



**Education Plan
National Capital Region
2007 – 2009**



Education Plan

National Capital Region 2007 - 2009

Associated documents:

- ***A Statistical Profile of the NCR – Appendix “A” - Page 9 to 20***
- ***NCR budget Appendix “B” - Page 21***
- ***Projects to promote Union Education – Appendix “C” - Page 22 to 24***

The past 3 years in review

Education in the region has met with increasing challenges throughout the three the years of the preceding education plan. Although the number of education opportunities increased to 2387 over the three years, (an education opportunity includes everything from a few - hour seminar to a 5 day course), we postponed or cancelled education offerings in both languages in the 2004-2006 period.

The number of regional committees increased in this reporting time frame. While some committees are more active/productive than others, our 13 current committees are the following:

Political action (2)

- **CRAPO– (Conseil régional d’action politique d’Outaouais) ;**
- **OAC– (Ottawa Regional Council)**

Womens (2)

- **ORWC - Ottawa Regional women’s committee**
- **Comité régionale des femmes de l’Outaouais**

Youth

Communications

Health and Safety

Education

Pride

Aboriginal Action Circle

Members with Disabilities Action Committee

Racially Visible Action Committee

Men's Action and Support Committee

Regional action committees by their very name and nature imply that they exert a pressure on the regional office not only for the fulfillment of their education needs, but for assistance with meetings, conferences, committee priorities, communications and outreach, funding, and web site postings, to name a few.

Regional Committees are canvassed prior to each education plan's establishment, as well as at the beginning of each year to request their educational priorities for the upcoming period in question (winter – spring semester; fall semester or union school).

Over the past three years, several specific training opportunities were organized and delivered following Committees' and Council's requests.

Regional Profile:

The NCR has approximately 47,000 members, belonging to 115 Locals and three Directly Chartered Locals. The ratio of Locals to total membership indicates that many of our Locals are very large, a few are actually larger than some of the smaller Components and DCLs. Three have over 2,000 members and twelve have over 1,000 members. Though rands are continuously being signed up we still have approximately 8000 in the region. Apart from Treasury Board and DCLs, the NCR has over 25 separate employers.

Please see **A Statistical Profile of the NCR - Appendix "A" - Page 9 - 20**

Local Development

Several Locals are undergoing Local Development at any given time. Local Development provides an impetus for new activists to access the education weekend and advanced programs and to practice activism through involvement in regional committees, and other Regional Council initiatives and through their Component. A Local Development initiative combines the use of the Local Mapping exercise with a tailor-made ½ to 1day's training including such basics as the need for a union local, establishing a local executive and by-laws, communications within the union and how/where local officers access help within the union structure.

Bilingualism

Bilingualism is a distinct feature of the NCR and one that doubles the time, energy and resources necessary to provide services and carry out programs in a diverse setting. Time and effort to carry out our work in organizing, health and safety, the education program, equity and political action is doubled as all communication, activity and material must be available and provided in both official languages.

Plan Development

The Plan was developed following discussions and consultations at various levels, including:

- A survey of members who attended 5 previous union schools.
- Regular meetings and consultations on education needs with regional staff and regional education committee members.
- Requests for input from all Regional Committees on education needs.
- Priority setting with staff, Regional Coordinator, Regional Council Executive and REVP. (1 day)
- Extensive consultation with a sub-committee of the Regional Educational Committee including the Education Obliques and the REO.

Priorities

The Regional Education Committee has established the following broad based priorities to guide our work in establishing objectives and meeting the on-going and changing needs of education within the regional membership.

- 1) Leadership - Youth – address their barriers to participation
Succession Planning

Leadership that works for our region – link leadership to Components particularly to their role in education.

- | | | |
|----|--|--|
| 2) | Workers Rights and Recourse - | <ul style="list-style-type: none"> Conference Resolutions Anti-harassment Alternate Dispute Resolution Informal Conflict Mediation System Grievance Handling Mediation Representation |
| 3) | Collective Bargaining | <ul style="list-style-type: none"> Collective Bargaining Course Conferences, National and Regional |
| 4) | Human Rights | <ul style="list-style-type: none"> Anti -oppression Equality Conferences |
| 5) | Protecting Public Services - | <ul style="list-style-type: none"> P3's Applying PSAC Policies Privatization Contracting Out Job Security |
| 6) | Political Action - | <ul style="list-style-type: none"> Responding to Political Issues Social Housing Anti-scab legislation Electoral Politics Sole Providers National Security Issues Lobbying Establishing Constituency teams |
| 7) | Health and Safety - | <ul style="list-style-type: none"> Environment Community Safety Violence Prevention Legislation Effective H&S Committees Anti-Harassment Accommodation WSIB |
| 8) | Social Justice -
Grass Roots (Back to basics)
Rejuvenation | <ul style="list-style-type: none"> Fair Taxation Child Care Medicare |

Community Outreach

9) Globalization -

Make Poverty History
International Solidarity

Objectives – linked to priorities

Improved communications is a key objective. We need communications strategies that are timely, have a clear message, and reach the intended recipients.

The education program should:

- Improve communication skills among the membership.
- Enable the regional leadership to work collaboratively with the Regional Communications committee, Components, Equity Committees, and the NCRC Executive to ensure that the Regional Education Program meets the needs of the membership.
- Build leadership throughout the membership, with the goal of recruiting and training future leaders while focusing on true succession planning at every level of the organization.
- Provide a venue for members to identify barriers to union activity while advancing equality and promoting equity.
- Empower members to take their place in the struggle for social justice in the union, the community and in society at large.
- Create and broaden a class consciousness among union members.
- Encourage teamwork, reduce conflict and promote solidarity.
- Enhance the representation capacity of shop stewards, local officers and activists.
- Recognize the need for social unionism and create the political activism to make this a reality.
- Create and maintain strong, healthy and safe workplaces.

Education Delivery Format

As in the past delivery of the education program will feature the ½ to 1-day seminar, 2-day-weekend, advanced in residence, non-residence courses and union school formats.

Education course streaming

While we do not need to return to a progression model of training, course streaming is highly recommended. Streaming means that pre-requisites are required at the lower levels of course “streams”, to gain entrance to the higher level and in residence courses.

Streaming of the Education Program – The following 3 streams are suggested with members working their way from lower to higher level courses.

Tub is the pre-requisite for all other courses		
Local/Union Development	Community Development	Health and Safety
Workers' Rights and Recourse - Representation	Human Rights	Introduction to Health and Safety
Local Officer Training (LOT)	Disability Rights	Health and Safety Committee
Staffing in the Public Service and PSMA	Anti-Oppression	Training
Stewards Advanced Training Program (SATP)	Aboriginal Strategies	Health and Safety Kit
Local Website Development	Facing Homophobia	Anti-Harassment
Collective Bargaining	Women at work	WHMIS
Strike Preparation	Women Lobbying	Health and Safety Prevention
Convention Preparation	Women Strategizing	Anti-Violence
Union Development Program	Anti-Poverty	Duty to Accommodate
Alliance Facilitator Training Program		WHSC Level 1
Labour College (CLC)		WHSC Level 2
		WSIB – level 1-5

Grievance Handling - Workers Rights and Recourse

The education committee has retitled the Grievance Handling course to Workers Rights and Recourse for a number of reasons:

- To accommodate the needs of new activists who wish to register for an entry level advocacy course without the expectation they must become stewards and handle grievances.
- To recognize and accommodate the needs of activists and stewards who must utilize varied means of representation other than the grievance procedure in representing their members. eg. mediation; conflict management (including ICMS); alternate dispute resolution.

Shop Steward Network

The regional shop steward network has benefited from special interest seminars and experience/information exchanges related to representation work. Renewing the delivery of

the SATP (Steward Advanced Training Program) is a step forward in providing tools of their trade.

Leadership and Increased Political Activity

The 2006 – 2007 UDPs in English and French developed a critical mass of highly-trained leaders. This should result in a new phase of activism as these leaders exercise the knowledge, skills and confidence in future negotiations, election campaigns, working with community partners, within their Components, the PSAC and the labour movement at large.

Equity

Specific education requests of equity committees enhance the spirit, solidarity and knowledge gained at regional and national conferences which enable equity groups to acquire gains and take their place in regional work, and in the union at large and in the community.

Health and Safety

The new health and safety kit containing introductory modules through to more advanced legislation will add to work already in process in the areas of prevention, H&S workplace and policy committees, WSIB, CSST and Workers Health and Safety Centre.

Health and safety themes are reflected throughout our education work in the region particularly in union schools.

Budget

The 3-year budget: Please see - **Appendix “B” - Page 21**

Promote Education

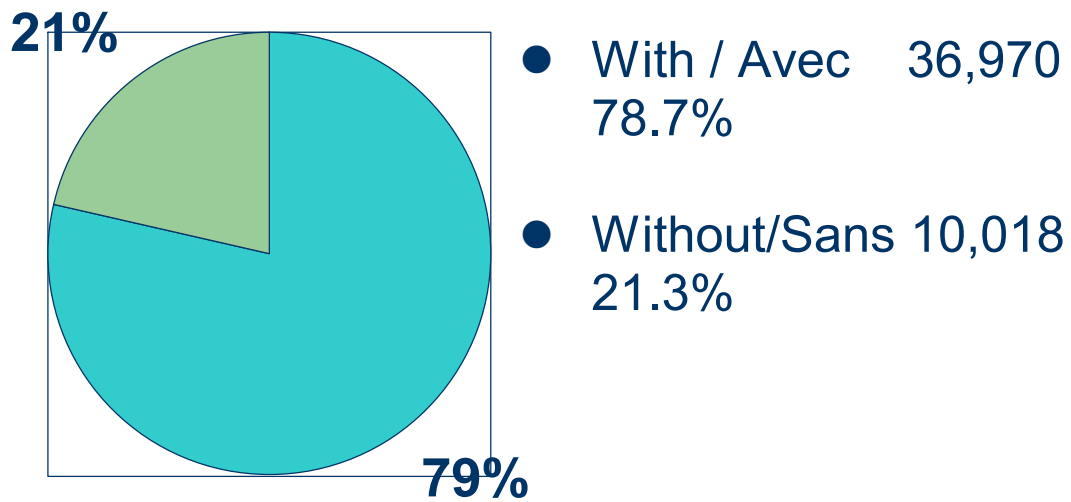
Projects to promote the Education Program: Please see - **Appendix “C” - Page 22 - 24**

APPENDIX “A”

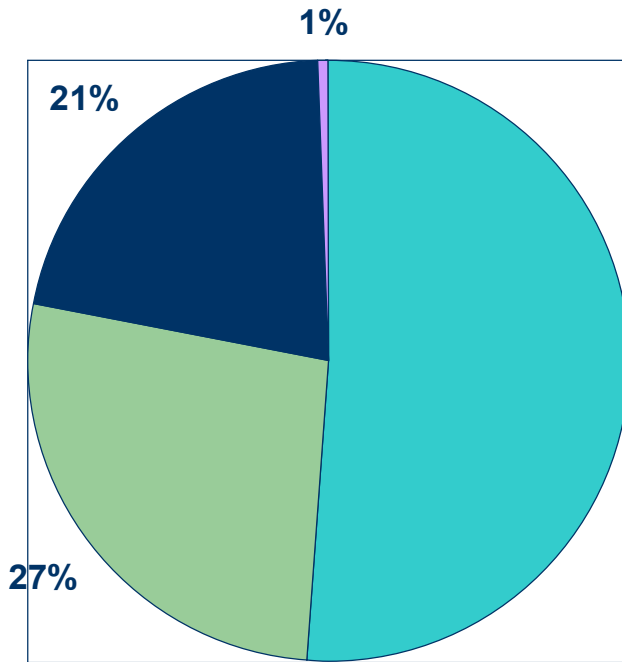
A Statistical Profile of the NCR / La RCN en statistiques



Mailing Addresses / Adresses postales



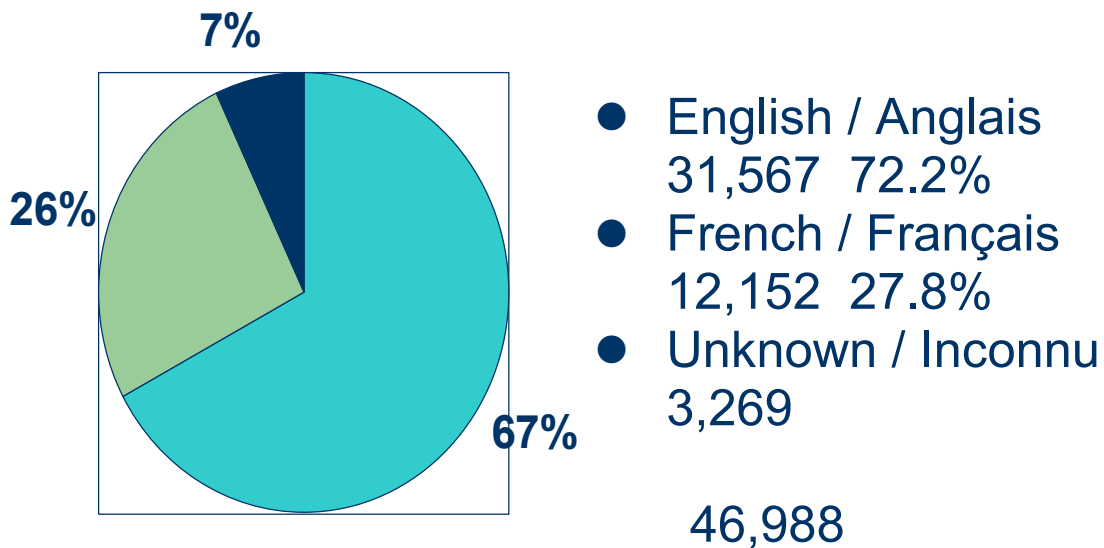
Province



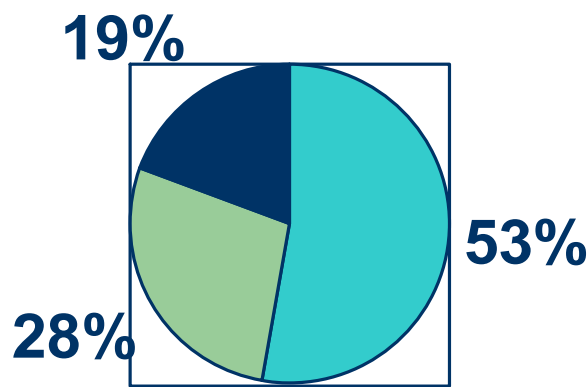
- Ontario 23,973
64.8%
- Québec 12,687
34.3%
- Unknown/Inconnu
10,018
51%
- Other/Autre 310
1.0%



Language / Langue

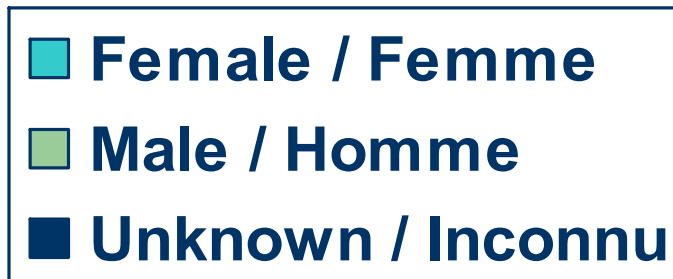


Gender / Sexe

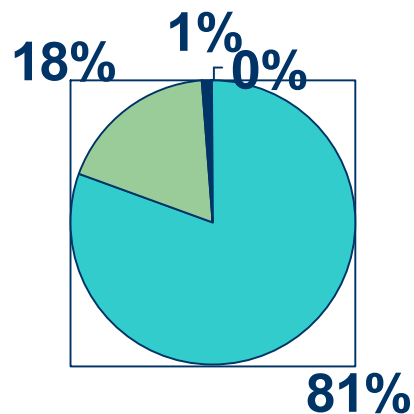


- Female / Femme
24,864 65.7%
- Male / Homme
12,997 34.3%
- Unknown /
Inconnu 9,127

46,988



Status / Statut

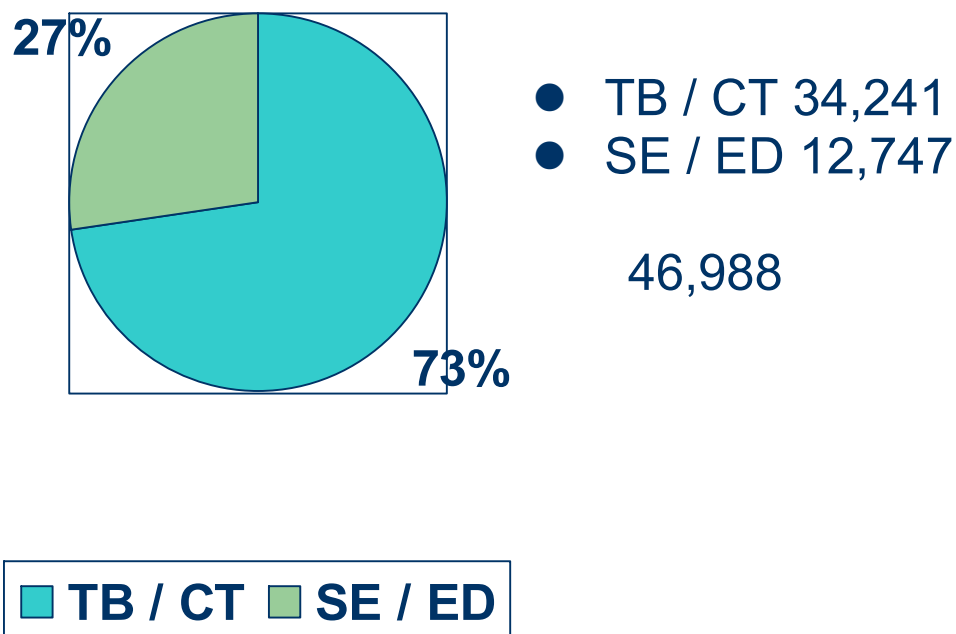


- Full / En règle 37,903 80.6%
- Rand 8,530 18.1%
- Suspended / Suspendu 510
- No contact / Aucun contact 45

46,988



Treasury Board vs Separate Employer / Conseil du trésor vs Employeurs distincts



Locals with the Highest Rate of Rands

/

Sections locales ayant le plus de Rands

- USGE/SESG70093 30%
- AGR 70139 20%
- NAT 70151 33%
- NAT 70153 29%
- NAT 70174 35%
- NAT 70181 33%
- NAT 70291 35%
- UCTE/UCET 70701 33%
- NAT 71500 34%
- GSU/SSG 72000 67%
- DCL/SLCD73100 33%
- UNDE/UEDN70651 60%
- NCR average / Moyenne de la RCN 18.1%

Top Ten Largest Locals / Les dix plus grandes sections locales

- NHWU/SSBE 70008 2,753
- UTE/SEI 70000 2,663
- NAT 70125 2,426
- UNDE/UEDN 70607 1,631
- UTE/SEI 70030 1,554
- CEUDA 70066 1,473
- NAT 70059 1,460
- UNDE/UEDN 70654 1,365
- NAT 70027 1,215
- UCTE/UCET 70703 1,154
- GSU/SSG 70019 1,050
- NHWU/SSBE 70043 1,048

Top Seven Separate Employers (NCR) / Les sept plus grands employeurs distincts (RCN)

- CRA / ARC 5,583
- CSE / CSC 1,365
- Canada Post / Postes Canada 891
- CFIA / ACIA 633
- AGO / Vérificateur général 412
- H of Commons / Ch des communes 404
- Parks / Parcs 366

Top Ten TB Departments / Les dix plus grands ministères

- HRSDC/DRHDS 3,580
- PW / TP 3,208
- Defence/Défense 3,084
- Health / Santé 2,190
- CBSA / ACSF 1,845
- Stats Can 1,450
- Industry/Industrie 1,412
- FA / AÉ 1,407
- NR Can/Res Nat 1,134
- Transport 1,076

Appendix "B"

The NCR 2007- 2009 Budget allocation is \$604,068.00 or \$213,356.00 for each year. The Budget sponsors the Regional Education Program, including Union Schools and the Alliance Facilitator Network.

Education Budget 2007-2009

3 year NCR Budget **\$640,068.00**

	2007	2008	2009	Total
Annual	\$213,356.00	\$213,356.00	\$213,356.00	\$ 640,068.00

Breakdown:				Balance
AFN	\$21,336.00	\$21,336.00	\$21,336.00	\$64,008.00
Union School		\$130,000.00	\$130,000.00	\$260,000.00
In Residence EG: SATP/LOAT/WAW/ETE	\$70,000.00	\$70,000.00	\$70,000.00	\$210,000.00
SATP - Non Residence	\$20,000.00	\$20,000.00	\$20,000.00	\$60,000.00
Weekend Programs	\$6,000.00	\$6,000.00	\$6,000.00	\$18,000.00
Top Up	\$1,000.00	\$1,000.00	\$1,000.00	\$3,000.00
Outside PSAC Education	\$1,000.00	\$1,000.00	\$1,000.00	\$3,000.00
Contingency	\$5,000.00	\$5,000.00	\$5,000.00	\$15,000.00
Misc. Printing, Materials, Supplies	\$2,353.33	\$2,353.33	\$2,353.34	\$7,060.00
Total	\$126,689.33	\$256,389.33	\$256,689.34	\$640,068.00

Regional Projects to promote union education – to be carried out within the NCR.

The items in this section are recommendations/suggestions to help the region/ education committee implement the education plan

Leadership strategies

Develop a toolkit for leaders (local executives, participants in LOAT, SATP, UDP), to assist in organizing local activities and providing a tool for succession planning at the local level.

Create a brochure to promote advanced courses to entry-level course participants, so that new activists can set education goals for themselves.

Create links to Components. A yearly newsletter (annual overview) that reports on the past year and provides plans for next year. Send to local presidents, RVPs, NVPs, and Component presidents. Focus on what we can do to support one another.

Work within the Regional Education Committee to address issues and respond to them immediately to limit possible damage. Discuss the effect of political infighting and conflict within locals with new activists and develop strategies to overcome possible negative messages that turn people off.

Union Schools

- Hold 2 union schools within a 3-year education cycle.
- Continue to develop a school theme around which the courses are chosen.
- Increase length of school by 1 day – Wednesday eve - to Sunday noon – may need to charge nominal registration fee to cover materials.
- Report successes of schools and the results of the survey.
- Continue to survey union school participants.
- Plan one school for 2008 and one in 2009.
- Ensure separate employer members’ needs are met in the curriculum.
- An entry level course such a introduction to unionism, elements of Collective bargaining and /or health and safety should be used at schools to draw in new recruits.

Possible Elements of a Recruitment Strategy

The promotional brochure (introduced above) advertises the UDP and other advanced courses. Point out that the UDP is the highest level of union leadership education offered by the PSAC.

Use of incentives – have a draw once a year for something members want (not union material) – sports events' tickets, concerts, gift certificate to a restaurant, or spa. The more courses you take the more chances you have a winning (one entry per course).

Francophone members are discouraged when courses in french are cancelled / postponed. If we continue with considerable cancellations in the french program, we suggest offering courses in French first in the calendar, (where possible), so if a french language course is cancelled, members may have the opportunity to register for the English session.

Allow courses in french to go ahead with very low numbers especially in the weekend program.

Where specific courses are requested by regional committees, the committees are expected to recruit for the course. The committee must provide a needs assessment, and objectives for the session and AFs from the constituency group be available to co-facilitate.

Send reminder message each month to highlight to locals what is coming up that month, with link to the education schedule, course descriptions and registration form.

Challenges to Recruitment – Communications

A major challenge is the huge disconnect between the messages sent out and what actually reaches the average member. The majority of members don't know about our education program. Many locals do not advertise union education to non-active members, nor post the education schedule on union bulletin boards.

The message that training is cost - free (LWOP and out of pocket expenses and family care reimbursed) and open to all members is not known to all.

Suggest discussing this issue with the NCRC executive. As well we may request the Communications Committee to review our process and offer suggestions on improving our communications strategy.

AFN Network – and Brown Bag Series

Hold an AF Network seminar on an annual basis.

Offer AFTP in English and in French every 2 - 3 years.

Utilize the AFN Seminar and the Brown Bag Lunch Series to revitalize the AF network, to increase AFs' confidence in facilitating the modules.

Establish a communications strategy for the Brown Bag Lunch series.

The number of modules may be increased reflecting regional education needs.

Possible new additions to the brown bag series include:

- Who/ what is your shop steward
- Issues in staffing
- The member's role in collective bargaining
- Health and safety – WSIB filing
- Privacy rights

Provide opportunities for newly trained AFs to acquire co-facilitation experience as soon as possible following AFTP while their knowledge is fresh.

Plan Evaluation

The projects in appendix B will be reviewed and implemented changes evaluated by the education committee on an on-going basis.

Progress on the plan will be evaluated as follows:

January 2008

June 2008

January 2009

June 2009

December 2009