

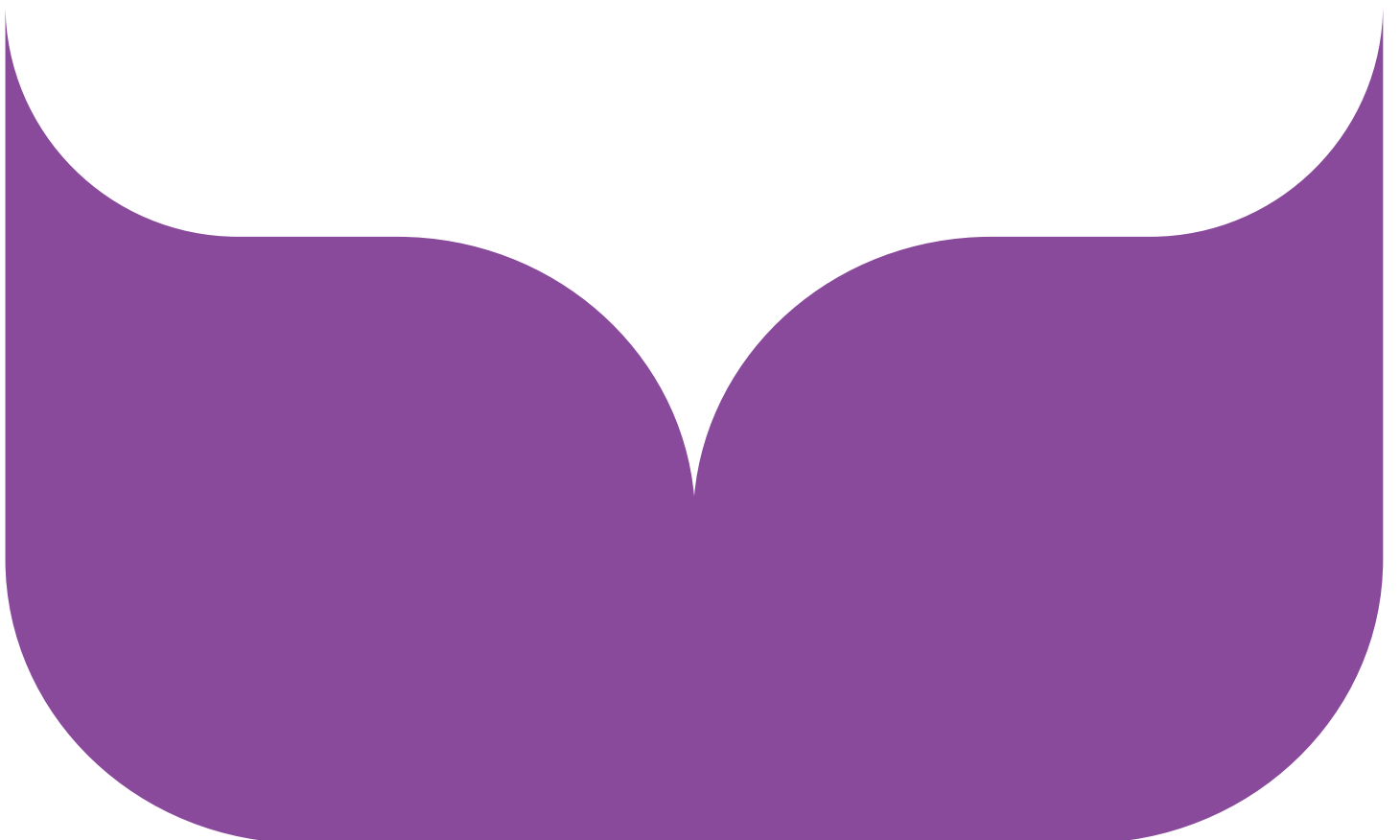


Education for
Valuable
Employment

4

Module

Violence and Harassment against Women





This document has been prepared for the Federation of Transport Trade Unions in Bulgaria (FTTUB) and The European Transport Workers' Federation (ETF), within the project "Women in transport – Education for Valuable Employment (EVE)" by Velichka Mikova with the cooperation of FTTUB internal expert Mila Nikolova.



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4 Violence and Harassment against Women

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Introduction to Module 4

VIOLENCE AND HARASSMENT AGAINST WOMEN

The module on violence and harassment is last but not least in the training package on gender equality. Violence at the workplace is one of the main barriers to women's participation in male dominated sectors such as transport. Gender based violence is often simply hostility in the workplace to new women workers in traditionally male occupations. It may also be sexual harassment by a colleague, colleagues or a superior, or third party violence in passenger transportation. It could also be an unconscious attempt to humiliate a female colleague or undermine her skills and performance. Or it could represent a focused policy of hidden discrimination aimed at making women give up and leave of their own accord. Whatever the form of violence or harassment, it is unwanted, harmful and illegal.

In order to give an idea of exactly what violence and harassment against women means, we will quote The Council of Europe Convention on preventing and combating violence against women and domestic violence, also known as the Istanbul Convention¹, which provides the following definition:

"Violence against women" is understood as a violation of human rights and a form of discrimination against women and shall mean all acts of gender-based violence that result in, or are likely to result in, physical, sexual, psychological or economic harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life"

The convention takes into account all types of violence (physical, psychological, sexual harassment, forced marriage, female genital mutilation, harassment, sterilisation and forced abortion), irrespective of the victim's age, ethnic or national origin, religion, social origin, immigrant status or sexual orientation. It covers both domestic violence and violence in a public place such as a workplace or the way to/from it.

The term of "gender-based violence" is also used to name the violence against women as they are disproportionately affected and the reason for such violence lies in the inequality between women and men.

Additionally, in line with the conclusions of the Meeting of Experts on Violence against Women and Men in the World of Work, held in Geneva October 2016 which have been adopted by the ILO Governing Body, the term "violence and harassment" is used, as although the experts "recognised that terminology might vary across countries ... the rubric of 'violence and harassment' was helpful in understanding a continuum of unacceptable behaviours and practices that are likely to result in physical, psychological or sexual harm or suffering. Within this continuum, there was particular focus on gender-based violence. The experts agreed on the importance of distinguishing between various forms of violence and harassment, and understanding the context in which they occur, as responses would vary accordingly."²

Although within this training module violence and harassment are considered with regard to the gender aspect of the violence and harassment - domestic and in the workplace - conclusions and measures against it apply to all forms and all workers. There is more than one reason for violence and harassment Unlike domestic violence, the gender-based roots of violence and harassment in the workplace are much more hidden, but also more widespread than expected. Most third party violence for instance would not occur if the worker were considered a "strong man". Moreover, women are traditionally not supposed to respond to aggression and can be specifically targeted as victims for this reason. As third party violence in transport can be almost "anonymous" as it is likely to be from a stranger, the gender of the transport worker is obviously important to the aggressor.

Sexual harassment still occurs much more frequently than expected. One in five women in the EU has experienced it since the age of 15. 32% indicated the perpetrator/s as a colleague, a boss or a customer. The numbers revealed in the European Agency of Fundamental Rights survey³ published in 2014 are shocking.

1 - Full text available here: <http://rm.coe.int/168046031c>

2 - ILO (2016b) Report of the Director-General, fifth Supplementary Report: Outcome of the Meeting of Experts on Violence against Women and Men in the World of Work, ILO Governing Body, 328th Session, Geneva, 27 October-10 November 2016. <http://www.ilo.org>

3 - Violence against women: an EU-wide survey. Main results report <http://fra.europa.eu/en/publication/2014/violence-against-women-eu-wide-survey-main-results-report>

After domestic violence which is firmly in first place, workplace violence is also an undeniable threat for women, especially for young women. This publication is recommended for use within the training, as it provides most of the limited official information available, It also provides officially accepted definitions of the various forms of violence. Additionally, many European trade unions including transport trade unions have participated in the publication by Dr Jane Pillinger “Violence and Harassment against Women and Men in the World of Work – Trade Union perspectives and action” published in 2017⁵ by the ILO Bureau for Workers Activities. This is also recommended.

In transport, all forms of abuse take place in the specific working and living conditions of transport workers. For example: work and life aboard a vessel at sea, or the endless departures and arrivals of flights in civil aviation. Some of these specific circumstances can increase the risk of violence – both at home and at work. It is vital to always take this into account when discussing violence and harassment in transport.

Unfortunately, there were until recently no statistics on violence and harassment in the transport sector alone. Even worse, where they exist,, they barely reflect the real situation as the reporting of such situations is very, very low. Additionally, violence and harassment against women transport workers is related to their specific working conditions, and the fear of losing your job if you raise issues of violence and harassment is high. This is why there is a vital role for collective bargaining to establish prevention and protection measures for all.)

However, the ETF has conducted a survey⁵ on violence against women transport workers, and Jane Pillinger has evaluated the survey and prepared a summary report of the findings, presented at the ETF Women’s Conference in May 2017 (see the Annex of the Training kit).

Workplace measures on violence and harassment against women go in two main directions – procedures deal with violence and harassment that has taken place, and procedures to prevent violence and harassment. Our aim is to shift from dealing with violence and harassment to preventing it. However, for this to happen, it is clear that an effective agreed company-union anti-violence and harassment policy should include strong and clear rules against violence and harassment and procedures to be followed by both social partners at all level. This must include an objective investigation, a fair and appropriate penalty for the perpetrator, full support for the victim – medical, judicial, financial etc., and appropriate trade union representation.

Prevention measures are also essential, and there is a great deal of good practice to draw on. However, prevention measures specific to violence and harassment against women transport workers is more complicated as it requires a precise analysis of the factors which impact on levels and forms of violence and harassment. What is clear, is that training and a better understanding of the nature and the causes of violence and harassment among workers and union representatives, as well as training for supervisors and managers, help them to identify it and counteract it in a more skilled and effective way. Developments such as union women advocates and equality representatives also have a positive role to play. It must be the responsibility of the employer, supported by the union, to ensure that any woman transport worker suffering violence or harassment has the confidence and self-confidence required to come forward. Key to this is a commitment to training to improve skills and minimize the risks through identifying workplace action needed to prevent violence and harassment against women. On the road to create a sound working environment, there is always room for development.

Trade unions need to be permanently vigilant and to continue upgrading measures on violence and harassment against women. Regular training must be delivered especially for the new workers and ensuring specific training is available for young women. Monitoring and improving reporting of violence and harassment against women is a prerequisite for an effective system of protection and adequate support which works. This can only be achieved through consistent and constructive collective bargaining and social dialogue. Third party violence where the perpetrator is a customer provides a particularly difficult challenge. Strong and sound industrial relations make it clear that the employers’ interest is to protect a safe working environment, rather than an unreliable client. Ignoring the problem in the case of violence and harassment at work is not a solution; ignoring the risk of violence and harassment is not acceptable behaviour on behalf the management.

Existing legislation also supports this point of view. Employers’ responsibility in terms of equality, security, health and safety, as well as corporate social responsibility (CSR) is unequivocal.

4 - Violence and Harassment against Women and Men in the World of Work-Trade Union Perspective and Action
http://www.ilo.org/wcmsp5/groups/public/---ed_dialogue/---actrav/documents/publication/wcms_546645.pdf

5 - Violence against women at work in transport. Summary report of findings from a survey report by ETF
http://www.etf-2017congress.org/wp-content/themes/etfcongress/documents/329/Report-ETF-survey-VAW_en_original.pdf

However, unions often face the reluctance of many employers to admit that violence and especially gender based violence still exists and causes harm, particularly where there are low levels of reporting, direct evidence or witnesses to the abuse. The only response to the persistence of hidden and unreported violence is the continuing commitment to agreeing new and better measures against it. This needs to include following trends, e.g. the increase of violence and harassment in a time of crisis and austerity, or the new technological means of bullying and harassment such as cyber bullying. The best source of new ideas for concrete actions is undoubtedly the day-to-day experience of women working in the transport sector. The present training module has several objectives:

a) It aims to deliver knowledge:

On the nature of the violence and harassment, and its possible roots with an emphasis on gender based violence; the different types and forms of violence and harassment (A1.1 – A1.3)

On action to respond to and prevent violence and harassment including the range of measures – legislative and non-legislative and their impact – procedures for responding to violence and harassment and rules for prevention (A2.1 – 2.4)

On the process of negotiating policies and implementing measures at the workplace (A2.4, A3.4 and A3.5)

On the various stakeholders and finding allies in the wider campaign against violence and harassment against women (A3.2)

On the impact of domestic violence in the workplace and the link between domestic and workplace violence and harassment (A2.3)

On action being taken at all levels and in all places (the vertical/ horizontal dimensions) - the measures and policies on violence and harassment against women (A3.3)

b) It develops a range of skills:

To identify different types of violence in the workplace

To use all that is available to respond to workplace or domestic violence and harassment

To develop and promote new measures

To link global policy to local activities

To build collaboration

To develop a proactive and preventive approach to violence and harassment in the workplace

c) It creates a personal commitment to the struggle against violence and harassment through involvement in collective bargaining and strategic planning of workplace action (and related monitoring)

The training activities are divided into three units (chapters) each taking forward a specific objective:

To enable participants to identify and understand the violence and harassment being faced

To enable participants to make use of existing provisions and procedures to prevent violence and harassment, to protect victims and to deal appropriately with perpetrators

To enable the development, achievement and implementation of new measures against violence and harassment

As mentioned above, workplace violence and harassment in transport is often closely related to specific working and living conditions. In order to respond to this, it is recommended that the training on violence and harassment in the workplace is delivered on the basis of 4 general transport groups reflecting more or less similar working conditions: aboard a vessel, in a hub, in long haul freight transportation and in passenger transport. It should be underlined that this is a practical proposal which will need to be assessed depending on the group of participants, and of course some transport sectors are presented in more than one working conditions group. For instance, the rail sector covers both passengers and freight transportation. It is therefore up to the organisation/ workplace representatives to choose the appropriate groups and the training materials that would fit the best to their situation.

These are the four groups:

- 📌 Maritime sector, Inland navigation and Fisheries (work aboard a vessel)
- 📌 Road freight transport (long haul transport)
- 📌 Ports and logistics – recognising that there could also be hubs training including different transport groups and other sectors as well (hubs)
- 📌 Rail, Urban Transport, Civil Aviation (passenger transport)

For each of the four groups, relevant examples are provided to meet the training needs.

These are based on the ETF 2016/2017 survey on violence in transport – the findings and outcomes of this survey are highly recommended for use within the training, as well as the data and recommendations to unions resulting from the ETUC project Safe at Home, Safe at Work and the more recent ETF Survey on Violence against Women Transport Workers 2017.

The following are the ways in which the activities can be adapted, through:

- 📌 The examples prepared by the tutor
- 📌 The experiences shared by the participants
- 📌 The policies, procedures and other measures in place that will be presented and discussed
- 📌 The emphasis placed on specific related elements of the training relevant to the respective transport subsector.

To help the tutors at all levels to prepare, a special library has been created (See the Annex of the Training Kit) including training materials prepared and actively used by transport trade unions; questionnaires on violence and harassment; enquiry and survey results; case studies; other related documents. Instructions and recommendations are also available in the Tutor's book which accompanies the Training Kit.

The action plan and especially the communication and dissemination plan coming out of the last two units are intended as preparation for the start of a trade union campaign. More practical information and training on how to campaign on any issue of gender equality, including on violence and harassment against women, can be found in the campaigning exercises that are part of the Training kit. In terms of methodology, Module 4 is stand-alone training material, but can include in the Skills Workshops together with all other technical tools from the training package.

All materials are meant to be used both by professional and lay or non-professional tutors.

If the group of participants is very small, the group exercises can be performed individually and the "plenary" discussions would involve all participants.

After completing the training, rank and file members, activists, shop stewards and local leaders will be more able and motivated to act against violence and harassment at each step on the way, identifying – reporting – reacting – preventing violence and harassment not just for the benefit of women in the transport sector, but for all in our communities and wider world who are involved in and rely on a safe, fair, accessible, effective and professional transport sector.

Enjoy the training!



Activity A1.1

Definition of violence and harassment at the 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, the tutor should make sure they have the available definitions – the Introduction offers the Istanbul Convention definition..

During the training session:

Get participants into one group to share the prepared information in Task 1. Task 2 is a group work and the outcomes are discussed “in plenary” again.

Equipment and materials:

Paper, pens and copies of Activity A1.1; a personal diary

Time for Task 1 30 minutes

Time for Task 2 30 minutes

Time for Task 3 30 minutes

Task 1

First of all, introduce yourselves, even if you know each other! Tell your colleagues something that they maybe do not know about you. Trade unionism means communication between people!

Task 2

Divide in groups of 3-4 people and try to answer the following basic questions:

- 1) What does violence and harassment mean?
- 2) When do we start talking about violence and harassment in the workplace?
- 3) Can work itself be an act of violence or harassment?
- 4) Is there anything about your working environment which makes violence and harassment a particular issue? Please give details

Task 3

All together again, discuss the notion of violence and harassment – what makes an act offensive? Is there a common idea of this? At the end, refer to the official definition available in the Istanbul Convention. Explain some terms, if needed. Point out how it applies to the workplace.

By the end of this activity you should have:

- A general idea of violence and harassment in the workplace;
- The ability to define it.

What next?

In your diary, take notes to use for all the next activities.



Example A1.1

To help develop a better understanding of violence and harassment, advise the groups to take notes while working. During the joint plenary discussion, note the most important features of violence and harassment on the flipchart. The official definition can also be written there.

If you wish to help yourselves further, you may set out the questions as a table. Below there is an example of a Table form for defining violence and harassment in the workplace based on the questions of Task 2. This could be used as an assessment/ self-assessment tool during the training session or later.

Remember! The content of the table form is just an example. You may decide to formulate questions differently.

A1.1 Table form for defining violence and harassment at the workplace

Questions on the nature of violence and harassment in the workplace	Answers
1. What does violence and harassment mean?	
2. When do we start talking about violence and harassment in the workplace?	



Activity A1.2

Roots of violence and harassment



Before the training session:

This activity requires examples. To help participants, they can be given copies of Activity A1.2 prior to the session, asking them to prepare stories and to be ready to comment. Decide on an approximate time per story according to the number of the participants.

During the training session:

Get participants into one group to share ideas. Ensure that every one is involved in the discussion – make sure everyone gives an example and encourage all participants to comment.

Equipment and materials:

Paper, pens and copies of Activity A1.2; flipchart and 2 coloured markers; personal diary

Time for Task 1 75 minutes

Time for Task 2 15 minutes

Task 1

Give examples of violence and harassment in the workplace and then discuss and comment on them. For each example, consider the following questions:

- What could be the roots of this act of violence or harassment?
- Emotions? Passion? Ideas?
- Feeling of superiority over someone who is different?
- What kind of difference could be relevant?
- What do you know about gender-based violence? Is this an issue in the example?
- Does it affect a woman?

Task 2

Summarise your answers and findings from Task 1; assess what kind of violence and harassment you find in the workplace; note it in your personal diary.

By the end of this activity you should have:

- a better understanding of the roots of violence and harassment;
- a better understanding of gender-based violence;
- ability to identify a better approach to dealing with the situation.

What next?

Keep notes on the base of violence for A 2.3.



Example A1.2

To help you get a clearer picture of the gender dimension of violence and harassment in the workplace, on a flipchart draw a circle and divide it into the number of stories. With two colour markers note if the victim is a man or a woman, regardless of the reason for the violence or harassment. At the end, look at the picture – which colour is predominant? Is there hidden, (non-sexual) gender-based violence?

Remember! The content of the diagram is only an example. If there are more women working there,, it could be normal that there are more women in the diagram too.



Activity A1.3

Various forms of violence and harassment



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 choose one of the 4 most frequent examples of violence and harassment in the workplace and prepare to play the role of the perpetrator. The choice of cases and profiles should be coordinated between participants. Equal time should be accorded to each participant.

Caution! The first task may upset former victims of violence! Warn participants/observers and get ready to react (see more in the Training kit)

During the training session:

Get participants into one group to watch and later, to comment on the presented examples in Task 1. For Task 2, divide into groups.

Equipment and materials:

Four chairs on a "stage" visible for everyone; paper and pens, copies of Activity A 1.3 sheet; personal diary

Time for Task 1 20 minutes

Time for Task 2 40 minutes

Time for Task 3 30 minutes

Task 1

Role play and fish bowl observation: 4 participants present an example of violent or harassing behaviour, trying to show the most typical example of it; the rest of the participants watch and answer the question:

Can you identify this violence or harassment? Is it :

Verbal abuse

Bullying

Sexual harassment

Physical violence

Misogyny

Hostility and aggression

Task 2

Name a form of violence or harassment in the workplace and analyse its impact. Discuss and fill in a checklist to show: the impact on the individual/on the work/ on the working environment/ on the employer/company.

Task 3

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

By the end of this activity you should have:

- the ability to identify the different types of violence and harassment
- a better understanding of the impact of violence and harassment in the workplace

What next?

Assess the violence and harassment in your workplace – what kind of violence and harassment is there? What measures can be put in place to stop it? Keep your findings for A.2.3 and A 3.1.



Example A1.3

Fill in a checklist to help you better structure your answers and findings from Task 2,. Below is an example of such a checklist. You may also print it without answers and distribute it to groups. In Task 3 you can then compare your answers to the sample findings. Findings can be written up on a flipchart, too.

Remember! The content of the checklist is just an example. Your findings may differ.

A1.3 Checklist on practical steps to assess the impact of violence and harassment

Questions	Findings
1. What is the impact of violence and harassment on the individual?	1. Psychological harm: feeling of humiliation, of anger, of frustration and helplessness, lack of self-confidence Health problems: stress, insomnia, higher blood pressure etc. Social problems: trend to introvert behaviour - the victim feels alone and abandoned
2. Impact on the work	2. Worse performance of duties at work, lack of concentration
3. Impact on the working environment	3. Isolationism and bad communication with colleagues, lack of team work Lack of motivation Absenteeism
4. Impact on the employer/company	4. All the above, but particularly: lack of motivation and poor performance, reduced morale within the team, absenteeism/ sick leave, financial cost and time taken to deal with violence and harassment is far greater than the cost and time needed to prevent it



Activity A2.1

Trade unions against violence and harassment



Before the training session:

This activity includes questions that require preparation before the training session. You can distribute copies of Activity A2.1 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.

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.

Divide into groups for Task 2. Taking into account the number of participants, give an approximate time to everyone so that all share their experience.

Equipment and materials:

Paper, pens, copies of Activity A2.1 and the information sheet prepared by the union representative; flipchart and markers

Time for Task 1 40 minutes

Time for Task 2 50 minutes

Task 1

Get informed on stakeholders and their duties:

The TU: representing members in grievance and disciplinary hearings, negotiating CBAs (Collective Bargaining Agreements) and policies, duties in the workplace – equality and dignity at work, security, OHS (occupational health and safety); role of union women’s advocates and equality reps; union women’s committees

The employer: implementation of legislation in the workplace, CSR (Corporate Social Responsibility), collective bargaining

The EU and individual countries/Member States: legislation on violence and harassment; implementation – institutions and bodies; control and legal sanctions – prosecution of the perpetrator

Task 2

Experience sharing – top stories of successful follow up in cases of violence and harassment: every group member shares an experience and then the group chooses one story to present in plenary

Try to answer the questions:
What was the key for success?
What barriers were there to overcome? What else would help?

By the end of this activity you should have:

- Knowledge of existing protective measures
- Awareness of the right to protection in the workplace
- A set of case studies
- Summarised successful stories as best practice examples
- An idea of the key factors for protection

What next?

Take notes in your diary; keep it for A3.2 and A.3.3



Example A2.1

A2.1 Comparative chart on Protective measures in the workplace

To help you better structure your answers and findings from Task 1 collate your information in a comparative chart, to assess measures for protection against violence and harassment in your workplace, as well as to point out key factors and ideas on how to enhance protection.

Below there is an example of a comparative chart. It allows you to see what measures are the most effective and why; it would help you to find the way to improve the other available measures and make better use of your workplace resources.

Remember! The content of the comparative chart is an example only. Your criteria and findings may differ, reflecting the situation in your workplace.

To help you chose from a series of stories, give each participant a small object (a pen, a paperclip) that s/he then gives to the teller they think has the best story in their group. Then all the story tellers with objects choose which of these stories they like the most. The best story of all will be the one which will have achieved the highest number of objects (pens, paperclips) for its teller.

Ideas on how to enhance protection	Key factor for effectiveness	Impact on violence (on a scale of 0 to 5)	Guaranteed by ...	Protective measure



Activity A2.2

Responding to violence and harassment



Before the training session:

Pre-training preparation for this activity: Prepare to present in plenary/ to all participants in a full and detailed way the best example from the last session. Bring the notes from your learning diary related to Activity A2.1.

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 A2.2 and Table 2.2

Time for Task 1 30 minutes

Time for Task 2 30 minutes

Time for Task 3 30 minutes

Task 1

In plenary, present the top stories from A3.2

Draw up a Table with the following headings:

Vertically: list of key factors by stakeholders

Horizontally: very important, important, not very important/replaceable

Task 2

Analyse what provided for the success.

Task 3

List the key factors and estimate their relative level of importance. Summarise your findings from Task 2 in the learning diary.

By the end of this activity you should have:

- Identifying the key factors in a case of violence or harassment in the workplace
- Assessment of their relative weight and compensatory measures
- A better understanding of the importance of joint efforts

What next?

Keep your discussion points and findings for later. They will be useful for Activities A3.2 and A3.4



Example A2.2

To help you carry out Tasks 2 and 3, collate your information in a table:

Vertically: list of key factors by stakeholders

Horizontally: very important, important, not very important/replaceable

Remember! The content of the table is an example only. Your findings may differ, reflecting the situation at your workplace and your union. In any case, try to fill in ideas in the last column on the right.

Stakeholders	Very important	Important	Replaceable	Ideas for improvement
1. The state			Good legislation, but poor use	Better contact between the workplace and the police; strong CBA
2. The municipality local authority or regional government		Agreement on violence in the workplace		Practical steps - joint campaigns, investment in training etc.
3. The employer	Personal involvement; good organisation	CBA provisions – procedures in case of violence		Development - new provisions, better implementation; full support to victims
4. The trade union/ the union workplace reps and union leaders	Personal involvement; Well organised	Data collection; Policies negotiation		Raising awareness factsheets; procedure checklists; training
5. The TU members	Awareness and zero tolerance	Women's advocate/union equality rep Reporting and data collection		Quality training; solidarity

A2.2 Table regarding key factors and their relative importance for the successful outcome of reaction in case of violence



Activity A2.3

Domestic violence at work



Before the training session:

There is no pre-training preparation for this activity. Bring the notes from your learning diary related to all previous activities, especially 2.

During the training session:

Task 1 is a plenary discussion. For Task 2 get participants into small groups. Task 3 is a plenary session again.

Equipment and materials:

Paper, pens and copies of Activity A2.3; copies of comparative table; post - its

Time for Task 1 45 minutes

Time for Task 2 25 minutes

Time for Task 3 20 minutes

Task 1

Discuss and try to answer following questions:

- 1) Can domestic violence affect a worker's health and ability to work? Give examples.
- 2) Does it have an impact on the labour market? Give examples.
- 3) Does the employer also bear losses because of domestic violence? Give examples.
- 4) Should TUs be involved in the issue of domestic violence? Explain why?

Task 2

In small groups, summarize and write down the main conclusions.

Write on post-it notes 3 - 5 ideas of possible actions to be taken to address the impact of domestic violence at work, and who should take them.

Task 3

Make a "wall of proposals" by sticking your ideas to the wall. Analyse and comment. Are they similar? Can you group them into 2-3 main proposals?

By the end of this activity you should have:

- Awareness of the links between domestic violence and work
- Awareness of the negative impact for employers – e.g. delays, sick leave, threats in the workplace etc.
- Awareness of the workplace's importance for the victim as a point of security, privacy, social contacts and financial independence
- Awareness for the TUs place and role in victims' identification, support and re-direction to specialized institutions and in representation where eg a member is being disciplined because of work performance, absence issues where these are related to domestic violence
- Readiness for inclusion of domestic violence in the collective bargaining agenda as and Equality, security and Occupational Health and Safety issue

What next?

Note findings in your learning diary. Keep findings for A3.3 and A3.4.



Example A2.3

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

Below there is such a comparative table addressing selected questions from Task 1.

Remember! The content of the table is only an example. Your findings may be different.

A2.3 Comparative table on the impact of domestic violence at work

Impacted person /group	Impact on:	Negative results
The victim	Health, self-confidence	Physical harm, reduced mobility, bad physical status. Low morale; uncertainty; fear;
The workplace	Work performance, security	Bad health condition, bad concentration ability. Possible aggressive intervention from the partner May face disciplinary action from the employer where domestic violence is hidden
The employer	Productivity, security	Delays, sick leave A disciplinary hearing may be the first time aware of domestic violence as the cause of delays or absence. Danger of attack in the workplace or in vicinity (exits, parking etc.)



Activity A2.4

Workplace measures in place on violence and harassment



Before the training session:

Find and print all CBA (Collective Bargaining Agreement) or policy provisions on violence and harassment, and other internal rules and policies in force covering your workplace. Use volunteers.

During the training session:

The whole activity is a plenary session. Task 4 is individual.

Equipment and materials:

Paper, pens and copies of provisions on violence; Table A2.4 and copies of Activity A2.4.

Time for Task 1 30 minutes

Time for Task 2 30 minutes

Time for Task 3 20 minutes

Time for Task 4 10 minutes

Task 1

Present the CBA Collective Bargaining Agreement and policy provisions and internal rules.

Make sure they are understood – let each participant finish the sentence: “In the case of violence or harassment, I should/ I can...”

Task 2

Try to group the provisions in the following groups:

- 1) Measures for prevention
- 2) Measures for protection and support of the victim
- 3) Measures for implementing or prosecuting action against perpetrators

Do you think the measures against perpetrators have a preventive force too?

Estimate the balance between the 3 groups of measures – are they equally addressed? Is there something missing?

Task 3

Brainstorm for other possible measures. What is specific for your workplace? What is specific for women transport workers in your workplace? How can you reinforce the protection?

Task 4

Summarise the findings from Task 3 in your learning diary.

By the end of this activity you should have:

- A better knowledge of the existing provisions and procedures
- A better understanding of the policies for responding to and preventing violence and harassment

New ideas for future possible action in the workplace

What next?

Keep findings for A3.4.



Example A2.4

To help you assess the collective bargaining and policy provisions on violence and harassment by groups of measures, you may use a comparative chart as shown below. The tutor can make it on a flipchart during the session or prepare it beforehand and just fill it in during the plenary discussion. Some of the measures can have an impact in more than one area – in this case, you may note them twice, in each respective column. Number the measures to be able to better estimate the presence or lack of balance.

Remember! The content of the comparative chart is only an example. Your findings may differ.

A2.4. Comparative chart of measures against violence in place

Prevention	Protection	Prosecution (implementation)
1. Policy of "Zero tolerance to violence and harassment in the workplace"	1. Procedure of action in case of violence or harassment	1. Internal rules for investigation
2. Prohibition of discriminatory practices etc.	2. Trusted person/ hot line etc.	2. disciplinary procedures/Penalty list etc.



Activity A3.1

How to promote your proposals on violence and harassment



Before the training session:

There is no pre-training preparation for this activity. Bring the notes from your learning diary related to Activities A3.1, A3.4 and A3.5

During the training session:

Get divided in groups for Task 1, Task 2 is a plenary discussion; Task 3 is individual.

Equipment and materials:

Paper, pens, copies of Activity A3.1; copies of Reflection sheet 3.1.

Time for Task 1 30 minutes

Time for Task 2 45 minutes

Time for Task 3 15 minutes

Task 1

Describe the process step by step by answering the following questions:

- 1) How can you show the importance of the issue?
- 2) How will you gather evidence?
- 3) Does violence and harassment impact on security in the workplace? How?
- 4) Is it relevant to occupational health and safety? How?
- 5) Does violence and harassment have an impact on equality? How? Does it have a gender impact? What is it?
- 6) Does it have an industrial follow up in the transport sector? What is needed? Does it concern the employer/s and employment? How?
- 7) Is society sensitive to the issue? Are union members in the workplace? What about workers who aren't members – is this a union organising issue?
- 8) What are your strong points?
- 9) What are the possible barriers?
- 10) How can you overcome them?

Use your previous experience in campaigning and negotiating.

Task 2

Present your plans and discuss. Share experience with the other participants. Give examples of successful campaigns.

Task 3

Take notes in your learning diary; fill in and add a Reflection sheet 3.1, if you wish.

By the end of this activity you should have:

Knowledge and ability for upgrading collective bargaining and policies (see also Module 2)

Readiness to initiate a campaign

What next?

Keep your notes/Reflection sheet for when you carry out Activity A3.2



Example A3.1

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

A3.1 Reflection sheet on promoting your desired action

Question	Answers and ideas
1.How can you show the importance of the issue	
2.How will you gather evidence	



Activity A3.2

Finding allies



Before the training session:

There is no pre-training preparation for this activity. To carry out this activity you will have to first do Activity A3.1

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 A3.2; notes in the learning diary from Activities A3.1

Time for Task 1 45 minutes

Time for Task 2 30 minutes

Time for Task 3 15 minutes

Task 1

In small groups discuss who and how can support your proposal. Answer the following questions:

- 1) What do you need to succeed? Who does it depend on?
- 2) Whom is your proposal addressed to?
- 3) Who will benefit? How many people are they? How many women? How many transport workers? How many passengers? How many businesses or services?
- 4) How can you reach them? Do they have representative/s?
- 5) How can they support you? Be precise!
- 6) Who else can you contact? What will you ask for?

Task 2

Share your findings with the other groups in plenary and discuss how to get support for your campaign. Give examples of other campaigns.

Task 3

Take notes/ fill in and add Reflection sheet 3.2 in your learning diary.

By the end of this activity you should have:

- Ability to identify and contact possible allies
- Skills for defining the common cause as a base for joint actions
- Readiness to build up new opportunities for collaboration

What next?









Keep findings for A3.4 and A3.5



Example A3.2

To help better structure your findings and answers from Task 1, collate your information in a Reflection chart 3.2 made on the same pattern as Reflection chart 3.1. You may add it to your personal learning diary.

To improve your chances of success with possible allies you can try the exercise through a role play session within Task 2. Divide into pairs and present the following situations:

-  Meeting of your trade union
-  Meeting with workers who aren't yet members of the union
-  Meeting with your employer
-  Meeting with an Occupational Health & Safety department head
-  Meeting with an NGO/charity or campaigning group
-  Meeting with a Domestic violence support group or Rape Crisis centre
-  Meeting with the media
-  Meeting with institutions (social services, police etc.)

Try to be short and precise. What arguments will you choose for each one of the meetings? Do they differ? How?



Activity A3.3

Seeing the big picture



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:

Learning diaries, paper, pens, post-its, copies of the Activity A3.3

Time for Task 1 40 minutes

Time for Task 2 20 minutes

Time for Task 3 30 minutes

For Task 3, you can visit the websites of ETF, ITF, ETUC and ITUC. You would need multimedia or one computer at least. If it is a computer, the tutor should make sure that every one of the participants has navigated in the websites to reach the violence and harassment against women section.

Task 1

Structure the measures that have been identified against violence and harassment at the different levels of social dialogue and collective bargaining: company, sector, regional, national, European and global

- Write down the different measures noted during previous activities onto post-it notes
- Place them on the wall in the relevant areas
- Add the tutor's suggestions on the leading initiatives in each area, if not mentioned.

Note: For the time being, these include: UN Sustainable Development Goals; the UN Commission on the Status of Women Agreed Conclusions on the Elimination and prevention of all forms of violence against women and girls; the expected ILO Convention on violence and harassment against women and men in the world of work; the EU Council Istanbul Convention.

Especially cite (see the Annex of the Training kit):

- the ILO ACTRAV report on violence and the ITF input;
- the EC initiative "Women in transport" and
- the ETUC project "Safe at Home, Safe at Work" and its recommendations.

Give examples of current national initiatives or best practice you know about.

Task 2

Summarize the findings. Do/ did you participate in some of them? How?

Task 3

Comment on the link between all levels and measures. Answer the questions:

- 1) Is the link between all levels important? Why?
- 2) How can the top level policy help the company activity?
- 3) How do the workplace challenges define the top policy?
- 4) What is the role of the global trade union organisations as ETF (European Transport Workers Federation) and ITF (International Transport Workers Federation)?, ETUC (European Trade Union Confederation), PERC (Pan-European regional committee of ITUC) and ITUC (International Trade Union Confederation), ?
- 5) How can you better become involved in their activities and actions?

Summarise your findings in your learning diary.

By the end of this activity you should have:

- Seen the actions at workplace level as a part of a global movement of great importance
- Synchronized the vision, if necessary
- Raised awareness of the available tools at every level
- Become ready to get involved in the process of exchanging ideas and practical experience vertically and horizontally i.e. locally, regionally, nationally and internationally - with other organisations within the family

What next?

Write down your own comment on the link between all levels and participants. Note ideas for actions for 3.4.



Example A3.3

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

This is an example of such a chart based on Task 1 for better executing Task 2.

A3.1 Reflection sheet on promoting your desired action

Level	Measures against violence and harassment
1.Global	
2.European	
3.National	
4.Sector/ branch	
5.Company	
6. Workplace	

Note: It also may be presented by steps or a flight of stairs.



Activity A3.4

Focusing on appropriate local actions



Before the training session:

There is no pre-training preparation for this activity. Bring the notes from your learning diary related to Activity A3.4.

During the training session:

Get participants into small groups to perform Task 1, Task 2 and 3.

Equipment and materials:

Learning diary, paper, pens, copies of the Activity A3.4.

Time for Task 1 40 minutes

Time for Task 2 30 minutes

Time for Task 3 20 minutes

Task 1

In small groups, enumerate and prioritise the objectives related to violence and harassment at company level

Answer the following questions:

- 1) What is/are the main challenge/s in your workplace?
- 2) Why is it/are these the main challenge/s in your workplace?
- 3) What can be done?
- 4) What can you and your colleagues commit to do so that you meet the challenge/s?
- 5) Is there something you can do immediately that is achievable?

Task 2

Share your ideas with your colleagues in the group. See whether you have ideas that come up more than once. List several possible actions and briefly describe them.

Task 3

Chose 2-3 of the actions. Discuss them and set a time frame.

Now, you have an action plan on violence and harassment against women for the coming period.

By the end of this activity you should have:

- The ability to estimate what measures are needed in the workplace
- Reviewed the options
- The skills to set out an action plan
- Engagement and motivation

What next?

Prepare to present your action plan in plenary in A3.5.



Example A3.4

To better structure your work from Task 2 and prepare for the next activity, collate your information in a brief description form.

Below there is an example of such a brief description form based on some of the questions of Task 1. Fill in a form for every one of the actions you propose.

Remember! The content of the form as well as the brief description are only examples. Your findings and your description may differ.

A3.4. Brief description of action to apply a measure against violence and harassment in the workplace

Goal of the measure to be introduced	To reduce the sexist verbal abuse
Who is the measure aimed at?	The male workers who make sexist jokes
What is the main focus and goal of the action?	To raise awareness of the effect of sexist jokes on women workers
What is the nature of the action?	Elaborate and exhibit a home-made poster of a woman's face and a message: "Sexist jokes are NOT funny to me!"
What is the role of the participants?	The members will be asked to: <ul style="list-style-type: none">- Find an impressive picture of a woman- Print it and stick it onto a big piece of paper- Write the message below- At the coffee-break stick it on the corner wall
How will the measure be explained?	The crew will explain that some jokes are humiliating for women and are not tolerable in the workplace. They will ask all their colleagues to react in solidarity to these jokes saying "This is NOT funny to women!"



Activity A3.5

Communication and Dissemination – of the utmost importance



Before the training session:

Read carefully the action brief description. Think how you could present it to your colleagues. What is the problem? How it would help? What will you stress on?

During the training session:

Task 1 is in plenary; for Task 2 divide in the same small groups as for A3.4. Task 3 is individual work.

Equipment and materials:

Paper, pens, copy of Activity A3.5, Form 3.4, learning diary

Time for Task 1 50 minutes

Time for Task 2 20 minutes

Time for Task 3 20 minutes

Task 1

In plenary, present and discuss all action plans. For every group, answer the questions:

- 1) Do some of the proposed measures match with yours?
- 2) Do some of the actions match with yours?
- 3) Are the actions well planned in the time set?
- 4) How many people are in the target group? How many women?
- 5) Is there a chronological sequence of the actions or is every action separate from the others?
- 6) Is there one action to start with immediately?

Task 2

In the same small groups from the Activity A3.4 revise your action plan. Answer the following questions:

- 1) Do you think most of your colleagues share the same vision?
- 2) Do you think you can all act together?
- 3) How do you involve the others?
- 4) Can you improve your presentation? How?
- 5) Can you adapt your presentation for a bigger audience? How?

Task 3

Look at all your work on the action plan. Are you satisfied? If not, why not?

Fill in the self-assessment form for the course.

Prepare a short summary of the course that you will communicate to your colleagues when you get back to your workplace.

By the end of this activity you should have:

- evaluated what has been done during the training course and

- prepared to start a campaign.

What next?

Arrange to meet with your TU leader to discuss taking the first step on the action plan.



Example A3.5

To assess the outcome of the course, we propose below a self-assessment form which is just an example. Whether the form is used or not, assessment should take place. We recommend that the following form is filled in twice – the first two columns at the beginning of the course and the last one at the end.

Question	Before the course	After the course
1. Do you think you can recognise acts of violence and harassment in the workplace?		
2. Do you think you could identify signs of domestic violence one of your colleagues?		
3. Do you know what are the legal and workplace provisions and policies on violence and harassment?		
4. Do you know what to do in case of violence or harassment?		
5. Do you think more can be done?		
6. Do you know what?		
7. Do you know how?		
8. Do you feel self-confident to deal with violence and harassment? Include a score from 1 (no) to 5 (completely).		
Do you think this training course could help you?		

Comments and recommendations: