

ITUC CAMPAIGN GUIDE

ITUC International Trade Union Confederation
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Decisions for Life Campaign Guide

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Introduction



When we first heard of the Decisions for Life campaign we thought 'At last here is something we can get involved in!'. It's been an exciting journey for us as young women workers and we share our experiences with you in this book, in the hope that you too will join us.

This guide is about the Decisions for Life campaign. We hope that you will be inspired to join the campaign and to work with other young women in your workplace or community so that young women can make their voices heard and be empowered to take action to improve their lives.

What is the Decisions for Life Campaign?

The Decisions for Life campaign builds the power of young women so that they are able to take up work place challenges, and make decisions about careers, and home/ work balance. It informs them not only about their rights in the workplace but also in their homes and at school. It empowers young women to make their dreams a reality.

Who is the Decisions for Life Campaign for?

The Decisions for Life campaign focuses on young women between the ages of 18 and 35, who are working or looking for work. The campaign is aimed at working women, at young mothers who might have left school at a very early age, and at students who have to take important decisions about their future when they complete their studies. We inform young women about the benefits of being unionised, and we encourage students to take care of themselves before they enter the labour market.

What are the Aims of the Decisions for Life Campaign?

The campaign aims at empowering young women to:

- feel confident to make decisions;
- stand up for their rights at work;
- increase their collective bargaining power by being organised in trade unions;
- take up leadership and decision-making positions and a prominent role in collective bargaining.

What are the Strategies and Approaches of the Decisions for Life Campaign?

The Decisions for Life campaign involves young women in awareness raising, education and collective action in order to improve their lives at work and at home. We take our campaign to workplaces, trade union events outside the workplace, and education institutions. We set up workplace discussions and activities, road shows, public discussions. For example in some cases we set up a table with leaflets in public places and approach passers-by to talk to them about the campaign. In some cases we invite them to a campaign workshop or meeting. We make sure there is a bit of fun at these events; otherwise young people would soon lose interest if faced with nothing but long speeches.

We also provide information through the union websites, through trade union newsletters, radio talks, posters, pamphlets and competitions. We are trying to reach as many young people as possible.

In which countries has the Decisions for Life Campaign been set up?

We started by setting up campaign teams in Angola, Azerbaijan, Belarus, Brazil, India, Indonesia, Kazakhstan, Mozambique, South Africa, Ukraine, Zambia, Zimbabwe, and we have already expanded the campaign to Egypt and Panama.

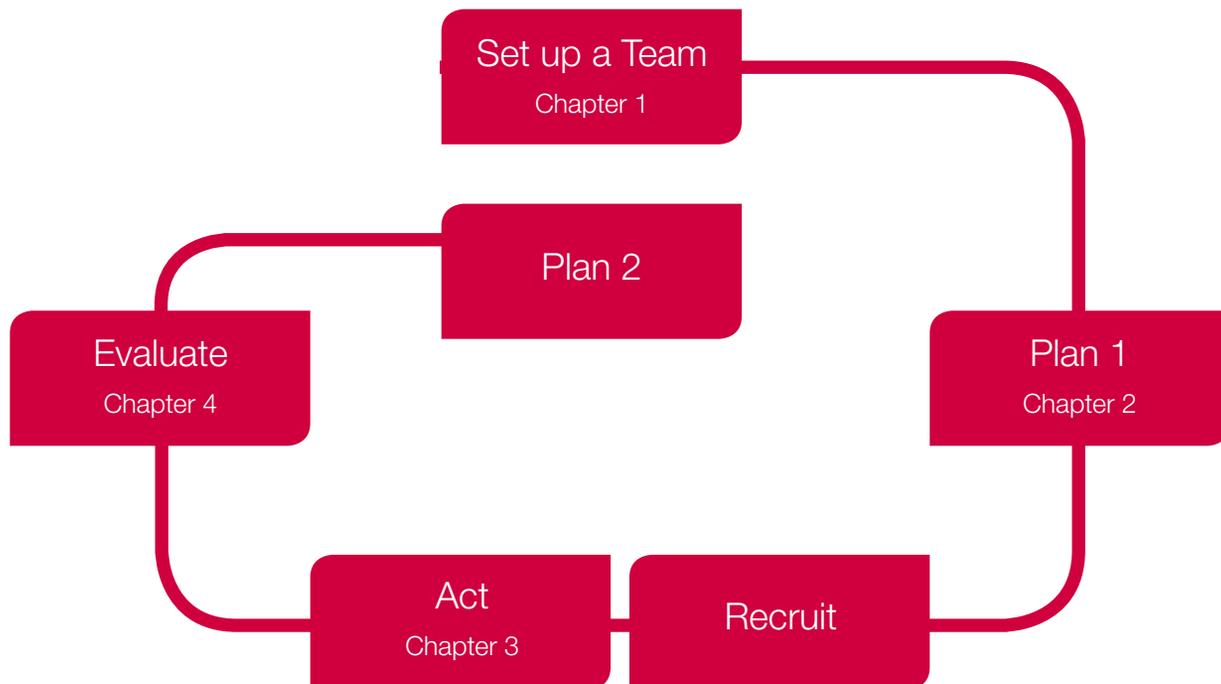
We encourage communication between the representatives (campaign ambassadors, coordinators, organisers, negotiators, etc.) of the country campaign teams to get to know each other, share experiences, learn from each other and build a sense of solidarity across countries.

What is this Guide About?

In this Guide we share our experiences of how we carried out the Decisions for Life campaign. We hope that this Guide will inspire you to take up the campaign in your union and your work place and that it will serve as a tool for planning and taking action.

Sections 1 to 4 of this Guide follow the steps that most of us have taken in starting our campaign. **Step One** involves setting up a team to take up the campaign. **Step two** involves planning. **Step three** involves recruiting young women to be part of the campaign and taking action to raise awareness and to improve their lives. **Step four** involves **evaluating** the work we have done so as to feed into the next planning phase.

The diagram below shows how each chapter and these steps feed into each other:



In Section 5, the final chapter, we set out key resources on our approach, method and content areas. These resources are for you to draw on as you work on each of the four steps above. They are intended to help you in your planning and in your activities, and you may use these pages as hand-outs for workshop participants on specific topics.

We hope you enjoy our Guide and that it helps you in building the power of young women!

Setting up a team

After deciding to set up a Decisions for Life campaign, the first step is to set up a team, choose a campaign co-ordinator and start discussions with your union leaders, officials and members.

Why do we need a Campaign Team?

The campaign team plays an important role in coordinating, communicating, planning, developing strategies, and in taking action.

The campaign teams meet young women face-to-face and organise spaces that enable young women to express their needs, dreams and ideas. Based on these discussions the campaign team develops campaign plans to address the needs, demands and dreams of the young women. The team identifies its own target groups, activities and the best tools and methods to use.

How does the Campaign Team work with young women?

The campaign team tries to reach a maximum number of young women. One of its key goals is to inspire, affirm and encourage young women as campaigners in their workplaces, their trade unions and their communities. The campaign team works to inform, educate and empower young women so that they have the skills to take action for better rights and better working and living conditions for young women, and it emphasises the importance for young women of joining trade unions.

What are the qualities to look for in potential team members?

Potential team members should be women with experience and time to give to campaign activities, who are interested in supporting and organising young women workers and see value in the ideas and actions of young women. A combination of younger and older women works well. Older women bring experience and can mentor younger women, even as they should be prepared to learn from younger women. However, the majority of team members should be young women, as they can better connect and reach out to other young women.

Why do we need a Campaign Coordinator?

A campaign coordinator plays an important role – she provides leadership and vision, and ensures that the team works together in its tasks of preparing and planning the campaign, in carrying out campaign activities and in monitoring the campaign. At the same time a campaign coordinator should be prepared to listen and learn from the range of experiences in the team.

Consulting with the union and union staff

At the same time as you are setting up your campaign team you need to have on-going engagement with your union and in particular with union staff dealing with organising, recruitment, gender, youth and collective bargaining. This engagement is important in order to make sure that the Decisions for Life campaign links in with the on-going work of the union. In cases where the Decisions for Life campaign has been able to link into the union's gender/women's committee or youth committee this has worked well to make sure that the campaign is mainstreamed into the union's action plan and programme.

Working with other unions, other federations and civil society organisations

In addition to working within your own union you could consider joining with other unions or federations in your country and with other civil society organisations, e.g. human rights organisations, women's, youth and migrant's

rights organisations, etc. A broader coalition across a number of organisations makes it possible to reach more young women.

What are some of the issues taken up in Decision for Life Campaigns?

Decisions for Life campaigns across the various countries have advocated women workers' rights, and have taken up issues such as work/life balance (including maternity and paternity rights and leave, working time, child care,) precarious jobs, pay equity, violence against women, sexual harassment, HIV/AIDs and career planning.

The campaign is not only about rights in the workplace but also in their homes and at school. It is not only aimed at working women, but also the young unemployed women as well as young mothers, some of whom leave school at a very early age, and at students.

We inform young women about the benefits of being unionised. The image people have of trade unionists is usually that seen on television: middle aged or older men and women, hardly any young people. We try to show young women that they have a place in the trade union movement, that their points of view can be heard, that they are just as important as everyone else, and that age is of no consequence.

Our message is really to say to women: «Take your own decisions», be it about standing up for your rights in the workplace, joining a trade union, moving house, starting a family, having sexual relations, getting married or not, etc. When we are capable of deciding for ourselves, we are capable of doing it in all other areas, such as choosing a job.

How does the campaign use web sites and web tools?

Participating trade unions also use their union websites, social media – like Facebook and Twitter - to raise awareness about the campaign, to invite union members to participate in Decision for Life activities and to stay connected. The articles in these websites are written by young women for young women.

Planning

After setting up the team and getting the union on board, we developed a plan. This involved working out what we wanted to achieve and how we would do this.

Why is it necessary to have a plan?

A plan is like a road map. It helps you plot where you want to get to and how you will get there. It helps with giving you direction and clarity, and when you are working with a group it helps to make sure that all of you are on the same journey.

What are the elements of a plan?

A plan should set out

- What you want to achieve, why, by when – that is your objectives and time frame
- What you will do and how you will do this – that is your activities
- What you think will result from your activities – your results
- How you will know you are achieving what you want to achieve – build into your plan on-going monitoring and reflection on the basis of which you may need to amend your plan from time to time; and build in an evaluation to assess progress at the end of your time frame

For what period should we plan?

In most cases we have planned for a two year period.

Things to think about as you develop a plan

Think strategically, start small. Involve young women every step of the way.

Decide which **sectors and workplaces** you want to focus on. Think through how and where to reach these groups of young women – for example if it is difficult to meet at their workplaces, you might need to look for spaces such as libraries or internet cafes.

The plan must be based on the needs, interests and dreams of young women and the activities need to be planned in ways that develop their skills to become campaigners.

Think through what the best way is to learn about **the concerns** of young women. One way of identifying concerns, needs and interests of importance to a specific group of young women (for example young women working at a call centre) is to call a small meeting of 5 to 10 young women to discuss their dreams, ideas, and the contributions they are making to their families, their workplaces and their communities. At this meeting young women can also discuss the skills they have and the skills they would like to learn; the kinds of issues they would like to take up as a group; what they would like to change/ improve at their workplace; how they combine home and work life, what unions can do, and what collective action can achieve.

Following the discussion of young women's concerns, dreams, strengths, and skills you will then identify which of these issues you will take up and address in your campaign. This can either be an issue you can improve within a short period of time; or it could be an issue that you want to increase awareness about, and individual and collective

empowerment on – an issue such as sexual harassment, for example. You are now at the point of setting your campaign objectives. This is usually the most exciting, but also the most difficult part of the planning process. Making sure that you take direction from careful listening to young women, their voices, their interests and dreams helps in setting objectives that are focused and relevant and that will get the support of young women. Next you will set the activities to meet the objectives of your campaign. When deciding on the activities you will need to consider the strengths of the group and most importantly possible opportunities. In thinking of the results you would like to see from your activities think about growing the union while at the same time growing each young woman who is touched by the campaign.

To make sure you are on the right track as you implement your plan, you need to include indicators to help you with your monitoring. On-going conversations, affirmation, discussions and writing can play an important role in this process. Good monitoring plays a part in strengthening your skills to progress the campaign.

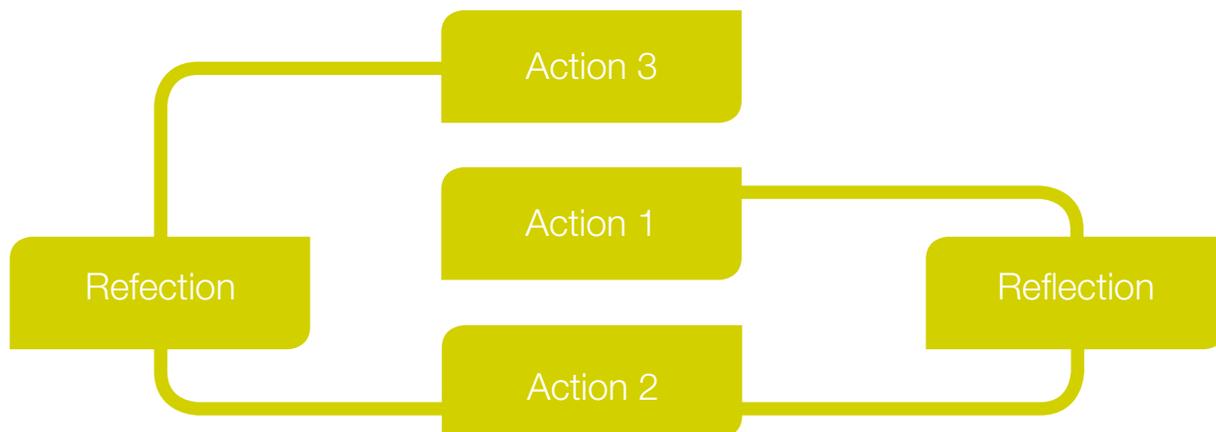
As you develop your plan you need to also think about who you can work with as allies to strengthen your campaign – for example women from different unions, like minded women's NGOs. And you need to think who you would need to lobby or get the attention of in order to change the situation.

Launch your plan and get media coverage

Once you have your plan you can organise an event to launch your campaign so as to inform larger numbers of young women about your activities and to get more support. Campaign launches have played an important role in reaching out to young women and in publicising and popularising our campaigns within our trade unions.

Make Action /Reflection/ Action a part of your practice

Your plan is not something fixed and unchangeable. Rather you may need to make changes along the way as things shift and change. For example if larger numbers of young women than expected join the campaign, or if the sector we are working in is suddenly hit by wide-scale retrenchment, you will have to reshape your plan. You will know if any shifts are needed and what these are only if you continually reflect on your on-going practices. We have tried as campaigns teams to engage in on-going action and reflection. Reflection on our first action (action 1 in the diagram below) for example a first workshop, a first visit to a shopping mall to distribute flyers, will enable us to see what we need to do to improve the next time we take action (action 2) and so we bring our learning from each reflection to each new action.



Example of a DFL Campaign Plan

Objectives

- Organising women workers, encouraging women to stand for elections, increase number of women in decision making bodies
- Inclusion of women's issues in collective agreements

Possible Activities to increase awareness and to recruit young women

Multiple innovative ways to reach and recruit young women workers – be aware of the image they have of trade unions, use methods to express their issues and problems more easily including:

- Developing and distributing pamphlets, posters, t shirts and campaign materials to shop stewards during meetings, at bus stops, railway stations, shopping malls
- Use of mobile phones/ internet to reach women
- Radio station/talk shows about issues relevant to young women workers
- Events/ activities on key dates – e.g. day of African women, youth day etc.
- Visit schools, universities to make future workers aware about trade unions
- Organise talk shows to inform young women workers on trade unions

Possible Activities inside Trade unions

- Review trade union benefits for young women workers
- Introduce mentorship for young women trade unionists
- Develop a database for trade union members
- Train young women workers on collective bargaining and prepare them to participate at the negotiating table
- Prepare guidelines on negotiating gender clauses
- Inform trade union leaders about the DFL campaign and get their full support
- Train trade union trainers on key campaign issues and ensure that these are included in trade union manuals and materials
- Providing information on the campaign in union newsletters and websites
- Set up youth desks in trade unions

Example of a Work plan and Time frame including Monitoring & Evaluation

Phase 1 - Setting up - (2 months)

- Identify sectors and unions
- Set up Campaign Team
- Prepare work plan and budget

Phase 2 - starting campaign (2 months)

- Prepare questions for focus groups, organise workplace meetings, list issues/ problems of young women workers and find out how familiar they are with the union
- Ensure ownership of campaign by participants
- List demands per union, per sector
- Present demands to media

Phase 3 - Campaign Launch (3 months)

- Public launch of the Campaign - pamphlets and posters with campaign slogans and demands
- Use key dates for the launch and campaign events e.g. 8 March – International Women’s Day, 7 October -World day for Decent Work, national days for women and youth
- Plan a symbolic launch action for the ITUC Women’s Conference

Phase 4 - Mass Implementation - 1 year (guided by needs assessment)

- Mass recruitment
- Pamphlets blitz
- Education workshop on rights
- Campaign team to work inside gender structure and link with union staff involved in organising, recruitment etc
- Assess progress every 6 months

Monitoring and Evaluation

Workplace Indicators

Track:

- collective bargaining demands and agreements for benefits to young women
- number of new workplace recognitions/ formation of unions - Representation of their colleagues
- young women becoming leaders
- improved labour legislation for young women workers

Personal / private related indicators

Track:

- Behavioural changes towards marriage/choice of partners, trade unions/careers
- Relationship with partners e.g. abusive partners
- Decisions based on information received
- Ability to deal with leadership issues
- Preparedness to deal with sensitive issues
- Decisions about peer pressure

Union related indicators

Track:

- Number of women reached
- Number of women recruited
- Number of young women members elected as shop steward/ becoming leaders in the workplace
- Number of workplaces visited
- Number of women attending meetings, workshops, events
- Key issues raised – related to work, family life
- Young women participating in trade union structure / elected positions/ as trade union representatives
- Union changed constitutions and policies to include young women’s issues and increase their participation
- New recruitment practices
- Percentage of young women represented in leadership

Recruiting and Action

After our plan was in place we were ready for action. We started to recruit young women and to involve more of them in discussions to find out their concerns, to raise their awareness and skills to address their concerns.



What is Recruiting all about?

Through informing young women about the Decisions for Life campaign and involving them in activities we can inspire them to become active members, playing a key role in shaping the agenda of their local activities. The idea is to create the spaces for young women to come together to discuss their concerns and to plan joint actions in solidarity with each other, as it is only through united effort that they can change the things that hold them back.

How and where to recruit?

We have recruited young women through meeting with them in their workplaces, through one-to-one contact, and through meetings in their communities. We have approached young women individually through the use of flyers and posters, and we have held mass theatre, poetry and wellness events and fairs to reach out to a collective. At these large events we provide information and get the interest of young women in the Decisions for Life campaign. We invite them to join the campaign and to attend workshops and events.

In some cases we started with a small meeting of 5 to 10 women where we provided information about the Decisions for Life campaign and engaged them in discussion on the challenges they face and the things they want to improve. We then asked these 5 or 10 young women to each bring two other young women to the next meeting. In this way we grew the numbers of women who joined the local Decisions for Life group. We tried to create spaces that are friendly, engaging and where young women feel safe to speak freely.

Why should we encourage young women to join Decisions for Life?

- Young women can gain knowledge, confidence, a sense of their own power, and enhance their skills so as to have more influence in trade unions and at work by joining the Decisions for Life campaign.
- Young women can share experiences and network with other young women on labour rights. Realising that they have common concerns builds their strength as a group.
- They can be part of a mentorship scheme, where women of all ages come together and learn from each other, and where senior women play a key role as mentors and leaders, guiding and advising younger women. Senior women can at the same time learn from young women about innovative and new ways of strengthening and building the union.
- Young women can find a space to share and build their capacities, by participating in discussion groups, workshops and trainings, or by being active in digital spaces. They can share their experiences and make their voices heard.
- Young women can be part of an agenda for change, increasing their power, knowledge and skills to improve their situation at work, and home, negotiating better rights at work as well as lobbying governments for improved laws for women.

Identify common concerns for young women

Our approach emphasises that we should involve young women in deciding on the key issues they want to address and in their ownership of the process. We believe in the saying 'nothing for us without us'. So one of the early activities

is to involve young women in a discussion of their problems, their challenges, what they want to improve, and what they have to offer to the campaign. This is best done in face to face discussions. In some cases young women members may go out to interview other young women to get a broader sense of key concerns. Surveys can also be done through the internet in some situations. In early discussions with new members, the Decisions for Life campaign team could also initiate discussions on how young women combine work and home life, what unions can do for them and what collective action can achieve.

Involve young women in Empowerment, Awareness, and Education

On-going awareness and educational activities can be planned at regular intervals. These are aimed at building the power of young women's abilities to transform themselves, others, and the world.

In some cases we have held awareness and educational activities once a month. In some cases we have held these four times a year. Often these have been through workshops held on a non-working day where we create safe spaces where women do not feel judged and where they are free to share experiences, discuss challenges and dreams, and discuss strategies to address their concerns.

We have built awareness on collective action, on women's rights, and the causes of common concerns. We have provided skills training around the role of trade unions, the collective bargaining processes, and around bargaining issues such as maternity protection, child care, work-life balance, pay equity and sexual harassment. We have looked at gender policies, legislation, and ILO Conventions during such workshops.

In addition to workshops we have held demonstrations, sponsored walks, sports and cultural events in order to build awareness and education.

Selecting issues and developing strategies

Once there has been agreement on the key issues and once the group of young women feels confident, we develop strategies to bring about a change. This could be a small change or a big change.

An agreed strategy could involve lobbying the union that an issue of concern to young women, e.g. sexual harassment, is put on the collective bargaining agenda; and it could include developing a model clause for collective bargaining towards this end.

An agreed strategy could also involve lobbying national government to ratify an ILO Convention – for example the Convention on maternity protection, No. 183.

Yet another agreed strategy could be to draw up a petition around a specific issue, collect signatures and take a delegation to the relevant decision maker.

At times a group may develop a strategy to raise awareness of the community aimed at changes in behaviour and attitudes – e.g. around violence against women.

Encouraging young women to be part of the union

Often young women feel that there is no place for them in a trade union. Through discussion and actions they can begin to see that their concerns can be taken up through union structures. Through their more active involvement in the union they can help shift the union's agenda to be more responsive to the issues of young women. Also as more young women take on an active role within the unions they will demonstrate as 'role models' that young women can make important life changing decisions through trade union involvement.

Develop young women leaders at all levels

Through training, mentoring, awareness and skills building young women can develop their knowledge, their sense of power and their skills to become shop stewards, negotiators, and trade union leaders. In addition strategies need to be developed to get more women into leadership. Engaging with older women leaders will be vital in order to understand on the basis of their experiences in leadership, the opportunities, the challenges and possible strategies.

Working with your union leaders, organisers and bargaining staff

You would need to develop on-going strategies for working with your own union. This can include bringing young women into trade union spaces where they are able to observe, gain experience, contribute and participate – for example in collective bargaining negotiations. You could look at ways of encouraging diverse groups of women in a workplace - young women, older women, casual workers – to formulate demands linked to their specific needs. You could get young women to contribute regularly to union media on issues affecting young women. Older women in the campaign teams have an important role in ensuring that spaces are created for younger women to take responsibilities and in encouraging younger women to take on responsibilities. The safe spaces created for young women in your campaign can be replicated in the broader trade union environment, and play a role in making shifts in the way the union functions.

Working with other unions, other federations and civil society organisation

In some cases we have worked with other unions and federations and we have made links with NGOs from the start of our work and we have built on these through the period of our plan.

Examples of recruiting and of starting up the Decisions for Life Campaign while linking in with on-going union structures and actions

South Africa

SACCAWU a trade union organising workers in the commercial and catering sector

“

Within SACCAWU the Decisions for Life project has given rise to an intense recruitment drive. We have two teams in each of the SACCAWU regions. Union activists organise small meetings of six young women workers every fortnight. These six young women are then instructed on how to recruit new members. The target is that each one should recruit four new members. Two hundred recruiters got involved in this recruiting drive. From the new recruits a core group of young women activists was formed.

”

Indonesia

NIKUBA the federation organising IT, financial services, banking and retail workers

“

We visit the shopping malls where many young women work. During a break we invite them to sit and talk over a cup of coffee to increase their awareness and tell them about their rights. They usually know nothing about their rights. Then we move on to the next. We call that our road show.

When Decisions for Life was introduced we found that it could not be seen as separate from our Equality programme. We were already working with a group of young working women who had no protection at all. These were mainly sales promotion girls, for example, trying to sell cell phones. They can be fired any time without prior notice, they work long hours, and they are never promoted. It's a dead end street. We try to bolster the courage of these young women and then we go for a collective agreement so that they can enjoy labour rights which are denied to the outsourced workers. Decisions for Life gives us more precise arguments in our talks with these girls.

”

KSBSI the Indonesian Confederation

The KSBSI strategy was to combine Decision for Life issues with the confederation's regular gender training course.

So we had twelve training courses, 10 in 2009 and 2 in 2010, partly dedicated to Decisions for Life issues. We reached 300 of our activists during these meetings. After the campaign ends, we plan to continue with the activities through our shop stewards.

KSBSI also coupled the Decisions for Life campaign with its regular youth campaign programme. Through the merging of these activities Decisions for Life has become mainstreamed very early and has been made acceptable within the unions. Since August 2009 it has become one of our main priorities. The campaign could be announced in fourteen provinces during regular basic training for young workers, both male and female.

Ukraine

PIT.Ua, a union for IT workers

“

The Women's Committee, formed in this union under the Decisions for Life campaign organises an annual national essay contest for young women on their visions for gender equality. Through this activity we attract young women leaders. We also run seminars focused on leadership for women and we are organising a national conference on women and leadership in Ukraine. We have invited female politicians, top managers and women's organisations and women's committees from the unions. Only seven per cent of the parliamentarians in Ukraine are women and only ten per cent of business leaders are women. We hope more girls can be leaders and that this project can help women to be confident and dare to do what they want. Young people especially lack dignity in Ukraine. Men do not respect women in Ukraine. We have almost ideal legislation on both women and labour rights (maternity leave, etc.), but employers do not follow these laws and always break them!

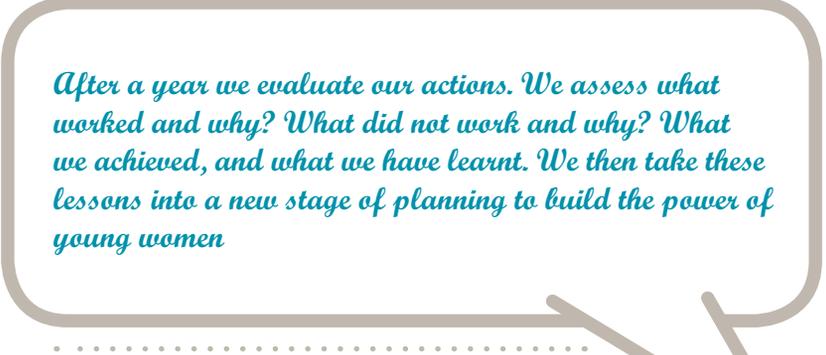
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South Africa

The DFL campaign team in Johannesburg decided to celebrate International Women's Day with “women to women dialogues”. Members of the campaign team set up quick conversations with young women workers and students on the Wits University campus - women students who are either already engaged in part-time employment in the service sector or who are preparing to enter the labour market. We used the opportunity to speak about the significance of March 8 and popularise the DFL campaign by handing out our DFL postcards. The young women we chatted with were friendly, enthusiastic and interested in knowing more about women's struggles. Many promised to pass on the DFL postcards to their friends. Even though many of the young women knew little about International Women's Day they expressed an interest in becoming involved in women's struggles and the DFL campaign. One young woman was surprised and had the following to say: “you came to speak to us? We thought only our mothers are seen as women and celebrate Women's Day.” Many of the young women also showed an interest in the mywage website. The dialogues gave us an opportunity to understand the challenges young women workers and students face – safety and security being of particular concern. “It is dangerous to use public transport returning to our homes after work or lectures - perhaps being part of this campaign can help us find solutions to this difficulty”. All in all our “women to women” dialogues proved to be a success and we hope to make it a regular feature of our DFL campaign work. Other March 8 activities organised as part of the DFL campaign were lunch time celebrations at Shopping Malls and a South African Commercial Catering and Allied Workers Union “open day” discussion for young women workers.

Evaluating Progress

After a year we evaluate our actions. We assess what worked and why? What did not work and why? What we achieved, and what we have learnt. We then take these lessons into a new stage of planning to build the power of young women



Evaluation takes place at the end of our planning period

Evaluation helps us to understand what worked well and why, what did not work well and why. It helps us understand what we achieved, what we still have to achieve, and the internal and external obstacles. Understanding all of this helps us in developing a new plan for the next one to two years.

Monitoring through on-going reflection

In addition to evaluation at the end of our plan period, we are constantly reflecting and monitoring our actions.

What we have achieved over the years

Decisions for Life has already had a major impact on women workers around the world. The campaign made an impact on the working conditions and the lives of many young women:

- more than 280,000 young women were reached across the world
- 25% (27,000 young women) of these young women joined unions
- thousands of young women are now covered by new Collective Bargaining Agreements which provide stronger rights for women
- thousands of young women have emerged as union activists and leaders!

More young working women are aware of their rights, are able to make informed decisions and take control of their lives. Through seminars, gatherings and events young women have been informed and encouraged to become more confident, to change their lives at work, at home and to improve their rights as workers. More young women have been encouraged to join trade unions and to take up their concerns through collective bargaining.

Young women have stood up as activists and leaders and started to inform and organise other young women. More young women are able to identify discrimination and act against it. More young women have been identified as potential future leaders of the trade union movement.

Campaign members speak of the impact of the campaign

FROM SOUTH AFRICA

Thulile Motsamai, South Africa Commercial, Catering and Allied Workers Union (SACCAWU) trade union representative at the Birchwood Executive hotel in Johannesburg, is one of the key players in the «Decisions for Life» campaign in South Africa. She tells how the campaign has helped young South African women gain awareness of their rights and develop within the trade union movement. At a personal level being involved in the campaign has had an impact on Thulile. “The campaign has helped me understand that we should not be afraid of men or of anyone. Before, I didn’t like speaking to other people, especially about things that really affect me. Before, I lived with the apprehension that as a woman, and even more so as a young woman, what I had to say would not have any impact, even if it made absolute sense, simply because I am a woman”. Thulile is now committed to working for change. “I want to change something in the lives of young people, something to ensure that their views are heard and acted on. I would like to reach out to as many young people as possible”.



The campaign has had an impact in the union, as well in the workplace. “The campaign has helped us recruit new members, as young women come to realise the benefits of being unionised. Women account for 80% of my union’s members, and yet the leadership is dominated by men. But things are starting to change. Prior to the launch of the campaign, women never put themselves forward for leadership positions as they thought they would never be elected, and they preferred not to try at all rather than taking the risk of failing. The fact that women have been able to unite in support of this project has forced men to accept the situation. Women now support one another more.

“The campaign has helped build our self-confidence and to demand our place as stakeholders in collective bargaining negotiations. Ever since we started taking part in the negotiations ourselves, we have been able to raise the points that interest us the most and have our demands adopted. We succeeded in negotiating a policy on parental rights, a policy on sexual harassment, a policy on health and safety, another on HIV, and we have secured a commitment from the company to reimburse 50% of medical costs (which we are trying to push up to 75%). The policy against sexual harassment involves strengthening the complaint mechanism; that on parental rights covers maternity leave, the leave that can be taken if a child is ill, preventative measures to stop pregnant women from being overburdened. Some of these points were already provided for in the national legislation, but management only respects these rights if they are laid down in the collective agreement it signs. The same is the case with HIV: the legislation stipulates that people affected by the virus should not be discriminated against at work, but we have negotiated the assurance that this will never happen in our hotel. We have also secured an

- agreement whereby a person infected with HIV can take up to eight months sick leave, with half of her
- salary paid by the company and the other half by social security, and that she can return to her job and
- to the same position in the hierarchy, when she is better. This is an added gain relative to the legislation.
- Similar results have been achieved in several other companies thanks to the Campaign, as women are
- more involved.
-
- A SACCAWU national shop steward co-ordinator says: “the Campaign works well as a recruiting tool.
- But maybe more important are its liberating effects on young women who have been subjected to sexual
- harassment. An open discussion brings out the truth that it happens to everyone. Decisions for life
- managed to put an end to the secretiveness that existed before”.
-
- “The Campaign has helped build our self-confidence” says Louise Plaatjies a member of SASBO, active
- in the DFL Campaign in South Africa.
-
- The Campaign “supports the need to rejuvenate union leadership, it has widened working girls’ horizons,
- opened their minds and given them a more optimistic outlook on working life” says Theodora Steele,
- Organising Secretary for COSATU, South Africa’s largest confederation.

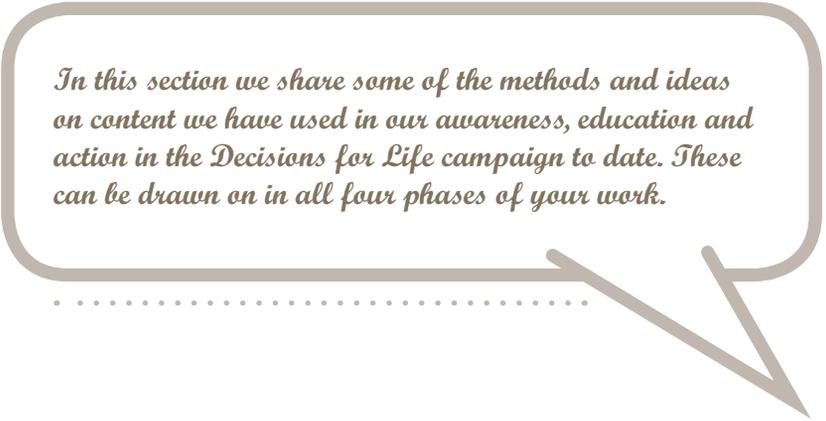
FROM INDONESIA

- Afrileston Sulistri, the Campaign Leader for Decisions for Life and Deputy President
- of KSBSI, the Indonesian Confederation, says that the Decisions for Life Campaign
- resulted in improvements within the confederation. Women’s participation in the
- Equality Committee within the confederation has been strengthened and more
- women are now joining the confederation. “Before we were not consulted in
- matters of policy. Now we are making policies. Decisions for Life helped to increase
- awareness of unions among young working women who are mostly employed
- temporarily “.



Resources for Planning & Action

In this section we share some of the methods and ideas on content we have used in our awareness, education and action in the Decisions for Life campaign to date. These can be drawn on in all four phases of your work.



The resources in this section are intended to inspire and help you along as you take up each of the four steps dealt with in sections one to four of this guide – that is

- setting up a team (chapter 1)
- planning (chapter 2)
- recruiting young women and taking action to build their power (chapter 3) and
- evaluation (chapter 4).

These resources will help you in designing and running your campaign, in running discussions, workshops and education sessions with young women.

Some of these resources can be photocopied to serve as hand-outs for workshop participants on specific topics. For example when running an education session on 'negotiation and collective bargaining' these pages can be photocopied from this section.

The resources in this section include:

Resource 1: What are the key issues for young women workers?

Resource 2: Collective Bargaining

Resource 3: Sexual Harassment as a Bargaining Issue

Resource 4: Facilitating a Dialogue on Breastfeeding

Resource 5: Young women in leadership positions in the trade union movement

Resource 6: Creating safe spaces to inspire young women and build their power to take action against injustices

Resource 7: Action Learning

Resource 8: Stories in Action Learning

RESOURCE 1: What are the key issues for young women workers?

Young women workers are subject to all sorts of discrimination at the workplace: because they are young and because they are women. Employers in all parts of the world discriminate against women.

Equal Opportunities

Young women are regularly paid less as compared to their male colleagues.

Some of the key questions to ask about equal opportunities in the workplace:

- Recognition: Are men and women valued equally in the work place, or is the work and opinion of one of them more valued?
- Rewards: Is the work carried out by men and women rewarded equally?
- Resources: Do men and women have access to the same opportunities (in terms of money, time, and training) to develop their skills in society?
- Rights: Do men and women have the same rights and freedoms? Is it possible for them to exercise these freedoms or are they merely formal?
- Spheres for participation: Do they have equal spheres for participation, or are there specific spheres socially reserved to women or men?

In 2011 the global pay gap was still 18%¹:

- Unequal pay between women and men continues to be a strong feature including in industrialised economies with an established legislative framework.
- Employment status deeply affects the gender pay gap. Several OECD studies have shown that part-time workers do not receive the same hourly wage as their full-time colleagues. In industrialised economies, women make up the majority of part-time workers.
- Male dominated sectors such as construction have the smallest gender pay gaps due to the relatively low numbers of women, and the fact that the women tend to be better educated.
- Domestic workers show the lowest level of earnings and the largest gender pay gaps.
- The highest 'unexplained gender pay gaps' attributed to discriminatory practices are found in Chile, South Africa and Argentina.
- A 'child penalty' contributes to keeping women's wages low, particularly affecting women aged 30 – 39.
- More unionised sectors such as the public sector tend to have lower pay gaps. Those with low unionisation rates and low wage levels, such as retail, hotels and restaurants as well as agriculture tend to have higher gaps.
- Part of the problem is that many workers are not paid a decent minimum wage.

Young women in trade unions

- can call for transparency in salary arrangements
- negotiate for improved pay and conditions and equal access to benefits
- push governments to ratify and implement ILO Convention No. 100 on Equal Remuneration and ILO Convention No. 111 on Discrimination.

1. ITUC report, "Frozen in time: Gender pay gap unchanged for 10 years"

Maternity discrimination

Maternity protection is a crucial social protection for women. However too many women do not enjoy maternity protection. Often women are subjected to

- pregnancy tests at recruitment
- dismissal during pregnancy or maternity leave
- loss or withholding of wages during maternity leave

Many countries have laws providing for paid maternity leave, and many provide health benefits and employment protection, but the gap between law and practice remains huge.

Unions can promote the health and wellbeing of mothers and children by

- negotiating improvements in the statutory minimum paid maternity leave, phased periods of return to work and breast feeding breaks
- ensuring governments ratify and implement the minimum standards outlined in ILO Convention No. 183 on maternity protection
- making sure that pregnancy and maternity are not used by employers as grounds for discrimination against women

For more information on maternity protection see: <http://www.ituc-csi.org/IMG/pdf/ITUC-materniteGB.pdf>

Work/life balance

Longer working hours, unsociable shift patterns and pressure to stay late all have a massive impact on young women workers and their families. This is especially so for women who have greater caring responsibilities, for children, aging parents or other dependents.

The work-life balance is an issue where trade unions can negotiate more flexible time off through the collective bargaining process. Trade unions can open up the debate on working hours and unspoken pressures to work unpaid overtime.

See: <http://www.ituc-csi.org/-decent-work-decent-life-for-women-.html>.

Violence and harassment

There is growing awareness that violence at work is not just an individual problem. It is a structural problem, rooted in wider social, economic, organisational and cultural factors. The power imbalance in the workplace and precarious employment conditions of many women increase the risk of sexual harassment, abuse, rape, and HIV/AIDS infection. Domestic violence is also a workplace issue, as it affects a woman's ability to do her work and earn a living.

The challenge for women in unions is to insist that employers recognise violence and harassment as a workplace issue. If the culture of a workplace allows women to be insulted or attacked, the employer has a responsibility to take action.

Collective bargaining can play a key role in improving the situation. Women can identify the factors that put them at risk, and insist that the employer acts.

RESOURCE 2: Collective Bargaining

Collective bargaining is a process of negotiation between workers and employers.

It is collective because the workers do this together as union members through elected shop stewards and with assistance from their elected shop stewards (and not as individuals).

Workers can bargain with an individual employer or a company. This is called company level bargaining. Or bargaining may be with a group of companies in a sector – e.g. clothing, food etc. This is called sector level bargaining.

Agreements reached as a result of negotiations are called Collective Bargaining Agreements. Bargaining can take place on wages, grading, conditions of work, health and safety, benefits among other issues. In democratic trade unions where workers play an active role, workers first meet to decide the issues they want to bring to the negotiations. A letter is then sent to employers informing them of the issues for negotiation. The employers then agree and a date is set for a meeting. The rules and procedures for bargaining are set out in a procedural agreement negotiated between the union and the employer. Agreements reached in the collective bargaining negotiations are recorded in the Collective Bargaining Agreement. When agreement is not reached, in most cases workers have the right to declare a dispute and if the dispute is not settled, workers have the right to strike.

The following ideas can help in engaging young women in a discussion on Collective Bargaining:

Step One: Common Challenges that young women workers experienced at home and at work

Participants discuss in small groups of five, (for about 30 mins) the challenges they experience at home and work. The small groups then report back in plenary on their main challenges, and the facilitator helps with putting together a list based on all the reports (30 mins)

Step Two: Three key Issues we would like to see on the collective bargaining agenda

In plenary the group works through the list and agrees on the top three issues they want to include on the collective bargaining agenda. (30 to 45 mins depending on the size of the group)

(For example at a workshop in South Africa DFL members came up with Parental rights, Childcare facilities, HIV-AIDS policies and Maternity leave as priority issues for them)

Step Three: What role can we play in ensuring that the working and living conditions of young women are improved through collective bargaining.

The facilitator starts this session by noting differences among participants in cases where there is a mix of employed, those seeking employment, and those from supporting NGOs. Despite these differences, the one shared objective is to improve the lives of young women. The facilitator asks participants to work in groups with those in unions in one group, work seekers in one group and support organisation members in one group. In these small groups participants undertake the following:

- a) Discuss why negotiating for improved working conditions is important.
- b) From the list below choose how you can play a role in collective bargaining and explain why you made the choice.

- Discussing with other women workers to get a better understanding of the issues
 - Building support for the issues during negotiations
 - Linking the issues of workers and work seekers (for example problems with labour brokers)
 - Raising awareness of women workers in your union through informal exchanges and encourage them to see the importance of collective struggles
 - Encouraging young women workers in the union to engage with the negotiations process
 - Shaping the union work plan to support the process of preparing for negotiations, participating in negotiations and evaluating what women have won or lost.
- c) The groups then share the main points of their discussion in plenary and the facilitator summarises the key points that have come up

RESOURCE 3: Sexual Harassment as a Bargaining Issue

A recurring theme in many discussions with young women in DFL Campaigns was the physical vulnerability and sexual harassment young women experience. This became one of the cornerstones of the campaign, creating a collective consciousness about “me and my body” and how important it is for the process of empowerment for young women to feel safe, secure and proud of “my body”.

Sexual harassment includes unwelcome sexual advances, requests for sexual favours, and other verbal or physical conduct of a sexual nature. Sexual harassment can happen in an isolated office, at a busy workplace gathering, in a shop, a school. It can be done by bosses, colleagues, and customers.

Victims of sexual harassment often feel alone and scared. But the more women are aware of their rights, the more they can expose this abuse and support each other.

Unwelcome sexual advances can include:

- Touching
- Unwelcome sexual jokes
- Unwanted questions about your sex life
- Whistling
- Rude gestures
- Requests for sex
- Staring at your body in an offensive way

It can also include a blatant request for sex in exchange for favours. For example, if a colleague or boss requests sex in order for you to get a job promotion, a better office, or a salary raise.

Many companies today have policies regarding sexual harassment. Company policies must be communicated to all employees – and must be enforced. The law requires the employer to create a safe working environment for its employees.

In the past, working women had to battle with the social and legal failure to recognise sexual harassment as an abuse. But today sexual harassment is regarded as a form of discrimination and is expressly forbidden in most countries. In South Africa The Code of Good Practice on the Handling of Sexual Harassment states: “Sexual harassment in the working environment is a form of unfair discrimination and is prohibited on the grounds of sex and/or gender and/or sexual orientation.”

What are my labour rights regarding sexual harassment?

Sexual harassment is an unfair labour practice and if it happens to you, you can ask your employer to deal with it. You have the right to:

- A workplace that is free from sexual harassment

- Be treated with dignity and respect at work
- Be treated equally, and not to be discriminated against because of race, gender, sexual orientation, religious beliefs and/or your HIV status
- To report sexual harassment without fear of victimisation
- Have your complaint treated seriously and confidentially

What about advice and assistance in the workplace?

Sexual harassment is a sensitive issue and a victim may feel unable to approach the perpetrator, or lodge a formal grievance or turn to colleagues for support. Employers should try and designate a person outside of line management whom victims may approach for confidential advice. Such a person could include a trade union representative or an outside professional. They should have the appropriate skills and experience. They must be able to provide support and advice on a confidential basis. It is essential that your workplace has a policy on sexual harassment in place. It is your right to enquire about this.

What can I do if I am sexually harassed?

You can deal with sexual harassment in an informal or formal way.

Informal way

This is when you try to sort out the problem without taking up a grievance (formal workplace complaint) against the abuser. You may:

- Talk to the abuser and ask him to stop the behaviour that makes you feel uncomfortable.
- If you feel uncomfortable about being alone with the abuser, you can ask someone that you trust to come with you when you talk to the abuser.
- Write to the abuser and tell him that his behaviour makes you uncomfortable and ask him to stop. In your letter, write down the things that the abuser does that make you feel uncomfortable.
- Keep a copy of the letter.
- Send the letter by registered mail so that you can prove that you sent it.
- Ask someone else to speak to the abuser. You can ask your shop steward or a work colleague to do this for you.

Formal way

Where a formal way has been chosen, a formal policy or a collective agreement for resolving the grievance should be available in the workplace.

- Make sure you know the details of the policy applicable at the workplace.
- Check if labour laws provide any protection against sexual harassment.
- Lodge a complaint following the procedure set out in the collective agreement, company policies and/ or labour code.

Can criminal and civil charges be filed?

Note that in many countries sexual harassment can also be a penal offence.

RESOURCE 4: Facilitating a Dialogue on Breastfeeding

Key to facilitating a dialogue is to start with the experiences of the young women in the room; and to enable them to discuss breastfeeding codes and policies from the basis of their experience.

The discussion can be an information sharing session. Or it may go beyond information sharing to developing a demand and a lobbying plan to get employers, the union and the national government to improve policy (where policy exists) or create policy (where there is no policy in place).

A possible agenda for a dialogue on breastfeeding could be the following:

Step 1: Sharing experiences of breastfeeding

Participants can start off by discussing:

- If you have ever breastfed, is there anything you would like to share about the experience?
- What happened when you had to return to work?
- Would you encourage other young women workers to breastfeed?

This discussion is best done in small groups of around five people – so depending on the numbers of participants in this discussion you could ask participants to work in two or three small groups of five. Give each group 30 to 45 mins to discuss the questions. You will then ask the small groups to report in plenary on the main issues that emerged in their discussion, and on the basis of the reports from the small groups you will develop a picture of the main issues.

Step 2: Breastfeeding in the workplace – What does the ILO and the National law say?

The facilitator then makes a brief input on the ILO position on breastfeeding; and on the national law or code on breastfeeding. This can include the following:

- According to the ILO Convention 183, “After maternity leave, women workers who are breastfeeding have the right to paid breastfeeding/nursing breaks or a reduction of work hours.
- Information on the national law or code of practice (for example DFL in South Africa provided the following information: The South African Code of Good Practice states: 5.13 Arrangements should be made for employees who are breastfeeding to have breaks of 30 minutes twice per day for breast feeding or expressing milk each working day of the first 6 months of the child’s life.

After providing this information the facilitator opens up for discussion the following questions:

- From your experience have you ever seen anyone taking these breaks?
- What do you think are some of the challenges that make it difficult for women to use the right to breastfeed in the workplace as stated in the Code?

These questions can be discussed by participants in buzz groups of two or three (turning to two or three others sitting near one another in plenary); after the buzz session each participant can be asked to write their challenges on a card

and these cards can be put up on the wall to give a picture of the main challenges. Plenary discussion then notes the challenges.

Step 3: What kinds of actions can you take to get the union, employers and the national government to ensure that the right of young women to breastfeed at work?

This question can be discussed in plenary, and the ideas that come up in the discussion can be drawn together to form the basis of actions by the group.

A resource that you can draw on for this session is:

<http://www.waba.org.my/whatwedo/womenandwork/pdf/bf-workplace.pdf>

RESOURCE 5: Young women in leadership positions in the trade union movement

The following are ideas you can draw on in engaging women in your union on young women in leadership:

1. What do we know about young women in leadership in our unions?

Group Exercise:

- In union affiliate groups choose one section of the union to focus on e.g. the head office, a specific workplace, a local union etc.
- Try to estimate the percentage of women and men and then try to estimate the numbers of young women.
- Of the leadership in this section of the union – how many are women and how many of these women are young women
- Do you think these estimates are similar to what exists in your union more generally?

After your analysis please identify what you think is the key challenge we need to address to ensure more young women are part of the trade union leadership

Plenary Sharing: Groups then share in plenary

2. Sharing our experiences as women trade union leaders

Presentations

2 young women and 2 older women trade union leaders share their experiences with the bigger group. Please use the questions below as a guide.

- How did you feel when you were elected as a leader? What were your greatest hopes and fears?
- What are your most important achievements as a women leader?
- Why do you see these as achievements?
- What did you do to make these achievements real? What was your strategy?

Plenary discussion

- Do you think any of the strategies presented assist with the challenges we identified earlier?
- Do you have any other strategies to share with us?

3. Consolidating and taking our learning forward

In pairs write a letter “to a young women” who has just been elected as a leader offering her support and sharing some ideas on how she can handle her new situation.

Those who wish can share their letters with the plenary.

All the letters will be put together as proposed strategies to be tested out in our own contexts.

We will meet again later to evaluate the effectiveness of the strategies.

RESOURCE 6: Creating safe spaces to inspire young women and build their power to take action against injustices

The Decisions for Life campaign coordinating team meetings, the engine of the campaign, can be constructed as “safe spaces” to break the silence, build self-esteem and strengthen the resolve to take action against injustices. A safe space to role model behaviours, actions and practices, that may be implemented in workplaces, trade unions and communities.

In the safe space young women experience respect, and being valued, “Not being judged”, the opportunity to speak about both their challenges but also their strategies. These “women only spaces” provide young women with a space free from the watchful eyes of those who constantly expect them to prove their worth, and allows them the freedom to express their opinions, ideas and dreams and most importantly strengthens their sense of self belief. A “safe space” is also about having the physical, emotional, social and psychological freedom to challenge one’s own roles, assumptions and behaviours as a young woman.

We consciously work at creating safe spaces in all of our activities with young women who join the campaign. The time and space created for a more reflective moment in an otherwise extremely busy life style is important in assisting participants to be more calm, thoughtful and caring about their own contribution as well as the contributions of others.

In our “safe spaces” we try to use techniques that can both raise consciousness about the need to reconcile the work-life balance as well as placing value on both. Our creation of “safe spaces” helps facilitate a process of empowerment, with values and practices that allow young women to flourish.

Empowerment means the power to act - in relation to the oppression and domination experienced individually, as a group and in institutions in society.

Developing the power to act is not a linear process, with one fixed starting or end point. Each person can develop the ability to act - by reflecting on and locating their own personal experiences within the broader institutional power relations as well as by choosing how they wish to respond to these power relations in their personal lives, work and trade union context and within the broader society.

We build power “... as the ability to empower and transform oneself, others, and the world”². For many of the young women personal growth is an important key in this process of transformation. Through the campaign we are creating platforms and spaces where young women role models can provide inspiration, confidence and knowledge to other young women to make informed decisions about their own lives.

To achieve gender equality changes are necessary in:

- the individual consciousness of both women and men
- in women's access to resources and leadership positions
- in the policies of trade unions and workplaces and in national legislation
- the norms and culture of trade unions, our workplaces, our households, our communities, and within all institutions

Strategies for change should consider a creative, dynamic and interactive engagement in social movement building. Our vision is that women and particularly women in more vulnerable forms of employment need to be their own agents of change, and that collective bargaining needs to play a key role in addressing the gender inequalities working women experience.

RESOURCE 7: Action Learning

The Action Learning cycle includes a period of deeper reflection after a period of action.

Questions to help you to reflect after an action are:

- What happened?
- Did everything happen as expected? What was unexpected?
- What did not happen?
- What still puzzles you? Is there anything that concerns you?

If you wish to delve deeper into your experience you can follow the follow steps to deeper learnings.

Steps to deeper learnings

1. **The first step is to recall or remember what actually happened** in as much detail as possible. Avoid analysing and drawing learnings at this stage. You can do this **individually** or **collectively**.

If you do it collectively, then try to reach some agreement on what happened. If you cannot agree then it shows how different people can experience the same event very differently.

This difference may be worth reflecting on and may reveal some interesting learnings. What were you thinking and feeling? What were others thinking and feeling? What did people want at the time, what was motivating them? See inner and outer story above for a good method for this

2. **Reflection**

Once you have recalled what has happened then you can start to reflect, to think about why things happened in the way that they did.

Helpful questions to ask are: “What helped and what hindered?” and “What assumptions did we make? Were they valid?” This often reveals key insights and learnings – e.g. “We assumed that everyone supported the action but discovered that this was not really so.

“What really struck us?” “Do we know of any other experiences or thinking that might help us look at this experience differently?” Think about any similar experiences you have had. These may reveal some interesting patterns of behaviour – e.g. we realised that on both occasions the women fell silent when the men started arguing amongst themselves.

3. **Learning**

With some good reflections in your back pocket, you are now in a better position to begin to discuss **what you learned from the event**. Looking at your reflections think about different learnings you can draw out. These could be insights that you could apply to other situations.

For example, from the one example above (of the men arguing) you may learn that when some people become argumentative and conflictual, that this can marginalise, alienate and silence other people.

Questions to guide learning:

- What would we have done differently?
- What was confirmed?
- What new questions have emerged?
- What other theories help us to deepen these learnings?
- What do you learn from this about the future actions or behaviours?

RESOURCE 8: Stories in Action Learning

The telling of stories, how these are listened to and valued is one tool that helps young women to take ownership of the campaign, to set the agenda and to create a “code of conduct” where respectfully listening and questioning is encouraged. Everyone has an important story from which all can learn. Telling good stories can be a powerful foundation for good reflection and learning - young women can identify with each other, and older and younger women can learn from each other.

Good questions can guide story telling – questions such as: what happened first? What happened next? What did you do then? How did he react? How did you feel? Sometimes people can go deeper into an experience if asked: “Can you tell us more about...” or “How did you feel about that?”

Listening actively is also important. After the story, ask people to reflect on what they heard, “What struck you? What were the important messages? What pictures or metaphors come to mind?”

Here is a simple technique³ for getting to a deeper level of sharing of experiences:

Getting Out the Inside Story

- A. Tell or write down the story. If you are telling the story, ask someone else to write down what you say on the left-hand side of a flipchart. If you are writing the story write **on the left hand side** of a page. This is the **Outer Story**.
- B. Next, **on the right-hand side** of the flip chart or page, tell or write down some of the feelings, unspoken thoughts, assumptions, relationships and motivations of different people that you remember. Do this for each part of the story that you wrote in the first column. What were the less visible things happening – this is the **Inside Story**.
- C. Now, in the right-hand column you have better, deeper information to use in your reflection and learning process. This helps you to get behind the scenes to where the real action was.

3. Adapted from The Barefoot Guide 2: Learning Practices in Organisations and Social Change, by the Second Barefoot Collective, free download available at www.barefootguide.org

A simple example is as follows:

The Outer Story

Do this first (look)

(the events as they unfolded, the more visible things that happened)

We were invited to a meeting with the women's group. They welcomed us warmly.

We brought some agenda items, questions and a typical MOU and asked for their ideas. We had some interesting discussions and talked about some possibilities. They looked at each other but not at us. They seemed shy.

The women were polite and did not say much.

They said they were glad we had come and would contact us. The meeting was not long.

We have not heard from them, which has puzzled us. We are wondering if we should visit them again.

The Inside Story

Do this second (look again)

(the feelings, unspoken thoughts, assumptions, energy, relationships, metaphors)

We were so excited – I think the women were also excited.

They seemed surprised when we brought our agenda, questions and MOU (we assumed they needed them). I felt a bit uneasy. Maybe they were disappointed. Looking back, I think we brought too much.

They were still being polite but they were not so warm. I imagine now that they saw us like the other NGOs whose projects they had joined.

I think we are more interested in this than them. I feel like a shopkeeper with no customers.

Reference Publications

ITUC

Available at www.ituc-csi.org or upon request by sending an email to: equality@ituc-csi.org:

Decent Work, Decent Life for Women - Discussion Guide

1st DFL International Young Women's Conference - Declaration

Frozen in time: Gender pay gap unchanged for 10 years

ITUC Guide - Trade Unions Say no to Violence against Women and Girls

ITUC Guide - Stopping Sexual harassment at work

Achieving Gender Equality a Trade Union Manual

13-05-2011: Spotlight interview with Irina Livkovich (PIT.Ua Ukraine, Decisions for Life)

11-05-2011: Spotlight interview with Jardélia Rodrigues (CUT Brazil - Decisions for Life)

07-03-2011: Spotlight interview with Thulile Motsamai (SACCAWU)

16-10-2009: Spotlight Interview with Nina Nyembezi (LRS- South Africa)

International Labour Organisation

Available at www.ilo.org

Gender Equality and Decent Work - Selected ILO Conventions and Recommendations that promote Gender Equality

Maternity Protection Resource Package

Gender-based violence in the world of work: Overview and selected annotated bibliography

Gender Equality and Social Dialogue: An Annotated Bibliography

For additional information, please contact:

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Email: equality@ituc-csi.org

Visit our website: <http://www.ituc-csi.org/decisions-for-life>





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