

Module 1 Empowering Women

a strong stand for women's participation in trade union life





1 Empowering Women

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1.0

Introduction to the Module

While women are becoming an important part of the workforce in transport, workplace-related changes to back up this trend are rather slow: working conditions and workplace culture are still male-centred, health and safety policies are still gender-neutral, pay gaps persist, and so does gender discrimination.

The need to cope with home-related responsibilities will influence women's choice of jobs. They will be more inclined than men to opt for those transport occupations that offer flexibility – part-time, fixed-term contracts, etc. Indeed, women remain over-represented in occupations that are poorly paid and are predominant in flexible types of employment. Most of these jobs are available in sectors and companies which offer the least job security. Flexible jobs come with a high risk of job insecurity, poor working conditions, limited access to social security and benefits. A gender-segregated industry will always facilitate and perpetuate discrimination. The fact that jobs can be perceived as 'feminine' or 'masculine' will influence the hiring and firing decisions of the employer, for example.

In this context, transport trade unions have to meet a key challenge: put gender equality at the core of their policies and of collective bargaining to ensure visibility, job and life security for the female workforce in transport. Women transport workers will play an essential role in this process as soon as they get the power to voice their concerns and encourage their unions to tackle their needs and interests along with the other traditional workplace issues.

Empowerment is all about becoming aware of the fact that you have choices, that you can influence and you can take control over the timing and way your needs and interests are dealt with. This module is dedicated to women transport workers who would like to become more actively involved in their trade unions.

Module 1 of this training package aims to empower women transport workers – rank and file trade union members – to promote gender equality at all levels where they can make a change. Its learning objectives consist in helping women map the gender situation in their trade union, explore best ways to promote a gender equality culture with their trade unions, become aware of their leadership qualities and make up their mind on whether to stay involved in the union movement as an active member or as a union representative or leader.



This module is structured in two chapters, with Chapter 1.2 divided into four sub-chapters, reflecting its twofold focus: on acquiring knowledge and on developing self-awareness and further skills.


Chapter 1.1 is intended to make you acquainted with your workplace trade union, its structure, its connections with your workplace and its place in the bigger trade union picture. It equally looks into how women are represented in your union. Once you have the broad view and are able to fit your workplace in the union context, you will understand what is in place already and what is still needed to have your voice heard up to the top union level, when speaking up on the gender issues.

Imagine now that, while going through the fact-finding activities of Chapter 1.1, you find out that your union is just at the very beginning with its gender equality work. Chapter 1.2 may provide you with some answers on how to deal with this situation, as it aims to empower and promote women from amongst your colleagues in union work. Chapter 1.2 is in turn split into four sub-chapters, all converging towards the above aim, by conveying the following messages:

- It takes unions to get closer to women's needs and interests in order to encourage their valuable input into union and workplace life;
- It takes women to become aware of their skills and qualities, of prospects for further self-development, as well as of procedures and opportunities their union offer, in order for them to make it to the top union structures;
- Once women decide to become more involved in the union life, it takes a lot of support and interaction between them and their workplace colleagues in order to make sure that they are a voice for your workplace gender issues.

With regards to women's participation in trade union life, the module and its activities refrain from focusing on leadership as the sole form of participation. Instead it starts from the premise that there are many ways and many options for union involvement: from an active member, workplace spokesperson or union campaigner to more formal positions such as union representative, trade union board member or union leader. To this extent, a few activities are centred on individual evaluations, not only of skills but also of personal aspirations and reflections about you and where you see yourself in your future union work.

Last but not least, one of the sub-chapters takes gender discrimination as an example. There were a number of reasons for which gender discrimination was chosen here as a focus topic. Firstly, it makes it easier for you and your colleagues to relate to the content and activities of this module, and revisit some of its learning objectives by applying them to a concrete topic. Secondly, as mentioned in the beginning of this introduction, gender discrimination is a persisting reality in transport and has a deep impact on personal development and self-confidence. In transport, women are more likely to experience gender discrimination as early as their first contact with the industry, when applying for jobs. Recognising work-related gender discrimination, signalling it to your trade union, getting the right support to deal with it will make you stronger in as much as it will enable you to overcome one of the most critical barriers to empowering women transport workers.

In terms of methodology, Module 1 is largely based on the Skills Workshops that accompany this training package.  SW1 to 3 give valuable indications to the trainer on how to handle some of the more complex activities of this module.

We hope that by the time this module is complete you will feel empowered and able to put gender equality issues high on the union agenda.

Share your knowledge with others, and think that the more women involved in the trade union the greater the visibility of gender equality in transport.



Empowerment is all about becoming
aware of the fact that you have choices





1.1

Trade unions in your workplace

You more than likely picked up this module as you thought it was about time that you and your colleagues became more active in gender equality union work. Well, if so, your journey starts now. And thus, to get a good start, you would need to be clear about the basics. You would need to have a clear understanding of your union presence at the workplace and about how it fits into the sector, branch, national and international union movement.

This is the aim of Activities A1.1 and A1.2. You will also need to know how far your union is in respect of women's work. Activity A1.3 aims to enhance your knowledge base and ideas in this respect. Lastly, should you be motivated to become a trade union representative, a better understanding of rights, responsibilities and time required is very important. Activity A1.4 focuses on rights and protection of union representatives as a first glimpse of their complex role and work. Rights and protection, as well as networking (to be dealt with in chapter 1.2.3 of this module), will provide you with the real backing in your journey to become union representative, should you choose this path, which is precisely why Activity A1.4 looks into this topic.

Since this chapter of Module 1 is about acquiring and structuring knowledge, all its activities would require some preparation and collection of information in advance, or the presence of your workplace trade union representative throughout the activities. If you choose to invite a union representative to your training session, she or he would need to prepare the information required for the activities in writing and hand it out at the end of each activity to the participants, including all the information needed about the union, its gender work and structure, and rights and protection of union representatives. This will make it much easier for you to include this information in your learning diary.

Key to empowerment is knowledge. And knowledge is power!



A1.1

Activity

Mapping trade union presence at your workplace

Before the training session:

This activity includes questions that require preparation before the training session. You can distribute copies of Activity A1.1 to participants prior to the session, asking them to search for information and prepare answers to the questions. Alternatively, you can invite a union representative to your training session to cover the topics raised. Remember to give her/him a copy of this activity in advance to prepare the answers.

During the training session:

Get participants into one group to share the prepared information in Task 1. If a union representative is attending, s/he should be there for the entire duration of this session.

Equipment and materials:

Paper, pens and copies of Activity A1.1 and the information sheet prepared by the union representative.

Time for Task 1

1 hour and 30 minutes

Time for Task 2

5 - 10 minutes

Task 1

Discuss the following questions with your union representative or use the information you researched before the training session:

Is there a trade union in your workplace?

If **Yes**, then answer the following:

1. Is there more than one union in your workplace?
2. Who does/do the trade union(s) represent?
3. How many workers are unionised at your workplace?
4. How many potential members are in your workplace?
5. How many union representatives are at your workplace?
6. Does your union have negotiating rights? See Module 2 for collective bargaining and negotiation rights.
7. What does your union do for the workers at your workplace?

If **No**, then discuss the following questions:

8. What are the reasons why there is no union at your workplace?
9. Do you know which trade union could organise your workplace? If you do not know, how can you find out?

Task 2

Summarise your answers and findings from Task 1 in the learning diary.

By the end of this activity you should have:

- a better understanding of the trade union presence and representation in your workplace.

What next?

Encourage other colleagues in your workplace to join the union. Being unionised gives you more strength, enables you to achieve better pay and working conditions and builds solidarity amongst colleagues. See ETF website: www.itfglobal.org/etf/project-organising-negotiating.cfm for more details on organising.

Q1

A1.1

Example

To help you better structure your answers and findings

To help you better structure your answers and findings from Task 1, collate your information either in a *mapping form* or a *trade union family tree*. In case your workplace is not unionised, collect information about the reasons, as well as about the unions who could represent you in the future, in a *fact-finding sheet*.

On the right, there is an example of a *mapping form* based on the questions of Task 1, as well as an example of a *trade union family tree* as an alternative to the *mapping form*. Also on the right, a sample of a *fact-finding sheet* on future possible union presence at your workplace.

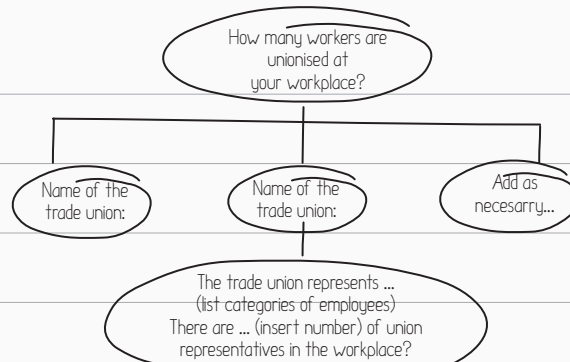
Remember!

The content of the *fact-finding sheet* is just an example. Your findings may differ.

A1.1 Mapping form on trade union presence at your workplace

Is there a trade union in your workplace? If YES then:	Answers:
1. Is there more than one union in your workplace?	
2. Who does/do the trade union(s) represent?	
etc.	

A1.1 Trade union family tree



A1.1 Fact-finding sheet on future possible union presence at your workplace

Is there a trade union in your workplace? If NO then:	Answers:
1. What are the reasons why there is no union at your workplace?	<ul style="list-style-type: none"> The employer is hostile to trade unions; The workplace is part of a new company business or department and all workers are new recruits; ...etc.
2. Do you know which trade union could organise your workplace?	(list the unions)



A1.2

Activity

Placing your union in the broader trade union movement



Before the training session:

This activity includes questions that require preparation before the training session. You can distribute copies of Activity A1.2 to participants prior to the session, asking them to search for information and prepare answers. Alternatively, you can invite a trade union representative to your training session to cover the topics raised. Remember to give her/him a copy of this activity in advance, to prepare the answers.

During the training session:

Get participants into one group to share the prepared information in Task 1. If a union representative is attending, s/he should be there for the entire duration of this session.

Equipment and materials:

Paper, pens and copies of Activity A1.2 and the information sheet prepared by the union representative.

Time for Task 1

30 - 45 minutes

Time for Task 2

5 - 10 minutes

Task

1

Discuss the following questions with your union representative or use the information you researched before the training session:

1. What is the structure of your trade union?
2. Is your union affiliated to any European and international trade union organisations?
3. Does your company have a European Works Council (EWC)? If so, is your union represented in the EWC?
4. Does your union have links with unions in other workplaces in the transport sector? If so, how do the unions cooperate?
5. Do your workplace union representatives hold positions in trade union structures? If so, which ones: bargaining structures, branch, regional, national, international?

Task

2

Summarise your answers and findings from Task 1 in the learning diary.

By the end of this activity you should have:

- a better understanding of trade union structure at your workplace and beyond;
- a better understanding of how you are related with and represented in all union structures: company level, sector, national and international

What next?

Assess if there are any opportunities to become more involved in your trade union work. At what level may this involvement be? Think about benefits that this may bring to your colleagues and to the trade union in your workplace.

Q

A1.2

Example

To help you get a clearer picture

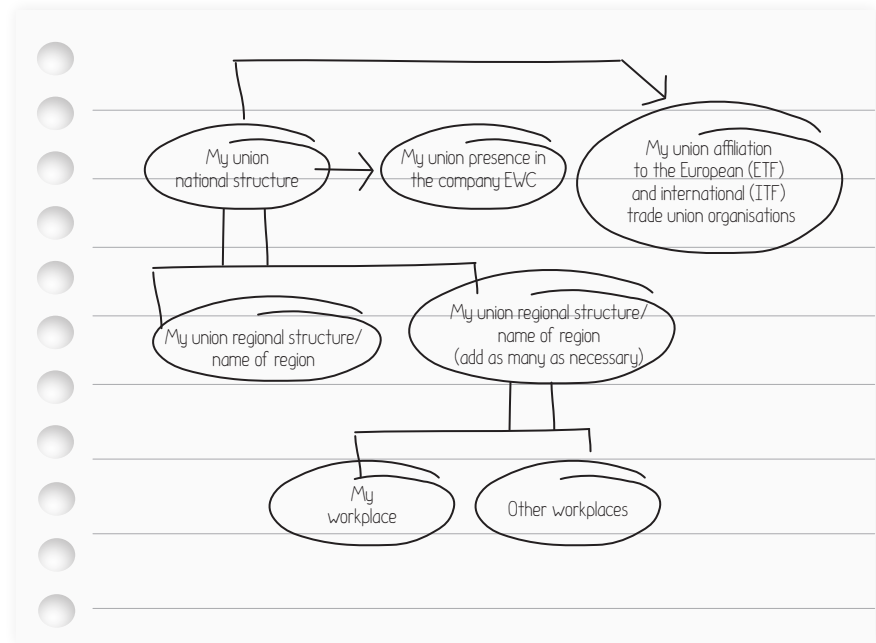
To help you get a clearer picture of your trade union structure as well as its place in the national and international trade union movement, collate your information in a *diagram*.

On the right, there is an example of such *diagram*.

Remember!

The content of the *diagram* on the right is only an example. Your own diagram may look different.

A1.2 Diagram on your trade union structure and place in the trade union movement



Q

A1.3

Activity

Identifying the women's structures and representation in your trade union



Before the training session:

This activity includes questions that require preparation for Task 1 before the training session. You can distribute copies of Activity A1.3 to participants prior to the session, asking them to search for information and prepare answers. Alternatively, you can invite a trade union representative to your training session to cover the topics raised. Remember to give her/him a copy of this activity in advance to prepare the answers.

During the training session:

Get participants into one group to share the prepared information in Task 1. If a union representative is attending, s/he should be there for the entire duration of this activity. Keep participants in one group for a brainstorming session in Task 2.

Equipment and materials:

Paper, pens and copies of Activity A1.3, SW2 and the information sheet prepared by the union representative.

Time for Task 1

20 - 30 minutes

Time for Task 2

10 - 15 minutes

Time for Task 3

5 - 10 minutes

Task

1

Discuss the following questions with your union representative or use the information you researched before the training session:

Understand the existing gender law and policies:

1. Is there a law in your country to regulate gender quota?
2. Does your union have effective policies on gender equality?

Map the presence of women in your workplace:

3. How many women work in your workplace?
4. How many women are members of your union in your workplace?
5. What about the rest: are they members of another union? If so, which one?
6. In your workplace, are there any women union representatives?
7. Is there a Women's Committee or similar structure in your union? If so, how is your workplace represented on the Women's Committee?

Understand women's representation in your union:

8. How are union representatives elected in your workplace?
9. How does your union support women trade unionists to become workplace representatives?

Task

2

Discuss possible practical steps you and your trade union can take to start up or improve women's trade union representation in your workplace. SW2 may help you with this.

Task

3

Summarise your answers and findings from Task 1 and Task 2 in your learning diary.

By the end of this activity you should have:

- a better understanding of the current position of women in trade union structures in your workplace;
- a list of ideas on how women's trade union representation could be improved in your workplace

What next?

See if there are any opportunities to support the election of women workplace representatives or to promote your women's representatives in higher trade union structures (e.g. Executive Committee, Women's Committee). Your findings will be very useful in Activity A1.5.

Q

A1.3

Example

To help you better structure your answers and findings

To help you better structure your answers and findings from Task 2, collate them in a *checklist on practical steps to improve women's structures at your workplace*.

On the right, there is an example of such a *checklist* based on  SW2.

Remember!

The content of the *checklist* on the right is just an example. Your workplace structures may differ.

A1.3 Checklist on practical steps to improve women's structures at your workplace

Steps	Questions	Issues / Ideas
1.	What do you want to achieve?	<ul style="list-style-type: none"> • A woman representative elected onto the union board; • A woman as a workplace union representative; • Better gender measures and activities at the workplace
2.	Prioritise	<ol style="list-style-type: none"> 1. A woman as a workplace representative; 2. Better gender measures and activities at the workplace; 3. A woman representative elected in the union board.
3.	How will you achieve your set priorities?	Getting a woman workplace representative: <ul style="list-style-type: none"> • At the workplace, get the women together and discuss their specific needs (e.g. need for child care, family-friendly shifts for workers, issues related to paternity benefits); • Talk to your union representatives about these needs and the benefits of having more women union workplace representatives to promote these issues; • Identify potential women candidates for union workplace representatives and see how you can get them elected.
4.	Once you know HOW to achieve your set priorities, determine: Who coordinates the plan? Who does what and when?	Get your colleagues together and: <ul style="list-style-type: none"> • nominate a coordinator in charge with the coordination of the above plan; • decide on a distribution of tasks; • decide on a time frame for the plan, with deadlines to reflect the election procedures.
5.	Who do you need to contact, talk to, win as an ally etc.	Contact your trade union, the union members you wish to represent in the future or your network. Use Activities A1.I0 and A1.I1 as a help.
6.	Other considerations	Are there any issues that may prevent there being a woman candidate, e.g. the attitude of the local management towards women or lack of time of women colleagues to take up the challenge?



A1.4

Activity

Rights and protection of trade union workplace representatives



Before the training session:

This activity includes questions that require preparation before the training session. You can distribute copies of Activity A1.4 to participants prior to the session, asking them to search for information and prepare answers. Alternatively, you can invite a trade union representative to your training session to cover the topics raised. Remember to give her/him a copy of this activity in advance to prepare the answers.

During the training session:

Get participants into one group to share the prepared information in Task 1. If a union representative is attending, s/he should be there for the entire duration of this session.

Equipment and materials:

Paper, pens and copies of Activity A1.4 and the information sheet prepared by the union representative.

Time for Task 1

30 minutes

Time for Task 2

5 - 10 minutes

Task

1

Discuss the following questions with your union representative or use the information you researched before the training session:

Rights:

1. What workplace rights do your union workplace representatives benefit from?
2. Are these rights guaranteed by national laws or by agreements? If by agreements, at what level: national, sectoral or company?
3. Does your management comply with these guaranteed rights?
4. If not, do you have any ideas on how to improve the situation at your workplace?

Protection:

5. What workplace protection do your union workplace representatives benefit from?
6. Are these forms of protection guaranteed by law, by agreements and/or internal company procedures and policies? If by agreements, at what level: national, sectoral, company level? If there are additional company policies, name them.
7. Does your management comply with their obligation to protect union representatives?
8. If not, do you have any ideas on how to improve the situation at your workplace?

Task

2

Summarise your answers and findings from Task 1 in the learning diary.

By the end of this activity you should have:

- a better understanding of what rights and protection your workplace union representatives have, by law or by means of agreements;
- a better understanding of what the shortcomings still are, with respect to union rights and protection at your workplace;
- possible ideas to address the shortcomings.

What next?

Meet again and discuss the next steps to deal with the shortcomings and pursue these ideas. If you are interested in more details about rights and protection at the workplace go to the following ETUI website: www.worker-participation.eu



Once you have the broad view and are able to fit your workplace in the union context, you will understand what is in place already and what is still needed to have your voice heard up to the top union level, when speaking up on the gender issues.



To help you better structure your answers and findings

To help you better structure your answers and findings from Task 1 collate your information in a *comparative chart*, to measure the legally guaranteed rights and protection against the reality in your workplace, as well as to point out shortcomings and ideas on how to address them.

On the next page, there are two examples of such *comparative charts*. The first focuses on *Rights* and the second focuses on *Protection* of workplace union representatives. In both *charts*, the first column includes some of the most common trade union rights and forms of protection.

Remember!

The content of the *comparative charts* on the next page are examples only. Your findings may differ, reflecting the situation at your workplace.



A1.4 Comparative chart on *Rights* of workplace union representatives:

Right	Guaranteed by law or agreement (if latter, what level of agreement)	Current situation at your workplace	Shortcomings	Ideas on how to address the shortcomings
Time off for trade union activity without loss of pay.	Guaranteed by law; the exact amount of time off is guaranteed by collective agreement.	Trade union representatives have not taken all the time off they are entitled to, and occasionally they carry out their union activities in their spare time.	The local management makes it very hard for union representatives to take time off for trade union activities. Therefore, union representatives often have to carry out union work in their spare time.	Post up, on the company/ workplace information boards, extracts of the law and/or the collective agreement that guarantee the right to time off. Ask for a meeting between management and union representatives to ensure that the management complies with the legal requirements.
Right to training during working time and without loss of pay.	Guaranteed by law; the exact number of days is stipulated by collective agreement.	The only training organised for the workplace union representatives is during the weekend.	Union representatives have to fit the training in during their spare time (weekend) and are not remunerated for the time spent on training.	As above.

A1.4 Comparative chart on forms of *Protection* for workplace union representatives:

Form of protection	Guaranteed by law or agreement (if latter, what level of agreement)	Current situation at your workplace	Shortcomings	Ideas on how to address the shortcomings
Protection against dismissal	Guaranteed by law.	The management announced some business reorganisation measure. As a result, the only job-loss is the one of your union representative.	The local management fails to comply with the law.	Contact the central trade union and file a formal complaint with the central company management and the government levels in charge of discrimination.
Protection against discrimination based on union activity	Guaranteed by law, but companies may also have general policies in place to address discrimination.	Your union representative recently confronted the local management on a pay issue. A few months later the management transferred her/him to another job that is paid less and involves only night shifts.	The union representative will no longer be in direct contact with the workers s/he represents.	As above. See Activities I.12-I.14 for more on gender discrimination.



1.2

Improving women's participation in trade union life

What is the key for a better participation of women transport workers in trade union life and activities? How can women better organise themselves at the workplace and make sure that their needs and interests get on the union agenda?

This chapter of Module 1 is meant to help you find answers to some of these questions, since no one is better placed than you in knowing the particularities of your workplace situation, the density of women union members, their needs and opportunity to communicate, their readiness to voice their concerns and to get represented in your trade union structures and bodies. These will all determine your success in improving women's participation in trade union life and at the workplace.

With chapter 1.1 of Module 1, you had the chance to get to know better your union and its gender activities. This chapter takes you a step further. It looks at ways to get women at the core of the union work. Chapter 1.2.1 on **Getting women involved in union work** looks at how, generally speaking, unions can be more inclusive as regards their women membership. With chapter 1.2.2 on **Women as trade union representatives** it is time to discuss steps for a better representation of women in trade union structures. However, this chapter in no way intends to convince you to take up a formal position in union structures. Your contribution will be valued and helpful no matter whether you want to stay a simple union member or want to take a leadership journey within your union. Chapter 1.2.3 on **Building trade union networks** may be the right way to make your voice heard and to get support for your future women candidates and representatives. As more and more women become involved in union work and some want to make it to the top of the union structures, getting together in networks – or making use of existing ones – will give you strength and visibility. Last but not least, chapter 1.2.4 picks up – from the most common gender workplace issues in transport – one of the most challenging ones, gender discrimination, guiding you through steps to recognise its forms and to address it together with your colleagues and your trade union. Indeed, in transport, forms of gender discrimination are encountered not only at recruitment, but also in areas such as career path and wages.

By the end of this chapter you will feel – we hope – empowered and able to put gender equality issues high on the union and bargaining agenda by becoming more active within your union structures. Share your knowledge with the others, and think that the more women become involved in trade union life, the greater the visibility of gender equality in transport will be.

You can be the voice of your union!



1.2.1

Getting women involved in union work

Getting women involved in union work is a two-way street: it takes women to become active and unions to become more sensitive to women's needs and, once this awareness is achieved, to draw them closer to the core of their work.

Activity A1.5 aims to assess whether your workplace union has yet made the first steps to encourage equal participation by both men and women in its work. Is the union language women-friendly or too male-centred? Are meetings focused on issues that interest equally men and women? Last but not least, you are then asked to come up with ideas about how the existing situation could be improved. With Activity A1.6, you will focus specifically on women's participation in union meetings, as this is one of the quickest and easiest ways to grasp how sensitive unions are to women's time constraints. This activity is based on the well-known situation whereby due to their home-related tasks, women will be less able to attend meetings held for instance after work. We chose to focus on women's participation in union meetings as we presumed that at one point in time at least some of you were confronted with the experience. Moreover, we aimed to raise awareness amongst you that attending union meetings plays a key role not only in empowering women, but also in providing the opportunity to involve them in information exchanges, and in shaping up the union priorities.

The activities of this sub-chapter are a mix of work in small groups and plenary sessions. None of the activities requires preparation in advance of the training session. Remember to paste your findings and answers in your learning diary. It is essential that you communicate your findings and conclusions from the activities - as well as your ideas on how to improve women's participation in union life - to your colleagues, trade union representatives and officials.

It takes transport workers to fight for women transport workers!



A1.5

Activity

Drawing unions closer to gender issues

Before the training session:

There is no pre-training preparation for this activity. Bring the notes from your learning diary related to Activity A1.3.

During the training session:

Get participants into small groups to discuss Task 1. Task 2 is a plenary session.

Equipment and materials:

Paper, pens and copies of Activity A1.5.

Time for Task 1

15 - 20 minutes

Time for Task 2

20 - 30 minutes

Time for Task 3

5 - 10 minutes

Task 1 Discuss in small groups the following questions and list any issues that prevent women from getting involved in trade union life.

Use your notes in the learning diary from Activity A1.3 as they provide the background information on women's structures in your trade union.

1. Do you think women are involved enough in the union life? If not, why?
2. Does your union have any priorities that include specific gender issues affecting women at your workplace?
3. How does your union communicate with its members? Is the union language inclusive and not too male-focused?
4. Do you feel confident to take up gender issues with your union? If not, why?
5. Do you participate in training sessions or any other activities organised by your trade union?
6. What does your union do at your workplace for its women members?
7. What could you do to improve the situation of women in your union?

Task 2 Share your findings in plenary and come up with practical ideas on how to involve more women in the union life.

Discuss how you could communicate these ideas to your union.

Task 3 Summarise your findings from Task 2 in the learning diary.

By the end of this activity you should have:

- a better understanding of the general barriers that may prevent women from becoming more involved in the union life;
- a better understanding of the impact these barriers have on the involvement of women in the union life;
- ideas on how to improve the situation.

What next?

Keep your discussion points and findings for later. They will be useful for Activities A1.6 and A1.7.

Q

A1.5

Example

To help you carry out tasks 1 and 2

To help you carry out Tasks 1 and 2, collate your information in a *comparative table*.

On the right, there is an example of such a *comparative table* based on selected questions of Task 1.

Remember!

The content of the *comparative table* on the right is an example only. Your findings may differ, reflecting the situation at your workplace and your union.

A1.5 Comparative table regarding issues and practical ideas on how to improve the involvement of women in the union life

Questions	Issues	Practical Ideas
1. Do you think women are involved enough in the union life? If not, why?	No, women are not involved enough, because:	• Plan union activities in a way which allows to reconcile family responsibilities and union activities;
	• Family responsibilities clash with union activities;	• Do a survey amongst women at the workplace to identify specific issues to be tackled by the union.
	• The union focuses on general topics rather than issues that affect also women.	
2. Does your trade union have any priorities that include specific issues affecting women at your workplace?	The current union priorities include only:	• Get the union list of priorities and discuss it with the women in your workplace from a gender perspective;
	• Improving working conditions but starting with those male-dominated workplaces (drivers, dockers, etc.);	• Make a women's priority list, to complement the union priorities and then have a discussion with your union.
	• Negotiating better working time provisions, but for full-time jobs only, rather than the female-dominated part-time jobs;	
	• Addressing some pay issues, but no initiative yet to analyse and address the pay gap between women and men performing the same type of job.	



A1.6 Activity

Identifying and addressing barriers to women's participation in union meetings

Before the training session:

There is no pre-training preparation for this activity. Bring the notes from your learning diary related to Activity A1.5.

During the training session:

Get participants into small groups to discuss Task 1. Task 2 is a plenary session.

Equipment and materials:

Paper, pens and copies of Activity A1.6

Time for Task 1

15 - 20 minutes

Time for Task 2

30 minutes

Time for Task 3

5 - 10 minutes

Discuss in small groups the following questions and make a list of barriers that may prevent women from participating in union meetings:

Task 1

1. Where are the union meetings organised? Can women easily get to the meeting place(s)?
2. How are these meetings communicated? Do women and men have the same access to this information?
3. What time of the day are the meetings organised?
4. What issues are on the meeting agenda? Are there any gender issues raised? By whom (men or women)?
5. Do you feel you have the confidence to participate and express yourself freely in the union meetings?
6. Are there other reasons preventing women in general from participating in union meetings?

Share your findings with the other groups in plenary and discuss what you and your union can do to overcome these barriers.

Task 2

Summarise the findings from Task 2 in your learning diary.

Task 3

By the end of this activity you should have:

- a better understanding of what prevents women from attending trade union meetings;
- a better understanding of what depends on you and what depends on your trade union in addressing these barriers.

What next?

Together with your colleagues you can create a plan to help you tackle these barriers.

Q

A1.6

Example

To better structure your findings

To better structure your findings from Task 1 collate your information in a *comparative table*.

On the right, there is such a *comparative table* addressing selected questions from Task 1.

Remember!

The content of the *table* on the right is only an example. The barriers and solutions identified by you may be different.

A1.6 Comparative table on barriers and possible solutions to a better participation of women in trade union meetings

Questions	Identified barriers	Possible solutions
3. What time of the day are union meetings organised?	The meetings are always scheduled in the evening, after work.	Discuss with your colleagues what is the best timing for everyone to be able to participate in union meetings. Approach your trade union proposing better timing for these meetings, to allow equal participation opportunities for all members, men and women.
4. What issues are on the meeting agenda? Are there any gender issues raised? By whom (men or women)?	Protection equipment for vehicle maintenance workers (a male-dominated workplace); pay rise for overtime (but most of the workers working overtime in the company are men).	Make a list of gender issues and discuss them with your colleagues. Get your issues on the meeting agenda by talking or writing to your union representative.
5. Do you feel you have the confidence to participate and express yourself freely in the union meetings?	When attending meetings, mostly men take the floor. When women union members want to take the floor, they are either overlooked or interrupted when talking.	Prepare in advance your topics, your interventions and the support you want from your colleagues. In preparing your intervention, link your topics to the wider interests of your colleagues.



1.2.2

Women as trade union representatives

It is essential for women to get involved in trade union life and work if they want to achieve better gender equality in their workplace, or at union level. This can be done in formal or informal ways. Not all women active in the trade unions want to become leaders. Hence, this chapter of Module 1 refers to union representatives, leaving the leadership objective to your choice and future consideration.

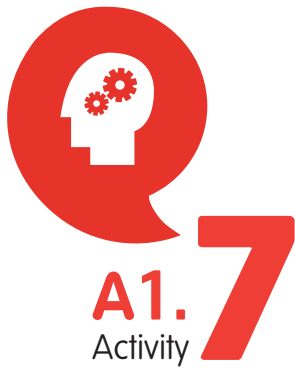
This chapter of Module 1 is addressed to those women union members who are ready to take their union involvement one step further and actually want to become union representatives. The activities of this chapter would - in the first place - help you make up your mind whether you want to be a union representative or get involved in the trade union life in a different way. Activities A1.7 and A1.8 will help you assess where you situate yourself in terms of knowledge and skills, as well as what upcoming opportunities your union can offer to those of you who want to become union representatives. With Activity A1.9, time is there to prepare yourself as a candidate and get elected.

The three activities of this chapter build on each other so they will have to be carried out in order, one after another. Additionally, Activity A1.7 and A1.8 require individual work, as they focus on your personal assessment of qualities, skills and aspirations. None of the activities of this chapter requires preparation in advance of the training sessions. Remember to paste your findings and answers in your learning diary.

Many women have the skills and knowledge, they just need to be aware of their power!



No one is better placed than you in knowing your workplace situation, the needs of women union members, their opportunities to communicate and readiness to voice their concerns.



Your “ideal” woman union representative

Before the training session:

There is no pre-training preparation for this activity.

During the training session:

Get participants into small groups to discuss Task 1. Task 2 is done individually, by each participant. Task 3 is a plenary session.

Equipment and materials:

Big sheets of paper, pens and copies of Activity A1.7.

Time for Task 1

10 - 20 minutes

Time for Task 2

15 - 20 minutes

Time for Task 3

15 - 30 minutes

Time for Task 4

5 - 10 minutes

Task 1 In small groups, draw a picture of a woman on a large piece of paper.

Discuss and write or draw, using the picture, what kind of a person makes an “ideal” women union representative.

The following questions will help:

1. What sort of **knowledge** should she have, to make a good union representative?
2. What **skills** should she have?
3. What other personal **qualities or attributes** should she possess?

Task 2 Individually, answer once again the questions of task 1 but this time thinking of yourself:

1. What sort of **knowledge** do you have to make a good women union representative?
2. What **skills** do you have?
3. What other personal **qualities or attributes** do you possess?

Now compare yourself with the “ideal” woman union representative as described in Task 1 above, and answer the following questions:

1. What are your strengths? What are your weaknesses?
2. What can you do yourself to further develop your knowledge, skills and qualities or attributes?
3. Where do you need the help of others? Who can help and how?

Task 3 In plenary, one by one, share your findings about what you would still need to achieve to be an “ideal” woman union representative.

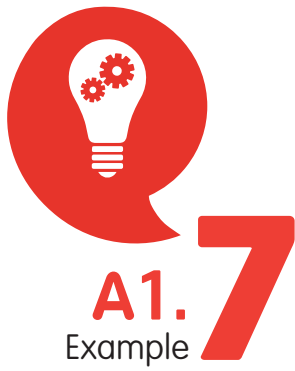
Task 4 Summarise the findings from Task 3 in your learning diary.

By the end of this activity you should have:

- a better understanding of the knowledge, skills and qualities/ attributes of an “ideal” woman trade union representative;
- a better understanding of the knowledge, skills and qualities/ attributes that you already have, as well as the skills and qualities that you could still develop;
- a better understanding of who could help you with your personal development and how.

What next?

Step back from your findings and take time to think whether you want to become a union representative.



To help you determine the knowledge, attributes and skills

To help you determine the knowledge, attributes and skills of your "ideal" woman representative, use the *pictogram* and the *comparative chart* on the right and the next page.

Remember!

The content of the *pictogram* and the *comparative chart* below are only examples. Your findings may differ.

A1.7 Pictogram on the "ideal" woman trade union representative – knowledge, skills and attributes

Knowledge:

- Clear knowledge about workplace issues, the union, gender equality, and the transport sector;
- Up-to-date with what the union is doing for its members;
- Good legal knowledge.

Qualities / Attributes:

- Reliable (says what she will do and does what she says);
- Confident (acts in a confident manner);
- Assertive (she is outspoken and determined).

Skills:

- Negotiating and bargaining skills;
- Communication skills;
- Decisive.

A1.7 Comparative chart on the evaluation of your skills and qualities

Your strengths	Your weaknesses	How to address your weaknesses	Who can help?
Being well informed / You have long experience working in the transport sector.	You do not always keep yourself up-to-date with all news, legal developments, research and information relevant for your sector	Make a brief list of most important websites and publications (government, trade union, European Commission, etc.). Start informing yourself regularly so that you catch up with the latest developments. Contact your union to see if they can provide you with additional information (in the form of newsletters, brochures, etc.)	Yourself Your union.
Workplace representation and negotiating skills / You are very good at listening to your colleagues and they often come to share their concerns with you.	You are not sure how to bring their issues up with the management and negotiate solutions	Find out if your trade union organises training courses for union negotiators. Usually, trade union centres organise regular training sessions on this subject. See whether you can be mentored by an experienced union member.	Yourself Your union.
Communication skills / You are good at preparing presentations for meetings.	You hesitate to spontaneously take the floor and you have no experience in conducting meetings.	Find out if there is any trade union training on communication skills you could attend. Find out if this is a common issue of workplace union representatives locally and, if so, ask the trade union to organise a training course for your local union representatives.	Yourself Your union



It takes women to become aware of their skills and qualities, of prospects for further self-development, as well as of the opportunities their union offer, in order for them to make it to the top union structures.



A1.8

Activity

Assessing what it takes to get into union positions

Before the training session:

There is no pre-training preparation for this activity. Bring the notes from your learning diary related to Activities A1.6 and A1.7.

During the training session:

Individually in your own time. You can share it with your colleagues in an informal way but there is no plenary session here.

Equipment and materials:

Paper, pens, copies of Activity A1.8.

Time for Task 1

15 - 30 minutes

Time for Task 2

5 - 10 minutes

The following questions may help you to decide if you want to become a trade union representative and may indicate a few initial steps:

Task 1

1. Do you want to become more involved in the trade union life?
2. If so, where do you see yourself in the trade union structure in the future? In which committee, working group or position?
At which level: local, regional, national, European?
3. Do you want to become a union representative?
4. If so, what are your reasons?
5. How much of your time would the new union function or position require?
6. Think about something positive that would help you get there.
7. Think about something that would prevent you getting there (a barrier). How would you overcome that barrier?
8. Who could help you in your journey within your trade union?
Is there a union representative you admire who can mentor you?
If so, how can you approach her/him for help and support?

By the end of this activity you should have:

- a better understanding of where you see yourself in the trade union structure;
- a better understanding of whether you want to become a trade union representative;
- a better understanding of who could help you on your leadership path.

What next?

Keep your notes for when you carry out Activity A1.9

Task 2 If you wish, you can include your thoughts in your learning diary.



A1.8

Example

To help you carry out Task 1

To help you carry out Task 1, collate your answers and thoughts in a *personal assessment* sheet and add, if you wish, your sheet in your learning diary.

On the right, there is an example of an *assessment sheet*.

A1.8 Personal assessment sheet on your desired journey in the trade union movement

Questions	Answers and thoughts
1. Do you want to be more involved in the trade union life?	
2. If so, where do you see yourself in the trade union structure in the future? In which committee, working group or position? At which level: local, regional, national?	
3. etc.	



A1.9 Activity

Getting ready to be elected - how to plan an election campaign

Before the training session:

There is no pre-training preparation for this activity. To carry out this activity you will have to first do Activities A1.7 and A1.8.

During the training session:

Get participants into small groups for Task 1. Task 2 is a plenary session.

Equipment and materials:

Paper, pens and copies of Activity A1.9. Notes in the learning diary from Activities A1.7 and A1.8.

Time for Task 1

20 - 60 minutes

Time for Task 2

30 - 60+ minutes

Time for Task 3

5 - 10 minutes

Task 1 In small groups imagine you want to plan an election campaign for a woman union representative.

Answering the following questions will help you to plan this campaign:

1. Where would you like to be in your trade union structure?
2. What positions are up for elections in your trade union?
3. Are these positions open to women only or to any trade union member irrespective of gender?
4. Who would you represent in that position?
5. What are the issues of those who you would represent? If you do not know, how could you find out?
6. What is your reason for wanting this position? Does your reason reflect what the union members want?
7. Are the union members aware of your reasons and of what you hope to achieve for them? If not, how will you pass on the message?
8. When are elections held?
9. Who are your supporters now, and who can you get to support you in the future?
10. How much time will you have to commit once you are elected to this position?


Task 2 Share your findings with the other groups in plenary and discuss how to plan an election campaign.

Task 3 Summarise your findings from Task 2 in your learning diary.

By the end of this activity you should have:

- a better understanding of what current opportunities there are to get elected and which one you want to go for;
- a better understanding of what is required in terms of commitment, in terms of representation of your members, in terms of time, etc.;
- a better understanding of when the elections are to be held;
- a better understanding of who your supporters are.

What next?

If election opportunities exist in your trade union, identify your candidate and put the plan into action. Use  SW2 to help you. If you do not wish to stand for election, offer your support to others.

Q

A1.9

Example

To help better structure your findings and answers

To help better structure your findings and answers from Task 1, collate your information in a *fact-finding chart*.

On the right, there is an example of such a *chart* based on selected questions of Task 1, as well as some hints and tips to help you in answering the questions under this task.

Remember!

The content of the *chart* on the right is an example only. Your findings may differ.

A1.9 Fact-finding chart to help prepare an election campaign

Questions	Tips and hints
2. What positions are up for election in your trade union?	To find this out, ask your union representative or consult the trade union information materials. Here are some examples of positions open for elections: workplace shop steward; local company representative or women's representative; member of the local union executive board, etc.
3. Are these positions open to women only or to any trade union member irrespective of gender?	Check whether the position(s) open for elections are part of a quota reserved to women's representation or are open to any union member irrespective of gender.
4. Who would you represent in that position?	Make a brief mapping of the members you would represent if you were elected. For this purpose, you can use your knowledge acquired under Activities A1.1 and A1.2. You would need to know who the members are that you would represent, what jobs they do and what types of contracts they are employed on (part-time, full-time). If the position covers representation of employees working at different company sites, you will need to know what types of employees work where.
8. When are elections held?	You need to campaign before the election but not too early, as people forget campaigns. Once you know the date you can start your campaign.



1.2.3

Building trade union networks

A network is a way to organise communication between groups of people who have a common interest. Networks are used to exchange ideas, information, knowledge and resources for mutual benefit. Networks are also used to build alliances and support around gender issues that need to be addressed by your company or by your trade union. Likewise, they can also be used to build alliance and support to promote women in union-leading positions.

This chapter of Module 1 aims to show you the benefits of networking and guides you on how to start up a trade union network or to use the existing ones to promote your gender needs and interests. Activity A1.10 starts from the premise that you have already been involved in networks and guides you into identifying the benefits of networking. Those of you who already have experience in networking would be sharing it with other participants involved in the activity. Activity A1.11 addresses you all, irrespective of your past network experience. This activity is meant to give you the ABC in starting a network.

The two activities of this chapter are a mix of work in small groups and plenary sessions. The activities build on each other so, to carry out Activity A1.11, you will first have to do Activity A1.10. None of the activities of this chapter requires preparation in advance of the training sessions. Remember to paste your findings and answers in your learning diary.

Together, women are stronger!



Once women decide to become more involved in the union life, it takes a lot of support and interaction between them and their workplace colleagues in order to make sure that they are a voice for your workplace gender issues.



A1.10 Activity

Networking and its benefits

Before the training session:

There is no pre-training preparation for this activity.

During the training session:

Get participants into small groups to discuss Task 1. Task 2 is a plenary session.

Equipment and materials:

Paper, pens, copies of the Activity A1.10.

Time for Task 1

10 - 30 minutes

Time for Task 2

20 minutes

Time for Task 3

5 - 10 minutes

Task 1 In small groups, list networks you have belonged to, now and in the past, and discuss the following questions:

1. Are/were these networks formal or informal?
2. What are/were the benefits in belonging to these networks?
3. Think about the methods of communication you have used to keep in touch with the network members. What do they consist of and how effective have they been?
4. Are there any networks you know of but you have not joined yet? If so, what kind of networks are they? What is their purpose? Why have you not joined them?
5. From your networking experience, what do you think are the necessary elements to make a network successful?

Task 2 Share your findings in plenary and discuss your networking experiences.

Task 3 Summarise your findings from Task 2 in your learning diary.

By the end of this activity you should have:

- a better understanding of certain aspects and benefits of networking.

What next?

If you have no networks in your workplace, explore the opportunity to start one. The activity you have just completed should help you have a good start. If you do have a network, assess its usefulness and see whether it can be improved. If you have not joined an existing network, consider joining one that reflects your interests. Your findings provide the background for Activity A1.11.

Q

A1.10

Example

To better structure your findings

To better structure your findings from Task 1, collate your information in a *network-benefits summary chart*.

On the right, there is an example of such a *chart* based on selected questions of Task 1, as well as some hints and tips to guide you in answering the questions.

Remember!

The content of the *chart* on the right is only an example. Your findings may differ.

A1.10 Network-benefits summary chart

Questions	Answers
2. What are/were the benefits in belonging to these networks?	<ul style="list-style-type: none"> You get a lot of information and opportunity to share your views about common interests; You can easily mobilise groups of people to work along these interests; You can easily build a team spirit.
3. Think about the methods of communication you have used to keep in touch with the network members. What do they consist of and how effective have they been?	<p>Effective ways of communication could be:</p> <ul style="list-style-type: none"> directly, via workplace meetings and socialising activities; indirectly, via email, phone calls, text messages. <p>Social network communication could be useful depending on circumstances and network activities.</p>
5. From your networking experience, what do you think are the necessary elements to make a network successful?	<p>Keeping the network alive is the most important. Networks should be based on common goals and interests; networks should communicate and exchange views frequently.</p>



A1.11

Activity

Starting a network

Before the training session:

There is no pre-training preparation for this activity. Bring the notes from your learning diary related to Activity A1.10.

During the training session:

Get participants into small groups to discuss Task 1. Task 2 is in plenary.

Equipment and materials:

Paper, pens, copies of the Activity A1.11.

Time for Task 1

20 minutes

Time for Task 2

30 minutes

Time for Task 3

5 - 10 minutes

Task 1 In small groups identify the need for starting a union network by answering the following questions:

1. What are your workplace gender issues?
2. Which of these issues could be tackled by setting up a network?
3. Is there an existing union network which can help address your interests and reach your goals?

If the answer to question 3 is **Yes**, how can you join it?

If the answer to question 3 is **No**, then discuss the following questions:

4. What would be the purpose and interest of your future union network?
5. Who is this network aimed at? Which groups of workers?
6. At which level should the network be created to best respond to your goals and interests?
7. Will the network be formal or informal? If formal, who would be the network coordinator?
8. Will the union network be open or closed to non-union members?
9. How will the network members communicate amongst themselves?
10. What will be the frequency of the network exchanges?
11. What is expected from the participants in the network?
12. Would your network continue after its goals are achieved? If so, how can you keep it alive?

Task 2 Share your findings in plenary.

See whether you can come up with a joint plan to set up a union network. Prepare a brief description about your network which you can then hand out to those whom you want to co-opt as network members, so that everyone has a basic understanding about its purpose and nature.

Task 3 Summarise the findings from Task 1 and the brief description of Task 2 in your learning diary.

By the end of this activity you should have:

- a better understanding of the need and the nature of a potential union network that you may consider setting up;
- a better understanding about how to start a network.

What next?

Based on your common goals and interests, start up a network. If a network to deal with these needs and aspirations is already in place, see how you can become part of it.

Q11

A1.11

Example

To better structure your findings

To better structure your findings from Task 1, collate your information in an *assessment form*.

On the right, there is an example of the *network assessment form* based on selected questions of Task 1, as well as some hints and tips to help you in answering some of the questions. For Task 2, on the next page there is an example of a *brief description* to announce the launch of a new network.

Remember!

The content of the form as well as the *brief description* on the right are only examples. Your findings and your description of a network may differ.

A1.11 Network assessment form

Questions	Answers
2. Which of your gender workplace issues could be tackled by setting up a network?	Parental rights and benefits at the company, the setting up of company-based child care facilities or a trade union network to campaign for adapting the working schedules to the needs of parents with young children.
3. Is there any existing trade union network which can help you address your interests and achieve your purpose?	There is a network but it includes only women working in only few company departments. Your interest would be to include all parents, women and men, to be able to address all parental rights and benefits in the company.
6. At which level should the network be created to best respond to your goals and interests?	Networks can be set up at the workplace, at a certain company site, at the level of the company as a whole, etc. Starting from the premise that you want to set up a network for workers who are parents, you may consider that this interests all company workers. However, bear in mind that you have to start with the colleagues you know. Then, collectively, you can co-opt more and more workers. Start small, expand wisely.
11. What is expected from the participants in the network?	In the preparation of the network, you may want to ask the members to contribute in network communication by collecting and sharing information and practices on a particular subject such as how work and shifts are organised at their particular workplace. Sharing information is of key importance for keeping a network alive. You may also want to ask the network members - once the network is launched - to co-opt other workers from other company sites, who may share the same interests. If your network wants to organise a campaign, you may ask the network members to take part in regular network meetings.

A1.11 Brief description for fellow union members to announce the launch of a new network

Goal of our network	To improve parental rights and benefits in our company.
Who is the network aimed at?	The network will primarily be for unionised company workers who are parents.
What is the main focus and goal of the network?	<p>The main focus of the network will be on parental rights and benefits in our company.</p> <p>The main goals will be:</p> <ul style="list-style-type: none"> • To exchange information about practices and concrete arrangements to accommodate the needs of parents; • To start a campaign to improve the situation of parents in the company; • Once better benefits are achieved, to monitor how the company management implements the rights and agreements.
What is the nature of the network?	The network will be a formal one and will have a network coordinator.
What will be the role of the network members?	<p>The network members will be asked to:</p> <ul style="list-style-type: none"> • Collect and share information from their workplace on how work schedules are managed to accommodate child care needs; • Attend meetings aimed to plan a campaign on improving parental benefits in the company; • Put in practice the planned campaign.
How will the network communicate?	<p>The network will communicate:</p> <ul style="list-style-type: none"> • Directly, via formal and informal workplace meetings and trade union activities; • Indirectly, via email, Skype and phone. <p>Social networks will be used only in certain circumstances, as agreed by the network.</p>



1.2.4

Gender discrimination

Particularly in transport, which traditionally is a male dominated sector, gender discrimination is frequent and even hard to identify, as it is believed to be part of the normal workplace culture. Moreover, as in the case of harassment, women experiencing discrimination may find it hard to report it to their union representatives and, together with the trade union, do something about it.

In the workplace, discriminatory attitudes may be generated by lack of understanding, stereo-typical views, personality conflicts, deep-rooted misconceptions, poor management or a lack of communication with the workers. There are several **forms of discrimination** but this chapter focuses on direct and indirect discrimination. In short, **direct discrimination** is when you are treated less favourably than another while **indirect discrimination** is when applied criteria adversely affect women. Discrimination between men and women occurs in many stages of one's professional life, e.g. at recruitment, in access to training, in career progress or in pay and benefits (different **types** of discrimination).

This chapter of Module 1 aims to help you recognise and tackle gender discrimination at your workplace. Activity A1.12 guides you through identifying it in a very practical way, by way of examples (it presents three cases reflecting different forms and types of discrimination). Activity 1.13 helps you check the discrimination record of your workplace and to establish how many cases there are and what types of discrimination are most common. Activity A1.14 suggests steps and action in dealing with gender discrimination: report it to the trade union, use your company policy and the existing law or take action.

The activities of this chapter are a mix of work in small groups and plenary sessions, but Activity A1.13 also involves interviews with colleagues who do not participate in your training session. The three activities build on each other so they have to be carried out in order, one after the other. Only one of the activities (A.1.14) requires preparation in advance of the training sessions. However, since some of the trainees may be new to the subject of gender discrimination, it is recommended to invite along a trade union representative with experience in the topic to assist at the training sessions and give information whenever needed.

Remember to paste your findings and answers in your learning diary.



A1.12

Activity

Recognising gender discrimination

Before the training session:

There is no pre-training preparation for this activity. However, since many of the participants may be working with gender discrimination for the first time, invite for this training session a union representative who has experience in gender discrimination and can assist in correctly carrying out this activity. Remember to give her/him a copy of this activity in advance to prepare the answers.

During the training session:

Get participants into small groups to discuss Task 1. Task 2 is a plenary session. If a union representative is attending, s/he should be there for the entire duration of this session.

Equipment and materials:

Paper, pens, copy of Activity A1.12, copy of the introduction to chapter 1.2.5.

Time for Task 1

30 minutes

Time for Task 2

20 - 30 minutes

Time for Task 3

5 - 10 minutes

Task 1

Read the cases below and list what are, in your view, the gender discriminatory elements.

Read the introduction to this chapter. Look at the defined forms of discrimination and identify elements of direct and indirect discrimination in the cases below. Likewise, look at the types of discrimination listed in the introduction and determine which type is characteristic of each of the given cases.

Case 1

The company wants to recruit an information desk assistant and puts the following advert in the local paper: "Ground staff member required by airline company. Young female applicants are particularly welcome. Qualifications: good communication skills, pleasant personality, able to address customer behaviour in critical situations such as delays in flight schedules. College degree required. No family obligations."

Case 2

The following training opportunity announcement is posted by the company on the workplace information board: "Within the next two weeks, the company will be organising a two-hour training session to assist company employees improve their knowledge of the newly introduced types of data download software. The training will be organised in the evening, after working hours. All employees are welcome to register."

Case 3

At the end of the year, all colleagues at your workplace receive the following email message from the employer: "Dear all, we have successfully reached the end of yet another challenging year. The company management would like to thank you for your commitment and motivation. We have decided to reward all of you with a bonus of € 400 each. We wish you

all a Happy New Year. P.S. Amounts smaller than the above mentioned were granted only to employees who during the past year have taken more than 25 annual leave holidays due to sickness leave, maternity leave, etc."

Task 2

Share your findings with the other groups in plenary. Can you think of other types of discrimination on the grounds of gender?

Task 3

Summarise the findings from Task 2 in your learning diary.

By the end of this activity you should have:

- a better understanding of what gender discrimination is, and how to identify it;
- a better ability to distinguish between different forms and types of gender discrimination.

What next?

Now that you find it easier to recognise gender discrimination as well as its various forms and types, you are ready to monitor your workplace discrimination record. Take the above cases to your workplace and discuss them with your colleagues. See who of them had similar experiences. If there are problems, determine how serious they are and how they can be addressed. Take Activity A1.13 to help you make some progress in this direction.

Q

A1.12

Example

To help
you better
structure
your findings

To help you better structure your findings from Task 1, collate them in a *table* like the one on the right.

A1.12 Table on recognising gender discrimination

Case	Gender discrimination elements	Direct or indirect discrimination?	Type of discrimination
Case I			
Ground staff member required by airline company. Young female applicants are particularly welcome. Qualifications: good communication skills, pleasant personality, able to address customer behaviour in critical situations such as delays in flight schedules. College degree required. No family obligations	<ul style="list-style-type: none"> • Job advert shows preference for a specific gender (in most of the countries this is unlawful); • women with family and children will be denied this job opportunity only because they have family obligations and children; 	Both elements mentioned in column 2 are indirect discrimination.	Access to jobs, recruitment
etc.			



Q

A1.13

Activity

Checking your workplace gender discrimination record

Before the training session:

There is no pre-training preparation for this activity. Bring the notes from your learning diary related to Activity A1.12.

During the training session:

Task 1 will be in plenary. Task 2 will be carried out individually or in small groups (2 people). Task 3 is back to plenary session.

Equipment and materials:

Paper, pens and copies of Activity A1.13 and Example 1.13.

Time for Task 1

30 minutes

Time for Task 2

A few days, as decided

Time for Task 3

1 hour

Time for Task 4

5 - 10 minutes

Task 1

Preparing interviews

This activity is about interviewing female colleagues on gender discrimination. In plenary, prepare for the interviews to be conducted under Task 2. Read together the questionnaire in Example 1.13 to help you better understand Task 2. Then, decide together on the following:

- if you want to conduct the interviews in pairs or individually;
- what departments or workplaces from your company will be the target for your interviews;
- who of you covers which department or workplace, to avoid overlapping?

Keep in mind that interviewing one female colleague at a time would allow them to talk more openly about their experiences related to workplace gender discrimination. To make the interviews less formal, arrange with your female colleagues for a time when it is best for both sides, e.g. over lunch or coffee breaks. When you arrange the interviews reassure the interviewed female colleagues that information will be kept confidential and will only be disclosed on consent.

Since the interviews may take a few days, set a date when to meet again in plenary for Task 3.

Task 2

Conducting the interviews

In pairs or individually, plan and carry out the interviews using the questionnaire (see Example 1.13).

Task 3

Evaluating the interviews

Share your findings in plenary and make a list of all workplace gender discrimination cases identified (number of cases, forms and types of discrimination, etc.). Determine which types of gender discrimination are the most frequent at your workplace and collate this information in an overview chart.

Task 4

Summarise the findings from Task 3 in your learning diary.

By the end of this activity you should have:

- an overview of the gender discrimination record of your workplace, how many cases and how serious discrimination is amongst your colleagues.

What next?

Take your *gender discrimination overview* chart and arrange a meeting with your workplace union representative to present your findings and discuss together possible actions. If necessary, plan a workplace anti gender discrimination campaign or use it for collective bargaining negotiation purposes. Use your network to address workplace discrimination (see Activity A1.11). Also, see how you can be assisted by laws and even company policies to resolve possible gender discrimination cases in your workplace. Take Activity A1.14 to help you make some progress in this direction.

Q

A1.13

Example

To help you carry out your interviews

To help you carry out your interviews requested under Task 2, use the *questionnaire* on the right. Use one copy per colleague interviewed. Make sure you have enough copies for all the interviews. Likewise, to help you carry out Task 3, collate the answers to the *questionnaires* in a *gender discrimination overview chart*.

A1.13 Questionnaire on workplace gender discrimination record

Questions	Answer by the female colleague interviewed
Have you or any of your colleagues experienced any gender discrimination in your job? For example, in case of:	
• Recruitment	
• Training	
• Pay	
NOTE: If necessary, read and discuss the 3 cases from Activity A1.2.	
Recruitment	
• At recruitment, did you have the feeling that your physical attributes mattered more than your skills and qualifications? If so, describe the situation.	
• At recruitment, did you have to make commitments related to your personal life to get the job? If so, describe the situation.	
• For example, were you told that you got the job because you were not married or that your employment depended on not having future family obligations – pregnancy, etc.?	
Training	
• Have you or any of your female colleagues had problems in attending company or union training? If yes, describe the situation.	
For example, you could not attend training after working hours as you have childcare or other family care responsibilities.	
• Were you unable to be promoted in your career or to get a pay raise because you could not attend training?	
Pay	
• Have you or any of your female colleagues been paid less – salary, bonuses or any other benefits – compared to other colleagues who are employed on the same type of job? If yes, describe the situation.	
How big is the problem? How many of your female colleagues have had similar experiences when being recruited for their jobs?	
Do you think you have been discriminated against because you were a woman? If yes, how?	
Have you reported your experience? If yes, to whom? How were you treated when reporting? Did your testimony remain confidential?	
After reporting, has anything changed for you personally and/or your workplace?	

Q

A1.13

Example

To help you carry out Task 3

To help you carry out Task 3, collate the answers to the *questionnaire* in an *overview chart*.

Remember!

The content of the *overview chart* on the right is only an example. Your findings may differ.

A1.13 Overview chart on workplace gender discrimination record

Name of department/workplace: Ticketing office		
Number of women interviewed: 10		
Employment situation in the department (number of women from total number of employees): 15 women of a total 25 employees.		
Type of workplace discrimination	Specific problem	Number of women experiencing discrimination
Recruitment	<ul style="list-style-type: none"> The job advertisement was more focused on physical qualities than on skills and qualifications The woman worker got the job on condition that she would have no family obligations 	9 out of 10
		6 out of 10
etc.		



Recognising work-related gender discrimination, signalling it to your trade union, getting the right support to deal with it will make you stronger in as much as it will enable you to overcome one of the most critical barriers to empowering women transport workers.



A1.14

Activity

Dealing with workplace gender discrimination


Before the training session:

To carry out this activity you will have to first do Activities A1.12 and A1.13. This activity includes questions that require preparation before the training session. You can distribute copies of Activity A1.14 to participants prior to the session, asking them to search for information and prepare answers. Alternatively, you can invite a union representative with experience in gender equality and knowledge about your company to your session. Remember to give her/him a copy of this activity in advance to prepare some information on the topic.

During the training session:

Get participants into one group to share the prepared information in Task 1. Get participants into small groups for Task 2. Task 3 is back to plenary session. If a union representative is attending, s/he should be there for the entire duration of the session.

Equipment and materials:

Paper, pens and copies of Activity A1.14,  SW3 and the information sheet prepared by the union representative. Copies of the gender equality policy of your company, if available.

Time for Task 1

20 – 40 minutes

Time for Task 2

15 – 30 minutes

Time for Task 3

20 minutes

Time for Task 4

5 – 10 minutes

In plenary, read  SW3 and identify with the help of your trade union representative whether there are any laws or company policies that may help you to deal with gender discrimination at your workplace.

Task **1**

Presuming there are laws and company policies on gender discrimination, discuss the following questions:

1. How are they (both the law and policies) communicated in your workplace?
2. Who is in charge to deal with and/or apply the laws and policies at company level, and at your workplace?
3. How is your union involved in the process?
4. Is it clear to whom you must report gender discrimination cases in your workplace?
5. Are cases handled with care and confidentiality? Have there been any complaints about this?

In small groups, take your findings from Task 1 and your findings from Activity A1.13.

Task **2**

Choose one of the most frequent types of gender discrimination in your workplace and work out the best way to address it. The following questions may help:

- are the law and company policies enough to resolve your case? If not, what are their weak points and how could they be improved?
- is it necessary to take trade union measures against workplace gender discrimination? If yes, what would be the priorities?

How would you ensure that you can keep the case confidential to protect the victim of gender discrimination?

- would a network be useful to address your case? Consult your notes in your learning diary from Activities A1.10 and A1.11.

Share your findings with the other groups in a plenary and discuss possibilities of how to deal best with gender discrimination

Task **3**

Summarise your findings from Task 3 in your learning diary.

Task **4**

By the end of this activity you should have:

- a better knowledge of the law and company policies that help you resolve gender discrimination at your workplace;
- some ideas about the best ways to deal with gender discrimination cases in your workplace, including action, campaigning and networking.

What next?

Together with your trade union, develop a plan to eliminate gender discrimination in your workplace.

Q

A1.14

Example

To help
you better
structure
your answers
and findings

To help you better structure your answers and findings from Tasks 1 and 2, collate your information in two *summary tables*.

On the right, there are examples of such *tables* based on the questions of Activity A1.14.

A1.14 Summary table on laws and company policies addressing gender discrimination

Questions	Answers
1. How are they (both the law and policies) communicated in your workplace?	
2. Who is in charge to deal with and/or apply the laws and policies at company level, and in your workplace	
3. etc	

A1.14 Summary table on other measures to address gender discrimination

Questions	Answers
• Are the law and company policies enough to resolve your case? If not, what are their weak points and how could they be improved?	
• etc	



Share your knowledge with others,
and think that the more women involved
in the trade union the greater the visibility
of gender equality in transport.



Transport workers *preparing change*
for a fair and sustainable transport sector



Transunion is a EU funded project of the European Transport Workers' Federation

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