



VIOLENCE AND HARASSMENT IN THE WORLD OF WORK

ACTIVITY WORKBOOK

Train the Trainers Toolkit on the ILO Violence and Harassment Convention (No. 190) and Recommendation (No. 206)



CONTENTS

<u>Introduction</u>	2
<u>Active Learning - Tools and Good Practice</u>	3
<u>Activity 1: Understanding Violence and Harassment</u>	11
<u>Activity 2: Understanding Gender-based Violence</u>	13
<u>Activity 3: Understanding C190</u>	15
<u>Activity 4: Mapping Targets and Allies in a Campaign to Ratify C190</u>	17
<u>Activity 5: Building a Campaign Strategy</u>	19
<u>Activity 6: Negotiating to get C190 ratified</u>	23
<u>Activity 7: Integrating C190 and R206 into Collective Bargaining Agreements and Workplace Policies</u>	28
<u>Activity 8: Organising across borders with C190</u>	31
<u>Activity 9: Integrating C190 into Occupational Safety and Health Policy</u>	34
<u>Activity 10: Challenging Myths around Domestic Violence</u>	41
<u>Activity 11: Domestic Violence as a Union Issue</u>	45
<u>Activity 12: Reforming our union's culture</u>	49
<u>Activity 13: Engaging men against violence and harassment</u>	53

INTRODUCTION

Who is this Workbook for?

This workbook contains sample activities for use by trade union educators, representatives or staff members responsible for training, organising or campaigning on violence and harassment in the world of work and the ILO Violence and Harassment Convention, 2019.

Aims of the Workbook

The workbook aims to provide activities to help you

- Plan and design courses, workshops or meetings to discuss violence and harassment in the world of work
- Plan and organise campaigns for the ratification of C190 and the realisation of the rights described in C190
- Use active learning methods which encourage the engagement and active participation of union members in the campaign

How to use the Workbook

The workbook contains sample activities for training events on some of the main issues covered in the facilitator guide.

You may wish to use the activities:

- as they are presented, or (more likely) adapt the activities to suit your own circumstances - they may simply stimulate your own ideas for training events
- in a small informal meeting among local union members, a national seminar or workshop, or an international event involving union activists from more than one country
- with workers at the grassroots, experienced union representatives, elected national leaders or union staff members

The activities are designed to help you discuss or learn more about some of the issues or ideas described in the facilitator guide, and to develop practical plans of action:

Each activity is organised in three parts:

- ➔ **FACILITATORS NOTES**, describing the objectives and intended outcomes of the activity and explaining step-by-step how to run the activity.
- ➔ **PARTICIPANTS' ACTIVITY SHEETS**, describing the aims of the session and the tasks, including any reading material (or audio visual) that might be needed. These can be photocopied or printed to distribute to the participants or projected on to a screen. **[available online both in PDF and Word for adaptation or editing]**
- ➔ **FURTHER RESOURCES** that might be useful for the session, such as videos, learning or campaigning resources, or other materials that provide more details on the subject.

The activities are primarily designed for face-to-face meetings using the minimum of resources other than access to a space suitable for learning, paper and pens, and access to a printer or photocopier.

Nevertheless, especially at the time of writing, trade unions are finding it increasingly difficult to hold physical gatherings, whether because of coronavirus pandemic restrictions, lack of resources for travel and accommodation, or difficulties for people getting time away from work.

As a result, more unions are attempting to provide education and training remotely on the internet, especially through the increasingly wide use of video conferencing tools. This offers some new opportunities for active learning, but also some considerable challenges.

ACTIVE LEARNING - TOOLS AND GOOD PRACTICE

What is active learning?

All the activities are based on principles of **active learning** in workers education, as distinct from training based on lectures or instructions delivered by teachers or experts to a passive audience.

Many of the principles of active learning were developed from ideas of **popular education** developed by Paulo Freire and others as a tool for liberation in 1960s Latin America and from the Nordic **study circles** tradition from the early twentieth century. Active learning became the foremost approach to workers' education in the international trade union movement.

Active learning activities start from the experience of the participants themselves and build from this experience. They should be

- based on cooperative tasks
- designed for participants to learn from one another, sharing experiences and ideas
- based on problem-solving and working together to solve common problems
- aimed to build confidence and develop skills and knowledge in a supportive environment
- enjoyable and good-humoured

Wherever possible, whether over a few hours or several days, an active learning event should be designed around the principle of *action-reflection-action*. In other words:

1. sharing the experiences and ideas of the participants (e.g. examples of our experience of violence in the workplace)
2. comparing and generalising from those experiences (e.g. what are the different forms of violence to be found in our workplace or sector)
3. (if necessary) introducing and discussing external analysis, experiences or ideas (e.g. a trade union video of workers' testimonies or a presentation of research findings)
4. discussing what has been learned, and what we will do that is new or different as a result, whether individually or collectively – including the preparation of individual and/or collective action plans.

Active learning is democratic. Participants should be treated with respect and work collectively to reach decisions, and discussion should be a safe space in which everyone should be encouraged to share their ideas, doubts and fears. Irrespective of subject matter, active learning should be a model of trade union democratic principles and behaviour.

Managing discussion

Most active learning is based on discussion between participants, whether in small groups (normally four to six people) or in a larger plenary session. It is very important to manage discussions to ensure that everyone has an opportunity to contribute and be heard, retains sufficient focus to achieve the aims of the session, and reaches a positive conclusion.

- Start by introducing the topic and the aims of each session briefly and clearly
- Allow the discussion to flow and do not let anyone dominate the discussion, including the chair or facilitator. Make sure that you are aware of people who are not contributing, and encourage or draw them in
- If a conflict arises between participants, mediate between them quietly and firmly. If they are unable to agree, at least get them to respect one another's right to their opinions
- Avoid the discussion becoming too abstract or over-generalised by asking participants to provide concrete examples from their own experiences
- At the end of the discussion, highlight any proposed actions or major conclusions that emerged from the discussion
- Ensure that everyone has their mobile phones switched off during sessions – not just muted. Even union General Secretaries can survive for an hour or two without their mobile phones.
- Ensure that participants are disciplined about timekeeping. It is very disrespectful to be late and to keep people waiting!

Group work

Active learning frequently involves working in small groups. This ensures that everyone has the opportunity to contribute, enables participants to get to know one another, encourages self-confidence and solidarity, and helps to break down the programme with more variety of conversations.

“Good ideas need oxygen to breathe”. Group work is generally used to enable participants to discuss issues in greater depth, and with more personal engagement from their own experience. But group activities can also give time and space to simply reflect on what has just been learned, and informally share reactions with others, especially perhaps after a session which has been particularly demanding or has introduced a lot of new ideas or information.

Experience suggests that the most effective groups include 4-6 people. It is important to think carefully about group selection, taking into consideration gender balance (or single gender groups), group dynamics (e.g. placing two competitive men in the same group), age and levels of experience, sectors and workplaces etc. It may for example be good to mix new union representatives with more experienced union representatives to encourage learning between them, or to place them together as a group with comparable experience.

There are different ways in which participants can be organised into groups:

- By **self-selection**. This may be the most appropriate when groups are asked to discuss separate distinct aspects of a broader discussion. Participants can choose which they find most interesting or relevant to their experience. Perhaps, for example, in a session on vulnerable workers, you may wish to allocate discussion of migrants, women, religious and ethnic minorities, and disabled people to different groups.

- **At random.** If for example you want to organise into five groups, ask the participants to number themselves from one to five, going round the room. The participant's number becomes the number of the group they will be in. Alternatively, take the first group of four people and say that they are in group 1, the second four in Group 2, and so on.
- **Pre-determined.** Allocate individuals to groups in advance and present participants with the list. This may be particularly important when working in a multi-lingual environment (see below); when there is a need to compare or contrast the experiences from different unions, countries, sectors or workplaces; mix experienced and inexperienced participants; or manage difficult group dynamics.

It is a good idea to use different methods within a programme and avoid repeating the same method of determining groups if possible.

Good chairing, leading and recording the group discussion is essential. Good notetaking not only assists the group in reporting back in plenary sessions, but also provides a record that can be consolidated with notes from the other groups into a rich report of the event as a whole.

- Ensure that each group nominates a participant to chair the discussion and someone to be responsible for taking notes and reporting back in plenary discussions.
- If the resources are available and if appropriate to the event, appoint an experienced facilitator and a rapporteur to lead each group and take detailed notes.

Multi-lingual events

Working across different languages presents some challenges for active learning, particularly when simultaneous interpretation is needed. Unless there are several interpreters available, it limits the ability to have different languages within small groups and restricts the flexible physical movement of participants around the room. It can also make it more difficult for participants to concentrate on the discussion, especially when dealing with complex technical issues, and generally slows everything down – which needs to be considered when planning a session.

It is also important to remember that interpreting is a highly skilled, very demanding and tiring task. Facilitators need to ensure that there are frequent breaks in the programme to enable interpreters to rest. Remember that there should always be two interpreters per language, enabling them to share the work as a team. Obviously, bear in mind that equipment hire and professional interpretation can be very expensive.

- Talk with the interpreters in advance of the event to help them have a good understanding of the objectives, programme, participants etc, and provide copies of presentations, planned activities and background materials. If technical terms are likely to be used in the presentations and discussions, it can be useful to provide a glossary.
- You may be fortunate in identifying interpreters who are experienced in working with the trade union movement and are familiar with our terminology and culture. If not, take extra care to provide a thorough briefing, and perhaps ask someone to quietly monitor their interpretation to check that there are no major errors or misunderstandings.
- Ensure that the seating arrangements enable the interpreters to see all the participants.

- Participating in an event with simultaneous interpretation is an acquired skill and it can be intimidating at first. For particularly important events, and resources permitting, consider running a briefing/training session for new participants before the opening session.
- Repeatedly advise participants to speak clearly and slowly, and to be careful with cultural references that may not be understood by others. It is very good to retain a sense of humour but remember that jokes can often be misunderstood or difficult to interpret.
- If the necessary technical equipment is available, there is plenty of space and the interpreters are willing, consider using whispering interpretation, when the interpreters can be working within the room, rather than restricted to sound-proof booths. While it may not be as comfortable for the interpreters, or could be a distraction for other participants, whispering interpretation can help to reduce the formality and gives greater flexibility for participants to move around the room, from group to group etc.
- Identify participants or volunteers with some language skills who may be willing to assist with informal social interpretation in the evenings.
- Take great care in designing presentations to ensure that they are appropriate for a multi-lingual audience with interpretation (see Death by PowerPoint, below).
- Beware of using videos in the programme, which can be very difficult to interpret, unless they have the appropriate sub-titles, or have very limited dialogue and voiceovers.

Outside speakers

You may wish to invite outside speakers to the event, perhaps with valuable experience or knowledge about violence and harassment or effective campaigns against it, or people in positions of power or influence who may be willing to help a campaign – for ratification, for example.

It may be important to have a discussion with potential speakers beforehand to check that they appreciate the nature of the event (e.g. not an academic seminar) and that they are capable of talking with participants in a respectful, accessible and engaging style.

There is always the danger that invited speakers will simply expect to deliver a long lecture or presentation. It is important to plan ahead with ideas on how to avoid this and maximise the opportunity for participants to engage the speaker in discussion. For example, ask the guest not to prepare a presentation or a speech, but hold an activity before their arrival to agree the most important questions the participants have for her or him, and base the session around the questions. If there is more than one speaker, perhaps use them in a panel discussion with a strong chair (preferably one of the participants), place strict limits on time to answer each question and encourage debate between them.

Death by PowerPoint

PowerPoint, or similar software for presentations, is a very useful tool in workers' education. On the other hand, if used badly it can be disastrous: long presentations with dozens of slides filled with dense text, figures and complicated graphics; a programme of one PowerPoint presentation after another, presentations that last 55 minutes, leaving only five minutes for discussion; trying to read what's on the screen while simultaneously trying to concentrate on what the speaker is saying.... This is the opposite of active learning.

Bad PowerPoint presentations are especially counter-productive in multi-lingual events or with groups not working in their own first language. If a lot of words are displayed on the screen, the interpreter is forced to choose whether to translate the written words or interpret what the speaker is saying, inevitably causing confusion.

- **Preferably, use no words on the slides at all – just photographs and graphics to illustrate what is being said, and certainly no more than a dozen or so words per slide.**
- If words are on the screen, read them out aloud so that participants (and interpreters) are not trying to read and listen to different things at the same time.
- Distribute notes and further information after the presentation, rather than before or during, to avoid confusion of watching and listening to a presentation while reading the hand-out.
- Give plenty of encouragement, time and opportunities for people to interrupt with short questions and comments.

Using videos

There are numerous videos that are excellent tools to add variety to an education programme, introduce new ideas, or summarise complex issues in an accessible and easily understood format. Videos are also an excellent means of bringing other workers' voices into the room. They can be shown on their own or maybe embedded in PowerPoint presentations.

The resources suggested in this guide include videos produced by some of the Global Union Federations or their affiliates which are freely available to download and use in education events – perhaps to stimulate discussion in an activity or summarise important key points. Some may be useful to show at the very beginning to establish an atmosphere for an event or shown at the end to leave people inspired and energised.

- It is generally recommended to use short videos – perhaps no more than ten minutes. For longer videos and feature-length films, it may be preferable to show them as optional sessions in evenings or during lunch breaks.
- Ensure that there are no problems with language issues (see above) and that sub-titles are clearly visible for everyone in the room.
- Most videos are available through the internet, particularly on YouTube, but it obviously requires good internet access to stream live during an event. Whenever possible, download the video in advance of the session, and check that it works!

Planning a programme

Active learning is interactive, so a programme has to be as flexible as possible to allow for changes in response to the demands of participants and the dynamics of discussion. Nevertheless, it is essential to plan carefully, and provide a programme that sets out the intended flow of ideas and subjects, even if this will be amended as the discussion unfolds.

Consider preparing two programmes – one for the facilitator(s) with details of resources needed, detailed timing, notes on practical or technical arrangements etc, and another that summarises the timetable of the event for participants.

Review progress throughout the event and amend the programme accordingly. Some sessions will inevitably overrun, and it is essential that important sessions towards the end of the programme do not simply fall off the edge for lack of time, so the timetable will need to be adjusted.

In particular, allow for sufficient time to include

- **Plenty of short breaks.** However interesting or entertaining the programme, it is easy to become tired and lose concentration, especially when working through interpreters. Ideally there should be a break every hour or so, even if just for a few minutes – perhaps when participants are split into groups or brought back into a plenary discussion. Consider using short ice-breaking exercises or games that involve moving around to break up long static sessions. It may be useful to provide a quick recap afterwards - a brief summary of the main points under discussion before the break.
- **Introductions.** Ideally there should be time at the beginning of a programme for all the participants to introduce one another. Invariably, this takes longer than you think, especially for everyone to introduce themselves in large events. There are various creative techniques to help this process, including short group activities, ice-breaking activities etc.

- **Sharing expectations and desired outcomes.** Time should be allocated for discussion on what motivated participants to attend the event (e.g. encouraged by their union), what they hoped to learn (e.g. how to deal with cases of harassment in the workplace), and what they wanted to be the outcome (e.g. more confidence to campaign against violence). If there is sufficient time, this can be an activity in itself. If not, it could be integrated into participant introductions. It is important to take note of the main points raised, as they will form the basis of an evaluation of the event.
- **Inequality awareness and respect.** It is important to begin all learning activity with a discussion on mutual respect and equality. This can be achieved through a structured activity (especially if participants have had little previous experience of trade union education), an open discussion or a reminder of union equalities policy. Some unions have developed materials used in all education programmes specifically for this purpose, which can be sent to participants in advance or introduced at the beginning of the programme. The objective is to enable participants to become aware of their unconscious biases based on gender, ethnicity, age, religion, educational background or other factors, and build consensus on mutual respect, tolerance and behaviours.
- **Action plans.** All active learning should lead to plans of action, whether for each participant (e.g. what to do immediately in the workplace to raise issues of violence and harassment) or for the group as a whole (e.g. an agreed campaign plan for ratification of C190). Time needs to be reserved for an activity that develops individual and/or group action plans towards the end of the event, or it may drop off the agenda for lack of time or tiredness.
- **Evaluation.** At the conclusion of the event, time should be allocated for participants to evaluate their experience, based on the desired outcomes described at the beginning. In short informal events, this can be simply to remind everyone of their expectations and discuss how far these have been met. Longer programmes can be evaluated through discussion in a group activity and/or questionnaires to be completed by each participant.

The active learning environment

Care is needed to ensure that the venue is suitable for active learning events. For practical purposes (catering, accommodation, meeting facilities etc), a hotel is often the most obvious choice if there is an adequate budget to cover the costs but union offices, community centres and other spaces are fine, as long as basic arrangements are in place. Obviously, the venue should be quiet and secure.

- **Meeting space.** Ideally, there should be one room large enough to accommodate all the participants, with extra space to enable easy access and flexibility, plus other nearby rooms for small group discussions. Otherwise one large space that can comfortably hold several small groups meeting together without distraction.
- **Seating arrangements.** It is important that chairs and tables are not fixed to the floor and can be easily moved around the room to reconfigure the seating. Avoid a 'theatre-style' layout, where participants sit in rows facing a 'top table' of speakers and dignitaries, but organise the seating so that everyone can see one another – in a circle (for small events), or 'cabaret-style', where everyone sits in small groups around tables organised in a circle or a horseshoe shape. It is important that the trainers are at the same level as the trainees, therefore avoid raised stages and platforms. It is good to walk around and to create a more personal environment.

- **Equipment and facilities.** It is best to use a room where there are plain walls or surfaces available for displays of flipcharts, posters, cards or other materials, otherwise ensure that there are display boards. If using PowerPoint presentations or videos, you will need a laptop, projector and a screen or blank wall. You will also almost certainly need reliable wi-fi access. It is essential to be in the room at least 30 minutes before the meeting start to check the connectivity and that there are proper cables to link the computer to the projector. This is crucial!
- **Paper and pens.** Participants will need pens and marker pens, notepaper, name badges, and flipchart paper. If possible, provide name-cards on the tables for participants to write and display their own names for others – especially the facilitator – to see clearly.

The digital active learning environment

At the time of writing, the COVID-19 pandemic is forcing many unions to think of find alternatives to traditional face-to-face learning.

While this workbook is primarily designed to support face-to-face learning with minimal resources, it is possible for at least some activities to be adapted for online learning, particularly in the use of video conferencing or 'webinars'.

Working in a digital environment offers new opportunities for people to participate from home or from the workplace, massively reducing the costs of travel and accommodation in national or international events. It also makes it much easier to have guest speakers, external contributors or other participants in the discussion, including from other countries.

It is also possible to link together face-to-face groups in different locations to work together and share ideas. The International Transport Workers Federation, for example, is using this to hold regional or international events linking face-to-face education sessions held simultaneously by affiliated unions in different countries – sharing experience, ideas and plans for action. The conferencing software also has the ability to include simultaneous interpretation.

On the other hand, without face-to-face contact, it is far harder to build a shared learning atmosphere and a sense of solidarity between participants. It is much harder for participants to talk informally and get to know one another, as you would by eating together or queuing for tea during an afternoon break.

It is also more tiring to sit in front of a computer screen.

In many unions, members and activists do not have access to a good internet connection or reliable electricity supply, and the cost of mobile data can be very high.

- Where participants do not have the necessary resources or skills to use the technology at home or at the workplace, it may be possible to organise a space (neighbourhood community centre, union office, café, local hotel etc) for small groups to meet face-to-face and share an online connection to the larger regional, national or international event.
- Allow time in the programme to solve the inevitable technical problems
- Experience suggests that no online session should be longer than two hours, when participants lose concentration.
- It is a good idea to have separate roles of a facilitator (to guide the programme, chair discussions etc) and a technical host to monitor the online session, support participants with technical help, enable participants to ask questions and make contributions etc.
- If including people from other countries, it is important to timetable the programme to maximise participation across time zones
- Remember to get permission from all the participants if the session is to be recorded.

ACTIVITY 1

UNDERSTANDING VIOLENCE AND HARASSMENT

▼ Facilitators Notes

Time needed:

- 1 hour

Resources needed:

- Flipcharts
- Marker pens

Aim:

- The aim of this activity is to help participants better understand what constitutes violence and harassment.

Tasks:

Organise participants into small groups. Read out or ask the participants to read section 1.1 'What is violence and harassment' in the facilitator guide and ask each group to discuss the questions and note down answers on a flipchart. Ask each group to report back on their discussion. Depending on the nature of the group, consider giving suggestions of sectors, work arrangements or occupations that each group should discuss. The video 'what is violence' (See [link](#) below) can be a useful tool to help with the discussion.

After each group has presented to the plenary, and everyone has had the opportunity to respond and discuss further, ask everyone to consider what they have learned from the presentations, and what they would now do differently when responding to questions of violence and harassment in their workplace or sector.

1

ACTIVITY

Understanding Violence and Harassment

▶ Aims:

To help us better understand violence and harassment, share our experiences of violence and harassment, and identify the different types of violence and harassment that we face in our working life.

Anyone can experience violence and harassment in the world of work. But the type of violence that workers face can differ depending on the work situation, sector, and occupation. Remember, violence and harassment is rooted in systems of power and control. Differences in power – whether hierarchical, or based on gender, race or class, lead to violence and harassment.

▶ Task:

Work in small groups. Read out and discuss each of the following questions from your own experience.

1. **What are the types of violence and harassment that workers face in our sector, occupation, or workplace? (i.e. physical abuse, psychological violence, sexual harassment)**
2. **Who commits the violence (the perpetrator)? Why?**
3. **Who are the victims? Which workers in our sector are more vulnerable or face greater risk?**
4. **What are the power inequalities that lead to this violence and harassment?**
5. **What working arrangements, systems and structures increase the likelihood of violence?"**
6. **What is the impact on the victim?**
7. **What is the impact on our workplace, our union and our community?**

Using flipcharts, list your responses to each of the questions, and prepare a presentation to the plenary group as a whole for discussion.

Further Resources

- **Video: 'Violence at Work', UNI Global Union, 2010**
This video explains the causes and types of violence and harassment that workers face.
<https://youtu.be/VmswHjRioeg>

ACTIVITY 2

UNDERSTANDING GENDER-BASED VIOLENCE

Facilitators Notes

Time needed:

- 90 minutes

Resources needed:

- Two sets of coloured postcard-sized cards
- Marker pens
- Pins, sticky tape or adhesive putty (e.g. BluTac)
- Sufficient wall space or display boards to display cards
- Flipchart

Aim:

- To understand in more depth the difference between gender and sex, and the characteristics and causes of gender-based violence.

PART 1. Tasks:

1. Organise participants into groups, giving each group two stacks of cards, perhaps 20 of each.
2. Ask participants to think of examples of characteristics commonly attributed to women or to men, including behaviours, roles and jobs, of women and men, and note each example on the appropriate coloured-coded card for men or women.
3. Prepare two display areas – one marked ‘more power’ and the other marked ‘less power’.
4. On completion of the cards, ask each group to discuss whether these characteristics, jobs etc. are associated with more power or less power, and then stick or pin each card in the appropriate display area.
5. Gather the participants around the displays and ask them to group together cards in broad themes within each display area (jobs, attitudes, characteristics, behaviour etc).
6. Regarding each theme, ask and discuss whether these characteristics and roles are determined by our sex, or whether they are gender stereotypes imposed by society.
7. Then, ask participants to consider how these gender-based power differences contribute to inequality and gender-based violence.
8. In a plenary discussion discuss: ‘What are the root causes of gender-based violence and harassment?’ (You can also give them ‘what are the root causes of gender-based violence and harassment’ under section 1.2 ‘What is gender-based violence and harassment?’ in the facilitator guide to read before this)
9. Using a flipchart, draw a table with ‘excuses’ at the top of one column and ‘causes’ at the top of the other column. List all the factors that participants highlight in the appropriate column in the table and ask the groups whether they agree or disagree.

2

ACTIVITY

Understanding gender-based violence

▶ Task:

In small groups, think of examples of characteristics commonly attributed to women or to men, including behaviours, roles, and jobs, of women and men, and note each example on one of the coloured-coded cards for men or women.

Consider the following questions to help with your discussion and experience sharing.

1. What personality or behaviour are men expected to have in society? What about women?
2. What activities are considered specific to men, and women?
3. What kind of jobs are women expected to work in? What about men?
4. What role are men expected to play at home? What about women?

PART 2. Tasks:

1. Organise the participants into new groups. Consider whether to organise into mixed or women-only and men-only groups.
2. Using the flipcharts and pens provided, ask each group to discuss and note down different types or examples of gender-based violence and harassment.
3. Ask each group to nominate someone to present the conclusions from their discussion.
4. Draw together the main themes from the presentations, and present a summary of the main types of gender-based violence, referring to the section of the guide 'Types of gender-based violence' under section 1.2 'What is gender-based violence and harassment?':
 - a. Sexual harassment
 - b. Physical violence
 - c. Psychological abuse
 - d. Economic violence
 - e. Domestic violence
5. When everyone has had the opportunity to respond and discuss further, ask everyone to consider whether this has changed their perceptions of gender-based violence, and what they would now do differently when responding to questions of violence and harassment in their workplace or sector.

Further Resources

- **Video: 'What is violence?', UNI Global Union, 2013**
This video explores the causes of gender-based violence, and the effect that it has on workers' lives.
<https://youtu.be/VV9PZ4asJFQ>
- **Video: 'Sexual Harassment', UNI Global Union, 2018**
In this video workers tell their experiences of sexual harassment.
<https://youtu.be/HuOzollf3Rw>
- **Quiz: 'Sexual Harassment', UNI Global Union**
This quiz enables workers to test themselves on their knowledge about sexual harassment at work.
<http://en.breakingthecircle.org/quiz/8m/>

ACTIVITY 3

UNDERSTANDING C190

Facilitators Notes

Time needed:

- 2 hours

Resources needed:

- Enough copies of the full text of C190 to distribute to all participants

Aim:

- To motivate participants to have a good understanding of what C190 says and why it is important, and to think about how it can be used as a campaigning tool.

Tasks:

Depending on the diversity of the participants and the time available, give each participant a copy of the ITUC **Mini Guide C190 & R206** (https://www.ituc-csi.org/IMG/pdf/c190_mini_guide_en.pdf) or the original text of C190. Ask them to read the text and discuss the questions. Ask each group to prepare a presentation to the group with the results of their discussions.

After the presentations, lead a discussion on what are the most important aspects of the Convention. The section '*Why is C190 so ground-breaking*' in the facilitator guide under section 1.5 'ILO Violence and Harassment Convention C190 and Recommendation 206' may also help with this.

3

ACTIVITY

Understanding C190

▶ Aims:

To motivate our understanding of the Violence and Harassment Convention C190 and its importance.

▶ Task:

Working in small groups, consider the Violence and Harassment Convention, as described in the document(s) provided. If you have been given the original text of C190, work together to discuss what each article means and why it might be relevant for workers in your sector or workplace.

Consider the following questions based on your experiences and union needs:

1. What are the most important parts of the Convention for our union and our members?
2. How might we use the Convention in our campaigns or negotiations with governments, employers or others who determine our working conditions?
3. How might we use the convention to educate our members on these issues and strengthen our union political agenda?
4. What elements should we emphasise in a campaign?

Using a flipchart, prepare a presentation for discussion in plenary.

Further Information

C190 - ILO Violence and Harassment Convention, 2019 (No.190)

This is the full text of the original C190.

https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C190

R206 – ILO Violence and Harassment Recommendation, 2019 (No.206)

This is the full text of the original R206.

https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:R206

Video: What is C190?, Common GUF Campaign

This is a video which explains some keys aspects of the Convention.

<https://www.dropbox.com/s/gqbque68va763p7/C190%20Final%20English.mp4?dl=0>

Mini guide on C190 & R206, International Trade Union Confederation (ITUC)

This is mini guide highlights some of the most important parts of C190 and R206.

https://www.ituc-csi.org/IMG/pdf/c190_mini_guide_en.pdf

Frequently asked questions on C190 & R206, International Trade Union Confederation (ITUC)

This document answers some of the most frequently asked questions about C190 and R206.

https://www.ituc-csi.org/IMG/pdf/c190_faqs_en.pdf

Mini explainer cards produced by the International Trade Union Confederation (ITUC)

Designed to be used digitally or printed and used as cut-outs during face-to-face education activities

<https://trello.com/c/ZIDAD0Zn/100-explainer-cards-english>

ACTIVITY 4

MAPPING TARGETS AND ALLIES IN A CAMPAIGN TO RATIFY C190

Facilitators Notes

Time needed:

- 2 hours

Resources needed:

- Postcard-sized cards
- Marker pens
- Access to a large wall area or two display boards
- Pins, sticky tape or adhesive putty ('blu-tac')

Aim:

- To produce a map of individuals and organisations could be targets and allies in a campaign for the ratification of C190.

Tasks:

1. Organise participants into two groups.
2. The first group are to identify *targets*: people or institutions that have power that you need to persuade if the government is to ratify the Convention. They might include government ministers, civil servants, political parties, parliamentarians, employers, or others.
3. The second group are to identify potential *allies*: people or organisations who might work alongside the you in a campaign for ratification. They might include other trade union organisations, women's groups, human rights NGOs, progressive religious leaders, sympathetic journalists and media, academics, celebrities or others.
4. Encourage participants to be as specific as possible. Not just "politicians" but the names of specific politicians; not just "the media" but the names of specific newspapers, social media channels, or journalists.
5. Ask each group to note down each potential institution or individual on a card (one card per institution or person), using a marker pen.
6. Prepare two display areas – on walls, display boards or other surfaces, one for each group. Pin or stick a card marked 'Government' at the centre of the *targets* display and a card marked 'Union' at the centre of the *allies* display.
7. When they have exhausted the list of potential targets or allies, ask each group to gather round their display area, and discuss and arrange their cards around their respective Government or Union card – putting the most important nearest, and clustering others together who are similar (e.g. specific politicians, political parties, NGOs, academics, parliamentarians, employers etc.).
8. When both groups have put their completed 'maps' on the wall, reconvene the plenary session, and ask each group to present their map and highlight some of the important points that were raised in the group discussion.

9. After both of the groups have completed their presentations, see whether some allies are also targets (for example, a trade union leader who became a Member of Parliament?). If so, stick the ally card next to the target card on the targets map.
10. Next, ask the group as a whole which allies might be useful in persuading which targets to support ratification. For example, a women's NGO led by someone with close links to a political party, a union workplace branch which has a good relationship with an influential employer, or a sympathetic journalist who regularly writes in a popular newspaper about human rights. Stick the relevant ally card next to the target card on the targets map.
11. When you have moved all the ally cards on to the map of targets, you should be left with the basis of a campaign plan – a combined map indicating which allies could be approached and encouraged to lobby or persuade which targets to help ratify the Convention.

ACTIVITY

Mapping Targets and Allies in a Campaign to Ratify C190

Targets group

▶ Aim:

In the ratification campaign there will be institutions and people who will need to be persuaded that the government should ratify the convention. The aim is to identify these potential **targets** for the campaign to ratify C190.

▶ Task:

Discuss who are the potential targets. Who will you need to persuade? Who will you need to negotiate with? Using the cards provided, as you mention potential institutions or individuals, write them down on a card (one card per institution or person).

When you have exhausted the list of potential targets, pin or stick your cards around the card marked 'Government' on the wall or display board provided – putting the most important nearest the 'government' card, and clustering others together who are similar (e.g. specific politicians, political parties, parliamentarians, employers etc.).

Nominate one person from your group to present your 'map' in a plenary discussion.

ACTIVITY

Mapping Targets and Allies in a Campaign to Ratify C190

Allies group

▶ Aim:

It is unlikely that we will be able to win the campaign alone, so we will also need to identify organisations and individuals who will actively support our campaign. The aim is to identify these potential **allies**.

▶ Task:

Discuss who are your potential allies. Who will join you in the campaign? Who can attract the attention of the government? Using the cards provided, as you mention potential organisations or individuals, write them down on a card (one card per organisation or person).

When you have exhausted the list of potential targets, pin or stick your cards around the card marked 'Union' on the wall or display board provided – putting the most important nearest the 'Union' card, and clustering others together who are similar (e.g. other trade union organisations, women's groups, human rights NGOs, religious leaders, sympathetic journalists and media, celebrities).

Nominate one person from your group to present your 'map' in a plenary discussion.

ACTIVITY 5

BUILDING A CAMPAIGN STRATEGY

Facilitators Notes

Time needed:

- 3 hours

Resources needed:

- Flipcharts
- Marker pens
- Presentation on status of the national ratification process, relevant tripartite bodies, and local initiatives by the ILO in response to C190 (if needed).

Aim:

- To build a campaign strategy towards the ratification of C190.

Preparation:

In advance of the session (depending on the expected level of knowledge of the participants) it may be necessary to prepare a presentation on progress (if any) by the government towards the ratification of C190. This information should be available from your national trade union centre or from the ILO in your country or region:

1. Has the government fulfilled its obligations as a member of the ILO to ...
 - submit C190 for consideration to the national authority (usually parliament)?
 - report to the ILO on what steps they have taken towards giving effect to C190?
 - informed the national trade union centre(s) and employers organisation(s) on the steps taken?
2. What are the government's intentions? Will they ...
 - recommend ratification based on current laws?
 - propose to ratify, then amend or introduce new law?
 - propose to amend or introduce new law, then ratify?
 - refuse to ratify?
3. Has the national union centre already been consulted by the government or asked to comment? How did it respond?
4. Have the employers been consulted by the government? How did they respond?
5. Is there a relevant tripartite body for discussion of C190 between unions, employers and the government? If so, has any discussion already taken place? What were the outcomes?

Tasks:

1. If needed, introduce a brief preliminary plenary discussion on the ratification process with a short presentation as described above. Otherwise, ask the group to share their understanding of:
 - What has the government done in response to C190?
 - Is the government intending to ratify or resist ratification?
 - Have the unions and employers been consulted?
 - Has there been any discussion with government and employers? What were the outcomes?
2. Organise participants into three groups and ask them to refer to respective activity sheets (below).

The first group are to draw up a plan of **research** to provide evidence about violence and harassment faced by workers in your workplace, company, sector or the country as a whole. This will be essential in persuading the government that they should support ratification of C190. Evidence could include statistics or reports produced by academic researchers, women's organisations, human rights NGOs, the police or the government itself. It could be testimonies from workers collected by your union or other organisations or reported in the media. It could include evidence of the impact of violence or harassment on workers – on their physical or mental health, for example. It could include evidence of economic impact – on productivity, on employers' reputations etc.

The second group will consider how to **raise awareness** of issues covered under C190, to build support among workers and the community and the need for ratification. This could include proposals of how to build awareness

among the trade union members and leaders, in local communities or among the general public. It could include ideas for education programmes, media coverage, public events (demonstrations, cultural events etc.), publications, advertising campaigns and so on. It should of course include social media, although it is important to avoid the temptation to simply propose, for example, a Facebook or WhatsApp campaign unless it is part of a more substantial awareness-raising strategy.

The third group will propose a plan for **lobbying and advocacy**. The group are asked to identify key people responsible for influencing or deciding whether to ratify, referring back to the outcomes of Activity 5, who would be the main targets for a lobbying campaign. Different actors - members of parliament from different political parties, government ministers, religious or community leaders etc - will have different reasons to support or not support the ratification of C190, so it is important to develop specific campaign messages or slogans to emphasise with specific groups of people. We also need to identify opportunities for lobbying - requesting meetings, participating in conferences and seminars, using sympathetic people as go-betweens etc., or perhaps more aggressive or imaginative techniques - picketing events attended by ministers, interrupting corporate media events, for example. It may be advisable to check that participants are clear about what is meant by "lobbying and advocacy" and explain the terms.

In all three groups, it is important to stress the need to be specific. For example, not simply to suggest "find out about gender-based violence", but how?; not "run an education programme", but think through how?, when? who for? etc.; not to propose a "media campaign", but which media? how? when?

It is also essential to ensure that the groups' plans are realistic. There is no point in designing a plan without being confident that the people and financial resources are in place to achieve it.

5

3. Ask each group to discuss the questions on their activity hand-outs and note their ideas and proposal on flipchart paper.
4. After each group has completed their task, post their flipcharts on a wall or display board, and ask them to present their plans to the plenary.
5. After all the presentations have been completed, ask the group as a whole to discuss:
 - Does this make a good plan?
 - Is it practical and achievable?
 - How do the different elements fit together?
 - Is there anything missing?
 - Are we confident that we have the necessary resources to deliver it?

ACTIVITY

Building a Campaign Strategy

Research Group

▶ Aim:

To draw up a plan of research that provides evidence about violence and harassment faced by workers, demonstrating the need for ratification of C190.

▶ Task:

Discuss the following questions, noting your suggestions and ideas on the flipchart provided.

- What evidence of violence and harassment do we need to collect?
- Who might have already produced some of this evidence?
- Should we undertake our own survey or research? How could we do this?
- Who might be willing to work with us (academics, NGOs etc) to compile the research or help with a survey?

5

ACTIVITY

Building a Campaign Strategy

Awareness-Raising Group

▶ Aim:

To consider how to raise awareness of issues covered under C190, to build support among workers and the community and the need for ratification of C190.

▶ Task:

Discuss the following questions, noting your suggestions and ideas on the flipchart provided.

- How can we raise awareness among our members and among other unions?
- How can we raise awareness in the media and among the general public?
- What resources do we need?
- What public events can we organise?
- Who are our key allies who can help?

ACTIVITY

Building a Campaign Strategy

Lobby and Advocacy Group

▶ Aim:

To identify key people responsible for influencing or deciding whether to ratify, develop specific campaign messages or slogans to emphasise with them, and identify or create opportunities for lobbying.

▶ Task:

Discuss the following questions, noting your suggestions and ideas on the flipchart provided.

- Who are the key people responsible for deciding whether to ratify?
- Who should be our key lobbying targets?
- What would be the most important campaign messages to use?
- What are the opportunities for lobbying – how do we create these opportunities?
- How do we coordinate with other trade unions and allies to build a united lobbying campaign?

Refer to the maps produced in Activity 5, if available.

Further Resources

Common GUF Campaign Materials

IndustriALL, UNI Global Union, the International Domestic Workers Federation (IDWF), Public Services International (PSI) and the International Federation of Journalists (IFJ) have created common campaign materials on C190 and R206 to be used by affiliates, including a logo, poster, and leaflet.

Leaflet:

<http://www.iuf.org/w/sites/default/files/ilo190flyer-e.pdf>

Poster:

http://www.iuf.org/w/sites/default/files/poster_ilo_convention_190_en.pdf

C190 Logo:

<http://www.iuf.org/w/sites/default/files/ILO190EN.pdf>

ACTIVITY 6

NEGOTIATING TO GET C190 RATIFIED

Facilitators Notes

Time needed:

- 2-3 hours

Resources needed:

- Copies of Convention 190 and Recommendation 206

Aim:

- To develop and understand key arguments in negotiations towards ratifying C190, in the context of a tripartite negotiating forum.

Tasks:

This is a role-play activity imagining that the ILO to host a tripartite meeting to discuss the ratification of C190, after lobbying from the trade unions. It is important to develop arguments and negotiating positions to prepare for the meeting. Participants will play the role of representatives from each of the constituents (workers, employers and the government). The facilitator should play the role of the ILO official chairing the meeting (or should identify someone to play that role – perhaps from the ILO itself!). Adapt the exercise to reflect the political realities in your country.

1. Organise participants into three groups - Workers, Employers and Government - and ask them to refer to respective activity sheets (below) and to the texts of Convention 190 (in full or in summary) and Recommendation 206.

The first group is to represent the interests of **workers**. The group should be encouraged to consider the interests of all workers in the ratification of C190, including those in both private and public sectors, precarious and informal workers as well as salaried staff, men and women, and all other workers in the community.

The second group is to represent **employers**. These should include those representing transnational corporations, large national companies and state-owned enterprises, and small and medium-sized enterprises (SMEs)

The third should represent the **government**. This should include representatives of the head of government (e.g. President), the Ministry of Labour, Ministry for Women/Equality, Ministry of Justice, Ministry for Economic Development (or equivalents) and/or other government departments as appropriate.

2. Ask each group to hold a preparatory meeting to:
 - a. **Allocate a specific role to each participant.** In the workers group, ensure that at least one person represents workers from the public sector, the private sector, precarious or informal economies, etc. In the employers' group, ensure that at least one person represents transnational corporations, large national companies and state-owned enterprises, and small and medium-sized enterprises (SMEs). In the group representing the government, ensure that each of the ministries is represented.
 - b. **Elect a lead spokesperson.** It is assumed that the head of government representative will be the lead spokesperson for the Government group.
 - c. **Consider objectives and prepare a negotiating strategy.** This is to refer to the texts of C190 and R206 and decide whether the group agrees or disagrees with the main provisions, which should be included in legislation and which should be excluded, whether C190 should be ratified and which of the R206 recommendations should be adopted. Groups may decide which issues they might concede if necessary, and those which they are not prepared to concede.
 - d. **Prepare brief notes** for an opening statement for the lead spokesperson to present in the tripartite meeting, setting out the position of the group.
3. When each group has concluded their meeting, call the first plenary session of the tripartite meeting. Space permitting, arrange the three groups to sit in three blocks, making a horseshoe shape facing the ILO representative chairing the meeting.
4. Invite each group spokesperson to make an opening statement, starting with the workers' group, followed by the employers' group and then the Government. Give a time limit – perhaps five minutes each. Allow a further few minutes for questions and initial comments in response to the statements.
5. Adjourn the plenary session and ask each group to return to their separate discussions – to:
 - a. **Consider and analyse the statements** made in the opening plenary and
 - b. **Revise negotiating positions accordingly**
 - c. **Prepare brief notes** for the lead spokespeople
 Give a time limit – perhaps twenty minutes.
6. Reconvene the plenary session and invite the workers' group and employers' group spokespeople to make statements, followed by the government to make a response.
7. Open up the meeting for general discussion and negotiation on the points raised. Your role (as ILO representative) is to encourage the three delegations to reach consensus, and ideally for the government to agree the ratification of C190.
8. At the conclusion of the negotiation, end the role play. Hold a brief plenary discussion to summarise what has been learnt by asking:
 - What are the most likely objections to ratification – from employers?
From the government?
 - What are the most important counterarguments that could be put forward by the workers?
 - What do trade unions need to do in preparing for negotiations in the real world?

Negotiating to get C190 ratified

Workers' Group

▶ Tasks:

You are the delegation of workers' representatives invited to attend a tripartite meeting to discuss C190 and R206. Your overall objective is to get agreement from the government to ratify the Convention and implement recommendations included in R206.

1. **Allocate a specific role to each participant. Ensure that at least one person represents workers from the public sector, the formal private sector, precarious or informal economies, etc.**
2. **Elect a lead spokesperson.**
3. **Consider objectives and prepare a negotiating strategy. Refer to the texts of C190 and R206.**
 - a. Identify the most important arguments for ratification
 - b. Identify the most important recommendations within R206 that are practical to implement, and agree which should be priorities
 - c. Identify the issues that you think might meet opposition from employers or the government
 - d. Agree a negotiating strategy (issues which you want to emphasise, unwilling to compromise, or concede)
 - e. Remember that C190 and R206 provide the most basic minimum standards. What additional clauses would you attempt to include?
4. **Prepare brief notes for an opening statement for the lead spokesperson to present in the tripartite meeting, setting out the position of the group.**

Negotiating to get C190 ratified

Employers' Group

▶ Tasks:

You are the delegation of employers' representatives invited to attend a tripartite meeting to discuss C190. Prepare your negotiating position for negotiations with the Workers' Group and the Government to discuss the ratification of C190 and implementation of R206.

1. **Allocate a specific role to each participant. Ensure that at least one person represents workers from the public sector, the formal private sector, small and medium-sized enterprises, the self-employed etc.**
2. **Elect a lead spokesperson.**
3. **Consider objectives and prepare a negotiating strategy. Refer to the texts of C190 and R206.**
 - a. Identify the issues within C190 and R206 that will have an impact on your members
 - b. Which elements could you accept – and which will you oppose?
 - c. Agree a negotiating strategy (issues which you want to emphasise, unwilling to compromise or concede)

Earlier consultations with your members have highlighted some worries:

 - Are any of the measures likely to increase costs for employers?
 - Why should employers be held responsible for bad behaviour by workers?

- Is there a danger that employers could be held responsible for acts of violence or harassment outside the workplace? In particular:
 - How is possible that we could be held responsible for domestic violence?
 - How is possible for us to be held responsible for violence or harassment when workers are travelling to or from work?
 - Will new legislation create more bureaucracy and red tape for employers, especially for small companies?
 - Will measures in C190 and R206 increase the power of the trade unions to interfere in the management of companies?
 - Will new regulations mean that workers can simply stop work or shut down production if they claim to be in danger of harassment?
4. **Prepare brief notes for an opening statement for the lead spokesperson to present in the tripartite meeting, setting out the position of the group.**

Negotiating to get C190 ratified

Government Delegation

▶ Tasks:

You represent the Government. Your task is to prepare your negotiating position for negotiations with the Workers' Group and the Employers' Group to discuss the ratification of C190.

1. **Allocate a specific role to each participant. Ensure that at least one person represents the head of government (e.g. President's office), the Ministry of Labour, Ministry for Women/Equality, Ministry of Justice, Ministry for Economic Development (or equivalents) and/or other government departments as appropriate.**
2. **The representative of the head of government will be your spokesperson**
3. **Consider objectives and prepare a negotiating strategy. Refer to the texts of C190 and R206.**
 - a. Identify the most important elements of C190 that might have an impact on government policies or the country's economy
 - b. Identify elements of C190 that would lead to higher government spending or place a further strain on your capacity
 - c. Identify issues that you think might meet opposition from workers or employers.
 - d. Identify the elements of C190 and R206 that you would accept or might be willing to consider
 - e. Agree a negotiating strategy (issues which you want to emphasise, unwilling to compromise)

Earlier consultations with ministerial advisors have highlighted some concerns:

- Will ratification have budget implications?
- Will ratification discourage companies from employing more workers, particularly women, for fear of being held responsible for acts of violence?
- Do we have the capacity for enforcement of any agreed new laws and regulations?
- Do we have the capacity to provide the necessary training?
- How can we possibly enforce any new legislation in the informal economy?

4. **Prepare brief notes for an opening statement for the lead spokesperson to present in the tripartite meeting, setting out the position of the government.**

Further Information

C190 - ILO Violence and Harassment Convention, 2019 (No.190)

This is the full text of the original C190.

https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C190

R206 - ILO Violence and Harassment Recommendation, 2019 (No.206)

This is the full text of the original R206.

https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:R206

Video: What is C190?, Common GUF Campaign

This is a video which explains some key aspects of the Convention.

<https://www.dropbox.com/s/gqbque68va763p7/C190%20Final%20English.mp4?dl=0>

Mini guide on C190 & R206, International Trade Union Confederation (ITUC)

This mini guide highlights some of the most important parts of C190 and R206.

https://www.ituc-csi.org/IMG/pdf/c190_mini_guide_en.pdf

ITUC Video

[#RATIFYC190 FOR A WORLD OF WORK FREE FROM VIOLENCE AND HARASSMENT \(ENG\)](#) - YouTube

ACTIVITY 7

INTEGRATING C190 AND R206 INTO COLLECTIVE BARGAINING AGREEMENTS AND WORKPLACE POLICIES

Facilitators Notes

Time needed:

- 2-3 hours

Resources needed:

- Flipcharts and pens
- Flipchart stands or suitable walls or display boards.

Aim:

- **To develop and adapt specific provisions included in C190 and R206 to integrate violence and harassment into collective bargaining agreements. These may be workplace, company-wide or national sector agreements. They may include workplace policies on safety and health, although this is explored more specifically in Activity 9.**

The activity is primarily designed for union representatives with waged members in formal arrangements with an identified employer, but it can be adapted for other groups of workers. For example, if it is a union of self-employed workers or members working in the informal economy, the collective bargaining agreement may be with a government agency (such as the police) or local authority with significant power over working conditions, rather than an employer.

Tasks:

1. Organise participants into small groups, based on specific sectors or workplaces if possible. Decide whether to have men-only and women-only groups, or mixed groups and organise accordingly.
2. Distribute, read out and briefly discuss the handout '*ILO Recommendations for workplace policy*' (below), checking that everyone understands the policy recommendations.
3. Distribute and read out the activity sheet (below) to all participants
4. Introduce the activity:
 - Where possible, use examples from section 2.5 'Collective Bargaining around Violence and Harassment in the World of Work' in the facilitator guide to illustrate possible answers
 - If the group have previously completed Activity 3 (*Causes & Risks of Violence and Harassment*), refer back to the outcomes, rather than repeat the first question.

- If there are relevant collective agreements as mentioned in question 3, obtain copies if possible and distribute to all participants to discuss how they could be strengthened or amended
 - Encourage everyone to provide practical proposals specific to their workplace or sector and the particular types of violence that workers face, rather than just general principles.
5. Prepare four flip charts to be mounted on display boards, walls or another surface visible to all the participants, titled 'Practical Action', 'Procedures', 'Training' and 'Monitoring and Evaluation'.
 6. After the groups have completed their activity, invite each in turn to present their proposals to the plenary.
 7. As the groups mention specific proposed clauses, note them down on the appropriate flip chart.
 8. To conclude the session, summarise the proposals on each of the four flipcharts.

Integrating C190 and R206 into Collective Bargaining Agreements

ILO Recommendations for workplace policy

Convention 190 states that employers, workers – together with workers and their representatives - should adopt and implement a workplace policy on violence and harassment, which includes gender-based violence.

According to R206, a workplace policy should include:

- A statement that violence and harassment will not be tolerated
- Establishment of violence and harassment prevention programmes with objectives.
- Clearly defined employer and worker responsibilities
- Measures to eliminate, manage and prevent violence and harassment including:
 - Have information on complaint and investigation procedures
 - Provide that all incidents of violence and harassment will be considered, and acted on
 - Protect the privacy of those involved and confidentiality for complainants and witnesses
 - Protection of complainants, victims, witnesses against victimization or retaliation

But remember, this is the bare minimum that policies should include, and unions should negotiate workplace policies that go further. Policies could also include:

- A comprehensive definition of violence and harassment.
- All workers and acknowledge vulnerable groups and should cover the world of work
- Dispute resolution and enforcement bodies
- Sanctions, remedies, and supports for victim/survivors
- Joint committees to monitor implementation
- Training and awareness-raising about the policy
- Enforcement, monitoring and evaluation to ensure the policy is effective
- Must take a gender-responsive approach

Integrating C190 and R206 into Collective Bargaining Agreements

▶ Aim:

To integrate C190 into collective bargaining agreements.

▶ Tasks:

A. Discuss the following questions:

1. What are the most important risks of violence and harassment in our workplace or sector?
2. What practical action should the employer take to prevent or minimise these risks and promote non-discrimination and equality?
3. Are there any collective agreements already in place that could be strengthened or amended to address violence and harassment?
4. What procedures should be in place if a worker experiences an incidence or a threat of violence or harassment?
5. What training should be provided for managers and employees?
6. How should the employer and the union monitor and evaluate the effectiveness of policies and procedures to prevent violence and harassment?

B. Using a flipchart provided, draft four brief clauses as the basis for a negotiated agreement with the employer(s), to include:

- Practical action
- Procedures
- Training
- Monitoring and evaluation

C. Nominate someone to present the proposals to the plenary

ACTIVITY 8

ORGANISING ACROSS BORDERS WITH C190

Facilitators Notes

Time needed:

- 1 day

Resources needed:

- **Venues for small groups meeting in three different cities / countries, each equipped with**
 - laptop, microphone, camera
 - good quality internet connection
- **A local facilitator working with each group**

Aim:

- **To build a campaign on violence and harassment in solidarity and cooperation between unions in different countries, and to highlight the importance of unions working together across borders and sectors.**

This is an example of a one-day programme on Organising across borders to end violence against women, combining local small group activities with online discussion between the groups. It uses video conferencing software (e.g. Zoom, Microsoft Teams, BlueJeans) to link discussion groups working simultaneously in different countries. It uses a mixture of 'traditional' face-to-face small group discussions and cross-border online interaction.

It is purely illustrative of how such an activity could be designed, assuming just three groups sharing information and ideas within one day. The activity can be organised directly by unions working cooperatively between different countries, or as part of a campaign organised by a global union federation.

For simplicity, it assumes that all three groups are working in the same language. It is also possible to work in two or more languages with simultaneous interpretation, requiring a team of interpreters to be online during the plenary sessions.

It can be adapted for unions organising members in specific transnational corporations, perhaps to integrate the principles of C190 and R206 within Global Framework Agreements, within industries which involve substantial international supply chains, or perhaps groups of union representatives from neighbouring countries wanting to organise a regional campaign. It could also be used for unions to learn from others who have been successful in campaigning for ratification.

Example of an online learning programme between groups:

Organising across borders to end violence against women

Time (CET)	GROUP 1 (Cairo, Egypt)		GROUP 2 (Amman, Jordan)		GROUP 3 (Karachi, Pakistan)	
08:00	09:00	Introductions and Welcome	09:00	Introductions and Welcome	12:00	Introductions and Welcome
08:30	09:30	Group Activity: Understanding Gender-Based Violence	09:30	Group Activity: Understanding Gender-Based Violence	12:30	Group Activity: Understanding Gender-Based Violence
09:30	Group introductions and welcome					
09:45	Video: 'Worker stories of violence and harassment' (IndustriALL, 2017) https://www.youtube.com/watch?v=SvAqJqoOAZY (1:37)					
09:50	Group Activity Reports and Discussion					
11:00	12:00	Break	12:00	Break	15:00	Break
12:00	13:00	Group Activity: Using C190 to address domestic violence	13:00	Group Activity: Using C190 to address domestic violence	16:00	Group Activity: Using C190 to address domestic violence
13:00	Group Activity Reports					
13:30	Discussion: Cross-border solidarity to end violence against women					
14:00- 15:00	15:00- 16:00	Group Activity: Action Plans and Conclusions	15:00- 16:00	Group Activity: Action Plans and Conclusions	18:00- 19:00	Group Activity: Action Plans and Conclusions

Programme Facilitator Tasks:

1. In advance, discuss the programme and activities with the local facilitators, and distribute the programme and handouts for participants for local printing (or video projection). Check the timing of the programme to ensure that it fits with time zones and availability of participants. Nominate a programme facilitator for the plenary sessions and overall coordination, and a videoconferencing 'host' to provide technical support, monitor 'chat' contributions, record the session etc.
2. The programme begins offline, with local facilitators welcoming participants, introducing one another, and introducing the programme for the day.
3. Each local facilitator introduces the first group activity: **Understanding Gender-Based Violence** (see Activity 2), after which the group nominates one or two participants to prepare a brief report (10 minutes maximum) to present in the online plenary session
4. All the groups connect to the plenary video conference. Each facilitator (or a nominated participant) introduces their respective group to the plenary, briefly describing their union, their occupations and their positions in the union etc.
5. Show the video as an introduction to the plenary discussion
6. Invite each group to present their reports from the *Understanding Gender-Based Violence activity*
7. Summarise the main points raised in the reports and open up the plenary for general contributions and discussion, highlighting comparisons and contrasts between the different reports.
8. Adjourn the session for a break
9. After the break, each local facilitator introduces the second group activity: **Using C190 to address domestic violence** (see Activity 11), and again nominates one or two participants to prepare a brief report (10 minutes maximum) to present in the online plenary session.
10. All the groups re-connect to the plenary video conference, and each group is invited to present their reports from the Understanding Gender-Based Violence activity.
11. After the group presentations, briefly introduce a plenary discussion on **Cross-border solidarity to end violence against women**, asking:
 - a. What can we do to support one another in campaigns to end violence against women?
 - b. What can we learn from one another?
 - c. What immediate practical actions can we take together?
12. Close the plenary session.
13. In the final group activity, discuss with the participants what they have learned from the day's activities, and what they intend to do as a result – as a group or individually. These should form the basis of an action plan, incorporating the conclusions from the final online plenary discussion.

ACTIVITY 9

INTEGRATING C190 INTO OCCUPATIONAL SAFETY AND HEALTH POLICY

PART 1.

▼ Facilitators Notes

Time needed:

- 1.5 hours

Resources needed:

- Postcard-sized cards
- Flipchart and Marker Pens
- Pins, sticky tape or adhesive putty (e.g. BluTac)
- Sufficient wall space or display boards to display cards

Aim:

- To help activists identify the risk factors of violence and harassment in their sector or workplace.

This activity enables participants to identify the risks and hazards which can increase in the risk of violence and harassment. This will help them to develop better negotiating arguments, and stronger OSH policies that prevent and address violence and harassment in the world of work.

Tasks:

1. Organise participants into small groups – if possible based on sector, workplace, or occupation – and give each group three stacks of cards, perhaps 5 each, and a flipchart and marker pen.
2. Using the task questions (and/or a sample risk assessment questionnaire or survey relevant to their sector) ask participants to consider the factors that contribute to an increased risk of violence and harassment in their sector, and ask them to note the risks they identify on the cards. The section 1.3 ‘who is at greatest risk’ of the guide can be a useful tool for participants who may not have experience in identifying risks.
3. Prepare three display areas – marked ‘high risk’, ‘medium risk’ and ‘low risk’.
4. On completion of the cards, ask each group to assess the degree of risk that each factor identified poses, and then stick or pin each card in the appropriate display area.
5. Then, considering the factors that pose ‘high’ or ‘medium’ risks, using the flipchart and marker pen, ask participants to discuss what measures are already in place to address these risks, and what measures should be put in place to address these risks.
6. Ask participants to feed back to the group in a plenary discussion.

Sample risk assessments checklists/questionnaires/surveys can be incorporated into the activity, especially if the participants have some experience and/or training as health and safety representatives. Participants may be able to use samples from their own union, or you can distribute one of the samples included below:

Sample Risk Assessments

- CUPE in Canada has produced a sample violence hazard assessment/inspection checklist for identifying violence from third parties.
https://cupe.ca/sites/cupe/files/05_-_violence_hazard_assessment_and_inspection_checklist_-_final.pdf
- <https://workplacenl.ca/site/uploads/2019/06/20191203-Workplace-Violence-Risks-web.pdf>

ACTIVITY

Identifying Risks and Hazards for Violence and Harassment

▶ Aims:

To help us to better understand the risk factors of violence and harassment in our workplace or sector.

▶ Task:

Organise into small groups. From your own experience, think about what the risks are for violence and harassment in your workplace or sector. Note each example on one of the cards. Consider the following in your discussion:

- Does the organisation of work expose workers to violence and harassment? How?
- Do working conditions or arrangements pose a risk for violence and harassment?
- Is the work insecure or precarious?
- Does the way employees are managed by supervisors, managers or HR pose a risk for violence and harassment?
- Do workers face specific risks, such as unsafe contact with third parties? Working alone or in private homes? Working at night? Handling cash or valuables?
- Are there vulnerable groups working in our sector? Do they face an increased risk of violence and harassment? Are these groups discriminated against at work?
- Is there a culture of high masculinity, sexism, or macho behaviour at work?

When you have done this, consider whether each factor poses a high risk, medium risk or low risk and stick or pin it in the appropriate display area.

Then, considering the high and medium risk factors, think about what measures are already in place to address these risks, and what measures should be put in place to address these risks. Note down your ideas on a flipchart and then feed back to the group in a plenary discussion.

INTEGRATING C190 INTO OCCUPATIONAL SAFETY AND HEALTH POLICY

PART 2.

▼ Facilitators Notes

Time needed:

- 2 hours

Resources needed:

- OSH policy documents for the participants' workplaces (if available)
- Flipcharts and marker pens

Aim:

- To integrate C190 and R206 into workplace OSH policy.

This activity enables participants to think through possible changes to occupational safety and health policies to reduce workers' exposure to potential violence and harassment. Integrating this knowledge into OSH policies.

Tasks:

1. Organise participants into small groups according to their workplace or sector.
2. If available, distribute copies of the current OSH policy for their workplace to the participants. If participants in each group are from different workplaces, pick one OHS policy to work on. **Or**, if no policies are available, distribute copies of the example of occupational safety and health policy provided (see below).
3. Ask all the groups to read the agreement and discuss:
 - a. Does the policy cover violence and harassment?
 - b. Does the policy include a gender perspective?
 - c. What essential changes are required?
4. Using the flipcharts provided, ask each group to note down their **six most important proposed changes** to the agreement that would integrate violence and harassment into the document.
5. When they have completed their activity, invite each group to present their proposals to the plenary.
6. Summarise the main points raised in the presentations.
7. Draw attention to the key elements of C190 and R206 that address occupational health and safety management (see section 2.2 'Integrating Violence and Harassment into Occupational Safety and Health' of the Guide), and ask if they have been included in the agreement, as amended?:
 - a. Workers and their representatives have:
 - the **right to participate** in the design, implementation and monitoring of workplace health and safety policy, including risk assessments and identification of hazards

- the **right to know** what preventative measures have been adopted, including the provision of information and training
 - the **right to refuse** to undertake work that represents a serious danger to health and safety due to violence or harassment
- b. C190 requires that management takes a **gender-responsive approach** and that women should be consulted and included at all stages of OSH management
- c. C190 and R206 include **domestic violence** within the scope of violence and harassment in the world of work. Agreements should include a definition of domestic violence, a recognition of the impact of domestic violence on working life, the responsibilities of employers and provisions to support victims/survivors of domestic violence – including paid leave.

Encourage participants to use their learning from Part 1 to help them develop appropriate measures and suggest changes to be made to the OSH policy.

The ILO has produced a comprehensive report: **Safe and healthy working environments free from violence and harassment** which includes a lot of detailed recommendations and advice on action at the workplace level and enhanced OSH management systems, that can be incorporated into the activity, especially if the participants have some experience and/or training as health and safety representatives:

https://www.ilo.org/wcmsp5/groups/public/---ed_protect/---protrav/---safework/documents/publication/wcms_751832.pdf

Integrating C190 into Occupational Safety and Health Policy

▶ Aims:

To assess the current occupational safety and health policy and propose amendments that integrate violence and harassment issues.

▶ Task:

1. Read the health and safety policy provided
2. Discuss the following questions:
 - a. Does the policy cover violence and harassment?
 - b. Does the policy include a gender perspective?
 - c. What essential changes are required?
3. Using a flipchart provided, briefly note your six most important proposals to integrate violence and harassment issues into the agreement.
4. Nominate someone to present your proposed amendments to the plenary

Integrating C190 into Occupational Safety and Health Policy

Example of Occupational Safety and Health Policy

1. GENERAL POLICY

1.1 Policy Statement

Management recognises and accepts its health and safety duties for providing a safe and healthy working environment (as far as is reasonably practicable) for all workers and other visitors to its premises under the relevant legislation and legal duties of care. More specifically:

- Take all reasonably practicable steps to safeguard the health, safety and welfare of all personnel on the premises
- Provide adequate working conditions with proper facilities to safeguard the health and safety of personnel and to ensure that any work which is undertaken produces no unnecessary risk to health or safety
- Encourage persons on the premises to co-operate in all safety matters, in the identification of hazards which may exist and in the reporting of any condition which may appear dangerous or unsatisfactory
- Ensure the provision and maintenance of plant, equipment and systems of work that are safe
- Maintain safe arrangements for the use, handling, storage and transport of articles and substances
- Provide sufficient information, instruction, training and supervision to enable everyone to avoid hazards and contribute to their own safety and health

- Provide specific information, instruction, training and supervision to personnel who have particular health and safety responsibilities (e.g. a person appointed as a Health and Safety Officer or Representative)
- Make, as reasonably practicable, safe arrangements for protection against any risk to health and safety of the general public
- Make suitable and sufficient assessment of the risks to the health and safety of employees
- Make specific assessment of risks in respect of new or expectant mothers and young people under the age of eighteen
- Provide information to other employers of any risks to which those employer's workers on our premises may be exposed.

The statement and the procedures are to be reviewed each year by a Health and Safety Sub-committee. A report on the review, with any other proposals for amendment to the statement of procedures, is to be made to management.

1.2 Duty of management

Management will:

- Assess the risks to health and safety of its workers, and implement the measures identified as necessary by this assessment
- Record the significant findings of the risk assessment and the arrangements for health and safety measures
- Draw up a health and safety policy statement; including the health and safety organisation and arrangements in force, and bring it to the attention of its workers
- Appoint someone competent to assist with health and safety responsibilities
- Set up emergency procedures
- Provide adequate First Aid facilities
- Make sure that the workplace satisfies health, safety and welfare requirements, e.g. for ventilation, temperature, lighting and for sanitary, washing and rest facilities
- Make sure that work equipment is suitable for its intended use as far as health and safety is concerned, and that it is properly maintained and used
- Prevent or adequately control exposure to substances that may damage health
- Take precautions against danger from flammable or explosive hazards, electrical equipment, noise or radiation
- Avoid hazardous manual handling operations and, where they cannot be avoided, reduce the risk of injury

- Provide free any protective clothing or equipment, where risks are not adequately controlled by other means
- Ensure that appropriate safety signs are provided and maintained
- Report certain injuries, diseases and dangerous occurrences to the appropriate health and safety enforcing authority.

1.3 Duty of workers

Employees also have duties, including the following:

- To take reasonable care for their own health and safety, and that of other persons who may be affected by what they do or do not do
- To co-operate with management on health and safety
- To use work items provided by management correctly, including personal protective equipment, in accordance with training or instructions
- To report at the earliest opportunity injuries, accidents or dangerous occurrences at work, including those involving the public

2. ORGANISATION OF HEALTH & SAFETY

2.1 Health and Safety Sub-committee

Management will appoint a Health and Safety Sub-committee, including both management and staff representation:

- To keep Health and Safety policy and procedures under review
- To conduct safety tours of the premises
- To ensure that risk assessments are carried out, including assessments regarding substances hazardous to health
- To take such action as may be required to ensure that responsibilities for Health and Safety are fulfilled
- To report to management on their performance of these responsibilities.

2.2 Safety Tours

The Health and Safety Committee shall carry out 6-monthly tours and inspections of the premises and make a report to management. All necessary actions as a result of the tour shall, where reasonable and practicable, be implemented. The tour shall include inspection of the Accident Book.

2.3 Health and Safety Rules

All workers must exercise care to avoid accidents in their activities at work and comply with the following general rules:

- Accident Book. Any injury suffered by a worker on the premises, however slight, must be recorded in the accident book
- Fire Precautions. All personnel must familiarise themselves with fire escape routes and procedures and follow the directions in relation to fire.

- Equipment and Appliances. No equipment or appliance may be used other than as provided by or specifically authorised by management and any directions for the use of such must be followed precisely.
- Safety Clearways. Corridors and doorways must be kept free of obstructions and properly lit.
- Maintenance. Defective equipment, furniture and structures must be reported without delay.
- Hygiene and Waste Disposal. Facilities for the disposal of waste materials must be kept in a clean and hygienic condition. Waste must be disposed of in an appropriate manner.
- Display Screen Equipment. Workers are advised to ensure that they take a five minute break from display screen equipment at least once an hour and are advised that, if they experience vision defects or other discomfort that they believe may be wholly or in part a consequence of their use of such equipment, they have the right to an eye-test at the Organisation's expense.
- Alcohol, Drugs and Tobacco. Smoking within the premises and the use of Drugs (except under medical supervision) on the premises are prohibited at all times. The use of intoxicants (alcohol) is prohibited during working hours, and no employee/volunteer may undertake his/her duties if under the influence of alcohol or drugs (except under medical supervision)

ACTIVITY 10

CHALLENGING MYTHS AROUND DOMESTIC VIOLENCE

Facilitators Notes

Time needed:

- 1 hour

Resources needed:

- Cards and marker pens
- Pins, or sticky putty (e.g. BluTac)
- Display boards or wall space
- Copies of *Busting Domestic Violence Myths* (see below) – enough for one for each participant

Aim:

- To discuss some commonly held myths about domestic violence and consider possible counterarguments.

Preparation:

Write the following statements shown below on cards – one statement per card.

Alcohol and drugs cause domestic violence.	Some people like violence.	It was just a one off, a crime of passion.	Domestic violence is not that common.
Stress causes domestic violence.	She/he provoked him, so deserved it.	She/he would leave if the violence were that bad.	Women are more likely to be attacked by strangers.
Abusers grow up in violent homes.	Perpetrators have a mental illness.	Domestic abuse always involves physical violence.	They always seem like a happy couple when I see them.
Domestic violence only happens in poor families.	Domestic violence is a private matter. What goes on behind closed doors should stay there.	All couples argue – it is not domestic violence.	She/he did not tell anyone when it started so she must be lying.
Just as many men experience domestic violence.	Domestic violence is not a trade union issue.	Prepare three wall spaces or display boards, and label them “WE BELIEVE THIS TO BE TRUE”, “WE BELIEVE THIS TO BE FALSE”, and “WE BELIEVE THIS TO BE PARTLY TRUE”.	

Tasks:

1. Organise the participants into groups and distribute the cards at random between the groups.
2. Ask each group to consider the statements on the cards, and decide whether each is true, false or partly true?
3. Ask each group to stick or pin each card on the relevant display.
4. When all the cards have been placed on the display area, gather the participants around the displays
5. Taking each card in turn, ask the group to discuss whether they think it is true, false or partly true, and explain why. Where there is consensus that the card has been misplaced, move the card accordingly.
6. Return participants to their seats in plenary, and distribute copies of *Busting Domestic Violence Myths*
7. Read out each 'myth' and 'truth' in turn and discuss. Do they agree?
8. To conclude the discussion, ask everyone to consider what they have learned from the presentations, and how they might deal differently with the question of domestic violence as a result?

Note that the list of myths addressed in *Busting Domestic Violence Myths* does not include "Domestic violence is not a trade union issue", which is dealt with in more detail in a separate activity (see Activity 11).

If organising this session online using video conference software, it could be adapted by using break-out rooms and polling / voting facilities.

BUSTING DOMESTIC VIOLENCE MYTHS**MYTH**

Alcohol and drugs cause domestic violence.

Stress causes domestic violence.

Abusers grow up in violent homes.

Domestic violence only happens in poor families.

Some people like violence.

She/he provoked him, so deserved it.

Perpetrators have a mental illness.

Domestic violence is a private matter. What goes on behind closed doors should stay there.

It was just a one off, a crime of passion.

She/he would leave if the violence were that bad.

Domestic abuse always involves physical violence.

All couples argue – it is not domestic violence.

Domestic violence is not that common.

Women are more likely to be attacked by strangers.

TRUTH

Alcohol and drugs may increase violence, but they do not cause it. Perpetrators are the cause of domestic violence.

Stress can contribute to violence, but it does not cause it. Violent behaviour is a choice.

Growing up in a violent home can be a risk factor but this is not an excuse for being violent.

Anyone can be abused, no matter how much money they have.

No body enjoys violence. Those who are abused live in fear. This is a way of blaming the victim/survivor.

The responsibility lies solely with the perpetrator. Nobody deserves to be abused.

Most perpetrators are not mentally ill. This is a way of making excuses for the perpetrator's behaviour.

Domestic violence is not a private issue. It is a crime. We are all affected by it and should speak out against it.

Domestic violence is not a one-off incident. It tends to increase over time.

There are many psychological, emotional, social, financial, and physical barriers to overcome before leaving an abusive relationship. We should not blame the victim/survivor for staying. The perpetrator is to blame.

Domestic violence can be psychological, emotional, sexual, economic as well as physical.

Violence and disagreement are not the same thing. It is never okay for an argument to escalate to violence.

It is very common. In the UK on average a woman is killed by her partner, or former partner every four days. In France it is every two days.

The opposite is true. Women are far more likely to be harmed by men they know than by strangers.

BUSTING DOMESTIC VIOLENCE MYTHS

MYTH

They always seem like a happy couple when I see them.

She/he did not tell anyone when it started so she must be lying.

Just as many men experience domestic violence.

TRUTH

Just because you do not see it, does not mean it is not there. Violence is often kept for private.

Many victims/survivors hide the truth as they feel scared and ashamed or believe they are to blame.

Domestic violence is a gendered crime. It affects more women than men. Perpetrators are more often men.

Further Information

Challenging the Myths, Women's Aid, UK

<https://www.womensaid.org.uk/information-support/what-is-domestic-abuse/myths/>

“What is domestic violence? Myths and facts”, in ‘If your colleague is abused at home’, 3F, 2010

http://fiu-ligestilling.dk/en/tools_materials/if-your-colleague-is-abused-at-home-dealing-with-domestic-violence-in-the-workplace/

‘Domestic Violence Risk Factors’, International Transportworkers Federation (ITF)

This is an information handout on the risk factors for domestic violence. <https://itf-org.sharefile.com/d-sb47c266e6da547a4bbd1358b9e0ce651>

PART 1: “Domestic violence and the role of trade unions explained”, IndustriALL Global Union, 2020

[Understanding domestic violence | IndustriALL](#) (industriall-union.org)

PART 2: “Domestic violence and the role of trade unions explained”, IndustriALL Global Union, 2020

[Recognizing domestic violence | IndustriALL](#) (industriall-union.org)

Domestic violence: a workplace and union issue Briefing for IUF affiliates, IUF, 2020

[Breaking-the-silence-Domestic-violence-a-workplace-and-union-issue.pdf](#) (iuf.org)

ACTIVITY 11

DOMESTIC VIOLENCE AS A UNION ISSUE

▼ Facilitators Notes

Time needed:

- 2 hours

Resources needed:

- Flip charts and pens
- Sufficient number of copies of *Examples of model language for collective agreements* for distribution to all participants

Aim:

- To explore arguments for collective agreements and workplace policies to include issues of domestic violence, and to consider possible negotiating strategies.

The activity is in two parts. The first part explores how to explain or persuade a trade union why domestic violence is a union issue. The second part helps to develop ideas for the inclusion of domestic violence in workplace agreements and policies.

PART 1. Tasks:

1. Organise participants into groups. Ask all the groups to imagine that some national or local union leaders have been reluctant to treat domestic violence as an important issue in negotiations with employers or the government. It could be their own union, another union with whom they work, or a national centre. The participants have been invited to meet the union executive committee to discuss the issue.
2. Ask each group to prepare a **5-minute presentation** or a speech to explain why the union should treat domestic violence as a priority issue.
3. In plenary session, each group makes their presentation. The participants in the other groups take the role of the executive committee and may ask questions or make brief comments.
4. After all the groups have made their presentations, ask the plenary group to consider all the arguments that were put forward, and discuss:
 - a. What are the most powerful arguments for domestic violence to be considered a priority issue for the union?
 - b. Why could some trade union leaders be reluctant to take up the issue?
 - c. How do we encourage them to change their minds?

11

ACTIVITY

Domestic Violence as a Union Issue?

▶ Task:

1. Imagine that some national or local union leaders have been reluctant to treat domestic violence as an important issue in negotiations with employers or the government.
2. You have been invited to meet the union executive committee to discuss the issue.
3. Prepare a 5-minute presentation or a speech to explain why the union should treat domestic violence as a priority issue.

PART 2. Tasks:

Refer to section 2.3 'Domestic Violence as a Union Issue' in the facilitator guide

1. Organise participants into new groups.
2. Distribute a copy of **Examples of model language for collective agreements** (see below) to all participants
3. Ask them to imagine that they have a meeting with the employer (or with the government) to discuss support for victims or survivors of domestic violence. Their objective is to add new clauses into the collective bargaining agreement or agree new workplace policies that specifically address the issue.
4. When all the groups have completed the task, ask each group to make a presentation.
5. Summarise the main demands and arguments that emerge from the presentations.

Domestic Violence as a Union Issue?

▶ Aims:

To develop proposals for inclusion in a collective agreement concerning domestic violence.

▶ Task:

1. Discuss what you would want to include in an agreement with an employer or the government to support victims or survivors of domestic abuse
2. Refer to *Examples of model language for collective agreements*, and consider which of these clauses are relevant for workers in your workplace or sector – and other clauses you might want to include
3. Discuss your negotiating strategy and possible good arguments to use when negotiating support from employers and governments
4. Using the flipcharts provided, prepare a presentation to the plenary and nominate one of the group to make the presentation.

Domestic Violence as a Union Issue?

Examples of model language for collective agreements

These examples of model clauses on domestic violence for collective bargaining purposes are adapted from *Model language for collective agreements*, available on the Canadian Labour Congress website (<http://canadianlabour.ca/model-language>), based on principles and language adapted from unions in Canada and Australia.

PAID LEAVE

- The employer recognizes that employees sometimes face situations of violence or abuse in their personal life that may affect their attendance and performance at work.
- Workers experiencing domestic violence will be able to access (x) days of paid leave for attendance at medical appointments, legal proceedings and any other necessary activities. This leave will be in addition to existing leave entitlements and may be taken as consecutive or single days or as a fraction of a day, without prior approval.

CONFIDENTIALITY

- All personal information concerning domestic violence will be kept confidential in line with relevant legislation. No information will be kept on an employee's personnel file without their express written permission.

PROTECTION FROM DISCIPLINE AND ADVERSE ACTION

- The Employer agrees that no adverse action will be taken against an employee if their attendance or performance at work suffers as a result of experiencing domestic violence.

WORKPLACE POLICY

- The Employer will develop a workplace policy on preventing and addressing domestic violence at the workplace. The policy will be made accessible to all employees and will be reviewed annually. It should explain the appropriate action to be taken in the event that an employee reports domestic violence or is perpetrating domestic violence, identify the process for reporting, risk assessments and safety planning, indicate available supports and protect employees' confidentiality and privacy while ensuring workplace safety for all.

WORKPLACE SUPPORTS AND TRAINING

- The Employer will provide awareness training on domestic violence and its impacts on the workplace to all employees.
- The Employer will identify a contact in [Human Resources/Management] who will be trained in domestic violence and privacy issues, for example training in domestic violence risk assessment and risk management. The Employer will advertise the name of the designated domestic violence contact to all employees.

INDIVIDUAL SUPPORT

- The Employer will approve any reasonable request from an employee experiencing domestic violence for the following:
 - Changes to their working hours or shift patterns
 - Job redesign, changes to duties or reduced workload
 - Job transfer to another location or department
 - A change to their telephone number, email address, or call screening to avoid harassing contact; and
 - Any other appropriate measure including those available under existing provisions for family-friendly and flexible working arrangements.

WOMEN'S ADVOCATES

- The employer and union recognize that women employees sometimes need to discuss domestic violence issues with another woman. Women workers may also need to find out about resources in the workplace or community to help them deal with these issues such as a women's shelter or a counsellor. For these reasons, the parties agree to recognize the role of Women's Advocates in the workplace.
- The Women's Advocate will be determined by the Union
- The Advocate will meet with women workers as required and discuss problems with them and assist accordingly, referring them to the appropriate agency when necessary.
- The Employer agrees to provide access to a confidential phone line that is accessible for all women workers and a private office in order for the Advocate to meet with employees confidentially.
- The Employer and the Union will inform all women employees of the advocacy role of the Women's Advocate and information on how to contact her.
- The Advocate will participate in training programmes to be delivered by the Union, for which the Employer agrees to pay for lost time, travel time, registration costs, lodging, transportation, meals, and other reasonable expenses

ACTIVITY 12

REFORMING OUR UNION'S CULTURE

Facilitators Notes

Time needed:

- 2 hours

Resources needed:

- Flipcharts and pens
- Postcard-sized cards
- Pins, sticky tape or adhesive putty (e.g. BluTac)

Aims:

- To explore how to improve our union's culture, structures and procedures to prevent violence and harassment within our organisation and to encourage members to speak out and take an active role in building a supportive, inclusive and democratic organisation and mobilise around the Convention.

The adoption of C190 is an important tool to strengthen the fight to end violence and harassment in the world of work. It is an opportunity to educate, mobilise, and challenge discriminatory practices and culture within the union itself, and its provisions on prevention and protection can be implemented within our own unions.

Depending on the profile of the participants, some of the issues raised are potentially very sensitive. Some people may feel threatened, fearful or embarrassed by the discussion. It is therefore very important to carefully consider who should be invited. If a mixed group of participants, it is important to ensure that the composition of the small discussion groups gives those who are more vulnerable the ability to speak freely, but without necessarily being identified when the small group reports back in the plenary session afterwards.

Before introducing the activities, it is essential to explain that everyone has the right to have their views and experiences respected and heard, and that violence or harassment is not just physical abuse, can include verbal or non-verbal aggression, sexual harassment, online harassment etc.

PART 1. Aim:

To explore and discuss examples of violence or harassment while undertaking union work or attending meetings and events and identify possible direct and indirect causes of violence or harassment within the union.

Tasks:

1. Organise participants into **men-only** and **women-only** small groups.
2. Ask each group to think of examples of potential or actual violent incidents or cases of harassment that have occurred within the union, whether in the workplace, or in union offices, meetings or social events, and discuss:
 - a. Who were the victims?
 - b. Who were the perpetrators?
 - c. What were the circumstances and what were the causes?
3. Using the flipcharts provided, ask each group to note down the main points raised in the discussion for presentation to the plenary group, paying particular attention to the possible root causes and risks of violence and harassment within the union.
4. Invite each group to present their conclusions to the plenary
5. Discuss in plenary:
 - a. What are the differences in experiences between the men and women?
 - b. What are the similarities?
 - c. What could be the underlying causes and risks of violence and harassment in the union?
 - d. Using what we have learnt so far, how can we use the adoption of C190 as a tool to address violence and harassment?

Reforming our union's culture

▶ Aim:

To explore and discuss examples of violence or harassment while undertaking union work or attending meetings and events and identify possible direct and indirect causes of violence or harassment within the union.

▶ Tasks:

1. Think of examples of potential or actual violent incidents or cases of harassment that you have experienced within the union, whether in the workplace, or in union offices, meetings or social events. Discuss:
 - a. Who were in the situation of victims?
 - b. Who were in the situation of perpetrators?
 - c. What were the circumstances and what were the causes?
2. Using the flipcharts provided, note down the main points raised in the discussion for presentation to the plenary group.

PART 2. Aims:

To consider practical proposals for action that could

- integrate the principles of C190 into the union
 - reduce the risk of violence and harassment within our union, particularly the risk of gender-based violence
 - encourage members who are vulnerable to speak out and take an active role in building a supportive, inclusive and democratic organisation
1. Organise the participants into **mixed groups** of men and women, but in different categories, depending on the nature of the event. Groups could be organised, for example, by the role in the union (staff/organisers, elected leaders, rank and file members etc.), by employment status (full-time salaried, temporary, self-employed, informal etc.), by nationality, ethnicity or faith, or other important identities that affect power or vulnerability.
 2. Ask each group to consider what has been learnt about the provisions of C190 so far and discuss what can unions do to reduce the risk of violence and harassment within organisation, particularly gender-based violence, with particular reference to:
 - a. New or amended rules, internal policies or procedures?
 - b. New or amended structures?
 - c. Education and training
 3. Give each group about 20 blank postcard-sized cards and marker pens, and ask them to note down their ideas, one idea per card (e.g. “develop an internal policy on violence and harassment”, “designated officer to be trained in victim support”, “gender-awareness training for all shop stewards”, “women-only spaces at union conferences”).
 4. Designate three large spaces on walls or provide three display boards, each one labelled accordingly: *Rules, Policies and Procedures; Union Structures; Education & Training*
 5. When the groups have completed their discussion, ask everyone to leave their seats and pin or stick their cards in the appropriate display area.
 6. Gather everyone around each display area in turn and ask them to group the cards together by common themes or proposals.
 7. Return everyone to their seats and summarise the proposals and ideas from each display board.

12

ACTIVITY

Reforming our union's culture

▶ Aim:

To consider practical proposals for action that could

- integrate the provisions of C190 into our own unions
- reduce the risk of violence and harassment within our union, particularly the risk of gender-based violence
- encourage members who are vulnerable to abuse to speak out and take an active role in building a supportive, inclusive and democratic organisation

▶ Tasks:

1. Discuss what unions can do to reduce the risk of violence and harassment and build a supportive, inclusive and democratic organisation, with particular reference to our
 - a. Rules, policies and procedures?
 - b. Union structures?
 - c. Education and training?

Remember, C190 also applies to our own unions too. You should consider what you have learnt so far about the scope and provisions of the Convention and integrate these ideas into your proposals.

2. Using the cards and marker pens provided, note down your ideas or proposals, one per card

ACTIVITY 13

ENGAGING MEN AGAINST VIOLENCE AND HARASSMENT

Facilitators Notes

Time needed:

- 2 hours

Resources needed:

- At least two separate rooms or spaces
- Flipcharts and pens
- Pins, sticky tape or adhesive putty (e.g. BluTac)
- Sufficient wall space or display boards to display completed flipcharts
- Copies of the general principles outlined in section 2.4 'Handling Complaints of Violence and Harassment in the World of Work' in the guide

Aims:

- To explore how men experience violence and harassment in the world of work, compare how women and men see the effects and causes of violence and harassment, and consider what steps men can take to prevent it and provide support to the victims.

Tasks:

1. Organise participants into **men-only** and **women-only** small groups. (For smaller events, e.g. with less than 12 participants, simply organise them into a men's group and a women's group). Ensure that the men's groups and the women's groups are in separate areas or rooms from each other and are not able to hear one another.
2. Introduce the activity to the men's groups and the women's groups separately and display or distribute copies of the activity.
3. **Men's groups:**
 - a. Ask each man to describe to the rest of the group an example of when they have directly experienced violence or harassment at work. Remind them that violence or harassment includes verbal or non-verbal aggression, sexual harassment, online harassment etc.
 - b. After everyone in the group has described an incident, provide a flipchart and ask them to draw four columns:

Perpetrators	Effects and Reactions	Underlying causes	Union Action
--------------	-----------------------	-------------------	--------------

- c. in each column, identify and note down:
- Who were in the situation of perpetrators? (e.g. manager, colleague, customer, third party...)
 - What were the effects on you, and how did you react?
 - What do think were the underlying causes of the violence or harassment?
 - Imagining that you are the workplace union representatives, how would you support those who were in the situation of victims, and what action would you take?
4. **Women's groups:**
- a. Ask each woman to describe an example of violence or harassment at work, **where men have been in the situation of victims**. Remind them that violence or harassment includes verbal or non-verbal aggression, sexual harassment, online harassment etc.
- b. After everyone in the group has described an incident, provide a flipchart and ask them to draw the same four columns:
- c. in each column, identify and note down:
- Who were the perpetrators? (e.g. manager, colleague, customer, third party...)
 - What were the effects on the men, and how did they react?
 - What do think were the underlying causes of the violence or harassment?
 - Imagining that you are the workplace union representatives, how would you support the victim and what action would you take?
5. When all of the groups have completed their flipcharts, invite everyone back into the same room and ask each group to fix their flipcharts to the walls or display boards.
- a. ask the men's group(s) and then the women's group(s) to present their flipcharts to the plenary
- b. ask the group as a whole to identify the main differences in the men's and women's presentations and discuss why there are differences
6. Conclude with a plenary discussion by asking
- How do we encourage men to take an active role against violence and harassment in the world of work?***

Engaging men against violence and harassment

Men's Group

▶ Aim:

To explore how we experience violence and harassment in the world of work.

▶ Tasks:

1. Each in turn, describe an example of when you have directly experienced violence or harassment at work. Remember that violence or harassment includes verbal or non-verbal aggression, sexual harassment, online harassment etc.
2. Using the flipchart provided, draw together the examples and note down:
 - a. Who were in the situation of perpetrators?
 - b. What were the effects on you?
 - c. What do think were the underlying causes of the violence or harassment?
 - d. Imagining that you are the workplace union representatives, how would you support the victim and what action would you take?
3. Nominate a member of the group to present the results of the discussion in plenary session.

Engaging men against violence and harassment

Women's Group

▶ Aim:

To explore how men experience violence and harassment in the world of work.

▶ Tasks:

1. Each in turn, describe an example of violence or harassment at work, where men have been the victims. Remember that violence or harassment includes verbal or non-verbal aggression, sexual harassment, online harassment etc.
2. Using the flipchart provided, draw together the examples and note down:
 - a. Who were in the situation of perpetrators?
 - b. What were the effects on those people who were in the situation of victims?
 - c. What do think were the underlying causes of the violence or harassment?
 - d. Imagining that you are the workplace union representatives, how would you support the victim and what action would you take?
3. Nominate a member of the group to present the results of the discussion in plenary session.



Global Labour Institute

The Global Labour Institute in Manchester (GLI Network Ltd) is a not-for-profit company providing research and education for the international trade union movement. GLI is a member of the GLI Network, an alliance of organisations promoting international solidarity among trade unions and other organisations and movements of civil society. Alongside GLI Manchester are GLI Geneva, ReAct (GLI Paris), the Praxis Center (GLI Moscow) and City University of New York School of Labor and Urban Studies (GLI New York).

Global Labour Institute

541 Royal Exchange,
Manchester M2 7EN, UK

gli-uk@global-labour.net

GLI Manchester: <http://gli-manchester.net/>

GLI Network: <http://gli-network.net/>