Contents

Personal Preface Acknowledgements

Markers' Education

and recent American workers' education

Dort I

organizations

	raiti WO	keis Luucation	
	Chapter 1	Introduction	2
	world — educa	definition'; why this book now?; a changing ational changes and doubts; the moves towards adult, ent education; workers' education as a vital sector	
	Chapter 2	Difficulties of Terminology, Definition and Demarcation	8
'Education'; 'workers' education'; trade unions; other workers' organizations; other vocabulary difficulties; workers' education vis-à-vis adult education			
	Chapter 3	Why Workers' Education? Motives for and Objectives of Those who Provide and Undertake it	20
	education	providers and students; opposition to workers'	
	(i) Individual	es of objective for workers' education development, for its own sake; (ii) Stability and coherence ange and transformation in society; (iv) Efficient workers' org	

zations; (v) Improved socio-economic contributions from the workers and their

Objectives are varied and varying: two 'mini-case studies' of early English

What Should be Provided and for Whom? Part II

What Should be Provided? Chapter 4

42

Introduction: five broad groupings

(i) Basic, general skills; (ii) 'Role' skills; (iii) Economic, social and political background; (iv) Technical and vocational training; (v) Cultural, scientific and general education

For Whom is it (and should it be) Provided? Chapter 5

62

General characteristics of worker-learners and implications for worker-educators; different categories of worker-learners: their specific needs and characteristics

'Primary groups'

(i) Officers and representatives; (ii) Specialists; (iii) Rank-and-file members;

'Secondary groups'

(iv) Women workers; (v) Young workers; (vi) Rural workers; (vii) Illiterate and neo-literate workers; (viii) Migrant workers; (ix) Seafarers; (x) Heavy manual workers; (xi) Shift workers; (xii) 'White-collar' workers; (xiii) Unemployed or striking workers; (xiv) Workers near retirement; (xv) Handicapped workers; (xvi) Academically-minded workers; (xvii) Workers' families and the 'general public'

A special category

(xviii) Workers' educators

The numbers involved, now and in the future

Who Provides Workers' Education Part III

Workers' Movements as Providers Chapter 6

84

Introduction; some historical determinants; some 'remarkable' examples of educational provision by workers' organizations; why is workers' education provided by workers' organizations seldom enough?

Other Non-Governmental Bodies as Providers Chapter 7

97

Workers' educational associations; public educational institutions: universities, colleges, etc.; employers and managements; Miscellaneous providers

Governments as Providers Chapter 8

111

The range of government 'stances'; does government support affect or determine the nature of education?; three 'mini-case-studies' of government workers' education

(i) India; (ii) Canada; (iii) Singapore

Chapter 9	'Channelling' or 'Umbrella' Organizations as Providers	122		
External 'multi-lateral agencies' (i) The International Labour Organization and office; (ii) UNESCO; (iii) Trade Union International Federations; (iv) International Trade Secretariats External 'bilateral agencies' Internal 'umbrella organizations'				
Part IV How is Workers' Education Provided?				
Chapter 10	How Workers' Education is (and should be) Provided — Administratively	138		
Financial arrangements; institutional structures and systematic programmes; curricula: what, where and when; simple evaluation techniques				
Chapter 11	How Workers' Education is (and should be) Provided — Educationally	162		
Basic principles; methods and techniques; tools, aids and materials; training tutors and administrators				
Part V Ch	anges and Challenges			
Chapter 12	Trends, Needs and Prospects	186		
The changing educational scene; contemporary challenges — economic, social and political; special assets of workers' education; 'shadows': possible obstacles and reasons for doubt; reasons for hope				
Notes and references 2				
Abbreviations Index		238 240		