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**AREAS OF LABOR EDUCATION  
IN  
LATIN AMERICA**

**by**

**Renee Porras-Calderon**

**A Thesis Submitted to the Faculty of the Graduate  
School of Loyola University in Partial Fulfill-  
ment of the Requirements for the Degree of  
Master of Social and Industrial Relations.**

**June**

**1964**

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## VITA

The author was born on August 29, 1939 in Lima, Peru and attended the elementary and high school of St. Rose, taught by the Dominican Missionaries in the City of Huacho. She was granted a College Degree in Business Education from the Commercial College of Lima in 1953 and worked as Administrative Assistant at the same school until 1954, when she became Director of the Commercial High School of Huacho.

She entered Loyola University School of Education in Chicago in September 1959. A year and a half later she obtained a Master's Degree in Education with a major in School Administration.

In September 1961 she entered the Institute of Social and Industrial Relations at Loyola University to study for a Master's Degree. While doing her graduate work in Institute, she has been employed as a full-time teacher at St. Gregory High School, Chicago.

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## CHAPTER I INTRODUCTION

### A. History of the Problem

For nearly a decade the study of the development of Labor Education in Latin America has been one of the most important topics for discussion on the agenda of International Worker's Seminars, Trade Union Educational Departments, and in public discussion.

Labor Education is a relatively new field in the educational world and yet it has been developed on a considerable scale in the United States and in almost all European countries.

We cannot say that the same level of labor education has been achieved in Latin America. This new development of one of the facets of trade unions in Latin America is not more than ten years old.

Despite many public statements, many of these developing nations do not consider labor education as an essential to the development of human resource. Unfortunately, Adult Education courses with which Labor Education programs are usually classed are not geared to the worker and seldom geared to the particular needs of each country.

It is evident that the United States in this Hemisphere is the country where the study of labor relations has reached its higher grade. This circumstance is due to many factors and the most important of them are: the evolution of labor relations, the number of universities interested and working on it and the availability of financial sources, that made possible such progress; interestingly in recent years the secondary and vocational schools have been developing new curriculums and techniques in order to

improve the teaching of Labor Relations.

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In South America the need for improved production and consumption by the people is great. The need for training and preparation of the trade unionists to assume positions of responsibility and the need for a well-informed and active membership are also great. Therefore, the rôle that democratic unions play in that society and its consequences in the total structure of the economy is easy to appreciate.

According to the report of the O.I.T. "Ciclo de Estudios Inter-Americano de Relaciones del Trabajo (IV):

"... It is convenient to remember that the U.N.E.S.C.O. in cooperation with the Latin American Governments, the Latin American School of Social Science for Santiago de Chile (Chile) and the Latin American Academy of Investigation in Social Sciences in Rio de Janeiro (Brazil) had been doing studies in important aspects of Labor Relations. In 1960 the O.E.A. did sponsor a conference of experts in Industrial and Labor Relations in order to set up a plan to develop the topic alone mentioned and the First Pan American Conference in Santiago de Chile 1956".<sup>1</sup>

#### B. Definitions

In the rapidly changing societies of Latin America, differing terms and definitions have been applied to the term "Labor Education", such as, "Worker's Education" and "Trade Union Education". It has been defined also as strictly Job Training, training for leisure, and, in practice, is frequently a mere tool for the political indoctrination of the workers.

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<sup>1</sup>. Ciclo de Estudio Inter-Americano de Relaciones del Trabajo. (Contribution of the Universities of Organization and Investigation to improve the Management and Labor Relations), Vol. IV, (Lima, Peru; O.I.T., I.A.S.C., 1960) p. 7.

Some define Labor Education as helping to secure the right of the individual to self-development in terms of culture as well as economic values. Father Carey, S.J., Director of St. Xavier's Institute of New York City defined Labor Education as "Any activity that helps the workers to help themselves as a group."<sup>1</sup>

Others believe that the labor movement requires a special type of education and society must provide it. J. P. Millar in his article "What is Worker's Education" expressed that viewpoint thus:

"The labor movement's object has been to improve the living conditions of the workers. As a result of this, the labor movement has had to develop a new type of education, and independent working class education".<sup>2</sup>

This concept and the following definition by Joseph Mire are frequently confused.

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1. Mario, Barreneche, "Diocesan and Jesuit Schools in America, a comparative study" (Unpublished Master's Thesis, Loyola University, 1958) pp. 7-9

2. J. P. Millar, "What is Worker's Education" (National Council of Labor Colleges, Scotland, 1951), pp. 1-2

"The primary goal of Worker's Education is to enable the worker to play his full part as a member of his union, to participate intelligently in a free society and develop a sense of responsibility toward the community and the free world."<sup>1</sup>

The last concept places its main emphasis on the cultivation of the individual for his own self-improvement and on preparation for assuming a position of responsibility in the union, and a well-informed and active participation in its activities, based upon an understanding of the role played by democratic unions in the free society and their impact on the total structure of the economy.

The writer has found and included programs which might suit any of the definitions given above. Although courses for Labor Education have come into being as a result of the recognition of the role played by the trade unions in today's affairs, the writer has not found a specific definition for Labor Education which would not represent the personal ideology and attitudes of its author, like those above mentioned.

Personally, the writer believes that Labor Education could be defined as the kind of education which goes beyond the traditional courses on collective bargaining, that still resemble the bulk of Labor Education. For it is in the concern for the growth of the individual that Labor Education would differ from indoctrination. The writer believes that the workers have talent and potential for intellectual development if involved in a

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<sup>1</sup>. Joseph Mire, Labor Education, Chapter VII (Washington, D.C.; Inter-University Labor Education Committee, August, 1956) pp.17-19

carefully planned program in which the motivating force is the individual. The main objective of such a program is to provide the tools whereby the individual can constantly improve himself. Such improvement will be felt not only by his trade union, but also by his country.

### C. Research Methodology

The information presented in this thesis is drawn from three major sources:

First, a careful survey was made of the literature available in the field.

Second, some hundred and five persons were interviewed or contacted by letters, including university experts, union leaders, government officials, foreign heads of international organizations, officials of the United States Aid Mission to Peru, religious leaders and community leaders with experience in labor education and Latin American affairs.

Third, in order to acquaint herself with the educational programs being conducted, the writer attended Labor Education Conferences, Union Summer Schools in the United States, and Seminars for Worker's Education in Mexico and Puerto Rico.

## CHAPTER II

### AGENCIES SPONSORING LABOR EDUCATION PROGRAM

#### A. INTERNATIONAL AGENCIES

The role of the Agency sponsoring a program in Labor Education is very important. It can create an entire social pattern because the trend is to educate men toward social progress.

An International Agency's main objective is to set up programs which attempt to train the worker not only for leadership in a local union, but also for leadership in public affairs, local and national.

This leads us to a basic subject often discussed by those involved in labor education: Which institutions should take over, and what approach should be taken? Having in mind the security of available resources for the increase of programs in labor education, the conclusion reached by the International Labour Organization meeting of experts on Worker's Education is very significant.

"... The meeting was of the view that the most appropriate institution for promoting worker's education were organization of the workers themselves. It recognized that trade unions operating independently with general working class bodies established for the sole and special purpose of workers education, or in both ways, were essential instrument for the education and training of their own members."<sup>1</sup>

There is a growing realization among the organizers of Labor Education programs that facilities for learning must be provided for the training of

<sup>1</sup>. ORIT. Seminar on Labor Education. "Seminario Sobre Education Obrera en America Latina y en la Region del Caribe. Mexico City, Mexico, Press (November, 1960) pg. 21



active rank-and-file members, and that it is necessary to take into consideration all the resources available and that all these resources be utilized effectively under proper coordination and co-operation.

The following is a survey of the international agencies which are directly or indirectly combining efforts in order to improve and develop labor education in Latin America.

These specialized agencies have materialized to meet specific needs. While they may not receive much attention in international affairs, they do have a great influence on the economic, social, and political development of the people.

The most important agencies are:

American Institute for Free Labor Development, United Nations Educational, Social and Cultural Organization, International Labour Office, Organization Regional de Trabajadores, International Confederation of Free Trade Unions, International Trade Secretariats, Organization of American States, Agency for International Development, International Metal Workers Federation, International Confederation Christian Trade Unions. Other organizations in the field of labor education include the International Federation of Worker's Educational Association, the World Assembly of Youth and the Adult Education Association of United States of America.<sup>1</sup>

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1. Orr Charles, "Current Programs in International Labor Training", Michigan. (April, 1962) pg. 11

From its initiation, one of the principal tasks of the International Confederation of Free Trade Unions has been to aid the trade unions of the developing countries to train the leaders necessary to establish their labor movements on a durable basis.

If we would see Labor Education in Latin America not only as a didactic matter, but also as a matter of training and social rehabilitation we could observe the work done by specialized international agencies which combine their efforts to improve the rank-and-file conditions and we could identify the ICFTU as the leaders.

Bearing in mind that education is elemental to human resource development, the ICFTU, through the International Solidarity Fund, is in a position to offer educational facilities to the workers who are members of the various unions belonging to the ICFTU.

ICFTU's major objective has been the creation of labor colleges. The latest is the Inter-American Institute for Labor Studies in Mexico City, which was designated to carry on training courses for trade unionists in Latin America.

It is evident the need for separate educational centers to serve different union groups is not only linguistic, but also has practical reasons. Labor union structures, labor legislation and education differ greatly for the English speaking people and the Latin Americans; consequently, ICFTU provides trade union organizers and technicians for Latin America to advise, assist, and cooperate with trade unions in those areas.

The basic requirements of the trade unions in any developing country are similar. Each country must train organizers and educators who can move the masses of that country and thus help to insure the economic, social, and political progress which is necessary for that particular country.

Due to its international character, the ICFTU has been able to exchange ideas with trade unions in many countries.

Morris Paladino, Education Director of ORIT, in a speech before the members of the conference on Educational Institutions and International Labor said about Trade Union programs:

"Labor Education in Latin-America has dual responsibility. It must build democratic unions so they may advise their economic objectives; at the same time, it must prepare leaders capable of meeting the complex problems facing developing nations"<sup>1</sup>

The Carribean Division of ICFTU (CADORIT) has carried out considerable educational activities in its region. These include training courses in Aruba in 1959 and in Jamaica in 1960 given in the English language.<sup>2</sup>

The ICFTU at its World Economic Conference held in Geneva in 1959 made an appeal to all the trade unions to set apart at least one percent of their incomes for financing the development of the unions in the developing countries.

ICFTU recognizes that trade unions have to play a role in creating a climate conducive to the attraction of foreign capital to their own lands

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1. Morris Paladino, Education For Social Progress, (Report to the Land Centennial Conference, Michigan University, March, 1962) Michigan University Press, Pg. 72

2. ORIT - "Seminar in Aruba", Manual De Education No. 1 (the Education Manual), Mexico City, Mexico; ORIT Press Department, (May, 1961) Pg. 33

for the benefit of the world.

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Since the main objective of this thesis is to study the development of labor education and the sources available for its study in South America the writer will not discuss the multiple activities of ICFTU; but rather will examine its educational activities in Latin America, specifically, ORIT and its realizations.

a) ORIT

The Organization Regional Inter-American de Trabajadores known as ORIT, was founded January 8, 1951 to serve as the arm of the International Confederation of Free Trade Unions on this continent. Its basic interest is to organize and train millions of workers to form the representative body of Latin American Trade Unions. It now claims a total membership of 26,000,000 union members.<sup>1</sup>

The educational work of the Free Trade Union in Latin America under the direction of ORIT is to spread the concept of Trade Union training and to promote the study of educational methods by its leaders.

To achieve this important task the well-established trade unions of the entire world are contributing voluntarily to the International Solidarity Fund, which makes possible an intensive utilization of personnel from the various countries in developing the different educational activities on behalf of the new trade unions in the various countries of the hemisphere.

Since the fourth Congress of ORIT in December 1958, the work of the

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1. ("The ORIT Programs and Accomplishments") Mexico City, Mexico, ORIT Press Department, (May, 1963) Pg. 21

Education Department of ORIT has been directed toward two main objectives: one is the development of educational activities in different parts of Latin America, and the second is a program of leadership development among the union members of the hemisphere through the founding of the Inter-American Labor Institute for Labor Studies in Mexico City.

Its most important results have been an increase of interest among the younger union members and their fellow workers in their trade union and its educational work.

Approximately 600 representatives of twenty countries have been participants in the programs offered by the Institute.<sup>1</sup>

#### (1) Organization

In order to work with more effectiveness and to serve better the people who are affiliated with ORIT, the Department of Organization has divided the continent into the following areas:

1. Central America: Costa Rica, Guatamala, Honduras, Honduras Britannica, Nicaragua, Panama, El Salvador.
2. South America, Pacifico: Bolivia, Colombia, Ecuador, Peru and Venezuela.
3. South America, Atlantic and South Pacific: Argentina, Chile Paraguay and Uruguay.
4. Brazil
5. Caribbean: All the countries which are part of the Congreso Sindical del Caribe (ORIT) (Congress of Caribbean Trade Unions)
6. Antilles: Haiti, Puerto Rico and Dominican Republic.<sup>2</sup>

1. ORIT-ICFTU. "Trade Union Education Manual I". ORIT Press Department (June 1960) P.79.

2. ORIT-CIOSL "La Orit, sus Programas y sus Realizaciones", Mexico City, Mexico (May, 1962) p.40.

(2) ORIT - Educational Programs

From its origin ORIT has paid a great deal of attention to Education. Recently, more and more attention is given to attracting women and young workers to the Labor education programs.

Such programs are very broad in scope. Their objective is to set up a well-balanced group of methods and subjects to be studied in order to enable its members to profit from the courses offered.

Since 15 years of educational activity would be extremely difficult to survey, the author would describe briefly the highlights of such programs.<sup>1</sup>

A wide educational program was actively carried out in Panama, Chile, and Peru between 1951-1953.

Also in the Dominican Republic, where for a long period of time there was no activity in the labor movement, ORIT has recently concentrated its efforts.

In Peru work is concentrated in Cuzco with Seminars held by the Province Union of Employees and Workers.

In Ecuador the Women's Seminar organized by the Confederation Eduatoriam de Organization Sindical Libres (CEOSL) just ended in Tulcan, April, 1961.

In Colombia the Confederation de Trabajadores de Colombia is carrying out a broad program.<sup>2</sup>

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1. Through the courtesy of Professor Fanny Simon, Faculty Consultant at ORIT, the writer has been able to obtain up to date information related to ORIT Correspondence School; ORIT Inter-American Correspondence Course and Inter-American Seminars.
  2. ORIT EDUCATION Department. "ORIT Training Programs." Inter-American Bulletin (October, 1962) p.5.

Also, in Panama ORIT Education Department set up training courses in the city of Colon in 1956.<sup>1</sup>

(3) ORIT Correspondence School

In July 1956 began the first course sponsored by the School of Correspondence. This school was created in answer to the need of many workers who were unable to attend the seminars for worker's education sponsored by ORIT throughout its branches. The courses to be studied were similar to those of the Inter-American Correspondence School, so the writer will not describe them.<sup>2</sup>

(4) ORIT - Inter-American Correspondence School

In July 1955 fifty workers from different countries of Latin America were enrolled in the Inter-American Correspondence School. In August a second group of 186 workers were registered to study the same subjects -- Theory of Trade Union Organization, Accounting I-II, Labor Law, Basic Notion of Cooperatives, Collective Bargaining, Journalism, and History of the Labor Movement. Due to economic reasons such courses are not functioning at the present.<sup>3</sup>

(5) ORIT, Education of Woman

In 1961 the First Inter-American Seminar for women was held in Mexico City, Mexico.

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1. Ibid. p. 82

2. ORIT-CIOSL "Manual Sobre Tareas de Educacion Sindical" Mexico City ORIT Press Department, (March 1962) p. 81

3. ORIT-CIOSL "Manual Sobre Tareas de Educacion Sindical" ORIT Press Department, Mexico City, (March 1963) p. 109.

The program was set up in order to prepare them in the technicals, economics, politics and social aspects of trade unionism. The subjects taught were: Collective Bargaining, Propaganda, Methods of Organization, Labor Education and the best methods in training them to be a good member of the unions. Also were studied the International Agencies, ORIT, the ICFTU and the International Secretariats.<sup>1</sup>

Forty-five women from organizations affiliated with ORIT in countries as widely separated as Argentina and the Caribbean area participated in this event. The course was held in the headquarters of the CTM (Mexican Confederation of Workers).

In 1963 from March to April, the second training course for women trade unionist was conducted by ORIT in the Institute for Advanced Labor Studies, in Mexico City. Seventeen women from different countries participated in the Seminar. The courses were about the same as those in the first Seminar, with modifications and arrangements in the length of sessions and content of some of them.

According to Professor Fanny Simon, Coordinator of Programs, the women proved that there is a nucleus of capable and dedicated women trade unionist in Latin America.<sup>2</sup>

(6) ORIT, Inter-American Seminar on Labor Education

The First Inter-American Seminar on Labor Education was held in Montevideo, Uruguay in 1954. The aims of the Seminar were to prepare the

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1. Morris Paladino "ORIT Training Course for Women". Free Labour World ICFTU (March 1962) pp. 74-75.

2. Simon Fanny, Letter to the writer, April, 1963.



members of the labor movement for the administration and organization of the unions and enable them to set up labor education courses in their locals.

The subjects studied: Labor Law, Unions, Collective Bargaining, Political Economy, and Oratory.<sup>1</sup>

The Second Inter-American Seminar on Labor Education was held in Monterrey, Mexico in 1954.

The objectives were similar to the first one and 14 countries of Latin America were represented with forty-four students.<sup>2</sup>

The Third Inter-American Seminar on Labor Education was held in Montevideo, Uruguay. In cooperation with the Confederation International of Free Trade Unions (ICFTU) and the International Trade Secretariat (SPI) in May 1958.

The objective of the Seminar was to study the different problems confronting the trade unions in the hemisphere. The discussion covered the study of trade union structure, labor law, benefits, and comparative study of labor and social legislation.<sup>3</sup>

The Fourth Inter-American Seminar of Labor Education was held in Petropolis, Brazil from July 10 to July 18, 1960.

The agenda covered: Methodology and Techniques for Labor Education, Techniques for Organization Programs, and Collective Bargaining. Seventy labor leaders representing seventeen countries assisted the conference.<sup>4</sup>

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1. ORIT-CIOSL. "Manual Sobre Tecnicas de Educacion Sindical" ORIT Press Department, Mexico City, 1963. pp.82-83.
  2. Ibid. pp. 84-88
  3. Ibid. pp. 88-90.
  4. Ibid. pp. 88-90.

The First Central-American Seminar on Worker's Education was organized by ORIT and the Labor Union Federation of Northern Honduras at La Lima, city, Honduras in the summer of 1960.

The main objective of the seminar was to develop educational activities and to provide the workers with knowledge and training required to fulfill their duties as leaders of the working class. Subjects studied were: Trade Union Structure, International Labor Law, Labor Press and Public Relations, and International Cooperation.<sup>1</sup>

The Fifth Inter-American Seminar on Problems of Trade Union Organization and Economics was sponsored by ORIT-ICFTU in Bogota, Colombia in March 1960. It was successful in promoting the interest and cooperation of a number of associated trade unions. After the Bogota Seminar, some participants from the various countries discussed the possibilities of extending similar educational sessions on the national and local level through several courses in which the greatest possible number of members could participate.

The aim of these institutes would be to put emphasis not only on training the union leaders, but also on training the participants in the subjects studied and to stimulate the students to think for themselves and assume positions of leadership in the near future.

The First Seminar on Labor Organization was held November, 1958 in Santiago, Chile, much of the material used by the International Seminar of Bogota, Colombia was studied and discussed. Around forty workers from all

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1. ILO Industry and Labour. "Worker's Education" Fifth Inter-American Seminar on Labor Education, Geneva, Switzerland, (March 1960) p. 346.

over the country were gathered in the headquarters of the Chilean Light and Power Company.<sup>1</sup>

Topics discussed were: Collective Bargaining, Administration of Union Organizations, and Grievances Procedures. The ORIT Education Director was in charge of the program.

The First Central American Seminar on Worker's Education was organized by ORIT and the Labor Union Federation of Northern Honduras at La Lima, Honduras from July 30 to August 3, 1960.<sup>2</sup> The main object of the Seminar was to develop educational activities and to provide the workers with the knowledge and training required. The following subjects were studied: Trade Union Structure, International Labor Law, Labor Press and Public Relations, and International Cooperation.

(7) Local Trade Union Training Institutes Under ORIT Sponsorship

A basic explanatory study of the ORIT-ICFTU training Seminars in Latin

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1. Chilean Labor Newspaper "El Sindicalista" (December 1958) p. 3.

2. ILO - Industry and Labor "Worker's Education." Vol. XXIV, No. 9, (November 1960) p. 346

### ARGENTINA

The Argentine Seminar, the first National Union Leadership Training Session, was held from May 2 to 13, 1960 in Argentina, followed by a series of local institutes. The first of the series of local follow-up institutes was held in Rosario from May 14 to 17, 1960.<sup>1</sup>

Mainly the topics of these seminars dealt with Union Administration, Collective Bargaining and Labor Economics.

### ARUBA

The Trade Union Training Institute held in Aruba, in 1959, the first of Four Institutes held that year, was designed especially for oil workers. The working sessions were carried on in three languages: Spanish, English and Papiamentu. Forty students came to the program: Thirty three from Aruba, four from Venezuela and three from Curacao. The subjects discussed were: Preparing the Negotiations for Collective Bargaining, Role of the Shop Steward, Participation of Members, Economic Research on Automation.<sup>2</sup>

### BRAZIL

From July 10 to 28, 1960, the Continental Seminar on Trade Union Education Methods and Their Application to Programs for Organizing and Collective Bargaining was held in Petropolis.

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1. ORIT-ICFTU. "Report on Inter-American Trade Union Education," Mexico City, Mexico (July 1960) pp. 4-6. ORIT Press Dept.

2. International Cooperation of Free Trade Union. Training the World's Trade Unionist. Paris, France. p. 93. ICFTU Press.

Seminars for members in different industries were then held at the local and state level with emphasis on a non-political policy on the part of the Brazilian Trade Union Movement.<sup>1</sup>

BRITISH GUIANA

The ORIT held an Institute in Georgetown, from April 13 to 19, 1959 with the assistance of top leaders and shop stewards. Fifty-eight students attended, six of them were women.

The subjects discussed were: Trade Union Organization, Administration, Wages and Living Standards, Collective Bargaining, the Work of the Shop Steward, Union Meetings, Finances.<sup>2</sup>

COLOMBIA

With the participation of one hundred and twenty students, members of the different trade unions in Colombia held three Local Seminars in Labor Education in 1959, in the cities of Medellin, Bogota, and Paz del Rio.

On March 20, ORIT Education Department was in charge at Medellin, in cooperation with the IFM and the International Secretariat who helped to conduct the institute. The program covered: Preparation for Collective Bargaining, Job Evaluation, Time Study, and Incentive Programs. These were completely new topics on the agenda of labor education seminars in many of the Latin American countries which had not even considered such topics in their earlier conferences and meetings. Because of the unusual programs,

1. ORIT-CIOSL. Informe Del V Congreso Continental de la Organizacion Regional de Trabajadores (ORIT) Rio Janeiro, Brazil. ORIT-CIOSL Press Dept. (October 1961) p. 40.  
2. ORIT-ICFTU - Trade Union Education, Manual II, Mexico City, Mexico, ORIT Press Dept. pp 101-102.

the seminar received considerable publicity from the press and radio.

The classes were divided into groups of twelve persons and each student had two functions: First, to discuss the day's class assignment and Second, to carry out some specific task or assignment related to it.<sup>1</sup>

The second institute was held in Bogota, Colombia. Here special attention was given to Job Evaluation, Time Study, and Techniques for Evaluation of Programs.<sup>2</sup>

In Paz del Rio the third institute was held from March 20-23, 1960. Special attention was given to the work of the shop Stewards, Parliamentary Procedures and Wage Incentive. Sixty persons were in attendance.

In the classes dealing with job evaluation, the participants were asked to prepare themselves to fact time-study personnel, a technique which began a new approach in the teaching methodology used up to that time by ORIT.<sup>3</sup>

Trade Union Training Institute (Instituto de Capacitacion Sindical) was set up by the Confederation of Colombian Workers (CTC) in May 1961. Full-time seminars were conducted for three months, on Union Education, Organization and Administration in Bogota and Barranquilla.<sup>4</sup>

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1. Gottlieb Bertra. "Time Study" AFLCIO Research Department (December 1960) Washington, D. C. p. 27.

2. Ibid. p. 29.

3. Ibid. p. 31

4. U.S. Department of Labor. "Labor Development Abroad", American Republics: Colombia, Washington, D.C. BLS. (April, 1962) p. 12.

The 1962 program of the Institute was opened jointly by the ICFTU, the Confederacion Trabajadores De Colombia.

Trade Union Training Institute (Instituto de Capacitacion Sindical) which was set up by the Confederation of Colombian Workers (CTC) in May 1961, held seminars for three months, full time, on Union Education, Organization, and Administration in Bogota and Barranguilla.<sup>1</sup>

The 1962 program of the Institute was opened jointly by the ICFTU and the Confederacion Trabajadores Colombianos.

#### CUBA

In 1960 two local Institutes were held in Cuba, the first from August in Havana and the second in Santiago de Cuba.

Among the Collective Bargaining aspects studied were problems concerning the economy of the country, Classifications for Seniority Rights and Organization and Administration Procedures for Union Organizations. Special emphasis was given to improving the labor education courses in the locals since the majority of the students due to the late political developments and Fidel Castros Revolution in Cuba had no participation in the union affairs either in the local level or in the international.

ORIT had the cooperation of the Shell Employees Union and the International Federation of Petroleum Workers in carrying out these Institutes.<sup>2</sup>

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1. U.S. Department of Labor. "Labor Developments Abroad", Republicas Americanas Colombia, Washington, D.C. BLS (April 1962) p. 12.

2. ORIT-ICFTU. "Trade Union Education Manual I", Mexico City, Mexico (May, 1960) p. 106.

ORIT organized in cooperation with Trade Unionists in Guayaquil, Trade Secretariat of the Plantation, Transport, Postal and Telegraph and Oil Workers a Union Training Institute in March, 1959 for five days. A total of sixty-nine students took part. The program was devoted to the study of Trade Union Administration and Collective Bargaining Techniques.

ORIT Education Director, Daniel Benedict, spoke of the significance of the organization and service functions of the unions, channeled through modern educational and organization methods, procedures and experiences.<sup>1</sup>

EL SALVADOR

The National Confederation of Workers of El Salvador, under the supervision of the Department of Economics and Social Affairs of ORIT, set up a center for the study of Labor Economics in May, 1962. Thirty-seven members attended from the various member organizations of the Confederation.<sup>2</sup>

Further programs have been planned. The financing of these proposed projects have been discussed with the Co-Administrator of the Alliance for Progress, Theodore Moscoso.

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1. Extract from a letter sent by a worker who was present in the conference to ORIT Press Department. Summary of the Conference in Quito Ecuador. (March 1959).

2. Confederacion Nacional De Sindicatos de El Salvador. "Course in Labor Economics". Inter-American Bulletin (July, 1962) p. 4.



The first educational program was in 1951, held by ORIT and the Institute of Labor Relations at the University of San Juan, Puerto Rico.

The first formal announcement of it was made in the Institute's Annual Report for 1950-1951, where it was stated that ORIT would celebrate with the Institute in the development of a "six months resident training program for a selected group of Latin American union leaders."<sup>1</sup>

TRINIDAD

Two labor education courses have been held on the Island of Trinidad: one under the sponsorship of the Oilfield Workers' Trade Union and ORIT had forty-two participants in San Fernando; the second with forty-six leaders from thirteen unions was organized by the Secretariats of Trinidad and Tobago with ORIT, both were held from April 10 to April 12, 1959.

The main aim at the first course was to study Methods to Strengthen the Trade Union and Initiation and Membership Participation.

The second course emphasized the study of Various Techniques of Industrial Engineering.

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1. Miles Galvin. "The Latin American Union Leadership Training Program of the Labor Relations Institute of the University of Puerto Rico. Institute and ORIT Objectives. Cornell University (Unpublished Thesis) (1960) p. 146.

Below we quote an extract of the report submitted by Group No. 3, who attended the San Fernando course:

"Two main points highlighted this place of the discussion":

1. All the workers have a democratic right to organize and workers should be encouraged to enjoy this right.
2. The advantages to be gained by being in close cooperation with other labor organizations one of which is to create an atmosphere of solidarity in the labor set-up of the Island."<sup>1</sup>

The subjects discussed were: Collective Bargaining; Preparing the Members; Preparing the Negotiations; Trade Union Administration; Training of Shop Stewards; Job Evaluation; and Automation.

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<sup>1</sup>. ORIT-ICFTU. "Free Labor Salutes Trinidad Independence." Inter-American Bulletin. Mexico City, Mexico. ORIT Press Department. (October 1962) p. 6.

From 1956 to the present time, about 15,000 copies of the materials for the various programs and publications of ORIT have been distributed. They are published in Spanish, Portuguese, and English.

A new edition of the material on Collective Bargaining, the Organizer's Handbook, Labor Law, and Union Studies were published in 1960.<sup>1</sup>

Another manual that has been used widely is the Handbook of Labor Education (Manual de Educacion Sindical) which was given as the first reference book to the students of the different seminars held by ORIT in the Inter-American Institute of Labor Studies.

ORIT also publishes a weekly newspaper Inter-American Bulletin which is distributed to the national and local headquarters of the various unions through the continent.

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1. Alexander J. Robert. "International Labor Groups in the Americas" Proceedings, Industrial Relations Association, Spring Meeting, (May, 1962) p.p. 507-515

9. INTER-AMERICAN INSTITUTE FOR LABOR STUDIES

One of the most important projects in Latin American Labor Education was the creation of the Inter-American Institute for Labor Studies (Instituto de Altos Estudios Sindicales), under the economic sponsorship of IOFTU, which agreed to financing the pilot project.

From April to May 31, 1962, the first course was held under the direction of Mr. Justo Debarbieri and Professor Fanny Simon, Coordinator of Programs. (in ORIT headquarters in Mexico City with thirty students representing thirteen countries of Latin America.)<sup>1</sup> The main objective was the training of trade union educators who could go back to their native countries and help their unions develop better leaders and promote membership.

The second course from August 10 to October 8, 1962 and the third course (which the author had the opportunity of visiting at the invitation of the ORIT Education Department) from January 21 to March 15, 1963, were held also in Mexico City.

Representatives from Uruguay, Paraguay, Dominican Republic, Guatamala, El Salvador, Costo Rica, Peru, Bolivia, Panama and Mexico attended the courses.<sup>2</sup>

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1. ORIT. Education Department. "ORIT Inagurates Second Institute Training Program." Inter-American Labor Bulletin, ORIT Press Dept., Mexico City, Mexico. (September 1962) p. 5.

2. ORIT-CIOSL. "Manual Sobre Tareas de Educacion Sindical." Mexico City, Mexico. (March 1963) p. 127.

In the evaluations which the students made of the course, it was generally agreed that, as planned, the Seminar was of great value, even though certain criticisms were given against the length of the sessions and some of the topics required.

Constructive criticisms by both instructors and students have been taken into consideration in the planning of future courses.

Plans have been made to move the Inter-American Institute of Labor Studies from Mexico City to Cuernavaca, about fifty miles outside of Mexico City.

a. Meeting of Experts

ILO provides the advice of experts and specialists for individual or general education programs. Every year since 1956, seminars in specific areas and techniques have been given.

In 1957 a meeting of experts was held by ILO to study the scope and methods of Worker's Education, and the activities that could be applied in that field.

In 1958 another ILO meeting was held and the principal of the agenda was to consider the training of union organizers and the organization of educational services.

In 1960 the first academic seminar was held in Mexico City, Mexico, to discuss specific aspects of worker's education in Latin America. From that seminar was born the most ambitious project of the ILO, namely, the creation of the International Institute of Labor Studies in Geneva which started in 1961 with a two-month class for union members from different countries of the hemisphere. The second academic seminar started September 12, 1963 with two courses in Spanish and English.<sup>1</sup>

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<sup>1</sup>. ILO, International Institute For Labour Studies, Report for 1962. Geneva, 1963. pp. 8-13.

(b) Labor Education Programs

The ILO in developing Labor Education programs has as its first objective to help the unions to develop new plans for the training of men's abilities, not only as a matter of developing skills, but in developing any aspect of the individual's human potential. An important characteristic of the ILO Labor Education programs is the flexibility for which they are created, in order to adapt them to the needs of the different countries, because the problems which are solved in one country with one method can't be solved in another country using the same methodology.

ILO started its programs in 1956 and the nature of these programs was based on the aims of the ILO itself -- to improve working conditions and the individuals welfare. These programs cover a wide range of subjects like Labor Education, techniques, interests, the study of trade unions, workers participation in community life, industrial relations, etc.

At a meeting of experts in 1957 under the ILO sponsorship UNESCO observers made clear distinctions

"While adult education aims forcefully at broadening the general knowledge of the worker as an individual and as a member of the community as a whole, worker's education is addressed to the worker as such, to improve his understanding of the problems which he, together with his fellow workers has inevitably to tackle in modern society."<sup>1</sup>

The way in which the ILO conducts Labor Education are very different

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1. Proceedings of a Land-Grant Centennial Conference. "Assessment of Existing Labor Education Programs" Albert Guigui, ILO Worker's Education Division, Michigan University, Michigan, (March, 1962)  
p. 89

from ICFTU-ORIT. The former sends missions of experts to countries which ask for them, publishes material related with the activities of the workers, reports to the governments develops curricula for seminars for workers, teachers of the workers and labor education experts, and brings delegations of workers of different trade unions into its headquarters in Geneva, Switzerland for training.

The ILO Labor Education programs cover the following areas:

1. Research in the field of Labor Education
2. Manuals and Technical studies
3. Organization of meetings of Labor Education experts
4. The granting of fellowships for workers
5. Film library services
6. The creation of the International Labor Institute in 1962 in Geneva
7. Cooperation with other agencies.

The ILO Worker's Educational Program started in 1956 with a small experimental budget, but the success of the program gained immediate active support from the government body and for the year 1963 ILO Educational Programs' budget is expected to total \$228,000 with priority to those programs which need technical assistance, with no modification for 1964.<sup>1</sup>

The ILO has started the Worker's Education Program relatively recently in the developing countries, acting at the request of their governments in Asia, Africa and for Latin America in Peru, Bolivia, Mexico.

In performing its work, the ILO helped to establish conditions in which the trade-union movement could improve itself, having in mind that the over-all activity of this program also has a special character in that

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<sup>1</sup> Proceedings of a Land-Grant Centennial Conference. "Assessment of Existing Labor Education Programs" Albert Guigui, Michigan University, Michigan. p.93



agencies like the United Nations Educational Scientific and Cultural Organization, Organization Estados Americanos, Agency for International Development and so forth. Since some of them are sponsored by such international agencies more directly related to Adult Education than specifically to labor education in Latin America the author will not explain them in detail.

Among the International Trade Unions with whom the ILO cooperates are the International Confederation of Free Trade Unions (ICFTU), the International Confederation of Christian Trade Unions (CLASC), Canadian Labour Congress, and American Federation of Labor and Congress of Industrial Organization (AFL-CIO).

Usually ILO sends an expert or lecturer to the courses organized for the international unions, as in the case of the seminars run by ORIT, the branch of the ICFTU for the American continent. A typical example of its activities was the sending of a lecturer to the First Seminar for Women Trade Unionists held in Mexico in 1961.<sup>1</sup>

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1. Morris Paladino. "ORIT Training Course For Women". Free Labor World, ICFTU., Mexico City, Mexico, (March, 1962) pp. 73-75.

it deals with economic and social problems.

### 1) Missions

Between 1956 and 1961, at the request of the countries concerned, the ILO sent experts to Peru, Bolivia, Mexico, and other countries. ILO recognizes that one of the most important problems of the developing countries is the forming of strong trade union movements. This is accomplished through the advice and practical aid of an ILO expert in labor education problems. Such help is particularly necessary in countries which have divided trade unions and non-mature organizations. The participation of ILO has taken many forms; for example, providing material assistance at Geneva and elsewhere, supplying educational material and selected ILO publications, sending lecturers on subjects within the competence of ILO. The experts are recruited from universities, worker's education associations, and other agencies. Their preparation and experience have enabled this program to be successful from its beginning.

### 2) Fellowships

In 1960 by specific provision of the Government and its budget the ILO granted for the first time a total of eighteen fellowships. The writer has been unable to secure data on the number of these fellowships allotted to Latin America and the number allotted to labor unions from other countries.

The areas which are to be studied are worker's education and related labor education problems. The candidates for fellowships are selected by their own unions on the basis of their requirements and qualifications.

### 3) Manuals and Bibliographies

The ILO press department has published a series of worker's education manuals, which are not text books but guidelines intended for the use of the instructors and students.

Special effort has been made to insure a large circulation of each publication. They are published in eight different languages, including Spanish.

Under the Worker's Education Programme in 1956, the ILO initiated a series of worker's educational courses, written in concise language. These courses are in the nature of technical tools which the ILO intends to place at the disposal of workers and their organizations.<sup>1</sup>

The ILO and Its Work and Worker's Education Methods and Techniques have gained wide circulation and their impact has been noticeable. These manuals were not written especially for Latin American Trade Unions; nevertheless, cause of the flexible style in which they are written their use has been profitable to both teacher and student.

The bibliographies available in ILO publications contain 1000 titles on Labor Education, even though that section is less than ten years old. It includes reading material on programs from 1944.

### 4) Film Library

There is a special service for the loan of films on labor subjects in the ILO field offices in Latin America, mainly concentrated in Lima, Peru and Mexico City, Mexico.

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1. ILO, "The ILO's Worker's Education Programme". Worker's Education Courses and Manuals. Geneva, 1960. pp. 3-5.

The collection of films is impressive and has been made by experts in the fields. These films have been used as a part of the audio-visual techniques for teaching purposes.

Trade unions and other bodies engaged in worker's educational activities may apply to the ILO for loan of such audio-visual aids which are useful instruments in worker's education.<sup>1</sup>

5) Cooperation with other Agencies

Due to the international character of ILO, its educational programs are not made directly for the individual worker. The ILO believes that that is the responsibility of the trade unions themselves.

Most of the seminars where the ILO participates are organized by the international and national trade unions and international

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1. ILO. "The ILO's Worker's Education Programme". Worker's Education Courses and Manuals, Geneva, 1960. pp. 3-5.



### 3. International Trade Secretariats

International Trade Secretariats are independent international federations of National Free Trade Unions in the same or related industries or trades. In the past ten years they have played an increasing role in representing Free Labor throughout the world. Lately they have taken considerable interest in the less developed areas of Latin America.

There are nineteen International Trade Secretariats with over thirty million members in sixty-seven countries.

The main activity of the Secretariats is to keep the unions informed of one another's activities, and to help in organizing, particularly in underdeveloped countries. Part of its resources are devoted to specific programs of worker's education and training of union members especially in developing countries.

In an effort to meet the increasing demands for labor education in Latin America, the ITS Educational program has been extended to assume responsibility for the placing and implementation of seminars and other training programs among its affiliates in Latin America. Following is a listing of the activities of ITS in those countries where in cooperation with the national trade union, seminars and courses have been carried out successfully.

#### BOLIVIA

The International Commercial, Clerical and Technical Employees held a seminar in Labor Education in Cochabamba, Bolivia, in 1962. Emphasis was put on the Development of Democratic Trade Unionism and Leadership Training.<sup>1</sup>

<sup>1</sup>. Int. Federation of Commercial, Clerical and Technical Employees. "Provincial Seminar" L.E. Inter. American Labor Bulletin (June 1962) p.3.

Under the sponsorship of the International Trade Secretariat, Conferences in the International Trade Unionism were held in Sau Paulo and Porto Alyre, Brazil.

The purpose of the conference was to present the International Trade Union movement at the local level. The material discussed was aimed to cover three areas of information:

1. National and International Education Programs.
2. Trade Union Political Activities.
3. The Brazilian Labor Movement and its Participation in the Alliance for Progress.

Emphasis on leadership at the local level was a goal of the conference which was attended by 200 union leaders. It was strongly recommended that the unions should open a permanent trade union educational center in Brazil for the purpose of training leaders for the local federations which by virtue of the national tax law can allocate funds to establish local union training schools.<sup>1</sup>

CHILE

Under the sponsorship of the International Federation of Economical, Clerical and Technical Employees, the first Chilian Labor Seminar was inaugurated.

Through the efforts of the Institute of Organization and Administration

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1. P.S.I. "International Trade Secretariats Cooperate in Brazilian Program." Public Services International, (September, 1962) Vol. 2, N. 4.

of Labor Relations, of the University of Chile, the ten-week Seminar was held from May 19 to May 27, 1962.

An analysis of the International Labor Union and the Trade Unions movement in Chile were the topics discussed.<sup>1</sup>

In Arica, Chile a Seminar was held by the International Transport Workers Federation in January 1962, for the Chilean Dockers Union. Considerable emphasis was placed upon courses in Collective Bargaining Research Functions for Unions, and the Role of the Union in the Community.<sup>2</sup>

#### PUERTO RICO

A training program for Labor Education sponsored by International Federation Petroleum Workers, Cornell University and the University of Puerto Rico started in July 1962, at the Institute of Labor Education of the University of San Juan, Puerto Rico. Twelve Latin American oil trade unionist from Boliva, Agrentina, Peru, Puerto Rico, Colombia, Curacao and Brazil attended.

The Curriculum included courses in the Processings of Grievances, Collective Bargaining and special emphasis on Organizing Activities and the Economics of the Petroleum Industry.<sup>3</sup>

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1. IFECCTE. "Seminar in Chile", Inter-American Labor Bulletin, Santiago, Chile. (August, 1962), p.3.

2. International Transport Workers Federation. "Chilean Dockers Hold a Seminar." Inter-American Labor Bulletin, Santiago, Chile; (January 1963)p.3.

3. IFPW. "Puerto Rico Training Program." Inter-American Labor Bulletin, San Juan, Puerto Rico, (August 1962), p.3.

During 1963 the educational programs of the International Union of Food and Allied Workers of Colombia (IUFA) received technical assistance from the American Institute for Free Labor Development. A total of over seven hundred Colombian trade unionists have already received instruction in the following courses: Trade Union History, Totalitarian Threats to the Labor Movement, Collective Bargaining, Trade Union Accounting, Publicity Techniques, and others.<sup>1</sup>

PANAMA

With the cooperation of the National Federation of Food, Drink, Hotel, and Similar Workers (FITABHA), the International Union of Food, Drink and Tobacco Workers (IUFDTW) sponsored a two week seminar in Panama. It was set up particularly for trade union leaders of the country and advanced techniques were covered. A total of three seminars were held in 1963.<sup>2</sup>

<sup>1</sup>. International Union of Food and Allied Workers of Colombia. AIFLD to sponsor Colombian Institute". Activities of International Trade Secretariats. Bogota, Colombia (January, 1963) p. 3.

<sup>2</sup>. International Union of Food and Allied Workers of Colombia. "Course Planned for Panama". Inter-American Labor Bulletin, Bogota, Colombia, (August, 1962) p.3



Inter-American Union Exchange Program

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In August 1962 the Public Services International Secretariat requested all affiliated unions interested in establishing an exchange program among Latin American and Carribbean Unions to contact it. Even though from the beginning the program gained acceptance by the leaders of the different unions, up to early 1964 there have not been any definite plans made.

4. THE UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION. <sup>40</sup>

As an example of an international agency which assists its members in programs to improve educational development we mention the United Nations Educational, Scientific, and Cultural Organization. Education in any of its aspects is considered by UNESCO a means of self-betterment in less-developed countries. UNESCO has undertaken long-range projects to extend education to the people of the world, including the Latin American countries.

UNESCO's major aim was the developing of labor education programs in some areas of Central America and Europe. Its help has gone beyond the mere cultural aspect, however, by financing short labor education seminars, granting fellowships, and stimulating research.<sup>1</sup>

Its activities in the field of worker's education naturally include, among other things, measures to impart, or help to impart, to workers some of the accumulated knowledge which it has acquired in the areas within its competence. It is aware that placing emphasis on these fields does not, however, imply exclusion of the more general fields of knowledge. It is recognized that the broad concept of worker's education would in appropriate cases include general cultural and literacy education. Important relationships exist between general mass education and worker's education in its strict sense, and this is an area in which the UNESCO and the ILO have had a common base for cooperation.

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1. UNESCO. The United Nations, Educational, Scientific, and Cultural Organization, "Cultural Programs for Teacher's Union. Paris, France, 1949. pp. 7-9.

UNESCO was very active in promoting labor education by means of international seminars held in its headquarters in Paris, but now much of that work has been shifted to the ILO.<sup>1</sup>

The author has been unable to find specific details on labor education programs in Latin America by UNESCO. Abstracts have been found of Adult Education Conferences and Seminars in Central America, Brazil, and Europe which were developed under a special set-up before ILO started its programs in 1956.<sup>2</sup>

Labor Education under a government's sponsorship is a much discussed area. Its result depends on the political, economic, and social factors which would be taken into consideration by any government in office despite its goal to help the workers set up their own organizations and develop their own programs.

There are some countries in Latin America in which the government has set up schools for labor education. In Peru, the political parties run their own schools. For example, the largest political party, Partido Aprista Peruano, set up such a school when it was in office.<sup>3</sup> Legally autonomous, those schools prefer to appear as part of the government's agencies, but they try chiefly to gain control of the other trade unions.

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1. UNESCO. Report in the Seminary of Inter-American Conference of Adult Education. "Handbook for Adult Education". Group IV. Rio Janeiro, Brazil. (August, 1949) p. 32.

2. Orr, Charles. "New Directions and News in International Labor Training". Current Programs in International Labor Training. Conference at the school of International Service, The American University, Washington, D.C. (April, 1962) p.15.

3. Haya de La Torre. "El Aprismo y el Peru" International Relations Library, 1933 Chicago, Illinois, p. 10.

As was stated in the beginning of this thesis, in Latin America, government agencies sponsoring worker education programs, are very few and seldom are the programs geared to the rank-and-file, and even more seldom do they meet the particular needs of each individual country.

In connection with the problems of mass education, there are two parts for study. First, between 1950-1960 there has been an expansion of public education in Latin America by 66%.<sup>1</sup>

The second important problem in the development of human resources is the availability of skilled industrial workers.<sup>2</sup> Latin American governments are not prepared to meet the problems which are involved in mass education nor can they provide for skilled worker education, full employment, and proper utilization of high-level manpower as part of the development of human resources.

The role of government is the formation of state agencies to coordinate and to help secure cooperation not only between management and industry but between educational institutions, not only those under government direction, in order to make the best use of the new techniques and methods for programs in Labor Education, and stimulate mutual assistance between universities and industry.

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1. International Labor Review. "Economic Growth and Social Policy in Latin America." The Seventh Conference of American States Members of the LKD. VOL. LXXXIII, NM. 1-2, (August 1961) p. 56.

2. Ibid. p. 71.

## 1. Peruvian Program

Since data on most of the countries is unavailable, this report is limited to the Peruvian Government program for Labor Education and the United States agencies aiding it.

Since the main objective of this thesis is to study the development of labor education and the sources available for its study in South America, the writer will not discuss the political or historical aspects of the Trade Union movement in Peru. It is necessary, however, to mention that the founding of "APRA" (Partido Aprista Peruano) and its appeal to the labor movement started the ideological struggle within the trade unions of Peru. The APRA was the first political party to appeal to the working class in order to obtain votes.<sup>1</sup>

Even though the unions were first organized in the nineteenth century, it was not until the governmental law of March 23, 1936 that the different trade unions in Peru secured full recognition. The government has now recognized eighty-eight trade unions.<sup>2</sup>

The ideological orientation of the trade unions in Peru, as in most of the countries of South America, has led to splits in the labor movement and its history has been characterized by conflicts between groups who have different political or ideological beliefs. Inter-union rivalries have frequently led to political pressures by the strongest unions which are often backed up by the strongest political party. Consequently strikes, disorganization, work stoppages and very little interest in the welfare of the

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1. Servicio Cooperativo del Empleo del Peru. "Politica Laboral" Desarrollo economico, Lima, Peru. (July, 1962) pp. 5-6.

2. Ibid. pp. 7-11.

workers are the unfortunate results that the trade unions are slowly 44  
recognizing. It is felt by them that this is one of the main areas where  
worker's education is needed in order that the leaders may learn how to  
perform their duties. However, even well-organized labor education may be  
of little value in breaking down the resistance of some employers against  
dealing with trade unions. It is recognized that there is also the need  
for some form of management education which will help to lead the employers  
to a more ready acceptance of the methods of improving the relations be-  
tween employers and trade unions.<sup>1</sup>

In general the experiences that Peru has had in the development of  
Labor Education are limited; it is still in the initial or experimental  
phase.

Mr. Alfredo Nazario, Director of the Labor Relations Institute of the  
University of San Juan, Puerto Rico, was sent in 1959 by the ILO as a  
specialist to make a study of the activities in the field of Labor Education  
in Peru, and to evaluate the programs, the methods, and techniques and to  
make recommendations to improve the coordination of the Labor Education  
Programs among unions, universitites, and other agencies. In his report  
Mr. Nazario, describing briefly the Peruvian Labor Education Program and  
its implication in the life of the country, said:

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<sup>1</sup>. ILO Management Development Program. "ILO Aims to Develop Practicing  
Managers in The New Developing Countries". Labor Management Series,  
No. 11-A, Lima Peru, (November, 1960), pp. 14-16.

"... We appreciate that generally speaking, the trade unions do not have formal programs or continuous studies for self-improvement by the union."

"In the area of Lima and Callo, there are: LaEscuela Sindical de Lima, La Escuela del Movimiento Democratico del Peru, Oficina Nacional de Sindicatos del Partido Aprista Peruano, Escuela de Capacitacion Sindical del Partido Democratico-Cristiano, and LaFederacion de Estudiantes de la Pontificia Universidad Catolica del Peru."

"Outside of the Lima - Callao visited the University of Trujillo, LaUnion Sindical del Santa in Chimbote, La Escuela Sindical del Centro in Huancayo and the Union Sindical del Centro"..<sup>1</sup>

Although government programs in Peru began some time before General Odría's administration, there were no major developments in this area until 1953. On April 23, 1953 the Government passed a law requiring the Labor Department to organize circles and classes for workers to study social topics. Under such programs the graduates may obtain scholarships, thus enabling them to pursue further studies in the United States under the supervision of the agencies of Peru and the United States Aid Mission to Peru.

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<sup>1</sup>. Alfredo Nazario, Director of the ILR of the University of San Juan, Puerto Rico. Informe al Gobierno del Peru Sobre La Educacion Obrera. OIT-PERU, 1959. pp. 3-10.

Another factor of importance to labor education in Peru is the prevailing illiteracy of the Indians, who make up about 45 percent of the Peruvian population and are a special target for reform efforts.

In 1950 the Government launched a ten-year program for the expansion of educational facilities for them and has devoted up to twenty percent of the annual budget to this purpose. Unfortunately for these illiterate people, their work conflicts with their education and the basic problem remains the same -- the so-called "social question" that for so many centuries has plagued South America. Continuous reforms and temporary solutions with but very little results -- that has been the picture over the years.



## 2. United States Agencies

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The United States of America has been assisting with labor education in Latin America programs for the last fifteen years. The programs started after World War II and in 1961 the Foreign Assistance Act reorganized the foreign and programs on a geographic rather than on a functional basis.<sup>1</sup>

The U.S. programs cover a broad range of training from higher education to labor education and such programs are carried out in the U.S. or in the host country which require the assistance of the U.S. Agencies. The plans and objectives are so numerous that such programs will have a great long-term impact on social and economic development of the recipient countries.

At the April, 1962 Conference at the School of International Service of American University in Washington, D.C., (in a paper on "Current Programs in International Training"), Charles Orr said:

"Three agencies of the U.S. government are actively engaged in foreign labor training: 1) The Department of State, 2) the Agency for International Development (AID) and the 3) Department of Labor which assist the other two agencies."

The bulk of the government's foreign labor training is administered by the AID under three types of programs: (1) training of foreign visitors to the U.S. called "Participant Training Program" (2) training programs abroad and (3) "Third Country Programs" under which a person sponsored by the AID goes from his own to some country other than the United States.

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1. Kenneth Kelly. "The Place of Labor Education in Developing Societies; Education for Social Progress." Inter Labor Conference, Michigan University, Michigan. (March 1962)

I do not have exact figures on the cost of this type of technical assistance but a total of 6,400 exchanges is about \$56,000 or almost \$9,000 per exchange. Although this appears to be a costly form of education, it may be well worthwhile from many points of view. Within the existing budget the programs' effectiveness could probably be improved...."<sup>1</sup>

An AID program which started in 1951 is the Leadership Training at the University of San Juan, Puerto Rico, under the sponsorship of the State Department, Marshall Foundation and some International Trade Unions. This program is costing the U.S. Government about \$4,000 to \$5,000 for each student; in eleven years it cost the State Department over \$2 million.<sup>2</sup>

The author won't discuss the University of Puerto Rico Training Program since a detailed study has been made by Miles Galvin, now in charge of the Educational Programs for Workers at the Institute of Labor Relations.<sup>3</sup>

The AID Agency programs are more highly concentrated now than they have been in the past. At the present the labor education programs are most concerned with free trade unions, AID's objectives are:

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1. Charles Orr. New Directions and Needs in International Labor Training, Conference at the School of International Service, "Current Programs in International Labor Training" (April, 1962) pp. 13-13.

2. Miles Galvin. The Latin American Union Leadership Training Program of the Institute of Labor Relations of the University of Puerto Rico. "Sponsorship" p. 209.

3. Ibid.

1. To identify the U.S. in the eyes of the working population with democracy, social justice, and progress.
2. To foster the development of democratic trade unions by intelligent leaders free of domination by state or political party, and to assist them in their struggles against communist and other totalitarian threats to their freedom and independence.
3. To assist democratic trade union and worker organizations in developing of housing cooperatives, credit unions, etc.
4. To assist governments in improving their legislation and administration of labor programs, in analyzing manpower requirements and resources, and relating results of such analyses to their programs for economic development; to develop programs to improve skill and productivity of the labor force.<sup>1</sup>

The work of the AID reflects the U.S. recognition of the problems which are faced by the developing societies and that the efforts must be concentrated on projects most likely to further long-term development.

So far, worker exchanges are helping the unionists and they have found that living abroad, under the proper auspices and for persons who are well prepared beforehand, is still one of the most stimulating and interesting forms of education. Further light may soon be shed upon this question by an evaluation being undertaken by AID, which will be based upon 15,000 interviews.<sup>2</sup>

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1. Kenneth Kelly. Educational Institutions and International Labor, "The Place of Labor Education in Developing Societies; Education for Social Progress." (March, 1962) p. 3.

2. Charles Orr. New Directions and Needs in International Labor Training "Current Programs in International Labor Training." (April, 1962) p. 18.

### Agency For International Development in Peru

The work performed by Mrs. Luz Landazuri de Maurta as the former Point Four Program Training Officer and that now being done by her under the newly-established United States Aid Mission to Peru (AID), deserves special attention.

As a Coordinator of the many programs conducted by AID in cooperation with the Peruvian Government and private agencies, her office is responsible for various projects such as agriculture, education, housing, public administration, cooperatives, and labor. These are conducted under the supervision of North American experts, with the cooperation of Peruvian citizens.

The main objectives of the AID program are to achieve an increase in production efforts and to improve living conditions by stimulating the exchange of technological knowledge.

We will now describe the main programs conducted by AID in Peru, such as, the Fellowship Program of the Agency of International Development, Training Program for Labor Leaders, Credit Union Training, and Basic Courses in Trade Unionism for Women Workers.

#### a) Fellowship Program

One of the means used in order to achieve the objectives of the Agency for International Development consists in granting fellowships to professionals and technicians employed by the Peruvian government who, with better understanding of the problems of the economic development of their country, can contribute to its progress by adopting experiences learned from other places.

Before accepting any application AID must receive an official petition from the Peruvian government requested by the Coordinator of Technical Cooperation. The prospective petitioners must sign a contract in which they commit themselves to keep working in the division to which they belong for a term of two to four years after having finished their training, receiving in return an official assurance that their post would be kept for them as long as they would remain outside of the country.<sup>1</sup>

One of the most important requirements should be that each fellowship make a contribution to the technological development of the country. There is now in effect a scale of priority and severe selection in order to grant such fellowships.

From the Fellowship Program of the Agency for International Development, annex #2 we quote:

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1. Luz Maurta, Training Officer, U.S. Aid Mission to Peru, letter to the writer. (December, 1963).

" .. Without doubt all fields of study are important but some of them are of more importance and the fellowship program tries to give priority to those fields of learning which, besides representing activities of vital transcendancy, have specific projects to be carried out, in which is necessary the services of the fellows trained in such specializations.

The Alliance of Progress does not consider it logical to prepare a professional, regardless how good he can be, in a specialization which would not be or would not have an immediate and effective application in the country."<sup>1</sup>

b) Training Program for Labor Leaders

The training program offered to Peruvian labor leaders was started in 1956 under the sponsorship of the former Point Four Program, and is now conducted by AID. A total of one hundred and twenty-three trainees were sent to Puerto Rico for four months of study at the Institute of Industrial Relations of the University of San Juan.<sup>2</sup>

The trainees spend two and one half months at the Institute, studying such subjects as, labor, economics, history of the labor movement, administration and structure of labor unions, industrial relations, and basic accounting. After the cycle is over the fellows spend another month and a half in the United States visiting trade unions, industrial plants, and public offices. The cost of the program is paid by the funds of the United States Aid Mission in Peru.<sup>3</sup>

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1. Luz Maurta. Training Officer, U.S. Aid Mission to Peru, Annex No. 2 (December, 1962) Lima, Peru. Pg. 2.

2. Luz Maurta. Training Officer, U.S. Aid Mission to Peru, letter to the writer (December, 1963).

3. Luz Maurta, "Training Program for Labor Leaders" Annex No. 2, Lima Peru, (December 1961)

The program gives preference to young leaders; the age limit is thirty years, with certain flexibility depending upon the circumstances of each case. Experience and character of the applicant play an important role in the final selection.<sup>1</sup>

The selection of applicants begins with a letter from the Training Officer to the trade union headquarters which submits a list of its candidates elected in a public assembly under democratic procedure.<sup>2</sup>

Until 1962 the courses were offered only in Puerto Rico. In 1963 another similar course was offered at the International Labor Center of St. John's College, Annapolis, Maryland, in the United States.

The first team was composed of 18 leaders from the cities of Trujillo and Chimbote of the northern section of the country.<sup>3</sup>

The Peruvian Labor Development and Labor Leader Course held at St. John's College was under the sponsorship of AID, with a program arranged by the U.S. Department of Labor, Bureau of International Affairs, Trade Union Program Division.

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1. Ibid. p. 3.

2. Luz Maurta, "Training Officer, U.S. Aid Mission to Peru, Letter to the Writer. (December, 1963).

3. U.S. Department of State. "Program of Study" Peru: Labor Leader-Team A. Washington, D.C. (August, 1963) p. 2.

The project was designed to provide training for Peruvian labor leaders on aspects of trade union organization, administration, and contributions toward the development of the country's productivity and economy.<sup>1</sup>

It is hoped that the course will help to create effective labor-management relations and the information gained will be shared with others through trade unions, journals, union meetings, and discussions with civic groups.

c) Credit Union Training For Labor Leaders

This course lasts ten weeks; six are dedicated to study and observation at the Institute of Industrial Relations of the University of San Juan, Puerto Rico, and four weeks are scheduled as observation periods in the United States.<sup>2</sup>

The fellows trained in this subject study the cooperative movement as an instrument directed toward raising the standards of life and helping the economic development of the country with emphasis on the participation of trade unions.

d) Basic Courses in Trade Unionism for Women Workers

This course is tailored for women workers who perform some kind of activity related to the trade union movement. With some slight differences

<sup>1</sup> Ibid. p. 3.

2. Luz Maurta, Training Officer, U.S. Aid Mission to Peru. "Credit Union Training for Labor Leaders" Annex No. 4. Lima, Peru (December, 1962) p. 3.



in its structure, this program is like the labor leaders training program taught in the AID headquarters at Lima, Peru. After careful screening process, some of the students are sent to the Institute of Industrial Relations of the University of San Juan, Puerto Rico for further training.

The length of the course is ten weeks; six are spent at the Institute and the remaining four are spent visiting and observing the conditions in the United States.

The students concentrate on the study of specific problems which affect them; ways of stimulating women to participate more often not only in union affairs but also in community activities which contribute to the progress of the community.<sup>1</sup>

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1. Luz Maurta, Training Officer, U.S. Aid Mission to Peru. "Training for Women Workers". Annex No. 5, Lima, Peru, (December, 1962) p. 3.

(e) CENTER OF LABOR STUDIES

Perhaps one of the most important milestones in the development of education in Peru through the efforts of AID in cooperation with the Peruvian Department of Labor and the National Confederation of Peruvian Workers, has been the inauguration in February 1963 of the Center for Labor Studies.

Its main objective is:

"To educate the working class for leadership positions within the trade union movement and to promote better understanding and cooperation between industry and government."<sup>1</sup>

The Center is under the direction of Mr. Jesse Friedman, representative of the American Institute for Free Labor Development. Mr. Friedman works closely with an advisory board made up of representatives of the Peruvian Department of Labor, National Confederation of Peruvian Workers, and United States Aid Mission.

The courses that are scheduled for the year 1963-1964 are:

1. International Labour Office
2. Labor Law
3. Structure of Labor Movement
4. Social Security
5. Economic Development
6. Industrial Relations
7. Organization and Administration

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1. Peruvian Center for Labor Studies. "Objectives of the Center for Labor Studies". Lima, Peru. (December, 1963), p. 2.

8. Dangers for Free Democratic Trade Unions
9. Methodology of Teaching
10. Alliance for Progress
11. Cooperatives
12. Public Relations
13. Industrial Projects and Research Methodology
14. Collective Bargaining.<sup>1</sup>

Mrs. Maurta says: "The courses will be taught four or five times a year and the first course will start early in February."<sup>2</sup>

The Institute plans to expand its future activities outside of Lima but using the graduates on team-teaching experimental projects.

The official figures of the Institute's budget are as follows:<sup>3</sup>

Fiscal Year 1962-1963	\$223,924.00
Fiscal Year 1964	122,274.00
Fiscal Year 1965	134,400.00
Fiscal Year 1966	138,000.00

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1. Tom Robles, United States Labor Attache, The American Embassy, (Letter to the writer. Lima, Peru. (March, 1963).

2. Luz Maurta, Training Officer, U.S. Aid Mission to Peru, Letter to the writer. Lima, Peru. (January, 1963)

3. Luz Maurta, Training Officer, U.S. Aid Mission to Peru, Letter to the writer. Lima, Peru. (January, 1963)

The enthusiasm displayed by both labor and management at the opening of the Center in Lima indicated that they were in agreement with the late President John F. Kennedy when he spoke thus to the first graduates of the American Institute for Free Labor Development:

".. Those who believe in freedom deposit in you the biggest hopes; a strong trade union movement is essential for the maintenance of freedom."<sup>1</sup>

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1. John F. Kennedy, Speech to the first group of graduates of AIFLD, Washington, D.C. (August, 1962) p. 3.

C. PRIVATE AGENCIES

1. American Institute for Free Labor Development

The American Institute for Free Labor Development is the contribution of the ALFO-CIO to the strengthening of a free society through the development of free, democratic trade unions in the Americas.

In August 1960, the AFL-CIO gave to the project the financial backing for starting its programs (\$20,000) so labor leaders of the South American continent could be granted after completion of their course a nine month's internship which would enable them to provide full time service to their fellow-workers. It is anticipated that from 100 to 120 leaders per year will be trained.

The first program opened with a three-month educational course for 44 Latin American and Caribbean Area Trade Union Leaders.

This ambitious project won early praise from statesmen, as well as business and labor leaders. Its curriculum was designated to "develop responsible trade union leaders and consequently the curriculum is limited."<sup>1</sup>

The writer does not intend to make a study of the work of the Institute but to mention the highlight of its aims and its practical applications not only in the AIFLD Institute classroom but in other countries in which similar centers are being created. "The AIFLD is so young that I am afraid there is not yet a sufficient body of experience or knowledge to be studied or evaluated."<sup>2</sup>

1.

A. Jesse Friedman, Assistant to the Inter-American Representative, Letter to author, (July 12, 1962) Washington, D.C.

2. John Winmuller, Professor, New York State School of Labor and Industrial Relations, Letter to the author (October 25, 1962) New York

Grants totaling \$250,000 were awarded the Institute by the U.S. Agency for International Development and it is expected that private sources will provide the Institute's main source of income.

Classes will be given on collective bargaining, organization techniques, trade union finances, labor education, cooperatives and the role of labor within the framework of the Alliance for Progress.<sup>1</sup> In addition, a Department of Social Projects was established by the Institute to assist free trade unions in the establishment of workers' education programs, credit unions, worker's clinics, vocational and adult education programs and similar activities.

The major part of the faculty will be from American and Latin-American trade and democratic political leaders.

The first class represented two groups of labor leaders from Panama, Costa Rica, Honduras, El Salvador, Venezuela and the Dominican Republic. The second was an English speaking group from the British West Indian Caribbean area.<sup>2</sup>

Prior to graduation, the students had an opportunity to leave the Institute classroom program for two weeks in order to meet with U.S. trade unionists and government officials at the working level.

The plans for three courses in 1963 were approved. The first was held for thirty students from Brazil, followed by forty two students from the Caribbean area. The last course of the year was tailored for a Spanish-speaking group.

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<sup>1</sup> • AFL-CIO. "Inter-American Labor Institute" Inter-American Labor Bulletin, Washington, D.C. (August, 1962) p. 2.

2. Ibid.

In 1964, the fourth course, which would start May 20 to August 16, would be divided into two classes -- one composed of fifteen participants from English-speaking countries of the Caribbean area; the other comprising twenty-three Spanish-speaking participants from Argentina, Bolivia, Chile, Colombia, the Dominican Republic, and Uruguay.<sup>1</sup>

It is planned to hold supplementary training courses for Latin American students in Israel, Italy and Germany and set up new centers in Colombia, Brazil and Argentina. The Institute signed a contract with the Agency for International Development for the establishment of a worker's education center in Lima, Peru. Also, the executive Director may negotiate with the AID for signing of similar contracts for Central America and Jamaica.<sup>2</sup>

A dozen graduates already have assignments to set up training centers in Latin America and training programs have been established on the national and local level.<sup>3</sup>

The recently organized Ecuadorian Confederation of Free Trade Unions (CEOSL) in cooperation with the American Institute for Free Labor Development opened its first National Training Center in Quito, Ecuador. It started its activities on July 8, 1962 with an eight week course for the members of the CEOSL.

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1. AFILD. "Aims, Objectives and Program", Washington, D.C. (January, 1963), p. 5.

2. AFL-CIO, Inter-American Bulletin, Institute Graduates 43 Leaders, Washington, D.C., (October, 1962), p. 2.

3. Ibid.

During the year of 1962, 55 labor leaders completed the first cycle of a series of courses on Legal Procedures in Collective Bargaining.<sup>1</sup>

Under the leadership of the AIFLD and the Confederation of Ecuatorean Free Trade Union, plans had been made for repeating these courses in locations throughout the country.<sup>2</sup>

Sefarino Romouldi, Executive Director of the Institute, said the training program aimed to inspire enthusiasm and conviction that, through service in the labor movement, the young leaders would serve their countries and their fellow men.<sup>3</sup>

A new program to advise workers in Latin America on how to set up cooperative and low-cost housing projects was granted financial assistance through AID. This grant will help in the strengthening of the social projects department within the American Institute for Free Labor Development.<sup>4</sup>

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1. Ecuatorean Confederation of Free Trade Unions. "Labor Leadership Institute Begins Operation in Ecuador." Inter-American Labor Bulletin, Quito, Ecuador, p. 7.

2. ORIT-ICFTU, Inter-American Bulletin, ORIT Press Department, Mexico City, Mexico, (December, 1962) p. 6.

3. Confederation of Ecuatorean Free Trade Union, "Fifty-Five Graduate Institute From Course." Inter-American Labor Bulletin, Washington, D.C., (January, 1963), p. 4.

4. AFL-CIO NEWS, "Experts tell Cooperative Story to Brazilians", Washington, D.C., (April, 1963) p. 8.



2. Latin-American Union Programs Sponsored by the Confederation of Mexican Workers.

The Labor Education Program of the Confederation of Mexican Workers, is an example of the work that a Trade Union is doing at the National and local levels.

Mexico and Argentina have always been the leading countries in organization of Trade Unions. Since the downfall of Juan D. Peron, former President of Argentina, Mexico has been especially interested in the creation and support of labor education courses for the rank-and-file members.

Through the courtesy of Mrs. Clara Lanzarica, Director of Confederation of Mexican Worker's Education Activities, and Miss Hilda Anderson, the author was able to examine the curriculum proposal submitted for approval by the members of the Second National Assembly of Labor Education to the Board of Education of the Federation.<sup>1</sup>

I. National and Local Level Programs

- a. Labor Academies
- b. Week-end Seminars
- c. Regional Seminars
- d. National Worker's Education Centers.

II. Methods and Techniques for the Development of Labor Education:<sup>2</sup>

- a. Conferences, Round-table Discussions.
- b. Role-playing
- c. Field Trips
- d. Libraries and Bibliography.

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1. Clara Lanzarica and Hilda Anderson, Latin American Labor Education; Second Conference on Labor Education. Mexico City, Mexico. (December 1960).

2. The Translation from the Spanish Mexican Union Handbook is by the author of this Thesis.

- e. Correspondence Schools
- f. Women's Programs
- g. Youth Programs
- h. Visual Aids

Each of these topics proposed to the Assembly are briefly described below.

I. a. Labor Academics

In the declaration of the Second National Assembly of Labor Education, it reaffirmed its willingness that in each local union a labor center should be established.<sup>1</sup>

Academic classes would cover the following subjects: (1) Oratory, (2) Writing, (3) Accounting, (4) Trade Union Activities, (5) Study of the Mexican Confederation, (6) Labor Legislation, (7) Citizenship, (8) Legal Procedures, (9) History of International Labor Movement, (10) International Agencies.

b. Weekend Seminars

Unions should set up programs during the weekend for workers who are unable to attend classes during the week.<sup>2</sup>

(1) Topics to be discussed:

- a. Local and State Representative
- b. Financing of Unions
- c. Organization and Administration
- d. Collective Bargaining
- e. Social Security
- f. Labor Legislation
- g. Grievance Procedures
- h. Worker Participation in Union Affairs

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1. Confederation of Mexican Workers, II Assembly of National Labor Education, Labor Academics, Group Proposal No. 2, Mexico City, Mexico (December, 1960) p. 32.

2. Ibid. p. 34

- a. Popular Books
- b. Technical Books
- c. Social Science
- d. History and Geography
- e. Arts and Industry
- f. Political Economy
- g. International Labor Law
- h. National Labor Law
- i. Public School Textbooks
- j. Collective Bargaining
- k. Encyclopedias

c. Regional Seminars

According to Professor Bernardo Cobos, the length of the Seminars should be at least fourteen days in order to give adequate time to the workers taking advantage of such courses, and the students should be not less than eighteen and not more than twenty-five years of age.<sup>1</sup>

It was suggested that the state government where the Seminar is to be held be asked to support it financially.<sup>2</sup>

Subjects to be studied are:

- (1) Trade Union Structure
- (2) Study of the National Confederation of Mexican Workers
- (3) Citizenship
- (4) Labor Legislation II
- (5) Accounting
- (6) Public Speaking
- (7) History of the State Labor Movement
- (8) International Labor Relations

d. National Worker's Education Center<sup>3</sup>

Concerning the selection of students by the National Worker's Education Center, it was suggested: (1) that they be required to have two years of

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1. Ibid. p. 33

2. Ibid. pp. 97-110

3. Ibid. pp. 112-127

membership in their own organization, (2) that they should not be required<sup>66</sup> to have experience as members of the executive committee, and (3) that there be no age discretion.

II. a. Conferences would deal with:

(1) Free Unionism, (2) Contracts and Activities of Social Order, (3) Housing, (4) Labor Education, (5) Development (4) of self-interest toward New Interests.

Round-tables would cover:

(1) Failures of the Labor Movement, (2) Cause of Failures, (3) Ways to improve this situation.

Orientation:

(1) Education, (2) Skill Training, (3) Industrial Organization, (4) Labor Economics, (5) Industrial Health, (6) Political Action.

Methods and Techniques for Labor Education:

A proposal for a detailed study of the usefulness of such methods as conferences, round-tables and group discussions was submitted for approval by C. Eduardo Suarez.

Group's Discussion:<sup>1</sup>

A study of the rules that groups shall follow in group discussion, an explanation of how to follow those rules, and the objectives expected to be achieved would be covered.

b. Role-playing - Dramatize cases with labor problems, and sponsor educational theatre activities on Medical Care Problems.<sup>2</sup>

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1. Ibid. p. 37

2. Ibid. pp. 37-38. Prepared by Mrs. Clara Lanzaica

### c. Field Trips

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The importance of field trips among the subjects being considered in building a curriculum were in detail explained. It has been considered that such visits to factories, unions headquarters, and public offices are a very valuable experience for the students.

### d. Labor Libraries

The curriculum also contemplates the importance of motivating the workers to read. The following list for labor libraries and special information is suggested by Rogetio Carrera:

1. Popular books
2. Technical Books
3. Social Science
4. History, geography
5. Arts & Industry
6. Political Economy
7. Labor Law International
8. Labor Law of the Country
9. Public School Textbooks
10. Collective Bargaining
11. Encyclopedias

### e. Women's Programs

It was felt that an important part in labor school programs should be designed for women in the labor movement. The Assembly proposed programs for the working woman, housewife and professional.

The programs should aim for specific preparation in skill techniques and provide a knowledge of labor law. Such programs would develop women as efficient workers, labor leaders, and responsible union members.

The programs should be geared to the age level of the women. For instance, those from 12 to 18 years of age would participate in classes for music, dance, sports, woman's citizenship, and home economics. Those 18 to 21 could study domestic economy, political economy, citizenship rights

For all the women there should be a library, records, and reading room provided in each center. Conferences, lectures, festivals, and artistic activities should be open to all. Contests could be held in areas of literature, oratory, handwork, bulletins, and posters.<sup>1</sup>

3. Other Private Agencies

There is no available data about the existence of other private agencies working to promote Labor Education in Latin America. A few names are mentioned, but they are concerned with adult education, illiteracy, and civic and religious activities. The following private agencies have been active over the years in Labor Education in United States:

1. Association of Catholic Trade Unionists, 58 W. Adams St., Detroit, Michigan.
2. Jewish Labor Committee, 25 E. 78th Street, New York 21, New York.
3. Labor Education Association of Philadelphia, S.E. Corner Broad and Vine Streets, Philadelphia 7, Pennsylvania.
4. National Labor Service, 165 E. 56th Street, New York 22, New York.

In Mexico, the private agencies are under the control of the trade unions and their departments of education and public relations.<sup>2</sup>

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1. Ibid. pp. 39, 164-166.

2. Joseph Mire, Letter to the writer (July, 1962)

#### D. UNIVERSITY PROGRAMS

In the last decade a few Universities have started experimental programs of Labor Education in Latin America, as a part of mass education in which the object is to educate the workers to exercise their rights with intelligence as citizens and members of society.

Bearing in mind that even in the United States some people have looked with suspicion and doubt at Universities and Colleges which sponsor programs in Labor Education, it is easy to understand why they also do so in Latin America. The programs have been criticized and called "copy" or "second hand American stuff."

Formal, traditional education in the universities, the revolutionary techniques used by Radio Eutatuza in Colombia, on-the-job training in industry and agricultural work are a few examples. Latin America's great differences from country to country further complicates the task.<sup>1</sup>

The following is a brief summary of the Latin American countries which in one way or another have done some work in Labor Education under the sponsorship of the Universities and schools at the national and local level.<sup>2</sup>

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1. John Hunter, "The Role of Educator in Latin America." Educational Institute and International Labor, Harper Press, New York (March, 1962) p. 10.

2. The above information has been secured from the ILO Report on "Seminars in Worker's Education in Latin America and the Caribbean Area, 1960." Geneva, pp. 10-12.

## Argentina

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In 1958 a trade-union training school for workers was set up by the National University of Tucuman. Its goal was the training of union members in the study of different work situations and problems, with courses covering: Labor and Social Legislation, Labor Economics, Trade Union Structure and Organization.

## Bolivia

The universities of Santa Cruz, Oran Potosi, Cochabamba and La Paz set up programs in Labor Education in order to help the workers understand their problems. There are no data which could certify that these programs are still in existence.

## Brazil

In Brazil the school for Workers Leaders at Rio de Janeiro was founded under the sponsorship of the Catholic University of Rio de Janeiro and the National Confederation of Workers. There are courses in Political Economy, Public Speaking, Trade Unions, Labor Law, Colective Bargaining and Organization of Worker's Study Circles.

## Chile

Cornell University, under contract with AID, is now collaborating in the Labor Education activities in the University of Santiago de Chile. The university started its program through activities that include debates and round-table discussions, courses in Human Relations, History of Unions, Labor Law, Labor Economics and Worker's Education. Also, the Catholic University of Chile founded the Padre Alberto Hurtado Trade Union School. Its objectives are the training of union leaders and the setting up of labor schools all over the country.



### Costa Rica

The University of Costa Rica does not have a permanent school for labor education but sponsors programs in Labor Education in cooperation with other agencies. The objective of the courses is to prepare workers to be in charge of administration and organization duties in the unions.

### Ecuador

The Central University of Quito introduced courses in trade unionism in 1960. It completed a four month study for fifty students, thirty of whom were granted observation and student fellowships in the United States and the Institute of Labor Relations of San Juan University, Puerto Rico. The courses were: labor economics, public speaking, collective bargaining, organization and administration of unions.

### Mexico

There are many workers in education programs in Mexico, but the most important are those held at the Workers University of Mexico which is sponsored by the Confederation of Latin American Workers (CTAL). The programs' aims are: to raise the level of initiation of the Mexican Workers with regard to trade union objectives and doctrines.

### Peru

The San Marco University of Lima, as a part of the Institute of Industrial Relations and Productivity has a cultural extension department which provides courses for the study of Wages, Prices, Trade Unions in general, Labor Law and Beginnings of Collective Bargaining.

### Puerto Rico

The Institute of Labor Relations of the University of San Juan, Puerto

Rico, leads the universities of the continent in programs for training in labor education. It has the first such school established in this hemisphere.

Prior to 1951 there were not many labor organizations as such. Many countries, especially in the Caribbean area, were under dictatorship government and communist influence was felt in the majority of those countries.<sup>1</sup>

In 1962, in cooperation with the New York State School of Industrial Relations and with the economic support of AID, the Institute of Labor Relations of the University of Puerto Rico started a program for labor educators of the different countries of Latin America. A new trend in the orientation of labor education programs has been set up for the common progress of the labor movement in Latin America. The need for trained labor educators is very great and it is hoped that this program will have a successful impact. By training the leaders it will be possible to reach the rank-and-file.

A detailed study of the objectives, contents and obstacles faced by this new program is discussed in Chapter IV. The leadership training programs of the ILR fill a very great need in the trade union movement. They were set up especially for training in the techniques of trade union administration, to give an understanding of the role of the unions in society and to show the ways in which democratic governments deal with labor

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1. Robert J. Alexander. "Union Movements in Latin America". Labor and Nation. Vol. No. 3, 1951 p. 37.

Miles Galvin in his thesis "The Latin American Union Leadership Training Organization of the Institute of Labor Relations of the University of Puerto Rico" has done an excellent and detailed job, covering the programs for labor leaders in the University of Puerto Rico. Also, the Catholic University of Puerto Rico at Ponce offers short courses for union leaders. There are plans for setting up courses on a larger scale under the sponsorship of the International American University.

### Uruguay

Uruguay is a country which has not enjoyed political freedom since World War II and the majority of its labor leaders are in exile. Some of them, classmates of the writer in the II Seminar for Labor Educators in the Inter-American Institute for Labor Studies of ORIT-ITCFU in Mexico City early in January 1963, informed the author that a popular university under the name of the Labor University was founded in 1942 which gave courses in Trade Union Organization, Finance, Preparation for Collective Bargaining, and International Cooperation in Worker's Education. Unfortunately, these plans were not carried out more extensively due to the political situation.

The Institute for Labor Studies was founded at Montevideo in 1960 under the sponsorship of the Christian Confederation of Free Trade Unions (CLASC).

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1. Miles Galvin. "The Latin American Union Leadership Training Organization of the Institute of Labor Relations of the University of Puerto Rico." 1961. p. 146.

There is no available data about the existence of Foundations sponsoring labor education programs in Latin America.

In the United States of America the Rockefeller Foundation has been very active in this area. It has financially supported projects for the exchange of workers with other countries and for the development of more labor education programs in this country.

## CHAPTER III

## CONTENTS AND ADMINISTRATION

Illiteracy in most of the Latin American countries is so widespread as to constitute one of the major obstacles to the labor education programs, especially for the rank-and-file. Moreover, the educational problem is closely related to the increasing rate of rural immigration towards urban centers. This leads to various problems of adaption to or annihilation of some of the organizational forms in modern industrial society. The trade union movement is likely to decide the future of the Latin American countries, so the need for capable, honest and well trained leaders is very great.

It is very important that teachers of the workers recognize the role that they will play in the development of the economic and social life of their countries. It is essential to have representatives trained to cope with the various problems as they arise.

The idea of training its union leaders to be teachers of their brothers is having more and more acceptance. The gradual decline of illiteracy and the raising of the educational level of union members will make possible the social and economic development in their countries.

Miles Galvin in his speech Technical Training for Labor Educators, University of Puerto Rico<sup>1</sup> before the Educational Institutions and International Labor said:

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1. Galvin Miles, Technical Training for Labor Educators, University of Puerto Rico, Land-Grant Centennial Conference, Michigan University, Michigan University Press, (March, 1962) p. 101.

"Nowhere else in the world is population growth as potentially explosive as in Latin America. The present population is at least 180 million and a population of 500 million has been predicted within four decades. This means a potential labor force of a quarter of a billion persons in which 650 trained labor leaders represent only a minute proportion of the total. Thus, 15 million members who, for the most part, have not been reached educationally."

In what way can the trade unions help to solve this problem? There is only one answer; to prepare the teachers of the workers. There also arose some other questions: What kind of education should be given to these leaders? How should the training be done? By whom: the union, the government, or the schools? It has been proven in other countries that trade unions are capable of assuming such tremendous responsibility; consequently, if the Latin American unions hope to do so it is necessary to train the union leaders for the important task. Many local leaders have the ability to take on this job, but they are untrained and the situation becomes extremely difficult.

There is a point that often is overlooked: on one side is a need for educating members of one group in the duties and responsibilities of that group; on the other is the tremendous need for training only one part of the whole group to serve as teachers and leaders. The distinction between the two must be clear. Here international and national groups each have their own roles to play, the strongest one should assume the major role because it is in a better position to train labor teachers rather than younger union members.

In order to achieve the major goal it is very important to undertake

intensive programs of labor education with special emphasis on training a capable, self-disciplined and dynamic leadership. Any program of labor education should be prepared in accordance with Latin American needs and must take into consideration the realities, weakness and potentialities of the countries concerned.

Under whose auspices should this training be done? It would be a difficult question to answer. A certain amount of training in such fields as trade unionism and industrial relation is being offered today by the governments of their own countries, foreign governments, intergovernment agencies or by domestic, private agencies and other organizations, consequently, educational opportunities exist. The objective should be to increase such opportunities.<sup>1</sup>

#### A. Programs

It is a difficult task to try to study the contents of labor education programs. It is true that leadership training has been carried out since 1951 with the pioneering work of the Institute of Labor Relations of the University of San Juan, Puerto Rico, and the Labor Education program started in 1962 in the Institute of Labor Studies of ORIT in Mexico City.

The people who have graduated "learn by doing" as is shown in the work on Organization of Curriculum done by the students at the University of San Juan, in the appendix.<sup>2</sup>

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1. Charles Orr, "Present Problems in International Labor Training" (April, 1962) p. 2.

2. These figures have been translated from Spanish into English by the writer.

Before going on to describe the contents of some of these such programs, the words of William Kemsley, Representative of ICFTU (International Confederation of Free Trade Unions) before the participants to the Conference on Educational Institutions and International Labor at Michigan University give a basis for understanding:

"Taking into account the staggering needs of our affiliates, especially in the less developed areas of the world, the scope of the programs undertaken to date and the financial resources made available, three main points stand out:

1. The present structure of the educational service is not suited to meet the needs of our affiliates, especially those in less developed areas and with whom we are most concerned.
2. Much more remains to be done in the provision of adequate educational material and services and in the future these services should be greatly expanded.
3. Much remains to be done to provide trade union education best suited to the needs and abilities of active or portentially active trade unionists. It must be emphasized that the peculiar conditions in Africa, Asia and Latin America call for decentralization of trade union education and the establishment of a number of trade union education centers, under the control and supervision of the colleges in those areas."<sup>1</sup>

With these points in mind, let us survey briefly the contents of the programs offered by the two major Latin American labor educational agencies, the Institute of Labor Relations at the University of San Juan, Puerto Rico and ORIT Labor Studies Institute in Mexico City, Mexico.

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1. William Kemsley, Representative ICFTU "The International Confederation of Free Trade Union." Educational Institutions and International Labor Conference. Michigan University Press, (March 1962) pp. 94-95.



In 1951, the Institute began to initiate its labor education courses with a program under the sponsorship of the United States government and since 1952, with the assistance of Cornell University, extended its international activities in a series of courses of ten weeks duration.<sup>1</sup>

In these courses the labor leaders are taught the following subjects: Labor management relations, collective bargaining and grievance handling, seminar organization and administration, protective labor legislation, trade union journalism and public relations, labor economics, union finance and accounting, cooperatives, social security, industrial health and safety, social and political history of Puerto Rico, and Puerto Rican economics.

The program carried out by the Institute is concerned with What to do, How to do it, and furthermore, Why it is done.<sup>2</sup>

Latin American Union Leadership Program

This second program, also started in 1951 for the training of union leaders, is felt to be one of the most significant achievements of the Institute. It was taken over by the former Point Four Program and is now directed by AID. Puerto Rico is considered to be the best site for the training of the labor students, according to Mr. Nazario.

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1. Charles Orr, Currents Programs in International Labor Training, A report to the International Training Conference at the School of International Service, The American University, Washington, D.C. (April, 1962) p. 19.

2. Alfredo Nazario, Labor Relations Institute of the University of Puerto Rico, A report to the Land-Grant Centennial Conference at Michigan State University, Michigan, (March, 1962) pp. 100-101.

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"The program came to offer an understanding of the role that democratic unions play in our free society and of the basis and consequences of union policies in the total structure of the economy."<sup>1</sup>

Classes are held on a non-academic level and up to 1962 over workers had participated in the program. The following subjects were covered: History of the labor movement, collective bargaining, union organization, public relations, labor legislation, labor economics, occupational medicine and safety, cooperativism, and conversational English.<sup>2</sup>

#### Labor Educators Program

This new program was established in 1961 under the technical cooperation of Cornell University with the financial support of the Marshall Foundation.

Miles Galvin, director of the program said of its aims:

"This program is in part intended as one modest attempt at providing opportunities for those who want to know, not what the labor movement can do for them, but rather what they can do for the labor movement."<sup>3</sup>

The curriculum is quite similar to that used for the Union Leadership Program, but it has been modified to meet the needs of the trainees and their unions. Mr. Galvin points out that "The goal is the qualification of each trainees as an effective organizer of union educational programs and as an imaginative teacher of the principles of union organization and administration. The curriculum becomes specific after interviewing each trainee."<sup>4</sup>

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1. Ibid, p. 101

2. Ibid, P. 102

3. Miles Galvin, "Technical Training for Labor Educators, University of Puerto Rico" Educational Institutions and International Labor Conference. (March, 1962) p. 104. Michigan University Press.

4. Ibid. p. 106

Consequently, the emphasis is placed on the active participation of the students under the direction of their teachers.

More or less, the objective of the ORIT programs are similar to those of the Institute of Puerto Rico and according to Miss Simon, the courses are planned to achieve those aims.<sup>1</sup>

"There is a small group of subjects which are necessary in the planning of educational programs. Among them: collective bargaining, organization and administration of a trade union, debates, accounting, are very important and their inclusion in the curriculum are essential. Two aspects that need more attention are public speaking and the use of the library documents."<sup>2</sup>

Miss Simon believes that the curriculum could be divided into three sections:

1. Union Business: Subjects related directly to trade unions activities.
2. Orientation Courses: Subjects which help to give the student an understanding of the part the union plays in public affairs: Political Economy, International Agencies, Cooperativism and Agricultural problems.
3. General Culture: Public Speaking, use of the library, public relations and so on.<sup>3</sup>

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1. Fanny Simon, ORIT Faculty Consultant, Discussion with the writer. (January 1963) Mexico City, Mexico.

2. ORIT-CIOSL. Translated from "Manual Sobre Tareas De Educacion Sindical" Chapter V, Mexico City, Mexico, (March, 1963) pp. 33-35.

3. ORIT-CIOSL. Translated from "Manual Sobre Tareas De Educacion Sindical" Chapter V, Mexico City, Mexico, pp. 34-35.

Here the author will describe briefly the curriculum for the III Courses for Labor Leaders at the Institute of Labor Studies (Instituto de Altos Estudios Sindicales - ORIT)<sup>1</sup>

This program was structured after analyzing the experience gained from the courses given in 1961-1962. It was divided into the following parts:

a. Orientation - It covered the differences such as political, sociological, etc., of the trade union movements which are fundamental in order to understand the subject of trade union history.

b. Labor Education - Covered the subjects of course materials especially designed for the unions.

c. General Cultural - Here courses of more general interest were covered like: Journalism, public speaking, library techniques and writing style.

From the ORIT, 1962 Handbook, "Labor Education Training, (III Course, 1962) the writer has translated the following curricula planning program which has been completed successfully.

I. <u>Orientation</u>	<u>Sessions</u>
International Agencies (ONU, CEPAL, OEA, ILO, CRAFA)	6
Economy and Industrialization, I	5
Agricultural Problems	4
Productivity and Automation	3
Social Security	4
Cooperatives	4
Democratic Institutions	2

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1. Ruben Reynoso, Report of II Course for Labor Educators at the F.L. Studies, III Course Handbook. Translated by the writer, (October, 1962) pp. 2-3.

Political Movements, Military Regimes	2
Dictatorships	4
Comment Techniques	2
Imperialism	3
History of the International Labor Movement	13

## II. Labor Education

Methodology and Techniques (Theory	15	
(Practice	17	32
Planning of Programs of Labor Education		5
Adult Education		4
Union Organization		11
Collective Bargaining		7
Relation of the Unions with the County		2
Administration and Accounting - conducting union meetings		3
Labor Legislation		4
Job Evaluation and salary administration		1
Program for Young Leaders		2
Program for Women Leaders		3
Grievances		2
Planning for Labor Education Committees		2
Labor Educator's Training		2
Organization of Agricultural Workers		3
International Trade Unions		3

## III. General Cultural

Labor Journalism	5
Public Speaking	7
Writing Style	7
Use of the Library	3

Using the resources available through the Fund of Solidarity, ORIT's future activities promise to include important and very active educational work.

It is planned to launch a campaign to utilize the talents and the dedication of the union members in different parts of the Continent. The development of new sources, techniques and residential institutes under the sponsorship of ORIT-ICFTU are in the first place on the agenda of the Educational Department.

To achieve these programs, ORIT would join with international agencies of the United Nations, such as International Labor Office, United Nations

Educational, Scientific, and Cultural Organization, Organization American States, to accomplish its goal of providing not only better conditions of work for the workers of this hemisphere but also the maximum of educational opportunities to the union member.

In the near future ORIT Educational Department has planned to sponsor the following programs:

Educational seminars for young trade unionists in order to prepare young leaders in the labor movement and a seminar for union newspapermen. The objective of the second program would be to prepare the members of the union press to better accomplish their future assignments. It would include teaching of the late techniques in management of labor newspapers, bulletins and posts, and also the encouragement of small publications in the locals, and to help establish closer cooperation with national centers through two-way exchange of information. Another plan contemplated the initiation of labor education courses for labor leaders and the extension of pilot centers of labor education in other countries.<sup>1</sup>

B. Curricula

Examining the curricula of the Labor Education schools in Latin America, one can see no major difference between the curricula offered by ORIT, the newly established National Worker's Educational Center of Peru, and the Confederation of Mexican Worker's programs. A complete translation of those programs from the Spanish made by the writer of this thesis is given below in order to give a clear picture of the educational problems which have been considered by the leader in the Hemisphere, the University of Puerto Rico.

<sup>1</sup> O.R.IT. Sus Programas y Realizaciones, ORIT Press Department, Mexico City, Mexico (May, 1962) pp. 33-35.

It is felt by the staff at San Juan that in order to carry out an intensive and effective program in Union Leadership, the educational department of the labor union should bear in mind that it has to be a program set up on a broader basis than the formal discussion or lectures on topics which many times are not at the worker's cultural level.

#### CONSIDERATIONS BEFORE DEVELOPING THE CURRICULA<sup>1</sup>

1. Length of the training.
2. Emphasis on the union, its actual functions and country or origin of the trade union.
3. Seminars and Workshops.
4. Field Visits.
5. Language.

#### GIVEN COURSES

##### 1952

History of the Labor Movement  
 Trade Union Government and Administration  
 Union Finance, Administration and Security  
 Collective Bargaining  
 Labor Legislation  
 Principles of Economics  
 English

##### 1953

The same courses and lectures were added on International Labor Topics.

##### 1954

International Labor Movements  
 Organization and Administration of L.U.  
 Union Finance Administration  
 Labor Relations - Collective Bargaining  
 Economics of Labor  
 Protective Labor Legislation  
 Basic Journalism and Union Public Relations  
 Conversational English

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1. Institute of Labor Relations, University of Puerto Rico, "Membership Training Manual", San Juan, Puerto Rico, (May, 1961) pp. 18-21.

1955

No changes.

1958

Union Administration with Collective Bargaining  
Course in Cooperatives

1960

The course on Union Administration was separated from Collective Bargaining. Added a course in Accounting, Finance Administration.

Mr. Galvin wrote: "The original list of seven subjects which have been offered to the first group in 1952 was recently doubled to a total of thirteen in the 1963 program for Labor Educators."<sup>1</sup>

History of the Labor Movement

Collective Bargaining

Labor Union Administration

Labor Economics

Labor Relation Law

Protective Labor Legislation

Trade Union Journalism and Public Relations

Parliamentary Procedures and Public Speaking

Methods and Techniques of Worker Education

Occupational Safety and Industrial Health Problems

Cooperation

Society and Government of the U.S.

Conversational English

C. Educational Methods and Materials

A program designed especially for a group of ten union leaders of the Metallurgics Industries, sponsored by ILR of San Juan, Puerto Rico, International Federation of Metallurgical Industries and Cornell University was held for ten weeks in 1963. (The writer had the opportunity of participating in the first week of this ten-week program.)

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1. Ibid.



1. Class work - group discussion
2. Individual conference with experts
3. Practice in the laboratory - educational methods, audio-visual, public speaking
4. Special supplementary programs (conferences, role playing, etc.)
5. Field trips.

The various seminars and institutes mentioned in earlier chapters use the teaching methods most practicable and useful for the particular students enrolled in the program. For example, the Collective Bargaining techniques discussed are carefully examined in the class so constant participation on the part of the students is required.

In most of the local institutes the role-playing technique was used to present a realistic situation that might be found among the particular working group, with students participating by playing the various roles.

Case-studies are also widely used in the programs. These include cases on the preparation of basic outlines, trade union finance, cost of living analyses, and economic-cost research.

To assist the discussion and class-work, the materials distributed are made available through the ORIT Educational Department, not only in its headquarters, but also in the various Training Centers' Institutes. In addition, specially prepared documents and pamphlets are distributed according to the needs of the occasion and the themes discussed.

## CHAPTER IV

### PROBLEMS IN LATIN AMERICAN LABOR EDUCATION

Among the factors that make it difficult to launch a campaign for the encouragement of labor education on a wide scale are: Financing and Labor Educators.

#### A. Financing

Union finances in the majority of the cases in Latin America are very poor. The average Latin American trade unionist has no idea of what it means to pay union dues regularly; in many cases the union does not collect even the nominal fee for entrance or membership required of the new member. Many reasons are given for this: low wages, antagonism toward the idea of check-off of dues, no systematic method of regularly collecting dues and a complete indifference to the union's needs to collect the money.

Although the official literature gives the union a clean bill of health, nevertheless it is widely held that dishonesty also is one of the handicaps that trade unions often suffer.

There seems to be no sense of responsibility, but rather indifference on the part of the union members. This has, doubtless, contributed to the deplorable state of the finances of the trade unions. At any rate, they are seldom in a position to support programs, such as labor education courses for the benefit of their members.

At the international level, the finances of the International Trade Union organizations - ORIT-ICFTU and others -- are better, but still not sufficient to handle all the problems of their affiliates on the national level.

In the underdeveloped areas organizations which are unable to pay the full rate request permission to pay reduced rates. If the requests are granted, no loss of representation or voting rights is involved.

The ORIT-ICFTU, is not by any means a rich institution. The Educational programs are supported for the income of the International Solidarity Fund. This fund was set-up by ICFTU with a target of \$5.6 million over a three year period from 1958 to 1960. Among its allocations there is a grant for \$25,000 to support the ORIT, Labor Studies Institute in Mexico.<sup>1</sup> There has been a decline in union membership in some of the affiliated unions, even though ORIT claims a membership of 26 million, so their budget is pretty tight. The compromise is that each union should pay \$3.50 for each 1,000 members<sup>2</sup> and quite often it does not even pay that. Consequently, ORIT has to subsidize its affiliates.

Under such circumstances it is very difficult for ORIT or other International trade union organizations to support permanent school programs for labor education.

Except for the University of Puerto Rico, there was not any center for labor studies in Latin America until 1961 when ORIT-ICFTU opened the Institute for Labor Studies in Mexico, to provide training for workers and labor educators.

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1. David Heaps, International Labor Bodies, American Labor Education Service, Washington, D.C. (1960) pp. 5-6.

2. ORIT. "Orit, Estatutos", Mexico City, Mexico, (January, 1961) p. 8.

The Institute of Labor Relations of the University of San Juan, Puerto Rico beginning in 1951 was the pioneering school, and mainly its programs has been supported by AID (formerly ICA), the Marshall Foundation, a special fund that the Legislature of Puerto Rico voted and UNESCO, which was quite active in the field of labor education but has not dropped its educational functions and has let ILO take over that activity.

Budget Estimates:

The estimated cost of an educational program is based on assumptions that may be valid or not, like availability of teachers, teaching materials and funds. The educational activities of the union generally reflects its financial solvency. Some have already assigned a specific amount for such purposes, but the majority depends on donations or contributions of other associations which are not trade unions. Here is shown the degree of instability of Latin American Unions: many are dependent on their respective governments for educational funds. However, the entire budget depends on many things such as inflation, and the level and skill of the prospective students. The writer would suggest a program that will start with 100 students for the first year and increase to double the number at the end of the fifth. We do not believe that educational programs be planned for less than 3 years and no more than 5 in order to have sufficient time and experience and be prepared to analyze and evaluate results.

Recent data on rent, office equipment and other expenses needed in running an educational program in Latin America are not available at the present time.

The author agrees with John McCollum who in his study about establishing

centers of labor education in Latin America suggests that the following facts should be considered:

1. What would be the immediate aim of the labor education program? Should it be considered a joint program or be run separately?
2. It should be a long range objective and to create independent agencies and deal with the organization and planification of such programs.
3. Under what circumstances such a program would be established? Because of the many variable circumstances involved in the tentative planning of setting up a budget the writer believes that the procedure would be set up and launch a program on a well-defined cost basis and no counting much in the help of other agencies or private enterprises.<sup>1</sup>

#### B. Labor Educators

The writer believes that the failure of the labor educational programs in Latin America to make greater progress is due not only to the financial struggles which the trade union movement is going through, but the fact that the programs have not been sold to the members. so there is little hope that the average rank-file member is going to give wholehearted support to this type of activity. As they know it, labor education has little to offer these people. It is strongly utilitarian and in its present state it does not represent an ideology which appeals to men's minds.

If the rank-and-file members and their officials do not realize that there is a growing need for the kind of education that will properly equip workers and trade unions to meet their increasingly heavy economic and social responsibilities, there is a little hope for a better tomorrow in the lives of these people. This is particularly so in the less developed countries, where this form of education can be a powerful factor for social progress.

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1. John McCollum, "A Preliminary Report and Proposal, Labor Education in Latin America", Washington, D.C. (April 1, 1961) p. 17

Where it has been suggested that the Government support union education programs, the idea has aroused tremendous opposition from both management and trade unions. The so-called government intervention has been heavily criticized and unfortunately there is proof that such influences give poor results. It has been said that governmental support would mean more a political indoctrination than labor education and it would add more difficulties to the present situation.

Government intervention, the youth and weakness of many trade unions, difficulties of financing and organizing labor-education program, the inadequacy of voluntary movements in developing cooperative educational efforts within the labor movement and various other social economic factors affecting the successful operation of labor education programs, represent a considerable handicap for the less economically developed countries.

In educating the worker, society would not only be creating in him initiatives toward his union and his employer but preparing future good citizens. It is not enough to have union members who pay their fees; a desire should be aroused in them to share responsibility with the officials of the union and a feeling that they have a share in it as active members.

It should be born in mind that labor education is a dynamic thing and therefore a new goal has to be set from period to period in this phase of the development of the economic and social life of the workers.

C. Summary of Problems

In Latin American Labor Education Programs, the writer has found the following factors present real problems:

- 1. Trade Union Organization - Union organizations are weak and not always accepted. Yet they are the only instrument for the channeling of

worker's desires and discontents. The unions tend to concentrate their organizing on skilled workers in the various industries.

2. Stability - Latin American trade unions are political unstable, this influences the strength and stability of their organizations; political and ideological differences tend to weaken the union movement.

3. Leadership - As a result of instability, leadership is oriented toward the political activities of the movement. It's orientation is similar to the European rather than to the North American labor movement. Many of the characteristics of each would not be found in the Latin American trade unions.

4. Selection of Trainees - Background, aptitude, education and experience of the participants and the specific assignment for which they are to be trained present problems in selecting the participants for leadership training.

5. Training - Part of the training of leaders is the opportunity to practice whatever is learned upon completion of their formal training. "Therefore any program should stress the multiplier effect, that is train people who will train people who will train others."<sup>1</sup>

6. Labor Education Centers in Latin America - Whether the training of the leadership is done in the same countries or elsewhere, this matter should be approached in terms of all over purpose, goals and achievements. Here government and universities have an important role to play in developing and utilizing human resources. Flexibility should be maintained and a

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1. John McCollum, "A Preliminary Report and Proposal", Labor Education in Latin America, Washington, D. C. (April, 1961) p. 19.

careful study of the following factors should be made.

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a. As a general rule Latin American labor leaders should be educated and trained in their own countries, by their own people, and sent abroad only when training resources that they need are not available, or they have exhausted opportunities for learning in their own countries.

b. A coordinating agency like the new American Institute for Free Labor Development (AIFLD) should be responsible for organizing educational programs abroad.

c. Action should be directed at increasing leadership effectiveness and strengthening labor organizations.

d. Finally, to be successful, programs should be well designed and well organized carefully evaluated.



## CHAPTER V.

### SUMMARY AND CONCLUSIONS

#### A. Summary

What has been the impact of the Educational programs carried out by the Institute of Labor Relations of the University of San Juan and the Institute for Labor Studies of ORIT? There is no single answer at this early stage of the development.

The influence which such programs has had on the representatives of the Latin American trade unions has varied considerably depending on the degree of dedication of the students and the quality of instruction. The overall influence of such programs also depended on the conditions in the country represented by the student.

In some places the effect of such training has been very great and the trainees have been able to overcome individually the difficulties of trying to apply what they have learned against resentment and prejudice attitudes of their fellow-workers.

The end would be what Mr. Cicero Calderon, Director of the Institute of Labor Relations of the Philippines said:

"..To reach the moon may be a glorious achievement, but reaching and winning the minds and hearts of the struggling masses and strengthening their faith in the value of freedom, in their own worth and dignity, and the capacity of a man for justice is the ultimate achievement of human progress."

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1. Cicero Calderon, Director, Asian Labor Education Center, University of the Philippines. "Universities" Proceedings A Land-Grant Centennial Conference, (March, 1962) Michigan University, p. 75.

## B. Conclusions

After describing the different programs available for the study of labor education in Latin America, the points of view that would be expressed in the following conclusions are the result of the author's interest in the field that grew out of the writer's personal experiences with Labor Education in the United States and out of conversations with Spanish-speaking leaders.

They are not by any means an expert point of view, but rather reflect the impressions of a foreign student who became aware of the difference of concept and contents of labor education programs in the two parts of the hemisphere.

### General Objectives:

The objective of trade unions, government, and universities should be to get together and by pooling their resources, start a well-prepared and organized campaign and try to educate the workers to exercise their rights with intelligence as citizens and members of society.

### Social:

The writer believes strongly that the development of human resources is not merely a question of developing skills; this is important but in itself is not enough. The development of human values requires much more than skills. It indeed covers every aspect of educational and social administration.

### Education:

In Latin American countries there is a growing need for the training of indigenous groups and special instruction for these workers. It's impossible to speak to them about collective bargaining, labor law and so on

if they are illiterate and do not know how to speak in language of their own country.

The writer believes basically in trade union the most important work is to form or train the educators through a well-balanced program. In many countries the Labor Educator's function is some kind of an organizer through an instructor.

Curriculum is a plan for learning. In building up a curriculum for the rank-and-file, we should consider the three goals of learning:

- 1) Selection and arrangement of content.
- 2) Chance of learning experiences.
- 3) Plans for the best condition of learning. By learning or understanding a skill and by study or instruction the rank-and-file member and the Labor Educator would be better qualified to fulfill his role.

It must be assumed that any effective development of trade union education or perhaps labor education must come about as the result of concentrated efforts by the labor movement itself.

The universities should establish centers or curricula in the field of labor and education, but traditions in the past create doubts that they could take the leading part.

#### Organization:

Where the trade union movement is in a process of organization, special arrangements should be made in order to get close ties with another mature and solvent trade union and see what programs at the international level should be offered. It's hard to find the teachers who are properly prepared to take over this sort of work.

## Administration:

In the administration aspect, the difficulties of running labor education programs are the lack of slated objectives, educational material, visual aids, building and equipment and financial resources. Basic education is needed for the workers, many of whom are illiterate.

## Political:

It should be born in mind that governments and unions should avoid the temptation of asking for economic rather than technical help for the specialized agencies.

Anti-North American policy can't help but be somewhat restricted by the very acceptance of United States grants to the trainees for the Leadership and Labor Education programs who are aware that they acknowledge the underdeveloped states of their countries. Sometimes leadership in the unions is the avenue for private aggrandizement.

## Government Intervention:

Latin America has suffered and still suffers from close government intervention into the trade union movement. This has often a bad effect on a weak movement like the Latin American trade unionism.

## Economic Factors:

An industrial revolution is essential to greater productivity and to a more equitable distribution of the world's goods. Rapid change into industrialization means the change in the entire social organism; it means the disappearance of a way of life for most people in the country.

## Training:

The need for training is clear from the remarks of a man who has expert

knowledge of the entire Latin American trade union scene: "Now the question of training. Gentlemen, we have to be realistic. We are far from having in all of the Latin American countries a core of trade union leaders that are prepared to lead a non-political constructive type of trade unionism."<sup>1</sup>

Management and Labor Relations:

In theory, management could show some interest in supporting labor education, however, the history of labor-management relations shows a danger to the free labor movement might be created.

International Agencies:

International and national agencies have a share in the development of labor education programs. In view of the enormous field to cover and somewhat limited resources, this organization might best help the trade unions by training labor educators instead of direct trade-union education.

In conclusion, labor education to be successful must let the degree and form of labor movement development of the country evolve without omitting its cultural, political, and economic problems.

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1. Sefarino Remouldi, "Problems of Union Management Relations in Latin America" Human Problems of U.S. Enterprises in Latin America, Cornell University Conference Report (June, 1957) p. 10.

**APPENDICES**

LABOR EDUCATION COURSES CONDUCTED IN  
LATIN AMERICA BY AGENCIES

Date	Union	Government Agencies	Int. Agencies	Subject	Size	Place
1960	LUFNH		ORIT	Educational Activity	30	LaLima, Honduras
1960	BOIWE		ORIT-ILO Union	Methods of Trade Union Training	59	Petropolis, Brazil
1960	AFMWE		ORIT	Training of Union Leaders	21	Rosario, Argentine
1960	RSU		ORIT	Modern Worker's Education Methods	35	Montevideo, Uruguay
1961	CNT			Workers Education	42	Lima, Peru
1959	CFW	Ministry of Labor		Scope and nature of Labor Law	33	Bogota, Columbia
1960	CTC		ORIT	Nature and structure of Trade Unions	29	Cartagea, Colombia
1960			CLASE	To enable union members to study modern techniques for Tech.		Buenos Aires, Argentina
1959			CLASE ILO-UNESCO	Trade Unions	18	Quito, Ecuador
1960	MUD AND GFTUX		ORIT	Acquaint workers with Trade Unions	41	Machala, Ecuador

Appendix A (Continued)

<u>Date</u>	<u>Union</u>	<u>Government Agencies</u>	<u>Int. Agencies</u>	<u>Subject</u>	<u>Size</u>	<u>Place</u>
1959	CTM			Trade Union and Labor Legislation		Mexico City, Mexico
1960	CTM			Adaption of Programs for Labor Education		Mexico City, Mexico
1960	CTM		ORIT	Lay down general program N.L.E.		Mexico City, Mexico
1961	CTM AW FMV			To illustrate the ed- ucational procedures of CTM	60	Poza Rica, Mexico
1960	USE UCW			Trade Union and Social Doctrine	12	Caracas, Venezuela

Source: Compiled by the author from original sources such as interviews, letters, and official documents.



RESIDENTIAL LABOR-EDUCATION SCHOOLS  
IN LATIN AMERICA

Country	School	Program	Director	No. of Students	Countries	Length	Agencies Sponsoring
Puerto Rico	Inst. of Labor Relations	Residential Program	Alfredo Nazario	NA	Puerto Rico		University of San Juan Trade Unions
Puerto Rico	Inst. of Labor Relations	Leadership Training Program	Miles Galvin	10-20	Latin American	10 weeks	Agency & Intern. Development, Marshall Foundation
Puerto Rico	Inst. of Labor Relations	Labor Educators	Miles Galvin	10-15	Latin American	10 weeks	Agency Intr. Develop. Marshall Foundation
Mexico	Inst. for Labor Studies	Labor Educators	Ruben Reynoso	10-15	Latin American	8 weeks	ORIT ICFTU UNESCO
Paraguay	School for Labor Studies	Rank-File	NA	NA	Latin American	--	ORIT

NA - Not available

Source: Compiled by the author from original sources such as interviews, letters and official documents.

INSTITUTE OF LABOR RELATIONS  
SCHOOL OF SOCIAL SCIENCES  
UNIVERSITY OF PUERTO RICO  
RIO PIEDRAS, PUERTO RICO

1

PROGRAM FOR THE FORMATION OF LABOR LEADERS

INTERNATIONAL FEDERATION  
OF STEEL INDUSTRY WORKERS

CORNELL UNIVERSITY

GROUP IV

January 29, 1963

This program specifically tailored for a group of ten Spanish speaking union members of the steel industry will be developed in ten weeks and will be divided in five groups:

- I. Work in class (group discussion)
- II. Private study
- III. Practical work in laboratories
- IV. Additional programs (special)
- V. Field work

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I. WORK IN CLASS

A study is being made in order to gain a more realistic balance in the program concerning the times that is to be dedicated a general introductory matters;

1. Translated from the Spanish by the author of this thesis from the Schedule for Classwork, Labor Education programs. January 1963.

to specific contents of the course and its methodology. In other words, based on past experience, we have decided to determine how much time is to be dedicated to the general introduction of worker education and to the planning of the program, and also what time is to be spent in reviewing pointers which the union leaders of the course will include in their own programs. Finally it still be determined how much time is to be given to training as well as to instruction.

The instructors in this course have been selected among professors of the Institute of Labor Relations, International Federation of Steel Industry and amalgamated, from Cornell University and from some other institutions. Since the students are union leaders with some practical experience and the work in class is supplemented with readings from those who need to delve in more specific details, instructors have been advised to present their subject in reviews that will cover the more prominent traits (using group discussions) and to center and to emphasize the following aspects:

1. What is the importance of this subject and why should it be included in a program of labor education?
2. What are the more important traits of this subject and how the leaders should outline it and to present it as to convey a clear understanding of this subject?
3. What have been the main difficulties that the instructors have had trying to explain a given subject to a class of adults and how the students should learn how to conduct their own teaching.

A different subject is to be taught in each of the ten weeks of the course as shown in the following chart:

WEEK	DATE	SUBJECT	INSTRUCTOR
I.	Jan. 29-Feb. 4	Orientation on the University of Puerto Rico, the Institute of Labor Relations, the aims and the operation of the Program of Formation of Labor Leaders.	Adelaide Barela Miles Galvin Victor Garcia

LABORATORY "A"

One session per  
week of two hours  
for eight weeks

AUDIO-VISUAL AIDS

How to use movie projectors,  
tape recorders, reproduction  
equipment, posters, bulletin  
boards, blackboards, etc.

INSTRUCTOR 107

Victor L. Garcia

LABORATORY "B"

One session per  
week of two  
hours for eight  
weeks

WRITTEN COMMUNICATION

Practice on verbal preparation and  
exposition in conferences; formal  
speeches; improvised speeches in  
worker meetings and assemblies;  
introduction of speakers in programs  
of labor education programs; how to  
present in writing complaints and  
demands in collective bargaining;  
participation in debates, etc. In  
this practice a tape recorder is used.

INSTRUCTOR

Sixto Toro

LABORATORY "B"

One session per  
week of two  
hours for eight  
weeks

WRITTEN COMMUNICATION

Practice in the preparation and  
planning of outlines, letter  
answering, radio programs, press  
releases, paid advertising, infor-  
mation, contract clauses, complaints,  
editorials, articles, essays, leaflets.  
An introduction on public relation is  
also given to the students.

INSTRUCTOR

Sixto Toro

WEEK	DATE	SUBJECT	INSTRUCTOR
I.	Jan. 29-Feb. 4	<p>Personal interviews with the students to obtain a better understanding of them and of their organizations and the plans they have for the future.</p>	<p>Eduardo Murguia Victor Garcia</p>
		<p>Orientation about Puerto Rico: history, economy, folk-lore, government, etc.</p>	Arturo Ramos
		<p>History, structure, operation and aims of the International Federation of Steel Industry Workers.</p>	Daniel Bedit
		<p>Ceremonies of Inauguration.</p>	Alfredo Nazario
II.	Feb. 4-Feb. 10	<p>Effective communications in the field of labor organization. How to obtain membership cooperation and their active participation (including some discussion of pertinent psychological principles pertaining adult education: how adults learn; relations between educational aims,</p>	Wallace Wohlking

WEEK	DATE	SUBJECT	INSTRUCTOR
II.	Feb. 4-Feb. 10	and the methods of teaching the importance of using methods of participation.	
III.	Feb. 11-Feb. 17	Union organization and adminis- tration.  Labor Law (up to union organi- zation and administration)	Luis Lorca
IV.	Feb. 18-Feb. 24	The role of the labor movement in the solution of social problems, as well as political and economical in Latin America.	Luis Alberto- Monge
		The teachings of Economical Principles to workers. Intro- duction to political systems.	Abimael Hernandez
V.	Feb. 25-Mar. 3	Program planning. Determina- tion of needs of the Education- al Committee. Introduction to methods. How to increase attend- ance. How to use community resources; Evaluation.	John Brumm  Miles Galvin

WEEK	DATE	SUBJECT	INSTRUCTOR
VI.	Mar. 4-Mar. 10	Labor and management relations: A. collective bargaining B. complaint procedure C. Labor Law (up to labor and management relations)	Osiris Sanchez
VII.	Mar. 11-Mar. 17	Introduction a/o supervised prac- tice using the method of teaching of a round table. (Each student should practice how to conduct a discussion in areas of organi- zation and administration of unions.) Applied methods of teachings to capacitation of organizations.	Lewis Carliner
VIII.	Mar. 11-Mar.24	Labor and management relations: A. Output and automation problems as well as com- plaint demands. B. Problems of wage system. Time study; incentives; evaluations of work.	Bill Kool
IX.	Mar. 25-Mar. 31	Introduction a/o supervised practice of dramatization and analysis of cases as methods	Ben Segal



WEEK	DATE	SUBJECT	INSTRUCTOR
IX.	Mar. 25-Mar. 31	of teaching (each student should practice this method in an area of labor management relation).  Applied methods of teaching to preparation of bargaining).	
X.	Apr. 1-Apr. 5	Practice of teaching. Each student should conduct a 45 minute class on a subject of his liking using the methods he likes.  Discussion on educational programs implementation that students have selected. Ceremony of graduation.	Miles Galvin           Representatives of the International Federation of Steel Industry Workers

II. INDIVIDUAL STUDY

Approximately four evenings are dedicated to reading and preparation of written assignments in relation to the subject of the week. For instance, during the first three week, assignments will deal with reading of some descriptive documents of FITIM, history of the labor movement, union organization and administrative adult psychology; preparation by each student of an outline about the history of the labor movement in his country and an outline of the organizational structure of their own unions. By the middle of the course the

dedicate more time to prepare educational programs which they will try to carry out in their organizations - subjects, methods, schedules, instructors, materials, etc.

The students should feel free to make use of a small library made of books and pamphlets on labor and industry relations. Also, each student brings together a set of their collective contracts, their union by-laws, the history of the labor movement in their own country, labor laws in their country, etc. FITIM will furnish reading materials regarding the steel industry. Each week the Institute gives to each student a set of mimeographic materials dealing with the weekly subject that has been discussed. The students collect these materials in folders furnished by the Institute. At the end of the course these folders belong to each student. The assignments given are mimeographed and each student is given a complete set of assignments and other work. Study periods are supervised by the Assistant Director of the Program and a Special Student for help and individual guidance and counselling.

### III. LABORATORY PRACTICE

Taken for granted that the labor leader and the labor instructor in particular, should master techniques of effective communication, each week a total of six hours are dedicated to laboratory practice on how to speak and write correctly and to the use of audio-visual aids. Besides, there is a practical laboratory dedicated to techniques on economical research. These laboratories are set in the following way:

LABORATORY "C"SPEECHINSTRUCTOR

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One session per  
week for two hours  
for eight weeks

Practice of preparation and verbal  
exposition in conferences, formal  
speeches, improvised speeches in  
worker meetings and assemblies;  
introduction of speakers in pro-  
grams of labor education; how to  
present complaints in writing  
and demands in collective bargaining;  
participation in debates, etc. A  
tape recorder is used in this lab-  
oratory.

Samuel de la Rosa

LABORATORY "D"ECONOMICAL RESEARCHINSTRUCTOR

One session per  
week of two hours  
for eight weeks

Practice on different forms of  
data gathering. Sources of supply:  
official specialized, private.  
Sources of comprobation; data inter-  
pretation; selection and order in  
the presentation of data obtained,  
planning and preparation of economical  
reports.

Fernando Melgoza  
Karl Casserini  
Bill Cool

#### IV. SPECIAL SUPPLEMENTARY PROGRAMS

It has been considered a must that the worker instructor during his formation process be trained at length in all areas concerning the labor movement.

In this Program is included a series of special subjects, which as a general

rule are offered during the afternoon or in the evening. These subjects include the following:

1. Explanation of origin, aims and management of the Labor Bank of Puerto Rico, offered by Guido Picon.
2. Orientation about Puerto Rico such as history, folk-lore, traditions, government and economic development. Arturo Ramos.
3. Industrial development of Puerto Rico, Operation "Boot-strap". Offered by a representative from Economic Development Administration of Puerto Rico.
4. Co-operativism. Victor Valcarcel.
5. Organized Labor Movement of Puerto Rico. Alfredo Nazario.
6. European Labor Movement. Max Diamant.
7. International Labor Movement. Daniel Benedict.
8. The International Federation of Steel Industry: history, structure, aims. Adolphe Graedel.
9. Industrial Medicine and Accident Prevention. Luis Ramos.

Besides the following films are shown to the students:

- |                         |                        |
|-------------------------|------------------------|
| a. Local 100            | f. Delegate            |
| b. "With these Hands"   | g. Complaints          |
| c. Local Union          | h. Union fees          |
| d. Union structure      | i. Complaints hearings |
| e. Union administration | j. Our union in action |

#### V. FIELD TRIPS

Just one morning, and occasionally some week-ends, are set aside within the program to familiarize the students with the different aspects of the

economical and social development of Puerto Rico. These field trips include:

1. Visits to main offices of different labor organizations in the steel industry.
2. Visits to different steel industries.
3. Visits to different governmental agencies:
  - a. Division of Community Education
  - b. Vocational Schools
  - c. Urban renewal and Housing Corporation
  - d. Labor Department
4. Miscellaneous trips:
  - a. To principal cities of Puerto Rico
  - b. Co-operatives
  - c. Trip to beaches and recreational reports.
  - d. Visits to historical monuments
5. Besides all these helps, the program keeps an open eye to every opportunity for the students to carry out teaching practices in the manner of assignment; for instance, teaching other groups of students in the Institute of Labor Relations and occasionally in some labor organizations of Puerto Rico.

#### VI. A TYPICAL WEEKLY PROGRAM

Monday	8:30 - 11:30 a.m.	Group discussion of the weekly subject
	2:00 - 4:30 p.m.	Study period
	8:00 - 10:00 p.m.	Special Supplementary Program
Tuesday	8:30 - 11:30 a.m.	Group discussion of the weekly subject
	2:00 - 4:30 p.m.	Individual study period

	4:30 - 6:30 p.m.	Audio-visual Laboratory
Wednesday	8:00 - 12:00 a.m.	Field trip
	p.m.	Free
Thursday	8:30 - 11:30 a.m.	Group discussion of the weekly subject
	2:00 - 4:00 p.m.	Individual study period
	4:30 - 6:30 p.m.	Economical Research Laboratory
Friday	8:30 - 11:30 p.m.	Group discussion of the weekly subject
	2:00 - 4:30 p.m.	Individual study period
Saturday	8:00 - 10:00 a.m.	Composition Laboratory
	10:00 - 12:00 a.m.	Speech Laboratory
	p.m.	Free
Sunday	Sometimes free, sometimes trips to the countryside.	
	Day set aside to attend labor assemblies.	

VII. PERSONS THAT HAVE PARTICIPATED IN THE PLANNING AND DEVELOPMENT OF THE IV CYCLE OF THE LABOR FORMATION PROGRAM FROM JANUARY 29 TO APRIL 6, 1963

A. GENERAL ADMINISTRATION

INSTITUTE OF LABOR RELATIONS

Fred Nazario, Director  
Institute of Labor Relations

Adelaide Barela  
Coordinator of Programs of  
Labor Education  
Institute of Labor Relations

B. DIRECTION OF THE PROGRAM

INSTITUTE OF LABOR RELATIONS

PROGRAM OF FORMATION OF LABOR EDUCATORS

Miles E. Galvin, Director  
Program of Labor Educators

Nelly Normendia  
Secretary for the Program of  
Labor Educators

Victor Luis Garcia

Assistant Director

Program of Formation of

Labor Educators

Gloria B. Bunker

Interpreter

Program of Formation of

Labor Educators

Ana Elba Gonzalez

Dactilografafa

Program of Formation of

Labor Educators

Jack Godwin

Observer

University of Cornell

C. PROGRAM PLANNING

School of Labor Relations, University of Cornell

John W. McConnell, Dean

N.Y. State School of

Industrial and Labor Relations

Cornell University

Lois Gray, District Director

N.Y. State School of

Industrial and Labor Relations

Metropolitan District Office

New York

John P. Windmuller

International Programs

N.Y. State School of Industrial

and Labor Relations

Cornell University

International Federations of Steel Industry Workers

Adolphe Greadel

General Secretary

Daniel Benedict

Alberto M. Nieves

Representative South Area

Eduardo Munguia

Assistant General Secretary

Special Representative

Fernando Melgoza

Representative Area North

FITIM Affiliate Organizations

Victor G. Reuther

Dean Clowes

United Automobile Workers

United Steelworkers of America

Lewis Carliner

Harold Buoy

United Automobile Workers

International Brotherhood of  
Boilermakers

Ben Segal

Joseph D. Keenan

International Union of

International Brotherhood of

Electrical Workers

Electrical Workers

Meyer Bernstein

Rudy Faupl

United Steelworkers of America

International Association of  
Machinists

D. INSTRUCTORS AND LECTURERS

International Federation of Steel Industry Workers

Adolphe Greadel

Fernando Melgoza

Daniel Debedict

Eduardo Murguia

Karl Casserini

IG Metall, Germany

Max Diamant



"COMBATE" (Combat) Magazine, Costa Rica

Louis Alberto Monge

Cornell University

Wallace Wahlking

United Automobile Workers, USA

Lewis Carliner

Henry Lacayo

United Steelworkers of America, USA

Alberto Garza

George Trevino

International Association of Machinists

John Brumm

International Brotherhood of Boilermakers

Bill Kool

University of Puerto Rico

Alfredo Nazario

Abimael Hernandez

Osiris Sanchez

Adelaide Barela

Efren Cordova

Luis Ramos Yordan

Miles Galvin

Samuel de la Rosa

Victor Valcarcel

Victor Garcia

Juanita Carrillo

Rosendo Cordero

Guido Picon

Sixto Toro

Aida Perez deFigueroa

## E. STUDENTS

Antonio Cabeca

Brazil

Abdulio Cancel

Puerto Rico

Roberto Fuentes

Colombia

Washington Abreu

Uruguay

Nicolas Fernandez

Colombia

Emilio Reynal

Paraguay

Jose Alberto

Huaccha

Peru

Frank Mendez

Puerto Rico

O R I T - I C F T U

INTER-AMERICAN LABOR STUDIES INSTITUTE

DEPARTMENT OF EDUCATION

SYLLABUS

III Course, Program of Studies, 1963<sup>1</sup>

Mexico City, Mexico

<sup>1</sup>Translated from Spanish into English by the author of this thesis material sent to the writer by Miss Fanny Simon, Faculty Consultant, ORIT Education Department, Mexico.

PROGRAM OF ORIENTATION

Under this program of orientation there are these basic subjects: Social-Economic Problems and Political Problems.

AIMS AND OBJECTIVES OF ORIENTATION:

1. To give basis knowledge on economic, social and political problems to all those who are to become union instructors.
2. To teach them basic structures of the socio-economic system so that when the union prepares a campaign, for instance, for an increase of salaries, then the union instructor will be ready to give the members the socio-political basis of the campaign.
3. To inform them on the things that create a suitable climate for progress and also of the things that hinder it.
4. To teach them how to use material as sources of information for the educational programs.

I. SOCIO-ECONOMIC PROBLEMS

A. GENERAL OUTLINE

1. Definition or explanation of what a socio-economic problem is.
2. Foundations of the economic development. Its planning.
3. Socio-economic problems that are to be taught in the course:
  - a. Principles of Economics
  - b. Industrialization
  - c. Agrarian Reform
  - d. Output (productivity)
  - e. Automation

- f. Time and salary study
  - g. Cooperatives
  - h. Housing
  - i. Social Security
4. Reason for studying these problems in relation to syndicalism.
  5. Brief discussion of the most outstanding characteristics of all these problems.

B. BASIC PRINCIPLES ON ECONOMICS

1. Definitions; offer; demand; capital
2. Importance of the national economic factors

C. INDUSTRIALIZATION

1. Industrial revolution: origin, traits, problems that it has created, its effects upon workers and community.
2. Industrialization in Latin America:
  - a. Why the industrialization came in a later stage.
  - b. Why it is so important that Latin America reaches the stage of industrialization and improves its standard and also acquires a more steady and stable socio-economic system.
3. Resources and means as they are at the present; national income and statistic.
4. Factors that stop its development; lack of capital, illiteracy; lack of technical and scientific knowledge, taxation and behavior of the governments.

D. SOURCES OF CAPITAL

1. Economy of the people

- a. Reason that explains its lack
- b. Sources of Economy (internal and external)

E. COMMON MARKET IN LATIN AMERICA

1. What is it and what are its implications?
2. Why is it a necessity for Latin America?

F. INTERNATIONAL AND INTERGOVERNMENTAL AGENCIES

1. United Nations

- a. Economical Council for Latin America (CEPAL)
- b. International Bank of Reconstructions and Development
- c. International Organization of Work (OIT)

2. Inter-American Agencies

- a. Organization of American States (OEA)
- b. Inter-American Bank Development (BID)
- c. Alliance of Progress

G. AGRARIAN PROBLEMS

1. Relation between industry and agriculture
2. Agrarian development and its present situation
3. Land appropriation
  - a. Nature, importance and necessary reforms
  - b. Forces that work against the reforms

H. PRODUCTIVITY (output)

1. What is productivity?
2. Its value for the workers and the community
3. How to increase productivity in industry and agriculture
4. Time study and its relation to productivity

5. Salaries and productivity
  - a. Basis to determine salaries
  - b. Nominal salaries and real salaries
  - c. Inflation and salaries

I. AUTOMATION

1. What is it; its extension
2. Importance
3. Problems that it creates for the workers and how to overcome them.
4. Its meaning for nations in the process of development.

J. HOUSING

1. Present situation of the housing problem for the workers
2. How to improve housing
  - a. A source of investment
  - b. Private or state construction
  - c. Cooperatives

K. COOPERATIVES

1. What are they?
2. Different types of cooperatives
3. Principles governing cooperatives
4. How to organize and manage a cooperative
5. Its importance for the workers

L. SOCIAL SECURITY

1. Problems in Latin America
2. Different types of social security; work compensation; retirement; death; etc.

A. DEMOCRACY AND DICTATORSHIP

1. What does democracy mean?
2. Different ideals of democracy through history
3. Abuses and falsehoods about democracy spreaded by communists;  
(popular democracy. Sukarno and Nasser's Ideal)
4. The importance of political, economical and social democracy  
for the workers and free union.

B. DEMOCRATIC INSTITUTIONS

1. How civil rights operate; Declaration of Human Rights in the UN  
and the Declaration of the American States. Act of Bogota

C. LATIN AMERICAN DICTATORSHIPS

1. Origin
2. Comparison with communistic dictatorships
3. Why there are dictatorships of different types in Latin America
4. Forces that work against dictatorships of any kind in Latin  
America (military; oligarchics; communistic)

D. COMMUNISTIC INFILTRATION AND SUBVERSION

1. Its methods
2. A study of Cuba as an example of communistic subversion
3. Fight against communistic subversion in Latin America
4. How to prevent and to be alert against communistic infiltration  
and subversion.

E. DEMOCRACY AND FORMS OF ECONOMIC DEVELOPMENT

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1. Example of democracy in Israel

2. Example of communism in Cuba

F. THE PROBLEM OF IMPERIALISM

1. Political imperialism

2. Social imperialism

3. Communistic imperialism

G. DEMOCRACY AND COMMUNISM IN THE UNIONS

III. HISTORY OF INTERNATIONAL MOVEMENT OF UNIONS

A. INTRODUCTION

1. Traits and aims of the unions

2. Basic traits of the free union movement

B. FIRST UNIONS

1. Mutual societies; why they were created; some mutual societies in England, United States and Latin America.

2. Government behavior toward the first unions.

a. "Laissez-faire" philosophy against the creation of unions

b. Opposing laws; conspiracy

3. Trade Unions

a. Traits; instability; poverty

b. First workers to get unionized: Britians, American, Latins

4. Ideological clash; pure unionism, revolutionary unionism, socialism and communism.

C. INTERNATIONAL ORGANIZATIONS

1. The First International: How and where it was organized.



Different ideologies and the fight among them. Its disappearance.

2. The Second International: a political organization rather than labor organization.
3. World Trade Union: history, structure, work, its relations with the American Continent.
4. International Professional Secretariats: brief history of some Secretariats; how many are actively working in Latin America; activities.
5. Trade Union Movement after World War I and before the Second World War: reconstruction of International Trade Union; communists and red unions; fascism, marxism and union organizations.
6. The Second World War and its union contacts; dissolution of the Red Unions.
7. Trade Unions after World War II World Trade Union Federations: how and where created; ideological differences; why it separated from the democratic trade unions.
8. The "CIO-SL": origin; structure; activities; relations with other governmental and international organizations.
9. The "ORIT": origin, structure; activities; future; conventions.

D. HISTORY OF THE TRADE UNIONS IN LATIN AMERICA

PROGRAM OF UNION EDUCATION

I. AIMS AND OBJECTIVES

- A. To prepare instructors
- B. To give a practical course of methods and techniques on union education
- C. To teach instructors how to use audio-visual aids: hexagraph, slides, posters, ...

## II. HOW UNION EDUCATION COMPARES WITH ADULT EDUCATION

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- A. Explain what union education is, and what adult education is.
- B. Aims of both types of education
- C. Differences in adult education, children education and youth education
- D. Adult psychology, how an adult learns.

## III. PLANNING OF AN UNION EDUCATION PROGRAM

- A. Aims and objectives of this program
  1. To offer data and information
  2. To stimulate greater comprehension
  3. To develop and improve aptitudes
  4. To stimulate action
- B. Matters for study
  1. They are to be determined according to type of discussion, contracts.
- C. Different types of programs
  1. Lectures
  2. Evening classes
  3. Week-end seminars
  4. Seminars of longer duration

## IV. METHODS AND TECHNIQUES

- A. Lectures
  1. What are they?
  2. Matter suitable for lectures
  3. Advantages and disadvantages

**B. Group discussion**

1. Types of discussions: labor groups, shop group, question and answer groups, informal conversation sub-groups.
2. Suitable matters for this group discussion
3. Things that help in a good discussion
4. How to prepare a good discussion:
  - a. The role of the director
  - b. The role of the members in attendance
5. How to prepare a good discussion
6. Pros and cons

**C. Panel discussion**

1. Different types; forum, panels, ...
2. Explanation of each
3. Suitable matters
4. Pros and cons

**D. Debates**

1. What are they?
2. Suitable matters
3. Pros and cons

**E. Visual aids**

1. Types: posters, graphics, newspapers, murals, films, slides, blackboard (rotafolio)
2. Difficulties in the use and presentation of these aids
3. Pros and cons

F. Audio aids

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1. Types: records, tape recordings, state presentation, songs, 111
2. When to use them
3. Pros and cons

V. HOW TO USE THESE METHODS AND TECHNIQUES

A. Preparation of a program of union leader capacitation

1. Aims

- a. To prepare leaders
- b. To promote the unions
- c. To defend the free unionism
- d. To organize unions
- e. To manage unions
- f. To organize union activities
- g. To organize conferences, seminars and school of union education
- h. To organize and direct union campaigns.

2. Organizations: in its different aspects

3. How to choose the students

4. How to choose teaching and administrative staff

5. Development of the program

6. Appropriate methods and techniques

7. Evaluation of results

B. Preparation of different programs of

1. Capacitation of members and union delegates

2. Campaigns to keep and increase the membership attendance as well as union delegates attendance

3. Leader's capacitation to conduct union assemblies
  4. Leader's capacitation to lead union discussions
  5. Leader's capacitation to organize unions and to increase membership
  6. Leader's capacitation in accounting and business as well as administrative union procedures
  7. Leader's capacitation in union public relations (advertising)
  8. Leader's capacitation in union journalism
  9. Campaigns to pass improvements in labor laws
- C. Preparation of special programs
1. Capacitation of union women
  2. Capacitation of union youth
  3. Capacitation of the family of union members

VI. EVALUATION OF A UNION EDUCATION PROGRAM

1. How to evaluate results
2. Aims in evaluation
3. Essential elements in a good evaluation
4. Methods of evaluation
5. Summary of improvements needed in this program in keeping with the findings in the evaluation

TABLE III

INST. OF LABOR STUDIES - ORIT - MEXICO  
Class Schedule - First Week - Jan 21-25, 1963

HOUR	MONDAY (21)	TUESDAY (22)	WEDNESDAY (23)	THURSDAY (24)	FRIDAY (25)	SAT.(26)
9:00 - 10:15	Opening Session	Inter. Labor Unions	Inter. Labor Unions A. Jauregue	Journalism C. L. Medina	Journalism C. L. Medina	off
10:15 - 10:30	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break	
10:30 - 11:50	Opening Session F. Simon	Meth. & Teaching Tech. F. Simon	Meth. & Techniques Tech. inquiries F. Simon	Group Dis- cussion C.Langarica	Meth. Tech. F. Simon	Break
11:50 - 12:00	Intermission	Intermission	Intermission	Intermission	Intermission	
12:10 - 12:00	Opening Session	Conference Labor in Germany - Herzog	Conference Labor in Germany - Herzog	Group Dis- cussion C. Langarica	Evaluation	
12:00 - 15:00		LUNCH	LUNCH	LUNCH		
15:00 - 16:15	Opening Session	Oratory R. Reynoso	Visual Aids T. Sandoval	Role Playing F. Glazer	Workshop	
16:15 - 16:30	Break	Break	Break	Break	Break	
16:30 - 17:50	Opening Session	Visual aid T. Sandoval	Movie Projectors T. Sandoval	Role Playing F. Glazer	Planning a labor educa- tion program B. Cobbs	

INSTITUTE OF LABOR STUDIES

O.R.I.T.

QUESTIONNAIRE - CURRICULUM CHOICES

This questionnaire must be answered by the student. Its objective is to obtain an idea of the needs of the students in order to set-up the course of study in the form that would suit best the student learning process.

Name \_\_\_\_\_

Country \_\_\_\_\_

Union who is sponsoring you \_\_\_\_\_

1. Is there any program on labor education in your organization? Yes \_\_\_\_\_

No \_\_\_\_\_

If one exists, mark with (x) the courses offered

A. Organization and structure of the labor movement \_\_\_\_\_

History of the Labor Movement (national and international) \_\_\_\_\_

Collective Bargaining \_\_\_\_\_

Labor Legislation \_\_\_\_\_

Cooperativism \_\_\_\_\_

Parliamentary Code (assemblies, oratory) \_\_\_\_\_

Reading and writing \_\_\_\_\_

Theory and practice of the labor movements \_\_\_\_\_

Others (be specific) \_\_\_\_\_

\_\_\_\_\_

B. Can you tell us what methods and techniques are used in teaching the

2. Do you know if your organization cooperates with other organizations, non-unionists, in its educational program? Yes \_\_\_ No \_\_\_

A. If your answer is yes, mention which are those organizations:

Government \_\_\_\_\_

Non-government (universities, institutes, etc.) \_\_\_\_\_

B. Can you tell how that cooperation is realized? Give a brief explanation. \_\_\_\_\_

3. Next we do mention various educational problems that might interest your organization. Place No. 1 before the most interesting and the following numbers in relation to the interest of the subject:

Alfabetization \_\_\_\_\_ Collective Bargaining \_\_\_\_\_

Cooperativism \_\_\_\_\_ Programs of union Organization (integral) \_\_\_\_\_

Programs of Union Administration (all aspects) \_\_\_\_\_

Direction of Assemblies \_\_\_\_\_

Administration of economic and recordkeeping of a trade union \_\_\_\_\_

Journalism program \_\_\_\_\_ Other problems \_\_\_\_\_

Be specific mentioning it \_\_\_\_\_

4. Is there much interest in your union for labor education programs?

Very much \_\_\_\_\_ Much \_\_\_\_\_ Little \_\_\_\_\_

5. In your opinion what are the methods and techniques that had given better results in your union. Number it in the same form as number 3.

Classes \_\_\_\_\_ Conference \_\_\_\_\_

Discussions \_\_\_\_\_ Newspapers \_\_\_\_\_



Bulletins \_\_\_\_\_ Posters \_\_\_\_\_ 135

Leaflets \_\_\_\_\_ Recordings \_\_\_\_\_

Slides \_\_\_\_\_ Others \_\_\_\_\_

6. If you were a labor education director, which one of the following programs would seem more value to you?

Conference only once \_\_\_\_\_ Evening Classes \_\_\_\_\_

Weekend Seminars \_\_\_\_\_ Seminars for more than one week \_\_\_\_\_

Time \_\_\_\_\_ Others \_\_\_\_\_

Explain briefly why you think it is of more value \_\_\_\_\_

\_\_\_\_\_

7. Which or what are the materials that you think would best serve an educational campaign? \_\_\_\_\_

Follets \_\_\_\_\_ Loose Sheets \_\_\_\_\_

Bulletins \_\_\_\_\_ Newspapers \_\_\_\_\_

Posters \_\_\_\_\_ Circulars \_\_\_\_\_

Radio \_\_\_\_\_ Plays \_\_\_\_\_

Others \_\_\_\_\_

8. Have you assisted at some Seminars on Labor Education? Yes \_\_\_ No \_\_\_

If you did, mention what kind, where and when realized and under whose sponsorship? \_\_\_\_\_

Mention the subjects studied \_\_\_\_\_

Make whatever comment you think advantageous or desirable by explaining your own idea and giving your criteria for it. Use additional sheets if necessary. \_\_\_\_\_

\_\_\_\_\_

Name of the Federation, Confederation or National to which your union belongs: \_\_\_\_\_ 156

Address of same: \_\_\_\_\_

B. Position that you hold at present in your Union, Federation, of Centralized National \_\_\_\_\_

Post you held before this time \_\_\_\_\_

How many years are you in the Labor Movement? \_\_\_\_\_

C. If you have attended courses in Labor Leadership Training, programs for Seminars, weekends, Leadership Training for Labor Leaders - indicate when, where and for how long a time \_\_\_\_\_

If you had a scholarship at any time state when, where and for how long \_\_\_\_\_

III. School Background

A. Grammar School (How many years?) \_\_\_\_\_

From: When \_\_\_\_\_ Until \_\_\_\_\_

B. Secondary School

1. Finished (Indicate the year) \_\_\_\_\_

2. Incomplete (Indicate the year) \_\_\_\_\_

C. Technical School - 1. Speciality \_\_\_\_\_

2. State the years \_\_\_\_\_

D. Higher Education - 1. University \_\_\_\_\_

2. Higher Institute \_\_\_\_\_

3. Polytechnical Schools \_\_\_\_\_

E. Do you have any title, diploma or certificate, please indicate them \_\_\_\_\_

**IV. General Information**

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A. If you have visited other countries, please state which

COUNTRY

DATE

REASON

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B. Name and address of your present employer \_\_\_\_\_

---

C. Occupational Description \_\_\_\_\_

D. Previous jobs \_\_\_\_\_

---

E. Answer carefully the following:

1. Can you arrange your family situation in order to attend our course? \_\_\_\_\_

---

2. Can you obtain a leave of absence from your work for the duration of the course you will attend? \_\_\_\_\_

---

3. Can you obtain permission from your union or federation in order to leave the post or positions you hold for the duration of the course you attend? \_\_\_\_\_

---

**V. Special Information:**

A. Explain why you consider the course important for you to attend the seminar and what practical application you would be able to gain from it when you would return to your country? \_\_\_\_\_

B. Explain with what organizations your union maintains relationship?

1. Nationals

---

2. Of America

---

3. Internationals

---

C. Make a short statement of the principal economic problems, political, social of America that would have direct relationship with the Labor Movement.

Include in your analysis:

1. Why is the problem important?

2. What relationship has it with the labor movement?

3. What are the principal aspects of the problem?

4. Are there any possible solutions to be formulated?

5. Which ones do you think is best?

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ORIT - ICFTU

Inter-Americans Institute of Higher Labor Studies

Application Sheet<sup>1</sup>

**L. Personal Information**

Name \_\_\_\_\_  
(Last Name) (Maiden Name)

Address \_\_\_\_\_  
(Street and number) (City)

\_\_\_\_\_  
(Country)

Place of birth \_\_\_\_\_  
(City) (Country)

Age \_\_\_\_\_ Sex \_\_\_\_\_

How many dependents \_\_\_\_\_

Reference in case of Emergency \_\_\_\_\_

**11. Experience and Participation in the Labor Movement**

A. Name of the Federation (Regional, Departmental, States, Industry)

to which your local union belongs: \_\_\_\_\_

<sup>1</sup>Translated by the author of this thesis from materials in the ORIT Department of Education Files provided through the courtesy of Mr. Ruben Reynoso, Director Institute for Labor Studies, Mexico.

ORIT - ICFTU  
INSTITUTE OF LABOR STUDIES  
Mexico, D. F.  
Personal Questionnaire<sup>1</sup>

Name \_\_\_\_\_

Last Name \_\_\_\_\_ (Mother's Maiden Name)

Country \_\_\_\_\_

Date \_\_\_\_\_

This questionnaire must be answered by the participants. Its objective is to obtain an idea of the needs of the students in order to adjust the course that their result may prove useful to them.

Organization that sent you? \_\_\_\_\_

1. Do you have a labor education program in your union?

\_\_\_\_\_ (yes) \_\_\_\_\_ (no)

A. If a program exists, mark with an (X) the courses that are offered.

Organization and structure of the labor movement.

History of the labor movement (National or International)

Collective Bargaining

Labor Legislation

<sup>1</sup>Translated by the author of this thesis from ORIT, Education Department materials provided through the courtesy of Miss Fanny Simon, Faculty Consultant, Inst. of Labor Studies, Mexico.

Cooperativism

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Parliamentary procedures (assemblies, meetings, etc.)

Adult education

Theory and practice of the labor movement

Others (indicate one specifically)

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B. Can you tell us what method and what techniques are used in the teaching of the courses? If possible make a brief comment on them.

2. Do you know if your organization cooperates with the non-union organizations on labor education programs? Yes \_\_\_\_\_ No \_\_\_\_\_

A. If your answer is yes tell with which of the following institutions it cooperates:

Non-governmentals (universities, institutes, etc.)

B. Are you able to explain to us how this cooperation is realized? If possible give a brief comment on it.

---

---

---

3. We list now various educational problems which might interest your union. Which one of them interests your organization more? Write the number before the most interesting and the following numbers in the order of interest in the problems given.

Adult education \_\_\_\_\_

Collective Bargaining \_\_\_\_\_

Cooperativism \_\_\_\_\_

Organization Programs (Integral) \_\_\_\_\_

Trade Union Administration \_\_\_\_\_

Guidance of Assemblies \_\_\_\_\_

Administration, accounting and economics of a trade union \_\_\_\_\_

Journalism Program \_\_\_\_\_

Other Problems (give specific instances) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

4. Is there interest in your labor education for programs on labor education?

Very much \_\_\_\_\_ Much \_\_\_\_\_ Little \_\_\_\_\_

5. Which methods and techniques of labor education do you consider to be most advantageous in obtaining better results for your organization?

(Check them in the same manner as in question no. 3)

Classes \_\_\_\_\_

Conferences \_\_\_\_\_

Discussions \_\_\_\_\_

Newspapers \_\_\_\_\_

Pictures \_\_\_\_\_

Posters \_\_\_\_\_

Pamphlets \_\_\_\_\_

Tapes \_\_\_\_\_

Views \_\_\_\_\_

Others \_\_\_\_\_



6. If you were a labor education director in your union which one of the <sup>143</sup> following educational programs would seem the most useful?

Conferences, only one \_\_\_\_\_

Evening classes \_\_\_\_\_

Weekend Seminars \_\_\_\_\_

Explain briefly why you think it is the most useful.

7. Which of the following materials do you believe would be of greater usefulness for a L.U. company for educational courses.<sup>1</sup>

Bulletins                      Simple pamphlets

Booklets                      Looseleaf papers

Post Bulletins

Circulars                      Picture Magazine

Memos                          Posters

Role playing circulars

Sketches

Announcements

Others

8. Have you attended some seminars of labor education? Yes \_\_\_ No \_\_\_

In case your answer is yes, explain what kind, where and when and who guided it: \_\_\_\_\_

\_\_\_\_\_

9. Mention the courses studied.

\_\_\_\_\_

\_\_\_\_\_

Write the comments you believe convenient and use additional paper if necessary for your criticism or advice.

ORIT-ICFTU  
Institute Interamerican Labor Studies<sup>1</sup>

Question on National Unions.

Name \_\_\_\_\_

Last Name \_\_\_\_\_ Mother's Maiden Name

Country \_\_\_\_\_

Date \_\_\_\_\_

Please answer as precisely as possible.

Please answer very carefully. If you are not sure of the answer, it is preferable not to answer it. Leave an empty space. Answer all what you know well.

1. What is the definite name of your national union?

\_\_\_\_\_

2. Date of its foundation \_\_\_\_\_

3. If it has changed its name, what was the former name?

\_\_\_\_\_

4. Is it affiliated to ORIT? \_\_\_\_\_

5. Was it affiliated to other International Trade Union before this? \_\_\_\_\_

6. How many subsidiaries does the union represent now? (Approx.) \_\_\_\_\_

7. How it organized its directive group? Who holds the most important Position, is it President, Secretary or General?

<sup>1</sup>Translated by the author of this thesis from material in the Department of Education files, made available through the courtesy of Mr. Ruben Reynoso, Director, Institute for Labor Studies, Mexico.

8. What have been the principal events of national union?

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(Strikes, internal disagreements, etc.) \_\_\_\_\_

9. Who are the actual leaders now (name them) \_\_\_\_\_

10. Which are actually the most well known persons (or figure head)

\_\_\_\_\_

11. What are the names of those who are always remembered because of their contributions and sacrifices to the struggle of the labor movement?

\_\_\_\_\_

12. Does a code of labor laws or noncoded labor legislation exist in your country, or some codification of labor legislation? \_\_\_\_\_

13. What books or pamphlets published on the motions and labor problems in your country do you know best? \_\_\_\_\_

14. Have any seminars on labor education been held in your country? How many? When? On what subjects? \_\_\_\_\_

15. Does your union publish any newspaper, magazine, bulletin? Do any other organizations have publications? \_\_\_\_\_

16. What other organizations are there of a national character in your country? How many affiliations do they have? \_\_\_\_\_

17. Are there minimum wage salaries in your country? How much is it? \_\_\_\_\_

18. Is collective bargaining practiced in your country as in standard unions? Is there any legislation regarding it? \_\_\_\_\_

\_\_\_\_\_

19. Is your union affiliated to ORIT? \_\_\_\_\_

20. Can you mention some important items that have not been considered in this questionnaire? \_\_\_\_\_

STUDY MATERIAL DISTRIBUTED IN THE  
ORIT-ICFTU IN BOGOTA, COLOMBIA<sup>1</sup>

A. List of Material Distributed to the Students:

1. Collective Bargaining
2. Financial Statement
3. How to Reach Trade Union Membership
4. The Local Union - Its purposes, functions and responsibilities
5. Management "Human Relation" and Trade Unionism
6. The ILO and Labor Education
7. The Union and Its Role in the Community
8. The Training of Union Stewards Begins with Education
9. Trade Union Administration
10. Union Services: Negotiation and Grievances
11. Union Services: Education
12. Summary of the Montevideo Seminar
13. Discussion Manual for Leaders (IFPW)
14. Steward's Manual (IFPW)
15. Agrarian Questions
16. The Inter-American Development Bank and the Common Market
17. Economic Development - Investments
18. Economic Development - Industrialization and Diversification

<sup>1</sup>ORIT-ICFTU. Trade Union Education, Manual I, "Study Material" PP. 64-65  
Translated by the author of this thesis from materials in the ORIT  
Department of Education Files provided through the courtesy of Mr. Ruben  
Reyno, Director, Institute for Labor Studies, Mexico.

19. International Raw Material Trade and Price Stabilization

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20. Notes On Latin American Economic Integration (ICFTU)

Grant No. AID/1a-58

CERTIFIED A TRUE COPY

By

Effie D. Boyd  
this 23rd day of  
November 1962

GRANT  
BY THE  
UNITED STATES OF AMERICA  
TO THE  
AMERICAN INSTITUTE FOR FREE LABOR DEVELOPMENT  
PIO/T 527-U-41-AA-3-20083

THIS GRANT, made and effective on the 15th day of November 1962, by the Government of the United States of America, represented by the Agency for International Development (hereinafter called "A.I.D."), to the American Institute for Free Labor Development (hereinafter called "Grantee"), a non-profit institution chartered under the laws of the State of Delaware, with its principal office located at 1925 K Street, N.W., Washington D. C.

WITNESSETH THAT:

WHEREAS, A.I.D. recognizes that trade unions organized on the basis of freedom of choice and for the common welfare can strengthen and advance the economics of a developing nation by enabling the people of said nation voluntarily to meet their own felt needs; and

WHEREAS, A.I.D. and the Peruvian Government recognizes the desirability of developing and establishing a national Workers Education Center (hereinafter referred to as the "Center"), wherein the principles and practices of trade unions may be meaningfully taught to national workers;

WHEREAS, the scope of work and services to be performed by the Grantee will be for the Confederation of Workers of Peru (Confederacion de Trabajadores del Peru) through the Ministry of Labor and Indian Affairs. The work and services will be performed under the general policy guidance of the Director, US AID Peru. The Secretary General of the Confederation, Arturo Sabroso M., will designate labor liaison official; the Minister of Labor will designate a representative of the Government of Peru. Coordination and supervisory liaison functions will be performed by the Labor Advisor, US AID Peru; and

WHEREAS, A.I.D. desires to give assistance to the Grantee to carry out worker education programs to provide assistance to the Peruvian trade union movement in its efforts to establish and develop a national workers education Center which will prepare workers to direct the trade union organizations of Peru democratically along lines of enlightened and responsible worker self-interest as well as to participate responsibly in social and economic development in cooperation with government and industry; and

WHEREAS, it has been determined that such assistance should be given to the Grantee, and that Grantee meets the criteria set forth for such assistance, pursuant to authority contained in Section 213(a), Title II, Foreign Assistance Act of 1961, as amended.

NOW, THEREFORE, a grant is hereby made subject to conditions as follows:

ARTICLE I - MAXIMUM DOLLAR AMOUNT, PERIOD OF TIME, OPTION TO EXTEND AND SCOPE  
OF WORK

A. Maximum Dollar Amount of Assistance

(1) The maximum dollar amount of assistance to be provided by A.I.D. under this Grant is Two Hundred Thirty-one Thousand Nine Hundred Twenty-Four (\$231,924) dollars.

(2) It is estimated that the total cost to A.I.D. for the performance of this Grant will not exceed the estimated cost set forth in Exhibit A, attached hereto and made a part of this Grant. The Grantee agrees to use its best efforts to perform the work specified in the Scope of Work and all obligations under this Grant within such estimated cost.

(3) The sum of One Hundred Thirty-Five Thousand (\$135,000) dollars presently available for payment and allotted to this Grant is A.I.D.'s limitation of obligation to the Grantee until such time the balance of the second year of operation is allotted to said Grant. It is anticipated that from time to time additional funds will be allotted to this Grant up to the full estimated cost. When additional funds are allotted from time to time for continued performance of the work, the parties shall agree as to the applicable estimated period of Grant performance which shall be covered by such funds and the period of performance amended accordingly.



## CONTINUATION

Post	No.	Security Classification	Page	Pages
AID/W		UNCLASSIFIED	3 of	5
			U.S.A.M. - Peru	

ANNEX A

BASIC TRADE UNIONISM COURSES FOR LATIN AMERICAN LABOR LEADERS MULTI-COUNTRY. 10 WEEKS LABOR RELATIONS INSTITUTE, UNIVERSITY OF PUERTO RICO - 6 WEEKS STUDY AND OBSERVATION TOUR. CONTINENTAL UNITED STATES.

DESCRIPTION OF COURSES1. HISTORY OF THE LABOR MOVEMENT

A detailed account and discussion of the American and Puerto Rico Labor movement is given in this course along with a broad historical background of world labor movement, the development of world labor organizations, and present day issues of the international labor movements.

2. COLLECTIVE BARGAINING AND LABOR RELATIONS

A study of collective bargaining as a dynamic process embracing the negotiation as well as the daily administration of collective bargaining agreements. Special emphasis is given to techniques of collective bargaining as well as the provisions contained in contracts, many of which are novel but applicable to the Latin American Trainee. Grievance procedures are entered into thoroughly.

3. ORGANIZATION AND ADMINISTRATION OF LABOR UNIONS

Trainees are familiarized in this course with the basic elements of union government and administration. The relationship between an adequate union structure, its efficient administration and the goals

of the union are brought into focus. Practical problems are illustrated with films and slides followed by general discussion.

4. COMPARATIVE LABOR LEGISLATION

Labor legislation affecting wages, hours and working conditions with special reference to participants' own countries. Special effort is made to relate the discussion to the labor legislation existent in participants respective countries.

## CONTINUATION

Post	No.	Security Classification	Page	Pages
AID/W		UNCLASSIFIED	4 of	5

5. UNION JOURNALISM

Fundamentals of journalism and modern newspaper techniques with special reference to small union periodicals and communications that inform the rank and file on the problems and issues that affect the union and consequently the welfare of its members.

6. COOPERATIVISM

Study of basic concepts of cooperativism, how to form and administer the different types of cooperatives, such as consumer and credit cooperatives in action specially union cooperatives. Observation of cooperatives in action.

7. WORKSHOP WORKERS EDUCATION METHODS AND TECHNIQUES

This course is conducted as a workshop. After discussion of the need for orientation of workers by union officials, special emphasis is given to the media to be employed, available to participants, such as conferences, round table discussions, forums, role playing, bulletin board preparation, exhibits and audio-visual techniques. Participants are drilled briefly on operation of movie and slide projectors.

8. OCCUPATIONAL MEDICINE

Discussion of the role of unions and workers in industrial safety and health with particular reference to medical aspects and accident prevention.

9. UNION FINANCES AND ACCOUNTING

Discussion of the theory and principles of accounting, double

accounting entries, cash and semi-cash basis, accounting systems for <sup>154</sup>for  
labor unions and administration of union finances.

10. THEORY AND PRACTICE OF PARLIAMENTARY PROCEDURE

Exposition of the principles which govern parliamentary procedure.

The course is conducted as a workshop in which participants practice in mock meetings and apply the precepts discussed in class.

Audio-visual techniques will complement the theoretical and practical discussions.

## CONTINUATION

Post	No.	Security Classification	Page	Pages
AIDTO ACIRC X	A 589	UNCLASSIFIED	5 of	5

11. HUMAN RELATIONS IN INDUSTRY

An examination of the facts discovered by psychological research in the area of human relations and their application to principles and techniques which may be used in industry. The Theoretical background shall be from a scientific point of view although the applications may allow individual ingenuity.

12. THE LABOR ECONOMY OF LATIN AMERICA

Survey of the main economic problems of the region as they bear on workers and the trade union government.

SECRETARY OF STATE  
RUSK

AGENCY FOR INTERNATIONAL DEVELOPMENT  
Fiscal Year 1962 - Programs Fiscal Year, 1963

Labor Program F.Y. 1962	Projects	Countries	Dollar Amount
NESA	12	6	686,000
LA	15	13	1,621,000
AFE	6	3	586,000
FE	4	4	500,000
<hr/>			
Labor Programs 1963	Projects	Countries	Dollar Amount
NESA	13	6	1,108,000
LA	13	11	1,615,000
AFE	3	3	110,000
FE	3	2	468,000

CENTER FOR LABOR STUDIESLIMA - PERU<sup>1</sup>Application(Please type or  
Print)

Date \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_  
(street) (number) (district)

Citizenship \_\_\_\_\_ Phone \_\_\_\_\_

Where were you born? \_\_\_\_\_ When? \_\_\_\_\_

Civil Status \_\_\_\_\_ Instruction \_\_\_\_\_

Electoral Card No. \_\_\_\_\_ Military Card No. \_\_\_\_\_

Where do you work? \_\_\_\_\_

What kind of work do you perform? \_\_\_\_\_

Wages \_\_\_\_\_

Previous Positions \_\_\_\_\_

Name of your trade union \_\_\_\_\_

What post do you actually hold? \_\_\_\_\_

Previous Posts \_\_\_\_\_

Have you been a student in a National Labor School or foreign country,

(if so, where?) \_\_\_\_\_

<sup>1</sup> Translated by the author of this thesis from materials in the Center Department of Education Files, provided through the courtesy of Mrs. Luz De Maurta, Training Officer, U.S. Aid Mission, American Embassy, Lima, Peru.

Reasons that motivated you to apply for further training (use additional sheets if necessary) \_\_\_\_\_

Give names of three persons for references: (titles and address)

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

Name of Director of Industrial Relations or Manager who is authorized to grant you a leave of absence with pay benefits:

\_\_\_\_\_

(address)

(Street and No.)

(district)



BIBLIOGRAPHYA. Books

1. Alexander, Robert "Union Movements in Latin America" 1951
2. Barraneuhea, Mauro "Formacion Sindical, Metodos y Programas En los U.S.A., Europa, Asia y Latin America, January 1963
3. Haya De La Torre, Victor "Treinta Anos De Aprismo" 1923, Lima International Relations Library, Chicago, Illinois
4. Hunter, John "The Role of Educator in Latin America, March 1962
5. Mirc, Joseph "Labor Education" Inter-University Labor Education Committee, Washington, D. C., 1956
6. ORIT-CIFTU - "Seminario Sobre Educacion Obrera En America Latina y en Laregion Del Caribe November 1960

B. Addresses

1. Calderon, Cicero. Speech before Land-Grant Centennial Conference Michigan University, 1962
2. Kennedy, F. Thon. Speech to the first group of graduates of the IADSL - Washington, March 1962
3. Kelly, Kenneth. "The Place of Labor Education in Developing Societies" Inter-Labor Conference March 1963, Michigan University
4. Paladino, Morris. "Trade Union, Educacion for Social Progress," before Land-Grant Centennial Conference, October 1962 Michigan University
5. Truman, Harry S. "Inaugural Address" Washington, D. C., January 20, 1949

C. Pamphlets

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1. American Embassy, "Alianza Sindical" Vol. 1 N-1 Lima, Peru
2. Free Labor World "ORIT Training for Women" March 1962
3. IOFTU "Training the World's Trade Unionist"
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APPROVAL SHEET

The thesis submitted by Renee Porrás-Calderon has been read and approved by three members of the faculty of the Institute of Social and Industrial Relations.

The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the thesis is now given final approval with reference to content, form, and mechanical accuracy.

The thesis is therefore accepted in partial fulfillment of the requirements for the Degree of Master of Social and Industrial Relations.

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Date

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Signature of Advisor