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This Trainer Resource Pack is designed to be used alongside The WaY2Go Women and Youth Together for Leadership Training Manual.

It will provide you with additional Annexes containing supplementary information to support your facilitation, participant learning and group discussions in each of the modules of this programme.

This Trainer Resource Pack should be used to support your own understanding and inform your facilitation. It should not be distributed to participant and/or read directly from out loud to participants.

You will need to download The WaY2Go Women and Youth Together for Leadership Training Manual separately, and use it in tandem with this Trainer Resource Pack when delivering each module.

You may wish to use the Annexes within the Trainer Resource Pack to develop slide deck (Keynote, PowerPoint etc.) presentations to support your facilitation, however this is entirely up to you.
The following annexes should be used to support your facilitation of Module 1 Trade Unionism and Me.

Refer to The WaY2Go Women and Youth Together for Leadership Training Manual for when each Annex is applicable within an activity.

**ANNEX 1 - THE ITUC-AP/DGB BW PROJECT**

1. Goals/ Objectives: Targeted primarily at women and youth, this programme is designed to develop the leadership capacity of women and youth through strengthening their representation in leadership, decision making and policy-making bodies within the trade union movement (internal), as well as mainstream policies in union activities operations more broadly (external). Our goal is to achieve a score of SDG 5 (Sustainable Development Goal) on gender quality and women in empowerment.
3. Advocacies: Collaboration between 20 affiliates of the International Trade Union Confederation-Asia Pacific (ITUC-AP) and Arab Trade Union Confederation (ATUC).

**ANNEX 2 - CHARACTERISTICS OF TRADE UNIONISM IN ASEAN**

1. In ASEAN, the right of workers to form unions and negotiate a collective agreement are recognised in the labour laws.
2. In practice, the collective commitment to social dialogue varies across the region, as there is a great deal of disparity in the development of industrial relations in each of the Member States.
3. Only four of the 10 ASEAN countries - Cambodia, Indonesia, Myanmar and the Philippines - have ratified ILO Convention 87 (Freedom of Association and the Right to Organise).
4. Five ASEAN countries, namely, Cambodia, Indonesia, Malaysia, the Philippines and Singapore, have ratified ILO Convention 98 (Right to Organise and Collective Bargaining).
5. Six ASEAN countries, namely, Indonesia, Lao PDR, Malaysia, the Philippines, Singapore and Viet Nam, have ratified ILO Convention 144 (Tripartite Consultation on International Labour Standards).
6. Brunei Darussalam and Thailand have not ratified any of these three ILO Conventions - ILO Convention 87 (Freedom of Association and the Right to Organise), ILO Convention 98 (Right to Organise and Collective Bargaining) and ILO Convention 144 (Tripartite Consultation on International Labour Standards).
7. Both Indonesia and the Philippines have ratified all three Conventions - ILO Convention 87 (Freedom of Association and the Right to Organise), ILO Convention 98 (Right to Organise and Collective Bargaining) and ILO Convention 144 (Tripartite Consultation on International Labour Standards).
8. All countries in ASEAN recognise the right of workers to form unions as a basic right as reflected in their labour laws.
9. Proliferation of informal sector workers. If you include one, you will be obliged to include others.
ANNEX 3 - MAJOR SITUATIONS AND CHALLENGES FACED BY TRADE UNIONS IN ASEAN

1. Limited/restriction for civil servants to exercise the rights for freedom of association and collective bargaining.
2. Liberalisation and privatisation of essential services.
3. Low wages and poor working conditions - in textile and garment industry.
4. Low level of unionisation and members commitment - also multiplicity of unions on the same sector or industry (also in same company) - lack of trade union unity and solidarity.
5. Union busting and repression - assertion of employers to challenge freedom of association and collective bargaining, criminalisation of trade union activists and leaders.
7. Poor public image of trade unions.
8. Lack of recognition of trade unions as equal social partner.
9. Increasing inequality - minimum wage setting, export processing zone (EPZ), outsourcing and contracting out; Limited rights to exercise freedom of association and collective bargaining.
11. Migrant workers.

ANNEX 4 - THE EMERGING ECONOMIC AND SOCIAL ISSUES THAT AFFECT WORKERS AND HOW TRADE UNIONS CAN HELP WORKERS ADAPT TO THE SITUATION

1. The Fourth Industrial Revolution where developments in previously disjointed fields all building on and amplifying one another.
2. Smart systems - homes, factories, farms, grids or entire cities - will help tackle problems ranging from supply chain management to climate change.
3. A set of broader socio-economic, geopolitical and demographic developments.
4. Many of these changes pose major challenges requiring proactive adaptation by corporations, governments, societies and individuals specially workers.
5. As whole industries adjust and new ones are born, many occupations will undergo a fundamental transformation.
6. Together, technological, socio-economic, geopolitical and demographic developments and the interactions between them will generate new categories of jobs and occupations while partly or wholly displacing others leading to changes in skill sets required in both old and new occupations in most industries.
7. Disruptions in business models are resulting in a near-simultaneous impact on employment and need for new skill sets, requiring an urgent and concerted effort for adjustment.
8. “…the gig and sharing economy means that workers are expected to give up employment contracts and social security, and can forget the notion of a regular working schedule where work, family and leisure can be balanced.

Issues that have been addressed by unions 150 years ago may have gone, but a new era of issues has arisen that we need to be tackled by:

- Putting pressure on management.
- Working with the management, sometimes taking them to task.
- Sometimes striking and taking action.
- Sometimes getting legislative change.
- Adopting creative ways of organising among workers who don't have ‘formal’ workplaces.
- Working with employers about how they can provide the workers skills they need to do the job now, and in the future.

(The Future of Jobs, World Economic Forum, January 2016)
ANNEX 5 - IMPORTANCE OF TRADE UNIONS TO WORKERS

1. Unity is Strength - unions provide workers with a powerful, collective voice to communicate to management their dissatisfaction and frustration.
2. Unions negotiate better terms and conditions.
3. Employees get more annual leave in a unionised workplace.
4. Employees earn more in a unionised workplace.
5. Employees get more benefits - maternity leave, paternal and carer leave.
7. Employees have someone on their side when they need them.
8. Unions fight for equal opportunities in the workplace. They stand for equal pay and treatment and against discrimination.
9. Union workplaces are safer.
10. Unions offer legal services and advice.

ANNEX 6 - FUNCTIONS OF TRADE UNIONS

1. Increasing co-operation and well-being among Workers.
2. Securing facilities for Workers.
3. Establishing contacts between the workers and the employers.
4. Trade Unions work for the progress of the employees.
5. Safeguarding the Interests of the Workers.
7. Unions play an important role in tripartism, a program strategy employed to address the concerns of the social partners - labour, employer and government sectors - through information sharing, consultations, fora and dialogues, has been one of the mechanisms to promote social dialogue.
8. When working people have the freedom to come together in strong unions, entire communities’ benefit. Unions give everyday working people the power in numbers they need to make their communities safer and stronger, and they are critical to fixing an economy rigged in favor of the rich and powerful.
9. Increasingly, trade unions are enlarging their agendas to include issues such as engaging with international organisations in order to influence their policies and organising global campaigns and extending and deepening their cooperation at the transnational level.
McKinsey & Company is an American worldwide management consulting firm from New York USA. It conducts qualitative and quantitative analysis to evaluate management decisions across public and private sectors.

McKinsey and Company conducted a study in partnership with LeanIn.Org entitled Women in the Workplace in 2018. The study probed the issues, drawing on data from 279 companies employing more than 13 million people, as well as on a survey of over 64,000 employees and a series of qualitative interviews.

Findings

• Better educational background of women workers versus disadvantages in hiring and promotion.
• Similarities between women and men with respect to reasons for staying within the workforce and leaving the workforce.
• Few women and men intend to leave the workforce because of family matters.
• Factors that contribute to a lack of gender diversity in the workplace.
• Women remain underrepresented, particularly women of color.
• Companies need to change the way they hire and promote entry and manager - level employees.

Recommendations

• Get the basics right - targets, reporting, and accountability.
• Ensure that hiring and promotions are fair.
• Make senior leaders and managers champions of diversity.
• Foster an inclusive and respectful culture.

Challenges

• Youth joblessness and inactivity.
• Youth working in informal conditions and as unpaid labour.
• Youth having low - paying jobs initially and delayed entry into the workforce.
• Risk of reversing the currently declining youth unemployment in ASEAN.
• Very limited analysis about the fourth industrial revolution phenomenon and its projected impact to the labour market and employment trends in Southeast Asia.
• Significant divergences in the pattern of change (movement towards more skill - intensive production and exports) that is currently happening across ASEAN Member States.
• Existing mismatch between tertiary education and the needs of employers which is still a challenge among the middle - and high-income ASEAN economies.
• The intent of middle - and high-income ASEAN Member States to engage in high-skill manufacturing would require them to invest in workforce qualifications through academic excellence in science, technology, engineering and mathematics (STEM).
ANNEX 9 - OBSERVATIONS FROM THE CONFERENCE ON REDUCING YOUTH UNEMPLOYMENT AND THE FUTURE OF WORK

1. Impacts of digital technology on the rise of non-standard forms of work and informalities.
2. High fixed capital costs, availability of skilled workers and licensing costs are some barriers for technological advancement in the ASEAN.
3. Necessary soft skills (creating a business case, marketing and management technologies, creativity, social skills (interaction, care) needed by young people in the era of digitalisation.
4. Rapid technological change requires measures from policy makers to moderate disruptions to the world of work.
5. Adjustment needs to be made and challenges need to be addressed to maintain the employment outcome and to ensure that decent work is available, especially to young people.
6. Policy-makers have made significant efforts (improving skills development, strengthening workers’ rights and expanding coverage of social protection mechanisms) to address some of the main decent work challenges in the region.
7. One of the challenges facing employers is finding qualified talent/skills across many developed and emerging markets.
8. ASEAN member states are at varying levels of readiness for the future of production and they also lag in human capital areas.

Recommendations

- Public and private sector collaboration is needed in building an inclusive ecosystem for the re-skilling of the ASEAN workforce.
- Engaging SMEs in the re-skilling program is crucial to ensure the success of the broad-based re-skilling of the ASEAN workforce.

ANNEX 10 - FACTS ABOUT WOMEN AND YOUTH IN TRADE UNIONS

Women

- There are more women in the well unionised public services in all countries.
- There has been a decline of union membership rates in the male-dominated manufacturing sector.
- Unions have become more gender aware and adopted equal opportunities policies.
- Unions have expanded their activity into the service sector where there are more women workers.
- Women comprise 44 percent of the labour movement in the US, but a smaller percentage of union leaders.
- More than 64 per cent of women who are employed in Asia and the Pacific are in the poorest segments of informal employment.
- A study about Union Leadership and Gender: Obstacles for Women showed that most women respondents (from the US and Canada) had decided not to run for a position or apply for a position (in the TU) because of lack of support from leadership while none of the men respondents reported having this experience.

Youth

- The youth too frequently face difficulty in finding their place in trade union structures and activities.
- Among other “wants”, young workers want “a say in our workplaces through collective bargaining and social dialogue”.

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The baseline study was conducted to establish a starting point against which the ITUC-AP/DGB BW will measure the impact of the project. Fifteen of 19 invited national centers responded (February to March 2019).

Profile of Responding Centers

- The total membership of 15 centers is 19,770,654.
- Female membership ranged from 90% down to 36%. The average female membership is 54%.
- Youth membership ranged from 80% down to 20%. The average youth membership is 37%.

Enabling Policy and Legal Framework for Policy and Legal Framework

- At the center level, of 15 responding centers, women & youth participation in trade unions were enabled by:
  - Constitution and by-laws (12 and 10).
  - Specific gender/youth policy/framework (13 and 8).
  - Congress/Assembly/Conference policies, guidelines or resolutions (11 and 6).
  - Most national centers have multiple enabling instruments (all three combined).

- These instruments have been translated in varying degrees into:
  - Women and youth structures/committees (14 and 14).
  - Women and youth representation in governing bodies (12 and 11).
  - Women/youth departments/units (11 and 9).
  - Women and youth regular meetings (14 and 11).
  - Designated women and youth persons (9 and 9).
  - Part-time women and youth persons (6 and 7).
  - Women and youth budgets (11 and 10).
  - Annual women and youth congress/assembly (8 and 7).

*The first number is for women, the second for youth. Out of 15 responding centers.

Importance given to women and youth is relatively lower at the federation level in all aspects of representation.

Women and Youth in Governing/Policy Making Bodies

1. What TU governing/policymaking do you have?
   - Practically all responding centers confirmed they have congress/general assembly, executive/general council, executive committee/board as governing/policy making bodies.
   - The situation is less clear in the federations.
2. Are the W/Y represented in the following TU governing/policy making bodies?
   • Practically all responding centers confirmed they have women representatives (14) and youth representatives (11) in their congress/general assembly, executive/general council, executive committee/board as governing/policy making bodies.
   • True, there are women and youth representatives in governing bodies.
     ° We have to know the extent of representation (what percentage of seats are held by women and youth).

Profile of Women and Youth Structures

1. What W/Y structures does your NCC have?
   • At the center level, the most common women structures are women committees/commissions (15 centers) and women departments/units (11 centers).
   • Women are in organising teams (10), collective bargaining teams (7) and workers' education groups/teams (12).

2. Out of your total FSP affiliates, how many have W/Y structures?
   • At the federation level, nine centers indicated women committees/commissions and six centers indicated women department/units in their affiliates. One center indicated no such structures in its affiliates. Five/seven centers had no answer.
   • Eight centers indicated youth committees/commissions and five centers indicated youth department/units in their affiliates. Seven/10 centers had no answer.
   • Six (of eight centers who answered) say their federation have women in organising teams; five (of eight) say women are in collective bargaining teams; six (of eight) say women are in workers’ education group/teams.
   • The corresponding figures for youth are lower, five (of six) in organising teams; four (of six) in collective bargaining; five (of six) say women are in workers’ education group/teams.

Women and Youth Representation in Leadership and Operations

1. Are there reserved seats for Women and Youth(W/Y) in Trade Union governing bodies?
   • Eleven national centers say they have reserved seats for women, all elected, in leadership/governing bodies. Four of these eleven national centers have both elected and appointed reserved seats for women.
   • Nine national centers say they have reserved seats for youth, all elected, in leadership/governing bodies. Four of these nine national centers have both elected and appointed reserved seats for youth.

2. Positions/seats in Trade union operating offices.
   • The number of national centers who say they have women in operations bodies - headquarters(secretariat) (8), organising (8), CBA negotiations (8), workers education (6).
   • One affiliate says ten of the 15 in the training team are women, five men.
   • The number of national centers who say they have youth in operations bodies - headquarters(secretariat) 5, organising 6, CBA negotiations 5, workers education 5.
   • One affiliate says five of the 15 in the training team are youth.

3. What is the latest representation rate of W/Y in trade union programs?
   • Six national centers have numerical guidelines on women participation in local (in-country) trade union programs.
   • Four provided actual results: two do not meet their targets.
   • There needs to be more answers regarding youth participation.
4. Has the National Center/Confederation (NCC) and any of your Affiliate (Federation/State/Provincial) Ever Had a Woman President or General Secretary?

- At the center level, five have had women presidents.
- At the federation level, women have held President or General Secretary positions in five centers.

Existing Advocacy Campaigns for Women/Youth Integration in Trade Unions, Operations and Activities

- The leading issues in internal Advocacy Campaigns:
  - Women Leadership in Trade Unions.
  - Gender Equality.
  - Maternity Protection/Reproductive Health.
  - Youth Leadership in Trade Unions.
  - Gender-Based Violence.
- And more issues...
  - Employment and Skills Training for Women.
  - Employment and Skills Training for Youth.
  - Maternity Protection/Reproductive Health.
  - Gender-Based Violence.
  - Gender Equality.

Training and Selection Criteria for Women/Youth Leadership

1. What training for Women/Youth/ representatives has the NCC had in the past three (3) years?

- In the past three years, national centers had conducted training for women primarily on leadership, gender sensitivity, advocacy and campaigning, grievance handling and workers education.
- For youth, the training courses were for gender sensitivity, grievance handling, occupational health and safety and workers’ education.

2. What selection criteria W/Y in leadership has your NCC used?

- The selection criteria in leadership used differ from one center to another, in terms of ranking as well as criteria most cited.
- In terms of number of citations, the criteria for women are ranked thus:
  - Relevant trade union experience (cited by 11 centers).
  - Trustworthy, dependable, loyal to union (11); leadership skills and capabilities (11).
  - Competence, trained on trade union issues (10).
- The leading criteria for youth are only slightly different from women.

Political or Government Bodies Where Trade Union Women/Youth Are Represented

- National centers managed to obtain representation in a number of tripartite and political bodies as stipulated in national law or government policy.
- There are doubts regarding responses on labour representation in non-tripartite government bodies.
Involvement of Women/Youth in Trade Union Education Programs

- Women and youth participate in all stages of education programs - preparation/conceptualisation, implementation, secretariat work, post-implementation - practically to the same extent.
- There are still affiliates whose women (4 centers) and youth (4) have no participation in secretariat work; and whose women (3) and youth (4) have no participation in post-implementation.

Women/Youth Involvement in Other Trade Union Programs and Activities

- Women are, for the most part, involved in other trade union programs and activities of centers. These activities are CBA negotiation, grievance handling, occupational safety and health, trade union organising, trade union education, legal representation, shop stewards, and wage negotiations.
- Youth involvement in centers is much less. The responses for youth need to be revisited.

Gender and Youth Provisions in One Sample Collective Bargaining Agreement (CBA) in Any Industry Signed in 2017

- Most common provisions in collective agreements relevant to women and youth issues are:
  - Occupational Health and Safety (11 of 15 responding national centers).
  - Maternity Leave, Paternity and Other Benefits (11).
  - Apprenticeship, Learnership, Internship (10).
  - Facilities (Separate Toilets, Rest Areas, Breast Feeding Stations, Shuttle buses, etc.,) (9).
  - Priority in Hiring, Livelihood and Family Welfare program (9).
  - Equal Pay and Equal Opportunity Policies (8).
  - Drugs, Alcohol, HIV AIDS (8).
  - Programs to End all Forms of Discrimination (8).
  - Other Special Leaves for Women (e.g., pregnancy-related, single parents) (8).

Existing Union Platforms for Communication with Women/Youth Members

- The leading modes of union communication for women and youth, both for national centers and federations, are Facebook, website, WhatsApp and blogs.
- Federations tend to use these modes less than centers.

Nurturing Environment for Women/Youth Members

- The leading nurturing means for women and youth cited by national centers are the same:
  - Capacity Building Program (12/12).
  - Leadership Development Program (11/9).
  - Annual Strategic Planning for Women/Youth Activities/Conferences (11/9).
  - Regular Meetings and Consultative Conferences on Women/Youth Issues (10/8).

Other Factors Which May Affect Women/Youth Participation in the Organisation

- Strategies cited by national centers to organise women and youth into trade unions are ranked, thus:
  1. Training, workshops (6).
     - Plus Training in labour laws (2).
     - Plus Training in economic empowerment and skills (2).
     - Plus Training in leadership (1).
     - Plus Expert network on women and youth issues (1).
  2. Organising campaigns (5).
     - Plus Training in organising (2).
  3. Offering services (3).
Basic concepts:

- Scarcity, choice opportunity costs.
  - Resources are not unlimited, people and enterprise have their preferences, there are alternative goods and services, which choices would exclude other goods and services.
- Demand, supply and market equilibrium.
  - Markets are supposed to match supply and demand, through price, but markets do not their job.

Economic and labour issues:

- Economic growth: The circular flow of income.
  - Goods and services flow in one direction (from enterprises) and the money payment to acquire them (by households) flow in the return direction.
  - Injections add to the circular flow of income, and include investment (I), government spending (G) and exports (X).

GDP and its components:

- The economy has many components.
  - Agriculture, industry, services.
  - Consumption, investment, government, exports, imports.
- There are alternative ways of summing up GDP.
- Sectoral production (A, I, S) is spent on expenditures (C, I, G, X, - M).

Inflation:

- Inflation: Demand-pull inflation, Cost-push inflation. If inflation is not pulled, it will be pushed. Terrible if both.
- Role of expectations. You think it will be, and it happens. Even thinking that prices would increase will push prices. No forecast, under projection/estimation.
- Price Indices - An (outdated) basket of goods and services.
  - Consumer prices are measured by a ‘representative’ sample of goods and services that households buy in a given base period.
  - Prices are aggregated into indices based on weights (importance) of commodities to the basket.
  - All production (and distribution) and expenditure factors are subject to (different) rates of inflation.
- Nominal and real values - Real and nominal wages. So much money, little buying power. When prices increase, the buying power of households and enterprises are reduced.
- Real and nominal GDP. Real GDP have risen through the years.
- Wages have not risen correspondingly in real terms.
- Unemployment and underemployment.
  - The unemployed have no jobs.
  - The underemployed have jobs, but still looking for additional income.
  - Drivers of employment (and unemployment).
  - Employment is driven by production and expenditures.
  - Even with available jobs, there could still be unemployment.
  - Mismatch of demand and skills. Time lag in matching.
  - Incomes are not enough for many workers, and they look for additional sources of incomes.
• Women and youth get the worst of them.
  ◦ NEET employed, housework, enrolled/education, training, not seeking work.
  ◦ Comparatives tables on employment, unemployment, underemployment
  ◦ Gaps in pay (Equal pay for work of equal value).

Contractual:

• Employment agencies cut costs for employers.
• And forestall protection of contractuals by unions.
• Enterprises have to cut costs, to compete, not only locally but globally.
• Imports are also in cheap commodities for mass consumption.
• Enterprises turn to the factor where they have most room to manoeuvre.
• Other costs are given or fixed.
• They employ workers on contractual basis, even to do the job of regular workers. Lower wages and benefits, no social security.
• Contract work prevent workers from joining or forming unions.

Minimum wages, living wages:

• Minimum wages are poverty wages.
• Living wages could be campaigns for a lifetime.
• What are minimum wages for?
  ◦ To protect workers against exploitation.
  ◦ A floor below which workers may not be paid.
• What are the bases for increasing wages?
  ◦ Basic needs, plus, capacity to pay, others.
  ◦ Workers are banding together for regional minimum wages.
  ◦ ASEAN Fight +50 (a minimum living wage).
  ◦ +50 aims to establish a wage floor that takes minimum wages out of competition among governments and ensures a living wage.
  ◦ In the poorer countries +50 will mean an increase of around US$50 a month. For wealthier countries it may mean US$50 a week.

Stabilisation policies:

• Fiscal and monetary policies.
• Taxation and spending: They taxeth and spendeth with abandon.
• Progressive vs. regressive taxes.
• Direct taxes, indirect taxes.

Government deficits and debt:

• Spending more than they earn.
• Just like consumers, families, too.
• Active government for infrastructure, social protection.
• Budget deficits prompt borrowing and ODAs.
• Central bank and money supply.
• An eternal search for the right mix of money in the bank with business, and with us poor public.
• Central banks usually control inflation through money policies.
• Wary about militant workers - consumers, governments might resort to imports, disadvantaging local producers.
Economic growth and productivity:

- Sources: human capital, physical capital, technological progress.
- Last (in the queue), but first in contribution = labour.

Productivity and gainsharing:

- Employers and the wealthy don't share. That's why inequality.
- Remember profit maximisation.
- Real wages are not rising.
- Those in the informal economy are worse off.
- Enterprises appropriate for themselves an increasing share of gains from production and productivity.

Open economy: globalisation:

- Exports, imports, exchange rate.
- Export, or die.
- But oil, raw materials, outward remittances.
- And the currency depreciates.
- Many countries do not have large domestic markets, and rely on exports to grow faster and to supply the requirements of economies.
- Domestic demand is limited by low incomes and deficient economic activity.

Globalisation and supply chains:

- Profit maximisation rules.
- They give business to themselves. Tax advantages, too.
- Those in the supply chains produce. And receives a pittance.
- Outsourcing - the quest for lowest cost, transfer pricing.
- Race to the bottom in wages and labour standards.

Migrant labour, remittances, issues:

- Labour is treated as commodities, too.
- Migrant labour contributes to society, in return.
- But what is the root cause of migration?
- Labour-short countries turn to migrant labour.
- Women and young migrant workers most disadvantaged.
- There is no national treatment - migrant workers are treated differently than local workers.
- Wage issues, working conditions, exploitation, violence, are not unusual.
Product markets:

- Supply and demand - Elasticity (Price).
- Moving in one direction, or in opposite directions, or not.
- Price elasticity of demand. The change in demand of a commodity in response to a change in its price, when only the price changes. The percentage change in demand in response to a percentage change in price of particular commodity.
- Income elasticity of demand - Income elasticity of demand - As income changes, the demand for a commodity rises.
- Cross elasticity of demand: Demand for a commodity changes with a change in the price of another commodity.
- As price/income moves, demand for a commodity moves accordingly.
- As price increases, demand for a commodity decreases.
- As income increases, demand for a commodity increases.
- Price elasticity of supply: As price of a commodity changes, supply correspondingly changes.

Economies of scale:

- The key is volume.
- That's why China will rule the markets. And India, Indonesia will follow.
- Unit costs are reduced with larger volumes of production.
- Large domestic demand enables countries to lower costs and prices and compete in global markets.
- Large markets are the reason for FTAs (free trade agreements).
- FTAs usually have no labour/social dimension and are the refuge of erring global supply chains.

Firm behaviour and market structure:

- Profit maximisation.
- What else?
- They are not in it for charity.
- CSR to salve their conscience. And to get tax deductions.
- Enterprises maximise profits. They could take different strategies, including price cuts and promotions, to increase demand and market share.
- Market share is good for image, but max profits is better.

Factor markets:

- Derived factor demand - There is demand for labour because there is demand for goods and services.
- Demand for labour is for low-cost but skilled workers.
- There is room for active labour market policies.
- Active labour market policies: helping unemployed find work.

Market distribution of income:

- The market determines incomes.
- And the market determines incomes earning more incomes.
- That's why the poor will always be with us - money begets money.
- Low-income workers have little surplus/savings.
- The rich, unburdened by basic needs and debts, have surplus cash for investment.
Sources and measures of income inequality:

• The genie is out of the bottle, and it doesn’t want to get back in.
• Employment yields lower incomes.
• Entrepreneurship and investment yield higher earnings.

Firm behavior, market failure and the role of government:

• Profit maximisation. It’s everywhere.
• Inept governments seeking mostly one-time revenues yield to profit-maximising privatisation.
• Workers’ rights and unions are not part of agreements.
• Governments yield to self-regulation by private enterprises.
• After indecent interval, consumers are obliged to pay higher prices/rates/fees and to endure inefficient service.
• Public goods: Air, street lighting, roads, national security.
• Public services, Essential services: Food, shelter, education, health, water, electricity, transportation.
• Others cannot be excluded from use.
• Others can enjoy public goods without paying for them.
• Could be enjoyed simultaneously with others.

Privatisation:

• Government is not a good provider.
• But the private sector exploits to the hilt while the regulator sleeps.
• Public-private partnerships (PPP): infrastructure, utilities, education.

Monopoly: Inefficiencies and natural monopoly:

• All monopolies are bad. Others less so.
• Monopolies: One firm dominates the industry/sector, (25%), likely able to dictate prices and terms.
• Natural monopolies: They require so much money for investment and to operate, it appears they should be monopolies, naturally. Natural monopolies: High start-up costs, high fixed costs (regardless volume), unique raw materials.

Oligopoly: Interdependence, collusion, cartels:

• Things are done better together. And these guys excel in joint work and gouging consumers.
• Oligopoly: the market is shared by a small number of producers or sellers.
• Oil, gas; mobile phones, computers and software, mass media, pharmaceuticals, automobiles, airlines.
• Public policy to promote competition.
• Antitrust policy Enterprises take economies of scale and integration too much to heart. And they hurt.
• Enterprises acquire smaller others, and control markets and prices.

Regulation:

• Regulation could be good, if done properly.
• When the employer says the regulation is outdated that means regulations constrain its profit maximisation.
• Competition policy is fine, but implementation would be challenging.
• The only member-controlled organisations left to effectively struggle for fair globalisation and social justice.
• Countervailing power is needed. That’s why GO UNION!
Economic Growth and Productivity

Labour productivity is the primary source of growth?
https://www.intelligenteconomist.com/economic-growth/

The economic growth of a country is the increase in the market value of the goods and services produced by an economy over time.

Economic Growth Definition

We define economic growth in an economy by an outward shift in its Production Possibility Curve (PPC). Economic growth is measured by the increase in a country's total output or real Gross Domestic Product (GDP) or Gross National Product (GNP). The Gross Domestic Product (GDP) of a country is the total value of all final goods and services produced within a country over a period of time. Therefore an increase in GDP is the increase in a country's production.

Growth doesn't occur in isolation. Events in one country and region can have a significant effect on growth prospects in another. For example, if there's a ban on outsourcing work in the United States, this could have a massive impact on India's GDP, which has a robust IT sector dependent on outsourcing.

Most developed economies experience slower economic growth as compared to developing countries. For example, in 2016, India had a growth rate of 7.1% while the American economy was only growing at 1.6%. This statistic can be misleading because India's GDP was $2.264 trillion in 2016, while the US was $18.57 trillion. It would be more appropriate to compare their economic growth rates during similar periods in their history.

Economic Growth is not the same as Economic Development. Development alleviates people from low standards of living into proper employment with suitable shelter. Economic Growth does not take into account the depletion of natural resources which might lead to pollution, congestion & disease. Development, however, is concerned with sustainability which means meeting the needs of the present without compromising future needs.

Why is Economic Growth Important?

Economic growth is one of the most important indicators of a healthy economy. One of the biggest impacts of long-term growth of a country is that it has a positive impact on national income and the level of employment, which increases the standard of living. As the country's GDP is increasing, it is more productive which leads to more people being employed. This increases the wealth of the country and its population.

Higher economic growth also leads to extra tax income for government spending, which the government can use to develop the economy. This expansion can also be used to reduce the budget deficit.

Additionally, as the population of a country grows, it requires the growth to keep up its standard of living and wealth.

Economic growth also helps improve the standards of living and reduce poverty, but these improvements cannot occur without economic development. Economic growth alone cannot eliminate poverty on its own.
Six Factors That Affect Economic Growth

The following six causes of economic growth are key components in an economy. Improving or increasing their quantity can lead to growth in the economy.

1. Natural Resources. The discovery of more natural resources like oil, or mineral deposits may boost economic growth as this shifts or increases the country's Production Possibility Curve. Other resources include land, water, forests and natural gas.

   Realistically, it is difficult, if not impossible, to increase the number of natural resources in a country. Countries must take care to balance the supply and demand for scarce natural resources to avoid depleting them. Improved land management may improve the quality of land and contribute to economic growth.

   For example, Saudi Arabia’s economy has historically been dependent on its oil deposits.

2. Physical Capital or Infrastructure. Increased investment in physical capital, such as factories, machinery, and roads, will lower the cost of economic activity. Better factories and machinery are more productive than physical labour. This higher productivity can increase output. For example, having a robust highway system can reduce inefficiencies in moving raw materials or goods across the country, which can increase its GDP.

3. Population or Labour. A growing population means there is an increase in the availability of workers or employees, which means a higher workforce. One downside of having a large population is that it could lead to high unemployment.

4. Human Capital. An increase in investment in human capital can improve the quality of the labour force. This increase in quality would result in an improvement of skills, abilities, and training. A skilled labour force has a significant effect on growth since skilled workers are more productive. For example, investing in STEM students or subsidising coding academies would increase the availability of workers for higher-skilled jobs that pay more than investing in blue collar jobs.

5. Technology. Another influential factor is the improvement of technology. The technology could increase productivity with the same levels of labour, thus accelerating growth and development. This increment means factories can be more productive at lower costs. Technology is most likely to lead to sustained long-run growth.

6. Law. An institutional framework which regulates economic activity such as rules and laws. There is no specific set of institutions that promote growth.

Six Factors that Limit Economic Growth

1. Poor health and low levels of education. People who don't have access to healthcare or education have lower levels of productivity. This lack of access means the labour force is not as productive as it could be. Therefore, the economy does not reach the productivity it could otherwise.

2. Lack of necessary infrastructure. Developing nations often suffer from inadequate infrastructures such as roads, schools, and hospitals. This lack of infrastructure makes transportation more expensive and slows the overall efficiency of the country.

3. Flight of Capital. If the country is not delivering the returns expected from investors, then investors will pull out their money. Money often flows out of the country to seek higher rates of returns.
4. Political Instability. Similarly, political instability in the government scares investors and hinders investment. For example, historically, Zimbabwe had been plagued with political uncertainty and laws favoring indigenous ownership. This instability has scared off many investors who prefer smaller but surer returns elsewhere.

5. Institutional Framework. Often local laws don't adequately protect rights. Lack of an institutional framework can severely impact progress and investment.

6. The World Trade Organisation. Many economists claim that the World Trade Organisation (WTO) and other trading systems are biased against developing nations. Many developed nations adopt protectionist strategies which don't help liberalise trade.

Types of Economic Growth

There are primarily four types of economic growth:

1. Boom and Bust Business Cycles. If economic growth is high-speed and inflationary, then the level of growth will become unsustainable. This could lead to a recession like the Great Recession in 2008. However, this type of growth is typical of a business cycle.

2. Export-led. The Japanese and Chinese economy have experienced export-led growth thanks to a high current account surplus. This is because they have significantly more exports than imports.

3. Consumer. The US economy is dependent on consumer spending to stimulate economic growth. As a result, they also have a higher current account deficit.

4. Commodity exports. These economies are dependent on their natural resources like oil or iron ore. For example, Saudi Arabia has had a very prosperous economy thanks to its oil exports. However, this can cause a problem when commodity prices fall, and there aren't other industries to balance things out.

Costs of Economic Growth

There are two problems associated with the economic growth:

1. Environmental Costs. Pollution and other negative externalities often accompany increased production or increased economic growth. Economists usually associate an adverse impact on the environment with rapid growth in developing economies.

2. Rising Income Inequality. Growth often leads to increased income inequality. Those not involved or related to the growth-generating sector of the economy get left behind. [A statement from a traditional economist. Not necessarily true. - Eds.] Usually, the rural population suffers the most.
The following annexes should be used to support your facilitation of Module 2 Our World of Work.

Refer to The WaY2Go Women and Youth Together for Leadership Training Manual for when each Annex is applicable within an activity.

ANNEX 1 - DECENT WORK

1. Work is one of the few experiences common to most of humanity. It plays an obvious and crucial role in the well-being of workers and their families and paves the way to the broader social and economic development of individuals, their communities and societies.

2. But progress depends not just on enough work being available but, on its quality, too. Work that traps people in bondage or poverty (rather than releasing them from it), or exposes them to hazards, discrimination or insecurity, does not allow individuals - or the economies they are part of - to advance and fulfil their potential.

3. Work sustains us. It is how we meet our material needs, escape poverty and build decent lives. Beyond our material needs work can give us a sense of identity, belonging and purpose. It can expand our choices, allowing us to look optimistically into our own future. Work also holds collective significance by providing the network of connections and interactions that forge social cohesion. The way in which we organise work and labour markets plays a major role in determining the degree of equality our societies achieve. Yet work can also be dangerous, unhealthy and poorly paid, unpredictable and unstable. Rather than expanding our sense of possibility, it can make us feel trapped, literally and emotionally. And for those unable to find work, it can be a source of exclusion.
Decent work therefore sums up the aspirations all people have for their working lives; for work that is productive, delivers a fair income with security and social protection, safeguards basic rights, offers equality of opportunity and treatment, prospects for personal development and the chance for recognition and to have your voice heard. Decent work is also central to efforts to reduce poverty and is a path to achieving equitable, inclusive and sustainable development. Ultimately decent work underpins peace and security in communities and societies.

“Decent Work for All” is the principle that guides the International Labour Organisation (ILO’s) work.

Decent work is the first step out of poverty and an important stride towards greater social integration. It lies at the heart of the three core issues addressed by the Social Summit. Moreover, having access to opportunities for decent work is the most widely shared aspiration of people and their families in all countries. This means that the global economy should provide opportunities for all men and women to obtain decent and productive work in conditions of freedom, equity, security and human dignity. The ILO’s programme on decent work aims at achieving four objectives: employment creation; promoting human rights at work; improving social protection; promoting a social dialogue.

ANNEX 2 - DECENT WORK DEFICITS

The decent work deficit “is expressed in the absence of sufficient employment opportunities, inadequate social protection, the denial of rights at work and shortcomings in social dialogue.” These failings provide “a measure of the gap between the world that we work in and the hopes people have for a better life” and fall into four categories - employment, social protection, social dialogue and rights at work.

Working poverty, informality and vulnerable employment are amongst the persistent challenges of Asia Pacific labour markets, according to a report from the International Labour Organisation. The report says that despite two decades of economic growth, Asia Pacific still faces structural weaknesses in its labour markets.

There is still a long way to go in bringing all workers in the Asia-Pacific region closer to conditions of decent work and shared prosperity. Even with rapid progress in poverty reduction, still one fourth (446 million) of all workers in the region lived in moderate or extreme poverty in 2017. And 930 million workers - nearly one in two (48.6 per cent) workers - remained in vulnerable employment, the second-largest share in the world, after sub-Saharan Africa. What's more, the declining trend in the vulnerable employment rate is expected to reverse, with the regional share rising again towards 49 per cent by 2020.

In 2016, more than two in three workers in the region were in informal employment, which is closely linked to vulnerable employment. While having a paid job is generally equated to less vulnerability of workers to income instability, in Asia and the Pacific there are still millions of employees who receive a wage but lack employment benefits and have little job security. An assessment of workers' perceptions using information in the Gallup World Poll found that workers feel concerned about work quality issues in most countries in the region, rich and poor alike. Stress, due to the lack of job (and income) security, the burden of long working hours among some workers in the region and a lack of social benefits have an impact on the well-being of workers and the households that depend on them. Another indirect effect comes with the limited capacity of such workers to save or invest in housing, durable goods and services, thus limiting the potential of consumption-led growth.
In general terms, the labour market gains in the Asia-Pacific region in the past few years remain fragile. Decent work deficits persist in all countries in the region and continue to weigh heavily on development trajectories. In developing Asian-Pacific countries, workers continue to be vulnerable to household crisis - injury or death of a breadwinner, loss of job, natural disaster, crop failure, etc. that threaten to push them backwards into poverty. With few countries in the region with fully functioning social protection system that could stabilise household income levels and ease the impact of economic shocks, a secured pathway to sustainable and inclusive economic growth for the region is not guaranteed.

ANNEX 3 - DECENT WORK AGENDA

The Decent Work Agenda has the same four categories or pillars - employment creation, social protection, rights at work, and social dialogue. The Agenda is a key area of engagement for the ILO and its constituents to address the deficits and promote decent work at the country level. Overall, the Agenda calls for the promotion of sustained, inclusive and sustainable economic growth, full and productive employment and decent work.

Productive employment and decent work are key elements to achieving a fair globalisation and poverty reduction. The ILO has developed an agenda for the community of work looking at job creation, rights at work, social protection and social dialogue, with gender equality as a crosscutting objective.

There has been an increased urgency among international policymakers, particularly in the wake of the global financial and economic crisis of 2008, to deliver quality jobs along with social protection and respect for rights at work to achieve sustainable, inclusive economic growth, and eliminate poverty.

In the UN General Assembly in September 2015, decent work and the four pillars of the Decent Work Agenda - employment creation, social protection, rights at work, and social dialogue - became integral elements of the new 2030 Agenda for Sustainable Development. Goal 8 of the 2030 Agenda calls for the promotion of sustained, inclusive and sustainable economic growth, full and productive employment and decent work, and will be a key area of engagement for the ILO and its constituents. Furthermore, key aspects of decent work are widely embedded in the targets of many of the other 16 goals of the UN's new development vision.

ANNEX 4 - REPORT ON THE DECENT WORK AGENDA EVALUATION IN THE MEKONG SUB-REGION (2012 - 2017)

- The program exhibited enough flexibility, the components of which evolved incrementally from phase to phase, building on what has gone before, while gradually incorporating elements considered as new ILO corporate priorities - the informal sector, rural employment and youth.
- The annual review processes ensured light adaptations to its target outcomes and respective indicators.
- In all four countries, the DWCPs (and annual work plans in the case of Thailand) showed that the alignment of the country programs with the Country Frameworks and national priorities, MDGs and international development frameworks, provided better opportunities for mainstreaming decent work.
- The level of policy coherence in the country was the only guarantee that decent work has been integrated into sectoral policies and plans.
- There were delays consistently reported in the effort to ratify the ILO Freedom of Association and Protection of the Right to Organise Convention, 1948 (No. 87), and the Right to Organise and Collective Bargaining Convention, 1949 (No. 98).
The objective of improving the quality and coverage of social protection among vulnerable groups was stalled due to lack of service delivery network on the ground.

Other well-funded initiatives reported good progress e.g., strengthening of social dialogue among employers and workers’ and work on laws against gender discrimination.

Success of the Minimum Wage Setting Framework for garment, textile and footwear industries in Cambodia.

Cambodia, the Lao People's Democratic Republic and Viet Nam focused on employment access and relevance, skills development and matching, and entrepreneurship development while Vietnam emphasised Technical and Vocational Education and Training (TVET) and entrepreneurship, including support for disabled groups.

Cambodia and the Lao People's Democratic Republic were successful in enhancing employment policy and institution strengthening, the establishment of a network of employment centers for job matching and migrant support.

All four countries invested significant resources to the strengthening of their social protection systems, complemented by ILO's contributions focused on actuarial studies, capacity strengthening and institution building.

OSH, child labour and HIV/AIDS in the entertainment industry were addressed.

Scaling, however, is continuing to be a major challenge.

Recommendations

- Radical changes projected to affect the workforce of the future - climate shocks and disasters, the “sharing” and “gig” economies, the need for “green jobs”, the Fourth Industrial Revolution –

- Require that similar programs adopt more radical thinking about new directions, and a more revolutionary approach to decent work, than slow evolutions allow.

- To help ensure policy coherence and more emphasis on mainstreaming decent work across government policies and strategies, other influential ministries in the government beyond the ministries of labour - finance, planning and economics - should be involved.

ANNEX 5 - INTERNATIONAL LABOUR STANDARDS

The signatory nations to the Treaty of Versailles created the International Labour Organisation (ILO) in recognition of the fact that “conditions of labour exist involving such injustice, hardship and privation to large numbers of people as to produce unrest so great that the peace and harmony of the world are imperiled.” To tackle this problem, the newly founded organisation established a system of international labour standards - international Conventions and Recommendations drawn up by representatives of governments, employers and workers from around the world - covering all matters related to work. The ILO's founders recognised in 1919 that the global economy needed clear rules in order to ensure that economic progress would go hand in hand with social justice, prosperity and peace for all.

The landmark Declaration on Social Justice for a Fair Globalisation (Section 3, Final Provisions), adopted by governments, workers and employers in June 2008, was designed to strengthen the ILO's capacity to promote its Decent Work Agenda and forge an effective response to the growing challenges of globalisation. The Decent Work Agenda which takes up many of the same challenges that the Organisation faced at its inception, aims to achieve decent work for all by promoting social dialogue, social protection and employment creation, as well as respect for international labour standards.

The International labour standards have grown into a comprehensive system of instruments on work and social policy, backed by a supervisory system designed to address all sorts of problems in their application at the national level. They are the legal component in the ILO’s strategy for governing globalisation, promoting sustainable development, eradicating poverty, and ensuring that people can work in dignity and safety.
The Declaration on Social Justice for a Fair Globalisation underlined that, in order to reach the ILO's objectives in the context of globalisation, the Organisation must “promote the ILO's standard-setting policy as a cornerstone of ILO activities by enhancing its relevance to the world of work and ensure the role of standards as a useful means of achieving the constitutional objectives of the Organisation”. The challenges of globalisation have made international labour standards more relevant than ever. What benefits do they provide today? A path to decent work international labour standards is first and foremost about the development of people as human beings.

The following has been taken from the Declaration on Social Justice for a Fair Globalisation; Section 3.

Final provisions

A. The Director-General of the International Labour Office will ensure that the present Declaration is communicated to all Members and, through them, to representative organisations of employers and workers, to international organisations with competence in related fields at the international and regional levels, and to such other entities as the Governing Body may identify. Governments, as well as employers’ and workers' organisations at the national level, shall make the Declaration known in all relevant forums where they may participate or be represented, or otherwise disseminate it to any other entities that may be concerned.

B. The Governing Body and the Director-General of the International Labour Office will have the responsibility for establishing appropriate modalities for the expeditious implementation of Part II of this Declaration.

C. At such time(s) as the Governing Body may find appropriate, and in accordance with modalities to be established, the impact of the present Declaration, and in particular the steps taken to promote its implementation, will be the object of a review by the International Labour Conference with a view to assessing what action might be appropriate.

ANNEX 6 - CORE LABOUR STANDARDS

The core labour standards are a set of four fundamental, universal and indivisible human rights:

1. Freedom of association and the effective recognition of the right to collective bargaining (Convention No. 87 & No. 98).
2. The elimination of all forms of forced and compulsory labour (Convention No. 29 & No. 105) and Protocol of 2014 to the Forced Labour Convention (Protocol 29).
3. The effective abolition of child labour (Convention No. 138 & No. 182).
4. The elimination of discrimination in respect of employment and occupation (Convention No. 100 & No. 111).

The principles of the freedom of association conventions have been binding on all ILO member States since 1948, regardless of ratification. With the 1998 ILO Declaration on Fundamental Principles and Rights at Work, this universal obligation now covers the principles of all eight conventions.
Freedom of Association and the Effective Recognition of the Right to Collective Bargaining (Convention No. 87 & No. 98)

The freedoms to associate and to bargain collectively. Article 2 of Convention 87 stipulates that “workers and employers shall have the right to establish and, subject only to the rules of the organisation concerned, to join organisations of their own choosing without previous authorisation”.

The exercise of the workers’ rights to freedom of association is complemented by collective bargaining that plays the role of promoting peaceful, inclusive and democratic participation of representative workers’ organisations. ILO Convention 98 (1949) refers to the Right to Organise and Collective Bargaining and Article 1 of the convention stipulates that “workers shall enjoy adequate protection against acts of anti-union discrimination in respect of their employment”, more particularly in respect of acts calculated to “make the employment of a worker subject to the condition that s/he shall not join a union or shall relinquish trade union membership; cause the dismissal of or otherwise prejudice a worker by reason of union membership or because of participation in union activities outside working hours or, with the consent of the employer, within working hours.”

The Elimination of All Forms of Forced and Compulsory Labour (Convention No. 29 & No. 105) and Protocol of 2014 to the Forced Labour Convention (Protocol 29)

The Abolition of Forced Labour Convention 105 (1957) with consideration of the Forced Labour Convention, (CO 29) 1930. As such, each member of the ILO “undertakes to take effective measures to secure the immediate and complete abolition of forced or compulsory labour - as a means of political coercion or education or as a punishment for holding or expressing political views or views ideologically opposed to the established political, social or economic system; as a method of mobilising and using labour for purposes of economic development; as a means of labour discipline; as a punishment for having participated in strikes; and as a means of racial, social, national or religious discrimination.”

Salient features of the Protocol to the Forced Labour Convention of 1930 (2014) include “the recognition of gaps in the implementation of the conventions and the expiry of the transitional period for its implementation; additional measures to be observed such as coverage of all human beings without distinction; urgency of eliminating forced and compulsory labour in all its forms; penalising offenses and strict enforcement of laws; inclusion of trafficking of persons and sexual exploitation; vulnerability of certain groups of workers; the need to ensure fair competition among employers as well as protection for workers.”

The Effective Abolition of Child Labour (Convention No. 138 & No. 182)

C138 - Minimum Age Convention, 1973 (No. 138) mandates ILO members to pursue a national policy designed to ensure the effective abolition of child labour and to progressively raise the minimum age for admission to employment or work to a level consistent with the fullest physical and mental development of young persons - shall not be less than the age of completion of compulsory schooling and, in any case, shall not be less than 15 years.

C182 - The Convention concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour (2000), calls for the prohibition and the elimination of the worst forms of child labour, as a matter of urgency. It includes all types of slavery, including the sale and trafficking of children; forced labour to pay off a debt; any other type of forced labour, including using children in war and armed conflict; all activities which sexually exploit children, such as prostitution, pornography or pornographic performances; any involvement in illegal activities, especially the production or trafficking of drugs; and any work which could damage the health, safety or well-being of children (so called “hazardous work”).
The Elimination of Discrimination in Respect of Employment and Occupation (Convention No. 100 & No. 111)

The Convention concerning Equal Remuneration for Men and Women Workers for Work of Equal Value, or Equal Remuneration Convention (1951) aimed at “equal remuneration for work of equal value for men and women. The term equal remuneration for men and women workers for work of equal value refers to the rates of remuneration established without discrimination based on sex”.

The Convention concerning Discrimination in Respect of Employment and Occupation or Discrimination (Employment and Occupation) Convention 111 (1958) affirms that “all human beings, irrespective of race, creed or sex, have the right to pursue both their material well-being and their spiritual development in conditions of freedom and dignity, of economic security and equal opportunity, and considers discrimination as a violation of rights enunciated by the Universal Declaration of Human Rights”.

Enshrined Conventions


Other Important Conventions

Guidance from 1919 ILO Constitution: No ILO member State is forced to ratify any International Labour Convention, but all ILO member States are held by the Constitution to consider ratification of all up-to-date Conventions. They should do so regularly and on the basis of consultation with the social partners.

• **Migration for Employment Convention, C97**
  
  C097 - Migration for Employment Convention (Revised), 1949 (No. 97), revision of the Migration for Employment Convention, 1939. The Convention stipulates that each Member of the International Labour Organisation undertakes to make available on request to the International Labour Office and to other Members “information pertaining to national policies, laws and regulations relating to emigration and immigration; special provisions concerning migration for employment and the conditions of work and livelihood of migrants for employment; general agreements and special arrangements on these questions concluded by the Member”.

• **Convention concerning Migrations in Abusive Conditions and the Promotion of Equality of Opportunity and Treatment of Migrant Workers, C143**
  
  C143 - Migrant Workers (Supplementary Provisions) Convention, 1975 (No. 143) is a convention concerning Migrations in Abusive Conditions and the Promotion of Equality of Opportunity and Treatment of Migrant Workers and is focused on protecting “the interests of workers when employed in countries other than their own “. The Convention includes, among others the regulation of the recruitment, introduction and placing of migrant workers, the provision of accurate information relating to migration, the minimum conditions to be enjoyed by migrants in transit and on arrival, the adoption of an active employment policy and international collaboration in these matters towards establishing standards for the elimination of abuses related to clandestine labour trafficking and to ensure social security coverage for the migrant workers at least equal to that of nationals.
• **Convention concerning decent work for domestic workers, C189**

Convention on Domestic Workers C189, 2011, sets the labour standards for domestic workers in the country level. The Convention puts premium on “increasing paid job opportunities for women and men workers with family responsibilities, greater scope for caring for ageing populations, children and persons with disabilities and substantial income transfers within and between countries”.

**ANNEX 7 - THE ILO STANDARD SETTING PROCESS**

**Why Conventions**

International labour standards are legal instruments drawn up by the ILO's constituents (governments, employers and workers) setting out basic principles and rights at work. They are either conventions, which are legally binding international treaties that may be ratified by member states, or recommendations, which serve as non-binding guidelines. In many cases, a convention lays down the basic principles to be implemented by ratifying countries, while a related recommendation supplements the convention by providing more detailed guidelines on how it could be applied. Recommendations can also be autonomous, i.e., not linked to any convention.

**The Standard Setting Process**

- **Step 1** - The Governing Body agrees to put an issue on the agenda of a future International Labour Conference.
  - The International Labour Office prepares a report that analyses the laws and practices of member States with regard to the issue at stake.
  - The report is circulated to member States and to workers' and employers' organisations for comments and is discussed at the International Labour Conference.
- **Step 2** - A second report is then prepared by the Office with a draft instrument for comments which is submitted for discussion at the following Conference, where the draft is amended as necessary and proposed for adoption.
  - This “double discussion” gives Conference participants sufficient time to examine the draft instrument and make comments on it.
  - A two-thirds majority of votes of the ILO's constituents is required for a standard to be adopted. The process allows the adoption of standards as “an expression of universally acknowledged principles”.
  - After a convention is approved at the conference level, ILO member states are required to submit the adopted convention to their “national competent authority for the enactment of relevant legislation or other action, including ratification of the convention”.

**Ratification**

Ratification is a formal procedure whereby a state accepts the convention as a legally binding instrument and once a state has ratified a convention, it becomes subject to the ILO's regular supervisory system responsible for ensuring that the convention is applied. Since the standards reflect the diverse cultural and historical backgrounds, legal systems and levels of economic development of the countries involved in the process of standards adoption, “most standards have been formulated in a manner that makes them flexible enough to be translated into national law and practice with due consideration of these differences”.

The 1998 Declaration recognises that economic growth alone is not enough to ensure equity, social progress and to eradicate poverty. It makes clear that these universal rights apply to all people in all states - regardless of the level of economic development. As an ILO constitutional instrument, its principles are binding on all member states whether or not they have ratified the conventions.
Why Ratify?

- International labour standards support sustainable development at every level of development.
- Technical standards benchmark sustainable development throughout the 17 goals of the 2030 development agenda and, in particular, define the “full, productive and freely chosen employment” and “decent work for all” in SDG 8 as a means and an end to sustainable development.
- Technical standards shape quality employment and support a virtuous cycle of mutually reinforcing full and productive employment and sustainable economic growth.
- Technical standards generate a common language of decent work and facilitate comparison between the labour laws of 187 member States.
- Ratification ensures that employers’ and workers’ organisations are partners and vested stakeholders in the application of standards.
- Ratification is an essential tool in upholding levels of decent work overtime, particularly in the face of political, economic and social change or volatility.
- Ratification sets into motion regular supervision by the Organisation which assists with closing decent work deficits when and where they occur.
- Ratification encourages emulation of law and practice by other member States.
- See ILO’s Guidance on Ratification.

ANNEX 8 - PHILIPPINES RATIFICATION CASE STUDY

Technical Working Group (TWG) convened to coordinate ratification campaign.

1. Convention is discussed and approved by the Tri-partite Industrial Peace Council (a council composed of representatives from Labour, Employers, and chaired by the Secretary of Labour and Employment).
2. Labour Minister transmits Convention to the Department of Foreign Affairs (DFA) to review the implication of the Convention to Philippine foreign policy.
3. DFA endorses Convention to the Office for the President, through the Executive Secretary for the signature of the President.
4. Office for the President transmits the Convention to the Senate for concurrence.
5. Senate transmits the Convention to the Office of the President and DFA. DFA formally registers ratification to the International Labour Organisation’s Director General.

How to use the International Labour Standards

1. Where a country ratifies a Convention outright, the next step is to bring national regulations into compliance.
2. A country might decide to bring national regulations in line with Convention before ratification.
3. Drafting and implementing labour law and social policy in conformity with internationally accepted standards.
4. Revising legislation and policies in order to achieve compliance with the instrument they wish to ratify.
5. Guidance for developing national and local policies - employment and work and family policies; improving various administrative structures such as labour administration, labour inspection, social security administration, employment services.
6. A source of good industrial relations applied by labour dispute resolution bodies, and as models for collective agreements.
Annex 9 - The Future of Work Research Pack

- Group A The Future of Work.
- Group B The Three Pillars of Action Recommended by the ILO Global Commission.
- Group C The Future of Work Challenges for Trade Unions.

Videos
- Trends on the changing nature of jobs
- The future of work
- The Digital Skills Gap and the Future of Jobs 2020 - The Fundamental Growth Mindset
- What skills are most needed for the future of work?
- The digital future of work: What skills will be needed?
- Ideas on the future of work: Raymond Torres
- How to shape a future that works
- Work for a Brighter Future
- The ILO Centenary Declaration
- The World of Decent Work Today
- Trade Unions and the Future of Work | Global Labour University (GLU) | Full Panel Discussion
- Key Recommendations & Outcomes of the Trade Union Forum on Digitalisation and the Future of Work
- Future of Work: Trade Unions in Transformation
- Bheki Ntshalitshali, Congress of South African Trade Unions (COSATU)
- Informal Economy: A new guide for Trade Union

Websites
- Harvard Business Review: Work in the Future Will Fall into These 4 Categories
- McKinsey & Company: Future of Work
- Deloitte: Future of Work
- OECD: Future of Work
- World Economic Forum: Preparing for the Future of Work
- International Labour Organization (ILO): Work for a brighter future
- ILO: The Future of Work
- Equal Times: ILO’s “Work for a Brighter Future”: a spring of hope for working people
- Business & Human Rights Resource Centre: Work for a Brighter Future
- ILO: Trade Unions in Transition: Interview with Maria Helena André
- ILO: Trade Unions in Transition
- The Future of Work: Implications for Unions
- Trades Union Congress: A future that works for working people
- Equal Times: The future of work, nothing but challenges and opportunities
- The HR Director: HR – Trade Unions and the Future of Work
- ITUC CSI IGB: The Future of Work and Challenges of a Digitalised Economy

Publications
- ILO: Work for a brighter future
The 17 Sustainable Development Goals (SDGs) of the 2030 Agenda for Sustainable Development:

- Were adopted by world leaders in 2015 at an historic UN Summit.
- Officially came into force on 1st January 2016.
- Are the world’s best plan to build a better world for people and our planet by 2030.

The SDGs are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face, including those related to poverty, inequality, climate, environmental degradation, prosperity, and peace and justice. The Goals interconnect and in order to leave no one behind, it is important that each Goal is targeted and achieved by 2030.

For sustainable development to be achieved, it is crucial to harmonise three core elements: economic growth, social inclusion and environmental protection.

Although labour productivity has increased and the unemployment rate has decreased at the international level, the SDG recognises that more progress is needed to increase employment opportunities, especially for young people, reduce informal employment and labour market inequality (particularly in terms of the gender pay gap), promote safe and secure working environments, and improve access to financial services to ensure sustained and inclusive economic growth.

There are 17 SDGs in total:

1. No Poverty
2. Zero Hunger
3. Good Health and Well-being
4. Quality Education
5. Gender Equality
6. Clean Water and Sanitation
7. Affordable and Clean Energy
8. Decent Work and Economic Growth
9. Industry, Innovation and Infrastructure
10. Reducing Inequality
11. Sustainable Cities and Communities
12. Responsible Consumption and Production
13. Climate Action
14. Life Below Water
15. Life On Land
16. Peace, Justice, and Strong Institutions
17. Partnerships for the Goals.

The Most Important SDGs for Unions

- SDG 1 No Poverty: Goal 1: End poverty in all its forms everywhere.
- SDG 5 Gender Equality: Goal 5: Achieve gender equality and empower all women and girls.
- SDG5 Decent Work and Economic Growth: Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
- SDG10 Reduced Inequalities: Goal 10: reduce inequality within and among countries.
- SDG 13 Climate Action: Goal 13: Take urgent action to combat climate change and its impacts.
- SDG16 Peace, Justice and Strong Institutions: Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.
ANNEX 11 - SDG DISPLAY CARDS

1. NO POVERTY
2. ZERO HUNGER
3. GOOD HEALTH AND WELL-BEING
4. QUALITY EDUCATION

Source: United Nations Department of Economic and Social Affairs Sustainable Development
13 Climate Action

14 Life Below Water

15 Life on Land

16 Peace, Justice and Strong Institutions

17 Partnerships for the Goals

Source: United Nations Department of Economic and Social Affairs Sustainable Development
ANNEX 12 - CLIMATE CHANGE STATISTICS

- Extreme weather events are already destroying jobs and livelihoods.
- Glaciers are retreating almost everywhere around the world.
- Global sea levels rose 20cm in the last century.
- More than 83 million climate refugees have fled from disaster and have lost livelihoods.
- Climate-related disasters were responsible for thousands of deaths and USD 320 billion dollars in economic losses.
- By 2030, temperature increases will lead to the loss of 72 million jobs.
- We have 11 years to stabilise the planet at a 1.5-degree temperature rise.
- The world needs to cut carbon dioxide emissions by 50% in the next 10 years.
- Every government must raise its ambition and determine national development plans including Just Transition measures to protect workers, their families and their communities.
- Every employer must have a plan for climate-proofing their operations, and Just Transition measures must be at the heart of such plans.

ANNEX 13 - CLIMATE CHANGE AND EMPLOYMENT CHANGE STATISTICS

The Global Employment Situation

As climate concerns gain prominence, urgent social and economic challenges remain unresolved - securing adequate and decent employment for all jobseekers; the creation of an enabling environment for sustainable enterprises to prosper and create jobs.

The World Employment Social Outlook, (2018) reported that “global economic growth has rebounded and is expected to remain stable but low; unemployment remains elevated at more than 190 million; vulnerable employment is on the rise; the pace of working poverty reduction is slowing; the world continues to experience diverse trends in employment outcomes; gender disparities are of particular concern in the labour market; the lack of employment opportunities for youth (i.e. those under 25 years of age) presents another major global challenge; in developed countries, the projected increase of services employment could raise the incidence of part - time employment and time-related underemployment; growth of the global labour force will not be sufficient to compensate for the rapidly expanding pool of retirees, putting pressure on both the pension system and the labour market as a whole”.

Poor job quality and working poverty pose additional challenges (Some 900 million workers and their dependents live below the USD 2 per day poverty line), most of them in informal employment in developing countries.

The Effects of Climate Change Mitigation on Employment

Two aspects to consider regarding the impacts that climate change policies have on employment:

- Quantitative impacts, which means number of jobs affected; and job creation, job substitution, job elimination, job transformation and redefinition, etc.
- Qualitative impacts, which looks into the quality of jobs created or transformed.
ANNEX 14 - JUST TRANSITION

Just Transition is an economy-wide process that produces the plans, policies and investments, developed through social dialogue, towards a future where all jobs are green and decent, emission is at net zero, poverty is eradicated, and communities are resilient.

On the enterprise level, a company can also plan and implement its emissions reduction efforts based on dialogue between workers and employers. Therefore, a Just Transition has clear goals and the process to realise those goals at all levels.

Green Jobs

They are ‘decent jobs that contribute to preserve or restore the environment’ and help:

- Improve energy and raw materials efficiency.
- Limit greenhouse gas emissions.
- Minimise waste and pollution.
- Protect and restore ecosystems.
- Support adaptation to the effects of climate change.

A Just Transition will:

- Invest in jobs - decent work opportunities in sectors which reduce emissions and help communities adapt to climate change.
- Respect the contribution that workers in fossil-fuel industries have made to today's prosperity and provide them with income support, retraining and redeployment opportunities, as well as secure pensions for older workers.
- Guarantee social protection and human rights.
- Invest in community renewal to gain the hope and trust of regions and townships at the forefront of the energy transition, industrial transformation or climate impacts.
- Support innovation and technology sharing to enable a rapid transformation of energy and manufacturing companies along with all other economic sectors.
- Ensure the involvement of workers and communities in the sectoral plans for transforming megacities.
- Formalise jobs associated with rescue, restoring communities and building resilience to climate disasters.
- Be based on social dialogue with all relevant parties and include collective bargaining with workers and their unions for workplace change, resource productivity and skills development.

The Paris Agreement

The Paris Agreement is an agreement within the United Nations Framework Convention on Climate Change, dealing with greenhouse-gas-emissions mitigation, adaptation, and finance, signed in 2016.

The Paris Agreement central aim is to strengthen the global response to the threat of climate change by keeping a global temperature rise this century well below 2 degrees Celsius above pre-industrial levels and to pursue efforts to limit the temperature increase even further to 1.5 degrees Celsius.

The Paris Agreement requires all Parties to put forward their best efforts through nationally determined contributions (NDCs) and to strengthen these efforts in the years ahead. This includes requirements that all Parties report regularly on their emissions and on their implementation efforts.
Climate Proof Employment

- Governments need to make renewed commitments to ambition for reducing emissions in accordance with the Paris Climate Agreement.
- We need to put the pressure on employers to make sure they have a plan to reduce emissions and climate-proof our jobs and work.

ANNEX 15 - TRADE UNION ACTIONS

Trade unions play a fundamental role in ensuring that the benefits of economic growth are shared fairly among those that create it. Employment creation, workers' rights, social dialogue and social protection are the pillars of the Decent Work Agenda and ensure that “no one is left behind”. SDG8 is the hub for trade union action on SDGs.

SDG8 Sub-Goals

Promote sustained, inclusive and sustainable economic growth, full and productive employment decent work for all

- 8.5 - By 2030, achieve full and productive employment and decent work for all women and men, including for young people and person with disabilities, and equal pay for work of equal value.
- 8.6 - By 2030, substantially reduce the proportion of youth not in employment, education or training.
- 8.7 - Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour including recruitment and use of child soldiers, and by 2025 end child labour in all its forms.
- 8.8 - Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment.

ITUC-AP Action Plans

From the 4th ITUC-AP Regional Conference Thematic Paper

- Campaign for inclusion of trade unions in the implementation of SDGs.
- Campaign for involvement of trade unions in the preparation national voluntary review.
- Encourage trade union monitoring of SDGs implementations.
- Campaign for a national minimum wage.
- Activities on monitoring and follow-up of Goal 8 Decent Work and Economic growth and Employment.
ANNEX 16 - TRADE UNIONS' TOPLINE DEMANDS FOR COP24

COP24 is the informal name for the 24th Conference of the Parties to the United Nations Framework Convention on Climate Change (UNFCCC). The Conference of the Parties (COP) is the supreme body of the UNFCCC Convention consisting of the representatives of the Parties to the Convention.

The topline demands that were made during the COP24 were:

1. “Unions want decent jobs on a living planet. Building trust through the guarantees of Just Transition measures will make it possible for governments to raise ambition. This should be reflected in the Paris Rulebook, the implementing guidelines that must be the result of COP24.

2. Sign the “Solidarity and Just Transition Silesia Declaration” - Governments need to commit to the Polish government initiative, the Silesia Declaration, to drive agreement on a Just Transition for workers and the creation of decent work and quality jobs.

3. Commit to finance for low-carbon development, support the most vulnerable - Adequate climate finance is the cornerstone of effective climate policy. It is needed to realise the low-carbon transition in the global north and to put the global south on a low-carbon development path. Governments must live up to their promise to mobilise USD 100 billion annually by 2020.
The following annexes should be used to support your facilitation of Module 3 Gender Equality: Women and Youth are all in this Together.

Refer to The WaY2Go Women and Youth Together for Leadership Training Manual for when each Annex is applicable within an activity.

**ANNEX 1 - WHAT IS BIAS?**

1. Biases operate almost automatically to affect/influence how we think, act, assess people and situations or decision-making.
2. Everyone has biases, whether we are aware of them or not.
3. Awareness (identifying our own and teaching others about them) is key to challenging biases.
4. Our biases are influenced by scores of factors, including personal experiences, prevailing stenotypes, exposures to messages, cultural context.

**ANNEX 2 - SEX VS. GENDER**

**Sex vs. Gender Statements**

1. Little girls are gentle; boys are tough.
2. Women can feed babies naturally; men can bottle-feed babies.
3. Males have XY chromosomes while females have 2X chromosomes.
4. Men generally have more massive bones than women.
5. Women are more likely than men to seek flexible work arrangements.

**Sex and Gender Definition**

Sex refers to a set of biological attributes in humans and animals. It is primarily associated with physical and physiological features including chromosomes, gene expression, hormone levels and function, and reproductive/sexual anatomy. Sex is usually categorised as female or male but there is variation in the biological attributes that comprise sex and how those attributes are expressed.

Gender refers to the socially constructed roles, behaviours, expressions and identities of girls, women, boys, men, and gender diverse people. It influences how people perceive themselves and each other, how they act and interact, and the distribution of power and resources in society. Gender identity is not confined to a binary (girl/woman, boy/man) nor is it static; it exists along a continuum and can change over time. There is considerable diversity in how individuals and groups understand, experience and express gender through the roles they take on, the expectations placed on them, relations with others and the complex ways that gender is institutionalised in society.
ANNEX 3 - GENDER ROLE PHOTOS
1. Gender roles - expectations that prescribe how women and men should act, think, feel.
2. Gender division - how each society divides work among women and men.
3. Gender stereotypes - shared beliefs about women and men's abilities, personality traits, and social behaviour, e.g., women as caring, emotional, men as brave, strong.
4. Patriarchy - a social system in which the male is the primary authority figure.
5. Socialisation - is a process of informal education, which imparts certain values, attitudes, and behavioural codes to individuals. These behavioural codes are different for men and women.
6. Institutions that influence/drive impressions of what it means to be a boy/girl or about how women and men should and should not be - families, the media, religion, community, school, etc.
“What is the difference between a three-year-old looking at a daffodil and a 43-year-old looking at the same daffodil?

The three-year-old is likely to be interested by the shape and colour, amazed at how it grows up from the ground and curious about the bees buzzing around it looking for pollen. The 43-year-old, if he notices the daffodil in the first place, is likely to think about how the presence of daffodils symbolises the start of spring, which might then lead to thoughts about the changing seasons and how fast time is passing by and, before he knows it, he has gone off on a train of thought that has taken him as far away from daffodils as it is possible to go.

You see, the three-year-old still has an observer’s mind. She sees what is right in front of her without judgment or preconceived ideas. She is open to fully experiencing and learning in each moment and, as a result, feels less pressure to know the answer to her questions, is comfortable with not knowing and is excited about engaging with others to help her explore her experience.

What if we could help leaders regain some of that curiosity and openness? Imagine how that could change the interactions that they have with their teams, their conversations about performance, their ability to be creative, their decision-making and their ability to connect with others.

The observer’s mind enables leaders to notice more about how they make decisions, how they interact with others, how different situations make them feel, what energises them and what depletes them. In short, they start to get an insight into how their brain works.

Have you ever lain on the grass, looking up at the sky, and just watched the clouds float by? Or thrown a stone into the pond and watched the ripples across the water? Imagine if you could watch your thoughts in the same way. If you could notice how they come and go, stronger sometimes then weakening and disappearing as time passes, and if you could become more comfortable sitting with even the uncomfortable thoughts and feelings, learning to let them go or just let them be.

This is one of the benefits of developing an observer’s mind. Rather than fixating on each thought and trying to work out what it means, where it came from and what you are going to do with it, letting it drift by means that you can maintain focus and attention on what you are engaged in right now and not get caught into a spiral of worry or concern about the past (which can't be changed) or anxiety or anticipation of the future (which you can't predict).

Calmness washes over you when you realise that every thought, good or bad, passes. Calmness washes over you when you realise that every thought, good or bad, passes and that, by allowing it to pass, you don't give it the energy it needs to persist and cause distress.”

Source: [https://www.trainingjournal.com/articles/feature/leading-observers-mind](https://www.trainingjournal.com/articles/feature/leading-observers-mind)

**ANNEX 6 - VISION EXERCISE**

1. Close your eyes - take a minute to imagine a world say four years into the future - one in which women and men are equally enjoying all the rights and can fulfil their full potential; where they can travel anywhere; where anything is possible; where they can be who they want to be; where no one is trapped and forced into culturally defined roles.

2. What does that world or future look like? What does that world of gender equality feel like to live in, to you? How did we get here? What's the story we will tell our kids, nephews/nieces about how the world was saved, starting with eliminating gender inequalities?

3. Imagine you are a reporter in 2023. You're writing the front-page story of how the trade union movement's campaign on gender equality in 2019 turned into a global movement for justice and equality for all.

4. Ask the participants to open their eyes.
ANNEX 7 - SALIENT FEATURES OF KEY INTERNATIONAL INSTRUMENTS FOR GENDER EQUALITY

A lot has changed since our great grandparents and parents’ generations. We said earlier that we are now living in a much better society than many years before and we have to thank all the brave women and men who made it all possible.

There are many instruments on gender equality.

- **1948 - UN Declaration of Human Rights:**
  - Basic rights and fundamental freedoms.
  - Human rights are universal.
  - Has given rise to a range of other international agreements.

- **1979 - Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW):**
  - A human rights treaty/int’l bill of rights for Women.
  - Most highly ratified international human rights conventions (187/193).
  - Ratification means states are saying that they:
    - Recognise discrimination and inequality.
    - Recognise the need for State action.
    - Commit themselves to do certain things and not do certain things.
    - Are willing to be held accountable at national and international levels.

- **1995 - Beijing Declaration & Platform for Action:**
  - Has been built on the consensus of 189 countries.
  - Two-pronged approach - i.e., targeted programs for women’s empowerment; GM in all programs.
  - Comprehensive consensus policy document - strategic priorities, measures, actions and implementation strategies.
  - 12 critical areas of concern, e.g., decision-making.
  - Implementation is assessed regularly (every 5 years).

- **1951, C100 - Equal Remuneration for Men and Women for Work of Equal Value (171/186):**
  - Two of the fundamental ILO instruments.
  - Right to equal pay for equal work should not be confined to just (1). equal pay for the same work, but should extend to (2) work of equal value.
  - Men and women receiving equal pay for different jobs.
  - Gender neutral job evaluation for equal pay.
  - Factors: Qualifications, efforts, responsibility, working conditions.

- **1958, C111 - Discrimination in Respect of Employment and Occupation (172/186):**
  - Addresses discrimination on the basis of sex.
  - Occurs when any distinction, exclusion or preference is made which has a negative effect on the enjoyment of equality of opportunity or treatment in employment and occupation.

- **1981, C156 - Equal Opportunities and Equal Treatment for Men and Women Workers: Workers with Family Responsibilities (WFRs):**
  - National policy to enable WFRs to engage in employment.
  - Provision of community services, public or private, such as child-care and family services and facilities; vocational training & guidance.
  - Family responsibilities shall not constitute a valid reason for termination of employment.

- **2000, C183 - Revision of the Maternity Convention:**
  - 14 weeks of maternity leave, including six weeks of compulsory post-natal leave.
  - Cash benefits during leave of at least two-thirds of previous or insured earnings provided from social insurance or public funds; adequate cash benefits out of social assistance funds.
for women who do not meet qualifying conditions. Employers shall not be individually liable for the direct cost of such cash benefits.

- Access to medical care, including pre-natal, childbirth and post-natal care, as well as hospitalisation when necessary.
- Health protection: the right of pregnant or nursing women not to perform work prejudicial to their health or that of their child.
- Employment protection and non-discrimination during pregnancy, whilst on maternity leave or whilst nursing.
- Breastfeeding: minimum of one daily break, with pay.

• 2019, C190 - Violence and Harassment in the World of Work:
  - Provides a clear framework for action and an opportunity to shape a future of work based on dignity and respect, free from violence and harassment.
  - Clearly articulated the right of everyone to a world of work free from violence and harassment.
  - Recognises that such behaviours can constitute a human rights violation or abuse.
  - Defines violence and harassment as “a range of unacceptable behaviours and practices” that “aim at, result in, or are likely to result in physical, psychological, sexual or economic harm”.
  - Everyone who works is protected, irrespective of contractual status, including interns, volunteers, job applicants, and persons exercising the authority of an employer. It applies to the public and private sectors, the formal and informal economy, and urban and rural areas.
  - Some groups, and workers in certain sectors, occupations and work arrangements are acknowledged to be especially vulnerable to violence and harassment; for example, in health, transport, education and domestic work, or working at night or in isolated areas.
  - Gender-based violence and harassment is specifically highlighted, and the approach also takes into account third parties (e.g. clients, customers, service providers and patients) because they can be victims as well as perpetrators.
  - Recognises the impact of domestic violence on the world of work. The Recommendation sets out practical measures, including leave for victims, flexible work arrangements, and awareness-raising.

There are still some huge disparities in progress among societies and countries.

We are a long way from achieving equality of outcomes - at home, in education, in the public sphere, or at work.

United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP) estimates that at the current rate of women’s advancement, South Asia would achieve gender equality in 60 years, Central Asia in 130 and East Asia and the Pacific in 160.

With these sobering statistics and with so much at stake, not only for women, but for everyone, narrowing, and ultimately closing gender gaps throughout their life course is urgent, immediate and essential to building sustainable and inclusive future.

We have much to do, starting from within the trade union movement and elsewhere.

**ANNEX 8 - ITUC COUNT US IN RESOURCES**

Links to:

- [ITUC-AP Platform of Action for Gender Equality](#)
- [ITUC-AP Youth Charter](#)
- [ATUC’s Framework of Action](#)
- [ITUC Count Us In! Flyer](#)
“Formal equality” or “equality of application” is the idea that: all individuals should be subject to the same rules and standards; like cases should be treated alike; justice should be blind; the law should take no account of personal characteristics and should treat people as individuals rather than as members of groups.

The second notion, commonly known as “substantive equality” or “equality of outcome”, is the opposite of the first: equality does not mean treating people the same but requires treating them differently so as to achieve equal or equivalent effects; justice should not be blind but should inquire into identities, capacities and practices; the law should make distinctions based upon group affiliation and treat people in proportion to their group’s advantages and disadvantages, strengths and weaknesses.
The following annexes should be used to support your facilitation of Module 4 Me as a Trade Union Leader.

Refer to The WaY2Go Women and Youth Together for Leadership Training Manual for when each Annex is applicable within an activity.

ANNEX 1 - 10 TRAITS OF A LEADER

Leadership takes many forms. And a person does not need a high position in order to exercise leadership. A leader is someone who rallies the troops, someone who includes others on the journey, someone who encourages and celebrates and walks alongside their people.

In transformational leadership, an effective leader is a person who does the following:

1. Creates an inspiring vision of the future.
2. Motivates and inspires people to engage with that vision.
3. Manages delivery of the vision.
4. Coaches and builds a team, so that it is more effective at achieving the vision.

Leaders set the direction and use management skills to guide people to the right destination.

Good Trade Union leaders therefore exhibit the following 10 traits:

1. **Understanding the needs and characteristics of the group.**
   The ideal Union leader is knowledgeable about the economy and labor issues, trade union laws and industrial relations practices. The leader is familiar with the business of the employer and the industry where their members work.

2. **Knowing and using available resources.**
   The leader seeks and obtains information and resources (both funds and human resources) for the union.

3. **Effective communication.**
   A Union leader listens and communicates effectively. He has a vision of the future and communicates it (to union members and other stakeholders) such that they are motivated to give their best. The leader is able to influence others and induce considerable response from them.

4. **Planning.**
   A Union leader has both planning and financial management skills and is able to anticipate changes within the Union's socio-political environment and proactively prepares the union and its members to get things done.

5. **Managing group performance.**
   A Union leader is able to build mutual trust and maintain and effectively handle relationships with members and other key stakeholders for the benefit of the union.
6. **Evaluating.**
   A Union leader is able to predict management/government’s probable moves and their likely reactions to trade union initiatives, matters and actions.

7. **Sharing responsibility.**
   A Union leader delegates effectively and motivates others.

8. **Coaching.**
   A Union leader helps solve problems and enables strengthened and effective union members. The Union leader inspires, motivates, energises.

9. **Represents the group.**
   A Union leader has excellent presentation and negotiation skills to influence others in behalf of members.

10. **Effective teaching/mentoring.**
    A Union leader enables members to acquire and improve their skills through performance assessment and feedbacking, and to become leaders themselves.

* Leadership traits adapted from CARE/Better Works Leadership.

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**ANNEX 2 - AN OMNIBUS LEADERSHIP CASE**

*Print this Annex below and distribute to participants.*

**ANNEX 3 - TRADE UNION LEADERSHIP QUIZ**

*Print this Annex below and distribute to participants.*

**ANNEX 4 - LEADERSHIP ACTION PLAN**

*Print this Annex below and distribute to participants.*
I work for a trade union.

I was a student activist and was delighted when I got a job at a trade union, helping out in the membership department. It was a chance for me to join the cause, promote workers’ rights, interact with intelligent staff who regal me with their deeply thought-out political theories and their exciting experiences in organising and other trade union work.

The unions are democratic organisations. There are many opinions, many discussions. Decisions are made quickly most times, but implementation is way too slow. I guess democratic trade unions are like that.

The leaders are competent enough. Their dedication and union sense cannot be challenged. But they are mindful of sensibilities of other leaders, and the next union election. Strong personalities are allowed to get their own way and, at times, their own working agendas.

The leaders leave us office and operations people to ourselves. There is a lack of coordination among staff: everyone seems to be working on their own pet program rather than doing things together as a team. No sooner are ideas implemented than they are cast aside again - often in the next governing body meeting.

We lose many members to attrition, retirement or outsourcing every year. We celebrate at most one new union organised every six months. Fearful workers and actively anti-union companies, tolerated by unsupportive government authorities, do not help.

A typical day for me is reading news, answering emails or messages from members, answering telephone calls from members or workers asking this or that, and browsing the internet while I wait for my supervisor to give me some work to complete. When other staff ask me what they are supposed to be doing, I have to re-read the minutes of the last meeting.

The leaders and the old-timers are mostly computer illiterate, just starting to use their androids for union work. But they work really hard for the members. They have great knowledge about advocacy, or labour law, and are skilled and tenacious negotiators who care deeply about the people they represent.

Nobody feels they should quit the union when they retire. Retired leaders linger in the union offices, while getting no salary and, at times, even spending their own money for transportation and trade union activities. We have an ageing union workforce with set ideas. The activists have set ways. “We have too many old members. They like to fill out forms. On-line forms would be difficult for them.” I was told once.

They are right. We do have many old members. While making all this talk about inclusion, our membership, branches and committees are mainly male and not young. There are not many women, or a young person or from disadvantaged minorities in committees or task forces except their own women or youth committees. Once a year, at the annual general assembly, you see, feel and learn that the union has members in many industries, including those in the informal economy. One gets to hear how dedicated to their work and how loyal to the union are those women and youth and minorities.

Union dues are low, and those in office are wont to collect from late payers. Everyone seems to complain against the unpaid bills, but goes silent when asked if they have paid their dues for the month.

My colleagues are constantly away from the office on organising, paralegal work, training courses, so I barely see them. It feels like we are conducting one training course per month which really tire us out. When potential members ask me why they should join, I give them the basic things and promise to refer them to a paralegal or organiser who is already overworked.

I will stay here for a long time although the benefits are not as good as you would expect from a trade union in “emerging” countries. Long hours, no holidays, a salary close to the minimum wage (especially considering the amount of work I have to do), no pension, but learning many things and being able to attend and assist in many training courses. Whether my union will be around in a few years, to continue providing services to workers and its members, is doubtful though.
## Ideal Traits of a Leader

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<th>Column A: Does the leader possess this trait generally?</th>
<th>Column B: Does the leader possess this trait in the areas of administration and finance?</th>
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<td>YES</td>
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<td>1. Understanding the needs and characteristics of the group</td>
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<td>2. Knowing and using available resources</td>
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<td>3. Effective communication</td>
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<td>9. Representing the group</td>
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<td>10. Effective teaching/mentoring</td>
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### In Trade Unions:
- Leadership is about knowing, communicating, guiding where the union needs to go to “win”. The leader is dynamic, exciting, and inspiring.
- Leadership is working with people to do what are needed.
- Leadership is being able to mobilise people for the union and its issues.
- Leadership is being able to unlock members’ passion to do things that appear difficult, uncertain or even unpopular.
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<td>1. I am knowledgeable about the economy and labor issues, trade union laws and industrial relations practices.</td>
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<td>2. I am familiar with the business of the employer and the industry where my union members work.</td>
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<td>3. I seek and obtain information and resources (both funds and human resources) to support the union.</td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>4. I utilise information and resources (both funds and human resources) effectively to enhance the impact of the union.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Because I listen to and communicate effectively, I am able to positively influence union members and induce a considerable response from them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I have a vision of the future and communicate this effectively to union members and other key stakeholders so they are motivated to give their best.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>7. I have good planning and financial management skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. I am able to anticipate changes within the union's socio-political environment and know how to proactively prepare its members to get things done.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. I am able to build mutual trust and maintain healthy relationships with members and other key stakeholders for the benefit of the union.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. I support union members to identify goals and help them work towards achieving these successfully for the benefit of the union.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. I predict management/government's probable moves and their likely reactions to trade union initiatives, matters and actions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
12. I use evaluations and predictions about the professional environment to inform my decision making and strategic actions.

13. I know the individual strengths and development areas of my union members.

14. I delegate tasks and activities effectively, creating shared ownership and responsibility for outcomes.

15. I enable union members to solve problems, be strengthened and become more effective.

16. I know how to inspire, motivate and energise others.

17. I have excellent presentation skills and always present myself in the highest professional manner.

18. I have excellent negotiation skills and utilise these to positively influence others on behalf of the union.

19. I spend time supporting, teaching and mentoring those around me to be their best selves.

20. I enable union members to acquire and improve their skills through performance assessment and feedback, and to become leaders themselves.

Your Scores

Use the space provided to add up the total scores from your quiz. If you scored 6 or below in any of these areas, this is most likely a leadership development area for you.

<table>
<thead>
<tr>
<th>Understanding the needs and characteristics of the group (Question 1 and 2)</th>
<th>Knowing and using available resources (Question 3 and 4)</th>
<th>Effective communication (Question 5 and 6)</th>
<th>Planning (Question 7 and 8)</th>
<th>Managing group performance (Question 9 and 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total:</td>
<td>Total:</td>
<td>Total:</td>
<td>Total:</td>
<td>Total:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluating (Question 11 and 12)</th>
<th>Sharing Responsibility (Question 13 and 14)</th>
<th>Coaching (Question 15 and 16)</th>
<th>Representing Group (Question 17 and 18)</th>
<th>Effective Mentoring (Question 19 and 20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total:</td>
<td>Total:</td>
<td>Total:</td>
<td>Total:</td>
<td>Total:</td>
</tr>
</tbody>
</table>
**LEADERSHIP ACTION PLAN**

This Action Plan is an opportunity to utilise the Trade Union Leadership Quiz and identify your strengths, development areas and strategies to enhance, improve and/or acquire key leadership traits.

<table>
<thead>
<tr>
<th><strong>SMART Target</strong></th>
<th><strong>Focus Area</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Outline here your SMART Target for your Leadership Strengths.</td>
<td>Briefly outline the area identified for focus, the context and ways in which this will positively enhance your leadership.</td>
</tr>
</tbody>
</table>

**Guiding Questions:**
- Which of the 10 leadership traits are your strengths? How do you know this?
- How can you leverage these traits further?

<table>
<thead>
<tr>
<th><strong>Targets / Outcomes / Objectives</strong> (What are you going to focus on?)</th>
<th><strong>Strategies / Resources / Further Learning</strong> (How are you going to achieve this?)</th>
<th><strong>Performance / Success Indicators</strong> (How will you know you've done it?)</th>
<th><strong>Timeline</strong> (When do you want to have achieved this by?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SMART Target</strong></td>
<td><strong>Focus Area</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outline here your SMART Target for your Leadership Development Areas.</td>
<td>Briefly outline the area identified for focus, the context and ways in which this will positively enhance your leadership.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Guiding Questions:**
- Which of the 10 leadership traits are your development areas? How do you know this?
- How can you gain the necessary support in order to develop these traits?
- What resources and support do you require in order to follow through on your commitments?
- What further learning do you need to engage in?
- What will you personally commit to?
- What will you need to do differently?
- What do you need to do now in order to take action?

| **Targets / Outcomes / Objectives** (What are you going to focus on?) | **Strategies / Resources / Further Learning** (How are you going to achieve this?) | **Performance / Success Indicators** (How will you know you've done it?) | **Timeline** (When do you want to have achieved this by?) |
**EXEMPLAR CARDS**

<table>
<thead>
<tr>
<th>Company</th>
<th>Mission</th>
<th>Vision</th>
<th>Why it works</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tesla</td>
<td>To accelerate the world's transition to sustainable energy.</td>
<td>To create the most compelling car company of the 21st century by driving the world's transition to electric vehicles.</td>
<td>What better word than “accelerate” in a mission to serve as the driving force behind what Tesla does. While boldly stating “best in the century” reflects loftier dreams in the Vision.</td>
</tr>
<tr>
<td>Amazon</td>
<td>We strive to offer our customers the lowest possible prices, the best available selection and the utmost convenience.</td>
<td>To be Earth’s most customer-centric company, where customers can find and discover anything they might want to buy online.</td>
<td>Amazon's Mission is cut-and-dry about what they offer to customers. The Vision takes the offerings farther, saying their company will offer “anything” customers want.</td>
</tr>
<tr>
<td>Nike</td>
<td>Create groundbreaking sports innovations, make our products sustainably, build a creative and diverse global team, and make a positive impact in communities where we live and work.</td>
<td>Bring inspiration and innovation to every athlete* in the world. *If you have a body, you are an athlete.</td>
<td>It effectively sums up what they aim to do and how they aim to do it. It staunchly stands up against body-shaming and is a powerful call for inclusion.</td>
</tr>
<tr>
<td>Warby Parker</td>
<td>To offer designer eyewear at a revolutionary price, while leading the way for socially conscious businesses.</td>
<td>We believe that buying glasses should be easy and fun. It should leave you happy and good-looking, with money in your pocket. We also believe that everyone has the right to see.</td>
<td>Warby Parker’s mission statement reminds us of why it was founded and then reveals its aims for a better future. In the vision statement, they address the core problems consumers face when purchasing glasses: It can be annoying, boring, costly, and still leave you anxious about whether or not they look good. Instead, they aim to solve these problems and make buying glasses easy, fun, pleasing, and inexpensive.</td>
</tr>
<tr>
<td>TED</td>
<td>Spread ideas.</td>
<td>We believe passionately in the power of ideas to change attitudes, lives and, ultimately, the world.</td>
<td>TED, which stands for “technology, education, and design,” managed to boil down their entire mission into two simple, yet powerful words: “Spread ideas.” With such a simple, highly focused mission, it's easy to see how the TED brand has become a global phenomenon in recent years.</td>
</tr>
</tbody>
</table>
A leader knows where they are now (present), where they want to go (expected results) and how to get there (programs, activities).

**Vision and Mission Statement**

A vision statement is basically the ultimate goal of what an organisation would like to accomplish. In general, a mission statement defines what an organisation is currently doing in order to achieve the vision.

While the vision statement focuses on tomorrow and what the organisation wants to become, the mission statement focuses on today and what the organisation does.

The mission statement drives the organisation and is the core of business. It is the where the objectives are based and the “how’s” to reach those objectives. It also shapes the organisation's culture. The primary difference between a vision and mission is therefore the timeline.

A leader should articulate, express and live by the vision and mission of the organisation.

**Goals and Objectives**

To achieve the vision/mission of the organisation, a leader must ensure that the organisation has specific goals/objectives to reach the vision. The most effective goals are those that are specific, measurable, aggressive, realistic, and time-bound (SMART).

Use SMART as guide in crafting specific goals:
- **Specific**: simple, sensible, significant.
- **Measurable**: meaningful, motivating.
- **Attainable**: agreed, attainable.
- **Realistic**: reasonable, realistic and resourced, results-oriented.
- **Timely**: time-based, time limited, time/cost limited, timely, time-sensitive.

**Results**

Results are the indicators that a goal and objective have been successful and an expression of what has been accomplished. A success indicator is a measurable value that shows progress towards a desired impact.

Measuring success depends on specific criterion that leads to a targeted impact, e.g., behavior change, institutional performance, etc. In establishing success indicators, it is also necessary to determine the data to be collected to measure attainment of the objective.
ANNEX 7 - ADMINISTRATION AND FINANCE

A leader must have a full grasp of the administrative and financial operations of the organisation. A leader should be able to delegate and assign appropriate person/s skilled and devoted to do the tasks.

**Administrative**
A leader must know how to run the organisation in accordance with the CBL (Constitution and By-Laws) and the Union Organisational Structure.
- Kinds of structures (local, federation, national).
- Cite: Example of CBL with organisational operations and structure.

**Finance**
A leader must ensure compliance with the financial procedures/system of the organisation.
- Dues structure and collection.
- Expenditure items.
- Preparing and submitting reports to members.
- Submitting reports to appropriate agencies (labor ministry).

ANNEX 8 - ORGANISATIONAL STRUCTURE, CONSTITUTION AND BY-LAWS

An organisational structure defines how activities such as task allocation, coordination, and supervision are directed toward the achievement of organisational goals. Organisational structure affects organisational action and provides the foundation on which standard operating procedures and routines rest.

The constitution of an organisation contains the fundamental principles that govern its operation. The by-laws establish the specific rules of guidance by which the group is to function. All but the most informal groups should have their basic structure and methods of operation in writing.

ANNEX 9 - WHAT IS A SHOP STEWARD?

Shop stewards are representatives of labour unions. Unlike other union representatives, stewards work on the shop floor, connecting workers with union officials at regional or national levels.

Shop stewards are the foundation and pillars of the Union and are picked from the general membership at a workplace. It is through these individuals that workers are able to air their grievances. Shop stewards are committed, hardworking, disciplined, progressive and literate members.

In conducting their functions, it expected that the shop steward would play various roles within the organisation ranging from an organiser, representative, monitor, leader, learner and educator.
What Are the Duties of Shop Steward?

by Will Charpentier; Updated June 30, 2018

The duties of a shop steward are part of the balancing act between the wishes of management and the needs of organised labor. The steward's responsibilities, though, are to the union and the members of the collective bargaining unit.

As the representative of a labor organisation to both management and the union members in the workplace, a shop steward works as a facilitator and a mediator.

Preparing for Office
After the shop steward gets elected, the first duty is preparing for the office. The shop steward is the point of contact between company management and the collective bargaining unit members. Almost all labor organisations offer training programs for shop stewards, and an effective shop steward takes advantage of them.

Handling Grievances
The shop steward must have a complete understanding of the collective bargaining agreement under which the employees work. The shop steward acts as a first responder when an employee files a grievance with the union, under the terms of the collective bargaining agreement. The shop steward attempts to resolve the dispute with management.

Disseminating Policy
The shop steward also acts as the labor organisation's local representative. Among a steward's duties is letting union members know about any union news and policies. Therefore, the shop steward must familiarise himself with this information to ensure that he accurately answers questions from members.

Providing Information
A shop steward provides information to union leadership regarding new developments and issues within the collective bargaining unit and at the company. The shop steward also provides information and news from union leadership to union members, often through bulletin board postings and union meetings.

Organising Meetings
A shop steward also helps organise the meetings of the local collective bargaining unit. He is required to help prepare the meeting agenda and conduct the meeting accordingly. This requires familiarity with both union parliamentary requirements and Robert's Rules of Order, the standard for parliamentary procedure.

Welcoming New Employees
A shop steward is often the first union representative that a new employee meets. The shop steward is expected to recruit and welcome new union members. One of the steward's duties is to encourage employees to participate fully in union activities. During new employee orientation, a shop steward explains the relationship between the local collective bargaining unit and management and ensures the new employee understands applicable union policies.
The following annexes should be used to support your facilitation of Module 5 Educating Unionists, Stakeholders and Other Allies.

Refer to The WaY2Go Women and Youth Together for Leadership Training Manual for when each Annex is applicable within an activity.

ANNEX 1 - TRADITIONAL VS. MODERN PARADIGMS OF LEARNING

<table>
<thead>
<tr>
<th>Traditional Paradigms</th>
<th>Modern Paradigms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rely on physical presence in one place.</td>
<td>Supersedes time or place.</td>
</tr>
<tr>
<td>Predetermined learning and curricular pathways - ‘one size fits all’.</td>
<td>Personalised learning.</td>
</tr>
<tr>
<td>Hierarchical structures.</td>
<td>Fluid structures.</td>
</tr>
<tr>
<td>Knowledge push, - teacher as gatekeeper of knowledge.</td>
<td>Knowledge pull - teacher as facilitator.</td>
</tr>
<tr>
<td>Limited access - learning for the elite few.</td>
<td>Enhanced access - learning for all regardless of gender, socio-economic background, race, physical disabilities etc.</td>
</tr>
</tbody>
</table>

ANNEX 2 - ADULT LEARNING PRINCIPLES

Malcolm Knowles’ theory of andragogy details some of the ways in which adults learn differently than children that can help teachers/trainers to draw on concepts of andragogy to increase the effectiveness of adult education classes.

Knowles recognised that there are many differences in the ways that adults learn as opposed to children. His thoughts surrounding andragogy sought to capitalise on the unique learning styles and strengths of adult learners.

Adults have special needs and requirements as learners:

1. **Adults Need to Want to Learn**
   Learning has to be by choice, because adults see value in it. Then would come readiness to learn. The benefits of learning might be self-evident, but “what’s in it for me” needs to be answered.

   **Tip:** Trainers should ask for participants’ expectations from the training and work around them in the training activities.
2. **Adults are Relevancy Oriented**
   Adults must be able to see how learning connects to their work. With so many things going on at home and at work, “Why do I need to know this?”, learning must be seen as an addition to their competencies. Sometimes we need to explain why things are important.

   **Tip:** Trainers should demonstrate how the theory and content of the learning relates to participants’ work, how the information will be useful to them on the job.

3. **Adults are Goal Oriented**
   Adults appreciate learning when it is tied to specific professional or personal goals. How can the skills taught be immediately applied to improve their own work?

   **Tip:** Trainers should identify learning objectives, follow clear agendas, and show participants how the activities would help them achieve their goals.

4. **Adults are Practical**
   Adults need to solve problems in their workplace. Learning is often an exercise in confidence building, to build competence to face the challenge before them which could hinder their performance at work.

   Training activities should be focused on problem solving - identifying the problem, considering alternatives, decision making, and implementing a solution. How can they apply such lessons to their actual work?

   **Tip:** Training programs should arm workers with the tools to effectively problem solve. Hands-on exercises that simulate real-world situations are preferred.

5. **Adults Have Valuable Experience**
   Adults do not start from scratch. They have accumulated experiences and knowledge - from school, work, and family life - that can be a resource for their own learning as well as the learning of others.

   Knowing their backgrounds and needs could build effective curriculum that provide new information that adds to their experience.

   **Tip:** Trainers must help adults connect to the theories and concepts that are introduced during activities. Trainers also should encourage collaboration and idea-sharing among adult learners.

6. **Adults Want Ownership and Participation**
   Adults would appreciate some ownership stake in their learning program. They don't want to be just told what to do. Adults need to have options and be active participants in their learning as well as in planning their learning.

   There's a fine line between guiding someone and telling them what to do. Learners should be afforded to provide (rather than just receive) feedback. Allowing them to offer feedback and suggestions enables them to be part of the training process and enables continuous evaluation.

   **Tip:** Trainers should work with participants to set their goals and help them move through their learning journey to achieve their goals.

7. **Adults are Internally Motivated and Self-Directed**
   Adults need to be given a strong voice during training. Trainers should establish an atmosphere where adults are treated as equals and encouraged to share their opinions, experiences, and knowledge.
Adult learners will resist learning when they feel others are imposing information, ideas, or actions on them. Active learning provides opportunities for practice, collaboration, and reinforcement of theory. Adults learn better by engaging their peers through collaborative activities.

**Tip:** Trainers must actively involve participants in the learning process. They should serve as facilitators, rather than stern teachers. They must guide participants, rather than just supply them with facts.

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### ANNEX 3 - ADULT ATTENTION DURING TRAINING

The first and foremost step in any learning process is to gain the attention of the learner. While a little distraction is good in some situations, during learning, the learner should be single-mindedly focused. This is especially true when a person is trying to learn something new.

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### ANNEX 4 - THE LEARNING PYRAMID

The Learning Pyramid

- **5%** Lecture
- **10%** Reading
- **20%** Audio - Visual
- **30%** Demonstration
- **50%** Discussion group/Speaking yourself
- **75%** Practice by doing
- **90%** Teach others/Immediate use of learning

---
Studies show that varying your study methods and materials will improve your retention and recall of information, and enhance your learning experience. The “learning pyramid”, sometimes referred to as the “cone of learning”, developed by the National Training Laboratory, suggests that most students only remember about 10% of what they read from textbooks, but retain nearly 90% of what they learn through teaching others. The Learning Pyramid model suggests that some methods of study are more effective than others and that varying study methods will lead to deeper learning and longer-term retention.

Lecture
The Learning Pyramid suggests that “lecture” is one of the most ineffective methods for learning and retaining information. Lecture is a passive form of learning where you simply sit back and listen to information being spoon fed to you by your teacher or professor. Attempting to acquire information and gain understanding only through lectures is not the most effective way of learning. However, auditory learners tend to find lectures more stimulating and educational than students who have non-auditory learning styles. Lectures are most effective when students arrive to class prepared, actively participate in class discussion, and take good notes.

Reading
While more effective than lecture, reading is still one of the less effective methods for acquiring and retaining information, according to the Learning Pyramid. However, if you are a visual learner, reading textbooks will likely be a more effective learning method for you than for students with non-visual learning styles. Notwithstanding, reading textbooks is a necessary (and required) method of study in most academic settings. There are several strategies for reading textbooks that can greatly improve your ability to retain and recall what you read in your textbook.

Audio-visual
The Learning Pyramid suggests that audio-visual learning methods only lead to a 20% retention of information learned. The audio-visual learning method may incorporate various audio-visual learning/teaching tools including videos, sound, pictures, and graphs. However, as media and computer technology continues to evolve, new forms of audio-visual instruction are leading to more effective learning and retention of material. The effectiveness of audio-visual learning and study methods are enhanced when combined with other, more active forms of study.

Demonstration
Demonstration usually involves the teacher or professor providing students a learning task that they can observe. Within the structure of the Learning Pyramid, demonstration is the first of the seven study methods that involves active learning. Demonstration tends to offer students less ambiguity than passive study methods and leads to fewer misconceptions and greater understanding. Demonstration can be an effective study method, especially when information is ambiguous or confusing.

Discussion
Discussion, or “group discussion”, is a form of cooperative learning. It is also an active study method that can lead to greater retention of information and material studied, and higher academic achievement. Unlike competitive and individualistic approaches to learning and studying, discussion is a cooperative learning method that relies on students interacting and studying material with other students and instructors. Discussion Groups are intended to stimulate student thinking, and increase participation and engagement. Discussion can occur within a classroom setting or by forming a study group.

Practice (by) doing
Practice by doing, a form of “discovery learning”, is one of the most effective methods of learning and study. This method of study encourages students to take what they learn and put it into practice - whereby promoting deeper understanding and moving information from short-term to long-term memory. Practice by doing makes material more personal, and thus more meaningful to students. Practice by doing also leads to more in-depth understanding of material, greater retention and better recall.
Teach others
The key to subject mastery is teaching it to others. If you're able to accurately and correctly teach a subject to others, you'll have a very good mastery of the concepts, and superior retention and recall. According to the Learning Pyramid model, students are able to retain about 90% of what they're able to teach to others. The most common form of teaching others is peer tutoring. However, the best place to teach others is in a study group. One of the main activities that should occur in an effective study group is peer to peer teaching, where each group member takes the opportunity to teach the other group members the course material being studied.

*Print this Annex below and distribute to participants.*

ANNEX 5 - LEARNING PREFERENCES QUIZ

*Print this Annex below and distribute to participants.*
LEARNING PREFERENCES QUIZ

Put a tick next to the statement that you think applies to you.

<table>
<thead>
<tr>
<th>Statement</th>
<th>✔</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When I am learning new information I prefer to hear an explanation rather than view a diagram.</td>
<td></td>
</tr>
<tr>
<td>2. I learn to spell a new word by repeating the word aloud.</td>
<td></td>
</tr>
<tr>
<td>3. I'd rather listen to a good lecture or speech than read about the same material in a textbook or manual.</td>
<td></td>
</tr>
<tr>
<td>4. I remember a news item better if I hear it on the radio than if I read about it in the newspaper.</td>
<td></td>
</tr>
<tr>
<td>5. I follow verbal directions better than written ones.</td>
<td></td>
</tr>
<tr>
<td>6. I generally prefer websites that have audio capability which allows me to hear information.</td>
<td></td>
</tr>
<tr>
<td>7. When I forget someone or something, I usually forget faces but remember names.</td>
<td></td>
</tr>
<tr>
<td>8. I prefer simulations, role plays and other ways to practice when learning.</td>
<td></td>
</tr>
<tr>
<td>9. I enjoy working with my hands and making things.</td>
<td></td>
</tr>
<tr>
<td>10. I learn to spell a new word by writing it down.</td>
<td></td>
</tr>
<tr>
<td>11. I gesture with my hands when I talk.</td>
<td></td>
</tr>
<tr>
<td>12. When reviewing material I like to underline or highlight key points.</td>
<td></td>
</tr>
<tr>
<td>13. I generally prefer websites that have items I can click or try.</td>
<td></td>
</tr>
<tr>
<td>14. When I forget someone or something, I usually try to remember where, when or what I was doing at the time.</td>
<td></td>
</tr>
<tr>
<td>15. When I am learning new information I prefer to view a diagram rather than hear an explanation.</td>
<td></td>
</tr>
<tr>
<td>16. I can usually understand and follow directions on maps.</td>
<td></td>
</tr>
<tr>
<td>17. I learn to spell a new word by imagining how it looks.</td>
<td></td>
</tr>
<tr>
<td>18. I remember a news item better if I read it in the newspaper than if I hear it on the radio.</td>
<td></td>
</tr>
<tr>
<td>19. I obtain information on interesting topics by reading pertinent materials.</td>
<td></td>
</tr>
<tr>
<td>20. I generally prefer websites that have interesting designs and visual features.</td>
<td></td>
</tr>
<tr>
<td>21. When I forget someone or something, I usually forget names but remember faces.</td>
<td></td>
</tr>
</tbody>
</table>

Score

<table>
<thead>
<tr>
<th>Statements 1-7</th>
<th>Statements 8-14</th>
<th>Statements 15-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of ✔:</td>
<td>Total number of ✔:</td>
<td>Total number of ✔:</td>
</tr>
</tbody>
</table>
LEARNING PREFERENCES INTERPRETATION

Statements 1 - 7 with the most ✔ Marks

<table>
<thead>
<tr>
<th>Visual learners:</th>
<th>You may hear:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think in pictures.</td>
<td>I see what you are saying.</td>
</tr>
<tr>
<td>Create diagrams of what they hear.</td>
<td>It's not clear to me.</td>
</tr>
<tr>
<td>May take notes to see the information.</td>
<td>I'd like to see how....</td>
</tr>
<tr>
<td>Notice the speaker's body language.</td>
<td>Draw me a picture of that.</td>
</tr>
</tbody>
</table>

Learn best by seeing

Statements 8-14 with the most ✔ Marks

<table>
<thead>
<tr>
<th>Auditory learners:</th>
<th>You may hear:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefer facts, details, clear vocal presentations and audio tapes.</td>
<td>Sounds good to me.</td>
</tr>
<tr>
<td>Like to discuss what they've heard.</td>
<td>Tell me what you think.</td>
</tr>
<tr>
<td>Notice the speaker's voice: the tone, energy, enthusiasm and pace.</td>
<td>Let me hear some of your ideas.</td>
</tr>
<tr>
<td></td>
<td>Did you hear me?</td>
</tr>
</tbody>
</table>

Learn best by hearing

Statements 15-21 with the most ✔ Marks

<table>
<thead>
<tr>
<th>Kinaesthetic learners:</th>
<th>You may hear:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefer to use their hands.</td>
<td>It feels right to me.</td>
</tr>
<tr>
<td>Like to participate in groups, work on quizzes, and move about doing several activities at the same time.</td>
<td>I can put my finger on it.</td>
</tr>
<tr>
<td>Relive the sensation.</td>
<td>It slipped through my fingers.</td>
</tr>
<tr>
<td>Notice the speaker’s actions.</td>
<td>My gut tells me.</td>
</tr>
</tbody>
</table>

Learn best by doing
ANNEX 6 - TRAINING DESIGN PROCESS

Trade union education may involve both:

1. Formal training with an audience in a specific venue, complete with resource persons, facilitators, a set of training materials and equipment
2. Informal training in sites which have the desired audience but not equipment and training materials in formal training.

In both types, the trainer needs to deliver the same quality of training given the same set of objectives.

The training modules still have the same objectives and content for both types of training. The difference in the modules will be the types of materials, equipment and facilities available.

In preparing for any type of training by trade unions, the following 6 steps should be followed:

**Step 1: Training Needs Assessment (TNA)**
1. TNA establishes the elements required of the training activity to be designed.
2. TNA determines the content and methodologies of training needed.
3. TNA is normally done by conducting a Gap Analysis where the gaps between the Ideal Capacities required of a job or specific function and the Current Level of Capacities of the target trainees are identified.
4. The TNA report becomes the basis for developing an instructional design.

**Step 2: The Objectives**
1. Objectives should be realistically achieved given the number of learners to be trained, the content (topics and sub-topics) and the time available for training.
2. Expressed in behavioral terms (what trainees would be able to do at the end of the training) and reflect the knowledge, skills/competencies and attitude requirements identified in the TNA.

**Step 3: The Training Evaluation Materials**
1. Training Evaluation Materials will be used to measure the trainees’ level of achievement of the training objectives.
2. Examples of training evaluation materials and strategies - Q&A, paper and pen quiz, puzzles, etc.

**Step 4: The Training Outline/Agenda**
1. A list of subject matter or topics/sub-topics to be included in order for trainees to pass/meet the evaluation exercise.
2. The order of these topics as well as the duration of time spent at each one.

**Step 5: The Training Strategies/Methodologies**
1. How the topics could be discussed with/taught to/learned by trainees. What types of activities or strategies will you utilise to make the session interactive and engaging.
2. The participants should allocate enough time for discussions.

**Step 6: The Training Materials**
1. Create training materials that relate directly to the learning objectives.
2. Break the training materials up into small “chunks” that are easier to take in and understand.
3. Order these “chunked” training materials in a logical manner - one step that builds on top of another, or chronologically, etc.
4. Appeal to the participants’ senses during training - sight, hearing, touch, smell, and taste (when appropriate and not dangerous).
**Participant Profile:**
You are to run a 1-day workshop with a group of 30 participants (women and youth), ranging between the ages of 21 - 35 years old. Participants have been identified as emerging leaders in their union and are highly motivated to learn and develop. They need support in identifying their leadership skills as well as how to develop these further and take their leadership to the next level.

<table>
<thead>
<tr>
<th>Step</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: Objectives</strong></td>
<td>What will participants be able to do at the end of the training (expressed in behavioral terms)?</td>
</tr>
<tr>
<td><strong>Step 2: Training Evaluation Materials</strong></td>
<td>How will you measure the trainees’ level of achievement of the training objectives? e.g., Q&amp;A, paper and pen quiz, puzzles, etc.</td>
</tr>
<tr>
<td><strong>Step 3: Training Outline/Agenda</strong></td>
<td>What subject matter or topics/sub-topics need to be included in order for trainees to pass/meet the evaluation exercise? How long will you spend learning about each topic? How will the topics flow together throughout the training?</td>
</tr>
<tr>
<td><strong>Step 4: Training Strategies/Methodologies</strong></td>
<td>How will you teach topics? What types of activities or strategies will you utilise to make the session interactive and engaging?</td>
</tr>
<tr>
<td><strong>Step 6 Training Materials</strong></td>
<td>What training materials/resources will you need to reach the learning objectives? Do you need to source some or make them yourself?</td>
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<tr>
<td>Description</td>
<td>Put a ✔ on the appropriate column</td>
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<td>----------------------------------------------------------------------------</td>
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<tr>
<td></td>
<td>STRONGLY DISAGREE 1</td>
</tr>
<tr>
<td>1. Session objectives were well communicated and easy to understand.</td>
<td></td>
</tr>
<tr>
<td>2. Overall, the activities demonstrated careful consideration of adult learning theory and principles.</td>
<td></td>
</tr>
<tr>
<td>3. Facilitators used a range of effective strategies to gain and hold our attention.</td>
<td></td>
</tr>
<tr>
<td>4. The instructions of the facilitators were easy to follow.</td>
<td></td>
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<tr>
<td>5. The facilitators actively involved us in discussions.</td>
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<tr>
<td>6. The facilitators handled questions effectively.</td>
<td></td>
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<tr>
<td>7. The facilitators used a range of different methods to help us learn the content.</td>
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<tr>
<td>8. Overall, I enjoyed the session.</td>
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<tr>
<td>9. Overall, I learned something new from this session.</td>
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<tr>
<td>10. What did the facilitators do really well?</td>
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<tr>
<td>11. What could the facilitators do more of less of or differently next time?</td>
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</table>
The following annexes should be used to support your facilitation of Module 6 Communication Strategy. Refer to The WaY2Go Women and Youth Together for Leadership Training Manual for when each Annex is applicable within an activity.

**ANNEX 1 - WHAT IS COMMUNICATION?**

Communication is simply the act of transferring information from one place, person or group to another.

Every communication involves (at least) one sender, a message and a recipient. This may sound simple, but communication is actually a very complex subject. The transmission of the message from sender to recipient can be affected by a huge range of things. These include our emotions, the cultural situation, the medium used to communicate, and even our location.

The complexity is why good communication skills are considered so desirable by employers around the world: accurate, effective and unambiguous communication is actually extremely hard.

People and organisations communicate for many reasons:
1. To express feelings, emotions, ideas.
2. To provide/seek information, for education.
3. To build and manage relationships.
4. To build and manage organisations.
5. To persuade, to change views/behavior, to drive engagement.

Judith E. Glaser (Conversational Intelligence, 2014) has identified different levels of conversations, ranging from transactional conversations to transformational conversations. These levels are:
- Level 1 - Communicating to share or exchange information, exchanging, updates, and facts.
- Level 2 - Communicating a point of view to convince or influence another.
- Level 3 - Communicating to transform, explore and discover and co-create reality where there is no single solution/answer.

Part of being an excellent communicator, is the ability to identify how to approach a situation and which sort of level of conversation is required. Trade unions must use communications strategically for their work to have maximum impact.

The overall goal of communications, according to the The WaY2Go Women and Youth Together for Leadership Training is to raise awareness on the need to increase the participation of women and youth in trade union leadership and action and to communicate this message more effectively with the right target audience.
ANNEX 2 - COMMUNICATION CONTEXTS

The human brain is wired to connect with other humans. Why then can it be so challenging to communicate clearly and effectively?

There are certain contexts which influence effective conversations. When two people are having a conversation, the messages or information they are transmitting is filtered through the physical, psychological, social, cultural and relational context. These contexts influence how meaning is co-created and whether the conversation is successful.

**Communicator**
The participants are the senders and/or receivers of messages in a communication encounter. Encoding is the process of turning thoughts into communication. Decoding is the process of turning communication into thoughts. We decode by taking in both verbal and non-verbal information i.e. someone's body language.

**Message**
The message is the verbal or nonverbal content being conveyed from sender to receiver and vice versa. In a two way communication, the sender communicates a message, the receiver encodes and decodes and then send a message back. These messages are filtered through the different contexts to co-create meaning between the sender and receiver.

**Physical Context**
The environment in which formal conversations take place are critical. Somewhere that is too noisy or contains too many distractions, will impact the quality and depth of a conversation. Similarly, having a private or sensitive conversation in a public space will limit the depth you can go to.

**Psychological Context**
Our brains are constantly taking in information from the outside world and filtering it in order to make meaning. Often, this information comes from the observable behaviour of others (what we see them do and hear them say). The problem is the inferences we make. If we watch what someone says and does, while we have a lot of valuable information, we're unable to tell other more important things such as their attitude, motivations cultural norms, values, worldview, religion, nationality etc.

**Social Context**
The social context refers to the stated or unstated rules, norms and codes of social behaviour. These are often different depending on culture e.g. whether males and females shake hands, whether children look an adult in the eye etc., and are socially constructed and derived through observation, practice, and trial and error. We may not even know we are breaking a social norm until we notice people looking at us strangely or someone corrects or teases us.

**Cultural Context**
The cultural context includes aspects far beyond someone's nationality or ethnicity. Culture includes diversity of gender, age, academic qualifications, personality, social background, customs, economic status, interests. Culture is dynamic and changing and we all have multiple cultural identities that influence how we communicate.

**Relational Context**
When we feel trusting towards others, the prefrontal cortex is activated which makes us more open and positive. However, if we feel fear or distrust, the prefrontal cortex is deactivated which makes us shut down and negative. We therefore communicate differently with someone we just met versus someone we've known for a long time. Initial interactions with people tend to be more highly scripted and governed by established norms and rules, but when we have an established relational context, we may be able to bend or break social norms and rules more easily. Being able to do so is called rapport.
Goals, values, and practices must be effectively transmitted for members and staff to understand and act on them. Focus on what you’re communicating, how you’re communicating it and get your team connected, engaged and motivated!

Envision, Strategise and Plan Communications
Build an internal communications strategy and/or plan. How will you get there? Where does it stand right now, and what needs improvement? How soon would you like to reach your goals?

Use the Right Communication Tools
A simple and painless internal communications system that your members and staff participate and actually enjoy it.

Suggested tools:
1. Chat software like WhatsApp, messenger, etc.
2. Using cloud technology such as Google Drive whenever possible.
3. Using one platform for all email, calendars, documents, etc. (e.g. Google, Microsoft).
4. Visual communications through digital signage - They are easy-to-digest and have a more lasting impression than text. (65% of the population are visual learners).

Make Communications Entertaining
Studies say 88% of millennials want to work in a “fun and social work environment.”

Include Metrics Whenever Possible
Learning union successes excite members and staff. Metrics should include increasing unions and members, progress in advocacies, etc.

Keep the Vision, Mission, Objectives and Results in Mind
Include these in emails, digital displays or internal newsletters to remind members and staff of the bigger picture.

Share Industry News, Trends, and Insights
Your members and staff are part of an industry, and stay updated on industry developments. Encourage them to share news, market trends, opinion pieces and other industry-related breaks with one another. They’re agents of change and contributing to something bigger than themselves.

Provide Channels for Feedback and Ideas
Leaders should know what’s working and, more importantly, what’s not working for continuous improvement. Feedback from members and staff are vital to the union’s survival and success. Brilliant ideas and helpful criticisms come from unexpected persons.

Channels for feedback and sharing ideas - meetings, forums, a chat app, a whiteboard in the office, or a cloud-based service. With these channels, brilliant ideas and helpful criticisms.

Encourage Internal Communication and Collaboration
Encourage members and staff to learn from one another. Hold learning session to get them communicating, collaborating and sharing insight.

Avoid Communication Overload
Keep things simple, brief and to the point. sending out your internal newsletter less frequently or showing fewer metrics. Send the right information to the right people at the right time.
**Don’t Just Inform - Inspire Action**

Internal communication should involve, motivate and inspire members and staff to action.

You can do so by:
- Including calls-to-action in messages.
- Sharing motivational quotes, the union’s mission and goals, etc.
- Offering to reward individuals or teams for certain accomplishments.
- Recognising and praising success. (People want to feel valued and appreciated. Those who feel valued report “higher levels of motivation, engagement and satisfaction).”
- Promoting employee resources and training.
- Relaying benefits and resources which are available to employees. This could include union seminars, off-site training opportunities, and career-building workshops.

**Open Lines of Communication**

Two-way communication bridges gaps and helps build receptive, honest relationships among leaders, members and staff.

**Maintain Transparency**

Transparency breeds open dialogue, accountability, trust and harmony. Members and staff don’t like being left in the dark on certain matters.

**Build Union-Related Use of Social Media**

Encourage members and staff to engage social media in union work. Share photos of themselves working and having fun in the office, union and workplace on Facebook, Twitter, Instagram, etc., and tag the official union page. This is good for people engagement and morale, as well as for union visibility and exposure and putting a face on the union.

**Create a Member-Centric Team with Personas**

Align your staff with members. Create profiles of typical members, complete with photos, demographics, likes, and dislikes. Members take on lives, not just numbers.

**Think like a Marketer**

It’s time for communicators to start thinking like marketers, delivering the right information to the right (person) at the right time through the right channel. Internal communication should be a priority - competing for budgets with organising, seminars and advocacy. Unions have to build data and provide budget for internal communication.

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**ANNEX 4 - DOWNWARD, UPWARD AND HORIZONTAL COMMUNICATION**

**Downward Communication**

Downward communication is the flow of information and messages from a higher level inside an organisation to a lower one.
- Ensure that members have access to and familiar with the union’s strategic plan, which includes the organisation’s mission, vision, values statement, strategic goals and strategies about how those goals will be reached.
- Hold union meetings every month to report how the organisation is doing, major accomplishments, concerns, announcements, etc.
- Celebrate major accomplishments. This helps members appreciate what’s important, give them a sense of direction and fulfilment.
Upward Communication

Upward communication is the flow of information and messages from a lower level inside an organisation to a higher one.

- Ensure affiliates give regular status reports on their unions.
- Use union meetings to solicit feedback, discuss how things are going, hear any current concerns, etc.
- Act on feedback from others.
- Respect the “grapevine” as a legitimate form of communications.

Horizontal Communication

Horizontal communication is the transmission of information between people, divisions, departments or units within the same level of organisational hierarchy.

- Hold monthly meetings to review the overall condition of the organisation, review recent successes, what’s going on with current programs and services, and what more needs to be done.

ANNEX 5 - TRADITIONAL VS. MODERN COMMUNICATION CHANNELS

A communication platform or channel is a method of getting a message to an audience. There are many ways of doing this, such as via radio, TV, newspapers, magazines (traditional media) or via a digital platform or social media or social networking sites like Facebook, Twitter, Instagram, Pinterest, YouTube, LinkedIn, etc.

Traditional forms of media include print publications (newspapers and magazines), broadcast news (television and radio) and, in recent years, the digital version of those media outlets, such as digital newspapers and blogs.

There are a variety of differences between traditional and more modern communication channels, each with their own pro's and con's.

ANNEX 6 - THE BEST OF BOTH WORLDS

When considering what communication channels to utilise, it is important to remember that:

- Public Relations must keep up to survive in the face of the rapidly changing media/technology.
- Traditional media tools continue to have their value.
- Traditional media and social media have their pros and cons.
- The situation, goal and strategy would determine what medium to use.
- The two modes could work together to help achieve overall goals.
- Focus on results, not process.
- Focus on real people, rather than just officials.
- Shorter is (almost always) better.
- Get photos/video (of people not meetings).
- Choose the right format:
  - Video - only if you have strong images.
  - Audio - needs good interviews, interesting sound.
  - Written - quickest, easiest, most flexible.
Regardless of whether you use more traditional methods, or more modern ones the emphasis should be on reach, time, delivery of message and resources. Depending on the trade union’s need, reach, timing and resources, both social media and traditional media could be utilised and optimised and should be considered.

**Communication Channels for Large Audiences**

1. **Mass media**: Radio, TV, newspapers, magazines, music, cinema and drama tend to reach audiences mainly in urban areas. However, these communication channels are good for reaching illiterate audiences and those with minimal education. Mass media convey short-lived information (e.g., there is the risk of listeners missing a radio programme) and are professionally managed by journalists and editors, so your project does not control what appears. You need to prepare information in a form that mass media can use, and the product (e.g., a professional-looking video for TV broadcast) can be expensive to produce.

2. **Print media**: Books, brochures, pamphlets, calendars, diaries, newsletters and information sheets can be produced by the project alone and can convey fairly long-lived information, since people can keep them to read later. However, they can reach fewer people than mass media, they depend on literacy and distributing them to the audience can be a problem. Print media does not allow interaction with the audience.

3. **Outdoor**: Banners, billboards, signboards, roadside advertisements and loudspeakers provide high visibility and are good for raising awareness. However, they can carry only a small amount of information (e.g. a slogan) and have a limited lifespan.

**Communication Channels for Medium Size Audience**

1. **Electronic media**: Computers, internet, CD-ROMs, email, chatting, social networking media, telephones and SMS offer a wide variety of possibilities. They are developing very quickly. Their audience is limited by their access, they can allow interactivity and reach audiences that are dispersed - all over the world. Mobile phones are becoming very widespread, even in rural areas. Electronic media can also support other media (e.g., putting reports online).

2. **Small media**: Photos, notice boards, certificates, displays, exhibits, flip charts, logos, t-shirts, hats, badges and buttons are easy to combine with group channels (e.g., using a flip chart during a training session). They can carry only a small amount of information (e.g., a slogan or announcement).

**Communication Channels for Small Audience**

1. **Group channels**: Training, meetings, field visits, demonstrations, participatory appraisal, drama, street theatre, speeches, sermons and video presentations are effective, especially for practical demonstrations. They allow audience feedback, since people can ask questions and comment, and can stimulate discussion among audience members. Group channels tend to be expensive per person reached (you may need to pay for facilities and accommodation) and require expert staff to present and answer questions.

2. **One-on-one channels**: Letters, memos, meetings (formal, informal), phone calls and email can be very effective for very small audiences. They allow audience feedback and discussion and can be personalised to suit individual audience members. These channels are very time-consuming.
Selecting a Communication Channel

1. The audience:
   • Different channels can be used to reach different audiences. Well-educated audiences need printed, technical information they can refer to, so a written report is most appropriate for them. Less literate audiences need to see things and try things out, this can be done through a demonstration.
   • Audiences that need to see how things work need more technical details: a training course is a good way to do this. Some audiences, such as journalists, need pre-packaged information in a form they can use immediately: a press release is appropriate. Some channels may be suitable for more than one audience, for example, a field visit may be useful for both donors and journalists.

2. The messages you want to convey:
   • The channel has to match the message. For example, if you need to convey detailed technical information, radio is probably not the best channel as it is hard for the audience to remember technical details. Detailed and technical information may need several pages of explanation, so a manual may be the best choice: readers can always go back to the manual later to check on the details. In the case of information that changes constantly, for example market prices, an SMS service (or perhaps a regular radio programme) is a good way to reach users.
   • For short and “to the point” information, for example a summary of project activities, the best channel is a project brief. Most people find it easiest to learn how to do something by watching, trying it out themselves, and asking questions. A training course or demonstration makes this possible. Several combinations of messages and channels are possible.

3. The cost-effectiveness of different channels:
   • When you have a choice among several different channels there is a way of comparing the cost-effectiveness of different communication channels.
   • First, list the possible channels you are considering for specific audiences (for example, radio, TV, newspaper, meetings, training course).

ANNEX 7 - DEVELOPING A COMMUNICATION STRATEGY

Step 1: Analyse Audience

Start by developing a list of the main audience categories, then writing down examples of each audience type. Here are some practical suggestions for listing audiences:

• Get other people to help you list the audiences, to make sure you don’t miss anyone.
• Check the project documents to make sure that you include all the audiences that the project is supposed to serve.
• Try to be as specific as possible. For example, “women” is probably too general. “Women officers of ITUC affiliates” is more specific.
Some audiences are more important than others. You need to focus limited time and resources on serving the priority audiences. You can divide your audiences into four categories:

1. **Top priority - Must communicate:** you must communicate with this audience in order to achieve the project's goals.

2. **Second priority - Advisable to communicate:** communicating with this audience is useful and helps forward the project's goals.

3. **Third priority - Nice to communicate:** communicating with this audience would be good, but will not help to achieve the project's goals.

4. **Bottom priority - Not necessary to communicate:** the project should not try to serve this audience.

Part of audience analysis is understanding the following:

- What the audiences already know about the subject (knowledge) - Are the audiences aware about it at all? Are they experts? Or something in between?
- What their opinions are (attitudes) - Are they in favor of the solutions your project is proposing? Or are they opposed?
- What they currently do about it (practice) - Are they already pushing for the changes your project proposes? Or are they doing nothing?

Knowing these things will help you choose the messages you send to each audience. For example, if they are already pushing for the changes your project proposes, then maybe you need to provide them with more evidence they can use as ammunition. Or, if they are doing nothing, you will have to motivate them to take action.

Determining the audiences’ current source of information is about finding out where the audiences currently get information about the subject. Do they read reports? Do they listen to the radio? Do they attend meetings? Do they get information from their friends and neighbors? Do they have access to the internet? Knowing this will help you determine what channels you can use to reach the audience. Perhaps you can use the same channels, or maybe you can think of new channels that no one else is using. It will also help you to find out what other types of information the audience is using. For example, maybe another organisation is also providing them with information that supports or contradicts yours.

Finally, you should think of your audiences’ interests and information needs concerning your subject. Different audiences are often interested in very different things. An audience may need several different types of information. For example, donors and policymakers may want “hard” data on union membership, women and youth in trade union leadership, as well as “soft” human-interest stories that show the impact of a project. Remember that what they say they need may be different from what you think they need!

**Step Two: Identify Communication Objectives**

What do you want to achieve in communicating with your audience? First decide on your communication objectives for each audience. These objectives will depend on the overall project objectives. Communication activities should support the project objectives in achieving a change in the following three characteristics of the project audiences:

- **Knowledge:** what new things do you want them to learn about your subject?
- **Attitudes:** what changes in opinions do you want to stimulate?
- **Practice:** what changes do you advocate in what the audience does? What new things would you like them to do, and what things should they stop doing?
In order to define your communication objectives, project objectives should be linked with audiences’ information interests and needs. Sometimes, the match will be good (if your audience says they want information on market prices, and one of your project’s objectives is to provide them with this information, then it will be very easy to match their interests and needs!). However, the match can be less obvious. You need to find ways to relate project objectives to the audience’s interests and needs. Remember to take the audience’s current knowledge, attitudes and practice into account.

Communication objectives have to be well formulated. This will help you to:

- Focus on your communication activities, design messages and choose the right communication channels. Well-developed objectives can be used to justify spending resources on your communication activities.
- Monitor and evaluate your activities, as they enable you to check the effectiveness of communication activities and adjust them if necessary.

Step Three: Write the Message

For each of your objectives and each of your audiences, you should think of the basic messages you want to convey:

- Messages should address the audience’s interests and attract their attention.
- Basic messages should be kept simple. Details can be added later if necessary.

You should make sure that your message matches your audience and your objectives. Specifically:

- Match the language and style to your audience. For example, don’t write in a scientific style for farmers.
- Don’t tell the audience something they already know (unless you use it as a basis for telling them something new).
- Give the audience information they can use. For example: Don’t tell farmers that they must control soil erosion. Instead (or as well), tell them how to stop a gully from forming on their land. Don’t ask people to do something impossible (like “save the world”). Instead, tell them something they can do (like “write a letter to your member of parliament” or “donate to organisation XYZ”).

Step Four: Select Communication Channels

A communication channel is a method of getting a message to an audience. There are many ways of doing this. Here are some possible communication channels:

- Via a radio or TV programme.
- On a poster.
- On the packaging of a product.
- By letter or email.
- In a phone call.
- As part of a training course or meeting.

The word “media” is often used to mean the same thing as a communication channel, but the mass media (newspapers, television, radio, etc.) are only one type of media. There are many ways of classifying communication channels. One of them is based on the size of the audience they can serve:

- Large Audiences: mass media, print, outdoor.
- Medium-sized Audiences: electronic and small media.
- Small Audiences: group, one-on-one.
### ANNEX 8 - COMMUNICATION STRATEGY PLANNING MATRIX

<table>
<thead>
<tr>
<th>Target Audience</th>
<th>Level of Priority</th>
<th>Characteristics</th>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
<th>Step 4</th>
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<td>Knowledge</td>
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<td>Attitude</td>
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<td>Practice</td>
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<td>Current source of information</td>
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<td>Interests, information needs</td>
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<td>Communication Objectives</td>
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<td>Message/s</td>
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<td>Communication Channels</td>
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ANNEX 9 - RESEARCH METHODS

Traditional Research Methods
- Desk research (books, statistical compilation, periodicals, news clippings, etc.).
- Original research (generating and processing raw data yourself).
- Surveys.
- Database analysis.
- Focus groups.
- Interviews.

Digital Research Methods
- Google.
- Ask! (email, WhatsApp, Messenger, etc.).
- Skype, WhatsApp, Facetime.
- Online surveys.
- Online focus groups.
- Online communities.
- Bulletin boards.
- Social media sites, e.g. Facebook, Twitter, LinkedIn, Instagram.

ANNEX 10 - THE ‘F’ TEST

The necessity of training farm hands for first class farms in the fatherly handling of farm livestock is foremost in the minds of effective farm owners. Since the forefathers of the farm owners trained the farm hands for first class farms in the fatherly handling of farm livestock, the farm owners feel they should carry on with the former family tradition of training farmhands of first class farms in the effective fatherly handling of farm livestock, however futile, because of their belief that it forms the basis of effective farm management efforts.

ANNEX 11 - SOURCES OF UNION STATISTICS

Government statistics are usually acceptable. Unions try to look for alternatives but come up against cost, reliability. Private institutions at times generate their own (limited number) data, or issue their own analysis of government-sourced data.

- International Sources:
  - ILO Yearbook of Labour Statistics.
  - ILO Statistics and Databases.

- Local Sources:
  - Statistics Agencies National yearbooks.
  - Union records, databases.
  - Collective agreements.
ANNEX 12 - MEASURES OF CENTRAL TENDENCY

A measure of central tendency is a summary statistic that represents the centre point or typical value of a dataset. These measures indicate where most values in a distribution fall and are also referred to as the central location of a distribution.

You can think of it as the tendency of data to cluster around a middle value. In statistics, the three most common measures of central tendency are the mean, median, and mode. Each of these measures calculates the location of the central point using a different method. Choosing the best measure of central tendency depends on the type of data you have.

Mean
• The simple mean adds all values and divides by the number of observations in your data set.
  • Example:
    ◦ Ages of participants in this training divided by the number of total participants.

Median
• Observations are arranged from lowest to highest (or the opposite). The mid-point of the arranged observations is the Median. This is a better measure of performance than the mean, when there are outliers.
  • Example:
    ◦ Ages of participants from highest to lowest and pick the middle number in the list.

Mode
• The observation that comes most often is the Mode.
  • Example:
    ◦ Most common age of participants in this training.

Range
• The lowest observation and the highest observation in a series of observations is the Range.
  • Example:
    ◦ The lowest age of participants in this training is x. The highest age is y. The range of ages of participants in this training is from x to y.
    ◦ If there are ‘extremes’ in ages of participants in this training (so young - 17, so old - 48), ages are too far from the others, they would be called ‘outliers’.

ANNEX 13 - STATISTICAL METHODS

Ratio
• Ratio is one number divided by another.
  • Examples:
    ◦ Number of women participants in this training divided by the total number of participants.
    ◦ Formal/Informal workers to the total employed.
    ◦ The dangerous Gini ratio: a measure of inequality.

Index
• A measure of change from a given base (called the base number = 100) and/or a measure of change from a given time period (called the base period) and is used for making comparisons over time.
  • Example: average earnings over time.
  • A much-awaited index monthly is the consumer price index or CPI, which movements give problems
Growth Rates

- Growth rates indicate movements. For example, the rise or fall of GDPs can be very political.
- Growth rate is another measure of difference, or change, over time expressed in per cent (or per 100).

Percentage/Share Distribution

- Shares and Percentage distribution are the same. The sharing of production gains between employers and workers has been contentious for generations.
- Component parts, making up the total. The parts summed up should equal the whole.
- Examples:
  - 1 Components of GDP
    - A + I + S
    - C + I + G + X - M
  - Production Cost = W/S + Non W/S

Trends, and Regression and Causation

- Looking for the Trend (the line of “best fit”). One tries to “fit” a time series of observations, to gauge where trends could go. One could draw a line through the data points or observations, or use ‘models’.
- Regression results are used:
  - To confirm hypothesis (what one believes had happened); or
  - For projections, forecasts (what one believes will be), assuming things and relationships hold.
- In a given time series, the choice of periods and samples could yield different results. (“smoothing out data”, taking out “outliers”).
- Scientific ‘cheating’ - if one does not like the results, change data sets.
  - Show results of regression analysis with outliers.
  - As one variable goes up, another variable goes up. Or down (Elasticities).
    - Elasticities are used for trending, or as basis for projections into the future, given the observed relation between two (or more) variables.
      - Growth elasticities: As one variable rises 1 per cent, the other variable rises/falls by x per cent.
  - Data sets could go together or diverge, but this does not necessarily mean one causes the other.

Annex 14 - Interviews as a Research Method

Advantages of Interviews

- Face-to-face interviews help with more accurate screening. The individual being interviewed is unable to provide false information during screening questions such as gender, age, or race.
- A face-to-face interview captures verbal and non-verbal cues of those being interviewed.
- The interviewer is the one that has control over the interview and can keep the interviewee focused and on track to completion.
- Face-to-face interviews are in-the-moment, free from technological distractions.
- Face-to-face interviews can capture an interviewee's emotions and behaviours.
Disadvantages of Interviews

- Cost is a major disadvantage for face-to-face interviews. They require a staff of people to conduct the interviews, which means there will be personnel costs.
- The quality of data you receive will often depend on the ability of the interviewer. Some people have the natural ability to conduct an interview and gather data well. The likelihood of the entire interviewing staff having those skills is low. Some interviewers may also have their own biases that could impact the way they interpret the information in the interview.
- If the interview is administered on paper, the data collected will need to be entered manually, or scanned, if a scannable interview questionnaire is created.
- The size of the sample is limited to the size of your interviewing staff, the area in which the interviews are conducted, and the number of qualified respondents within that area. It may be necessary to conduct several interviews over multiple areas, which again can increase costs.

ANNEX 15 - INTERVIEW GUIDELINES

DO:
- Establish the tone of the interview.
- Gain the interviewee's trust and cooperation early on, and maintain it throughout.
- Let the interviewee know the reason for the interview and why the interviewee was selected.
- Stress that the interviewee's knowledge and opinions are important, and will aid in the analysis process.
- Say what will happen to the information gathered.
- Determine any areas of confidentiality or restricted information.
- Explain that nothing will be published or passed on until it has been reviewed and verified by the interviewee.
- Assure the interviewee that there are no negative consequences to being interviewed.
- Ask questions which start with who, what, where, when, why, and how, where possible.
- Ask both open and closed questions.
- Verify understanding through probing and confirming questions.
- Take notes or recording, but ask permission first.
- Maintain control over the subject matter.

DON'T:
- Make assumptions.
- Make judgemental statements.
- Interrupt. Do let the interviewee do most of the talking.
- Make the interviewee uncomfortable by probing in areas that they clearly are uncomfortable talking about.
- Falsify information.
The following annexes should be used to support your facilitation of Module 7 Advocacy and Campaigns.

Refer to The WaY2Go Women and Youth Together for Leadership Training Manual for when each Annex is applicable within an activity.

ANNEX 1 - ADVOCACY, LOBBYING AND CAMPAIGNING

Advocacy is the deliberate process, based on demonstrated evidence, to directly and indirectly influence decision makers, stakeholders and relevant audiences to support and implement actions that contribute to achieving trade union goals.

Advocacy is a means of seeking change in governance, attitudes, power, social relations and institutional functions. Advocacy for trade unions could be to address inequity and disparities at work, promote better working conditions and protection for workers or to demand improved policies to protect trade union rights.

Advocacy requires organising and an organisation. It represents a set of strategic actions and, at its most vibrant, will influence the decisions, practices and policies of others.

Lobbying, while part of advocacy, is about influencing decision makers on or about a specific issue for the purpose of eliciting their support.

Campaigning is therefore the actions, events and activities (including lobbying) which are taken to achieve change and to raise awareness on a specific issue.
### ANNEX 2 - THIS IS HOW WE DID IT MATRIX

<table>
<thead>
<tr>
<th>Questions</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was the campaign all about?</td>
<td></td>
</tr>
<tr>
<td>Who was the lead group and who were the allies?</td>
<td></td>
</tr>
<tr>
<td>Who was the target audience?</td>
<td></td>
</tr>
<tr>
<td>What was the target outcome of the campaign?</td>
<td></td>
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<tr>
<td>What were the indicators of success?</td>
<td></td>
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<tr>
<td>What activities were conducted?</td>
<td></td>
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<tr>
<td>With whom did you communicate about the campaign?</td>
<td></td>
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<tr>
<td>Where did resources (human and financial) come from?</td>
<td></td>
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<tr>
<td>What are the lessons?</td>
<td></td>
</tr>
</tbody>
</table>
Creating an advocacy strategy helps to understand:

- the situation
- stakeholders and their relative power
- how change happens
- identify target audiences
- the right messages, and the right messenger to deliver the message
- opportunities and entry points

By doing so, we can develop an action plan, and monitor and evaluate results.

**Group Member Names:**

<table>
<thead>
<tr>
<th>Advocacy Issue</th>
<th>Link with SDG's</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Step 1: Create a Problem and Solutions Tree
## Step 2: Analyse Key Stakeholders

<table>
<thead>
<tr>
<th>Stakeholder/s name</th>
<th>Stakeholder 1</th>
<th>Stakeholder 2</th>
<th>Stakeholder 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stakeholder/s attributes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Stakeholder/s interest in the issue</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>What is their level of interest in the issue and what benefit can they derive?</td>
<td></td>
<td></td>
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<tr>
<td><strong>Stakeholder/s level of opposition to or support for the issue</strong></td>
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<tr>
<td>Does the stakeholder publicly support or oppose the issue? Is the public support or opposition different from private support or opposition? Who else is the stakeholder allied to and opposed?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Stakeholder/s influence over the issue</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the political, social and economic power and status of the stakeholder and how well is the stakeholder organised?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Importance of stakeholder/s engagement</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How important is it to engage this stakeholder in order to address the underlying causes of a problem and achieve sustainable change?</td>
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<td></td>
</tr>
</tbody>
</table>
### Step 3: Identify Target Audience

<table>
<thead>
<tr>
<th></th>
<th>Target Audience 1 e.g. Policymakers</th>
<th>Target Audience 2 e.g. Media</th>
<th>Target Audience 3 e.g. Women</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target audience name</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Audience's interest in the issue</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Audience’s level of opposition to or support for the issue</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Audience’s level of influence over the issue</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Audience’s level of knowledge on the issue (very high, high, medium, low, none)</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Existing level of access to the audience (very high, high, medium, low, none)</strong></td>
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<tr>
<td><strong>What will the audience respond to?</strong></td>
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<td></td>
<td></td>
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<tr>
<td><strong>Who is the audience accountable to?</strong></td>
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</tbody>
</table>
Step 4: Outline SMART Campaign Goals

<table>
<thead>
<tr>
<th></th>
<th>SMART Goal</th>
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</thead>
<tbody>
<tr>
<td>Long Term</td>
<td></td>
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<tr>
<td>Immediate Term</td>
<td></td>
</tr>
<tr>
<td>Short Term</td>
<td></td>
</tr>
</tbody>
</table>

- In two years, the ______________________ will create ______________________.
- In one year, we will have changed the ______________________.
- In nine months, two major ____________ will have introduced ______________ policies ____________.
- By ______________, we’ll have signed up __________ new members.
- In two months, we’ll hold the first ______________________.
- By ____________, we will get __________ people out to ______________________.

Step 5: Develop Primary and Secondary Messages

<table>
<thead>
<tr>
<th>Target Audience</th>
<th>Possible Messages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Primary</td>
</tr>
<tr>
<td>Target Audience 1</td>
<td></td>
</tr>
<tr>
<td>Target Audience 2</td>
<td></td>
</tr>
<tr>
<td>Target Audience 3</td>
<td></td>
</tr>
</tbody>
</table>
### Step 6: Select Communication Channels

- Person to person (one-on-one lobbying visits, group or community meetings, conferences and workshops, public hearings, protests, public demonstrations).
- Print (newspapers, magazines, journals, newsletters, posters, leaflets, pamphlets, reports, studies, letters to decision makers).
- Electronic (radio, television, video and film, Internet, e.g., blogs, social media websites, YouTube, mobile phone technology).
- Drama and folk art (street theatre, songs, music, poems, dance).

### Guiding Questions

- What are the audience’s primary sources of information? Who or what do they listen to? What do they read? What do they watch? What appeals to them?
- What are the audience’s characteristics (age, gender, class, employment, race, etc.)? Where do they live? Work? What languages do they speak? Do they read? Do they have access to television and Internet? Do they listen to radio?
- What are the internal skills, capacities and resources required to work with the selected medium? If they are not available internally, how can they be resourced?

<table>
<thead>
<tr>
<th>Target Audience</th>
<th>Delivery Format / Communication Channel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Audience 1</td>
<td></td>
</tr>
<tr>
<td>Target Audience 2</td>
<td></td>
</tr>
<tr>
<td>Target Audience 3</td>
<td></td>
</tr>
</tbody>
</table>

### Step 7: Define Success Indicators and Documentation Strategies

<table>
<thead>
<tr>
<th>SMART Goal</th>
<th>Success Indicator/s</th>
<th>Documentation Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long Term:</td>
<td></td>
<td></td>
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<tr>
<td>Immediate Term:</td>
<td></td>
<td></td>
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<tr>
<td>Short Term:</td>
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</tbody>
</table>
Every advocacy effort must begin here - What do we want the advocacy to achieve? To answer this, we need to understand the problems, issues and solutions.

Among these solutions, or results, some distinctions are important. You will need to determine:
- Long-term goals and interim outcomes.
- Content outcomes (e.g., policy change).
- Process outcomes (e.g., building community and trust among participants).

These goals and outcomes may be difficult to establish but defining them at the outset will draw support to the advocacy initiative, set up an effective launch and make it more sustainable over time. Knowing what we want involves analysing the situation, generating evidence and choosing priorities to identify possible areas for advocacy.

**Situation Analysis**

The situation analysis is the first step in identifying areas of action, forming the foundation for any programme or advocacy plan. It uncovers the problem that needs to be addressed and looks at the ways it can be solved - encompassing a thorough understanding of child rights, inequality in a particular country or area, the internal and external advocacy environment, and the political landscape and policy environment.

By creating a solid evidence base, the situation analysis provides a starting point for setting advocacy priorities and a baseline against which to measure progress.

**Problem and Solution Tree**

A problem and solution tree is a particularly useful tool for conducting a situation analysis because it offers a visual structure to analyse the problem and solution.

The problem tree will help advocates understand the immediate, underlying and root causes of the issue, as well as help in gathering information to support the analysis. The solution tree then provides a visual structure of the solutions and how they can affect change. An example of this tree, using the lack of protection and rights for migrant workers appears on the left.

These examples provide an understanding of how the tool can be used, but they are by no means a complete analysis, because there would clearly be other causes and effects, and more links between solutions.
ANNEX 5 - STAKEHOLDER ANALYSIS

A stakeholder analysis provides a sense of which institutions and individuals have a stake in an issue, as well as their interests, support or opposition, influence and importance. Finding where stakeholders stand on the issue can shield advocacy initiatives from surprises and false assumptions.

A stakeholder analysis also provides information necessary for later steps, including developing partnerships, and the identification of target audiences and those who influence them.

To gather information for the stakeholder analysis, various methods can be employed, such as undertaking community mapping, surveys, and interviews with primary stakeholders and collaborating organisations.

ANNEX 6 - IDENTIFYING TARGET AUDIENCES AND PARTNERS

Identifying the individuals or institutions that have the power to bring about change is crucial. This task draws on information gathered in the stakeholder analysis and forms the first part of placing stakeholders within an advocacy strategy. Identifying partners is based on many factors. It is important that the partnership brings added value to the campaign.

Following are a few areas to consider when selecting partners for advocacy:
• Can they influence our target audience?
• Do we have shared interests and goals?
• Do they increase legitimacy, credibility and effectiveness of advocacy campaign?
• Do they bring evidence, knowledge or technical expertise?
• Do they bring other resources to the advocacy initiative?
• Do they have global, national or local presence?
• Are their strengths and abilities complementary to ours?

To direct energy and focus, it is ideal to pick only a few targets. In identifying the target audiences, one should carefully analyse which individuals or institutions from the list of stakeholders have the power to bring about change.

In many cases, the primary target audience is also the primary duty bearer, and the goal includes persuading them that the issue is worth addressing, then convincing them to take action.

ANNEX 7 - SETTING CAMPAIGN GOALS

The campaign goal, aim or purpose states what needs to change, and to what extent, in order to solve the problem addressed by the campaign. Ideally, the goal should fit into a single, short sentence and be designed in a way that can be fully understood by all participants in the campaign.
Goals should be SMART:
• Specific: What is your focus?
• Achievable: Is your goal realistic? Can it be actually achieved?
• Relevant: What is the relevance to your mission? Will the goal successfully accomplish its mission?
• Timed: What is the time frame?

For planning purposes, goals should be broken down into long-term, intermediate-term and short-term goals:
• In two years, the ___________________ will create _____________________.
• In one year, we will have changed the _____________________.
• In nine months, two major __________ will have introduced __________ policies _____________.
• By _____________________, we’ll have signed up ____________________ new members.
• In two months, we’ll hold the first _____________________.
• By _____________________, we will get __________________ people out to _____________________.

ANNEX 8 - DEVELOPING THE MESSAGE

With clear target audiences, the focus shifts to how to reach them and persuade them through messages. These messages must always be rooted in the same basic truth, but should be tailored to different audiences, depending on what they are ready to hear.

In most cases, advocacy messages will have two basic components:
1. An appeal to what is right.
2. An appeal to the audience’s self-interest.

Knowing what they need to hear involves understanding what will motivate and move each target audience and developing evidence-based messages that are directed towards each of them.

It is not easy to reduce complex issues facing the trade unions in one simple statement; but it needs to be done, because complex and overly technical messages do not get attention. Simple and direct messages have great power to attract attention to your cause.

Messages can be both primary and secondary.

Primary Message

The primary message is the most universally compelling statement to all audiences (e.g., It is possible to eradicate forced labor).

A primary message is the overall driving force behind how you are perceived by an audience. It is akin to your brief response when someone asks, “What do you do?” If you cannot communicate a clear, concise and compelling answer in less than one minute, you risk losing the other person’s attention, interest or support.

Example: “Every year, thousands of people die or suffer from an advanced cancer that we know could be prevented, cured or cared for. Now is the time to act and stop this needless suffering!”

Secondary Message

When a particular audience needs reinforcement, a primary message is often supported by secondary messages.
Secondary messages often explain how the objectives of the primary message will be met. There may be several secondary messages tailored to the specific needs of an audience.

Example: “We can prevent around 30% of all cancers in this country. All we need to do is control tobacco use, promote a healthy diet and physical activity, and vaccinate against hepatitis B.”

**ANNEX 9 - CHOOSING THE BEST FORMAT FOR MESSAGE DELIVERY**

Message delivery involves careful attention to who and what will convey the message (the messenger) and how the information will be transmitted (the medium or format). Choices about delivery differ depending on the audience, the country and the community. Multiple information strategies are needed if you have diverse audiences.

There are many ways to deliver an advocacy message. A few of the most common ways include lobbying, negotiating and working with the media. While lobbying and negotiating usually involve working directly with decision makers and those who influence them, working with the media is more often geared towards mobilising the general public behind the advocacy issue. Working with partners and civil society also generates momentum behind issues, as well as channels the message to target audiences.

The choice of format to deliver the message depends on who you are speaking to, what you want to say, your purpose and your ability to work with that format.

Some of the many different formats for delivering a message include:

- Person to person (one-on-one lobbying visits, group or community meetings, conferences and workshops, public hearings, protests, public demonstrations).
- Print (newspapers, magazines, journals, newsletters, posters, leaflets, pamphlets, reports, studies, letters to decision makers).
- Electronic (radio, television, video and film, Internet, e.g., blogs, social media websites, YouTube, mobile phone technology).
- Drama and folk art (street theatre, songs, music, poems, dance).

**ANNEX 10 - THE 5 BASIC MEDIA QUESTIONS**


1. Every contact is an opportunity. Your job is to change public opinion and spread your messages. The media is the most time and cost-effective way of doing this.
2. It's about people. People are interested in other people. They want to know how and why ordinary people are better off because of what you do - individual stories, specific achievements and concrete results. How you do it (plans of action, time-bound programmes) is less interesting.
3. Local angles. People are interested in their local area. A story with a local angle (local data, people, results or quotes) is much more likely to get used.
4. Events not processes. The news focuses on events not processes. Look for specific moments - book launches, targets achieved, beginnings and ends - that give journalists an opportunity to report your work.
5. Don't use jargon. Use language ordinary people understand. Jargon - capacity building, decent work, social dialogue, tripartite, time-bound, mainstreaming - is internal language, save it for your colleagues.
If you want the public to learn about your campaign, the facts behind it and the events taking place, you will need to publicise these through the media.

For most branch campaigns you will use the local rather than the national media. This means regional newspapers, local newspapers and free newspapers, local radio (BBC and independent) and local TV (BBC and independent). Local newspapers are the most likely to cover your story, local radio next and local TV the least likely.

It is important to remember that journalists are basically just ordinary people trying to do a job. They are usually working within constraints and structures over which they have little or no control. This means that they cannot guarantee that a particular story will appear or that it will appear unaltered, since that is the decision of the sub-editors or producers to whom the story is passed.

It is also important to remember that journalists work to deadlines, some of which are very tight, so you should find out the relevant deadlines and make sure that you submit stories in good time to meet them.

If you are going to be dealing with the media on a regular basis you should try and go on a media training course. This will help you acquire the necessary skills and confidence and also give you advice on not being caught out by journalists trying to put words into your mouth, for example.

<table>
<thead>
<tr>
<th>Finding Contacts</th>
<th>Find out what local media there are in your area.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check in with branch communications, publicity or other officers to see if they already have a network of media contacts.</td>
<td>Check the local library to explore local newspapers for media contacts.</td>
</tr>
<tr>
<td>List the contact details (phone number, address etc.) of different newspapers, radio stations, tv stations.</td>
<td>Get in touch with a representative from the National Union of Journalists (NUJ) and/or someone on the local trades council who could give you some advice about people to contact.</td>
</tr>
<tr>
<td>Media Coverage</td>
<td></td>
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<tr>
<td>----------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Speak to a media contact before the campaign starts to give them advance notice and to discuss the best way to get stories in.</td>
<td></td>
</tr>
<tr>
<td>Provide a written press release with plenty of notice for camera crew to be present.</td>
<td>Plan for what you want to achieve by media coverage and what message you want to get across.</td>
</tr>
<tr>
<td>Plan for how to release a story, how to follow it up and how to deal with subsequent media interest.</td>
<td></td>
</tr>
<tr>
<td>News Releases</td>
<td></td>
</tr>
<tr>
<td>Give notice of an event taking place/launch of a new campaign well in advance.</td>
<td>Write a story using your own words providing details/background information to provide to media.</td>
</tr>
<tr>
<td>Send a copy of a letter/briefing to a local MP.</td>
<td>Follow up with a phone call to check the letter/briefing has been received by media.</td>
</tr>
<tr>
<td><strong>Send a copy to your union/organisation.</strong></td>
<td><strong>Write stories with a local angle (facts, figures or people). Make sure you have people’s written consent to use their story.</strong></td>
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<tr>
<td>---</td>
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</tr>
<tr>
<td><strong>Challenging Bad Reporting</strong></td>
<td><strong>Write to the editor and ask for a right of reply.</strong></td>
</tr>
<tr>
<td>Phone the reporter and list all the mistakes and omissions calmly and firmly.</td>
<td>Phone the editor and list all the mistakes and omissions calmly and firmly.</td>
</tr>
<tr>
<td><strong>Using Social Media</strong></td>
<td><strong>Be absolutely sure of your facts before you complain.</strong></td>
</tr>
<tr>
<td>Create new website pages dedicated to your current campaign.</td>
<td>Update website pages to ensure they are current, use pictures and members to tell the latest news about the campaign.</td>
</tr>
<tr>
<td>Set up a blog, social media account (Facebook, Twitter etc.) to communicate about the campaign.</td>
<td>Create a social media strategy so you know what you're communicating online, how you're communicating and how people can get involved.</td>
</tr>
<tr>
<td>Generate meaningful content to push online (pictures, images, audio, video etc.).</td>
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</table>
The following annexes should be used to support your facilitation of Module 8 Negotiation is Fun.

Refer The WaY2Go Women and Youth Together for Leadership Training Manual for when each Annex is applicable within an activity.

ANNEX 1 - WHAT IS NEGOTIATION?

Negotiation is a method by which people settle differences. It is a process by which compromise or agreement is reached while avoiding argument and dispute.

In any disagreement, individuals understandably aim to achieve the best possible outcome for their position (or perhaps an organisation they represent). However, the principles of fairness, seeking mutual benefit and maintaining a relationship are the keys to a successful outcome.

Specific forms of negotiation are used in many situations: international affairs, the legal system, government, industrial disputes or domestic relationships as examples. However, general negotiation skills can be learned and applied in a wide range of activities. Negotiation skills can be of great benefit in resolving any differences that arise between you and others.

**Negotiation vs. Manipulation**

Negotiation is a method by which people settle their differences. It is a process where both parties compromise until an agreement is reached while avoiding argument and dispute. Each party aims to achieve the best possible outcome for their position while maintaining the principles of fairness, seeking mutual benefits, and maintaining a positive relationship with their counterpart. In a true negotiation, neither party feels ridiculed or coerced. They have the freedom to express their needs freely to build understanding and they feel respected by the other party.

Manipulation is the practice of using indirect tactics to control someone else's behavior and emotions. Manipulation is a way to control the other person by using fear to make them feel guilty in order to convince them of something. Manipulators achieve their desired outcome by ignoring or harming the needs and desires of others. They use sneaky tactics in order to trick the other person into giving them what they want.

While both behaviors seek to achieve a desired outcome, manipulation is clearly an inappropriate method of doing so. A successful negotiation involves all parties sitting down together with the intention of establishing an agreement and seeking a mutually beneficial solution. Negotiation involves listening, communication, empathy, and a willingness to give and take. Manipulation, on the other hand, is deceptive and results in a winner and a loser. Manipulators have no regard for the other person's feelings, but rather use trickery to get what they want. Negotiation is the only fair and ethical way to settle differences with another party. Be mindful of your behavior and that of others to ensure you aren't being manipulated and you aren't manipulating others.
What are some important negotiation skills, and why are they so critical? In the trade union movement, strong negotiation skills can be the difference between a beneficial outcome e.g. better compensation or a loss.

1. Planning and Preparation. Effective negotiator uses a structured framework to plan and prepare systematically. They consider all eventualities.

2. Clear mind when faced with conflict. Effective negotiators think clearly during conflict and will not give ground due to intimidation. They remain cool under pressure and demonstrate confidence in their own position.

3. Self-Control. Effective negotiators maintain self-control. They do not allow themselves to lose clarity or to be irritated by the behavior of the other person. They respond appropriately and consider their words carefully.

4. Effective Questioning. Effective negotiators make great use of questions to gather information from the other person, to test and clarify their understanding. They ask questions with purpose, knowing what information they need to gather in advance. They always aim to understand things from the other person’s perspective.

5. Careful Listening. Effective negotiators listen carefully; they do not interrupt others and they do not think about what to say next when listening to the other person. They listen to understand not to respond.

6. Effective Trade Concessions. Effective negotiators trade effectively, ‘giving to get’ something of equal or greater value in return for any concession they make. They make all concessions conditional – the other party must give to receive.

7. Creative Thinking. Effective negotiators will present creative options which can help the negotiation move forward.

8. Patience. Effective negotiators do not allow time pressure to be used to force their hand. They will always act unhurried, even when they are experiencing real time pressure!

9. Behavior Flexing. Effective negotiators adopt a series of different negotiation styles as required and can flex their behavior to better match that of the other party.

10. Open Mind. Effective negotiators take time to consider other possibilities and options. Considering different perspectives and solutions can often lead to superior deals that benefit themselves and the other person.

11. Managing the Overall Value. Effective negotiators consider concessions in terms of the net value they provide and not just the cost of making them.

12. Maintaining Appropriate Negotiating Climate.

Effective negotiators, by proper behavior, make considered contributions to establishing and maintaining a positive “climate” for the negotiation. They avoid displaying behaviors that may irritate and provoke the other person.
ANNEX 3 - COMMON MISTAKES NEGOTIATORS MAKE

1. Failing to Prepare - study positions; prepare and rehearse arguments and counters.

2. Not Building Relationships - making small talk can build trust and give you a better insight into the goals, ambitions, even fears, of counterpart negotiators.

3. Being Afraid to Offend - negotiators arrive at decisions through discussion about positions, counteroffers, as both negotiators want different things.

4. Not Listening - If you talk over, or ignore what the counterpart negotiator is saying, it'll be harder to find areas of agreement.

5. Not Knowing Your BATNA - you need to decide what your next-best alternative is even if you can't get exactly what you want.

6. Caring Too Much - you should be able to walk away from 'unreasonable' offers.

7. Assuming Something is Non-Negotiable - there could be more options if you think of everything as negotiable.

8. Focusing on Price/One Thing - having alternatives, options, other choices would reduce risk of backing yourself or the other party into a corner.

9. Trying to Win - negotiators should be enabled to leave the negotiation table feeling that they've gained something.

10. Giving an Ultimatum - ultimatums, 'best offer', 'last offer' reduce the chances of finding a compromise. Experienced negotiators often use artificial deadlines to encourage the other party to reach a decision, or to break a deadlock.
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<tr>
<th>ANNEX 4 - NEGOTIATION CARDS</th>
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<tr>
<th>Plan</th>
<th>This stage involves ensuring all the pertinent facts of the situation are known in order to clarify your own position.</th>
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<tbody>
<tr>
<td>Discuss</td>
<td>This stage involves making a decision as to when and where a meeting will take place to discuss the problem and who will attend.</td>
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<td>Clarifying Goals</td>
<td>This stage involves individuals or members of each side putting forward the case as they see it, i.e. their understanding of the situation. Each side should have an equal opportunity to present their case.</td>
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<td>This stage involves questioning, listening, clarifying.</td>
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<tr>
<td>Find a Win-Win</td>
<td>This stage involves establishing a common ground by clarifying the interests, goals, and viewpoints of both sides.</td>
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<td>At this stage, all the factors are listed in order of priority.</td>
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<td><strong>At this stage, both sides feel like they have gained something positive through the process of negotiation and that both points of view have been taken into consideration.</strong></td>
<td><strong>This stage involves the consideration of compromises or alternatives to achieve greater benefit of all concerned.</strong></td>
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<tr>
<td><strong>Make an Agreement</strong></td>
<td><strong>Implement a Course of Action</strong></td>
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<tr>
<td><strong>This stage is where agreements can be made upon based on the discussions and solutions which have been proposed.</strong></td>
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<td><strong>During this stage, both parties need to keep an open mind and any solutions need to be made perfectly clear so that both sides know what has been decided.</strong></td>
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<tr>
<td><strong>At this stage, actions are ready to be taken based on agreements made. All parties need to be held accountable.</strong></td>
<td><strong>During this stage, more planning and strategic thinking may be requires to carry through on the decision.</strong></td>
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ANNEX 5 - WHAT IS A BHAG?

A big hairy audacious goal, or BHAG, is a clear and compelling target for an organisation to strive for. The term was coined in the book “Built to Last: Successful Habits of Visionary Companies” by Jim Collins and Jerry Porras. A BHAG - pronounced “bee hag” - is a long-term goal that everyone in a company can understand and rally behind. BHAGs are meant to excite and energise people.

The litmus test of a true BHAG is how it answers questions like:
• Does it stimulate forward progress?
• Does it create momentum?
• Does it get people going?
• Does it get people's juices flowing?
• Do they find it stimulating, exciting, adventurous?
• Are they willing to throw their creative talents and human energies into it?

If the answers to these questions trend toward the affirmative, you may have a potential BHAG.

ANNEX 6 - AWAY AND TOWARD EMOTIONS

Studies undertaken by Dr. Evian Gordon, CEO of The Brain Resource Company, and Lea Williams, director of Brain Dynamics Center, show that the overarching organising principle of the brain is to classify the world around us into things that will either hurt us or help us stay alive.

So, when our brains detect any kind of threat, we consciously and/or non-consciously take an avoiding action and move away from it. Conversely, when our brains detect something that could help us survive, we consciously and/or non-consciously take action to move toward that reward.

Although we may not always be aware, in everyday life our brains are constantly making “toward” or “away” decisions.

When we are in an “away” state and our threat response is engaged it decreases our wider perception, cognition, creativity, and collaboration. We have a reduced ability to clearly see issues, solve problems and work with others. We tend to get “tunnel vision” focusing in on problems and losing sight of the bigger picture. It is useful to realise that the same part of the brain is activated with emotional pain as is activated with physical pain. This is why it is very hard to focus on anything else when we are in emotional pain.

Conversely, when we feel a “toward” emotion, we see more options, choices and opportunities, and can receive and integrate new information. In other words, it is easier for us to create new wiring.

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<th>Away Emotions</th>
<th>Toward Emotions</th>
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<td>Fear</td>
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<td>Frustration</td>
<td>Joy</td>
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<td>Confusion</td>
<td>Curiosity</td>
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<td>Pain</td>
<td>Excitement</td>
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ANNEX 7 - THE SCARF MODEL

In 2008 David Rock of the Neuroleadership Institute created a model to help identify 5 key areas of threat that typically derail our ability to stay in a “toward” state in any given interaction.

David Rock's model is split into 5 key threat triggers that form the mnemonic SCARF. It provides us with a simple way to remember and therefore act upon the social triggers that can generate both the toward and away responses. Our ability to contract effectively, build trusting relationships and create a good logistical and psychological arrangement is greatly enhanced by understanding these domains and how to work with them during negotiation.

1. Status – our relative importance to others.
2. Certainty – our ability to predict the future.
3. Autonomy – our sense of control over events.
4. Relatedness – how safe we feel with others.
5. Fairness – how fair we perceive the exchanges between people to be.

Positive emotions can help meet substantive interests and enhance relationships and negative emotions can have a devastating effect on either.

Whether you are trying to sort out an issue with a family member, colleague or with a stakeholder, powerful emotions can arise and need to be properly channeled.

Rather than trying to work directly with those emotions, it is more effective to address the core concerns which give rise to these emotions.
1. Show your understanding of the other’s context and challenges.
2. Find common ground between you and the other party.
3. Jointly brainstorm options to generate new ideas and expand autonomy.

ANNEX 8 - NEGOTIATION STYLES

Competing

Negotiators that exhibit this style are assertive, self-confident, and focused on the deal and results. These individuals tend to pursue their own concerns, sometimes at their counterpart’s expense, and in the extreme can become aggressive and domineering. On the assertive vs. cooperative scale, this style is higher in assertiveness and lower in cooperativeness. Using the substance vs. relationship axes, competing negotiators tend to be more focused on the substance than the relationship.

Avoiding

Negotiators that exhibit this style are generally less assertive and apprehensive. They prefer to avoid stepping into or creating tension. They stay neutral, objective or removed from the situation or leave responsibility to their counterpart. The individual does not immediately pursue their own interests or those of the other person and there is an element of self-sacrifice in this mode. This style is low in assertiveness and in cooperativeness, and not focused on either the substance of the agreement or the relationship.
**Accommodating**

Negotiators that exhibit this style focus on maintaining relationships with the other party. They tend to smooth over tensions, minimise differences, and are most concerned with maintaining a good rapport and satisfying the needs of the other party. This style is lower in assertiveness and higher in cooperativeness. These negotiators tend to emphasise the relationship as more important than the substance of the agreement.

**Compromising**

Negotiators that exhibit this style often split the difference, exchange concessions, and seek a quick middle-ground solution, which tends to end in moderate satisfaction of both parties' needs. This style is intermediate in assertiveness and cooperativeness and more focused on creating a decent agreement relatively efficiently while maintaining some relationship.

**Collaborating**

Negotiators that exhibit this style are often honest and communicative. They focus on finding novel and creative solutions that fully satisfy the concerns of all parties, and suggest many ideas for consideration before deciding. This style is high in assertiveness and in cooperativeness, promoting both the relationship and the substance of the agreement at hand as very important. These negotiators tend to value taking the time to create optimal long-term outcomes over efficiency and leaving value on the table.

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**ANNEX 9 - GUIDELINES FOR FACE-TO-FACE NEGOTIATIONS**

1. Build A Team. Involve the negotiation team in preparations. Ensure that the negotiation team is clear on the negotiating strategy and roles. Do not run the risk of contradicting each other at the negotiation table.

2. Know Your Strategy. The strategy should be clear. If not, rewind.

3. Set the Agenda. Set the negotiation agenda and take control early. Provide your agenda in advance, and print copies for the meeting.

4. Identify Goals. Do you want to maximise the short-term value or work to establish a longer-term collaboration that will grow over time? Make sure you know what you want.

5. Prepare a SWOT Analysis. Think of the real external opportunities and threats as the walk-away positions on both sides. True power is having developed a good walk-away alternative, which will prevent you from agreeing on a lousy deal.

6. Pre-Meeting Questions. In negotiations, information is power! A negotiator needs to know everything about the counterpart’s decision makers, underlying interests and walk-away position.

7. Options/Deal Design. Work with the negotiation team and put together a list of options to consider in designing your deal. Make sure to leverage your SWOT’s ‘Opportunities’.

8. Trading Plan. Prioritise your interests. What are close to non-negotiable? What can you trade? What can you get in return? Start with your most important interests or goals first.

9. Negotiating Style. Win at all cost? Will you compromise and meet in the middle or compete to the bitter end? Choose a style that best fits the circumstances.
Getting the union’s objectives during negotiation is one thing. Getting it down on paper is another thing. Agreements are needed to be put in legal documents and the trade union has to monitor those agreements to ensure they are followed properly. There could be disputes in interpretation of agreements and that these maybe subject to re-negotiation, if needed, so they should always keep the negotiation doors open with their counterparts.

**Documenting the Agreement**
Agreements are needed to be put in the proper form, as in legal documents, signed, and ratified by members.

**Implementing/Monitoring the Agreement**
The trade union has to monitor those agreements to ensure they are followed properly. There could be disputes in interpretation of agreements.

**Keeping the Line Open with Counterparts**
Agreements might need adjustments from time to time, as circumstances change, or improvements required.

**Renegotiation May Be Needed**
Collective agreements have expiry dates and have to be renegotiated every so many years. Other agreements might have fixed effectivity periods.
Negotiating Reserved Seats for Youth and Women in the Governing Body

A 12-year old national center/confederation will hold its Congress in three months. The Congress will elect a 17-member governing body (GB) for a fresh term of four years. The GB is composed of the President, General Secretary, the presidents of the 13 affiliated unions, the Chair of the women committee and the chair of the youth committee.

The center has a total membership of 300,450 in 13 affiliates. Affiliates are in agriculture (one affiliate), garments (one), general workers (one), hotels & restaurants (one), utilities (two, water and electricity), mining (one), construction (one), transport (one), ports (one), teachers (one), general workers (one), government workers (one), informal sector (one).

Female membership is 60% while youth membership is 35%. The women and youth are represented in the GB by the chairs of the women and youth committees. There are two other women in the GB, the president of the largest affiliate teacher’s union, and the president of the new affiliate informal sector union. All of the presidents of affiliated unions are over 55, six of whom are 60 years old or over (water, electricity, mining, construction, transport, ports).

The center is aggressive in recruiting new members with the help of a 10-member organising team, whose members are highly visible and respected, having brought in 20,000 new members (around 15,000 women and youth) in the past four years. Two women and one youth are in the organising team.

Despite this, the center hasn’t gotten around to developing plans or policies to increase women’s and youth representation as leaders at all levels. Every year in the annual assembly, the women and youth committees make noise about better representation in the center GB and in their unions’ GBs.

A bargaining team helps the center’s federations or affiliated unions in negotiating collective agreements with employers. The team is composed of five members (with one woman), all of them aged 50 years old and above. Existing leaders of affiliates got to their positions by being accomplished bargainers in their early union years.

The center has other operating committees/teams whose membership is defined by the GB: education, legal, membership services, international affairs, administration.

The women and youth committees, separately, put up demands to the leaders, including increasing the number of reserve seats for women and youth in the GB, through a proposed amendment to the constitution. The leaders responded that the chairs of the women and youth committees currently in the GB, as well as the two women presidents of affiliated unions, already effectively represent the concerns of women and youth.

The highly popular current President, already 65 years old, is stepping down for health reasons. The president of the teacher’s union wants to be the next president; she will probably get her wish.
The following annexes should be used to support your facilitation of Module 9 SMART Planning.

Refer to The WaY2Go Women and Youth Together for Leadership Training Manual for when each Annex is applicable within an activity.

**ANNEX 1 - WHAT IS SMART PLANNING?**

Strategic planning for a business is difficult. It's easy to start out with a generalised idea of what you want to accomplish, but then get lost along the way. There are so many facts, figures, and details to get straight that it can really wear you down.

But good plans lead to better business, which makes SMART planning really important for building and sustaining successful business practices.

SMART is an acronym and process for evaluating whether or not the goals you set and the plans you put into motion for your business are complete. According to this approach, business goals should always be Specific, Measurable, Attainable/achievable, Relevant/realistic and Timely.

**ANNEX 2 - WHY TRADE UNIONS SHOULD PLAN STRATEGICALLY**

In today’s world, where all other organisations and institutions are planning (and where many of their plans include actions that will impact on your union and your members) a union without a strategy and a clear vision about what it wishes to achieve is not likely to be successful.

All too often unions react to management and government initiatives or seek short-term objectives.

Most unions do some planning mostly around a schedule dictated by their regular duties: disputes, handling grievances, contract negotiations, regular union meetings, elections, political lobbying, organising, and participating in labour bodies and various other activities which are all part of the regular demands of union life.

Through generating strategic plans, unions are enabled to:
- Ask and answer questions important to the organisation.
- Set goals and priorities.
- Make decisions and measure performance.

For unions, as democratic organisations, strategic planning provides a vehicle for involving the board, staff and members of the union to develop a common framework and language about problems central to the future of their organisation. Planning requires the union to take a systems approach with an emphasis on action rather than reaction.
Strategic Planning makes an organisation purposeful and sets direction for the union, its members, and the community it seeks to influence.

**ANNEX 3 - SMART PLANNING CRITERIA**

- **Specific:**
  - Specific detail of outcomes to be accomplished.
  - Robust explanation of the key actions that will be taken.

- **Measurable:**
  - Outline of how success will be measured.
  - Identification of what data will be collected and from where.

- **Achievable:**
  - Well-articulated and reasonable expectations of realistic outcomes.
  - Identification of the necessary skills and resources required.
  - Recognition of potential strengths, weaknesses, opportunities and threats.

- **Relevant:**
  - Alignment with broader goals/objectives.
  - Explanation of the relevance and importance of outcomes/results.

- **Time-Bound:**
  - Overall deadlines are reasonable and achievable.
  - Individual goals are reasonable and achievable.

**ANNEX 4 - SMART PLANNING CHECKLIST**

- **Specific:**
  - Does the plan details the specific outcomes that will be accomplished and the key actions that will be taken?

- **Measurable:**
  - Does the plan detail the data to capture and how we will measure the success of the plan?
  - How much? How well?

- **Achievable:**
  - Is the plan doable?
  - Do you have the necessary skills and resources?

- **Relevant:**
  - How well does the plan align with broader goals/objectives?
  - Have we explained why the results/outcomes are important?

- **Time-Bound:**
  - Do we have a reasonable timeframe to complete the plan?
  - What is the time frame for completing the plan and achieving individual goals?
ANNEX 5 - THE STRATEGIC PLANNING PROCESS

Step 1: Mission, Vision and Values

In every plan you must be able to clearly show what you are trying to achieve. What is your objective? What is your vision? This needs to be clear and obvious. You won’t persuade others to sign up to support it, if they don’t understand what you are trying to achieve. You should be able to sum this up in a few short sentences.

Step 2: SWOT - Strengths, Weaknesses, Opportunities and Threats

Assessing the current environment. This means understanding clearly the current situation. Research and mapping should spell out clearly the position. A SWOT analysis helps to show the extent of the problem and what needs to be done.

Step 3: Priorities and Goals

This is where SMART Planning Principles come into play. In this phase of the planning, you identify what should be done, and how you’ll measure your progress. These goals need to be SMART - specific, measurable, achievable, realistic, and time-bound.

Step 4: Action Plan

The action plan is the way we monitor the work in progress. Within, you identify, who will be responsible for delivering these goals, by when and what specific actions they will take.

Step 5: Evaluate

Evaluation is critical. It’s not only how we assess our success, but also, it’s how we learn our lessons and improve our future performances.

ANNEX 6 - SWOT ANALYSIS

Crucial to your planning process is an environmental analysis assessing the external and internal environment within which your union operates. This type of analysis used in strategic planning is called a SWOT Analysis:

- Strengths.
- Weakness.
- Opportunities.
- Threats.

A SWOT Analysis helps to:

- Isolate key issues to resolve.
- Focus activity into areas where you are strong and where the greatest opportunities lie.
- Consider factors from an internal as well as external point of view.
- Support a comprehensive, thoughtful, and strategic approach to information that may have an impact on the identified goals.
• Help elicit information from different points of view. The more perspectives involved the more useful the information.
• Identify barriers to success.
• Develop priorities for action.

A SWOT Analysis can be conducted both internally and externally.

**Internal SWOT**

An internal SWOT Analysis will help you identify the direct internal forces that are within your control, and which significantly impact your union and need to be considered in strategic planning. Such as: the overall state of your organisation, your union's human resource/people system, the skills of volunteers, staff and members and the culture of the organisation.

**External SWOT**

An external SWOT examines the forces outside your direct control which significantly impact your union and need to be considered in your strategic planning. A short acronym might help us to remember key elements of the external environment that need to be considered is PEST: Political, Economic, Social and Technology.
Internal SWOT Analysis

Guiding Questions

Overall state of the organisation:
• How many members do we have and what proportion of the total workforce does that represent? What are our workforce demographics such as males/females, age, divisions? What is our unions relationship with other organisations that may be important to our success?

Human resource/people system:
• Is there training and promotion of members as leaders? What is the current level of member involvement, willingness of members to become active in campaigns, and development of new leaders?

Skills of volunteers, staff and members:
• What are the numbers and composition of our members who are active in the union? How many participated in our union's last major activity? What are the skills of our leaders and staff in relation to challenges that we face?

Culture of the organisation:
• How does the culture of the union impact what members believe is appropriate and inappropriate for the union? Who are the heroes in our organisation? What are the least appreciated roles within the union?

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<th>Opportunities</th>
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External SWOT Analysis

Guiding Questions

Political
• Who are our political allies and who are our opponents? What are the key issues that we need to face politically?

Economic
• How does the current economic environment affect us? Are there global economic trends that will have an impact on our situation?

Social
• What is the public attitude to unions and the work our members do? Are there important community institutions that we need to have onside or develop relationships with?

Technology
• How might changes in technology, not just machines and tools, but work organisation and work processes affect us?

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<td>Goal</td>
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<tr>
<td>List your 4 SWOT Goals</td>
<td>What action/s need to be taken?</td>
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The following annexes should be used to support your facilitation of Module 10 Results-Oriented Monitoring.

Refer to The WaY2Go Women and Youth Leadership Training Manual for when each Annex is applicable within an activity.

**ANNEX 1 - WHAT IS ROM?**

Results-Oriented Monitoring (ROM) has been used by nongovernmental organisations (NGOs), unions for evaluating programmes for decades. Governments and organisations face increasing internal and external pressures to demonstrate accountability, transparency and results. Results-based monitoring (ROM) and evaluation (M&E) systems are a powerful management tool to achieve these objectives.

ROM will inform us as to whether the project moves along the results chain - towards the outcome and if the intended results have been achieved. This will therefore tell us if the project strategy is appropriate or has to be adjusted.

This process may inform about unexpected (positive or negative) results and risks, relevant changes in the framework of the project and overall facilitates learning processes and provides the basis for reporting.

ROM is an essential part of the Management Information System (MIS) and is required for reporting and public relations (PR).

**ROM facilitates:**

- Information, communication, and cooperation.
- Adjustments of strategy and reactions on observed problems.

**ROM requires:**

- Clearly defined responsibilities.
- Qualified staff and appropriate financial resources.

**We need ROM because:**

- Reflects the global consensus on the importance of performance management.
- Reminds us that producing outputs does not guarantee appropriate results and impacts.
- Makes development efforts more strategic, effective and also efficient.
- Supports steering by always aligning planning, monitoring and evaluation with results.
- Facilitates cooperation, communication on results, reporting, and learning processes.
## ANNEX 2 - RESULTS-ORIENTED PLANNING CARDS

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<tr>
<th>Problem/Situation Analysis</th>
<th>Stakeholder Analysis</th>
<th>Strategy Planning &amp; Results Chain</th>
</tr>
</thead>
<tbody>
<tr>
<td>What should be improved?</td>
<td>Whose problems shall be solved? Who is involved?</td>
<td>What shall be achieved? How shall this be achieved?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Side Effects &amp; Risk</th>
<th>Operational Planning</th>
<th>Planning Analysis &amp; Lessons Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management</td>
<td></td>
<td>Analysis of planning and team processes, lessons learned and best practices.</td>
</tr>
<tr>
<td>Which side effects and which risks can be expected and managed?</td>
<td>What has to be done, by whom and when?</td>
<td></td>
</tr>
</tbody>
</table>
ANNEX 3 - RESULTS-ORIENTED PLANNING PROCESS

Stage 1: Problem / Situation Analysis
• What should be improved?

Stage 2: Stakeholder Analysis
• Whose problems shall be solved? Who is involved?

Stage 3: Strategy Planning & Results Chain
• What shall be achieved? How shall this be achieved?

Stage 4: Side Effects & Risk Management
• Which side effects and which risks can be expected and managed?

Stage 5: Operational Planning
• What has to be done, by whom and when?

Stage 6: Planning Analysis/Lessons Learned
• Analysis of planning and team processes, lessons learned and best practices.
Key Actors

Primary Actors

Secondary Actors

Private Sectors

• Company Reps
• Academe
• ACE
• National Associations of employers and HR Managers

Civil Society

• ILO
• Affiliates' Partner NGOs
• Association (sub committee union groups, ASEAN, national, affiliates)

Workers

• ILO

Worker's Union

• ASEAN TUC
• Affiliated TUs
• ITUC AP
• OGB BW

State

• Concerned government agencies
<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Their Interests own objectives</th>
<th>Their Potentials (Strengths)</th>
<th>Roles / Functions in our project (Opportunities)</th>
<th>Possible obstacles to our project (Threats)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trade unions (ASEAN-TUC affiliates).</td>
<td>Multiplication (organising), unity and participation.</td>
<td>Numbers, KSA, influence, presence, diversity.</td>
<td>Partners, advisers, contribute their experience.</td>
<td>• Lack of resources, machinery. • Too many priorities.</td>
</tr>
<tr>
<td>Women and youth representatives (of affiliates).</td>
<td>Personal, family, professional, community/social.</td>
<td>Energy, ambitions, hope, educated, skilled, connected.</td>
<td>Target partners, ground implementers.</td>
<td>• Too many engagements. • Lack preparation. • Getting old. • No resources for activities. • Resistance for change. • Lack of support.</td>
</tr>
<tr>
<td>Employers’ groups (association of employers at the ASEAN, national and industry levels); association of HR managers.</td>
<td>Profits, industrial peace, productivity, recognition, promotion.</td>
<td>Resources, influence, machinery.</td>
<td>Collaborators, willing pilot places.</td>
<td>Unprepared to change status quo.</td>
</tr>
<tr>
<td>Company representatives (where changes have to be advocated).</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Associations (sub-committee union groups) (those connected with ATUC affiliates).</td>
<td>Representation, cooperation, strengthening, solidarity.</td>
<td>Grounded, links/connections.</td>
<td>Information/support / experience provider.</td>
<td>Unwilling to contribute/participate.</td>
</tr>
<tr>
<td>Government agencies (Ministries of Labor, Skills Development, Social Protection, Parliament, labor courts and quasi-judicial bodies, local government units).</td>
<td>Domination, submission, economic growth, inclusive growth.</td>
<td>Resources, presence, programs, authority.</td>
<td>Dialogue partners, implement reforms.</td>
<td>• Lack of resources and preparation to engage. • Not union friendly. • Active suppression of unions and union activities.</td>
</tr>
<tr>
<td>Workers in general.</td>
<td>Family, improved living, good working conditions, recognition.</td>
<td>Productive, warm bodies.</td>
<td>Participants, information provider.</td>
<td>• Indifference, too many responsibilities. • Pre-occupied with making a living.</td>
</tr>
</tbody>
</table>
The Steering Structure, as suggested, is responsible to ‘steer’ a project for effective and efficient implementation of the project to achieve outcomes, results and indicators.

It should provide:
• Needed inputs to the project with regard to the local context and commitment of the partners.
• Timely decision making on planning, strategy and operations, and monitoring results.
• Appropriate information and motivation through effective communication structures.

The steering structure:
• Secures strategic and operational planning and flexible implementation.
• Secures transparent communication and decision making.
• Provides clear responsibilities.
• Is responsible for good management and monitoring.
• Provides and uses information and data.
• Facilitates conflict solution.
• Causes low transaction costs only.
• Responds flexibly to changes and innovations.
• Facilitates learning.

Print this Annex below and distribute to participants.
THE STEERING ORGANISATIONAL STRUCTURE

- **Project Assembly**
  (incl. national representatives)

- **Project Supervision Committee (PSC)**
  Members: ITUC-AP (3); ATUC/Secretariat (1), General Secretary/Deputy General Secretary (1), W/Y-Committee Chairs (2)
  Venue, Frequency: Every 6 months
  Supervision, Strategy, Assessing monitoring results

- **Project Management Team (3)**
  Steering, Coordination, Communication, Reporting, Monitoring
  Members: Externally hired project coordinator, ITUC-AP (3) and ATUC (2), meeting regularly

- **Support**
  Admin, Finance, Logistics

- **Technical Advisors and Consultants (e.g., DGB-BW, Financial consultant)**

- **National Project Committee in A Countries w/ ITUC Councils:**
  (Implementation, multipliers, communication, monitoring)
  Members (up to 8) W/Y representatives
  Venue, Frequency: Cambodia, Thailand; 3x/year

- **National Project Committee in B Countries with more than 1 affiliate with no council**
  Members (up to 6) W/Y representatives
  Venue, Frequency: Indonesia, Philippines; 3x/year

- **National Project Committee in C Countries with 1 affiliate**
  Members (up to 4) W/Y representative
  Venue, Frequency: East Timor, Laos, Malaysia, Myanmar, Vietnam; 3x/year
The project will contribute to strengthening women and youth leadership within the trade union movement, achieving Sustainable Development Goal (SDG) 5 on gender equality and women and girls empowerment and better conditions of work and life for workers and their families in Southeast Asia.

Women and youth trade unionists have increased their representation at various levels and push for improved social & labour standards.

**DEVELOPMENTAL GOAL**

**PROJECT OUTCOME**

**USE OF OUTPUTS**

- **Output 1/1**
  - Trainers & facilitators are using the material to train WYR
  - Using Output 2/1
  - Participating affiliates are continuously supporting the training of the WYR

- **Output 1/2**
  - Trained WYR conduct follow-up activities to identify wider internal & external issues

- **Output 1/3**
  - Trained WYR are proposing reforms policies and procedures for improving endorsement of/compliance with social & labour standards

- **Output 1/4**
  - Other W/Y organizations replicate best practices

- **Output 2/1**
  - Participating affiliates are continuously supporting the training of the WYR

- **Output 2/2**
  - Trained WYR conduct follow-up activities to identify wider internal & external issues

- **Output 2/3**
  - Trained WYR are advocating campaigning for and monitoring of improvements in working conditions

- **Output 2/4**
  - Trained WYR make use of success stories, accomplishments & materials

- **Output 3/1**
  - Trained WYR are proposing reforms policies and procedures for improving endorsement of/compliance with social & labour standards

- **Output 3/2**
  - Trained WYR are advocating campaigning for and monitoring of improvements in working conditions

- **Output 3/3**
  - Trained WYR are participating in leadership decisions, policy making bodies & negotiations

- **Output 3/4**
  - Trained WYR are negotiating for youth & gender equality related positions in CBAs

- **Output 4/1**
  - Other W/Y organizations replicate best practices

- **Output 4/2**
  - Trained WYR make use of success stories, accomplishments & materials

- **Output 4/3**
  - Other W/Y organizations replicate best practices

- **Output 4/4**
  - Trained WYR make use of success stories, accomplishments & materials

**OUTPUTS**

- **Output 1**
  - Comprehensive training manuals (incl. curricula etc.) are prepared

- **Output 2**
  - WYR are trained

- **Output 3**
  - Policy papers incl. reform proposals, procedures are drafted

- **Output 4**
  - Success stories on accomplishments are published

**WYR** - Women & Youth Representatives

**CBA** - Collective Bargaining Agreements

**KSA** - Knowledge, Skills, Attitudes

**TU** - Trade Unions
The project will contribute to strengthening women and youth leadership within the trade union movement, achieving Sustainable Development Goal (SDG) 5 on gender equality and women and girls empowerment and better conditions of work and life for workers and their families in Southeast Asia.

Women and youth trade unionists have increased their representation at various levels and push for improved social & labour standards.

Using Output 1/1
Trainers & facilitators are using the material to train WYR

Using Output 2/1
Participating affiliates are continuously supporting the training of the WYR

Using Output 2/2
WYR are trained

Using Output 2/3
Trained WYR conduct follow-up activities to identify wider internal & external issues

Using Output 3/3
Trained WYR are advocating campaigning for and monitoring of improvements in working conditions

Using Output 3/4
Other W/Y organizations replicate best practices

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Trained WYR are negotiating for youth & gender equality related positions in CBAs

Using Output 4/4
Trained WYR make use of success stories, accomplishments & materials

Outputs

- Comprehensive training manuals (incl. curricula etc.) are prepared
- Output 2 WYR are trained
- Output 3 Policy papers incl. reform proposals, procedures are drafted
- Output 4 Success stories on accomplishments are published
ANNEX 10 - RISK MANAGEMENT

Risks are the internal (institutional, communication, timing, personnel, costs) and external factors (natural, political, cultural) which pose possible negative implications for a project’s performance.

Risks are usually beyond the control of the project. While this is the case, they can be anticipated, considered, analysed and mitigated within the project strategy.

ANNEX 11 - MODEL OF RISK MANAGEMENT

*Print this Annex below and distribute to participants.*

ANNEX 12 - RISK MANAGEMENT OF THE ITUC-AP/DGB BW PROJECT

*Print this Annex below and distribute to participants.*

ANNEX 13 - ROM PLANNING PACK

*Print this Annex below and distribute to participants.*
MODEL OF RISK MANAGEMENT

Identification of risks and their effects

Risk Assessment
- Probability
- Impact

Determination of Important Risks

Strategy Modification (if needed)

Risk Mitigation

Risk Monitoring
## RISK MANAGEMENT OF THE ITUC-AP/DGB BW PROJECT

### Assessment

<table>
<thead>
<tr>
<th>No.</th>
<th>RISKS</th>
<th>IMPACT</th>
<th>PROBABILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>INTERNAL</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1   | • Timing  
   ° In 2019, Women and Youth Departments will be xx with the preparations for the 4th ITUC-AP Regional Conference. | Low | High |
| 2   | • Personnel  
   ° The Women and Youth Officers have other responsibilities outside of ASEAN  
   ° The office might have a new Youth Officer in 2019. | Medium | High |
<p>|     | <strong>EXTERNAL</strong> |        |             |
| 3   | • Sudden political, economic and legal changes. | Medium | Medium |
| 4   | • Insufficient support from affiliates’ leaders in implementing follow up activities. | High | Low |
| 5   | • Turnover of trained women and youth leaders. | Medium | Medium |
| 6   | • Change in trade union leadership. | High | Medium |
| 7   | • Communication barriers. | High | Low |
| 8   | • Level of capacities of affiliates and staff with different values and ways of doing things. | High | Medium |
| 9   | • Women and youth may not share the same priorities, commitments and ways of doing things. | High | Medium |
| 10  | • Affiliates have disparate views of priorities and strategies moving forward. | High | Medium |
| 11  | • Exchange rate fluctuations. | Medium | Medium |
| 12  | • Documentation of counterpart contributions. | Low | Medium |</p>
<table>
<thead>
<tr>
<th>CLASSIFIED RISKS</th>
<th>CONSEQUENCES</th>
<th>RISK MITIGATION STRATEGY</th>
<th>MONITORING REQUIRED?</th>
</tr>
</thead>
</table>
| 1 Timing        | Conflict in the schedule of Women and Youth Officers for needed participation. | - Identify which programs/sessions they are required.  
- Synchronise programs to avoid conflict of schedule. | Provisional schedules for affiliates, project partners and persons involved should provided. |
| 2 Personnel     | Delays in implementation. | - Project coordinator with experience in working with ATUC will be engaged and work closely with the Youth and Women Officers.  
- Admin person.  
- Finance person. | ToRs |
| 3 Sudden political, economic and legal changes. | There could be consequences for trade union operations  
Disruption in program implementation. | - Solidarity campaign.  
- Engage the ITUC-AP HTUR and Labour Lawyers Networks. | There should be guidelines in the implementation of solidarity campaigns and engagement the HTUR and Labour Lawyers Networks. |
| 4 Insufficient support from affiliates’ leaders in implementing follow up activities. | There could be delays as new leaders appreciate the value of the project. | - Participants sign commitment form.  
- Resolution of support from affiliates, not only from the president.  
- Form council of advisers at the national centre level. | |
| 5 Change in trade union leadership. | | | Submitted/done within three months. |
| 6 Turnover of trained women and youth leaders. | Faulty and delays implementation. | | |
| 7 Communication barriers. | Participants from some countries might have difficulty in timely submitting progress reports and responding to communications. | Among the selection criteria would be conversant in speaking, writing and understanding English. | |
| 8 | Level of capacities of affiliates and staff with different values and ways of doing things. | There might some challenges in timely implementation of activities (e.g., series of small events). | • Each affiliate will develop implementation plans during the national workshops.  
• Develop meeting agenda topics and indicative materials.  
• Include initial planning during the 12 day training (break by country). | Yes |

| 9 | Women and youth may not share the same priorities, commitments and ways of doing things. | Conflict and delays in conceptualising and implementation. | • Team building activities would be part of training programs and must induce working together.  
• Develop ToRs for working together. | Yes |

| 10 | Affiliates have disparate views of priorities and strategies moving forward. | Conflict and delays in conceptualising and implementation. | • Levelling off.  
• Full scale project orientation. | Yes |


| 12 | Documentation of counterpart contributions. | Under declaration of counterpart contributions. | • Template on documenting counterpart contributions.  
• Orientation on documentation of counterpart contributions. | In place within three months. |
<table>
<thead>
<tr>
<th>Side Effect</th>
<th>Positive</th>
<th>Negative</th>
<th>Impact</th>
<th>Probability</th>
<th>Mitigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Regional capacity building programs.</td>
<td></td>
<td>Trained women and youth persons might be alienated from and envied by their parent organisations.</td>
<td>H</td>
<td>M</td>
<td>• Trainees report regularly to their leaders.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>• Project will report regularly to affiliates.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Others (other trade unionists, non-trade unionists) might want to have the same program.</td>
<td>L</td>
<td>H</td>
<td>• Look for other resources.</td>
</tr>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td>• Put requests in a queue.</td>
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<td></td>
<td></td>
<td></td>
<td>• Project personnel may act as resource persons for other non-project programs.</td>
</tr>
<tr>
<td>2 National workshops.</td>
<td>Others might want to have the same program.</td>
<td>We might not have the resources.</td>
<td>L</td>
<td>H</td>
<td></td>
</tr>
<tr>
<td>3.1 Discuss and adopt policies including representation of women/ youth of at least 30% in every major union body and delegation in national confederations and unions;</td>
<td></td>
<td>Might be viewed as xx of existing structures and leaders.</td>
<td>M</td>
<td>M</td>
<td>• Involve the leaders in the programs.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>• Interface with union leaders should be a regular part of the program.</td>
</tr>
<tr>
<td>3.2 Monitor, advocate and campaign for decent work, social and core labour standards;</td>
<td>Workers are offered advice and legal assistance to support them in protecting or asserting their rights and thus improving their individual working conditions.</td>
<td>The workers who follow suggested actions might suffer reprisals from employers.</td>
<td>H</td>
<td>H</td>
<td>• Tap the ITUC-AP HTUR and Labour Lawyers’ Networks.</td>
</tr>
<tr>
<td></td>
<td>Entry point for organising.</td>
<td>Create expectations and they might not be able to meet them.</td>
<td>M</td>
<td>H</td>
<td>• Give space for others (e.g., paralegal) in the national programs as resource persons.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Moderate promises.</td>
</tr>
<tr>
<td>3.3 Solicit views of women and youth on issues and concerns affecting them.</td>
<td>Entry point for organising.</td>
<td>Too many issues might surface but not all could be addressed.</td>
<td>H</td>
<td>H</td>
<td>Engage other stakeholders.</td>
</tr>
</tbody>
</table>

- **Side Effects**

- **Positive**: Desirable outcomes
- **Negative**: Unfavorable outcomes
- **Impact**: Level of impact
- **Probability**: Probability of occurrence
- **Mitigation**: Strategies to mitigate the negative impacts
| 3.4 | Participate in organising activities and collective bargaining negotiations. | Too many activities? | M | M | They will focus only on certain things, they will decide by themselves on what tasks and issues to focus. |
| 3.5 | File complaints or seek solutions for non-compliance with social and core labour standards. | Entry point for organising. | They will compete with other persons in their unions who are doing the same things. | M | M | • Tap the ITUC-AP HTUR and Labour Lawyers' Networks.  
• Give space for others (e.g., paralegal) in the national programs as resource persons. |
| 3.6 | Work with other organisations and government agencies on relevant issues. | Their network will expand. | More unhappiness for others. | M | M | • Engage other stakeholders.  
• Give space for others (e.g., paralegal) in the national programs as resource persons. |
| 3.7 | For reforms, policies and procedures toward improved enforcement/compliance with social and core labour standards to concerned government bodies; | Their visibility will increase. | Other persons in their trade unions might feel they are encroaching into their turf. | M | M | Give space for others (e.g., paralegal) in the national programs as resource persons. |
| 3.8 | Help in collecting information for reporting progress of project-related activities. | The exercise can be applied for other things. | | | |
Keep in mind that the whole monitoring system should be clear, transparent, simple and manageable.

**Step 1: Results Chain and Results Hypotheses**

Key Question/s: What shall be achieved? How shall this be achieved?

**Step 2: Monitoring Interests**

Key Question/s: Whose problems shall be solved? Who is involved? Who are the key stakeholders for strategy and management decisions? Can existing monitoring systems be used? Which human and financial resources are needed? What are the interests, expectations and information needs?

<table>
<thead>
<tr>
<th>Interested persons/ institutions</th>
<th>Kind of information</th>
<th>Volume/specification of information</th>
<th>Influential potential</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Step 3: Observation Areas

Key Question/s: What are the critical results hypotheses/important results? What are the high risks and/or negative side effects? Which side effects and which risks can be expected and managed?

Step 4: Indicators

Key Question/s: What should be observed and measured and why? What are the additional indicators for steering purposes (e.g., milestones or progress indicators)? What are the needs of other interested parties and cross-cutting aspects? What indicators are the easiest to measure?

Note: Indicators should be identified out of the Results Chain Outputs. Do not exceed more than 10-15 indicators in total.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>When (Time until when time should happen) e.g. end of 2022</th>
<th>How Many? Quantity (extend of change) e.g. 10 articles</th>
<th>Who? Target group (who should change) e.g. former workshop participants</th>
<th>What? Criteria (what should change) e.g. articles are published</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>3.</td>
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<td>4.</td>
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<tr>
<td>5.</td>
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</tbody>
</table>

Step 5: Quality Check Indicators

Criteria (The Indicator has to be):

1. SMART
   a. Specific: precisely formulated and target related.
   b. Measurable: quantifiable and able to measure changes.
   c. Achievable: realistic and so formulated that he can be achieved.
   d. Relevant: measure an important aspect of the project.
   e. Time-related: contain a time target.
2. Correct i.e., must be clearly formulated, contain unambiguous terms, both base line and target values and must be time-related.
3. Valid i.e., measures exactly the result it is supposed to measure.
4. Reliable i.e., measures continuously the same aspects (so that the results are comparable).
5. Achievable i.e., measures a change which is important for achieving the result.
6. Change Oriented i.e., measures change of situations or of the behaviour of target groups or intermediaries.
7. Measurable i.e., requires data that can really be collected.
8. Efficient i.e., causes reasonable expenditures only.
9. Acceptable i.e., the data collection process, the results of the analysis and the consequences are socially and culturally accepted.
Check (✔) if relevant.

<table>
<thead>
<tr>
<th>No.</th>
<th>Indicator/Keyword</th>
<th>Requirements 1-9</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6 7 8 9</td>
<td></td>
</tr>
</tbody>
</table>

**Step 6: Operationalisation of Indicators**

You will need to make decisions about:

- **Methods of data collection:**
  - Kind of data? How often to be collected?
  - Methods of data collection (questionnaire, interviews, observation, documents, focus group discussion)?
  - How much data (sample, whole target group, control group)?
  - Source of and reliability of data?
  - Organisation of data collection? Cooperation with other institutions?

- **Responsibilities**
  - Who collects the data?
  - Who controls data quality, who summarises and analyses data?
  - Who is responsible for the overall monitoring process and decides in case problems arise?
  - Who uses monitoring results for steering purposes?

- **Timing**
  - When and for which purpose will the data be needed?
  - When will we start collecting, summarising/analysing data, write the report etc.

- **Anticipation of Costs**
  - Working days x manpower x costs per day.
  - Other direct and indirect costs e.g., travel expenses, administration.
  - Average costs per indicator per year.
Step 7: Planning Follow Up Activities

- Who is interested in monitoring results? What type of information and what format(s) are needed?
- When (whenever data are available, whenever data analysis is finalised, whenever the report is prepared) and how should be reacted on monitoring results?
- How should monitoring meetings be organised? What will be the objectives? Who will be the participants? How are decisions documented and followed-up?
- Who prepares monitoring reports? Are they integrated in or attached to regular reporting formats?
- Where, when, how and to whom should monitoring findings be presented? (Possible formats: public event, conference, publication, social media, press release, website...).
- How can monitoring results and experience be used for learning?

ROM Format

This is an example format that may be utilised for conducting ROM.

<table>
<thead>
<tr>
<th>Monitoring Plan for Project cooperation xxx</th>
</tr>
</thead>
<tbody>
<tr>
<td>ROM Format for: Direct Result (project Objectives)</td>
</tr>
<tr>
<td>when: xxx by: xxx</td>
</tr>
<tr>
<td>No.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ROM Format for: Use of Outputs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Amendment</td>
</tr>
<tr>
<td>when: xxx by: xxx</td>
</tr>
<tr>
<td>No.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>3.1</td>
</tr>
<tr>
<td>3.2</td>
</tr>
<tr>
<td>3.3</td>
</tr>
</tbody>
</table>