

Education for
Valuable
Employment



Training kit on gender equality in transport



With financial support
from the European Union

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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 Yuliya Simeonova.



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Content

Abbreviations	05
Introduction	06
Importance of gender equality: an European trade union perspective	06
Learning needs	09
Content aspects of the learning process	10
Recommendations to ETF tutors at national /sectorial level	11
Key competences of the tutors / trainers	11
Basic Principles of Adult Learning	13
Principles of trade union training	13
Learning outcomes of the trainers / tutors	14
Preparing, simulating and reviewing a training session	15
Roles of participant and tutor within the training session	17
Planning sheet to prepare running a training session	18
Planning sheet to deliver a training session	19
Tutors' self-evaluation from educational point of view	20
ETF and ITF presentation	21
Planning of a training to be implemented at national / sectorial level	22
The training sequence for the tutors	22
Identification of challenges to be met / problems to be solved	22
Recognition of the need/s to undertake change	22
Building a team of trainers / tutors / experts / trade union activists	22
Setting up the aims / objectives	22
Selection and structuring the content	23
Selection of appropriate methods	23
Set up a timetable	23
Formulating and distributing the invitation	24
Implementation of the training	24
Methodological suggestions for the trainers	24
Group work	24
Team-building games	25
World cafe	25
Mind mapping	26
Open space methodology	27
Materials to be provided to the participants	29
Invitation	29
Program framework	29
Evaluation / Assessment of the training	29
Individual assessment and reflections	30
Content topics of the training course to be implemented at national / sectorial level	31
Interviews in pairs	34
Key characteristics of projects	35

Project tasks and their prioritising	36
Establishing a team	37
Belbin's team roles model	38
Action oriented roles	38
People oriented roles	38
Thought oriented roles	39
Establishing a team: Responsibility assignment matrix (RAM)	40
Establishing a team: Team work reflection sheet	41
Project costs	42
Cost Categories	43
Risk management	44
Available resources	46
First module: Women empowerment	47
1.1 Trade unions in your workplace	49
1.2 Improving women's participation in trade union life	49
1.2.1 Getting women involved in union work	49
1.2.2 Women as trade union representatives	49
1.2.3 Building trade union networks	50
1.2.4 Gender discrimination	50
Second module: Collective bargaining for women	52
2.1 Collective bargaining and collective bargaining agreements	53
2.2 Identifying gender issues in collective bargaining	53
2.2.1 Gender issue in collective agreements: Work-life balance	54
2.3 How to negotiate?	54
2.3.1 Follow-up of negotiations	55
Third module: Occupational health and safety for women	56
3.1 What is occupational health and safety?	57
3.2 Identifying gender-specific aspects in occupational health and safety	57
3.3 The gender-specific health and safety prevention plan	57
Fourth module: Violence and harassment against women	58
4.1 Identifying violence and harassment	59
4.2 Action to respond to and prevent violence and harassment	60
4.3 Next steps	60
Action plan group work	61
Action plan design	62
Precise task list for collective bargaining	63
Steps to prepare a training at national / branch level	64
Tutors' Journal	65
International training on gender equality	68
Annex: Used and useful resources bibliography	70
notes	73

Abbreviations

A/V	Audio/Video
CB	Collective Bargaining
CITUB	Confederation of Independent Trade Unions in Bulgaria
ETF	European Transport Workers' Federation
ETUC	European Trade Union Confederation
ETUI	European Trade Union Institute
ITUC	International Trade Union Confederation
EU	European Union
EVE	Education for Valuable Employment
EW	Empowering Women
FTTUB	Federation of Transport Trade Unions in Bulgaria
GE	Gender Equality
GPG	Gender Pay Gap
GUF	Global Union Federation
GW	Group Work
ITF	International Transport Workers' Federation
IW	Individual work
LLL	Lifelong learning
LNA	Learning Needs Analyses
MDG	Millennium Development Goal
NGO	Non-governmental Organisation
OSH	Occupational Health and Safety
PI	Work in Plenary
RAM	Responsibility Assignment Matrix
SWOT	Strengths, Weaknesses, Opportunities and Treats
VAW	Violence & Harassment against Women
WG	Working Group
W/L B	Work-Life Balance

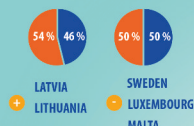
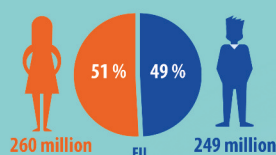
Introduction

Importance of gender equality: an European trade union perspective

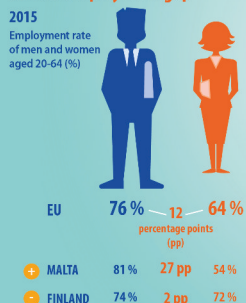
Women in the EU A statistical portrait

EU and the Member States with the highest and the lowest result are shown.

Share of women in the EU population 2016



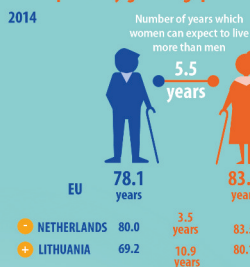
Gender employment gap 2015



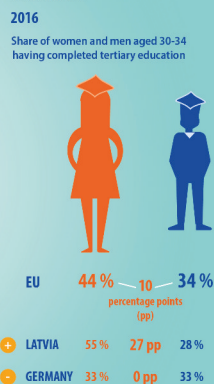
Mean age of women at birth of first child 2015



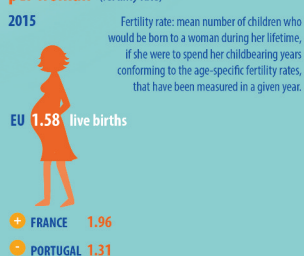
Life expectancy gender gap 2014



Gender gap in tertiary education 2016



Number of children per woman (fertility rate) 2015



Further information:
<http://bit.ly/1RsiMaM>

ec.europa.eu/eurostat

Dear readers, lecturers, trainers, tutors, colleagues,

The European labour markets are characterized by specific trends towards the work force. Employment rates are generally lower among women. The gender gap analysed here is defined as the difference between the employment rates of men and women of working age (20-64). Across the EU-28, the gender employment gap was 11.6 p.p. in 2015, meaning that the proportion of men of working age in employment exceeded that of women by 11.6 p.p. In 2015, the employment rate for men aged 20-64 stood at 75.9% in the EU-28, as compared with 64.3% for women. A longer-term comparison shows that while the employment rate for men in 2015 was the same as 10 years earlier (75.9% in 2005), there was a marked increase in the proportion of women in employment — rising 4.3 percentage points from 60.0% in 2005. The incidence of part-time work differs significantly between men and women. Just under one third (31.5%) of women aged 20-64 who were employed in the EU-28 worked on a part-time basis in 2015, a much higher proportion than the corresponding share for men (8.2%)¹.

One of the prominent indicators in education statistics is the proportion of persons who have attained tertiary education (i.e. who graduated from universities or other higher education institutions). From the 'tertiary education attainment' indicator, we derive a gender gap defined as the proportion of men aged 30-34 that have attained tertiary education minus that of women. In 2016, this gender gap was -9.5 percentage points (p.p.) in the EU-28, meaning that the proportion of women aged 30-34 that had attained tertiary education exceeded that for men by 9.5 p.p.

In recent decades, the reconciliation of work, private and family life became an integral part of the statistical data and the analyses. Based on the autonomous agreement² signed between ETUC and the employers' organisations at European

level more and more countries have adopted appropriate legislation and started to develop good practices, based on this alchemy towards improvement. However, the aging of the population is deepening. The birth-rate has dropped and the economic and financial crises affected the social models.

1 http://ec.europa.eu/eurostat/statistics-explained/index.php/Gender_statistics

2 <https://resourcecentre.etuc.org/Agreements-57.html>

The training kit aims to bring together the available ETF training modules on gender equality³ into a united integral pack specific to women's participation in the transport workplace and the challenges of reconciling this with personal development and family responsibilities including pregnancy, childcare and caring for older dependents.

Gender equality in transport is not a new issue. Neither is the elimination of violence and harassment against women working in the sector. Both have been included in the trade unions' agenda for many years, and trade union education and training are provided at national level in most organisations. However, female participation in transport is still low across Europe (22%⁴). The sector remains male-dominated and unattractive for women who remain over-represented in occupations that are poorly paid. They also are predominant in flexible types of employment, such as part-time working, fixed-term contracts. Flexible jobs come with a high risk of job insecurity, poor working conditions, limited access to social security and benefits, training, career development. A gender-segregated industry will always facilitate and perpetuate discrimination. The fact that jobs can be perceived as 'feminine' or 'masculine' influences hiring and firing decisions, for example.

The main reasons for ETF to build up a new training initiative are:

First, it is the ambition of ETF to unify existing trade union training on gender equality and set up a common agenda, goals, standards, objectives and principles according to the ETF programme adopted by all its affiliates at the last congress. The uneven playing field across Europe in gender equality training in the workplace is a great challenge. At the same time, this new initiative should not be in conflict with or undermining the training systems and traditions in every country and union, aiming instead to complete and build on them, rather than to replace them. Bringing together existing materials on gender equality in the transport workplace was necessary to reach the goals set by the ETF's programme and also to support transport sectoral social dialogue at European level.




The ETF Women's Committee took on the task.

In 2008 – 2010, through the EU cofounded ETF TRANSUNION project "Transport trade unions preparing for change – for a fair and sustainable transport sector" (VS/2010/0406) the first two thematic modules (pillars) of the present training package were prepared: **Women empowerment** and **Collective bargaining for women**. The third module – **Occupational health and safety for women** was completed in 2016. The module on **violence and harassment against women**, also created within the EVE project, was greatly needed to complete the ETF gender equality training pack. Gender equality is a complex issue bringing together inter-related topics that require a holistic and active approach. This combined approach using existing resources enables individual circumstances and sensitivities to be taken into account.

The Training kit on Gender Equality in Transport aims to achieve the following main tasks: to develop skills and ways of using the materials through identifying learning needs and following the steps to meet them through organizing, conducting and evaluating training on the 4 major Issues developed in the two projects - ETF TRANSUNION, 2008-2010 and EVE project 2016-2018:

- 1. Women empowerment**
- 2. Collective bargaining for women**
- 3. Occupational health and safety for women, 2016**
- 4. Violence and harassment against women, 2017**

The content of the Training kit is intended in particular for 3 main groups of users:

-  **Leaders** of trade unions, who, after identifying the need, can use the materials to offer training that aims at developing capacity: knowledge, skills and competences, as part of bargaining, campaigning and implementing projects
-  Professional and non-professional **trainers/tutors/teachers/workers'** representatives involved into the process of informing and consulting on equality issues
-  **Transport workers/employees**, bearing in mind that workers in the transport sector are predominantly men overall, and that the workplace training can be in small groups for women transport workers, men transport workers or all together.

Once the needs are identified, the objectives that the training will achieve for the particular target group should be defined as clearly as possible. The more precise and measurable the objectives are, the easier it will be to measure progress towards their achievement.

³ **ETF Gender Training Package:** <http://www.etf-europe.org/etf-3955.cfm>

⁴ https://ec.europa.eu/transport/themes/social/women-transport-eu-platform-change_en

The most concentrated expression of progress are the formulated learning outcomes that answer the questions: what does he/she know, what can the person do and how far is he/she able to apply it after taking part in training or informal learning⁵. We aim to introduce mandatory basic training elements for transport representatives (tutors, activists, trainees) and to recommend additional activities tailored to the specific audience. The teaching methodology can also be applied according to the objectives and type of training - whether it is informative or is designed to develop skills, or acquired competencies are expected to be presented and shared with colleagues. Another important factor in the choice of appropriate methods is the time available for training. Active learning methods have many advantages because learning by doing allows easier to remember, more to understand the interconnection between the elements of a process, longer lasting memory of the action, and these methods create a sense of community, greater security once knowledge has been approached in a particular setting.

The training kit is meant to deliver a specific innovative training program. It offers an active manner of formation which would allow users to choose what and how exactly to use, to what extent, and to meet what needs it will be implemented. It is applicable to all European national training systems and more and more often to a multicultural working environment. The training tool which aims to be able to provide such a methodological flexibility on the matter is in your hands.

Yuliya Simeonova

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Workers' Education and Training College Executive Director*

5 Formal education is the most structured (planned and thought-out) kind of education which offers “proof of evidence” sanctioned by government institutions and workplaces. In other words, it is carried out within the school system of a country, both in the public and private sectors. The stages of this education system are upheld by a Department, Bureau or Secretariat of Education in different countries.

Non-formal education is less structured than formal education. Short courses with no curricular significance and courses on swimming, cooking, etc. are part of this kind of education. They feature a plan stating the sequence lessons will be taught in, but it lacks the detailed technical information (listing of methods, techniques, procedures, materials, etc. common in lesson plans and syllabuses in formal education) of school courses. In contrast with formal, informal courses tend to be far more “hands-on”.

Informal education is the kind of education provided by parents, family members and people running a small business and experts on its processes. One of the most typical examples of informal education quoted is one widespread in the Middle Ages featuring a master and an apprentice. Within this system, there is no plan and the learners learn from experience over many years and a little guidance from their educators.

Before we undertake any conscious change, there is a need for something new - new knowledge, a new skill, or a new systematization or combination of available competencies. What learning and personal development needs will be subject to identification in order to offer the most appropriate content, volume, form and methodology?

The first group of needs are personal, established in communication, in the implementation of the work process, in joining a team, in reconciling work and family life. Their establishment, the choice of an appropriate individual learning path, and the periodic assessment of progress and impact can be a strong motivational factor for both - the individual person, the group, organization, and society.

The second group of needs is at an organization level. It is important whether the organization itself is open to capacity development, i.e. whether it is a "learning organization". Learning needs analysis (LNA) is a method of identifying and quantifying the discrepancy between the available individual competencies (knowledge, skills and behaviour) and the optimal or sought competencies for the efficient functioning of the sector, industry, organization, group, and individual.

The use of the LNA method allows the formation of targeted training with appropriate content and resources, identification and prioritization of the learning objectives and efficient use of the provided / developed resources: lecturers, materials, networks, etc.

Taking into account the rapid development of digitization and technologies, the accelerated rates of data growth and their exchange, the renewal of decision-making processes, we should plan, offer and periodically implement macro-level training related to emerging global trends that change the scope of thinking and action.

Trade unions are called upon to collectively understand and monitor the changes and challenges of macro-factors and, in the case of emerging training needs, to formulate clear goals for:

- acquiring systematic knowledge about technological, organizational, social, etc. processes
- development of skills and their practical implementation and
- formation of know-how to use these skills in other spheres of the public, family, private life

The analysis encompasses the path from the available to the desired competences and should also answer the following questions:

- What are the benefits to the individual from reaching the desired new level of competence and how will it affect him / her, the group, the organization?
- Which elements of learning are subject to evaluation and how do we track progress in the learning cycle?
- What methods can be used to achieve the desired change?

Each training has specific goals, target group, expected results and impact. Focus is on the goals with an appropriate set of framework issues. We recommend here approaching from the general to the specific, from the organization's needs to the individual learner shortages. You can use the following sample list:

- Are the identified training needs part of the strategic objectives of the trade union? Typically, training and learning programs are used as a tool that contributes to achievement of the strategic objectives of trade unions as representatives and advocates of the rights of employees.
- Have you discussed the curriculum with the key actors in the learning process? This is important in terms of their potential to refine, enrich, motivate them to participate or recommend it.
- Has the content been updated according to the latest data from knowledge platforms, research centres, universities, or your research? Quality training includes and rests on leading, latest achievements and innovative approaches.
- Is the training or learning tailored to the specific needs of the respective context - international, national, sectoral, etc.?

- 📌 Does the program meet the expected results and the objectives of the organization or the intended learners in order to contribute to achieving them by implementing a particular plan or process? It is recommended prior to the event to assess which competencies will ease or accelerate the achievement of planned outcomes or impact from an organization perspective.
- 📌 Have you identified obstacles (from a political, structural, regulatory, regulatory) point of view, whose removal to open the way to achieving learning objectives?
- 📌 Do you foresee measures to assess the impact of training activities at the union level or trade union organization that send participants? Identifying outcome indicators will help to evaluate the benefits for the trade union.
- 📌 Does the training include identifying the expectations of the participants and the trade union, which can create trust and support partnerships?
- 📌 Do you know the preferred learning methods in the organizations from which the participants come? The internal communication culture and experience of using different learning methods has an impact on the satisfaction of participating in a learning initiative.
- 📌 Do you know the criteria the union will use to assess whether the curriculum has been successful? It is useful to set quality indicators and criteria for the results of training activities that are used in the organizational or personal development plan.
- 📌 Would you feel an impact if you did not have this training? Such a question would allow assessing the consequences if there was no such initiative.
- 📌 Have you foreseen to hear the opinion on the curriculum with specific former participants in order to avoid deficiencies indicated by them
- 📌 Is the curriculum tailored to the needs and educational, institutional, and technical level of the participants? Do you know the profile of the target group - age, gender, skills, learning experience? Is it homogeneous or heterogeneous in terms of input level?
- 📌 Have you been informed about the participants' previous experience - positive, negative? Mutual exchange of experience can enrich the learning process.
- 📌 Do you envisage how far the training will fill the gaps between the current level of competence and the standard of performance? Do you have enhanced and final tests?

Content aspects of the learning process

- 📌 Are the characteristics of the problem to be addressed in the learning activity and the expected impact clear?
- 📌 If you conducted such an event, did you see the evaluation to focus on learning components that are said to be inadequate, with the need for further development and upgrading?
- 📌 Do you foresee a follow-up or a monitoring system for training? Can you use the analysis for getting measurable result indicators to allow a comparison of the situation before and after the training?
- 📌 Does the organization have a gender-sensitive practice? Starting tailored needs assessment should help to understand, develop and implement gender-sensitive training on equal treatment issues. A strategy to minimize concerns and enrich the positive experience of women and men as an integral part of the curriculum design and implementation helps both genders to maximize benefits that strengthens the trust and sustainability of each organization.

From the educational point of view, the Training kit is designed to provide a European dimension and added value to trade union education developed by ETF affiliated organizations, by proposing a common methodology at European level and a unitary approach among training departments to address this topic of strategic importance for trade unions in the old continent. The training tool will be a framework designed to be adapted to the national trade union situation, the target group and the specificities of the educational practices in the various national and sectoral trade unions. The trainer or the person providing the training is free to adapt the material to the particular features of his or her organization and its educational needs, and draw on his or her educational experience to get the message across and to achieve the training objective.

Key competences⁶ of the tutors / trainers

This Training kit on gender equality in transport aims to build on the European dimension of the skills acquired and practised by trade union instructors, tutors or workers' representatives responsible for training at national / sectorial level. Due to the national and individual nature of the training, there is a set of knowledge, values, attitudes, behaviours and learning strategies that form the standard to fulfil this role by focusing on ETF and ETUC trade union identity. Training thus becomes an instrument for transforming strategies and policies at European level into trade union action at national / sectorial level.

Tutors / trainers and experts should use organized training sessions to form psychological sustainability, self-esteem, trust and attitude for partnership among the audience. This requires trainers / speakers to be prepared to adopt a code of conduct that includes several basic principles:

- ▶ Use of short, clear and unambiguous phrases and sentences in the content of which they are convinced
- ▶ To create a relaxed and friendly environment to help learners open up and be honest about some of the difficult conversation they can have in the training
- ▶ Do not take anything personally, especially when asking questions, because adults based on their own individuality have a personal way of understanding and learning
- ▶ Do not make assumptions and hurried conclusions, but be ready to ask precise questions to clarify the specific situation
- ▶ Be committed change agents, ready to examine the social norms that affect the way of thinking and engaging with participants in an open, honest and participatory manner. The activities and sessions aim to share knowledge but most importantly to support building understanding, which can help people face up to and change their own attitudes, behaviours and practices
- ▶ To respect themselves and others - either alone or as team members - taking into consideration that learners have their own limits of receptivity and specific needs of time to understand, to consider and to remember, enough light to see, silence to hear, and so on.

⁶ Competences are defined as a combination of knowledge, skills and attitudes applied appropriately to a context in order to achieve a desired outcome. Key competences are those which all individuals need for personal fulfilment, active citizenship, social cohesion and employability through lifelong learning in a knowledge society.

The European Reference Framework sets out eight key competences: Communication in the mother tongue; Communication in foreign languages; Mathematical competence and basic competences in science and technology; Digital competence; Learning to learn; Social and civic competences; Sense of initiative and entrepreneurship; Cultural awareness and expression.

The key competences are all considered equally important, because each of them can contribute to a successful life in a knowledge society. Many of the competences overlap and interlock: aspects essential to one domain will support competence in another. Competence in the fundamental basic skills of language, literacy, numeracy and in information and communication technologies (ICT) is an essential foundation for learning, and learning to learn supports all learning activities. There are a number of themes that are applied throughout the Reference Framework: critical thinking, creativity, initiative, problem-solving, risk assessment, decision-taking, and constructive management of feelings play a role in all eight key competences.

Personal / interpersonal competences of the trainers

- Responsibility
- active participation
- creativity
- flexibility,
- autonomy,
- sustainability,
- LLL attitude
- ability to use personal, social and methodological knowledge and to develop and maintain relationships within a learning environment

Social competences of the trainers

- Communicative
- team working ability
- mediation
- management capacity
- campaigning skills
- ability to link the trade union context and the more globalised digitalised society

Cognitive competences of the trainers

- Logical thinking,
- understanding
- analytical skills
- alternative thinking
- learning ability
- needs assessment and decision making capacity to act
- capability to apply knowledge and know how to implement tasks and to solve problems in different trade union situations

Basic Principles of Adult Learning

Adult learners have acquired competences through the formal education system, informal learning such as courses, seminars, workshops and self-study at work, family life, hobbies, etc. This experience, value system and beliefs should be accounted for and, if possible, used in the process of planning, conducting, reporting and upgrading specific trainings

The kit supports the meeting of the adult education requirements, according to the following principles:

- adult education is based on the mutual recognition of competences and equality and mutual respect between tutor and participant, especially in view, at a second stage, of the possible training provided in the very workplace by non-professional trainers (shop stewards, activists)

Recommendation: to negotiate priority topics from the Curriculum and/or the methods

- active methodology, working with the practical experience of the participants and delivering skills for future action according to consciously identified specific needs

Recommendation: feed-back from the given examples in order to justify the understanding and if they are appropriate for the concrete target group

- capacity for adaptation in order to reflect the education and experience level of the trainees on the topic, methodology and direct implementation capacity

Recommendation: in order to demonstrate how the newly acquired knowledge is put into practice, use recent case-studies from the national reality

- flexibility based on "learning by doing" and combinative approach: passive and active methods with coffee-breaks for informal communication

- transferability of knowledge and skills from one workplace to another in the light of a growing mobility

- multicultural perspectives in a various working environment and staff

Recommendation: in order to be tolerant to the existing diversity, use recent case-studies from the international reality, connected for example with refugees, migrants and/or agree acceptable terms and reactions of the trainees

- atmosphere of tolerance and respect to different opinions and trust among all involved

- general, complex and cumulative European dimension.

Principles of trade union training

- The trade union training activities are usually provided collectively in small groups. Their aim, among concrete learning goals, is the development of solidarity. The daily obligations held the characteristics of project management, namely: limited time and often concrete amount of resources – financial, material and human, expected specific outcomes /results for solving problems, meeting challenges etc. in variable environment.

- According to identified needs and the set objectives it is possible to select a range of sources, topics and appropriate activities

- A key constraint is limited time. To compensate for this and to allow for workers/employees in transport to be trained on the topics most relevant for them, each session can be used individually or as a part of a longer process.

- The duration of the training is short-term, usually 1 day per module. In this kit, we cover the 12 activities in four main sections with sample programmes and additional action planning - for skills development

- The curriculum allows combining the modules with the new planning activities aimed at developing skills such as the Lego game

- The activities are highly participatory to give participants time to think, reflect and discuss the concepts, which will facilitate retention and change.

- ❖ The learners and trainers have at their disposal visualization materials from the content modules, exercises, tables and other materials for enhancing the training - photo, video
- ❖ The curriculum includes topics on which guests / lecturers or experts on the topic can be involved - trade union leaders, especially for collective bargaining, or a concrete action plan, or campaign
- ❖ Other stakeholders like NGOs, media, Members of Parliament, social partners, local authorities can enrich the outcomes of the training and enlarge the possibilities for partnerships and networking
- ❖ You will find examples of evaluation system of learning outcomes in terms of the set goals, individual progress in competence development – learning by doing, such as activity planning, team building, campaigning etc.
- ❖ It is important to compare the individual and collective assessment of group dynamics and how it will affect action, acquired knowledge, skills, behaviour, attitudes. When working in mixed groups it is important to observe and address the gender dynamics of the group, not just to facilitate a session on gender equality. The same issues and socio-cultural norms that are part of the training session will be present in our groups. Ensure equality of opportunity for everyone to participate in an activity, make comments and to answer questions. Watch for and address behaviour that is dismissive of what another participant may be saying or feeling. This is particularly important where women are in a minority in the session as well as in the workplace.
- ❖ Valuable is the possibility for adaptation of the training to specific target group, according the national training traditions (2-3 lecturers, how to begin - with occupational goals, ice breaking, presentation, more theory or predominantly practice, ...), or to the sector (available statistics, etc.), OSH subgroups, equality sensitiveness from point of view of the topic, available time, expected results, published ETF / ITF information, presenting the organizational strategy and goals, policy programs, equality section, initiated campaigns etc.
- ❖ Final purpose of each initiative is a social change towards improvement of the working and living conditions in harmony with the value system. From the trainer is expected to be self-confident and to encourage others to seek opportunities for different and innovative approaches to addressing problems and opportunities and to facilitate the implementation and acceptance of change within the workplace.

To feel self-confident trade union trainer / tutor should be able to do several key activities and capable to complete the process of preparation, implementation and assessment of a training according standard, taking into account the identified learning needs and the set objectives, presented in the table 1 below:

Learning outcomes of the trainers / tutors⁷

Table 1

Learning outcomes The learner should be able to:	The learner has achieved the outcome because s/he can:
1. Plan and structure learning programmes and activities	1.1 Plan a session that shows clear learning aims and its relationship to the overall programme 1.2 Relate the content and methods of the session to trade union aims and values e.g. solidarity, equality etc. 1.3 Produce an extended learning plan to meet programme/course requirements
2. Facilitate learning in groups	2.1 Set tasks for learners that encourages participation and enables them to draw on experience 2.2 Establish a rapport with groups/ individuals that encourages discussion and questioning 2.3 Structure learning in a way that enables all learners to successfully perform activities
3. Understand the value of feedback and evaluation for training and learning	3.1 Critique a range of feedback methods and their significance for the participative project work approach to training and learning 3.2 Critically evaluate activities and give feedback in a constructive manner 3.3 Reflect on own planning and training, identifying good practice and points for development

⁷ ETUI — Trade Union Training for Project Work, Trainers Course, Course materials, p. 23



Worksheet T1.1

Preparing, simulating and reviewing a training session



Before the training session:

Read carefully the needs and the expected learning outcomes.

During the training session:

Implement the task sequence recording the key findings and results.

After the training:

you will have planned training session

Equipment and materials:

Paper, pens and copies of Worksheet T1.1; flipchart and coloured markers; personal diary and PC for PPP

Time for Task 1

Planning to deliver a session: the rest of the day

Time for Task 2

Delivering a session: 60 minutes

Time for Task 3

Review: 30 minutes

Place: Plenary room

Task 1

Plan to run one activity from the Training kit and use the **Planning sheet T1.1** to record your reasoning.

Read through the appropriate materials, including the Exercise sheets and the relevant Tutor Notes. You will find copies of the **Worksheets** for the training sessions immediately following **Planning sheet T1.1** in this kit.

You will need to think about:

- How you and your other group members will deliver a short session relating to the section of the training you have been given
- How the course participants will report back on their work
- How you will support the participants (your learners) to complete this exercise – what guidance and resources will they need to successfully complete their task?

Try and think about:

- Aims for the session and how it will link with earlier and later parts of the course
- How the exercise contributes to the learning outcomes for the training
- The teaching method that will best meet your aims/objectives
- The materials and resources you will need and how to organise them
- The balance between group work and feedback
- Timing
- The role of each member in delivering the session

Task 2

Run your session in the time set. The rest of the course participants will act as your learners/ participants.

Task 3

After you have completed your session, you will have an opportunity to comment on your experience as a tutor and participants will be asked for their feedback.

Please complete the **Summary sheet: Self-evaluation** for the session you have been involved in training.

By the end of this activity you should have:

- Developed your skills in planning and running a training session
- Become more familiar with the training materials
- Used appropriate and constructive criticism when giving feedback to aid development
- Further developed your planning skills and your skills as a tutor
- Started to think about how learning outcomes can assist you as a union tutor
- Started to think about how you will deliver the topic based training

What next?

Start planning and preparation of your training course.

The trainers' tutor will put the participants into small groups and allocate each group a specific training session to deliver to other participants. There will be a total of four sessions, delivered by four teaching groups.

Therefore, for one teaching session, you will assume the **role of a tutor** working with other tutors to deliver your allocated session. For the other three teaching sessions, you will assume the role of a **course participant** working in groups with other participants, as a trainee in trade union education.

The teaching sessions will be:

Teaching session 1 – Project tasks identification and prioritising

Teaching session 2 – Establishing a team

Teaching session 3 – Project costs

Teaching session 4 – Design of an Action plan / campaign

In your role as a tutor, you will be expected to complete the **planning sheets T1.2** in preparation for your teaching session and the **Self-evaluation**. As a participant, you will join in an oral evaluation of each of the other teaching sessions.

Recommendation: Here is a table to note your different roles as participant and tutor.



Roles of participant and tutor within the training session

Training session role	Tutor, working with	Participant, working with
Training session 1: Project tasks		
Training session 2: Establishing a team		
Training session 3: Project costs		
Training session 4: Design of an Action plan / campaign		



Planning sheet to prepare running a training session

Aims for the session	
1. What (in general terms) do you want course participants to be able to do/ understand? 2. How does this link to earlier/ later parts of the course	
Content	
1. What type of activity is required? 2. What do you want the participants to do that will help achieve the aims of the session? 3. How does the session relate to the ETF's value base?	
Tutors	
Give a role to each member of your trainers' team during the session? Make sure that everyone is involved.	
Learning outcomes	
How will the session contribute to the overall learning outcomes for the training?	
Timing	
Plan to ensure that there is appropriate balance between group work and report back.	
Resources	
What Exercise sheets and reference materials are needed? Be sure to work with what is available in the room.	
Tutor/ own comments on strengths and weaknesses of planning / preparation	
Steps for improvement	



Planning sheet to deliver a training session

Activity	when	who	what	completed	remark
Invitation					
Worksheets					
Materials					
Visualization					



Tutors' self-evaluation from educational point of view

Which parts of your training session went well?		Why do you think they went well – reasons, evidence?	
1			
2			
Which parts of your training session would you like to improve?		How would you like to improve these parts?	
1			
2			

ETF and ITF presentation

The **International Transport Workers Federation (ITF)** is one of a small number of global union federations (GUFs) within the International Trade Union Confederation (ITUC). Around 700 unions, representing 19 million transport workers from 150 countries are members of the ITF. It has 5 regional structures: ITF Africa, ITF Americas, ITF Arab World, ITF Asia Pacific and the European Transport Workers Federation which is an autonomous organization. The ITF head office is located in London, UK. There are 7 more offices.

The ITF comprise of 8 sections: Seafarers, Dockers, Civil Aviation, Railways, Road Transport, Fisheries, Tourism and Inland Navigation.

Women Transport Workers are represented through committees and conferences in both the ITF and ETF reflecting all transport sections and geographical/regional representation of affiliates.

The Women's Department is directed by the ITF Women's Committee chaired by Diana Holland (Unite the union, UK) and the ITF Women Transport Workers and Gender Equality Officer is Jodi Evans. WD works on organizing and empowering women in transport through representing, bargaining, campaigning, lobbying, training, networking and through its special leadership programme for women.

Young Transport Workers are also represented in structures and activities in both the ITF and ETF.

There is also activity on cross-sectoral issues such as education, climate change and HIV/AIDS.

There is an **ITF Congress** and an **ETF Congress** held to set priorities for the coming years and both are run by an executive board.

The **ITF Executive Board** consists of 41 members elected by Congress, the General Secretary, the chairs of the industrial sections and the chairs of the women transport workers' committee and the young transport workers' committee. For this period, the President is Paddy Crumlin (MUA, Australia) and ITF General Secretary is Stephen Cotton. Since 2016, the woman vice-president is Ekaterina Yordanova (FTTUB, Bulgaria).

European Transport Workers Federation (ETF) has 3,5 million members from 41 European countries, including both those that are part of the European Union and the wider European region. The ETF head office is located in Brussels, Belgium.

The ETF has the same sectoral structure and shares the same goals and actions as ITF. However, it has an additional mighty tool – the European social dialogue, key element of the European social model.

The **ETF Executive Board** also includes representation from all parts of the federation. Its president is Frank Moreels (BTB, Belgium) and General Secretary is Eduardo Chagas.

Women Vice-president is again Ekaterina Yordanova and the Women's Committee is chaired by Brigitta Paas (FNV, The Netherlands). Cristina Tilling is the ETF Political Secretary for Gender Equality assisted by Inga-Lena Heinich.

The programme of both ITF and ETF Women's Committees which work in close cooperation focuses on decent jobs for women offering healthy and safe working environment free of discrimination, violence and harassment. The challenges of automation and globalization for women transport workers are also vital issues.

The training and education programmes of the ITF and ETF follow the priorities set by the congresses – the ITF 43rd congress in Sofia, 2014 and the ETF 5th congress in Barcelona, 2017. The focus of the ITF Women Transport Workers set in 2017 is gender occupational segregation in transport and violence and harassment of women transport workers. The central theme of ETF work programme on gender equality for 2017-2022 is: Fair transport in Europe, fair jobs for women.

This training programme is another piece of the common effort to make it a reality.

Planning of a training to be implemented at national / sectorial level

The training sequence for the tutors

The design and implementation of gender-responsive and gender-inclusive training can be initiated at organisational level / by the employer or suggested by transport workers / trade union activists / tutors / trainers. Here we present a range of compulsory and recommended steps / elements of a training:

Identification of challenges to be met / problems to be solved

Recommendation: You can gather reliable information and make gender analysis of the specific challenges, problems and concerns of women and men in transport, the constraints to their employment, mobility, labour and social security rights, risks, prevention, protection, etc. "hot" topics to be tackled.

Recognition of the need/s to undertake change

Recommendation: Undertake gender-related dialogue, capable to convince the involved in the decision-making process of the need and rationale for considering gender concerns and designing gender-inclusive events / trainings / campaigns in transport.

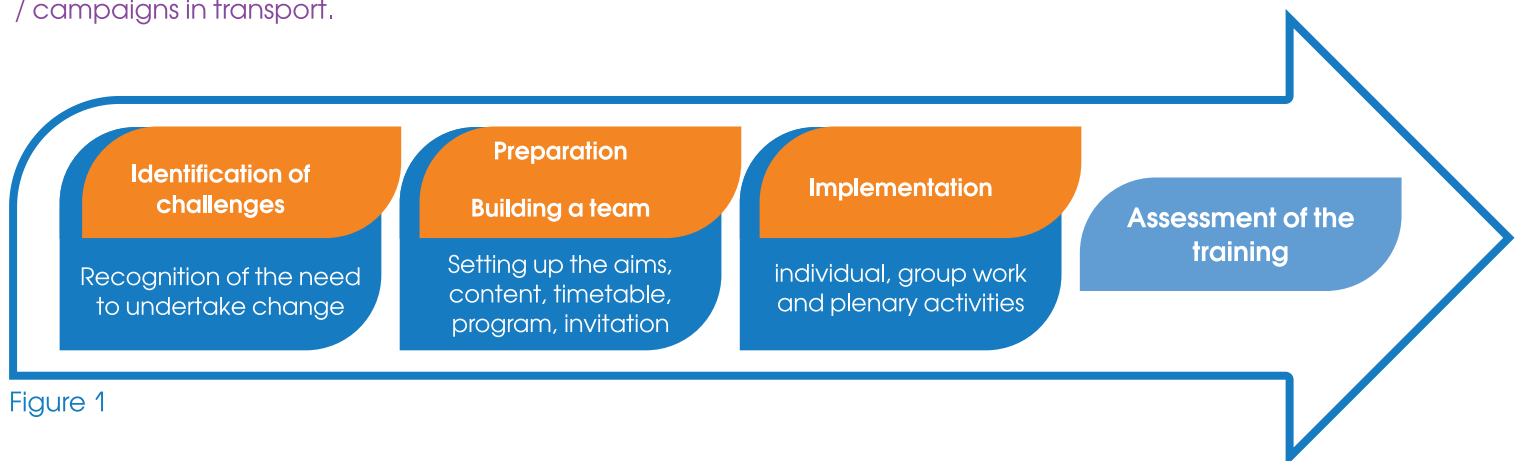


Figure 1

If both steps have been undertaken by trade unions' and / or employers' organisations and the decision to offer training has been taken, the next possible step is to make a list of appropriate tutor's team members and their availability to be involved.

Building a team of trainers / tutors / experts / trade union activists

According the topic/s, duration of the training activity we start building a team with clearly identified roles and tasks. As well as sharing the trade union values, it is important that they have appropriate trade union education skills and competences.

Setting up the aims / objectives

It is essential to put SMART aims – specific, measurable, achievable, relevant and time-related, with targeted indicators, so that we can measure if and how far the expected impact / results are achieved at the end of the training when the participants would know, able to do, capable to undertake / act etc.

Aims	Indicators	Means for achievements of the aims	Monitoring check-list
Main aim	Capacity building by training 48 trainers	Training trainers' training kit & course	
Specific aim 1	Project work skills' development of 48 trade unionists	Elaboration and submission of training on equality	
Specific aim 2	Action plan skills' development of 96 trade unionists	Action plan design & implementation	
Specific aim 3	Campaigning skilling of 192 trade unionists	Plan and structure a campaign	

Table 2

Training of transport workers / employees generally aims capacity development to build ownership and commitment, and to improve the skills for designing and implementing gender-inclusive actions / campaigns / projects with high social benefits.

We suggest to use the advantages of the project work as accelerator to increase the potential of the trade unions to invest into national / sectoral tutors' / trainers' teams and networks, capable to design and deliver concrete topic-based training aiming addressing a social challenge / need by using in practice their communication, planning and networking skills to multiply knowledge and / or initiate and implement effective action / campaign etc.

The focus of the training is put on the development of practical skills and their low stress exercising in pairs, small group and plenary, so that the participants can easily apply them on their workplace, in their trade union activity or in their personal and family life. The fulfilment of the sample aims and working tasks within a fixed period with prompt planning of the available human, financial and material resources will enable the trainees to apply these competences in almost all day-to-day activities.

Selection and structuring the content

Using the recommended Table 1, list the most relevant materials and presentations to be delivered to the target group fitting with the chosen objectives. Consider if any part of the content is precondition for the training and prepare it as pre-course activity.

Structure the selected content keeping in mind the relation theory / practice, logical interconnection from the general to the concrete, from local to branch / sector / national level or according other preferences.

Selection of appropriate methods

Methods should be considered carefully according the aims, the target group, the available time, the personal preferences of the trainer / tutor, and integrated into the design and implementation of transformation learning process. In this kit, you can find methodological suggestions for a range of interactive methods for awareness raising, active methods, and affirmative methods mainly for the theoretical part.

It is important for trade unionists to be involved in participative activities enabling, on one site, then sharing of their experience for mutual benefit and improvement of their capability to concentrate, to listen, debate topics, co-operate, to increase the common power, plan together and organize with their colleagues in the workplace.

Set up a timetable

Appointment of appropriate time-pattern for training activities of employed in the transport sector is a big challenge. Some organisations prefer to divide the content into relatively accomplished modules that allow building up the skills within several weeks or even months or even to integrate elements of the training into other courses and events.

The 4-topic-based training could be delivered over several weekends or alternatively as a number of day or half-day sessions over a period of several weeks. Tutors could also be flexible and devote more or less time to particular activities, depending on the experience of the participants and the time available.

Recommended for the training tutors / trainers is a three-day block with strict accurately planned distribution of the learning time, breaks and combination of activities, containing 4 sessions per day 90 minutes each with 2 coffee breaks and 1 lunch break.

Formulating and distributing the invitation

The invitation contains the title, the aims, the target group, the venue and time of the training, any financial issues and contact data for confirmation / registration deadlines.

Implementation of the training

The training sequences can differ, but just keep in mind that an adult needs a break each 1, 5 hours.

The training starts principally by:

- ▶ Presentation of the trainer/s, participants and the training program with focus on the training objectives and outline its structure
- ▶ Adoption of rules
- ▶ Justification of the expectations and aims of the target group.

The learning outcomes can contain at least:

- ▶ Improved skills for communication, planning and implementation of any activity based on the project work approach
- ▶ Raised gender sensitivity
- ▶ Enriched knowledge on empowerment, collective bargaining, health and safety, violence and harassment towards women
- ▶ Stronger motivation for self-confident initiatives and training based on the shared experiences and networking with the involved colleagues.

Methodological suggestions for the trainers

When selecting methods, we must recognize that (Figure 1):

- ▶ By listening the learner remembers up to 20% of the information s/he receives.
- ▶ Relying only on his vision, s/he remembers 30% of it.
- ▶ The combination of both channels (listening & vision) can increase the stored information up to 50%.
- ▶ If we include a repeat, discussion of the information provided, the memorable part of it can grow up to 70%.
- ▶ Efficient use of all feeds can result in 90% of the information received. This largely depends on the skill of the adult trainer, his / her pre-training and planning of the course activities, and the results it aims to achieve.
- ▶ Appropriate interactive methods are:

Group work

Leading participative method with potential to use and share the experience of the involved trade unionists is through group work. The intervention of the tutor/s⁸ during group work sessions should be limited. The participants should be informed of the role of the tutors during these sessions that they visit each group at the start of a work session to verify if the tasks are understood and to answer any initial questions. Tutors monitor group activity but intervene directly only if they observe that the group is having serious difficulty towards progress.

The tutor reconfigures the composition of the groups. She/he should, wherever possible, maintain a balance of experience and gender in each group. Optimum group size for is 5 – 7 participants.

⁸ Participants should always know where to find tutors when serious difficulties arise.

Recommendation: The tutors change the group composition at various points in the training, keeping in mind the interconnection of the topics and the sequence of content-related activities.

We suggest that each activity using group work has a chairperson, a timekeeper and a rapporteur and that these roles change with each activity, with each member of the group having an opportunity to take on each role.

For accommodation 3 or 4 working groups is need either a very large plenary room, or a plenary room and individual break-out rooms (each with a flipchart and/or a computer) for each of the groups.

Team-building games

Team-building games are positive way of strengthening teams. After participants have had time to get to know each other to some extent, these activities allow to pass on the messages of the benefits of group work.

The work of the team is decisive for the success and the members of the team have to realize that on this base the benefits are shared by the team as a whole.

In case of a project, it has a higher chance of success where everyone works together for common objectives / goals that have been agreed on and are known from the beginning by everyone.

Team-building games support creation of an atmosphere of good communication, trust, confidence, power and innovation. Team-building attracts everyone in a spirit of cooperation to: break down the barriers that might hinder creativity, identify the strengths and weaknesses of each participant and the team as a whole, define clearly objectives and goals, improve the means and abilities to solve problems, apply appropriate working methods so as to undertake tasks in the most effective and timely way. The effective teams are a pre-condition for the success of a project.

It is important to give very precise instructions to the participants and allow time for questions before they begin to role play. Once the roleplay/ task has started, the tutor should carefully monitor the group activities to ensure that the instructions are followed by solving any occurred problems. Otherwise, the tutor should not interfere but allow the participants to learn by role playing.

Much of the learning, however, is expected to come after the roleplay, during the reflection and discussion. This should be transparently focused by the tutor to enable participants to understand key learning points. Key points from the role play/task should be written up by the tutor on flipchart paper.

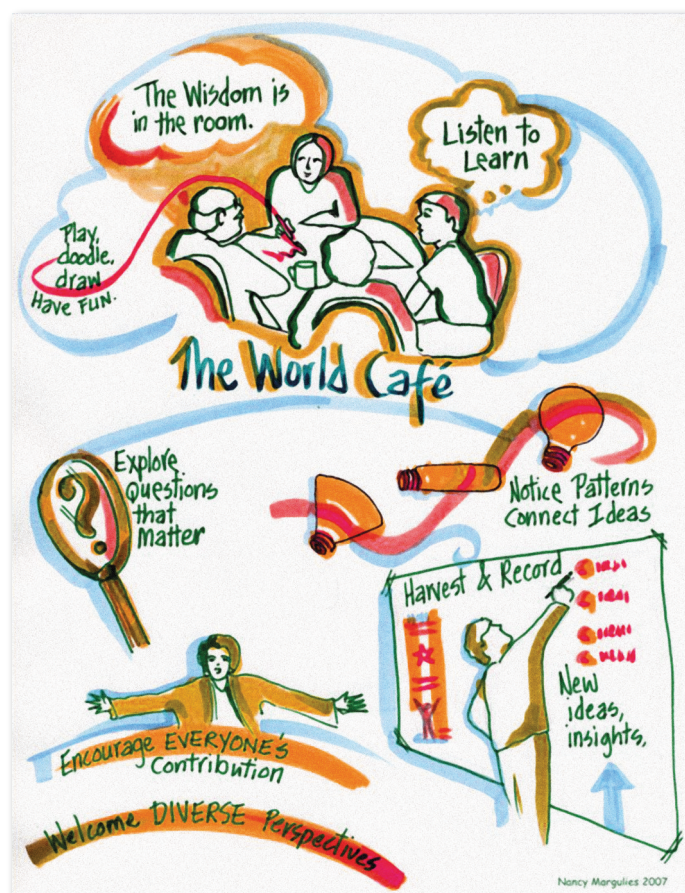
World Cafe

Recommendation: In situation, we want to use word storm to collect diversity of opinions on several interconnected topics within a short period of time the World cafe is very effective participative and motivating method. It gives also opportunity to change the pattern of the groups.

Tutors post blank sheets on the flipchart/ wall in each proper corner of the room / space, considered as a "coffee corner". The sheets are labeled with a particular topic of interest or an aspect of the implemented activity. The trainer chooses participants according the "coffee corners" and each of them becomes "owners" of a coffee corner.

The rest of the participants are "guests" and will be divided into groups corresponding to the number of the "coffee corners". Each group will have concrete time schedule, for example 10 minutes, to "drink a coffee" in each coffee corner, speaking with the "owner" on his / her labeled topic and sharing with him/her and the rest of the group their own ideas and improvements on the given coffee table topic. The groups of "guests" will stop at each corner, following a clockwise direction, for a duration given by the trainer'.

Each "owner" facilitates the discussion and, together with the "guests", takes notes on the sheet with markers. Once the coffee tour has finished, each "owner" presents the outcomes of the discussion that took place at his/her corner.

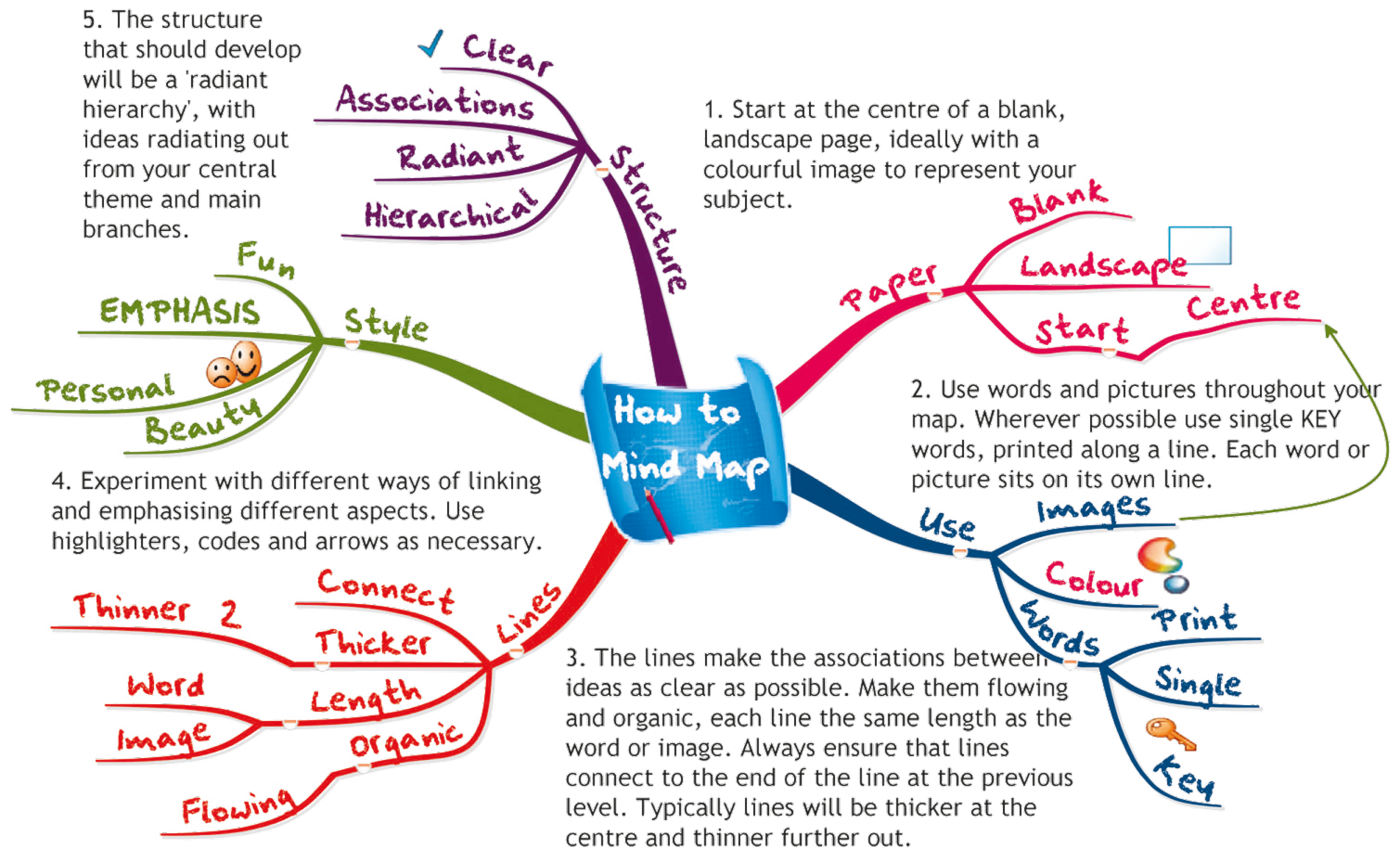


Mind mapping

A mind mapping is an easy way to brainstorm thoughts organically without worrying about order and structure. It allows visualisation of the structure of different ideas to be included, interconnected, analysed and recalled.

A mind map is a diagram for representing tasks, words, concepts, or items linked to and arranged around a central concept or subject using a non-linear graphical layout that allows the user to build an intuitive framework around a central concept.

Mind mapping is a visual form of note taking that offers an overview of a topic and its complex information, allowing learners to comprehend, create new ideas and build connections. Through the use of colours, images and words, mind mapping encourages trainees to begin with a central idea and expand outward to more in-depth sub-topics.



The advantages of the visual learning are:

- It helps learners clarify their thoughts. Trainees see how ideas are connected and realize how information can be grouped and organized. With visual learning, new concepts are more thoroughly and easily understood when they are linked to prior knowledge.
- It supports learners in organizing and analyse information. They can use diagrams and plots to display large amounts of information in ways that are easy to understand and help reveal relationships and patterns.
- It allows learners to integrate new knowledge. According to research, people better remember information when it is represented and learned both visually and verbally.
- It assists trainees' critical thinking . Linked verbal and visual information helps learners make connections, understand relationships and recall related details.

Open space methodology

Open Space Technology (or methodology) is a self-organising method that can be used to run events / meetings for a diverse public in order to address complex topics.

The success is based on picking the brains of those participate. Open Space can be applied for convening groups around a specific question or task or importance and giving them responsibility for creating both their own agenda and experience. It is best used when at least a half to two full days are available. The facilitator's key task is to identify the question that brings people together, offer the simple process, then stand back and let participants do the work. The process is admirably described in a number of languages at <http://www.openspaceworld.org>.

The Open space can be used in training to help participants come up with a concrete plan of action. It's also very used in the private sector for solving complexed problem. It works best under the following conditions:

- 📌 The topic of the event / meeting involves a real issue
- 📌 The participants really care about that issue
- 📌 The issue has so much complexity that no single person or small group can fully understand it
- 📌 The issue requires highly diverse skills and people for a successful resolution
- 📌 The participants have genuine passion about the issue; which can often include conflict
- 📌 The issue requires immediate action (a "decision time of yesterday")



retention

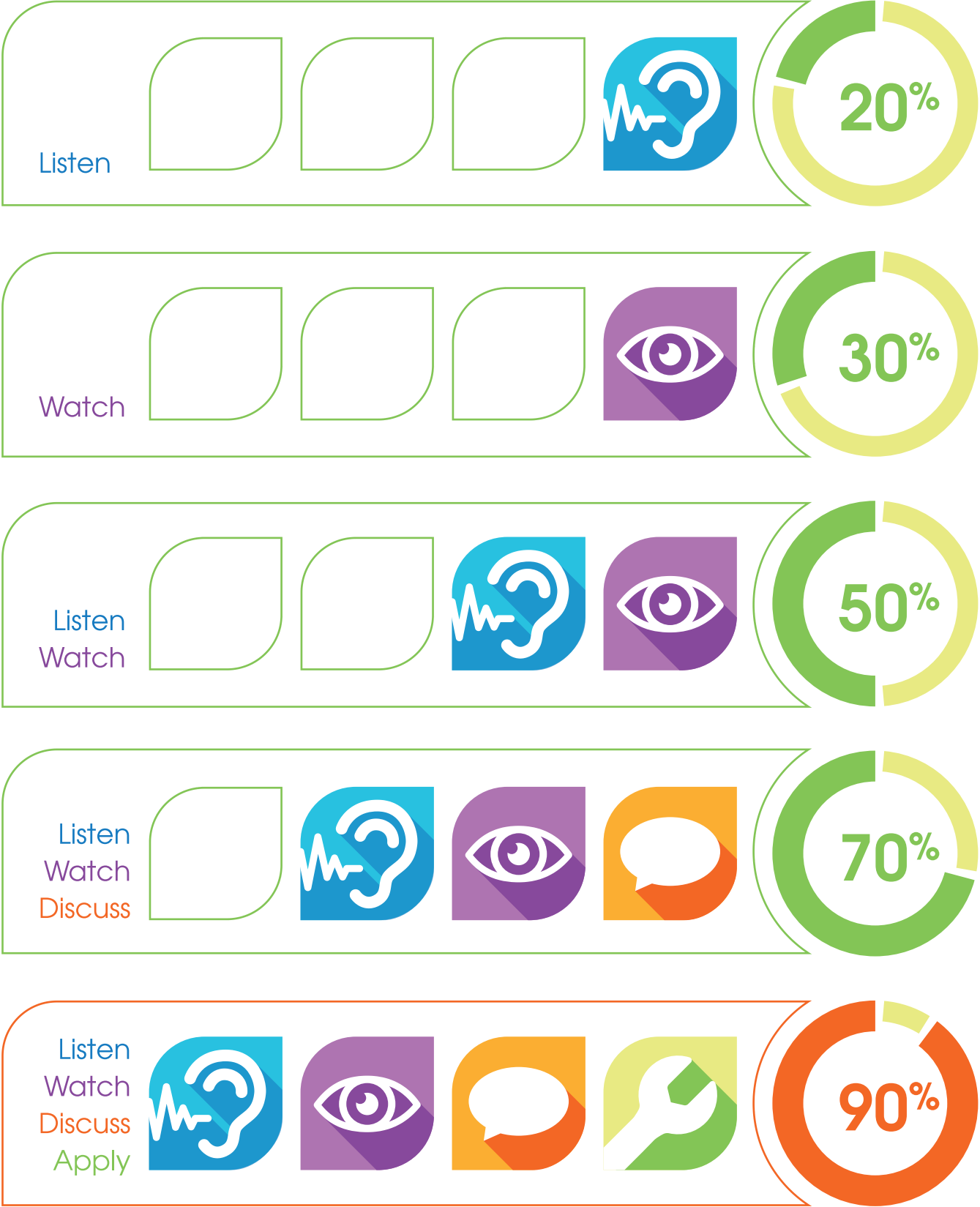


Figure 2

Materials to be provided to the participants

Invitation

The invitation should contain a clear description of the topic/s, the target group, the period, the venue, the aims and the expected learning outcomes, contact details.

Recommendations: It is useful to send the invitation to the trade union organisations about 4-6 weeks before the training, or according your national rules and traditions.

Justify the selection procedure, if any, the registration and the two-way communication, for example application by the potential participants and confirmation of a place of the course, to be sent to participants prior to the training. Fix the payment / reimbursement conditions, if any.

Do not forget the gender equality aspect to be considered by the nomination of the trainees.

Program framework

The compulsory elements are: title of the training, duration, start and end, place, structure of the training, preparatory and / or follow up activities.

Recommendations: If speakers / experts / trainers are known, they can be motivating factor for participation.

Worksheets containing: Title, the aims / objectives to be achieved, tasks to be implemented before, during and after the training, the expected results of the process of transformation, the resources – team members with specific expertise, materials and equipment, the duration of each task, the methods of individual, group or plenary work, examples, visibility of the outcomes, report-back methodology (presentation, list, role play / game) etc.

Evaluation / Assessment of the training

The assessment process is threefold and focuses:

- from the participant's point of view on the pre-training information and preliminary work, met expectations, learning results during the training and their personal / work / family impact, based on the presented content, used methods, trainer/s contribution, facilities, possibilities for interpersonal / intercultural exchange etc.;
- from an educational point of view the assessment is done by the trade union trainers / tutors;
- from an organisational point of view the accent is on the long-term impact and is usually made by an external expert.

Individual assessment and reflections

Please indicate your degree of satisfaction with the course		0%	25%	50%	75%	100%
1	Did the course meet your general expectations?					
2	Were the aims and objectives of the course clearly defined?					
3	Was the preliminary information sufficient?					
4	How do you assess the course in terms of a) content? b) work groups? c) presentations? d) plenary sessions? e) provided materials?					
5	How useful is this course for your work?					
6	How useful is this course for your personal development?					
7	Training venue and facilities					
8	Organisation of the course					
9	Any comments or suggestions concerning the organisation and content of the next training course?					
10	What is your opinion of the support by your trainer for your individual experience and your work group?					
11	Were the objectives and tasks of the different Worksheets defined with sufficient clarity?					
12	Did the training meet your personal learning expectations/ aims/goals?					













Content topics of the training course to be implemented at national / sectorial level

The Training kit on gender equality in transport envisages providing an understandable introduction and orientation to project work⁹ for interested trade union activists to be the framework for capacity building and to result in formulation and initiation of projects, or of training activities, or of campaigns on gender-sensitive topics. The developed skills and competences can be incorporated to a wide range of challenges and contexts.

By setting clear assessment criteria for the new capabilities of the learner, based on the expected learning outcomes we can measure the progress, give learners the tool how to empower them and being able to give the unionists the chance to apply their competences to the work place.

Learning outcomes = ability to	Assessment criteria = capability to
1. Understand the key characteristics of project work	1.1. Describe the distinctive features of project work
2. Identify how effective project work can assist the trade unions work	2.1. Give examples of how effective project activity can support trade unions at a local, national or European level 2.2. Identify possible barriers to successful trade union project work
3. Understand tools and techniques for effective project work	3.1. Describe key tools and techniques for effective project work 3.2. Give examples of key elements of successful trade union project work
4. Be able to identify potential project opportunities for trade unions	4.1. Present example of potential project opportunities for trade unions 4.2. Identify relevant sources of funding for potential project work for trade unions 4.3. Prepare a draft plan for a project relating to the trade union workplace

The suggestion is to offer project work-based training for trade unionists in transport using case study exercises, presenting updated information on ETF's, ETUC's, ITF's and ITUC's policies, activities and campaigns on VAW.

Worksheet	Title	Form	Time
1	<ul style="list-style-type: none">  Give good / challenging practice examples of national and international TU projects on VAW  Present the title, period, budget, partners – 2 min 	IW	10 min
		PW	30 min
2	Define their main project features <ul style="list-style-type: none">  Main goal – to undertake appropriate transformation for overcoming existing challenges / identified problems  Objectives within the broad context  Expected results  Activities  Building a team / crew in a broad sense  Time / Quality / Expenses  Budget  Risk management  Publicity <ul style="list-style-type: none">  Report-back 	WG	30 min
		PI	20 min

⁹ Project work is a term, used to describe the process of working on any activity, considered as project, but also a variety of concepts, tools and techniques applied in working on formal projects, which can be fruitfully adapted to other activities and areas of trade union work that are not necessarily formally recognized as projects.





Worksheet	Title	Form	Time
3	<ul style="list-style-type: none"> Give a definition of a project <ul style="list-style-type: none"> Tutor's presentation of SMART objectives Construct an axes goal – objectives – activities – expected results Enumerate different possible events: research, campaign, seminar, conference etc., as different types of projects 	PI	10 min 20 min 20 min
4	<ul style="list-style-type: none"> Work breakdown structures and scheduling of convenient periods for training on GE topic (VAW, GPG, W/L B, OHS for women, organizing women) Report-back 	PI	20 min 30 min
5	<ul style="list-style-type: none"> Teamwork and resource assignment <ul style="list-style-type: none"> Identify the roles, related to the 4 topics within the TU Stress the special place of the Women and Youth Committee in the struggle with VAW Search for alliances – on behalf of social partners, institutions and NGOs; Report-back 	WG PI	30 min 20 min
6	<ul style="list-style-type: none"> Set up a budget and funding sources <ul style="list-style-type: none"> List the traditional sources and search for new ones Get knowledge on social funds available Divide your task list into smaller phases, or make it a part of a bigger one Group the expenses: accommodation, overheads etc. Try to find out possible partnerships Present and debate 	WG PI	30 min 30 min
7	<ul style="list-style-type: none"> Planning of training on gender equality topic <ul style="list-style-type: none"> Skills and self-confidence acquired Outcome - 4 draft plans for TU training on VAW, EW, organizing women, GPG, W/L B, OSH, CB Presenting the curricula 	WG PI	30 min 20 min
8	<ul style="list-style-type: none"> Risk assessment and management Revising the training planning risks <ul style="list-style-type: none"> Look at your task list. Do you think you have included all necessary actions? Are all they feasible? If you have some hesitation, can you add something else that would avoid the risk? If so, do it. Look at your crew list. Is your crew able to implement the completed task list in the time you have? Is there a member who can put your project at risk if missing for a couple of days? If so, can you do something to minimize the risk? If yes, add it to the task list and so on. Look at the timetable. Is it still realistic? If not, what are the greatest risks? Try to optimize it, if necessary. Look at your budget. Do you foresee some measures if a partner withdraws at a later stage? Are the risk minimizing tasks you have just added funded as well? Do you still have reserves? Are all your "Plan B" measures properly included into your project plan? Well, it seems to be ready ! Now, you have to present it in a good way. Outcome - 4 Action plans for TU training on VAW, EW, organizing women, GPG, W/L B, OSH, CB Debate 	WG PI	30 min 20 min





Worksheet	Title	Form	Time
9	<ul style="list-style-type: none"> Give ideas for dissemination and publicity, for example by implementing a campaign under gender equality slogan <ul style="list-style-type: none"> Prepare the visual materials Take the necessary permissions for actions in a public space Contact the people and instruct them Invite media Appoint a meeting with officials etc. Present the Mind map Communication strategy debate 	WG	45 min
			PI
10	<ul style="list-style-type: none"> Action plan design <ul style="list-style-type: none"> What do you want to influence / change? Who will support Who is against? Plan tasks involving the interested Fix the period Plan the timetable going backwards from the fixed period Calculate the needed resources – human, materials, transport, accommodation, advertising, etc. Presentation and discussion 	GW	45 min
			PI
11	<ul style="list-style-type: none"> Design of a campaign for VAW prevention SMART objectives, performance indicators and evaluation Types of evaluation / PMI assessment Presentation and discussion 	IW	10 min
			PI
12	<ul style="list-style-type: none"> Agree your task list for collective bargaining <ul style="list-style-type: none"> Review of the last collective agreement Inquiry for amendments proposals Discussion on the proposals Editing a draft Disseminating the draft Meeting to adopt proposals Presenting the draft new agreement to the employer Present in role play 	GW	45 min
			PI

Added value

- Mixture of participants – women and men
- Young people are highly interested because of the project work approach
- Action plans are designed in the concrete context of a TU organization and thus very realistic
- Often, teams are ready, too
- All groups get acknowledge of all projects and can interact.

The first part of the training is dedicated to focus to the key characteristics of project work and helping participants to understand the important role that project activity can play in trade union work.

Group work 1.1 (Worksheet 1.5.) is usually an icebreaker, enabling the participants to start to get to know each other, but at the same time allowing them to share something of their experience of project work and their expectations of the training.

Group work 1.2 (Worksheet 1.6.) explores the key characteristics of projects, while allowing participants to draw on some of their own trade union experiences in this area.

Group work 1.3 (Worksheet 1.7.) examines the contributions that projects can make to trade union work.



Worksheet 1.5

Interviews in pairs



Before the training session:

This activity is simple and requires Worksheet 1.5 preparation and identification of the workplaces of the participants.

During the training session:

Compose the participants into reasonable gender mixed pattern pairing people from different workplaces / organisations. Distribute A1.1 Interviews in pairs, or show the content on a slide. Ensure that every one is involved into the process – let everyone to give an example and encourage all participants to comment.

After the training:

the participants will know each other

Equipment and materials:

Paper, pens and copies of Worksheet 1.1; flipchart and 2 coloured markers; personal diary

Total Time: 60 minutes

Place: Plenary room

Task 1

The pair interview each other in turn, using the A1.1 Interview Sheet and note key points from the responses.

Each person presents his/her partner in turn to the rest of the group:

- Name
- Function
- Organization / workplace
- Expectations from the training

Task 2

Each participant presents the pair member within 2 min

According the available time, clarify or comment on some of the responses dealing with participants' expectations of the training, grouping them into a brief summary presented by the tutor, to include the outline of the training / or the tutor can use a PowerPoint presentation.

By the end of this activity you should have:

- a better understanding of the participants;
- clearer set of the expectations;
- practising interviewing skills

What next?

Keep notes on the participants for composition of the project team.



Worksheet 1.6

Key characteristics of projects



Before the training session:

This activity is requiring Worksheet 1.6 preparation for identification of the key characteristics of trade union project examples.

During the training session:

Listing project characteristics, grouping, summarising the definition of project and appropriate trade union project activities.

After the training:

the participants will know the features of a project and will be motivated to apply the project-based approach.

Equipment and materials:

Paper, pens and copies of Worksheet 1.6; flipchart and 2 coloured markers; personal diary and PC for PPP

Total time: 60 minutes

Place: Plenary room

WG room

Plenary room

Task 1

List project examples focusing on the topic, duration, budget, results.

(Information should be completed before the training and can be sent to the trainers to be presented)

Each person presents:

- Project title
- Duration
- Activities - results
- Budget

Task 2

Group and summarise the project features

By the end of this activity you should have:

— a better understanding of the range of different types and scales of activities that could be considered as projects;

— background for project-related activities;

— awareness of project-based trade union activities.

What next?

Keep notes on possible project topics, activities and results.



Worksheet 1.7

Project tasks and their prioritising



Before the training session:

Read carefully trade union project examples.

During the training session:

In your group concentrate on main tasks to be fulfilled to guarantee a successful project completing.

After the training:

the participants will be able to make distinction of the project tasks.

Equipment and materials:

Paper, pens and copies of Worksheet 1.7; flipchart and 2 coloured markers; personal diary and PC for PPP

Time WG: 45 min

Time Reporting-back: 15 min

Place: WG room

Plenary room

Task 1

Read the given project outline focusing on the main areas of work to identify and listing of 10 major tasks.

Task 2

Map out your task list as a simple Gantt chart to prioritise them according the time needed, and sequence and present them to the Plenary.

Nominate a spokesperson to present the list to the rest of the participants, using a flipchart or a Word document / PowerPoint to support your presentation.

By the end of this activity you should have:

— understand the importance of identifying distinct, sequencing and scheduling tasks in project work;

— practised skills in identifying, sequencing and scheduling the key tasks necessary for the successful completion of a project.

What next?

Keep notes on distribution of the tasks to the appropriate team members.



Worksheet 1.8

Establishing a team



Before the training session:

Think about different roles within a trade union project team.

During the training session:

Distribute precisely the tasks to team members capable to implement it and able during this period to devote the needed time to this task.

After the training:

the participants will know the project team roles and the time – quality interconnection by tasks' implementation.

Equipment and materials:

Paper, pens and copies of Worksheet 1.8; flipchart and 2 coloured markers; personal diary and PC for PPP

Belbin's team roles model

Total time: 60 min

Time Reporting-back: 15 min

Place: WG room

Plenary room

Task 1

In your group, go through the list of major tasks you have prioritised. Discuss and distribute the various roles to members of the team who will implement concrete tasks. Think about what you know about teamwork and team-building.

Draw up a simple plan of who is involved in each task and highlight who is responsible for co-ordinating each task, using the Responsibility Assignment Matrix (RAM).

Task 2

Nominate a spokesperson to present the list to the rest of the course participants, using your flipchart or the computer and RAM template file.

By the end of this activity you should have:

— understand and practice skills in identifying and organising roles and responsibilities in a project team.

What next?

Keep notes on distribution of the tasks to the appropriate team members.

Belbin's team roles model

Meredith Belbin identified nine team roles and he categorised those roles into three groups: Action Oriented, People Oriented, and Thought Oriented.

Each team role is associated with typical behavioural and interpersonal strengths.

Belbin also defined characteristic weaknesses that tend to accompany each team role. He called the characteristic weakness of team roles the "allowable" weaknesses; as for any behavioural weakness, these are areas to be aware of and potentially improve.

The nine team roles are:

Action oriented roles

Shaper (SH)

Shapers are people who challenge the team to improve. They are dynamic and usually extroverted people who enjoy stimulating others, questioning norms, and finding best approaches for solving problems. The Shaper is the one who shakes things up to make sure that all possibilities are considered and that the team does not become complacent.

Shapers often see obstacles as exciting challenges and they tend to have the courage to push on when others feel like quitting. The potential weaknesses of Shapers may be that they are argumentative, and that they may offend people's feelings.

Implementer (IMP)

Implementers are the people who get things done. They turn the team's ideas and concepts into practical actions and plans. They are typically conservative, disciplined people who work systematically and efficiently and are very well organised. These are the people who you can count on to get the job done.

On the downside, Implementers may be inflexible and can be somewhat resistant to change.

Completer – Finisher (CF)

Completer-Finishers are the people who see that projects are completed thoroughly. They ensure there have been no errors or omissions and they pay attention to the smallest of details. They are very concerned with deadlines and will push the team to make sure the job is completed on time. They are described as perfectionists who are orderly, conscientious and anxious. However, a Completer-Finisher may worry unnecessarily, and may find it hard to delegate.

People oriented roles

Coordinator (CO)

Coordinators are the ones who take on the traditional team-leader role and have also been referred to as the chairmen. They guide the team to what they perceive are the objectives. They are often excellent listeners and they are naturally able to recognise the value that each team member brings to the table. They are calm and good-natured, and delegate tasks very effectively.

The potential weaknesses of Coordinators are that they may delegate away too much personal responsibility, and may tend to be manipulative.

Team Worker (TW)

Team Workers are the people who provide support and make sure that people within the team are working together effectively. These people fill the role of negotiators within the team and they are flexible, diplomatic and perceptive. These tend to be popular people who are very capable in their own rights, but who prioritise team cohesion and helping people get along.

The Team Workers weaknesses may be a tendency to be indecisive, and to maintain uncommitted positions during discussions and decision-making.

Resource Investigator (RI)

Resource Investigators are innovative and curious. They explore available options, develop contacts, and negotiate for resources on behalf of the team. They are enthusiastic team members, who identify and work with external stakeholders to help the team accomplish its objective. They are outgoing and are often extroverted, meaning that others are often receptive to them and their ideas.

On the downside, Resource Investigators may lose enthusiasm quickly, and are often overly optimistic.

Thought oriented roles

Plant (PL)

The Plant is the creative innovator who comes up with new ideas and approaches. They thrive on praise but criticism is especially hard for them to deal with. Plants are often introverted and prefer to work apart from the team. Because their ideas are so novel, they can be impractical at times.

Plants may also be poor communicators and can tend to ignore given parameters and constraints.

Monitor-Evaluator (ME)

Monitor-Evaluators are best at analysing and evaluating ideas that other people (often Plants) come up with. These people are shrewd and objective, and they carefully weigh the pros and cons of all the options before coming to a decision.

Monitor-Evaluators are critical thinkers and very strategic in their approach. Monitor-Evaluators are often perceived as detached or unemotional. Sometimes they are poor motivators who react to events rather than instigating them.

Specialist (SP)

Specialists are people who have specialized knowledge that is needed to get the job done. They pride themselves on their skills and abilities, and they work to maintain their professional status. Their job within the team is to be an expert in the area, and they commit themselves fully to their field of expertise.

This may limit Specialists' contribution, and lead to a preoccupation with technicalities at the expense of the bigger picture.



Worksheet 1.9

Establishing a team: Responsibility assignment matrix (RAM)

Team member >>	A	B	C	D	...
>> Task name					
1					
2					
3					



Worksheet 1.10

Establishing a team: Team work reflection sheet

What have you personally learned from this and the previous activity?

1

2

3

What steps could you undertake to improve team work in your own union or workplace?

1

2

3



Project costs



Before the training session:

Think about specific cost categories within a trade union project.

During the training session:

Distinction of the project activities, generating costs for personnel, travel, materials, audits, publicity etc.

After the training:

the participants will know the project team roles and the time – quality interconnection by tasks' implementation.

Equipment and materials:

Paper, pens and copies of Worksheet 1.11; flipchart and 2 coloured markers; personal diary and PC for PPP

Total time: 60 min

Time Reporting-back: 15 min

Place: WG room

Plenary room

Task 1

In your group, go through the list of major tasks you have prioritised, discuss and identify possible costs, generated by each task.

Make a list of the costs and then group them into different major categories of cost.

Task 2

Nominate a spokesperson to present the list to the rest of the course participants, using your flipchart or the computer Cost Categories Template file.

By the end of this activity you should have:

— identified the areas of a project work that will generate costs

— identified the costs per category according to the national specificity.

What next?

Keep notes on cost categories for completion of the project budget.

Cost Categories

All Staff

- Compensation and gratuities
- Travel
- Accommodations
- Food

Facility

- Venue rental
- Furniture, serving items, décor
- Food/drinks
- A/V equipment and labor
- Security
- Technology (Wi-Fi, IT support)
- Badge scanning

Logistics

- Event insurance
- Contracts
- Permits

Marketing

- Marketing tools - Email marketing - Survey tool
- Printing
- Shipping
- Video production
- Photography
- Web development
- Media relations

Communications

- Mobile app
- Printing
- Signs
- Maps
- Flyers
- Schedule

Registration

- Software
- Badge printing
- Signage

Speakers

- Compensation
- Travel
- Accommodations
- Workshop materials

Sponsors



Risk management



Before the training session:

Think about specific features within a trade union project.

During the training session:

Distinction of the internal and external risk factors for personnel, travel, materials, equipment, technology, budget, audits, publicity etc.

After the training:

the participants will know the project risks and will be prepared to find solutions.

Equipment and materials:

Paper, pens and copies of Worksheet 1.12; flipchart and 2 coloured markers; personal diary and PC for PPP

Task 1

In your group, wordstorming reviews the lists of possible risk sources as well as the project team's experiences and knowledge. Identify all potential risks in the different areas of the project: personnel, travel, materials, equipment, technology, budget, audits, publicity etc.

Task 2

Make a list and potential reaction.

Nominate a spokesperson to present the list to the rest of the course participants, using your flipchart or the computer Cost Categories Template file.

By the end of this activity you should have:

— identified the areas of a project work that will generate risks

— Develop a Contingency Plan or Preventative Measures for the Risk.

What next?

Keep notes on cost categories for completion of your activity.

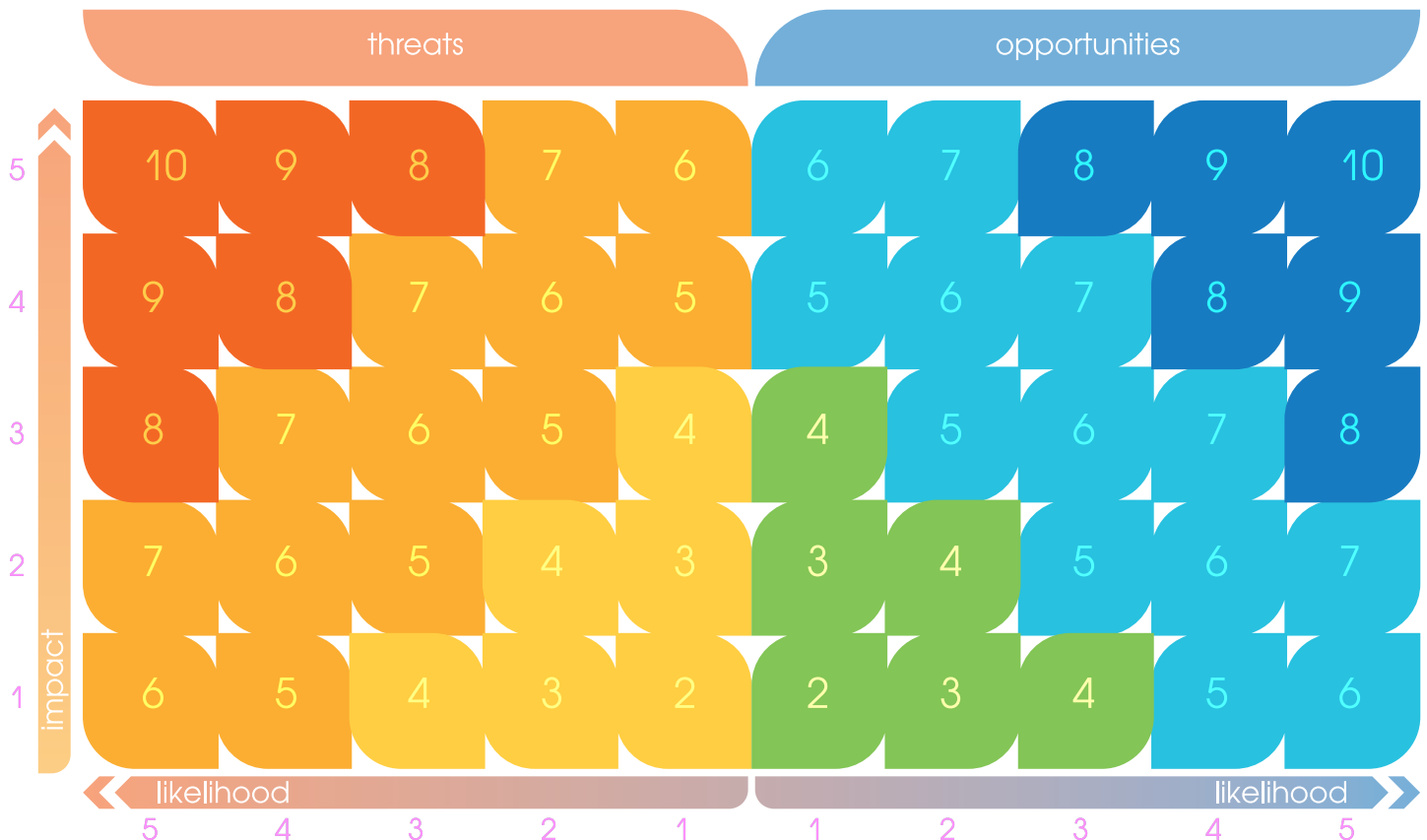
Total time: 60 min

Time Reporting-back: 15 min

Place: WG room

Plenary room

Risk Scoring Matrix



Within the European Transport Workers' Federation TRANSUNION project, co-funded by EU, were elaborated several products, among them an ETF Gender Training Package, under the name "Strong women for transport"¹⁰, containing practically oriented advices, and methodological support for trade unionists who initiate gender oriented trainings on 2 specialised training modules and so playing the role of a trainer for 11 Skills Workshops.

Recommendations:

- 📌 Before the training session: clear invitation /announcement about the meeting place, time, duration, discussion topic/s and preparatory tasks, if any.
- 📌 In the beginning of the training session: **presentation** of the participants using an **ice-breaking technique** by **pair interviews** on names, working place, personal interests and expectations from the training session.
- 📌 During the training: to agree learner-oriented rules of mutual respect and contribution, to present the topic, activities, tasks and the timing, to make breaks. The suggested **Action plan checklist** enhances the preparation of training event aiming social change.
- 📌 10 tips for dealing with different forms discrimination are precisely formulated.
- 📌 **7 types of questions: open, probing, hypothetical, close, multiple, leading and trick** and **questioning techniques** are described in order to facilitate discussions / negotiating.
- 📌 **7 responding techniques: paraphrasing, reflecting, clarifying, echoing, silence, summarising and focus** are explained.
- 📌 **6 aspects of contribution** are presented by questions concerning the topic, purpose, information, form of contribution, own opinion and potential reaction.
- 📌 **How to chair a meeting** with rules for preparation, running and recording followed by distribution.
- 📌 **Role-play and fish bowl observation** interactive methods are described.
- 📌 Supporting texts for collective bargaining activities to be distributed for:
 - **A2.3.** How does a collective agreement come about?
 - **A2.6** Assessing work-life balance.
 - **A2.10** Getting to know 3 different negotiation styles and tactics: hard, soft and poker.
 - **A2.11** The Harvard concept in collective bargaining.

The methodological scenario proposed by this Training kit consists of guidelines and valid recommendations in general, and must therefore be used as such. It will propose a methodological structure that gives national tutors / trainers the educational instruments and information they need to conduct the training course. Everyone can feel free to adapt the suggested training techniques according to the training skills, the characteristics of the target group, and the specific implementing conditions.

The second reason for the ETF's aim to launch a new training initiative is the ambition to be more efficient in terms of concrete and visible results¹¹. It especially concerns violence and harassment. Being an ugly truth, the issue is often undermined or covered. However, in the foreword of the last European Commission's "Report on equality between women and men" Commissioner Vera Jurova defined the level of violence against women as "unacceptably high". Published in 2014, the European Union Fundamental Rights Agency "Violence against women: an EU-wide survey" reveals a worrying picture within the EU member states, with a strong impact among others on the industrial relations. The survey concludes on the "vulnerabilities of professional women alongside other women" and recommends that "employers' organizations and trade unions should promote awareness of sexual harassment and encourage women to report incidents". Module 4 of the training package was the first that was aimed to exercise these objectives.

The Training kit was elaborated under the EU funded project EVE – Education for valuable Employment. Gender equality and especially the gender-based workplace violence and harassment is a priority for the project partners – European Transport Workers' Federation (ETF) and the Federation of Transport Trade Unions in Bulgaria (FTTUB) and the associated partners Unite the unions (UK), FNV (NL) and FGTE – CFDT (FR). Having a strong commitment on the matter, FTTUB offers more than one best practices in the field, including in education.

This gives FTTUB and partners a certain expertise to share. The kit is meant to support unions in raising awareness in the workplace of the issue of gender equality, to reveal its scale and importance, as well as to address it. Training and discussions, especially underpinned by case studies typical for the respective transport sub-sectors, aim both to motivate and enable workers to act and make difference.

Each transport worker can develop competences in 4 interconnected area using learning materials structured logically in similar pattern. Each content topic is built in 2-3 chapters and unites 6 to 14 numbered activities with concrete titles, tasks and recommended methodology, to support the learning process, assisted by the self-organized and managed trainer / tutor.

¹¹ <http://www.etf-europe.org/etf-news-online.cfm/newsdetail/11690/region/2/section/0/order/1>

Education for
Valuable
Employment



First module:
Women
empowerment

First module: Women empowerment

Women's empowerment is not usually identified as an impact in transport sector projects or programs unless women are a key target group and/or a major measurable overall gender impact is expected.

Recommendation: Please, set a clear goal to improve female skills, participation, access, or share of employment, for this to be stated as an impact. In case gender impacts are expected, they must be defined against a baseline identified for the moment, so that the progress can be measured. Example: the baseline data show 22% of employees are female and the impact is expected to be an increase in the number of female employees to 50%. To monitor progress a special recording and reporting mechanism will be required. Consider that the Millennium Development Goal (MDG) indicators are included at the impact level, if the training / campaign / project are envisaged to contribute toward universal education (MDG 2) or improve maternal health (MDG 4) due to improved access to health and education services as a result of improved involvement.

From content point of view, it presents the sequence of the logic equipment of women transport workers with:

- awareness concerning the need of addressing equality issues within the unionised work force
- understanding the right of free choices of job, even in men prevailing sector like transport, employment form related with time, shift work, etc.
- development of commitment to reshape the working environment to a health and safety appropriate creative area
- overcome gender discrimination in the field of competences (knowledge, skills and attitude), payments, job security, access to social security and benefits, ability for innovation and excellent performance

Anticipate measurable gender equality outcomes of your initiatives such as:

- increase of x% of women who enrol in secondary / high school / trainings
- number of meetings with women organizations to mobilize women's participation
- increase of x% of women who use improved public transport
- decrease in average travel time for girls and boys from home to school
- reduced average travel time for women and men to essential services (e.g., health care services, hospitals, schools, and government offices); markets, jobs, and other income-earning opportunities
- increase of x% of women in paid employment
- number and proportion (%) of women and men in trade union activities
- gender mainstreaming into transport-related policy, strategy, or planning procedures
- number and proportion (%) of women represented on boards and decision making related to the planning, implementing, monitoring, and evaluating of policies
- increase of x% of women in transport sector employment
- number and proportion (%) of male and female facilitators tasked to work with communities and transport user groups on transport design, planning, and consultation processes etc.

The module **Women empowerment** contains 14 activities divided into 2 chapters, connected with 1) trade unions at the workplace and 2) improving the women's participation in trade union life. The incorporated activities follow 2 collective steps: discussion and summary in learning diary, both allowing interactive development of trade union skills and increasing the sensitivity, applicable at the workplace using:

1.1 Trade unions in your workplace

Mapping trade union presence at workplace where a simple algorithm incorporates 2 possible answers and according existence or non-existence of trade union the participants answer different logically connected questions.

Recommendation: mapping is appropriate to demonstrate strength / weakness and to encourage the trainees to act. It is usually a starting point followed by analyses, comparison and concrete planning process. The mapping form supports visualisation and differentiation of the answers / elements. The family tree illustrates the geneses and interconnection between the elements. The comparative chart enables to identify easier the stronger, comparable and weaker characteristics when we try to make best choice or to undertake changes. The fact-finding sheet is a tool for planning of next steps. The checklist on practical steps is appropriate to structure the sequence of possible actions according the set goal.

Placing the union in the broader trade union movement is strengthening with the size and the possibilities to share experiences and to interact together at branch, sector, national, European and global level. The knowledge forms the base and the possible common actions is expanding the creativity and developing the attempt to commitment and involvement within the big family. The diagram can be presented in 2 or 3 dimensions. Important is this visualisation tool to justify the connectivity and the different levels according the leading characteristics we are interested in.

The third activity directs to information collection of legislative regulations and union policies on gender issues and questions for discussion aiming deepening of the understanding of female participation by identifying existing women's structures and representation in the trade union based on election procedures and practices.

The fourth activity deals with rights and protection of trade union workplace representatives by law and by means of negotiations and reached agreements.

This basic awareness building can be shared for new trade union members' motivation, recruitment and organising.

From methodological perspective, the activities are structured very clear, presenting the learning process before, during and after the training session with formulation of the learning outcomes: better understanding of the trade union presence and representation in your workplace. The recommended follow up activities contain motivation what result can be achieved and what benefits can be gained. This is a practical marketing approach towards the fundamental rights on organising and collective bargaining, given by ILO Conventions 78¹² and 89. The referred ETF materials / articles are equipping the participants to deepen their understanding and to undertake appropriate actions.

Mandatory motivation / involvement activities: information collection before or during the training requires clear formulation, concentration, ability to extract and summarize. Sharing the gathered information develops communication and expression skills. The discussion gives the possibility to transform the information into arguments. The fixed duration of the group activity enhances increasing of the sensitivity to time management and discipline in thinking and expression flow.

1.2 Improving women's participation in trade union life

1.2.1 Getting women involved in union work

New methodological approach is the 2-step process: small group discussion with listing concrete topic – in this case barriers, followed by sharing in plenary and formulating common ideas.

A1.5 Drawing unions closer to gender issues

A1.6 Identifying and addressing barriers to women's participation in union meetings

1.2.2 Women as trade union representatives

A1.7 Your "ideal" woman union representative

Introducing individual vision on knowledge, skills and qualities / attributes of the "ideal" woman union representative, including visualisation by drawing is activating long-lasting the memory because of learning by doing using all channels – listening, speaking, vision, repeating by comparison.

This activity increases the awareness of the available and desired competences and a starting point of paving the individual learning pathway.

A1.8 Assessing what it takes to get into union positions

This activity is developing the analytical / assessment and decision-making skills. It aims positive motivation for undertaking bigger responsibility for reconciliation of the working, personal and social life on own leadership path.

The assessment of information collection, communication, negotiation and decision-making skills can be enhanced by a 3-step scale for measurement of the progress, described from individual point of view as result / outcome and impact.

Example: I am able to gather reliable information which I communicate easy and the available data and their analyses base strong arguments in the negotiation process.

An assessment sheet / form / chart is applicable to any undertaken activity. It contains usually precisely formulated questions and their answers illustrate information on the thinking sequence, the set goals with measurable results / impact, possible steps for their achievement and the progress towards them.

A1.9 Getting ready to be elected - how to plan an election campaign

Key activity for each person is the planning. It requires precise and open-minded answer of clear questions concerning:

- 📌 the personal opinion, possible election position, readiness for change
- 📌 vision on the potential development within your organisation and expected results and impact
- 📌 the available resources - time, team, supporters, finance, materials

A fact-finding chart is a practical universal tool opening space for: listing, grouping, interconnecting, systematising, extracting and prioritising the possible actions.

1.2.3 Building trade union networks

The industrial revolution 4.0 opens digital channels for communication among individuals with similar / common interest in concrete area. The biggest challenge is to stick close to the focus topics in long-term perspective.

A1.10 Networking and its benefits

Listing the benefits of quick exchange of opinions, ideas and initiatives it is important to remember the core of the trade unions – solidarity. It is a fundamental to build groups spirit and to mobilise for meaningful action.

The networking can help to diminish the egoism and to develop self-confidence based on interpersonal relationships with individuals sharing common values that increase the power to plan together and to change for better the life.

A fact-finding chart easily transferable to Network-benefits summary chart.

A1.11 Starting a network

Here is presented an algorithm with 2 possible answers – “yes” or “no”:

if the answer of a question is positive, you think in direction how an existing network can support the fulfilment of the individual and organisational aims

if the answer is negative, the focus is towards starting a new network

Both cases require information on the characteristics of the network like members, communication tools etc., but in the case of existence, an adaptation process is expected; in case of creation the choices of target group, aims, topics, channels of exchange, expected outcomes are larger. At the same time an announcement / marketing strategy can accelerate the start.

1.2.4 Gender discrimination

The description of possible reasons and forms creates the foundation for better understanding, identification, prevention and overcoming of direct and / or indirect discrimination against women in transport. Three sequent activities with different methods are presented and assistance by experiences on the trade unionist is recommended.

A1.12 Recognising gender discrimination

The case studies open the consciousness to better understanding the gender discriminatory forms / types / elements.

A1.13 Checking your workplace gender discrimination record

Introduction of a preliminary prepared questionnaire guarantees smoother interviews and comparable records. Both methods require precise planning and reflexion of the working process. The suggested overview chart is appropriate for analysing the records and undertaking appropriate tackling measures.

A1.14 Dealing with workplace gender discrimination

This requires experience in the field of legislation and work place policies on gender discrimination in force as well as confidentiality towards the persons concerned.

For each activity is applicable summary table illustrating the situation on the concrete topic during the period of training / campaign etc. From long-term perspective, the summery tables can build bases for comparisons and identification of trends. The positive developed evidences prove the adequacy of the enforced instruments (legislation / agreements / trainings / actions / campaigns); the negative one predicts changing the strategy and tactics towards recognized gender discrimination.

Education for
Valuable
Employment



Second module:
Collective bargaining
for women

Second module: Collective bargaining for women

The module contains 14 activities set out in 3 chapters, starting with the main purpose of collective bargaining to improve living and working standards through negotiating clauses that reflect the priorities of the workers who are organised in a trade union for unity, strength, and the common good.

2.1 Collective bargaining and collective bargaining agreements

A2.1 Collective bargaining and collective bargaining agreements in the transport sector

This activity is very important and content-directed for the learners because of the differences in national definitions and traditions of collective bargaining and agreements, levels of bargaining, negotiation team nomination / election practices, social partners' representativeness criteria and credentials, the power of the parties to the collective bargaining, based on their membership, traditions, expert capacity, validity of the collective bargaining agreements, the possibility of their extension at branch / sector level etc.

Negative trends over the last decades include the process of decentralisation pushed in some countries to the lowest, company level, and the digitalisation leading to individualisation of the mobile workplaces.

The pyramid on levels on collective bargaining can be extended mapping the agreed better conditions stepping down the levels, because each subordinated level aims improvement of the parameters of the working environment and the work-life balance.

A2.2 Finding out about the collective bargaining team in your union

This second knowledge-oriented activity brings the learner from the general understanding of the collective bargaining process to the concrete rules and procedures and the opportunities to influence the election / appointment of women or the trainee personally to be involved in the CB team.

The fact-finding sheet on collective bargaining teams is combined with the logically following checklist on practical steps to improve women's involvement in collective bargaining.

A2.3 How does a collective agreement come about?

The recommended identification of keywords, used to describe the course of collective negotiations according to the national legislation and their interconnection and organisation in a keyword diagram is extremely complex activity visualising the process puzzle. It illustrates where to concentrate more attention, skills development and expertise in order to guarantee successful negotiations and signed collective bargaining agreements.

2.2 Identifying gender issues in collective bargaining

A2.4 What issues affect workers at the workplace?

The checklist on interests and needs affecting workers at the workplace is result of individual application of a wordstorming method. Their grouping forms the distinction between common and gender specific aspects of working time and leave, wages / salary level and bonuses, health and safety at workplace, work-life balance, access to training and career development etc.

A2.5 Prioritising workplace gender issues for the collective bargaining agenda

To prepare this activity the learners can check innovative ideas, present precisely and discuss their potential implementation with listing the expected benefits, both – to the transport workers and to the employer and, if applicable, compared with existing traditions.

The prioritising of the gender-related issues to be incorporated in the collective bargaining process can happen by voting or sticking clearly identified symbols aside the proposals.

2.2.1 Gender issue in collective agreements: Work-life balance

The given definition is illustrating the right to choices of place, time and working process for mutual benefit regarding workload and rest / leave, upskilling / career and family etc.

A2.6 Assessing opportunities and risks of work-life balance

Appropriate refer point is Skills Workshop 9b with 4-areas model.¹³

The Fact sheet on work-life balance applied to a practical workplace situation enlarges the aspects to be assessed.

A2.7 Promoting gender and work-life balance issues in collective bargaining

This activity is closer interconnected with A2.4 and A2.6 and aims awareness of arguments and counter-arguments related to the chosen work-life balance aspects.

The Sun diagram on priority gender work-life balance issues illustrates the complexity of the challenges and the table on ways to promote gender and work-life balance issues in collective bargaining supports their meeting.

A2.8 Why are gender issues and work-life balance important in collective bargaining?

Finding our arguments is crucial and the interactive methods: role-play and fish bowl observation are appropriate preparation for negotiation team's skills' development.

2.3 How to negotiate?

This Chapter is extremely important because it is presenting the key instrument to change for better the working climate, considering the benefits of transport workers, the employers and the society. It requires co-responsibility for preparation, participation and contribution by all transport workers and groups at all possible levels.

A2.9 Identifying skills as a negotiating partner

The mission of each individual is to improve the available competences in order to fit easily to the quickly changing and progressing world and working environment.

The appropriate method here is the SWOT analysis (strengths, weaknesses, opportunities and treats). Strengths and weaknesses are internal factors and they can easily be influenced by training, personal development techniques etc. Opportunities and treats as external factors can be observed, analysed and tackled in adequate manner.

The pictogram on skills, knowledge and qualities of a good trade union negotiator is not only visual, but also analytical and motivating method.

The recommended reverse T on the evaluation of your skills, knowledge and qualities is base towards individual learning pathway.

A2.10 Getting to know the different negotiation styles and tactics

The variety of styles (hard, soft, poker) and tactics and the creativity to combine them is forming the advantages within the negotiation process. The Skills Workshop 9c¹⁴ is directly applicable.

A2.11 Recognising different interests

Reading, discussing, understanding and applying Skills Workshop 9d¹⁵ concept together with and filling in a Chart on different interests of workers and employers to present, compare and find out the conflict of interest is a serious step towards real...

A2.12 Preparing for negotiations

Distribute concrete role to each member of the teams, negotiating different prioritised gender-related topics. Practice first within teams and then in a plenary clearly illustrating the roles on behalf of the transport workers or the employers. Debate the results using the Assessment form on negotiation steps.

¹³ <http://www.itfglobal.org/etf-3955.cfm>, p. 26

¹⁴ <http://www.itfglobal.org/etf-3955.cfm>, p. 27

¹⁵ <http://www.itfglobal.org/etf-3955.cfm>, p. 29

A2.13 Practical considerations when becoming part of a collective bargaining team

Present and discuss the challenges when becoming part of a collective bargaining (CB) team using a Checklist on practical issues. This activity is influencing the decision-making process and the respect to the members of collective bargaining teams at different levels.

2.3.1 Follow-up of negotiations

We should talk about negotiation cycle, because by signed and valid collective agreement we assess its strength and weaknesses, evaluate the process and its impact and start preparation of the next iteration. Build up results in relations to the workplace rights root on the conscious team experience.

A2.14 Reflections on the negotiation process

Valuable suggestions are the cases reflecting potential learning values associated with the negotiation process.

Education for
Valuable
Employment



Third module:
Occupational health
and safety
for women, 2016

3.1 What is occupational health and safety?

European legislation gives high priority including a range of Directives, dealing with different aspects of occupational health and safety. Most of them are incorporated within national practices. The key one is the European Framework Directive on Safety and Health at Work¹⁶.

These matters are specialised and most of the training sessions use preparation of activities related to available information and practices. This requires distribution of the materials and tasks prior to the training sessions. During the sessions within the Skills Workshops 10-15 there are recommended learning methods such as: presentation, analysing, planning action and/or campaign, description, wordstorming / brainstorming, taking notes, discussion, comparison, structuring, classification, assessment, summarising, role-play, visualisation by drawing, decision making.

The supporting tools are: checklist, matrix, diagram, table, fact-finding sheet, pictogram, catalogue, poster.

A3.1 Identifying key terms in occupational health and safety

A3.2 Finding out about agreements on occupational health and safety at national, company or workplace level

A3.3 Know Your Rights! European legislation

3.2 Identifying gender-specific aspects in occupational health and safety

A3.4 Finding out about psychosocial hazards at the workplace

A3.5 Gender-specific aspects of psychosocial hazards at the workplace

A3.6 Self-assessment of psychosocial hazards at the workplace

A3.7 Self-assessment of physical health symptoms

A3.8 The recognition of hazardous conditions in your company

3.3 The gender-specific health and safety prevention plan

A3.9 Skills, strengths and support – What are your resources?

A3.10 The gender-specific occupational health and safety network

A3.11 First steps to a gender-specific occupational health and safety campaign

A3.12 Overcoming barriers in the implementation of the campaign

A3.13 Summary of the gender-specific occupational health and safety module

A3.14 Reflections on the gender-specific occupational health and safety prevention plan

¹⁶ <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:31989L0391>



Fourth module: Violence and harassment against women

Fourth module: Violence and harassment against women

The Module contains 3 chapters and 12 activities following the approach of moving from the specific to the general, the concrete to the abstract, starting with the background information needed and the importance of violence and harassment against women as an issue in the workplace. For the trainer it is of great importance to understand and to present the interconnection between the cause and the consequences of violence and harassment against women. Each cause can usually be identified as having historical, economic, political, social or psychological origins. The immediate need to initiate training may in fact be a reflection of the real problem, rather than the core issue which needs addressing in the workplace.

In the case of violence and harassment against women, it is clear there are a range of so called traditional roles impacting on women in their personal, family and social life. Even though we are concentrating on women's working lives this is influenced by the complex situation of women in society. The prejudice that exists in transport as a male-dominated industry with gender occupational segregation has its historical background from the period of the industrial revolution. Over the centuries, the role and value of work done by women in the workplace, community, and in that home, taking care of the family has gone unrecognised and been undervalued. But the liberation and emancipation process has brought wider access to education and skills development for women and girls, increasing their role in the economy, i.e. not only reproduction, but production, services and transport.

4.1 Identifying violence and harassment

The overall aim of this activity is to identify the different forms of visible and hidden discrimination at the workplace and at home. This awareness raising exercise enables a shared common understanding of the definitions of the key terms, which are interconnected: discrimination, violence and harassment, concentrating in particular on "gender-based violence".

The next recommended step is to distinguish between the different forms of violence and harassment - physical, psychological, verbal abuse, sexual harassment, forced marriage, female genital mutilation, sterilisation, forced abortion, new technological means of bullying and harassment, such as cyber bullying.

There are other more hidden forms of violence and harassment, and ways of exerting pressure, intimidating and humiliating - from exclusion to open hostility or "smiling" aggression - which women working in a male dominated environment know very well.

In seeking to identify the roots of violence and harassment against women, our aim is to identify the underlying power imbalance, so that the violence and harassment can be stopped and prevented. Understanding that violence against women and sexual harassment are about power enables us to find the best approach in each situation.

Important Information for Tutors! Discussing violence and harassment may lead to participants sharing personal and deeply stressful and distressing experiences. It is essential that you are fully prepared, that the session takes place in an appropriate environment and that the necessary support is available. Violence and harassment against women are widespread and often unreported. It is very important that the tutor is aware of this and fully trained to respond appropriately.

It is important for the tutor to:

- 1) introduce the session as a safe respectful environment and confirm that the discussions will be confidential.
- 2) reassure participants that you are aware the issue of violence and harassment can be distressing, and that there is no pressure on anyone to share any personal experiences of violence and harassment. Also advise them of the support available
- 3) confirm if they want to speak about their experiences in the group, you will ensure an environment of compassion and support
- 4) be aware throughout the session that participants may express themselves in different ways and make sure you have a safe place for them to go if they wish to leave the room, as well as someone sympathetic and supportive to turn to if needed make sure you have the details of appropriate support available from domestic violence and abuse organisations, rape crisis and other responsible organisations and authorities in your country or professional counselling appropriate to those who have suffered violence and harassment

This module aims to build up participants' knowledge, understanding skills and personal commitment to taking practical action to deal with and prevent violence and harassment against women.

4.2 Action to respond to and prevent violence and harassment

In order to change attitudes to violence and harassment against women, we need to raise awareness and understanding and provide appropriate education and training for all concerned: first and foremost, for the women suffering from and threatened with violence and harassment; second for those affected, including family members; third, for work colleagues, men and women; and fourth for customers or passengers. External factors can make a campaign more or less successful.

Recommendation: in planning your campaign, it is important to answer the following questions:

- Who would support our efforts?
- Who would be resistant towards our efforts?
- Who can be against? Why? What interests, benefits are their reason?

4.3 Next steps

List appropriate action needed: measures / tools / procedures to increase support and to minimise opposition and resistance. These can include: an information campaign to raise awareness and prevent the risk of violence; ensuring the availability of psychological, medical, judicial, financial support where there is the risk of or actual violence and harassment and including this in social dialogue, collective bargaining, health and safety prescriptions, legislative changes and amendments, appropriate industrial relations system, corporate social responsibility practices; empowering networking.

Using a confidential survey to inform training on violence and harassment against women is very helpful, and could be carried out before and/or during the course, and updated periodically. Building up the confidence of everyone to use procedures effectively is key. Sharing information and experiences, and continuous review after the training can also assist in identifying the most effective prevention measures. Effective prevention requires an agreed understanding of what is inappropriate and abusive verbal and non-verbal behaviour, the impact that it can have, how it needs to be dealt with, and why and how it can be stopped and prevented. The availability of reliable information, together with the development of knowledge, skills and awareness is essential to gaining the competences needed to deal with and prevent discrimination and the risk of violence and harassment against women.



Action plan group work



Before the training session:

This activity requires considering the challenges on gender equality in your workplace and the relevant action plan needed to overcome them.

During the training session:

Get participants into groups to share ideas. Ensure that every one is involved into the discussion – let everyone to give an example and encourage all participants to comment.

After the training:

Keep the sample of action plan

Equipment and materials:

Paper, pens and copies of Worksheet 3.12; flipchart, sheet of paper and coloured markers; personal diary

Time: 120 min

Task 1

— within your group, set the aims and the expected outcomes of an Action plan;

— complete your Action plan design using the worksheet;

— analyze who can support and who will be against;

— in the next group activity, you'll be given instructions on how to revise, if needed, the first draft.

By the end of this group work participants should be able to:

— understand the main features of the action plan;

— be aware of the challenges related to gender issues in your workplace;

— give ideas for union action to overcome them;

— compose an action plan.

What next?

Keep the Worksheet for further activities.



Action plan design

Action plan slogan:

Describe the main challenges:

Define the main tasks to be undertaken:

List group members to be involved:

Distribute the tasks to concrete persons defining who does what:

Identify the project leader:

Describe his/her role:

Identify the resources support needed:

Present the internal and external team communication:

Schedule the deadline and duration of the activities:



Worksheet 3.14

Precise task list for collective bargaining



Before the training session:

This activity requires review of the last collective agreement considering the challenges on gender equality in your workplace and relevant changes needed.

During the training session:

Get participants into groups to share ideas. Ensure that every one is involved in the discussion – let everyone give an example and encourage all participants to take part. Use brainstorming and process visualization.

After the training:

Communicate ideas to colleagues.

Equipment and materials:

Paper, pens and copies of Worksheet 3.14; flipchart and coloured markers; personal diary

Total time: 120 min

Task 1

- within your group formulate collective bargaining amendments proposals
- Discuss the proposals
- Edit the draft
- Present the draft new agreement to the trade union leader

By the end of this group work you should have:

- better understand the challenges;
- have a clear vision who will be in support;
- have proposals for a new collective agreement.



Worksheet 3.15

Steps to prepare training at national / branch level



Before the training session:

Identify the challenges to offer your training at national / branch level. Who will support you?

During the training session:

Get participants into groups to share ideas. Ensure that every one is involved into the discussion – let everyone analyse the situation and plan the possible delivery of a training.

After the training:

Encourage participants to put forward their proposals

Equipment and materials:

Paper, pens and copies of Worksheet 3.15; flipchart and coloured markers; personal diary

Resources:

flipchart and markers;
worksheet.

Total time: 120 min

Task 1

formulate the challenges within your own organization / workplace

plan the delivery of a training on equality using the available opportunities

find out who can support your efforts:

- trade union activists / representatives
- the leadership of your organization / workplace
- tutors / trainers
- existing networks
- the potential trainees, ...

Task 2

Use the form of a role play to practice presenting training project to union leaders/employer.

By the end of this group work you should have:

a better understanding of the challenges;

clear vision who is supporting us;

ability to present a project for training



Worksheet 3.16

Scheduling the training activities



Before the training session:

Identify the Work Breakdown structure of your project / course

During the training session:

Get participants into the same groups to develop the scheduling. Ensure that every one is involved in the work – let everyone analyze the critically the sequence of the activities and plan precisely the preparation and possible delivery of the training.

After the training:

Keep the sample of training plan

Equipment and materials:

Paper, pens and copies of Worksheet 3.16; flipchart and coloured markers; personal diary

Resources:

flipchart and markers;
worksheet.

Total time: 60 min

Task 1

- formulate accurately the sequence of the needed activities
- break down logically and plan the time for preparation and the delivery of training on equality using the experience of the group members
- describe the tasks and the expected results and their interconnection and interdependence
- allocate the tasks so that each member would be able to reach best achievements in time management
- Present the scheduling on a flipchart
- Use brainstorming and visualization of the process

By the end of this group work you should have:

Be able to elaborate a training plan

Tutors' Journal

Title of the training: VAW prevention

Date:

Venue:

Other acronyms:

WS

Worksheet

GW

Group work

IW

Individual work

PL

Plenary

Team members:		Organisation	Acronym	Function during the training
Name				Trainer
				Expert

Detailed programme (for tutors' use):							
Day	Hour	Time	Content	Method	Speaker	Tutor	
	all day	-	Arrival of participants			-	
	15:00	120'	Tutors meeting			tutors team	all training material
	17:00	30'	Set up training room			tutors team	-
19:30			welcome dinner at training venue				

Tutors' Journal

Detailed programme (for tutors' use):									
Day	Hour	Time	Content	Method	Speaker	Tutor	Material	Notes	
	9:00	10'	Welcome and introduction to the training	PL			flipchart with aims	Aims: reference to venue and partners; self-introduction.	
	9:10	10'	Welcome on behalf of	PL			-		
	9:20	15'	Presentation: programme	PL			programme		
	9:35	20'	Presentation: ETUC, ETF	PL			PPP		
	9:55	30'	Presentation: participants	PL			WS 1.1	Dividing in pairs	
	10:25	5'	In house information	PL			presence list	daily signatures	
	10:30	30'	coffee break						
	11:00	20'	Presentation: Training kit	PL			Training kit		
	11:20	10'	Presentation: training program						
	11:30	10'	"Our rules" – set up	PL			AS + big sheets	4 groups. Sheets on the wall with aims as a title.	
	11:40	30'	"Our rules" – group work	GW: World cafe			-	Optional: music	
	12:10	20'	"Our rules" – report back	PL				-	
	12:30	10'	Final comments	PL				list of "Our rules"	
	12:30	90'	lunch break						

Tutors' Journal

Detailed programme (for tutors' use):									
Day	Hour	Time	Content	Method	Speaker	Tutor	Material	Notes	
	14:00	20'	Presentation and test of the Module 4: Identifying the violence and harassment	PL			PPP	Rearranging the space	
	14:20	60'	Open space methodology	PL					
	15:20	10'	Summary & conclusions	PL					
	15:30	30'	coffee break						
	16:00	20'	Reaction and prevention of violence	PL			PPP		
	16:20	60'	Group Work on Reaction and prevention of violence	GW			WS		
	17:20	30'	Presentation of the Group Work Plenary discussion	PL					
	17:50	10'	Overview of the learning outcomes Questions and answers	PL					
	18:00		End of the training day						
	19:30	60'	dinner						

International training on gender equality

Draft program

	Day 1	Day 2	Day 3	Day 4
9.00	ARRIVAL	Presentation of the Training kit Preparing, simulating and reviewing a training session GW Report back and debate	Project work as a tool Defining the main project features Project definition Project tasks and their prioritising GW and report back	Action plan design GW Dissemination and publicity Campaigning Mind mapping Evaluation
30' Coffee break				
12.30	Lunch			
14.00	Welcome Presentations Tutors / trainers Participants & their expectations ETF, ETUC and ITF equality policies, projects, campaigns Training presentation Training package Programme Methodology	Presentation and test of the Module 4: Identifying the violence and harassment Open space Reaction and prevention of violence GW Presentation of the group activity, plenary discussion	Action plan development: Establishing a team GW and report back Scheduling GW and report back Budgeting GW and report back Risk assessment and management	DEPARTURE
30' Coffee break	Lunch			
17.30	Dinner			
19.30	Dinner			

Legislation and official documents (selected):

Beijing Declaration and Platform for Action -

<http://www.un.org/womenwatch/daw/beijing/platform/>

UN Sustainable Development Goal #5 -

<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

United Nations Entity for Gender Equality and the Empowerment of Women strategic plan 2014-2017 -

<http://undocs.org/en/UNW/2013/6>

UN CSW Agreed Conclusions on women's economic empowerment in the changing world of work-

<http://undocs.org/en/E/CN.6/2017/L.5>

UN CSW Agreed Conclusions on women's empowerment and the link to sustainable development - See more at:

<http://www.unwomen.org/en/csw/outcomes>

UN CSW Agreed conclusions on elimination and prevention of all forms of violence against women and girls - See more at:

<http://www.unwomen.org/en/csw/outcomes>

Convention of the Elimination of All Forms of Discrimination against Women (CEDAW) and the Optional Protocol -

<http://undocs.org/en/A/RES/34/180>

UN Security Council resolution 1325 on women, peace and security - <http://www.unwomen.org/en/about-us/guiding-documents#sthash.I0U6yVQ3.dpuf>

UN Sustainable Development Goals

<https://sustainabledevelopment.un.org/?menu=1300>

CSW Agreed Conclusions on the Elimination and prevention of all forms of violence against women and girls

<https://rm.coe.int/168059aa23>

Council of Europe Convention on preventing and combating violence against women and domestic violence (the Istanbul Convention) <https://rm.coe.int/168046031c>

ILO Equal Remuneration Convention (No. 100) -

http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C100

ILO Discrimination (Employment and Occupation) Convention (No. 111) -

http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C111

ILO Workers with Family Responsibilities Convention (No. 156) -

http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C156

ILO Maternity Protection Convention (No. 183) -

http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C183

ILO Declaration on Fundamental Principles and Rights at Work -

<http://www.ilo.org/declaration/lang--en/index.htm>

ILO "ABC of women workers' rights and gender equality" -

http://www.ilo.org/gender/Informationresources/WCMS_087314/lang--en/index.htm

ILO Resolution concerning Gender Equality at the Heart of Decent Work -

http://www.ilo.org/gender/Events/WCMS_111473/lang--en/index.htm

EU legislation

http://ec.europa.eu/justice/gender-equality/law/index_en.htm

Directives and Implementation Reports:

Directive 2010/41 of 7 July 2010 on the application of the principle of equal treatment between men and women engaged in an activity in a self-employed capacity and repealing Council Directive of 11 December 1986

Implementation report of Directive 201/

Directive 2010/18 of 8 March 2010 implementing the revised Framework Agreement on parental leave concluded by BUSINESSEUROPE, UEAPME, CEEP and ETUC and repealing Directive of 3 June 1996

Implementation report of Directive 201/18

Directive 2006/54 of 5 July 2006 on the implementation of the principle of equal opportunities and equal treatment of men and women in matters of employment and occupation (recast)

Implementation report of directive 2006/54pdf(88 kB) Choose translations of the previous link and its working document

Directive 2004/113 of 13 December 2004 implementing the principle of equal treatment between men and women in the access to and supply of goods and services

Implementation report of Directive 2004/113 (2015)

Directive 92/85 of 19 October 1992 on the introduction of measures to encourage improvements in the safety and health at work of pregnant workers and workers who have recently given birth or are breastfeeding

Directive 79/7 of 19 December 1978 on the progressive implementation of the principle of equal treatment for men and women in matters of social security

Communications:

Guidelines for Preventing Workplace Violence for Healthcare and Social Service Workers, U.S. Department of Labor Occupational Safety and Health Administration, OSHA 3148-06R 2016

Guidelines on the application of Council Directive 2004/113/EC to insurance, in the light of the judgment of the Court of Justice of the European union in case C-36 (Test-Achats)

The Women's Charter

Communication on a better work-life balance

Communication on tackling the gender pay gap

Recommendations:

Commission Recommendation on strengthening the principle of equal pay between men and women through transparency

Annex: Used and useful resources bibliography

Reports:

Report on the application of Council Directive 2004/113/EC implementing the principle of equal treatment between men and women in the access to and supply of goods and services

Report on the application of Directive 2006/54/EC of the European Parliament and of the Council of 5 July 2006 on the implementation of the principle of equal opportunities and equal treatment of men and women in matters of employment and occupation (recast)

Annual Reports on equality between men and women

Report on the implementation of the Barcelona objectives concerning childcare facilities for pre-school-age children

Council Conclusions:

Council conclusions on Women and the economy: Economic independence from the perspective of part-time work and self-employment

Council Conclusions on reconciliation of work and family life as a precondition for equal participation in the labour market

Council Conclusions on the European Pact for gender equality for the period 2011 - 2020

Council Conclusions on strengthening the commitment and stepping up action to close the gender pay gap, and on the review of the implementation of the Beijing Platform for Action

Documents:

http://ec.europa.eu/newsroom/just/item-detail.cfm?item_id=52696

EP report "Violence against women and the EU accession to the Istanbul Convention"

[http://www.europarl.europa.eu/RegData/etudes/STUD/2017/596815/IPOL_STU\(2017\)596815_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/STUD/2017/596815/IPOL_STU(2017)596815_EN.pdf)

Strategic engagement for gender equality 2016-2019

Strategy for equality between women and men

Annual Reports on Equality between Women and Men

PROGRESS programme: reports

Equal economic independence

Gender balance in decision-making positions

Ending gender-based violence

Gender pay gap

Your rights

European Equality Law Review (from 2015)

Country reports

Related links - http://ec.europa.eu/justice/gender-equality/link/index_en.htm

Related sources of information:

EIGE - <http://eige.europa.eu/>

Eurofound - <https://www.eurofound.europa.eu/topic/gender-equality>

OSHA - <https://osha.europa.eu/en/themes/women-and-health-work>

Eurostat - <http://ec.europa.eu/eurostat/web/equality/statistics-illustrated>

EESC - <http://www.eesc.europa.eu/?i=portal.en.gender-equality>

FRA - <http://fra.europa.eu/en/theme/gender>

UN – Commission on the Status of Women - <http://www.unwomen.org/en/csw>

ILO - <http://www.ilo.org/global/topics/equality-and-discrimination/gender-equality/lang-en/index.htm>

ITUC campaign for a new ILO convention on Violence and harassment against women and men in the world of work <https://www.ituc-csi.org/gender-based-violence?lang=en>

Related training and visual materials:

ETF Training package on Gender Equality - <http://www.etf-europe.org/etf-3955.cfm>

WISE - Women in Public Transport, an ETF-UITP project <http://www.etf-europe.org/etf-3606.cfm>

WISE II - Women's Employment and Gender Policy in Urban Public Transport Companies in Europe <http://www.etf-europe.org/etf-4024.cfm>

WIR : BETTER REPRESENTATION AND INTEGRATION OF WOMEN IN THE RAILWAY SECTOR <http://www.etf-europe.org/etf-3556.cfm>

ETF-ECSA training materials for a harassment and bullying-free workplace in shipping -: <http://www.etf-europe.org/BullyingAndHarassment.cfm>

ETF report on violence against women transport workers - <http://www.etf-europe.org/files/extranet/-75/47768/ETF%20summary%20report%20VAW%20at%20work%20in%20transport%20EN.pdf>

ITF Action Guide - <http://www.itfglobal.org/en/resources/training-education/itf-action-guide-on-violence-against-women-1/>

ITF – ETF "Protect rights and empower women workers" video - <http://www.itfglobal.org/en/resources/videos/?Video=26440>

About the ITF - <http://www.itfglobal.org/en/resources/videos/?Video=18109>

About the ETF Women's Committee: <http://www.etf-europe.org/etfwomennet.cfm>

ITF – "When we started, we were women alone" video - <http://www.itfglobal.org/en/resources/videos/?Video=16345>

ITF Dockers `section Bullying and Harassment Training - <http://www.itfglobal.org/en/resources/training-education/bullying-and-harassment-training/bullying-and-harassment-introduction/>

Annex: Used and useful resources bibliography

ITF Women Development programme -
<http://www.itfglobal.org/en/resources/training-education/?page=2>

ITF Seafarers' "Winning a better deal for women" best practice guide - <http://www.itfglobal.org/en/resources/training-education/winning-a-better-deal-for-women-maritime-womens-best-practice-guide/>

ITF "No to work related violence" -
<http://www.itfglobal.org/en/resources/training-education/?page=9>

ITF blog "violence-free workplaces for women"
<https://itfvioencefreeworkplaces4women.wordpress.com/>

ITF Women's Handbook -
<http://www.itfglobal.org/en/resources/training-education/?page=9>

ISC – ITF "Eliminating bullying and harassment at sea" -
<http://www.itfglobal.org/en/resources/reports-publications/ics-itf-bullying-and-harassment-guide/>

ESCA "Workplace bullying and harassment" video -
<http://81.246.54.110/projects/workplace-bullying-harassment>

Zero Gender Pay Gap, Manual for training of trainers, 2015-2016
<http://zerogpg-project.eu/zerogpg-training/>

Framework Agreement on Harassment and Violence at Work, ETUC, BUSINESSEUROPE, UEAPME, CEEP -
<https://www.etuc.org/framework-agreement-harassment-and-violence-work>

ILO ACTRAV report on violence and harassment against women and men in the world of work – trade union perspective and action -
http://www.ilo.org/actrav/info/pubs/WCMS_546645/lang-en/index.htm

EC initiative "Women in transport" -
https://ec.europa.eu/transport/themes/social/women-transport_en

ETUC project "Safe at Home, Safe at Work" -
<https://www.etuc.org/documents/safe-home-safe-work-final-report#.WnCYvK6nGUk>

https://www.etuc.org/.../safe_at_home_safe_at_work_etuc_background_paper.pdf;

ETUI Trade Union Training for Project Work Trade Union Representatives – Course Book -
<http://www.etui.org/Publications2/Guides/Toolkit-Trade-Union-Training-for-Project-Work>

ETUI Project Work for Trade Union Representatives – Tutor Notes — Trainers Course – Course Materials — Trainers Course – Support Pack -
<https://www.etui.org/content/.../Course+book+EN+Project+Management+Oct+2016.p...>

Belbin Team Roles - <http://www.belbin.com/about/belbin-team-roles>

What is visual thinking and visual learning?
<http://www.inspiration.com/visual-learning>

Facilitation method: Open space methodology / technology,
<https://blog.itcilo.org/facilitation-method-open-space-methodologytechnology/>

How to Use Mind Maps - <http://lifehacker.com/how-to-use-mind-maps-to-unleash-your-brains-creativity-1348869811>

