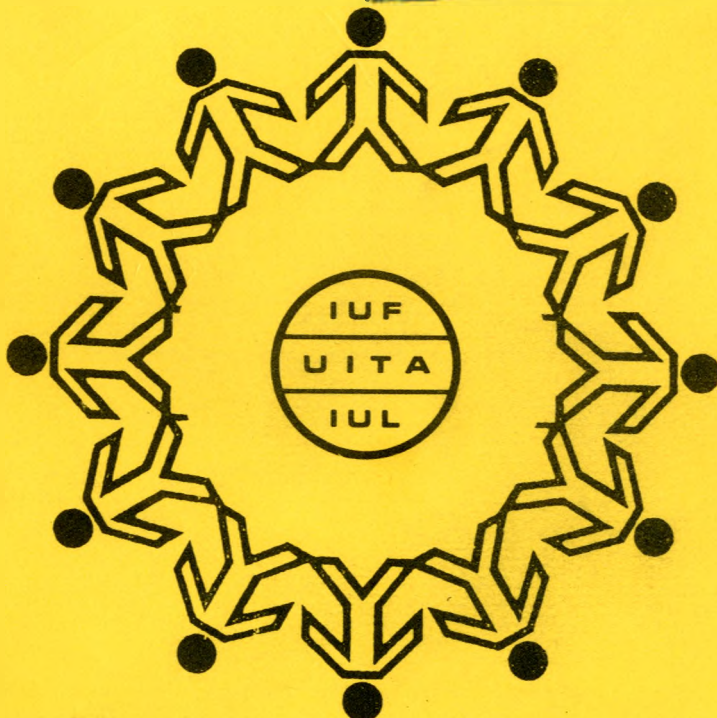


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I.U.F. EDUCATION PROGRAM

TRADE UNION EDUCATION

\*\*\* THE STUDY CIRCLE METHOD \*\*\*

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## INTRODUCTION

THIS IS INFORMATION MATERIAL CONCERNING STUDIES IN STUDY CIRCLES. IT IS AIMED, PRIMARILY, AT BEING A GUIDE TO THOSE WHO HAVE NOT PREVIOUSLY TAKEN PART IN SUCH STUDIES.

THE MATERIAL WAS PREPARED BY THE IUF EDUCATION SECRETARIES JOINTLY WITH PARTICIPANTS IN THE IUF STUDY CIRCLE LEADERS' SEMINAR IN THE PHILIPPINES, IN AUTUMN 1981.

THE MATERIAL GIVES A THOROUGH INTRODUCTION OF THE STUDY CIRCLE METHOD. IT ALSO DEALS WITH THE ROLE OF THE CIRCLE LEADER AND THE PARTICIPANT AS WELL AS THE REQUIREMENTS OF MATERIAL "DESIGN".

GENEVA, FEBRUARY 1983

EIVOR EDVARDSSON-KRATZ, LEIF KRATZ

IUF EDUCATION SECRETARIES

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## WHY TRADE UNION EDUCATION?

### INTRODUCTION

TRADE UNION EDUCATION IS ONE OF THE MEANS AVAILABLE TO THE TRADE UNION MOVEMENT TO ATTAIN ITS OBJECTIVES. THE EDUCATION MUST REACH AND ACTIVATE EVERY MEMBER AND EVOKE COMMITMENT AND STRENGTHEN SOLIDARITY. IT SHALL AT THE SAME TIME PROVIDE THE KNOWLEDGE REQUIRED FOR EFFECTIVE TRADE UNION WORK TODAY AS WELL AS COMPETENCE FOR FUTURE ACTIONS UNDER VARYING CONDITIONS.

THE EDUCATION SHALL ALSO FORM THE BASE AND PROVIDE THE COMPETENCE FOR THE DEMOCRATIC EFFORTS NEEDED TO IMPROVE CONDITIONS AT THE WORKPLACE.

EDUCATION MUST BE OF CONCERN TO ALL MEMBERS  
IN THE UNION B E C A U S E

EACH MEMBER NEEDS KNOWLEDGE TO BE ABLE TO  
PROTECT HIS/HER RIGHTS AGAINST THE EMPLOYER

ALL MEMBERS NEED KNOWLEDGE TO MAKE THE UNION  
FUNCTION IN A DEMOCRATIC WAY

ALL MEMBERS NEED KNOWLEDGE TO BE CONSCIOUS  
ABOUT THEIR SITUATION AS WORKERS.

A UNION CANNOT FUNCTION IN A DEMOCRATIC WAY WITHOUT CAPABLE MEMBERS. IT IS THEREFORE IMPORTANT TO GET AS MANY MEMBERS AS POSSIBLE ENGAGED IN EDUCATION ACTIVITIES.

THE IUF EDUCATION PROGRAM AND THE

STUDY CIRCLE METHOD

THE IUF HAS NOT WORKED OUT ANY STANDARD MODEL FOR HOW AN EDUCATION PROGRAM SHALL BE PATTERNED. FORMS OF STUDY, RANGE AND SO FORTH, WILL BE DETERMINED IN COOPERATION BETWEEN THE IUF AND THE UNION CONCERNED, WHICH UP TO NOW HAS RESULTED IN SOME UNIONS HAVING CHOSEN TO CARRY OUT THEIR TRADE UNION EDUCATION MAINLY BY WEEKEND SEMINARS WHILE OTHERS HAVE CHOSEN A COMBINATION OF WEEKEND SEMINARS AND STUDY CIRCLES.

MANY OF THE UNIONS WHICH HAVE DECIDED TO USE STUDY CIRCLES HAVE EXPERIENCED THIS STUDY METHOD TO BE EMINENTLY SUITED FOR ITS MEMBERSHIP TRAINING FOR DIFFERENT REASONS :

1. THE STUDY CIRCLE IN ITSELF IS DEMOCRATIC;
2. THE STUDY CIRCLE METHOD IS EASY TO USE;
3. EDUCATION IN THE FORM OF STUDY CIRCLES CAN BE USED FOR ALL TYPES OF TRADE UNION EDUCATION AND ON DIFFERENT LEVELS WITHIN THE UNION (NATIONAL AS WELL AS LOCAL LEVEL);
4. BY USING STUDY CIRCLES, HIGH EXPENSES FOR FOOD AND LODGING AND SPEAKER FEES CAN BE AVOIDED.

THE IUF CONSIDERS THE STUDY CIRCLE  
METHOD TO BE THE MOST APPROPRIATE FORM  
OF STUDY FOR A UNION WHICH WANTS TO  
HAVE ACTIVE MEMBERS

### EDUCATION BY THE MEANS OF STUDY CIRCLES

#### WHAT IS A STUDY CIRCLE?

THE STUDY CIRCLE IS A FORM OF GROUP STUDY WITH A VERY SPECIAL CHARACTER. THE STUDY CIRCLE IS MEANT TO PROVIDE NOT ONLY FACTUAL KNOWLEDGE OR PARTICULAR SKILLS, BUT ALSO A BROADER UNDERSTANDING AND AN OPPORTUNITY FOR PERSONAL DEVELOPMENT.

This is a study circle:

1. A study circle consists of a group of people working together on common problems and questions.
2. A study circle has no teacher in the traditional meaning of the word. The leader of a study circle is not expected to function as a teacher, he/she should be more of a guide and assistant and, perhaps administrator.

3. Everybody has the right and the obligation to express his/her opinions and influence the work of the study circle.
4. The basic idea behind the study circle is that the participants and the circle leader together shall build up knowledge. That can be done with help of the study material and the collected experience from the participants.
5. A study circle is a small group among friends wherein the circle leader and the participants together decide what to do.
6. A study circle is based on voluntary work. Nobody expects marks of formal qualifications as a result of the course, and none are awarded either.

The common search for knowledge is the important thing.

7. Work is based on cooperation between the participants. Studies proceed in an atmosphere of co-operation. People help each other, and studies relate to and make use of the experience possessed by the various members of the circle. Ultimately it is the members of the study circle who decide how their studies are to be arranged and directed, in relation to their own needs and aptitudes.

==  
" THE STUDY CIRCLE IS A SIMPLE FORM OF EDUCATION.  
" IT IS IN FACT THE ONLY CONCEIVABLE POSSIBILITY  
" IN CERTAIN SITUATIONS WHERE A LARGE NUMBER OF  
" PEOPLE NEED TO DELVE INTO A SUBJECT WHICH IS  
" IMPORTANT TO THEM AND WHERE THEY NEED TO DO SO  
" QUICKLY. TRADE UNION EDUCATION IS A CASE IN  
" POINT, BECAUSE CHANGES OF LEGISLATION (AMONG  
" OTHER THINGS) CAN MAKE IT NECESSARY OVERNIGHT  
" FOR LARGE GROUPS OF PEOPLE TO ACQUIRE NEW  
" KNOWLEDGE.  
" ==



## POPULAR EDUCATION TERMINOLOGY

THE DISTINCTIVE CHARACTER OF THE STUDY CIRCLE AND ITS DEVIATION FROM OTHER FORMS OF EDUCATION ARE REFLECTED BY THE TERMINOLOGY USED. THIS TERMINOLOGY ALSO SERVES TO PREVENT ASSOCIATIONS WITH TRADITIONAL SCHOOLING IN THE MINDS OF POTENTIAL STUDY CIRCLE MEMBERS.

### INSTEAD OF

### WE SAY

- |              |                                |
|--------------|--------------------------------|
| - teacher    | - coordinator or circle leader |
| - pupil      | - member or participant        |
| - lesson     | - meeting                      |
| - class room | - study room                   |
| - teaching   | - studies                      |
| - textbooks  | - study material               |
| - term       | - study season                 |

THE TRADITIONAL SCHOOL TERMINOLOGY OFTEN PUTS PEOPLE IN MIND OF THINGS WHICH WE WISH TO AVOID - COMPETITION AND DEMANDS FOR ACHIEVEMENT, ELIMINATION, TEACHERS PROVIDING INITIATIVE AND TRANSMITTING KNOWLEDGE, AND PUPILS UNCRITICALLY ACCEPTING WHAT THEY ARE TAUGHT.

A TEACHER IMPACTS HIS OWN KNOWLEDGE. A STUDY-CIRCLE LEADER CO-ORDINATES THE COLLECTIVE EXPERIENCE OF THE GROUP.

### THE COMMON ENDEAVOUR

ONE CHARACTERISTIC OF THE METHOD OF LEARNING OF THE STUDY CIRCLE IS ITS COLLECTIVE NATURE. IN A DIALOGUE WITH OTHER PEOPLE, WE ARE CONSTANTLY APPRAISING OUR KNOWLEDGE, COMPARING NOTES AND HELPING EACH OTHER TO ACHIEVE NEW INSIGHT AND FIND NEW KNOWLEDGE. OUR PATHS OF DEVELOPMENT ARE INFLUENCED BY THIS PROCESS.

IN ORDER FOR A STUDY CIRCLE TO OPERATE IN THE MANNER OUTLINED ABOVE, CERTAIN DEMANDS HAVE TO BE MET BY ALL ITS MEMBERS, INCLUDING THE LEADER. ABOVE ALL, EVERYBODY MUST PLAY AN ACTIVE PART.

EVERYBODY MUST BE ALIVE TO THEIR RESPONSIBILITIES AND MAKE AN ACTIVE CONTRIBUTION TO THE COMMON ENDEAVOUR OF THE STUDY CIRCLE.

EACH AND EVERY ONE MUST FEEL THAT HE OR SHE IS THE EQUAL OF ALL THE OTHER MEMBERS OF THE CIRCLE (INCLUDING THE LEADER). THIS WILL MAKE FOR A DIALOGUE. THUS LEARNING AND DEVELOPMENT TAKE PLACE WITHIN THE GROUP, AMONG THE PARTICIPANTS THEMSELVES.

BUT THE KNOWLEDGE AND EXPERIENCE WHICH THE PARTICIPANTS BRING TO THE CIRCLE ARE NOT ENOUGH. NEW INFORMATION ALSO HAS TO BE SUPPLIED IN ORDER FOR PROGRESS TO RESULT:

THE PARTICIPANTS ACQUIRE THIS INFORMATION BY ASCERTAINING FACTS, READING STUDY MATERIAL, GOING ON FIELD TRIPS, CONSULTING OUTSIDE SPECIALISTS AND SO ON.

#### LIFE AND LEARNING BELONG TOGETHER

ONE OF THE FUNDAMENTAL EDUCATIONAL IDEAS OF THE STUDY CIRCLE IS THAT PEOPLE HAVE AN INNATE DESIRE TO LEARN: EDUCATIONAL EFFORTS DO NOT DEMAND ANY REWARD IN THE SHAPE OF MONEY, MERITS OR PROMOTION. EXPERIENCE OF THE GROWTH OF ONE'S KNOWLEDGE AND OF ONE'S IMPROVING ABILITY TO UNDERSTAND AND INTERACT WITH THE SURROUNDING WORLD IS SUFFICIENT REWARD IN ITSELF. LIFE AND LEARNING BELONG TOGETHER.

MORE SYSTEMATIC STUDIES WITHIN THE STUDY CIRCLE SHOULD THEREFORE EMANATE FROM THE CONDITIONS AND CIRCUMSTANCES DETERMINING THE DAILY LIVES OF THE PARTICIPANTS. THE NEW KNOWLEDGE THEY ACQUIRE WILL BE IMPORTANT INsofar AS IT PROVES TO BE A PRACTICABLE INSTRUMENT FOR THE IMPROVEMENT AND ENRICHMENT OF EVERYDAY LIFE.

MANY ADULTS HAVE LITTLE THEORETICAL KNOWLEDGE. THEY HAVE INSTEAD A LOT OF PRACTICAL EXPERIENCE. IN THE STUDY GROUP EVERYBODY SHOULD GIVE THEIR CONTRIBUTION TO THE COLLECTIVE KNOWLEDGE.

1. What is knowledge?

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2. How do people get knowledge?

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3. How can the human being be stimulated to seek knowledge?

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#### THE LEADER

THE PARTICIPANTS ARE FREE TO APPOINT A LEADER FROM AMONG THEMSELVES. NO FORMAL QUALIFICATIONS ARE REQUIRED OF THE LEADER EXCEPT THAT HE OR SHE MUST BE SUITABLE FOR THE JOB, WHICH MEANS AMONG OTHER THINGS THAT HE MUST BE ACQUAINTED WITH THE SUBJECT AND WITH THE AIMS OF POPULAR EDUCATION.

YOU AS A LEADER HAVE TO THINK HOW Y O U CAN INFLUENCE A GROUP.  
IT IS SAID THAT THERE ARE AT LEAST THREE TYPES OF LEADERS:

1. DEMOCRATIC LEADER
2. DOMINATING LEADER
3. LAISSEZ-FAIRE LEADER

#### 1. THE DEMOCRATIC LEADER

A LEADER WHO HELPS THE GROUP WORK SYSTEMATICALLY  
(NEEDS PLANNING)

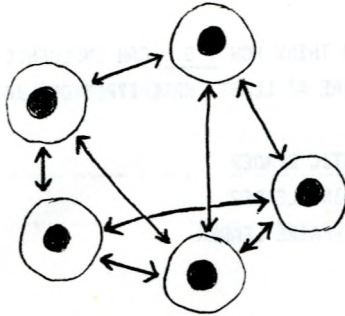
A LEADER WHO LETS THE GROUP MAKE THEIR OWN DECISIONS  
(THE DISTRIBUTION OF THE WORK, THE STUDY SPEED ETC).

THE MEMBERS IN SUCH A GROUP TALK TO EACH OTHER AND WITH EACH  
OTHER INSTEAD OF TALKING THROUGH THE LEADER.

IN A GROUP LIKE THIS THERE IS HARMONY AND UNITY AND IT WORKS  
IN A POSITIVE WAY AND THE FEELINGS OF AFFINITY WILL GROW.

IN SUCH A GROUP THERE IS

M U L T I - W A Y  
COMMUNICATION



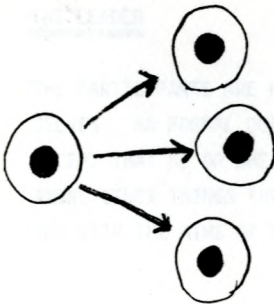
2. DOMINATING LEADER

A LEADER WHO IS THE "COCK OF THE ROOST"  
ALL COMMUNICATIONS ARE GOING THROUGH THE LEADER  
THE RELATIONS BETWEEN THE GROUP MEMBERS WILL  
NOT GROW AS MUCH AS IN THE FIRST GROUP

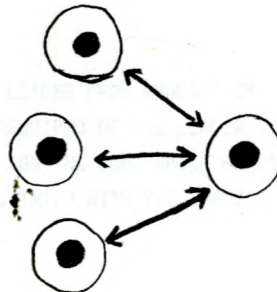
IN SUCH A GROUP THERE IS

AT BEST

O N E W A Y  
COMMUNICATION



T W O W A Y  
COMMUNICATION



### 3. LAISSEZ-FAIRE LEADER

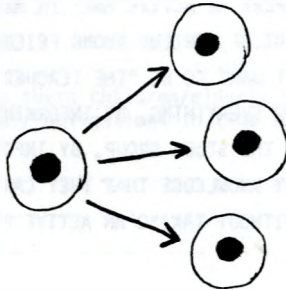
A LEADER OF THIS KIND ALLOWS SOMEBODY ELSE IN THE GROUP TO ACT AS THE LEADER.

THERE IS TALKING ABOUT UNNECESSARY THINGS

THE LEADER DOES NOT CARE EVEN THOUGH OTHERS IN THE GROUP ARE TOTALLY ISOLATED.

MAYBE THERE IS A ONE WAY COMMUNICATION WITHOUT FEEDBACK

ONE WAY  
COMMUNICATION



WITH THESE IN MIND, WE BETTER UNDERSTAND THE IMPORTANCE OF THE TRAINING OF THE STUDY CIRCLE LEADER.

1. How can we educate leaders to be democratic?

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2. What should be the role of the study circle leader?

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3. What are the qualities of a democratic study circle leader?

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A LEADER CAN PLAY AN ACTIVE PART IN MAKING HIS OR HER ROLE IN THE GROUP INTO THAT OF "FRIEND AMONG FRIENDS" BY SHOWING CLEARLY THAT YOU DON'T WANT TO BE "THE TEACHER", BY DARING TO SHOW THAT YOU DON'T KNOW EVERYTHING, BY INFORMING THE PARTICIPANTS ABOUT THE ADVANTAGES OF THE STUDY GROUP, BY INFORMING THEM THAT THEY WILL NOT DERIVE ANY KNOWLEDGE THAT THEY CAN USE INDEPENDENTLY AND CONSCIOUSLY WITHOUT TAKING AN ACTIVE PART IN THE LEARNING PROCESS THEMSELVES.

### THE PARTICIPANTS

THE NUMBER OF PEOPLE IN A STUDY CIRCLE CAN BE ANYWHERE BETWEEN FIVE AND TEN. ABOVE ALL THE STUDY CIRCLE GIVES PEOPLE AN OPPORTUNITY OF STUDYING IN A SMALL GROUP, WHICH MEANS THAT BETTER USE CAN HERE BE MADE OF PARTICIPANTS' EXPERIENCE THAN IS POSSIBLE IN MOST OTHER FORMS OF EDUCATION. ANY GROUP OF PEOPLE FEELING THE NEED TO STUDY A PARTICULAR SUBJECT CAN FORM A STUDY CIRCLE ON THEIR OWN INITIATIVE.

THE SUCCESSFULNESS IN RECRUITING MEMBERS TO A STUDY CIRCLE/GROUP  
DEPENDS ON MANY FACTORS. YOU WILL BE MORE SUCCESSFUL IF YOU ARE  
AWARE OF:

1. The living and working conditions of the people who  
will be participating in the study group:

FOR EXAMPLE:

- a. How many hours per week do they work? Do they work  
a split shift/night shift/Saturdays?

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- b. At home, are there children/elderly to be taken care of?  
What are their obligations in time spent outside work?

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-----  
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- c. What is their level of education?

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2. What are their motives to study?

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3. What can prevent members from taking part in trade union  
education?

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WE CAN FIND A LOT OF REASONS PREVENTING PEOPLE FROM PARTICIPATING IN TRADE UNION ACTIVITIES. AT THIS TIME IT WILL ALSO BE INTERESTING TO FIND OUT WHAT MAKES MEMBERS TO BECOME ACTIVE.

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### THE GROUP AND THE LEADER

MANY PARTICIPANTS COME TO THE STUDY CIRCLE LACKING SELF-RELIANCE. OTHERS HAVE ENOUGH SELF-RELIANCE. EVERYBODY HAS HIS/HER EXPECTATIONS AND NEEDS. IN THE STUDY CIRCLE/STUDY GROUP, THE PARTICIPANTS SHALL WORK TOGETHER AND GET THE SAME OUT OF THE STUDIES. THIS PUTS GREAT DEMANDS ON THE LEADER AND THE PARTICIPANTS.

#### DISCUSS:

1. What expectations can the participants have from the study circle?

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2. What expectations can the leader have from the study circle?

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3. What can be the reasons behind a study group's failure?

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### THE SIZE OF THE GROUP

THE GROUPS EFFICIENCY DEPENDS ON THE SIZE OF THE GROUP. EXPERIMENTS SHOW THAT A GROUP TOO SMALL CAN NOT SOLVE THE TASKS UP TO 100 % AND A GROUP TOO BIG WILL HAVE DIFFICULTIES TO KEEP THE RESULTS TOGETHER AND IT ALSO TAKES A LONG TIME TO REACH THE RESULTS.

THE NUMBER OF MEMBERS IN A GROUP PLAYS A VITAL ROLE IN ACTIVATING THE PARTICIPANTS.

THE BIGGER THE GROUP IS, THE LESS EQUAL THE DISCUSSION DISTRIBUTION IS. THE TALKATIVE TALK MORE AND MORE AND THE QUIET ONES BECOME MORE QUIET.

FROM A CERTAIN NUMBER, SOME WILL BE ABSOLUTELY QUIET AND WILL NOT PARTICIPATE AT ALL. WITH EVERY ADDITIONAL GROUP MEMBER, THE NUMBER OF COMMUNICATION LINES INCREASE FASTER. THIS IS THE REASON WHY SOME MEMBERS ALREADY START TO BE QUIET WHEN THE GROUP SIZE HAS REACHED AROUND 8.

THE NUMBER OF LINES COULD BE CALCULATED WITH THE FOLLOWING FORMULA:

$$\frac{n (n - 1)}{2}$$

- In a group of 9 the number of communication lines is 36.
- In a class with 30 participants the communication lines are 435, which is the reason why only a few are participating in the discussions.
- During a 20 minute spontaneous group discussion about problem solving, the most talkative in a group of 8 will make 20 - 30 contributions on the average, while the less talkative speak only 2 or 3 times.
- In a group of 4, the distribution is 25 to 30 for the most talkatives and 15 to 20 for the less.

From a group size of 8 and upwards you will find members who are not participating, and as the number of people increases more people become less active.

From a group of 6 or less, mostly everybody participates.

And from a group of 4, the contribution will be fairly equal. The member who did not speak in the group of 8 can now be the most active.

THE SMALLER THE GROUP IS, THE FEWER IDEAS OF INFORMATION THE GROUP WILL BE IN POSSESSION OF. THE DISCUSSION EASILY TURNS OUT TO BE MORE PERSONAL OR IT GETS AN AMUSING TOUCH AND BECOMES A LITTLE LESS OBJECTIVE. IT WILL BE MORE DIFFICULT TO KEEP THE DISCUSSION TO THE SUBJECT.

THIS MEANS;

DISCUSSION GROUP OF YOUNG AND ADULT PEOPLE SHOULD NORMALLY BE

- BIGGER THAN 4
- SMALLER THAN 8



WHEN THE TASK OF THE GROUP WORK INCLUDES MANUAL WORK eg. WRITING THE OPTIMAL GROUP SIZE BECOMES SLIGHTLY SMALLER.

### TO CARRY OUT STUDIES IN A STUDY GROUP

EVERYBODY IN THE STUDY CIRCLE SHOULD HAVE AN EQUAL SHARE IN THE RESPONSIBILITY OF ENSURING THE STUDIES TO BE MEANINGFUL. ACCORDINGLY, THE CIRCLE LEADER SHOULD NOT LAPSE INTO THE TRADITIONAL ROLE OF THE TEACHER BUT SHOULD INSTEAD PARTICIPATE IN THE CIRCLE AS ONE OF ITS MEMBERS. IT IS HIS/HER JOB TO ASSIST THE PARTICIPANTS BY PROVIDING INFORMATION, INDICATING MEANS OF SOLVING DIFFERENT PROBLEMS AND ENSURING THAT EVERYBODY TAKES PART IN THE DISCUSSION, BUT HE/SHE IS NOT THERE PRIMARILY IN ORDER TO TEACH. ALL THE MEMBERS OF THE STUDY CIRCLE MUST BE TEACHERS AND PUPILS IN RELATION TO ONE ANOTHER. EACH MEMBER IS RESPONSIBLE FOR OTHERS AND NOT ONLY FOR HIMSELF/HERSELF.

SOME DETAILS IN THE METHOD OF STUDY CIRCLES/STUDY GROUP ARE OF SPECIAL IMPORTANCE. THEREFORE, IT CAN DEPEND ON THE FIRST MEETING HOW THE STUDIES WILL CONTINUE. FOR THE STUDY GROUP TO CHOOSE THEIR OWN WAY OF WORKING IS ALSO IMPORTANT.

### STUDY MATERIAL

THE PARTICIPANTS MUST HAVE ACCESS TO STUDY MATERIAL AND MUST WORK ACCORDING TO AN APPROVED PLAN OF STUDIES, BUT THIS PLAN MAY BE DRAWN UP BY ALL OF THEM TOGETHER. THEY ARE NOT OBLIGED TO FOLLOW PLANS OF STUDIES WHICH HAVE BEEN COMPILED CENTRALLY IN ADVANCE, BUT THEY ARE AT LIBERTY TO CHOOSE SUITABLE STUDY MATERIAL FOR THEMSELVES. AS THEIR STUDIES PROGRESS, THE CIRCLE LEADER AND THE MEMBERS OF THE CIRCLE CAN JOIN FORCES IN PLANNING THEIR FUTURE WORK. EACH PARTICIPANT MUST HAVE ACCESS TO STUDY MATERIAL, WHICH WILL MAKE IT POSSIBLE FOR HIM OR HER TO ENGAGE IN PRIVATE STUDIES BETWEEN MEETINGS.

THE MATERIAL USED MUST PROVIDE A FOUNDATION ON WHICH THE PARTICIPANTS CAN BASE THEIR ACTIVITIES BOTH DURING AND BETWEEN MEETINGS. IT MUST THEREFORE PROVIDE BASIC INFORMATION WHICH THE MEMBERS CAN STUDY INDIVIDUALLY, AFTER WHICH THE STUDY CIRCLE, PARTLY WITH THE AID OF SET TASKS, CAN RELATE THE MATERIAL TO THE MEMBERS' OWN PROBLEMS AND EXPERIENCE. THE SET TASKS MUST ENCOURAGE THE MEMBERS TO ANALYSE, DISCUSS, CRITICIZE AND REFER BACK TO THEIR OWN PROBLEMS AND EXPERIENCES, BUT IT MUST ALSO ENCOURAGE THEM TO GO TO OTHER SOURCES OF KNOWLEDGE.

IT CAN NEVER BE THE AIM OF A STUDY CIRCLE TO LEARN THE CONTENTS OF A TEXTBOOK. ONE THING WHICH ALL STUDY MATERIAL HAS IN COMMON IS THE AIM OF ITS DESIGN, WHICH IS TO MAKE IT EASIER FOR THE PARTICIPANTS THEMSELVES TO DECIDE THE PACE AND DIRECTION OF THEIR WORK AND THEIR LEVEL OF ASPIRATION.

THE STUDY MATERIAL IS THE BASIC SOURCE OF INFORMATION.

#### DURATION OF STUDIES

A STUDY CIRCLE MUST CONTINUE FOR AT LEAST 20 HOURS AND CONSIST OF AT LEAST 7 MEETINGS ON A PREVIOUSLY INDICATED SUBJECT OR TOPIC.

THERE IS NO MAXIMUM LIMIT TO THE DURATION OF A STUDY CIRCLE, BUT MOST CIRCLES ARE WOUND UP AFTER ONE OR-AT MOST-TWO STUDY SEASONS. HOWEVER, THERE IS NOTHING TO PREVENT THE SAME PEOPLE FROM FORMING A NEW CIRCLE FOR THE NEXT STUDY SEASON. THUS A GROUP OF PEOPLE WHO DISCOVER THAT THEY HAVE A GREAT DEAL TO LEARN FROM EACH OTHER CAN IN PRINCIPLE GO ON MEETING FOR AN INDEFINITE NUMBER OF YEARS THROUGH THE MEDIUM OF THE STUDY CIRCLE.

#### EXAMPLES OF RULES FOR A STUDY CIRCLE

- NOT LESS THAN 5 AND NO MORE THAN 10 PARTICIPANTS  
IN EACH MEETING;
- THE STUDY CIRCLE MUST CONSIST OF AT LEAST 20  
STUDY HOURS;
- NO MORE THAN 3 HOURS PER MEETING;
- GUEST SPEAKER CAN BE INVITED.

#### THE VALUE OF THE STUDY CIRCLE

IT IS OFTEN ASKED WHETHER STUDY CIRCLES ARE REALLY AS EFFICIENT AS OTHER FORMS OF ADULT EDUCATION.

THERE IS NO STRAIGHT ANSWER TO THIS QUESTION. PUTTING IT ANOTHER WAY, THE ANSWER DEPENDS ON WHAT YOU MEAN BY KNOWLEDGE. IF YOU REGARD KNOWLEDGE AS A PROCESS RATHER THAN A PRODUCT, THE ANSWER TO THE ABOVE QUESTION MAY BE "YES". THE STUDY CIRCLE IS PROBABLY THE MOST EFFICIENT FORM OF ADULT EDUCATION.

BUT THE KNOWLEDGE COMMUNICATED IN THE STUDY CIRCLE IS NOT UNIVERSAL AND COMMON TO ALL. EACH PARTICIPANT RECEIVES AND PROCESSES THE MATERIAL CORRESPONDING TO HIS OR HER NEEDS, AT THE SAME TIME LEARNING HOW TO UTILIZE THE KNOWLEDGE AND LOOK FOR MORE.

THE PHILOSOPHY OF THE STUDY CIRCLE IMPLIES THAT KNOWLEDGE CANNOT BECOME LIVING AND IMPORTANT UNTIL IT CORRESPONDS TO A PERSONAL NEED. NO TWO STUDY CIRCLES ARE ALIKE, NOR SHOULD THEY BE.

## PRAISE OF LEARNING

Learn the simplest things. For you  
whose time has already come  
it is never too late!  
Learn your A B C's, it is not enough,  
but learn them! Do not let it discourage you,  
begin! You must know everything!  
You must take over the leadership!

Learn, man in the asylum!  
Learn, man in prison!  
Learn, wife in the kitchen!  
Learn, man of sixty!  
Seek out the school, you who are homeless!  
Sharpen your wits, you who shiver!  
Hungry man, reach for the book: it is a weapon.  
You must take over the leadership.

Don't be afraid of asking, brother!  
Don't be won over,  
see for yourself!  
What you don't know yourself,  
you don't know.  
Add up the reckoning.  
It's you who must pay it.  
Put your finger on each item,  
ask: how did this get here?  
You must take over the leadership.

Bertolt Brecht

IN THE FOLLOWING PAGES YOU WILL FIND A GUIDELINE GIVING  
AN EXAMPLE OF ONE POSSIBLE WAY TO GO THROUGH THESE  
STUDYMATERIALS.

PLEASE, FEEL FREE TO CHOSE YOUR OWN WAY OF WORKING, BUT  
IF YOU AND YOUR FELLOWS FEEL UNCERTAIN, THIS GUIDELINE  
MIGHT BE HELPFUL.





### GUIDELINE

IN ORDER TO MAKE THE PARTICIPANTS IN THE STUDY CIRCLE MORE ACQUAINTED WITH THE METHOD, WE WOULD LIKE TO PROPOSE THE FOLLOWING PROCEDURE FOR FORTHCOMING MEETINGS :

#### 1ST MEETING :

- EACH PARTICIPANT SHOULD INTRODUCE HIM/HERSELF.  
FOR EXAMPLE: NAME, POSITION IN THE UNION, BACKGROUND  
IN GENERAL.
- THE STUDY CIRCLE LEADER AND THE PARTICIPANTS SHALL  
TOGETHER READ AND DISCUSS:
  - a) WHY TRADE UNION EDUCATION?
  - b) THE STUDY CIRCLE METHOD
  - c) POPULAR EDUCATION TERMINOLOGY
  - d) LIFE AND LEARNING BELONG TOGETHER

IN THE DISCUSSIONS, DO NOT FORGET THAT ALL  
PARTICIPANTS SHOULD BE GIVEN THE OPPORTUNITY  
TO EXPRESS THEIR OPINIONS

### ASSIGNMENT BETWEEN THE FIRST AND THE SECOND MEETING

AS AN ASSIGNMENT BETWEEN THE FIRST AND THE SECOND MEETING, WE SUGGEST ALL PARTICIPANTS (WHEN BACK HOME) TO READ ONCE AGAIN WHAT HAS BEEN GONE THROUGH DURING THE FIRST CIRCLE MEETING. IT IS ALSO ADVISABLE TO READ, IN ADVANCE, SECTIONS WHICH WILL BE DISCUSSED IN THE NEXT MEETING.

### 2ND MEETING :

- THE PARTICIPANTS SHALL BE GIVEN THE OPPORTUNITY TO TELL WHETHER THERE ARE STILL ANY PROBLEMS TO DISCUSS FROM THE FIRST MEETING.
- THEN THE LEADER AND THE PARTICIPANTS SHALL READ AND DISCUSS:
  - a) THE LEADER
  - b) THE PARTICIPANTS
  - c) THE GROUP AND THE LEADER

WHEN ANSWERING THE QUESTIONS ON PAGE 12, 15 & 16, WE ADVISE YOU TO DIVIDE THE BIG GROUP INTO TWO SMALLER GROUPS AND THEN COMPARE THE ANSWERS.

### ASSIGNMENT BETWEEN THE SECOND AND THE THIRD MEETING

ALL PARTICIPANTS SHALL ASK AT LEAST THREE OF THEIR FRIENDS WHAT THE PROBLEMS ARE WHICH PREVENT THEM FROM JOINING A STUDY CIRCLE. THE ANSWERS SHOULD BE PUT ON PAPER AND DISCUSSED DURING THE NEXT MEETING.

3RD MEETING :

THE PARTICIPANTS SHALL DISCUSS THE ANSWERS FROM  
THE ASSIGNMENT.

THE PARTICIPANTS SHALL READ AND DISCUSS:

- a) THE SIZE OF THE GROUP
- b) TO CARRY OUT STUDIES IN A STUDY GROUP
- c) STUDY MATERIAL
- d) DURATION OF STUDIES
- e) THE VALUE OF THE STUDY CIRCLE

WHEN THE THIRD MEETING IS COMPLETED AND, AS WE HOPE, THE  
PARTICIPANTS WILL HAVE A FAIRLY GOOD UNDERSTANDING OF THE  
STUDY CIRCLE METHOD, IT IS TIME TO CONTINUE WITH THE REAL  
STUDY CIRCLE WHICH CAN USE "YOUR TRADE UNION", OR ANY OTHER  
STUDY CIRCLE MATERIAL PREPARED BY YOUR UNION.