance should be struck between ambition and feasibility.

A distinction should be made between the:

- **Sphere of control**: the direct results expected from the activities, also called outputs
- **Sphere of influence**: the indirect results of the activities, the use made of the activities, also called outcomes
- **Sphere of concern**: outside the direct influence of the programme, e.g., due to complexity, other actors or external factors, also called impact
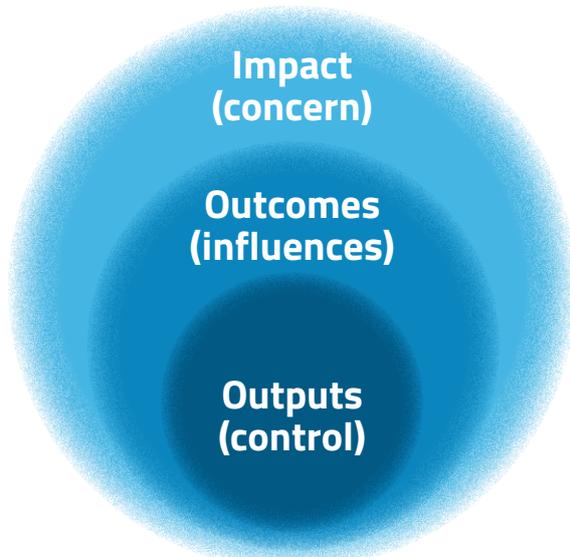
Chart 14. Outputs/outcomes/impact

Example

- The negotiation training workshop went well, the trainer and the participants were present, the planned documents were distributed (outputs, sphere of control).
- As a result of the training, participants initiate new actions, implement their new skills (outcomes, sphere of influence, the use of the workshop).
- The actions taken by the participants produce a change (impact, sphere of concern).

Beware of assumptions

It is important to identify the logical chains that may exist between certain objectives, in order to favour the achievement of simple objectives that are then necessary for the achievement of other more complex objectives. The following questions could be considered: What is our common social dream? Which conditions will turn our dream into reality? What connections do we see between these conditions? What assumptions do we have and how can we substantiate them?

Example

- First step: a need for training of leadership on negotiation has been identified.
- Second step: a training workshop on negotiation has taken place with the right persons and the appropriate programme.

This does not mean that this activity will lead to the expected changes. Indeed, there are many barriers that could prevent trainees from applying their knowledge.

Rank the specific policy issues that members have identified in terms of their potential impact on social policy and teachers' industrial and professional well-being, the feasibility of effective change, and what success would look like (Ford and Ward, 2021)*.*

Matrix 5. Table of priority objectives

	Priority Objectives	*Strengths or opportunities used*	*Weaknesses or threats addressed by this objective*
1.			
2.			
3.			

Step 2: Define the activities to achieve the objectives

Once the strategic objectives have been defined, the next step is to identify the lines of action for each strategic objective defined. The line of action is the central axis or general theme of the activities to be developed, for example: workshops, formation of grassroots committees, analysis of the trade union reality, public actions, etc. (Valverde, 2010).

To achieve each of the objectives, several activities can be considered.

Chart 15. Activities to reach an objective

Here are some important principles to bear in mind:

- Consider **realistic** activities, taking into account strengths/weaknesses/opportunities/threats.
- Assess the **cost-effectiveness** of an activity, in terms of the human/financial resources to be mobilised.
- Consider the **causal relationship** between the activity and the objective. If the effect of an activity, in relation to the intended objective, is not certain, it should probably be reconsidered.

Actions for social change are often based on implicit beliefs. By naming these explicitly, the organisation clarifies how it conceives that interventions will trigger change (MDF, 2022, 1.1, p. 8).

Some possible types of activities:

- Member consultation
- Policy development meetings
- Conducting research
- Activist training workshops
- Campaigning
- Demonstrations

Matrix 6. Table of activities needed to achieve the objectives

Main Objectives	Activities planned to achieve these objectives
1.	a
	b
	c
2.	a
	b
	c
3.	a
	b
	c

Risk management

Risk management is the process of identifying, assessing, and prioritising risks and then taking action to minimise, monitor, and control the likelihood and/or impact of certain events.

Risks can be classified into four categories according to the foreseeable effect on the project:

- Low risk: no action required
- Medium risk: carry out supplementary monitoring
- High risk: take measures to limit the effect
- Unacceptable risk: do not proceed until risk is contained

Matrix 7. Risk identification chart

Danger / Likelihood	Not relevant	Low	Perceptible	Serious	Threatens existence
High					
Possible					
Medium					
Low					
Improbable					

Step 3: Identify the resources needed to carry out the activities

Each activity requires one or more of the following resources:

- Expertise (researcher, computer scientist, etc.)
- Technical equipment (computer, photocopier, etc.)
- Availability of particular activists (travel, writing of articles...)
- Time (statutory deadlines, political constraints, etc.)

Some of these resources are available in the union, others are not. In the latter case, it is important to analyse the accessibility of the resource in terms of:

- Cost
- Time
- Other considerations

The accurate identification of needs may lead to the realisation that an activity is not feasible, and therefore the achievement of an objective is compromised. It may then be necessary to redesign the strategy.

The following table aims to identify all the resources needed to carry out each activity.

Chart 16. Resources necessary to carry out an activity

Matrix 8. Table of requirements for carrying out the planned activities

Objective	Activities	Resources leading to the completion of the activities
1.	a	
	b	
	c	
2.	a	
	b	
	c	
3.	a	
	b	
	c	

Step 4: Draw up an action plan

The previous sections have identified:

- A list of priority activities
- The resources needed to implement them

The next step can only be considered once it has been verified that the resources needed to carry out the activities are available.

This part will lead to specifying the chronology of the actions envisaged, in the short, medium and long term.
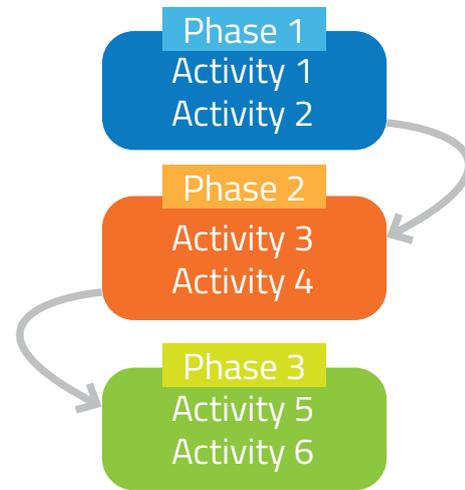

Chart 17. Sequence of activities

Matrix 9. Timeline of activities

	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	Activity 6
Phase 1						
Phase 2						
Phase 3						

Step 5: Carry out monitoring and evaluation

The monitoring and evaluation of activities are part of the union building process. It can be seen as a continuous and cyclical learning process.

For a union, the objectives of monitoring/evaluating its activities are to:

- Stimulate exchanges within the organisation

- Learn from experience
- Facilitate the steering of the organisation, decision making
- Be accountable to partners and members

The following table summarises the main features of the planning, monitoring, and evaluation phases of the activities:

Matrix 10. Comparative table for planning, monitoring and evaluation

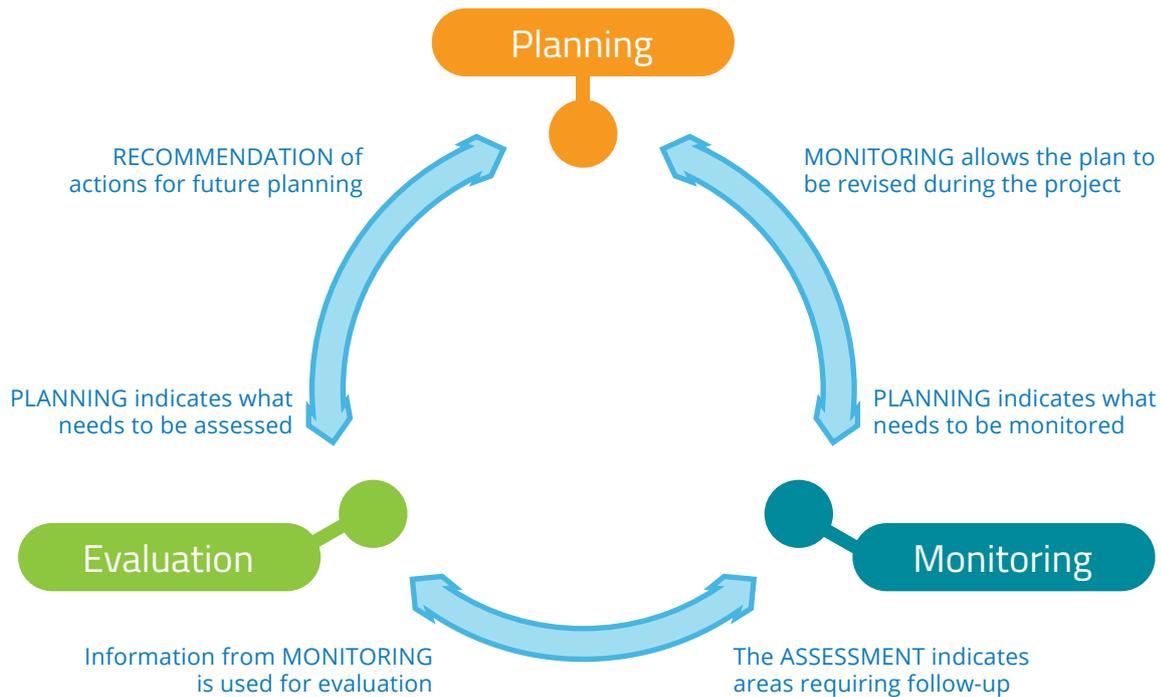| Evaluation Past (recent or distant)	Monitoring Present, recent past	Planning Future
Puts action plan into question	Follows action plan	
Ad hoc	Continuous or recurring process	Continuous or recurring process

Chart 18. The continuous process planning/monitoring/evaluation/learning

Define indicators

Evaluating the achievement of objectives, and measuring the change achieved, requires a prior definition of indicators.

Indicators must be defined upstream as soon as the project objectives and action plan are defined. They must be closely linked to these objectives and actions.

It must be ensured that these indicators are linked to information that will be available.

It is often easier to define and use quantitative indicators: number of participants in a meeting, number of documents distributed, and so on.

Qualitative indicators aim to measure people's satisfaction with a training course or a service provided, the effectiveness of a negotiation or a mobilisation. Their use during the evaluation involves a degree of subjectivity, which makes it more complex. Nevertheless, it is often worthwhile because the information is richer than simple figures.

People with a lot of experience in project management also often say that the most interesting part of an evaluation phase is about the unexpected outcomes.

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Annex: Template for the outcomes of the self-diagnosis
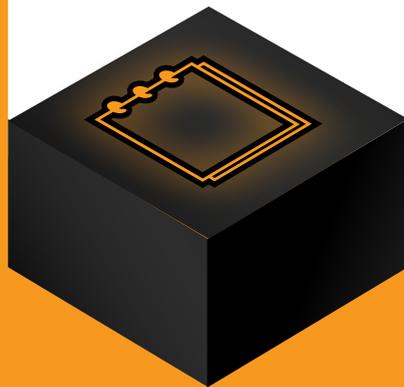
In the tables below, you will find all the questions listed in Part 1 of the document. Some sentences have been shortened, please refer to Part 1 for the complete version.

These tables allow you to synthesise the answers to the questions, which will give a better overview and facilitate the use of the next part of the document (Part 2, SWOT analysis).

Each answer can be summarised, ranking from * to **** according to whether the level of implementation is low or high.

I. A union with an identity and purpose	*	**	***	****
1. The union has set itself core values, principles, and objectives.				
2. The union proposes a vision that brings together professional and industrial issues.				
3. The union investigates and analyses its renown reputation and image to aim for an alignment between its image and its vision.				
4. The union ensures that its operations and actions are consistent with its values, principles, and objectives.				

II. A union that is open and inclusive	*	**	***	****
1. The union analyses the obstacles to the involvement of new members.				
2. The union develops and implements reception and integration mechanisms.				
3. The union develops and implements internal mechanisms to prevent and remedy discrimination and to foster diversity.				
4. The union reflects on, designs, and implements arrangements for the participation of non-union members.				

III. A well-structured union	*	**	***	****
1. The union has activists and structures at different levels.				
2. The union can: • agree on a definition of tasks and responsibilities • develop and implement mechanisms for the collective work of activist teams • monitor the motivation and wellbeing of activists • put in place specific mechanisms to overcome problems • carry out a permanent campaign to recruit new activists				
3. The union can develop and use a membership database.				
4. The union puts in place an effective system of information sharing between activists.				
5. The union operates rigorous and transparent financial management.				
6. The union ensures that it is not dependent on other organisations for its core activities.				
7. The union operates in accordance with its statutory principles.				

IV. A democratic, independent, and membership-based union	*	**	***	****
1. The union supports members to understand the rules for taking part in the union's activities and fosters union engagement in the workplace.				
2. The union communicates with its membership in a transparent manner.				
3. The union implements arrangements for member participation in order to better understand and respond to their needs and demands, and to be able to speak on their behalf				
4. The union implements a democratic mechanism to collectively develop policies and demands.				
5. The union lays out the decision-making process in its Constitution and by-laws.				
6. The union ensures that it relies on its own resources, and thus remains independent of political parties or other groups.				

V. A union that brings people together - organising	*	**	***	****
1. The union can define an organising strategy, implement an active approach to organising and regularly assess.				
2. The union specifically addresses non-union members.				
3. The union proposes innovative forms of engagement.				

VI. A union that learns, a union with expertise	*	**	***	****
1. The union obtains as much information as possible on the financing of education, the functioning of the education system. The union critically analyses the available information to develop its own diagnosis of the education system.				
2. The union establishes a network of experts on specific topics.				
3. The union develops union training sessions according to strategic priorities.				
4. The union develops, implements, and evaluates a periodically updated union education programme.				

VII. A union that helps its members solve individual problems	*	**	***	****
1. The union maps and analyses the problems faced by members and their needs.				
2. The union develops, uses, and disseminates tools.				
3. The union takes concrete initiatives, like the consultation of legal experts.				
4. The union uses existing mechanisms.				
5. The union evaluates the effectiveness of individual advocacy initiatives and adapts its strategy accordingly.				

VIII. A union that communicates effectively	*	**	***	****
1. The union develops a communications strategy.				
2. The union uses different communication tools to inform its members.				
3. The union communicates with external partners.				

IX. A union that formulates proposals and demands	*	**	***	****
1. The union develops proposals and demands for the education system, for its membership, and for society.				
2. The union makes its proposals widely known.				

X. A union that engages in collective bargaining and policy dialogue	*	**	***	****
1. The union analyses the different modalities of social dialogue and makes proposals to improve and institutionalise this dialogue.				
2. The union actively participates in social dialogue and takes initiatives to be included in social dialogue bodies.				
3. The union communicates, primarily to its members, about social dialogue avenues.				
4. The union evaluates the effectiveness of social dialogue and adjusts its strategy if necessary.				

XI. A union that builds alliances	*	**	***	****
1. The union carries out an analysis of potential strategic partners, defines a strategy, and regularly informs and updates partners.				
2. The union takes initiatives to work regularly with other partners.				
3. The union lobbies targeted parties or political figures.				
4. The union seeks external support to help it implement its strategic orientations, while ensuring that it remains independent.				

XII. A union that mobilises and takes action when necessary	*	**	***	****
1. The union builds mobilisation on the basis of analysis and proposals.				
2. When necessary, the union mobilises the profession.				
3. The union evaluates the effectiveness of the methods of action used and adjusts its strategy if necessary.				

Education
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Toolkit to Build Union Strength

for more effective
education unions

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Internationale de l'Education
Internacional de la Educación
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Education International represents organisations of teachers and other education employees across the globe. It is the world's largest federation of unions and associations, representing thirty million education employees in about four hundred organisations in one hundred and seventy countries and territories, across the globe. Education International unites teachers and education employees.