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**IndustriALL**

**Training resources on  
gender-based violence  
and harassment in the  
world of work**





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## List of abbreviations

CBA	Collective bargaining agreement
CEDAW	The 1979 United Nations (UN) Convention on the Elimination of all Forms of Discrimination against Women
GBVH	Gender-based violence and harassment
HR	Human Resources
ICT	Information and communication technologies
ILO	International Labour Organisation
ILO C190	The International Labour Organisation (ILO) Violence and Harassment Convention No. 190
LGBTIQ+	Lesbian, Gay, Bisexual, Transgender, Intersex and Queer, plus.
NGO	Non-governmental organisation
OSH	Occupational health and safety
PPE	Personal protective equipment
R206	ILO Recommendation No. 206
SOSH	Second order sexual harassment
UN	United Nations Organisation
WRW	Workers' Rights Watch

# Information about the training and resources for tutors

This section introduces IndustriALL's training programme on gender-based violence and harassment (GBVH) and the resources available in this training pack. It also gives guidance for tutors involved in running the training programme. This includes information about the objectives of the training, an overview of the training materials, mode of delivery, tips on how to run the training, module outlines and further reading and resources. The training draws on IndustriALL's research carried out in the garments, mining and electronics sectors.

This training programme on ending GBVH is an important priority for IndustriALL. It is part of a wider research project that has addressed risks of, and union responses to, GBVH in three sectors: mining, garments & textiles, and ICT/electrical & electronics. The research has provided sector-specific examples and recommendations that have been used in the training. A training-the-trainers programme was run for IndustriALL's regional staff who are involved in delivering the training. This was also an opportunity to gain feedback on the draft training materials and group work activities, and ensure that the materials were relevant different sectors, countries and regions.

## Overview of the training

### Objectives of the training

- Build understanding of gender-based violence and harassment (GBVH) and its effects
- Provide tools for prevention through gender-responsive risk assessment
- Integrate GBVH into workplace policies and CBAs
- Strengthen trade union strategies to prevent and end GBVH

### Length of training

- The training is divided into separate 3 modules, each of which is estimated to be completed in 3.5 hours (10.5 hours training in total).

### Module titles

- Module 1: What is GBVH in the world of work and how can it be tackled?
- Module 2: Addressing and preventing risks of GBVH
- Module 3: Implementing practical strategies in the workplace to end GBVH

## Training materials developed to support the training

For each module a set of training materials has been prepared and tutors are encouraged to adapt the materials to their countries or regions. The training materials consist of:

- A set of pre-prepared PowerPoint slides for tutors to use in the training. Further explanations, in the form of tutor notes, can be found on some of the notes pages.
- Training activities comprise ice-breaking activities, group work activities, and distance learning activities (to be carried out after modules 1 and 2).

- Background Briefings provide further information for tutors and can also be shared with participants.
- A list of further reading and resources is available as background for tutors to use.

### **Mode of delivery**

- The training will be run on Zoom or another online platform that allows for “groups” to be formed in order to carry out the group work activities listed in the training materials. Separate technical support will be provided.
- Running training via zoom or other online platform can have advantages and disadvantages. You can potentially reach more people and if connections are good there is a possibility for effective exchanges, group work and discussions to be held. The disadvantages are that communication and interaction can be difficult, particularly if connections are weak.
- It is important, therefore, for tutors to encourage as much interaction as possible. The training materials provide suggested ice-breaker and group work activities that will enhance discussion.
- Encourage participants to ask questions, make comments and use the “chat” or “questions” function in the zoom or other online platform. Tutors will need to monitor the “chat” and “questions” regularly and respond to them.
- Participants can raise their virtual hand if they want to speak, and when invited to speak they will need to unmute.
- Remember to take a short comfort break for 10-15 minutes at a mid-point in the training. Make sure that you start on time and do not run over the allocated time. Some people may not be able to delay returning to their jobs/responsibilities, and if interpreters are present they have a contract to start and finish at a specified time.
- Ask participants to keep their microphones on mute and their cameras on. There will be several pauses in the training when participants will be invited ask questions or contribute to the discussion.

### **Women-only or mixed training?**

- IndustriALL’s training is targeted to women and men in the trade union movement, on the basis that GBVH is a men’s issue as much as it is an issue facing many women across the world.
- The training can be held in women-only or mixed groups. Tutors will have to judge what will work best. It may be more appropriate to run women-only training if this is a new issue for women workers. In mixed groups, make sure women are in the majority.

### **Tips for tutors in preparing for and delivering the training**

#### ***Tutor roles as facilitators***

- Tutors should have knowledge of gender inequalities and to make the links between gender inequalities and GBVH.
- Tutors will need to be prepared to facilitate discussion about issues that people may disagree strongly about or in dealing with resistance. A key role is to avoid conflict

and promote calm discussion, inviting participants to acknowledge different perspectives.

- It is important to be prepared to give examples that may challenge people's stereotypes and values, and to do this in a constructive way.
- When discussions are taking place and you are asking participants to brainstorm, it will be important for participants to give examples drawn from the areas where they work, their union roles and from their own wider experiences.

### ***Setting ground rules and avoiding preconceptions***

- At the start of the training, read out the IndustriALL pledge and establish rules such as mutual respect, no discrimination against anyone because of their gender, race, age, ability, or status as a migrant etc. and that in the training everyone will get a chance to speak. Make it clear that if someone wants to share their experience of violence or harassment, they will be listened to.
- In your role as a tutor, try and avoid having preconceptions about participants in your group. Sometimes the people who early on show resistance often become champions later, they may be holding painful experiences that they have not talked about.
- In the early part of the training, you should be able to find out about people's backgrounds and their views or knowledge about GBVH. Make a mental note of participants who may show some signs of distress, resistance, or denial, and ensure support is available, if needed.

### ***Responding to women's experiences of GBVH***

- Some women participants may have experienced sexual harassment, sexual assault or domestic violence, some may currently be living with a violent or abusive partner. Some participants may wish to share their experiences of violence and harassment, in which case it is important to respond respectfully and with empathy. Having an empathetic response is important, it helps to validate someone's experience, and can help them recover and be less isolated.
- At the end of each training session ensure that there is a contact person in the union that a participant can contact if the training has brought up difficult experiences of violence and harassment. Provide information about support services.

### ***Dealing with denial or resistance***

- There may be situations in which there is denial about the reality or extent of GBVH, or that views such as victim blaming are expressed. There may be men who have committed acts of violence against their partners or co-workers, who could be very resistant. If this is the case, avoid having a direct discussion with the participant in the full group, but make it clear that IndustriALL and its affiliates have pledged to taking action to end violence against women.
- There may be participants who argue that GBVH is an acceptable or normal part of their culture. Respond by giving information about human rights norms, notably that GBVH is a human rights violation. Refer to the relevant international human rights instruments, such as the 1979 United Nations (UN) Convention on the Elimination of all Forms of Discrimination against Women (hereafter, CEDAW) and the International

Labour Organisation (ILO) Violence and Harassment Convention No. 190 (hereafter, ILO C190) and accompanying Recommendation No. 206 (hereafter, R206).

Descriptions of these instruments can be found in Module 1, Briefing 1. For example, the Preamble of ILO C190 states that “...violence and harassment in the world of work can constitute a human rights violation or abuse, and that violence and harassment is a threat to equal opportunities, is unacceptable and incompatible with decent work”.

- Refer back to the IndustriALL pledge (this will already have been read out to participants at the beginning of the training). If necessary, speak to the participant alone and explain that it is an essential part of their role as a union representative to have a zero tolerance approach to GBVH.
- Be prepared to deal with some commonly held myths and preconceptions about, such as victim-blaming “she provoked him by the way she was dressed” or that in domestic violence situations that “Women should just leave”. There are a number of ways to deal with this, including discussing this issue in the full group, raising discussion about a common set of preconceptions (see the icebreaker activity on “where do you stand”) or show a short video (see resources section for a video that addresses victim blaming).
- Be very clear with participants that no-one should be blamed for being victimised, and that our work as trade unionists is to create respectful and dignified behaviour in our union work and in our working lives. Our role is to ensure that there are policies and procedures to prevent and address GBVH in the workplace, to raise awareness about how we can end GBVH and to give support to survivors.



# Overview of Modules 1, 2 & 3 and resources to support the training

<b>Module 1: What is gender-based violence in the world of work and how can it be tackled?</b>	
<b>1. Introductions and ice-breaker (45 minutes)</b>	
Themes	Resources
<ul style="list-style-type: none"> <li>Introduction and overview of the training</li> </ul>	<ul style="list-style-type: none"> <li><b>PowerPoint slides: 3-7</b> (aims and overview of the training), and read the IndustriALL Pledge.</li> <li><b>Group Work 1.1:</b> Introductions and expectations.</li> </ul>
<ul style="list-style-type: none"> <li>Ice-breaking activity</li> </ul>	<ul style="list-style-type: none"> <li><b>PowerPoint slide: 8</b></li> <li>Use one or more of the <b>four ice-breaking activities</b>.</li> </ul>
<b>2. Definitions of gender-based violence and harassment (GBVH) (2 hours, plus 10-15 minute break)</b>	
Themes	Resources
<ul style="list-style-type: none"> <li>What is GBVH?</li> </ul>	<ul style="list-style-type: none"> <li><b>PowerPoint slides: 9-16</b> (definitions and overview of ILO C190)</li> <li><b>Group work 1.2:</b> How do you define GBVH?</li> </ul>
<ul style="list-style-type: none"> <li>Domestic violence: a workplace issue</li> </ul>	<ul style="list-style-type: none"> <li><b>PowerPoint slides: 17-23</b> (more detailed definitions, including domestic violence, including tutor notes for further information relevant to the PowerPoint slides).</li> </ul>
<ul style="list-style-type: none"> <li>Why is GBVH a trade union issue</li> </ul>	<ul style="list-style-type: none"> <li><b>PowerPoint slides: 24 &amp; 25</b></li> <li><b>Group Work 1.3:</b> this is an optional activity if there is sufficient time or if a longer training session is planned.</li> </ul>
<ul style="list-style-type: none"> <li>Questions/discussion/comments</li> </ul>	
<b>3. Introduction to distance-learning activity and feedback on Module 1 (30 minutes)</b>	
Themes	Resources
<ul style="list-style-type: none"> <li>Introduction to distance-learning activity.</li> </ul>	<ul style="list-style-type: none"> <li><b>PowerPoint slides: 26 &amp; 27</b></li> <li><b>Distance learning activity:</b> Your Workplace</li> </ul>
<ul style="list-style-type: none"> <li>Questions/discussion/comments &amp; feedback on Module 1.</li> </ul>	<ul style="list-style-type: none"> <li><b>PowerPoint slide: 28</b></li> </ul>
<b>Background Briefings for Module 1</b> (additional information for tutors that can also be shared with participants) <ul style="list-style-type: none"> <li>Briefing 1.1: Definitions of gender-based violence and harassment</li> <li>Briefing 1.2: International treaties which address gender-based violence and harassment</li> </ul>	

<b>Module 2: Addressing and preventing risks of gender-based violence and harassment</b>	
<b>1. Introduction to Module 2 and feedback from the distance learning activity (45 minutes)</b>	
Themes	Resources
<ul style="list-style-type: none"> <li>• Introduction and overview of Module 2</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PowerPoint slide: 29-31</b> (overview of Module 2)</li> </ul>
<ul style="list-style-type: none"> <li>• Reporting back from distance learning</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PowerPoint slide: 32</b></li> </ul>
<b>2. Prevention of GBVH: introduction and overview (2 hours, plus a 10-15 minute break)</b>	
Themes	Resources
<ul style="list-style-type: none"> <li>• Why is prevention a good entry point to discuss GBVH?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PowerPoint slides: 33-35</b></li> </ul>
<ul style="list-style-type: none"> <li>• Group work 1: Mapping the worksite to identify risks of sexual harassment (optional)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Group work 2.1</b> (optional activity if there is sufficient time / or if there is training with workers in one workplace).</li> </ul>
<ul style="list-style-type: none"> <li>• Introduction to ILO measures to prevent GBVH</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PowerPoint slides: 36-41</b></li> </ul>
<ul style="list-style-type: none"> <li>• Identifying and addressing risks of GBVH</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PowerPoint slides: 42</b></li> <li>• <b>Group Work 2.2.</b> Case studies: identifying risks of, and solutions to, GBVH</li> <li>• <b>PowerPoint slides: 43-46</b> (summary of IndustriALL's research on risks in garment, mining, and electronics sectors)</li> </ul>
<ul style="list-style-type: none"> <li>• Prevention through gender-responsive risk assessment</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PowerPoint slides: 47-50</b></li> <li>• <b>Group Work 2.3:</b> Prevention of GBVH through gender-responsive risk assessment (optional, if time permits)</li> </ul>
<ul style="list-style-type: none"> <li>• Questions/discussion/comments</li> </ul>	
<b>3. Introduction to distance-learning activity and feedback on Module 2 (30 minutes)</b>	
Themes	Resources
<ul style="list-style-type: none"> <li>• Introduction to distance-learning activity.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PowerPoint slides: 51-52</b></li> <li>• <b>Distance learning:</b> Drawing up a workplace policy that workers trust</li> </ul>
<ul style="list-style-type: none"> <li>• Questions/discussion/comments &amp; feedback on module 2.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PowerPoint slide: 53</b></li> </ul>
<p><b>Background Briefings for Module 2</b> (additional information for tutors that can also be shared with participants):</p> <ul style="list-style-type: none"> <li>• Briefing 2.1: Risks of GBVH in the mining, garments and electronics sectors: examples from IndustriALL's research</li> <li>• Briefing 2.2: Gender-responsive risk assessment</li> <li>• Briefing 2.3: What do ILO C190 / R206 say about risk assessment?</li> </ul>	

- Briefing 2.4: Good practices for workplace policies on violence and harassment (for distance learning)

### Module 3: Practical strategies to end GBVH in the world of work

#### 1. Introduction to Module 3 and feedback from the distance learning activity (45 minutes)

Themes	Resources
<ul style="list-style-type: none"> <li>• Introduction and overview of Module 3</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PowerPoint slides: 54-56</b></li> </ul>
<ul style="list-style-type: none"> <li>• Reporting back from distance learning</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PowerPoint slide: 57</b></li> </ul>
<ul style="list-style-type: none"> <li>• Discussion, questions and comments</li> </ul>	

#### 2. Practical strategies (2 hours, plus a 10-15 minute break)

Themes	Resources
<ul style="list-style-type: none"> <li>• Practical solutions in the workplace: complaints systems that workers trust</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PowerPoint slides: 58-61</b> for an overview of complaints systems</li> <li>• <b>Group Work 3.1:</b> Setting up effective complaints systems</li> <li>• <b>Briefing 3.1.</b> Making complaints and establishing complaints systems that workers trust</li> <li>• <b>Finish with PowerPoint slides: 62-65</b> which set out practical steps to take when someone makes a complaint to a trade union representative</li> </ul>
<ul style="list-style-type: none"> <li>• Integrating GBVH into collective bargaining (optional)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PowerPoint slide: 66</b></li> <li>• <b>Group work 3.2:</b> Integrating GBVH into collective bargaining (optional activity)</li> </ul>
<ul style="list-style-type: none"> <li>• A transformational union approach to ending GBVH</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PowerPoint slides: 67 &amp; 68</b></li> <li>• <b>Briefing 3.2:</b> A transformation approach to ending GBVH</li> </ul>
<ul style="list-style-type: none"> <li>• Practical solutions in the workplace: setting out your strategy and next steps</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PowerPoint slide: 69</b></li> <li>• <b>Group Work 3.3:</b> Implementing practical strategies in the workplace to end GBVH</li> </ul>
<ul style="list-style-type: none"> <li>• Questions/discussion/comments</li> </ul>	

#### 3. Evaluation and discussion (30 minutes)

Themes	Resources
<ul style="list-style-type: none"> <li>• Questions/discussion/comments</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PowerPoint slide: 70</b></li> <li>• <b>Evaluation form.</b></li> </ul>

**Background Briefings for Module 3** (additional information for tutors that can also be shared with participants):

- Briefing 3.1: Making complaints and establishing complaints systems that workers trust
- Briefing 3.2: A transformational approach to ending GBVH in the world of work

- Evaluation form

# Module 1: Introduction to gender-based violence and harassment in the world of work

## Overview of Module 1

### Learning outcome:

- Participants gain an understanding of definitions of gender-based violence and harassment (GBVH) and why it is a trade union issue.

### Module 1 training materials

The training materials include:

- **PowerPoint slides with tutor notes** (attached separately).
  - Overview of the training and Module 1: **PowerPoint slides 1-6**
  - Group work activities: **PowerPoint slides 7-25**
  - Distance learning activity and evaluation: **PowerPoint slide: 26-28**
- **Training activities**, including group work and distance learning activities.
  - Group Work 1.1: Introductions and ice-breaking activities
  - Group Work 1.2: How do you define GBVH?
  - (Optional) Group Work 1.3: Why is GBVH is a trade union issue?
  - Distance learning activity 1.1: Your worksite/workplace
- Two **background briefings** provide additional information for tutors; which can be shared with participants:
  - Briefing 1.1: Definitions of GBVH
  - Briefing 1.2: Overview of relevant international instruments on GBVH

These training materials are intended as a guide and tutors are encouraged to adapt the materials so that they are relevant to their country, region or sector.

## Group Work 1.1. Introductions and breaking the ice

Prior to the group work, the tutor will give an introduction to the training **PowerPoint slides: 3-6**, followed by **PowerPoint slides: 7 & 8**.

## A. Introductions

**Aim:** To introduce participants and their expectations of the training

**Method:** individual, paired or group introductions

**Time:** 15 minutes

It is always good to start the training with introductions. Participants can either introduce themselves, or this could be done in pairs (paired-peer introductions) or in small groups of 4 or 5 participants (group-peer introductions).

In the peer introductions as participants to introduce one or more group members and encourage everyone to say something:

- Name
- Trade union and sector worked in
- Experience of training or actions to stop GBVH
- Expectations of the training (ask people to make a note of their expectations as these will be reviewed at the end of the training)

## B. Breaking the ice

**Aim:** To break the ice with participants through some short activities

**Method:** individual, paired or group

**Time:** 15-30 minutes, depending on the number of ice-breaker activities used

Breaking the ice is important in helping participants to become familiar with the training and other participants. It can help participants feel more comfortable in participating in discussions. It is also a useful way to enable tutors to judge participants understanding of gender equality and gender-based violence.

Four options are given for activities to break the ice. Tutors can adapt these ice breakers or use other methods that they are familiar with that are relevant to their sector, country or region.

- Option 1: Busting gender stereotypes
- Option 2: Carry out a poll
- Option 3: How do you keep yourself safe?
- Option 4: Where do you stand?

## Ice Breaker Option 1: Busting gender stereotypes

**Aim:** To get participants to examine their own unconscious bias / gender stereotypes

**Method:** individual, paired or group introductions

**Time:** 5 minutes

The following are examples that can be used in the training to help participants understand the impact of gender stereotypes on the social roles carried out by women and men.

### EXERCISE 1

The first way to explore our own deeply held stereotypes is to read the following two scenarios and questions to the group.

**Scenario 1: The car:** Xen started 30 years ago at the bottom of a construction company, but after years of effort, and thanks to Xen's charisma, leadership and also innovative ideas, the company decided to entrust Xen with the management of the company. The company has 250 employees, Xen is very satisfied with the achievements made and unashamedly displays this social success at the wheel of the latest Maserati MC20.

Question: Who thought Xen was a woman?

**Scenario 2: The surgeon:** A young man and his father are involved in a terrible car accident. Tragically, the father dies soon after. When the young man arrives at the emergency ward in the hospital, the surgeon says: "I cannot operate on this young man...he is my son".

Question: How could this be? Who is the surgeon?

Remind everyone that we are all brought up with gender-stereotypes about the roles of boys and girls, women and men. Sometimes this is referred to as unconscious bias. It is important to constantly check our thoughts and speech for unconscious bias.

### EXERCISE 2

From an early age we often define different gender roles for boys and girls, often based on behaviours and roles that are associated with being male or female. This impacts on children's expectations and what others expect of them, their behaviour and choices. In the second exercise, you ask the participants to look at a picture of two babies beside each other (put these up on a PowerPoint slide). One is a girl and one is a boy, but we don't know which is which.

Ask group members to identify which is the girl and which is the boy. Then hold a short discussion about what distinguishes girls and boys as they grown up a) biologically (our sex) and b) socially (our gender). Note also that gender roles are socially constructed, are not fixed and can change over time.

Ask participants to come up with some common gender stereotypes (examples include girls like playing with dolls, boys prefer football; women are nurturing and gentle, men are aggressive and strong; women are emotional, men should not be).

Further information about definitions of sex and gender can be found in the Global Unions' Toolkit: Available in English, Spanish and French: [http://admin.industrialunion.org/sites/default/files/uploads/images/C190/TOOLKIT/facilitator\\_guide\\_en\\_web.pdf](http://admin.industrialunion.org/sites/default/files/uploads/images/C190/TOOLKIT/facilitator_guide_en_web.pdf)

## **Ice Breaker Option 2: Carry out a poll**

**Aim:** To have a brief introduction to the extent of violence and harassment against women in the world of work and break the ice.

**Method:** Poll on Zoom or another platform e.g. Mentimeter <https://www.mentimeter.com>

**Time:** 15 minutes, including a short discussion

Q1: How many women across the world have experienced physical and/or sexual abuse in their lifetimes?

- 1 in 10
- 1 in 5
- 1 in 3

Q2: On average, how many women say they experience sexual harassment at work?

- 25%
- 55%
- 75%

Q3: Domestic violence is a workplace issue.

- Yes
- No
- Don't know

The tutor asks for the responses by a show of hands for each answer or via the poll. The tutor reads out the answer. For each answer ask participants to explain their responses.

**Q1 answer:** It is estimated that 1 in 3 (35%) of women – more than one billion women worldwide – have experienced either physical and/or sexual violence in their lives.

**Q2 answer:** There are many different methodologies in surveys – but on average 55% say they have experienced sexual harassment (verbal, physical, non-verbal). Here are a few examples, you may have other examples from your sector, country or region:

- An estimate from country surveys is that 75% of the world's women aged over 18 years and over (at least 2 billion women) have experienced sexual harassment.
- In the garment sector in Cambodia one-third of women workers said they had experienced sexual harassment in the 12 months prior to the study.
- In Chile, sexual assaults against women in public places mainly happen during the hours of 6am to 12pm, which is the time when women workers from lower socio-economic groups spend time commuting on foot or by public modes of transportation
- In New Delhi, India, survey data estimate that 92 % of women have experienced some form of sexual violence in public spaces in their lifetime.

- Violence against women, in some countries, is estimated to cost up to 3.7% of their gross domestic product, which is more than double what the majority of governments spend on education. An example at the country level is the cost of sexual harassment in the Cambodian garment sector, which is estimated to be US\$89 million per year.

**Q3 answer:** A resounding yes...and flag up that this is an issue that will be discussed in the training. Ask participants to explain their responses.

### Ice Breaker Option 3: How do you keep yourself safe?

**Aim:** To find out about men's and women's different experiences of GBVH

**Time:** 15-30 minutes

**Method:** Full group discussion or in small groups

**Ask the question:** What do men and women do to protect themselves from violence and harassment, including from sexual harassment and sexual assault?

Ask participants to imagine that they are in this scenario:

Each day you leave work when it is late and dark. You go to the bus stop, which is badly lit, and wait 10 minutes for the bus. There is no one else around. You get on the bus and get off three stops later. You have to change buses at a transport hub (where you have to cross from one side of a busy railway station to another side to get the next bus). You get off the bus near to your home, it is dark and the road is badly lit, there are a lot of trees and bushes lining the route.

Based on this scenario:

- Ask the men in the group what steps they would take each day to prevent them being at risk of violence and harassment, including sexual harassment and sexual assault, on their way home from work.
- Ask the women in the group what steps they would take each day to prevent them being at risk of violence and harassment, including sexual harassment or sexual assault on their way home from work.
- Discuss the different risks of violence and harassment faced by different groups of workers.
- Consider whether some groups of workers, e.g., women migrant workers, younger women or LGBTIQ+ workers may be disproportionately affected.

#### Tutor tips:

- Discuss ways that violence and harassment impacts differently on women and men.
- Note that surveys show that women across the world adopt common strategies to keep safe. Women instinctively survey the area around them, conscious of who is in front or behind; they travel in pairs if they feel unsafe; they have their keys or mace in their hands or in their pockets in case of attack; they don't linger in dark places, don't make eye contact, and avoid anyone who looks suspicious.



- people often report a lack of safety in public places and a fear of homophobic or transphobic violence and harassment, particularly at night and in dark.
- For men, violence and harassment can also take place but is often different. Men are more likely to experience physical violence and assault, for example, because of robbery.

## Ice Breaker Option 4: Where do you stand?

**Aim:** To encourage participants to discuss their views and find the links between GBVH and gender inequalities and gender power relations.

**Method:** This option can be run as a poll in Zoom or with flip charts in a face-to-face setting.

**Time:** 15-30 minutes, depending on how many questions are asked.

This can be a good ice breaker at the beginning of a training course and in helping to set the scene of the broader context of gender inequalities at work, and particularly gender power relations. The tutor reads a list of statements (from a pre-prepared list). When each statement is read, participants are asked to respond yes, no or not sure. This can be done in a poll. Alternatively, if face-to-face three flip charts can be placed around the room (yes, no, unsure) and participants move to the flip chart relevant to their answer and discuss their response.

After reading each statement ask participants to respond yes, no or not sure. Ask participants to explain why they responded in the way that they did.

This is an indicative list of questions (tutors can add questions that are relevant to their country or cultural context):

- Women's place is to care for children and their families.
- Men carry out more important work than women.
- Women's work and skills in the home and in the labour market are under-valued.
- Women are more caring than men, they are more fit for certain kinds of jobs than men.
- If women dressed more sensibly there would be less sexual harassment.
- LGBTIQ+ people experience high levels of violence and harassment at work
- Sexual harassment in the workplace is experienced by equally by women and men.

Promote discussion by exploring myths about sexual harassment, by reading out comments about sexual harassment:

- "She provoked him with her gestures, behaviour, and clothing."
- "It happens to poor women who seek advantages or support."
- "Men will be men...he was just having a bad day."
- "He just reprimanded her because she didn't finish her work."

### **Tutor tips:**

- Invite participants to give reasons for their responses and encourage discussion amongst participants on each statement.
- How many statements are read out will depend on the amount of time and extent of discussion generated. Allow 2-3 minutes discussion for each statement.
- Introduce other statements that are relevant to participants' sector or country context.
- Introduce participants to why GBVH needs to be understood as an issue of unequal gender power relations. This includes social norms that support inequality between

women and men and a culture of impunity where perpetrators are not held accountable their action.

## Group Work 1.2. How do you define GBVH?

**Aim:** To discuss different definitions of GBVH, what causes it and who is at risk?

**Method:** Group work, drawing on participants' knowledge and experience

**Time:** 30 minutes, followed by reporting back from group work (15 minutes) and presentation of PowerPoint slides with definitions (15 minutes)

- Prior to the group work, the tutor will give definitions of GBVH, including from ILO C190 and R206: **PowerPoint slides 9-16.**
- **Slide 11** introduces the concepts of gender stereotypes, multiple and intersecting forms of discrimination, and unequal gender-based power relations and some tutor notes are added in the slide about this.
- Finish the session with definitions of domestic violence: **PowerPoint slides 17-23**
- Refer to **Briefing 1.1.** Definitions of gender-based violence and harassment and **Briefing 1.2.** International treaties that address gender-based violence and harassment

For reference see further definitions in the Global Union Toolkit, pages 7-19.

### Group work task

In groups of 4 or 5, discuss the following, and where possible, refer to the sector you work in:

- ⇒ In your group discuss the different forms of violence and harassment you have observed in your workplace or across the sector that you work in.
- ⇒ Make a list and group these under different headings e.g. physical, verbal, psychological, sexual and economic violence and harassment.
- ⇒ What do you think are the main causes of these different forms of violence and harassment?
- ⇒ Agree on a group definition of GBVH, which will be reported back to the full group.

After participants have reported back, the tutor will show **PowerPoint slides 12-20** with more detailed definitions of GBVH, including domestic violence.

### How to adapt:

This activity can be run as a full group discussion facilitated by the tutor.

### Tutor tips:

- In the discussion encourage participants to violence and harassment in a continuum to show linkages between all forms of violence and harassment (unwelcome, offensive, disrespectful etc.). They range from less severe (jokes or banter) to very severe (femicide or serious physical or sexual assault at work). All are unacceptable.

- From an early stage of the negotiations for ILO C190, trade unions pushed for a feminist framework based on men's power and control over women, locating the campaign in women's experiences of unequal power relations. Trade unions wanted to include language on the continuum of violence, in order to show that all forms of violence and harassment are interlinked and in a continuum of unacceptable behaviours and practices, and that these behaviours could result in physical, psychological or sexual harm or suffering. In the end the following definition was agreed:

The term "violence and harassment" in the world of work should be understood as a range of unacceptable behaviours and practices, or threats thereof, whether a single occurrence or repeated, that aim at, result in, or are likely to result in physical, psychological, sexual or economic harm, and includes GBVH

- Note that it is important to address all inappropriate behaviour. Behaviours considered as minor e.g. sexist jokes can contribute to a hostile environment and are a form of sexual harassment. Continue to raise awareness and reinforce the message that GBVH needs to be tackled in the context of unequal gender power relations.
- Be clear that GBVH, including sexual harassment, predominantly affects women and that LGBTIQ+ workers may be affected because they do not conform to dominant social roles/expectations.
- Draw out sector specific issues (noting also that Module 2 will address more sector-specific risks of GBVH). Ask participants if the definitions are relevant to the sectors that they work in.

Encourage participants to consider definitions of GBVH in the widest possible sense. You could do this by raising the issue of economic/financial violence, psychological violence/coercive control, maternity discrimination and/or occupational safety and health.

- ⇒ **Psychological violence:** is hidden and a form of power and control that can strip a someone of their voice and agency. "Coercive control" is aimed at keeping the victim silent, undermining their confidence and maintaining their dependence on an abuser.
- ⇒ **Economic/financial violence :** evidence shows that the gender pay gap is sustained by GBVH, as women who experience domestic violence and/or sexual harassment are less likely to take up training, progress in their careers and move into higher paid jobs. Economic violence is a form of domestic violence e.g. control of a woman's salary or savings, depriving her of economic independence and the possibility of leaving a violent relationship.
- ⇒ **GBVH as a violation of maternity rights:** discrimination against women because of pregnancy or maternity exists in many countries across the world. The situation became worse during the COVID-19 pandemic and especially in countries where there are no laws protecting women from pregnancy discrimination and/or where the ILO Maternity Convention No. 183 has not been ratified.
- ⇒ **GBVH as a safety and health issue:** such as inappropriate or ill-fitting PPE designed for men can cause urinary / menstrual health problems and pain. There are health impacts if access to toilets is restricted, if targets/orders on a production line must be completed, making it impossible to go to the toilet and result in workers drinking less as a consequence.

Finish with the presentation of the different forms of violence and harassment, with a focus on GBVH (**PowerPoint slides 17 to 23**). Continue to encourage participants to use the chat during the training if they have specific questions, comments or observations.

## Group Work 1.3. Why is GBVH a trade union issue? (optional activity)

**Aim:** To define why GBVH is a trade union issue and the positive role trade unions can play

**Method:** Group work with a role play, in groups of three or more.

**Time:** 10 minutes for Step 1 (brainstorming); 20 minutes for Step 2 (role play)

- **PowerPoint slides: 24 & 25**

### Group work task

**Part 1:** In your working groups, carry out a quick brainstorm about why you think GBVH is a trade union issue.

- ⇒ Make a note of the main reasons why trade unions have an important role to play.
- ⇒ Share any experiences you have of working on GBVH, such as supporting survivors in the workplace or negotiating policies, and any opportunities and challenges faced by unions.

**Part 2:** If there is sufficient time carry out a role play

- ⇒ One participant in the group will take the role of a trade union, and one participant will assume the role of the employer. The remaining participants will be observers.
- ⇒ The trade union group will set out a strong case for their involvement in preventing and addressing GBVH in the workplace, including why domestic violence is a workplace issue. The employer group will respond by saying that it is not the role of the trade union as this is something that HR in the company is already addressing.
- ⇒ Next, hold a discussion and reach an agreement to work jointly on the issue. Highlight the benefits from a joint approach and the different ways to work jointly, e.g. formulation of CBAs, practical initiatives in the workplace, training etc.

**Step 3:** In the full group, carry out a short review of the role play and which arguments worked well.

**How to adapt:** The role-play could be replaced by a group discussion about working jointly on the issue and in formulating specific recommendations.

### Tutor tips:

- Tutors may need to outline different types of social dialogue e.g. workplace cooperation, information and consultation with workers and collective bargaining.
- It will be important to be familiar with the different levels of the institutionalisation of social dialogue and collective bargaining in your region, country or sector.
- In countries where there are no formal social dialogue structures for resolving work-related problems, dialogue between workers and managers/employers can aim of implementing practical changes and adjustments in the workplace. This can help to open doors to the representation of workers by trade unions.

- Continue to encourage participants to use the chat during the training if they have specific questions, comments or observations.

## Distance learning activity: Your workplace

**Aim:** To enable participants to find out and review agreements or policies in their workplaces or trade unions.

**Method:** Individual or group mapping of what exists in the workplace.

**Time:** 1 Hour

- **PowerPoint slides: 26 & 27**

### Distance learning task

You can work together in a group if you are from the same workplace, or individually if you are the only one from your workplace. Remember that the trade union is also an employer and can be included in this activity.

- ⇒ Find out if your workplace is covered by a CBA and/or a workplace policy that includes GBVH (you can ask HR and/or other trade union leaders). Check out whether these are obligations under the law.
- ⇒ If yes, make a brief note of what is covered in the CBA and/or workplace policy.
  - Does the CBA or policy cover the definition of GBVH discussed in the training? Is there a policy on domestic violence?
  - Does the policy include prevention, a complaints system, and information for workers? Is there anything that is missing?
  - Was the policy negotiated with unions and what information have workers received?
- ⇒ If no, what do you think could be included in the content of a future CBA and/or workplace policy? Make a list of the things you would like to see in the CBA and/or policy.
- ⇒ Find out what your trade union is doing to prevent and address GBVH. If you are not sure, ask! For example, you could put the issue on the agenda of your next trade union branch or workplace committee meeting.

Don't worry, if you can't find any information from your workplace. You can still be thinking about what is needed and what steps you need to take in your union.

Be prepared to make a concise report back at the start of the next training session.

### Tutor tips:

- Reporting back should aim to give very brief highlights. Encourage participants to look critically at their policies / CBAs or any gaps they report back on. If possible, encourage participants to find out whether the policies/CBAs meet obligations set out in national laws.
- Ask follow-up questions are the gaps that were identified and how they can be addressed.

- The tutor finishes the feedback with a short overview, highlighting any challenges and promising practices.

Finish the session with feedback and evaluation: **PowerPoint slide: 28**

## Briefing 1.1. Definitions of gender-based violence and harassment

Across the world one in three of all women experience physical and/or sexual violence in their lifetimes.<sup>1</sup>

GBVH is unwelcome, offensive, and violates a worker's dignity. It can include conduct that is physical, psychological, verbal and non-verbal.

Examples of GBVH in the world of work include:

- Unwelcome touching, leaning over or cornering a woman
- Stalking inside and outside of the workplace
- Verbal abuse, shouting and making sexually-lewd comments, threats or insults
- Unwelcome communications of a sexual nature e.g. displaying or sharing pornography
- Cyber sexual harassment and abuse by email, text or social media
- Sexual violence and assault in the workplace, in the car park or travel to and from work
- Sextortion: sexual favours are extorted in return for employment, promotion or accommodation
- Domestic violence and abuse when it has an impact on the workplace

### Sexual harassment

Sexual harassment is the most common form of GBVH. It is a form of discrimination and abuse of power. It is aimed at humiliating the person to whom it is directed. Sexual harassment can affect any worker, although women are disproportionately affected. Women workers facing multiple forms of discrimination and insecurity at work are often at greatest risk of sexual harassment.

Despite the high incidence of sexual harassment, most victims/survivors do not report the problem, and bystanders and witnesses rarely come forward. Victim blaming, shame and stigma, along with fear of retaliation and a lack of trust in workplace policies or complaints systems, are common reasons why women do not report sexual harassment. In some countries and in some workplaces, there are no formal procedures for making complaints, or these procedures are inadequate.

Survivors of sexual harassment are often dissatisfied with outcomes of complaints they make, some experience retaliatory action, loss of their jobs or are blamed for the problem.

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<sup>1</sup> WHO data available at: <https://www.who.int/news-room/fact-sheets/detail/violence-against-women>



Some women are prevented from speaking out about their experiences because resolution of the problem includes signing confidential agreements / non-disclosure agreements. Despite these problems, women are speaking out in unprecedented ways through the #MeToo and other feminist and worker’s movements across the world. The global campaign by trade unions for the ratification of ILO C190 on eliminating violence and harassment, including gender-based violence and harassment, has given many women workers voice and agency to speak out against sexual harassment.

Unions have an important role to play in building trust amongst workers by finding out about and acting on their concerns about sexual harassment, jointly negotiating workplace policies and complaints procedures, and being involvement in the handling and management of complaints. We will be looking at these issues in more depth in Modules 2 and 3.

**Domestic violence: a workplace issue**

Domestic violence can affect a survivor’s health, capacity to carry out work tasks and attendance at work.

Survivors of domestic violence, predominantly women, often suffer the consequences of domestic violence in their working lives, such as coercive control and financial abuse. Abuse can threaten their safety at work and their continued employment. On average over one half of those who had ever experienced domestic violence report domestic violence had affected their work through lateness, absenteeism or presenteeism (being at work but not being productive).

Physical violence, harassment and stalking by intimate partners or ex-partners, is a serious form of workplace violence. Acts of domestic violence may also be committed by people working in the same workplace who are in, or were previously in, a relationship. Domestic violence is increasingly included workplace policies and collective agreements on violence and harassment at work. It is also an integral part of occupational safety and health measures since domestic violence can affect women’s safety at work, productivity, attendance at work and ability to remain in work. These issues are dealt with further in Modules 2 and 3.

**Definitions of different forms of domestic violence and abuse**

Coercive control	A systematic pattern of behaviour designed to undermine a victim and create fear, involving threats, humiliation, intimidation, and depriving an individual of support and independence. It is a psychological or emotional form of abuse.
Cyber-harassment	Control and threats in the form of harassment and stalking carried out virtually through email, text messages, telephone messages etc.
Financial / economic abuse	Control of finances to prevent a survivor from having financial independence, such as having sufficient money to pay for transportation to get to work or to purchase suitable clothing/equipment for work, theft from a bank or savings account and running up debts in the survivor’s name. Without financial independence and/or access to resources it can be very difficult for a survivor to leave a violent or abusive relationship.

Physical violence	Physical violence can result in injury resulting from hitting, punching, kicking, burning, stabbing and shooting leading to injury and in the worst cases death (referred to as femicide or domestic homicide).
Psychological /emotional violence	Designed to undermine a victim, affecting their confidence and self-esteem. It may involve a range of behaviours such as control over social interactions and autonomy, or undermining of the role of a survivor as a parent.
Stalking	Unwanted and/or repeated surveillance of a person. Workplace stalking often results in the perpetrator following a victim to and from their place of work or hanging around the workplace entrance. It can involve stalking by email, telephone or social media.

## Briefing 1.2. Overview of international treaties that address gender-based violence and harassment

### ILO C190 on eliminating violence and harassment in the world of work

ILO C190 and accompanying R206 were adopted at the International Labour Conference in June 2019.

The standards recognize that all workers have the right to work in freedom from violence and harassment, including gender-based violence and harassment. The standards are inclusive of all types of work, and recognise the importance of gender equality, non-discrimination and fundamental rights at work, including freedom of association and collective bargaining, in eliminating violence and harassment.

The preamble to ILO C190 recognizes “...the right of everyone to a world of work free from violence and harassment, including gender-based violence and harassment.”

ILO C190 puts a strong emphasis on eliminating all forms of physical, psychological and sexual forms of violence and harassment, including gender-based violence, in the world of work.

Gender-based violence is a central part to ILO C190, acknowledging that women are disproportionately affected by violence and harassment in the world of work and recognizing that this is affected by social norms and unequal gender relations, and multiple and intersecting forms of discrimination:

- Acknowledging that gender-based violence and harassment disproportionately affects women and girls, and recognizing that an inclusive, integrated and gender-responsive approach, which tackles underlying causes and risk factors, including gender stereotypes, multiple and intersecting forms of discrimination, and unequal gender-based power relations, is essential to ending violence and harassment in the world of work. (ILO C190, Preamble)
- Sexual harassment is one of the most common forms of gender-based violence at work. It includes in its scope the need to address violence and harassment by third-parties, such as, clients, customers, students, pupils and the public.
- Domestic violence is a further form of workplace violence and harassment included in the Convention and Recommendation. For example, this could be domestic stalking,

harassment of a victim when she is at work, or physical violence affecting the victims and potentially colleagues in the workplace. Economic or financial violence can also impact on victim's financial independence and capacity to continue to work. As a result, support for survivors of domestic in the workplace can ensure that workers can stay safely in their jobs. See PowerPoint slides 15-19.

Overall, ILO C190 is directed at governments, which are expected to draw up laws and policies that put obligations on employers to prevent violence and harassment, to protect workers, especially women and workers in vulnerable work situations, and to provide remedies for workers affected by violence and harassment. For C190 to be binding, governments have to ratify the Convention and implement it into their domestic laws. During the training we will be looking at some of the key parts of ILO C190 and R206 and especially gender-responsive risk assessment and prevention, workplace policies and CBAs.

### Other relevant international instruments

ILO Convention No. 111 on discrimination recognises sexual harassment is a form of sex discrimination. According to the ILO Committee of Experts on the Application of Conventions and Recommendations (CEACR) sexual harassment is defined as a form of sex discrimination, under the Discrimination (Employment and Occupation) Convention, 1958 (No. 111). This is one of the most highly ratified ILO Conventions, which to date has been ratified in 175 countries. Sexual harassment is defined to include both quid pro quo and hostile environment as elements of sexual harassment.

- **Quid pro quo** sexual harassment involves: any physical, verbal or non-verbal conduct of a sexual nature and other conduct based on sex affecting the dignity of women and men, which is unwelcome, unreasonable, and offensive to the recipient. A worker's rejection of, or submission to, such conduct is used explicitly or implicitly as a basis for a decision which affects that their job. This can occur if sexual harassment is conditional on making an appointment or promotion, salary increase or extending a contract.
- **Hostile work environment** involves conduct leads to a degrading, intimidating, or hostile work environment, such as telling jokes of a sexual nature, isolating a woman in the workplace, making comments which interrupts with a person's ability to work, resulting in a hostile and humiliating working environment.

The 1979 United Nations (UN) **Convention on the Elimination of all Forms of Discrimination against Women (CEDAW)** requests that states address 'the social and cultural patterns of conduct of men and women with a view to achieving the elimination of prejudices and customary and all other practices which are based on the idea of the inferiority or the superiority of either of the sexes or on stereotyped roles for men and women.' (Article 5). CEDAW, General Recommendation No.19, Violence against Women defines sexual harassment:

"Sexual harassment includes such unwelcome sexually determined behaviour as physical contact and advances, sexually coloured remarks, showing pornography and sexual demand, whether by words or actions. Such conduct can be humiliating and may constitute a health and safety problem; it is discriminatory when the woman has reasonable ground to believe that her objection would disadvantage her in

connection with her employment, including recruitment or promotion, or when it creates a hostile working environment.”

The **1993 UN Declaration on the Elimination of Violence against Women, building on CEDAW**, recognizes that gender-based violence is both a manifestation of gender inequality and a way in which discrimination, inequality, and gender injustice are perpetuated. Violence against women is defined as: “any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women.”

**Sustainable Development Goal SDG 5:** Achieve gender equality and empower all women and girls, has a target to eliminate all forms of violence against all women and girls in the public and private spheres including trafficking and sexual and other types of exploitation (Target 5.2).

# Module 2: Addressing and preventing risks of gender-based violence and harassment

## Overview of Module 2

### Learning outcome:

- Participants gain an understanding of ways to prevent gender-based violence and harassment, including through risk assessment.

### Module 2 training materials

The training materials for Module 2 include:

- **PowerPoint slides with tutor notes** (attached separately).
  - Slides 29-31: overview of Module 2
  - Slide 32: reporting back from distance learning
  - Slides 33 & 34: overview of prevention and risk assessment
  - Slides 35-54: Group Work activities (below)
- **Training activities**, including group work and distance learning activities.
  - Group Work 2.1: Mapping the workplace to identify risks of sexual harassment (optional)
  - Group Work 2.2: Case Studies on risks of GBVH in different sectors
  - Group Work 2.3: Prevention through gender-responsive risk assessment (optional)
  - Distance learning activity: Drawing up a workplace policy that workers trust
- **Background briefings** have additional information for tutors:
  - Briefing 2.1: Risks of GBVH in the mining, garments and electronics sectors
  - Briefing 2.2: Gender-responsive risk assessment
  - Briefing 2.3: What do ILO C190 / R206 say about risk assessment?
  - Briefing 2.4: Good practices for workplace policies on violence and harassment (distance learning)

These training materials are intended as a guide and tutors are encouraged to adapt the materials so that they are relevant to their country, region or sector.

## Group Work 2.1. Mapping the workplace to identify risks of sexual harassment (optional)

**Aim:** To introduce participants to practical ways to address risks of sexual harassment

**Method:** Group work of 4-5 participants, followed by a report back.

**Time:** 45 minutes, including reporting back from group work

Prior to this activity the tutor will give an overview of the importance of prevention of GBVH and why it is an integral part of occupational safety and health. It is a practical task that participants can also carry out in their workplaces.

This is an optional group work activity to enable workers to map their own workplace. It is an excellent introductory activity to help identify risks of GBVH that may occur at work. Note: if you are employed by a trade union, your workplace will be where you carry out your work, e.g., in the trade union office or meetings in the workplace.

### Group work task

**Step 1:** In small groups of 3-4 participants, draw an outline or map of your workplace or factory, including toilet / changing facilities, rest areas, canteen, and immediate areas outside the workplace such as car parking or bus stops.

- ⇒ Mark with an x the places where you think there could be risks of verbal and physical abuse or sexual harassment. There are many different forms of sexual harassment – verbal, physical, psychological, inappropriate contact, and coercive sex/sexual abuse.

If you are doing this through a virtual group, start by individually sketching out the workplace and then compare what you have done in the group by taking a photos of your sketch and posting it up on the screen.

**Step 2:** Have a discussion about why and where women could be at risk of sexual harassment (noting the different types of harassment to which they may be subjected to):

- ⇒ Identify work organisation issues that might exacerbate risks of harassment (e.g. production targets, late-night shifts or isolated workspaces in the workplace);
- ⇒ The impact of a male dominated / masculinist work culture and occupational segregation, where women work in the lowest paid/least secure jobs;
- ⇒ Consider how you might consult with women workers and get them involved in mapping the workplace.

**Step 3:** Hold a short discussion about how the factory/worksite should deal with the risks:

- ⇒ Suggest practical ways to reduce the risk.
- ⇒ Identify any specific challenges.
- ⇒ Identify three next steps your union should take to address the risks.

Each group will give a 5-minute explanation of their map to the whole group and propose three key action points for the workplace to resolve problems identified.

**How to adapt:** This activity could also be carried out as a distance learning activity, where a group of women workers are asked to map their workplace.

## Group Work 2.2. Case Studies on risks of GBVH in different sectors

**Aim:** To discuss risks of GBVH and how to address them in various workplaces

**Method:** Group work, based on a discussion of one or more of the following case studies:

- Case Study 1: Woman garment worker sewing dresses for several large brands
- Case study 2: Assembly worker producing printers for global markets
- Case study 3: Woman working as a technician in a large coal mine on the night shift
- Case study 4: Woman admin/reception workers in a large manufacturing company
- Case Study 5: Participants attending a trade union training course

**Time:** 45 minutes, including reporting back and discussion.

- Prior to the group work, the tutor will have provided an overview of why prevention is important and how prevention and risk assessment are defined in the ILO C190 and R206: **PowerPoint slides: 33-41.**
- This activity is introduced with **PowerPoint slides: 42 & 43.**
- At the end of the activity a summary is given of the findings from IndustriALL's research: **PowerPoint slides: 44-46**
- Refer to **Briefing 2.1: Risks of GBVH in the garments, mining and electronics sectors:** examples from IndustriALL's research

### Group work task

**Step 1:** Each group is allocated a different case study which is read and discussed by the group. If it is a virtual group, the case study text can be posted in each group or emailed to participants. At the end of each case study, there are some specific questions to answer.

**Step 2:** A short report from each group to show how risks were addressed in different sectors. A discussion then follows this in the full group of some of the common risks of sexual harassment and some risks that are specific to certain jobs or sectors.

### How to adapt:

The task can be adjusted if there is more time to review more than one case study. All case studies could be adapted or amended for different sectors.

To end the activity, the tutor will give an overview of the findings from IndustriALL's research on risks of GBVH in the mining, garments and electronics sectors. The research is summarised in **three PowerPoint slides.: 44-46.**

### Tutor tips:

- For each report back, encourage participants to consider solutions to the risks that have been identified.



- Encourage participants to: a) suggest additional risks to those listed in Briefing 1; and b) give examples, if relevant, from their own experience in unions, of ways that risks have been mitigated.

### **Case Study 1: Women garment workers sewing dresses for several large brands**

Devi is 24 years of age and is a mother of two young children. Her friend Aja is 22 years old and single. They both work in a garment factory producing dresses for several well-known brands. Devi starts her day by taking her children to her mother who cares for them every day and getting the bus to work. She works on a production line that is primarily women; supervisors are all male. Production targets are listed on the factory wall on a big sign. Toilets are up two flights of stairs and are not always open. Near the toilets is the dispatch room where five men pack up the orders for dispatch. Devi meets her friend Aja for lunch. Over lunch, her friend tells her that a male technician who fixes and services the machines constantly makes sexual comments and sexually suggestive remarks. She is getting fed up with this unwanted attention. When they have eaten lunch, they wash their plates and hands at a communal tap in a crowded area at the back of the factory. The factory doors are kept closed. They return to the production line where the supervisor is getting stressed saying that they are not working fast enough and not meeting their targets. The supervisor will lose his incentive pay if the order is not ready for dispatch that evening.

At the end of the day, Devi queues up with the other workers to tag off. It is a cramped space, and everyone, including supervisors, are standing closely together. A male worker near her stands very close. She waits in a long queue for the bus – when she gets on it is very crowded, with a lot of noisy men who got on at the factory further up the road. Devi's friend Aja has to work late because the order has not been completed. The manager and supervisor are there, and only a few other women. During the evening the manager calls Aja into his office and closes the door. Because it is late and dark when it is time to go home, the manager asks the supervisor to chaperone her back to the accommodation for single workers, the accommodation is owned by the employer. There is poor lighting on the route, and the supervisor sits too near her in the taxi. When she gets to her door, the supervisor helps her out but detains her before going in.

**Now consider your roles as trade union representatives. Make a list of where there are risks of sexual harassment. Then go on to discuss what the trade union can negotiate to address these risks. Draw up a list of the main things that could prevent sexual harassment from occurring.**



## Case study 2: Assembly worker producing printers for global markets

Indah is 29 years of age and has three young children. Her factory recently set up a workplace creche, which has made a big difference to her childcare. Before that she had to rely on her mother and aunt for childcare. She has been working in the same factory for the last five years on a production line for a company that produces printers for the global market. She is on a renewable one year contract of employment, she often feels that her work is very insecure and she tries not to make mistakes or miss work, even if she is feeling unwell, in case her contract is not renewed. Women represent about one-quarter of the workforce, but mainly in a lower-level assembly line or administrative jobs. Many of the workers in the factory are on temporary contracts. Men are in higher-paid supervisory or managerial positions that are more secure and better paid. Although everyone knows that sexual harassment happens, it is rarely talked about by women workers.

One day Indah's machine needed fixing and she had to call the technician to fix it. She has dreaded this as each time the technician come to maintain or fix the machine, he tells her she is very beautiful and always touches her body in ways that make her uncomfortable. He repeatedly asks her out on a date. The last time he came to fix her machine he threatened her and said he wouldn't fix her machine if she didn't go out with him. Her co-workers on the production line are also wary of him. She can't leave her workstation as she is on a production line and has targets to complete. She never complains because she thinks that she won't be taken seriously. After all, she tells herself that maybe she is just over-sensitive. Perhaps she had done something to encourage him. A few days later, she leaves the factory to take the company bus home. He gets on the same bus as her, pushes against her, and asks her out for a date. She refuses and tells him to go away and leave her alone. When she gets off the bus, he follows her home, and as it is dark, she is scared. She runs as fast as she can and loses him. The next day when she arrives at the factory and is clocking in, he asks her out again. When she says no, he threatens her and say he will make sure she loses her job. She is worried and goes to her line manager and tells him what has happened. Her line manager tells her not to be worried as she is a beautiful woman, and it is hard for men not to be attracted to her. He said, "That's just how men are." Indah talks to her workmates at lunchtime. They suggest that she goes and talks to her trade union representative in the factory, a woman.

Several days later a friend of Indah's talks to her after work, she is crying and shaking. She says that her manager wants to have sex with her. He said she can get a promotion if she does this. Indah tells her about her experience with the machine technician. Indah realises that she has to do something and the two of them decide to go and talk to their trade union representative who is a woman. They had recently seen a circular from the trade union saying that anyone who experiences sexual harassment should come and talk to them directly. Indah and her friend are not sure if what they have experienced is sexual harassment, but they know that they are uncomfortable about this behaviour at work.

**Consider now your roles as trade union representatives. What can you do as trade union representatives to support Indah? The trade union is also negotiating a new collective bargaining agreement, how could these risks be addressed during the negotiations for a new CBA?**



**NOT IN OUR  
WORKPLACE**



**FRIEDRICH  
EBERT  
STIFTUNG**

### **Case study 3: Woman working as a technician in a large coal mine on the night shift**

Thandi works as a technician in a large coal mine and lives in a town about 20 miles away from the mine. Most of the workers and their families live in the same town. She is 32 years of age, single and has worked in the mine for around seven years. The mine runs 24/7. She regularly works on a night shift. Thandi drives to and from work, and usually, this is quite safe. At night or on a late shift, she is sometimes worried about her safety. The car park is badly lit and is a long way away from her work station. A big concern is that the toilet is not nearby to where she works, and she has to walk quite a distance to get there. The toilets are in an isolated area of the site and at night the area around the toilets is badly lit. In the past, there had been sexual assaults on women in this area, and security cameras were put in place outside the toilet area, but Thandi has no idea whether anyone ever checks the security cameras or whether they are really there for workers' safety. Although there are security cameras at the mine, there are many hidden corners or walls where they do not work. Some of the cameras regularly malfunction, and they don't work well at night when it is dark.

Thandi believes that women's safety and concerns are not reflected in the design of the site and the working environment. It is a male-dominated workplace (only about 1 in 15 of all workers at the mine are women). Thandi and her women co-workers find the PPE that has to be worn by workers for their safety is uncomfortable and not designed for women's bodies. There is a lot of "banter" from the men at work, and often there are sexist jokes. The women did manage to persuade the men to take some of the pornography off the walls. Some women workmates have said that "you have to be tough and man-up" to work here. No one has ever complained about sexual harassment under the company policy, even though everyone knows "it is part of the job" and part of the general work culture. Some of the men she works with say that "the mine is not safe a place for women to work in and that it is men's work". However, Thandi has noticed recently that some men in the union are standing up to the men who tell sexist jokes and saying that it is not respectful behaviour and no worker should be humiliated in a joke. The safety committee recently put out a circular saying that GBVH was a safety issue and have asked women workers to give their feedback on their concerns about GBVH as a safety issue at work.

**Now consider your roles as trade union representatives. The union has recently called a meeting to identify areas where there are risks of GBVH so that they can be taken to the Safety Committee. In preparation for the meeting, make a list of the main risks of GBVH in the case study and how you think they can be prevented.**

#### **Case study 4: Woman admin/reception workers in a large manufacturing company**

Susan works as an admin worker, which includes regular shifts on the company's front reception desk [note this can be used and adapted for any sector]. It is a busy company with contractors, clients and colleagues coming to reception regularly, where they have to sign in. Susan recently left her violent and abusive husband and is living in temporary accommodation. She has very little money as her ex-husband controlled her finances and she doesn't know how she will survive as there are debts that he made in her name. She is worried that she may have to give up her job because her ex-husband knows where she works. He has already verbally threatened her. She has received abusive telephone calls and text messages when she is at work. Her most immediate concern is that she needs some time off to get a protection/barring order that includes the workplace, find a new school for her children, and settle them into their new home and school. She also needs some legal advice about how to go about getting a protection/barring order and what she needs to do if this is to cover the workplace. She is stressed at work and is regularly making mistakes. Susan drives to work in her car, and she parks in a large company car park which is not very well-lit and not very close to the office. She is worried that there could be security issues in the car park or when she is working alone at the reception.

She remembers seeing some information from the union about domestic violence and how workers were encouraged to speak to a union representative. There is a specially named domestic violence trade union representative whom she can contact for confidential advice. Susan contacts the union representative, a woman and is relieved that she is taken seriously and listened to. At Susan's request, her union representative agrees to support her in speaking with her line manager. They both agree to meet regularly to review her situation if there is a need for further practical support. She is worried about her safety in case her ex-husband follows her to work. She is particularly concerned about confidentiality, as she doesn't want people gossiping about her situation at work, which might get back to her ex-husband, who now lives not very far away from her. She would really prefer to move to another job in another town.

**What would include in a risk assessment to address the safety risks faced by Susan? What proposals would you make to HR about the main support that Susan should receive, including a safety plan? Who would you involve, how could you ensure that Susan was involved in any decisions made, and that confidentiality was maintained?**

### **Case Study 5: Participants attending a trade union training course**

Sam is a trade union officer and has been asked to attend a union training course on how to draw up gender-responsive CBAs. She is excited about the training because she is passionate about her role in the union in promoting gender equality and it is always very engaging to be with other trade union officers. The training is in another city, which involves a long journey by bus and train – she has to leave early in the morning and arrives late at night. To get to the hotel, she must take a taxi and because it is late, she has to wait at the taxi rank for over a quarter of an hour before a taxi arrives. She is nervous waiting alone in the dark. The training lasts for three days and she is accommodated in a hotel close to the training centre – it is a short walk to the training centre, which she does each day with the other participants. During the training several of the men make repeated sexist jokes that disrupt the training. Sam realises that they are uncomfortable with the topic of gender equality. The jokes continued despite the fact that the tutor had established ground rules for the training at the start saying that any form of sexist or sexually harassing behaviour was not permitted on the course. The tutor warns them that if this behaviour continues they will be asked to leave the course. At this point they stop this behaviour during the training. The other course participants are relieved.

When walking back to the hotel on the evening of the first day, one of the men who had told sexist jokes started making sexist remarks about her body and looks. He whistled at her and commented on how sexy she looked. Sam told him to go away, but he persisted to harass her, asking why she was being so hostile. He said he was only being friendly and wanted to comment on how beautiful she was. Sam was very uncomfortable about this but tried to brush it off and walked faster to get away from him. Another male participant of the training course could see what was happening and he approached the harasser and told him that his behaviour was inappropriate and that he should stop immediately. He threatened to report them to the union as he was breaching the union policy on sexual harassment. The next day at the training Sam was taking a coffee break with the other participants and left them to go to the nearby cloakroom to freshen up. The same man that had approached her before followed her and cornered her in the corridor, saying again that he found her very attractive. She told him to leave her alone, and ended up kicking him and running back to the training room to report the incident to the tutor. The tutor immediately confronted the harasser and told him that he would now be formally reported to the union and had to leave the course immediately.

**What are the main risks of sexual harassment for a participant attending the training course? Come up with a plan for how these risks can be mitigated, including how they can be communicated in union policy.**

## Group Work 2.3. Prevention of GBVH through gender-responsive risk assessment (optional)

**Aim:** To discuss prevention and gender-responsive risk assessment in the workplace

**Method:** Group work

**Time:** 45 minutes, followed by 15-20 minutes for reporting back and discussion

Before starting the group work, the tutor will give a brief overview and introduction to the main elements of a gender-responsive risk assessment.

**If this group work activity is not run, it is still important to give an overview of the topic:**

- **PowerPoint slides: 47-50**
- Read and refer to **Briefing 2:** Gender-responsive risk assessment and Briefing 3: What do ILO C190 / R206 say about risk assessments?

### Group work task

**Step 1:** Using the template below, have a discussion in your group about the different headings in the first column, "Sample Risk Factors". If there are other risk factors, you can add them to the list.

- ⇒ Consider if these are common risks faced in the sector where you work, add any others that may be relevant to your workplace or sector (in column 1)
- ⇒ Discuss measures that could be put in place to mitigate the risks (in column 2).

**Step 2:** Give a short report back to the full group and compare the different risk factors you identified and the different mitigation measures you suggested.

**How to adapt:** This activity could also be included as part of a distance learning activity, where workers are asked to carry out this risk assessment with a group of women trade unionists.

### Tutor tips:

- Aim to encourage discussion about what needs to be done to ensure a gender-responsive approach to prevention and risk assessment. Ask participants to think of practical things they can do in the workplace.
- If there is not time to run the activity, the tutor could hold a short discussion/brainstorming on a sample of risk factors in the template and how they can be mitigated.

## Template to identify risks of GBVH

Column 1: Sample risk factors	Column 2: Suggestions of prevention measures to mitigate the risk
1. Work in isolation, working at night or working late.	
2. Unsafe travel to and from work e.g. walking to unlit car parks, unsafe public transport, drop-off points are unsafe etc.	
3. There is no complaints procedure / or workers do not have trust in the complaints procedure.	
4. The company has limited awareness about GBVH and does not treat it as a serious issue.	
5. Some women workers are more at risk e.g. workers with precarious contracts or workers who face multiple discrimination such as a woman migrant worker.	
6. There is silence around GBVH and women don't report the problem. Gender power relations result in women having limited power.	
7. A culture of impunity (acceptance of violence against women) in society and in the workplace means that abusers are not held accountable for their actions.	
8. Masculinized culture, and/or male dominated workplaces.	

## Distance Learning Activity: Drawing up a workplace policy that workers trust

**Aim:** To explore best practice approaches in workplace policies to end GBVH.

**Method:** Individual or group work, depending on whether participants are in the same workplace or not.

**Time:** 1 hour

- Introducing to the activity: **PowerPoint slides 51 & 52.**
- Refer to and disseminate **Briefing 4:** Good practices in workplace policies to prevent and address GBVH, including two checklists for reference

### Distance learning task

In this distance learning activity you are asked to consider what could be included in a workplace policy, including a complaints system, that workers trust. By now, you will know about some of the risks of GBVH in the sector where you work. The aim is for you to look at what would work in your workplace.

If you already have a workplace policy you can use the template to review the policy and identify any gaps. If you don't have a workplace policy you can start from scratch and identify what is needed in a new policy.

In carrying out this task, you may consider talking to a small group of women workers to find out what they would like to see in a workplace policy. Remember that listening to the voice of women workers is always essential when making decisions about workplace policies that workers trust.

Use the template below. Under each heading, complete the template and describe in more detail what you think should be included in a workplace policy consider what you would you recommend to ensure that the policy is trusted by workers.

Prepare a short report back for the start of the next training session. You can decide how you report back and let the tutor know if you would like to upload a PowerPoint slide or Word document with the completed template.

### Tutor tips:

- In the introduction to the activity, use the information in Briefing 4 to give examples of good practices in workplace policies. Encourage participants to include all aspects of GBVH, including domestic violence (remind participants of the definitions in Module 1).
- Reports back should aim to give brief highlights. Encourage participants to look critically at the issues they report back on.
- The tutor finishes the feedback with a short overview, highlighting any challenges/good practices. Aim to draw out what participants view as being the most important issues.
- In the next group work activity (in Module 3), we will be going deeper into the issues of how to ensure that complaints systems are effective and responsive.

**Finish the session by referring back to the good practices in workplace policies (Briefing 4).**



## Distance Learning Activity: Template for developing a workplace policy that workers trust

Heading	Describe in more detail what you think <u>should</u> be included in a workplace policy
1. Definition of GBVH and who it covers	
2. Measures to prevent GBVH, including risk assessment	
3. Non-retaliation if someone reports GBVH (survivors, complainants, whistle-blowers, witnesses, union reps)	
4. Training and raising awareness about the policy, about GBVH / changing workplace culture	
5. Complaints & grievance system / workplace anti-harassment committee	
6. Independent system for reporting complaints confidentially / anonymously	
7. Support for survivors of GBVH	
8. Women's advocates in the workplace (providing confidential advice and support)	
9. The role of social dialogue and joint approaches between unions and employers.	
10. Holding perpetrators accountable	
11. Add any other issues?	

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## Briefing 2.1. Risks of GBVH in the mining, garments and electronics sectors: examples from IndustriALL's research

IndustriALL's research on GBVH revealed sector-specific and common risks across all sectors. The following is a summary of risk factors by sector.

Sector	Risk factors
Garment & textile	<ol style="list-style-type: none"> <li>1. Production pressures/long working hours contribute to verbal abuse</li> <li>2. Absence of effective workplace policies or complaints procedures – fear of retaliation stops workers making complaints</li> <li>3. Young workers, often migrant workers, precarious working conditions, limited voice or agency, fear of recrimination if complaints are made</li> <li>4. Evidence of sextortion / sexual favours being commonplace e.g. in return for a job, staying in the job, promotion or accommodation</li> <li>5. Social norms and gender power inequalities perpetuate a culture of impunity</li> <li>6. As this is a female dominated sector, domestic violence is a significant workplace issue impacting on health, wellbeing, productivity and safety</li> <li>7. Women work in lowest paid/most precarious positions</li> <li>8. Low level of collective bargaining coverage.</li> </ol>
Mining	<ol style="list-style-type: none"> <li>1. Male dominated workplaces / masculinized culture / women are expected to man-up and tolerate sexism</li> <li>2. Limited knowledge, trust in or use of workplace policies on ending GBVH</li> <li>3. Working conditions / work organisation at work sites, often work takes place in isolation or at night</li> <li>4. PPE designed for men causes discomfort and personal health effects</li> <li>5. Social norms and gender power inequalities lead to women having limited opportunities to progress into senior positions at site level</li> <li>6. Domestic violence remains a significant problem for many women workers, impacting on their productivity, safety and wellbeing.</li> </ol>
ICT & Electronics	<ol style="list-style-type: none"> <li>1. Working conditions and predominance of precarious contracts</li> <li>2. Low awareness of GBVH and its impacts, limited training of workplace representatives</li> <li>3. Workplace policies &amp; reporting systems, if they exist, are not trusted by workers</li> <li>4. Social norms and gender power inequalities perpetuate a culture of silence and impunity around GBVH</li> <li>5. Limited social dialogue at workplace and sectoral levels</li> <li>6. Where collective bargaining takes place, there is limited reference to preventing and addressing GBVH</li> <li>7. Limited research / workplace surveys showing evidence of GBVH</li> <li>8. Domestic violence is rarely discussed or dealt with as a workplace issue.</li> </ol>

### Examples of measures to prevent and control risks of GBVH:

- Safety measures e.g. installing good lighting, panic alarms and security cameras
- Emergency phone/text number in case of a safety risk

- Clear guidance on the duties and responsibilities for safety and security teams
- Training workplace representatives to observe and report instances of inappropriate behaviour
- Training of confidential advocate for advice, support and information for survivors
- Protocols to address cases of violence and harassment, including reporting anonymously
- Workplace policies and complaints systems that are jointly negotiated and trusted by workers
- Consultations with women workers to identify risks (focus group discussions, anonymous surveys, participatory research and safety walks/audits with women workers)

### Examples drawn from IndustriALL's research to illustrate ways that unions have addressed the risks of GBVH

- **Garment and textile sector**, one trade union provided training for trade union representatives to spot the signs of sexual harassment, as part of the prevention of sexual harassment. This could be anything from when the machine technician fixes a sewing machine and leans a bit too far over the machinist and touches her inappropriately, or when a supervisor continually shouts at a worker because she is falling behind with the production target. When they had completed the training, a trade union representative was nominated on each floor of the factory to observe if there was inappropriate behaviour. When they observed inappropriate behaviour they talked to the woman concerned and asked her if she would like to have support to make a complaint to management or if she would prefer that her trade union did that anonymously.
- **Mining sector:** women often have to work night shifts as the mine runs 24/7. At one trade union a consultation was held with women to find out about the risks they faced working at night. There is often a long walk from the car park and to the different site locations. This is fine during the day, but at night the car park is dark and several women complained that they were at risk of harassment and sexual assault. One woman complained that she was at risk from an ex-partner and that she didn't feel safe in the car park. Another woman spoke about the problems of lighting around the toilet area. As a result of these reports, the union went to management with a list of safety issues faced by the women on the night shift, with suggestions about how to mitigate the risks through better lighting and security. The union also raised the issue of the security and safety problems faced by women experiencing domestic violence, and why this is an important workplace safety issue.
- **ICT and Electronics:** many women have faced sexual harassment. However, there is a lot of silence around the problem and few women make complaints or even reported it to their trade union representatives. In fact, many women don't really recognise that what they are experiencing is sexual harassment, as it has always happened in their lives, and it is just part of being a woman. One union realised that one of the biggest risks of sexual harassment is the silence around it and that the problem never got stopped in its tracks. Preventing it from reoccurring was crucial. Therefore they raised awareness about the problem and established a confidential help line to enable any worker to report cases of sexual harassment directly to the union. This helped the union to

identify the main risks of sexual harassment, where and when they occurred, and to make suggestions to management about how to mitigate the risks.

## Briefing 2.2. Carrying out gender-responsive risk assessment

This briefing gives some practical information and guidance about carrying out gender-responsive risk assessment.

### Step 1: Are risks of GBVH addressed in existing risk assessments?

- Do existing occupational safety and health risk assessments cover risks of violence and harassment from a gender perspective, by taking in to account risks of sexual harassment and domestic violence?
- Are specific risks of violence and harassment faced by women workers identified and assessed? e.g. because of the work that work is organised or managed, working late or at night, badly lit areas, women working in isolation or in male dominated workplaces, or workplaces where there is a bad workplace culture.
- Do risk assessments address third-party violence and harassment, where this is relevant?
- Are workers', and particularly women's workers, experiences of violence and harassment, including consultations with workers, included in the most recent risk assessment?
- Are union representatives and managers, including occupational safety and health teams, trained and aware of the risks faced by women workers?
- Are safety representatives given a mandate to improve awareness of risks of gender-based violence and harassment?

### Step 2: Have risks arising from discrimination and unequal gender power relations been identified and assessed?

- Are gender inequalities, leading to sexist attitudes, taken into account?
- Are specific risks of discrimination, including multiple and overlapping discrimination, taken into account?
- Are there risks to a woman's reproductive and sexual health e.g. provision of/access to toilets and female facilities, or lack of job security after maternity leave?
- Are there risks for women working in male dominated workplaces? Does this lead to a culture of work that is hostile for women?
- Are there risks because of the low numbers of women in senior and leadership positions?
- Are there risks from a work culture that devalues and belittles women, and other groups that do not conform to social and gender norms of dominant masculinity e.g. LGBTIQ+ people.

### Step 3: Ensure that women workers are consulted about risks of GBVH

- Have consultations been carried out with women workers e.g. focus group discussions, confidential surveys, participatory research etc.?
- Have meetings been held with women workers and listening to them about their safety concerns and safety measures that would benefit them?

- Have you mapped safety risks e.g. safety walks, safety audits and mapping with women to identify areas in the world of work where violence and harassment against women is most likely to occur?

## Briefing 2.3. What do ILO C190 / R206 say about risk assessment?

ILO C190 and R206 are clear that violence and harassment, including gender-based violence and harassment, should be addressed through the management of occupational safety and health (OSH).

Article 12 of ILO C190 states that: "...extending or adapting existing occupational safety and health measures to cover violence and harassment and developing specific measures where necessary". This is an important application of the Convention.

Existing standards on occupational safety and health include:

- Occupational Safety and Health Convention (No. 155) and Recommendation (No. 164), 1981;
- Protocol of 2002 to the Occupational Safety and Health Convention, 1981;
- Occupational Health Services Convention (No. 161) and Recommendation (No. 171), 1985;
- List of Occupational Diseases Recommendation, 2002 (No. 194); and
- Promotional Framework for Occupational Safety and Health Convention (No. 187) and Recommendation (No. 197), 2006.

While these standards do not specifically address violence and harassment, according to the ILO such conduct has always been considered as an obvious health risk.

In the garment sector, in 2021 the ILO agreed a **Code of Practice on safety and health in textiles, clothing, leather and footwear** industries, potentially benefitting more than 60 million workers around the globe. The Code includes specific guidance on prevention of violence and harassment: [https://www.ilo.org/global/about-the-ilo/newsroom/news/WCMS\\_822368/lang--en/index.htm](https://www.ilo.org/global/about-the-ilo/newsroom/news/WCMS_822368/lang--en/index.htm)

Many factors contribute to violence and harassment at work, including psychosocial hazards and occupational stress. Paragraph 8 of R206 states that:

"...workplace risk assessments should take into account factors that increase the likelihood of violence and harassment, including psychosocial hazards and risks. Particular attention should be paid hazards and risks that:

- a. arise from working conditions and arrangements, work organization and human resource management, as appropriate;
- b. involve third parties such as clients, customers, service providers, users, patients and members of the public; and
- c. arise from discrimination, abuse of power relations, and gender, cultural and social norms that support violence and harassment."

In 2016, the ILO Meeting of Experts on Violence against Women and Men in the World of Work identified a number of factors that increased the risk of violence and harassment. These included: work not properly covered or protected by labour law and social protection; working in resource-constrained settings (inadequately equipped facilities or insufficient

staffing can lead to long waits and frustration); unsocial working hours (for instance, evening and night work); and working alone or in relative isolation or in remote locations.

### **Psychosocial risks**

The ILO notes that **psychosocial risks** include aspects of work design, organization, and management, and their social and environmental contexts. These risks can cause harm. Harassment at work is a common feature of stressful working environments, particularly where workers are exposed to high levels of interpersonal conflict and noxious leadership styles. This can be related to:

- job content and control
- workload and work pace
- working time
- physical working environment
- organizational culture and function
- leadership style
- interpersonal relationships at work
- “normalization” of violence and harassment

ILO C190 and R206 call for workplace risk assessment and management to consider all the factors that may increase the likelihood of violence and harassment. After identifying all hazards and assessing the associated risks, the next step is to adopt appropriate measures to prevent or control such risks, in order to minimize their effects and to prevent similar occurrences in the future.

### **Good practice checklist in implementing ILO C190 and R206**

- Draw up policies and other measures, jointly with employers, to define and prohibit violence and harassment, including gender-based violence and harassment.
- Be familiar with international and national instruments relating to violence and harassment, including psychosocial risks in the management of OSH.
- Ensure that violence and harassment is recognised as a risk/hazard and assess the risks of violence and harassment with the participation of workers and their representatives and take measures to prevent and control them.
- The risk assessment should consider factors that increase the likelihood of violence and harassment, including psychosocial hazards and risks.
- Risks should be identified for specific groups of workers e.g., women, migrants, ethnic minorities, young people, older workers, persons with disabilities, persons living with HIV and other individuals belonging to groups in vulnerable situations that may be disproportionately affected by violence and harassment.
- Particular attention should be paid to the hazards and risks that arise from working conditions and arrangements, work organization and human resource management, as well as from discrimination, the abuse of power relations and the gender, cultural and social norms that support violence and harassment.
- Draw up appropriate measures to prevent and protect workers from violence and harassment, including domestic violence, and ensure that workers are aware of these measures, that there is consultation with workers, and information and training is provided for workers on these risks.

## Briefing 2.4. Good practices in workplace policies to prevent and address GBVH

This briefing contains background information on good practices in workplace policies to address GBVH, including domestic violence. It is important to note that employers have a “duty of care” towards their employees, including a programme for prevention, early detection of problems and early resolution of complaints. The employer’s ‘duty of care’ also covers workers working from home and teleworking, as has been the case during the COVID-19 pandemic.

### Provisions in ILO C190 and R206

Article 9 of ILO C190 states that:

Each Member shall adopt laws and regulations requiring employers to take appropriate steps commensurate with their degree of control to prevent violence and harassment in the world of work, including gender-based violence and harassment, and in particular, so far as is reasonably practicable, to:

(a) adopt and implement, in consultation with workers and their representatives, a workplace policy on violence and harassment;

R206 specifies that a **workplace policy** should contain the following:

- (a) state that violence and harassment will not be tolerated;
- (b) establish violence and harassment prevention programmes with, if appropriate, measurable objectives;
- (c) specify the rights and responsibilities of the workers and the employer;
- (d) contain information on complaint and investigation procedures;
- (e) provide that all internal and external communications related to incidents of violence and harassment will be duly considered, and acted upon as appropriate;
- (f) specify the right to privacy of individuals and confidentiality, as referred to in Article 10(c) of the Convention, while balancing the right of workers to be made aware of all hazards; and
- (g) include measures to protect complainants, victims, witnesses and whistle-blowers against victimization or retaliation.

In relation to **domestic violence**, R206 spells out the following:

Policies for mitigating risks of domestic violence can include:

- (a) leave for victims of domestic violence;
- (b) flexible work arrangements and protection for victims of domestic violence;
- (c) temporary protection against dismissal for victims of domestic violence, as appropriate;
- (d) the inclusion of domestic violence in workplace risk assessments;
- (e) a referral system to public mitigation measures for domestic violence, where they exist; and
- (f) awareness-raising about the effects of domestic violence.



## Good practice checklist: workplace policies on GBVH

Checklist of what can be included in a jointly negotiated workplace policy on ending violence and harassment, including GBVH.

- **Definitions, scope and coverage:** The policy covers all workers regardless of their contractual status, trainees, interns, job applicants, whistle-blowers and witnesses; it includes all forms of violence and harassment, including sexual harassment. If you are drawing up a stand-alone policy on domestic violence, use the checklist for a policy on domestic violence (see below).
- **Address risks and prevent GBVH:** Measures to assess risks and prevent GBVH through gender-responsive risk assessment, consultations with women workers, and inclusion in occupational safety and health programmes.
- **Workplace complaints committee and complaints system:** establish a joint union/employer workplace committee to prevent and address violence and harassment, including GBVH. A clear procedure is in place for managing and handling complaints, including informal and formal resolution of complaints, holding investigations and resolving complaints through the grievance system. Committee members and investigators receive training on gender-based violence.
- **Anonymous complaints:** put in place a system for anonymous complaints and learn from these complaints; this could be established by the trade union or jointly by the union and employer.
- **Non-retaliation and protection:** there is non-retaliation against and protection for complainants, whistle-blowers or witnesses;
- **Recruitment and promotion procedures:** Non-discriminatory recruitment, interview and promotion procedures;
- **Workplace supports for workers affected by violence and harassment:** these can include counselling, paid leave and support with work or job relocation. If the policy covers domestic violence refer to the checklist on domestic violence below.
- **Holding perpetrators accountable:** through sanctions and referrals to perpetrator counselling programmes;
- **Workplace advocates, active bystanders and champions:** organised through a union or a joint programme, supported by training, by the union and employer;
- **Training and awareness raising for workers and managers:** on preventing and addressing GBVH, on appropriate behaviour in the workplace, and open up spaces for workers to discuss GBVH and how it can be ended;
- **Provision of clear and accessible information about the policy:** this should be made available for workers and in a language and format that they can understand;
- **Gender-disaggregated data collection:** on reported cases and anonymous complaints as part of the regular joint monitoring of the policy and learning from cases.
- **Monitoring:** the union and employer with jointly monitor the implementation of the policy and periodically update, if needed.

## Good practice checklist: workplace policies on domestic violence

This checklist gives some information about what to include in workplace policies on domestic violence. This is followed by some examples of what to include in risk assessments on domestic violence what to include in safety plans.

- **Definitions:** give a definition of domestic violence and why it is applicable in the workplace, covering physical, sexual, psychological and verbal violence and abuse, and including coercive control, stalking, financial abuse, and cyber harassment/abuse by email/social media.
- **Coverage:** define who is covered by the policy and ensure it covers all workers regardless of their contractual status, and that it covers all work-related situations in the world of work, e.g. work-related travel, social events, travel to and from work.
- **Implementation:** set out a plan for dissemination and implementation of the policy, including raising awareness about what it covers and how help and support can be given.
- **Training:** implement a training programme for trade union representatives, line managers and workers to raise awareness about domestic violence, what the policy covers, and ensuring clear roles for trade union representatives, line managers and work colleagues.
- **Confidentiality and non-retaliation:** include these principles in the policy as they are important in building trust and encouraging survivors to seek support.
- **Workplace supports for survivors of domestic violence**, examples include:
  - Paid domestic violence leave (minimum of 10 days per year, with a provision that it can be extended in exceptional circumstances);
  - Flexible working time for a defined period of time;
  - Financial assistance/support in cases of emergency and/or financial abuse;
  - Divert phone calls / email messages to a co-worker or manager.
  - Changes in work location or work tasks.
- **Risk assessment and safety plan:** this will be carried out with the survivor if there a safety risk in the workplace (see below).
- **Counselling and support for survivors:** the company/employer will provide and fund counselling for survivors experiencing or recovering from domestic violence from specialist domestic violence counsellors.
- **Trade union advocates:** Train union representatives to take the role of 'women advocates' to provide confidential advice, support and information to survivors; ensure confidential, empathetic and non-judgemental responses.
- **Ensure confidentiality:** confidentiality is critically important in building trust with a survivor, only pass on relevant or essential information, for example, if there are negotiations with a line manager. Ensure the full involvement of the survivor in any decisions made about her safety or security.

- **Referrals to and partnerships with domestic violence organisations:** an up-to-date list of domestic violence organisations will be kept; referrals will be made to domestic violence specialists for legal advice, counselling, safe housing etc.; and partnerships will be made with domestic violence organizations to assist the trade union and the employer in planning and implementing the policy and in providing training
- **Set out clear roles for reporting to the police and other protection measures:** including the application of a court or police issued protection or restraining order that applies to the workplace. In some countries, employers can apply directly for a protection order.
- **Perpetrator accountability:** there will be consistent approaches to perpetrator accountability, including how grievance and disciplinary procedures are applied, including the possibility of dismissal. Perpetrators are given information about perpetrator treatment and counselling programmes, and how they can be represented by a trade union.
- **Monitoring:** the union and employer with jointly monitor the implementation of the policy and periodically update, if needed.

Examples of what can be included in a risk assessment	Examples of what to include in a safety plan
A workers is concerned about being stalked, assaulted or harassed at work.	<ul style="list-style-type: none"> <li>• Provide security and changes in work tasks e.g. if work is in isolation.</li> <li>• Give personal safety advice and set up emergency contacts of security or the police on the workers mobile phone.</li> <li>• Provide an emergency contact number e.g. security personnel, police, or domestic violence organization.</li> </ul>
There is a risk of harassment at work by email, text and phone.	<ul style="list-style-type: none"> <li>• Divert telephone calls, text messages or emails to a work colleague or manager.</li> <li>• Issue a new safe email address and mobile phone number.</li> <li>• Advise the survivor to save harassing emails or messages.</li> </ul>
There is a risk of harassment and assault in the car park, which is badly lit.	<ul style="list-style-type: none"> <li>• Provide a safe parking space close to the entrance to the workplace.</li> <li>• Security personnel accompany the victim to/from their car.</li> <li>• Introduce better lighting and an alert system, such as a panic or personal alarm.</li> </ul>
Co-workers could be at risk.	<ul style="list-style-type: none"> <li>• Ensure that key personnel e.g. reception and security staff, and car park attendants have clear roles in case of a security risk.</li> <li>• Increase security e.g. security guards on reception.</li> </ul>
The perpetrator works in the same workplace/	<ul style="list-style-type: none"> <li>• Consult with the line managers of the affected worker and perpetrator, e.g. changing work schedules or work locations.</li> <li>• Refer perpetrators to treatment/counselling programmes.</li> <li>• Use grievance procedures if domestic violence is perpetrated during working hours, including when workplace resources, such as a work telephone or computer, are used inside or outside of working hours to perpetrate abuse.</li> </ul>

# Module 3: Implementing practical strategies in the workplace to end GBVH

## Overview of Module 3

### Learning outcome

- Participants draw up practical strategies to prevent and address GBVH through risk assessments, workplace policies and awareness raising.

### Module 3 training materials include the following resources:

- **PowerPoint slides** with tutor notes (attached separately).
  - Overview of Module 3: **PowerPoint slides 54-56**
  - Reporting back for distance learning: **PowerPoint slides 57**
  - Overview of practical solutions: **PowerPoint slides 58 & 60**
  - Group work activities: **PowerPoint slides 61-69**
  - Evaluation: **PowerPoint slide: 70**
- **Training activities**, including group work and distance learning activities.
  - Group Work 3.1: Effective complaints systems
  - Group Work 3.2: Integrating GBVH into collective bargaining (optional)
  - Group Work 3.3: Drawing up practical strategies and next steps
  - Evaluation form
- **Background briefings** contain additional information for tutors; which can be shared with participants. In this module there are briefings:
  - Briefing 3.1: Making complaints and establishing complaints systems that workers trust
  - Briefing 3.2: A transformational approach to ending GBVH

## Group Work 3.1. Effective complaints systems

**Aim:** To discuss different ways to ensure complaints systems are trusted by workers

**Method:** Group work

**Time:** 45-60 minutes, including reporting back

- Before starting the activity, the tutor will give an overview of the different types of complaints systems to address GBVH: **PowerPoint slides: 58-61**
- **Briefing 3.1** sets out three different models of complaints systems, with examples from the IndustriALL research on GBVH from different sectors.
- Finish with practical tips for trade union representatives: **PowerPoint slides: 62-65**

**There are two options for Group Work tasks.**

### **Option 1: Group work task**

Read the following scenario:

In your workplace you have jointly negotiated with the employer a formal complaints system that allows workers to be represented by the trade union. As you are aware that workers do not always feel confident about the formal complaints system, you have also established an independent complaints system with management, that is run by an external organisation/NGO. Finally, you have your own trade union complaints system that workers can lodge their concerns with, confidentially.

In your workplace a group of women workers meet with their trade union representatives. The women want something to be done about persistent verbal sexual harassment and inappropriate touching by a male supervisor/manager. They say that they want the abuse to stop as it happens almost daily and it is affecting the quality of their work. They are worried that their concerns might not be taken seriously by management and they don't want to lose their jobs.

Act this out in a role play in your group:

- Two group members take the role of the group of women workers
- Two group members take the role of the group of trade union representatives.
- The remainder of the group are observers.

The trade union group will tell the workers about the different options available to them and what the consequences would be of each option. They should also set out the advantages and disadvantages of each different complaints system, and what can be done to respond to the women's concerns.

The women workers are worried about recriminations, such as losing their jobs or having to endure further harassment, and they are not sure that they want to make a formal complaint as they don't really trust the system.

Finish with a short discussion about what trade union representatives can do in the workplace to improve trust around complaints systems.

Draw up three key priority areas for the report back.

### **Option 2: Group work task**

If you are working with a group that has limited knowledge of complaints systems or if they are not aware of one in their workplace, the following is an alternative activity.

In your groups discuss what you think would make a good complaints system:

- Make a list of what you would like to see in a complaints procedure in your workplace.
- What needs to be done to develop to ensure that workers have trust in the system and where perpetrators will be held accountable?

Make a list of three key priorities to carry this forward in a practical way.

### **How to adapt:**

The role play in the activity could be done with a group of LGBTIQ+ workers who want to make a complaint about their experience of unwelcome homophobic / transphobic harassment by a supervisor.

### **Tutor tips:**

- Encourage discussion about the advantages and disadvantages of different complaints systems (refer to Briefing 3.1).
- Discuss the benefits of joint (union-employer) approaches to the development of complaints systems and handling of complaints that workers trust.

## Group Work 3.2. Integrating GBVH into collective bargaining (optional)

**Aims:** To explore ways to integrate GBVH in to claims for collective bargaining

**Methods:** Group work

**Time:** 45 minutes, including reporting back

**PowerPoint slide: 66**

### **Group work activity**

This is an optional activity for participants who are involved in collective bargaining to help with formulating claims for collective bargaining and integrating GBVH into collective agreements.

You are a collective bargaining committee appointed by your union to draw up a plan to include GBVH into the forthcoming negotiations with employer(s). Consider the following in your planning:

- Identify the level of bargaining relevant to your sector (e.g. sectoral, multi-company, company, workplace).
- Draw on evidence of GBVH and consultations with women workers e.g. from surveys, participatory research, interviews or focus group discussions.
- Aim to include all elements of the world of work relating to prevention, managing risks, workplace policies and complaints systems, and support for victims, including domestic violence workplace support and safety measures.
- Ensure that all risks and vulnerabilities faced by workers are covered, including women in precarious work, and multiple and intersecting forms of discrimination.
- Draw up a set of draft clauses that you will include in your claim for collective bargaining.
- Identify any specific challenges and barriers you are likely to encounter and set out a plan to address them.

Refer to the clauses contained in the Global Union's Facilitators guide (see Section 2.1 on workplace policies, Section 2.2 on occupational safety and health and Section 2.3 on domestic violence, and 2.5 on collective agreements).

Give a short report back of your main collective bargaining claims, how you went about integrating GBVH into your claims, and any barriers or problems that need to be overcome.

### **Tutor tips:**

- This is an optional activity for participants whose workplaces are covered by collective bargaining or who are starting the process of collective bargaining.
- Provide some introductory information about the structure of collective bargaining in your country or sector and the different levels of collective bargaining (sectoral, multi-company, company/workplace-level bargaining).
- Encourage participants to share their experiences of collective bargaining and what has worked to address GBVH.

## Group Work 3.3. Practical strategies to address GBVH

**Aim:** To draw up a practical strategy for your workplace to address GBVH, including domestic violence.

**Method:** Group work, using the IndustriALL Pledge as the starting point. The emphasis is on drawing up practical measures to stop GBVH in the world of work.

**Time:** 1 hour – 1.5 hours, including reporting back from group work

- **PowerPoint slides: 67-69**

Before starting the group work the tutor will give an overview of a transformational approach to ending GBVH (set out in the chart on slide 68). See **Briefing 3.2** for an overview of a transformational approach to addressing GBVH.

### **Group work activity**

Under each action listed in the IndustriALL Pledge, list **three priority areas of action** that you will work on after the training. Keep it SMART: Specific, Measurable, Achievable, Realistic, and Timely.

Draw on your learning from the training about gender-responsive risk assessment, collective bargaining, and workplace policies and complaints systems that workers trust.

Use the template of the IndustriALL Pledge (on the next page) as a guide.

Each group will give a short presentation summarising the plans for their practical strategies.

### **IndustriALL Pledge**

Violence and harassment against women: NOT IN OUR WORKPLACE, NOT IN OUR UNION

Violence seriously impacts women workers' lives around the globe, with sexual harassment its most reported form. Violence against women is a violation of women's human rights. It is an obstacle to gender equality. Violence against women at work is a core trade union issue affecting workers' rights, safety, health and dignity.



## IndustriALL Pledge

<b>All forms of violence against women are unacceptable! Our union pledges:</b>	<b>List two things you will do under each pledge, with a timeframe, to make this happen!</b>
To take a public stand against all forms of violence and harassment against women and to condemn all attitudes and actions that perpetuate sexism and violence.	
To take up the issue as a priority in our union and to allocate the necessary resources for activities aimed at preventing and combatting this violation of women's rights.	
To foster a culture of respect for women within our union by raising the awareness of our members, staff and officials and providing education on the importance of eradicating violence and harassment in the workplace and in our union.	
To encourage our members actively to take a stand against violence and harassment against women, especially in their own workplaces.	
To organise campaigns aimed at preventing and combating violence against women.	
To demand that governments enact and enforce laws to protect women from violence.	
To demand that employers develop policies against all forms of violence and harassment at work and promote awareness among their employees on the devastating impacts of violence against women and the importance of eradicating it.	
To demand that employers develop concrete policies and procedures to prevent and combat all forms of violence against women in their premises and supply chains, and establish safe mechanisms for women to turn to if they are assaulted or attacked at work.	
To include demands for the eradication of violence and harassment against women in our collective bargaining claims.	

## Evaluation and next steps

**Aim:** To evaluate the training and identify next steps after the training

**Method:** Individual or group responses

**Time:** 15-30 minutes

### Evaluation

- **PowerPoint slide: 70**

The evaluation can be carried out in one of several ways:

- ⇒ A poll carried out on Zoom
- ⇒ Verbal feedback
- ⇒ An evaluation form sent and returned by email

A template for an evaluation form can be found below. This can be adapted, if necessary.

### One thing to do

In addition, to completing the evaluation a good way to round-up the training is to ask participants to say one thing they will do to implement their learning at a practical level - in their workplace and/or union - immediately after the training.

### Evaluation template

Please complete the following (tick one box for each question).

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The subject of the training was interesting and relevant.				
2. Overall, the training met with my expectations.				
3. It helped raise my awareness of / changed my views about GBVH.				
4. The training materials and information provided by the tutor were interesting and relevant.				
5. The group work was interesting and relevant.				
6. There was sufficient time for discussion.				
7. The tutor was well prepared.				
8. The training course was the right length.				
9. The training has improved my knowledge about all forms of GBVH.				
10. I feel better prepared to work towards ending GBVH in my workplace or sector.				
Please use this space to give any further feedback, or if there is anything that could be done to improve the organisation, delivery or content of the training.				

## Briefing 3.1. Making complaints and establishing complaints systems that workers trust

IndustriALL's research has identified many potential problems with complaints systems if they are not accessible to, or trusted by, workers. Many workers don't want the complications of making a formal complaint and just want the abuse to end. However, some workers want to ensure that there is redress through a formal complaint. It is important that a complainant is asked how they would like the problem to be dealt with. Some complainants want to make follow an informal procedure that leads to a conversation with the accused, which may result the accused apologising. It is critical that complaints or their supporters are protected against retaliation, and that policies ensure that workers complaints will be taken seriously, with confidentiality assured and without retaliation.

Trade unions can play in helping to build confidence among workers in making complaints, giving workers support and information in making complaints. In some cases it may be possible for complaints to be made via the trade union.

The importance of complaints systems being victim-centred is reinforced in ILO C190 (Article 10b) which states that victims of gender-based violence and harassment in the world of work have effective access to gender-responsive, safe, and effective complaint and dispute resolution mechanisms, support, services, and remedies.

It is important that there be early resolution of the complaint, as part of a process whereby complaints are dealt with promptly and within realistic timeframes. In formal complaints systems, it is important for the employer to give a quick response (within five days), and full resolution, including an investigation and disciplinary or other procedures are set out (which should normally be completed within 3-6 months). There should be steps to resolve an incident informally, before commencing a formal procedure. The formal procedure will involve a lengthier process and an internal or external investigation. Complainants must be kept informed throughout the whole complaints process, including timeframes involved and the outcomes of an investigation. Complainants and the accused have the right to trade union representation throughout the process.

The remainder of this Briefing gives three different models for complaints, showing the advantages and disadvantages of each.

- 1) **Formal complaints to a workplace complaints committee e.g. anti-harassment committee**, involving a formal process for lodging a complaint, an informal and formal process for resolving the complaint, an internal or external investigation to be carried out, and to issue sanctions through the grievance process, if the complaint is upheld.

In India, the Prevention of Sexual Harassment Act places obligations on employers to establish anti-harassment committees (known as Internal Complaints Committees, ICCs) in order to prevent sexual harassment and handle complaints. IndustriALL's research has revealed an example of good practice, in which unions, workers and an independent gender equality expert are represented on the factory committee. The committee had been active in raising awareness about sexual harassment and in making sure that all workers knew about the role and function of the Committee. The Committee maintained confidentiality and the names of complainants were not publicised. Opportunities were made initially to resolve the case informally, by speaking to the alleged harasser; if this was not possible or if the complainant wanted to take it further, an investigation was held to collect evidence. After weighing up the evidence, a decision was made. As there was often a lack of witnesses, it was important to ensure that a full record of the events was made, which could then be cross-checked with others, if necessary. The complainant and the accused had the right to be represented by the trade union. Sanctions could be agreed through the company's grievance procedure, which were jointly negotiated with the trade union.

- **Advantages:** a formal complaint is often necessary in more serious cases, it is recorded and it is necessary for the company to take action. There is possibility for informal and formal resolution, and sanctions can be imposed. If committees have representation from trade unions and make fair, consistent, and timely decisions, they can be highly effective in resolving complaints, and in sending a strong message that sexual harassment is not tolerated.
- **Disadvantages:** complaints often find it hard to go through the process, particularly an investigation. If the complaints system is ineffective, there may be concerns that high-value male employees will be protected and the victim will not be believed, making it difficult to continue in their job.

- 2) **An independent complaints system** established jointly by the union and the employer to enable workers to make complaints without having to go through the HR complaints system, which is not always effective or trusted by workers.

Following damning reports of sexual harassment in the garment sector in several factories in Lesotho, agreements were made among leading global apparel brands, trade unions and women's right advocates, and a major apparel supplier with several factories, to combat GBVH in Lesotho's garments sector. It led to the establishment of a new code of conduct with an independent entity, Workers' Rights Watch (WRW), which is responsible for investigating allegations of GBVH. If WRW finds that the code of conduct has been violated, the organization will implement remedies and sanctions, which can include dismissal of the manager or worker. A confidential information line run by a women's rights organizations also provides confidential information about making a complaint. The agreements also ensure there is non-retaliation against a complainant or a trade union representative.

- **Advantages:** It provides a solution for workers who are not prepared to make a formal complaint directly to the company, and potentially encourages more complaints to be made. With a higher volume of complaints, there is potential for companies to learn about how they can prevent GBVH.

**Disadvantages:** there is no guarantee that the company will follow-up on or learn from a complaint that is referred to it.

- 3) **A union confidential complaints system** that enables union members to make complaints via the union, and the union addresses the complaint(s) directly with HR.

In one Japanese union in the electrical and electronics sector, a dedicated union complaints system was established. This was supplemented by anti-harassment guidelines, setting out guidance on how to address and resolve complaints. Any worker experiencing violence, harassment or sexual harassment could report directly to the union. The union then took the case directly to management, with a view to alerting the company to the problem and resolving the complaint. Witnesses and co-workers could also report their concerns about sexual harassment.

- **Advantages:** the system allows workers and/or witnesses and co-workers to make a confidential complaint, without having to go through the formal process. It can be an effective way for the union to learn about specific risks that need to be prevented, and to follow this up with management.
- **Disadvantages:** it may not be possible to institute a formal complaint if the complainant is not willing to be part of a formal process.

## Briefing 3.2. A transformational approach to ending GBVH

This briefing supports PowerPoint **slide 68** which contains a chart on the eight dimensions of a transformational approach to ending GBVH. These bring together many of the issues discussed in the training.

<p>1. Tackling gender inequalities and discrimination</p>	<p>The starting point is to tackle the root causes of gender inequalities and discrimination, including multiple forms of discrimination e.g. faced by women migrant workers. This means changing the social norms, stereotypes, beliefs, and behaviours that result in GBVH. GBVH at work is an abuse of power and is sustained by unequal power relations between women and men, and beliefs, attitudes and behaviours that result in women holding less power than men. This means challenging the silence and victim blaming that surrounds GBVH and the reality that many workers do not report sexual harassment in the workplace because they believe they will be blamed for it and not believed. Central to this is to change behaviour and stereotypes about what is seen as appropriate roles for women and men, and addressing toxic and harmful forms of masculinity. Changing this culture will enable all men to have better quality lives and family relationships.</p>
<p>2. Social dialogue, including collective bargaining</p>	<p>Social dialogue, including collective bargaining, is the most important tool for preventing and addressing sexual harassment at work. The principle is firmly embedded in ILO C190. Formally, there are two main levels of social dialogue: i) bipartite (employers and unions) including collective bargaining agreements and workplace policies; and ii) tripartite (governments, employers and unions), usually in the development of a national policy on violence and harassment at work. Multinational companies and unions also conclude Global Framework Agreements where operations cover several countries and across global supply chains. IndustriALL has signed several of these Global Framework Agreements, for example, in the garment sector.</p>
<p>3. Prevention and risk assessment</p>	<p>Module 2 looked at how unions can work to prevent GBVH is to ensure it becomes a core occupational safety and health risk. This recognizes that sexual harassment may result in physical and/or psychological health problems that affect work performance and participation in work. Prevention means stopping violence and harassment before it begins, through awareness raising and changing workplace culture. Examples include obligations in ILO C190 to provide for risk assessments on violence and harassment at work, and for labour inspectorates to have a role in monitoring labour laws and occupational safety &amp; health measures.</p>
<p>4. Effective workplace policies and complaints procedures</p>	<p>The GBVH training (see Module 1 and 2) discussed how to implement effective workplace policies and procedures, embedded in human resources management and social dialogue. Weak human resources management and an absence of policies and procedures can contribute to the risk of sexual harassment. Workplace policies and/or sectoral or workplace collective bargaining agreements on ending GBVH at work send a strong message that violence and harassment will not be tolerated.</p> <p>In Module 3, we discussed ways to implement effective complaints systems (see also Module 3, Briefing 1). Complaints procedures need to be survivor-centred, trusted by workers and implemented through in an environment</p>

	where workers feel safe to report GBVH. This means enabling complaints to be made through a variety of routes and learning from them.
5. Support for victims/survivors	An important part of the transformational approach is the victim/survivor-centred approach. This ensures that victims/survivors receive effective remedies and support, without retaliation. Support needs to be tailored to each individual's needs and requests. For many victims/survivors, GBVH is a traumatic and distressing experience that can cause a loss of confidence, anxiety, and physical health problems. It is important to listen to and show empathy when supporting and talking to victims/survivors. Support can include counselling, paid leave or woman's reintegration into work if she has taken leave, financial compensation including if a woman lost her job because of the sexual harassment she endured. There are different models for support: by a union representative, occupational health practitioner, through a company employee assistance programme, or provided externally by a specialist organization or NGO.
6. Becoming active in ending GBVH	An important part of prevention is to encourage everyone, including witnesses of sexual harassment, to play an active role in ending GBVH. Trade union campaigns are important in giving visibility to the issue. Men in trade unions have an important role to play. They can and do already play a role as allies in promoting a work culture of respect and dignity, modelling appropriate behaviour in the workplace, and ensuring that action is taken at all levels to end sexual harassment. One approach is the active bystander (sometimes referred to as an "upstander") approach. Often bystanders, who may be co-workers, may not recognise that sexual harassment is taking place or they may feel it is not their place to intervene. It is important that trade unions support their members to become move from being passive to active bystanders so that they play a role in challenging GBVH. This means noticing the signs of GBVH, knowing when it is safe to intervene, and giving supporting the person who is being targeted with sexual harassment in the workplace, for example, by telling someone who tells sexist jokes that it is not appropriate.
7. Holding perpetrators accountable	An important part of the transformational approach is to ensure that perpetrators are held accountable for their actions. This can help to end a culture of serial sexual harassment. Evidence from IndustriALL's research on GBVH shows that when perpetrators know that the company takes the issue seriously and that disciplinary measures exist, cases of sexual harassment decrease. In this sense, workplace policies and procedures have to be clear that GBVH is a workplace misconduct, that can result in disciplinary action being taken. Informal and formal disciplinary procedures should cover the types of disciplinary action or sanctions e.g. verbal or written warnings, dismissal, perpetrator treatment/counselling or ongoing supervision). In addition, perpetrator treatment and counselling programmes can play a role in changing perpetrators' behaviour.
8. Awareness raising and training	An important part of the transformational approach is to carry out awareness raising, training and workplace campaigns to end GBVH. Training and awareness raising should be supported at the highest levels in trade unions. Training programmes need to focus on gender inequalities and social norms in order to show the link between gender power inequalities and GBVH. Trade union representatives also need the skills to effectively implement workplace policies and procedures and prevention measures.



# Further resources and reading

## IndustriALL resources

IndustriALL: Risks of gender-based violence and harassment and union responses in the mining, garments and electronics sectors. IndustriALL Global Union (2022). [https://www.industrialunion.org/sites/default/files/uploads/documents/2022/GBVH/gbvh\\_electronics.pdf](https://www.industrialunion.org/sites/default/files/uploads/documents/2022/GBVH/gbvh_electronics.pdf)

IndustriALL Pledge: Violence and harassment against women: NOT IN OUR WORKPLACE, NOT IN OUR UNION (in English, Spanish, Russian and French). Available at: <http://www.industrialunion.org/unions-around-the-world-take-the-industrial-pledge-to-end-violence-against-women>

IndustriALL Sexual Harassment policy (available in multiple languages): <http://www.industrialunion.org/policy-on-sexual-harassment>

IndustriALL: Domestic violence and the role of unions explained (in English, Spanish, Russian and French)

- Part 1: Understanding domestic violence: <http://www.industrialunion.org/domestic-violence-explained>
- Part 2: Recognising domestic violence: <http://www.industrialunion.org/recognizing-domestic-violence>
- Part 3: What can unions do to put a stop to domestic violence: <http://www.industrialunion.org/what-unions-can-do-to-put-a-stop-to-domestic-violence>

IndustriALL: The hidden crisis of workplace violence against women (2017): <http://www.industrialunion.org/the-hidden-crisis-of-workplace-violence-against-women>

IndustriALL and Global Unions: Let's Campaign for the Ratification of ILO C190. Campaign resources for ratification of ILO Convention No. 100 (leaflet, posters, video etc.). <http://www.industrialunion.org/ilo-convention-190-on-violence-and-harassment-in-the-world-of-work>

## Global Unions: Train the Trainers Facilitators Guide and Activity Workbook

- Global Unions: Facilitator Guide. Violence and Harassment in the World of Work. Train the Trainers Toolkit on the ILO Violence and Harassment Convention (No. 190) and Recommendation (No. 206). Available in English, Spanish and French: [http://admin.industrialunion.org/sites/default/files/uploads/images/C190/TOOLKIT/facilitator\\_guide\\_en\\_web.pdf](http://admin.industrialunion.org/sites/default/files/uploads/images/C190/TOOLKIT/facilitator_guide_en_web.pdf)
- Global Unions. Activity Workbook. Violence and Harassment in the World of Work. Train the Trainers Toolkit on the ILO Violence and Harassment Convention (No. 190) and Recommendation (No. 206). [http://admin.industrialunion.org/sites/default/files/uploads/images/C190/TOOLKIT/activity\\_workbook\\_en\\_web.pdf](http://admin.industrialunion.org/sites/default/files/uploads/images/C190/TOOLKIT/activity_workbook_en_web.pdf)

## Further reading

European Trade Union Confederation (ETUC): Safe at Work, Safe at Home. Trade union strategies to prevent, manage and eliminate work-place harassment and violence against women. <https://www.etuc.org/en/document/safe-home-safe-work-final-report-national-country-studies>

European Transport Workers' Federation (ETF) (2020): Workplace guidance to address violence and harassment against women transport workers (workplace policy and risk assessment) Brussels, ETF. <https://www.etf-europe.org/etfs-workplace-guidance-to-address-violence-and-harassment-against-women-at-work-explained-by-dr-jane-pillinger/>

Global Deal (OECD/ILO): The Contribution of Social Dialogue to Gender Equality. Global Deal (OECD/ILO 2019): [https://www.theglobaldeal.com/resources/Gender%20Brief\\_EN\\_Final\\_Web.pdf](https://www.theglobaldeal.com/resources/Gender%20Brief_EN_Final_Web.pdf)

Global Deal (OECD/ILO): Flagship Report 2022 (see Industrial Case Study) (2022): <https://flagship-report.theglobaldeal.com/#human-rights-due-diligence->

ILO Policy Brief: ILO Violence and Harassment Convention No. 190 and Recommendation No. 206. ILO Actrav (2020). [http://www.ilo.ch/wcmsp5/groups/public/---ed\\_dialogue/---actrav/documents/briefingnote/wcms\\_749786.pdf](http://www.ilo.ch/wcmsp5/groups/public/---ed_dialogue/---actrav/documents/briefingnote/wcms_749786.pdf)

ILO-ITC: Preventing and addressing sexual harassment and violence in the workplace – Practical strategies [https://gbv.itcilo.org/assets/pdf/ResourceKit\\_PART\\_B.pdf](https://gbv.itcilo.org/assets/pdf/ResourceKit_PART_B.pdf)

ILO: Safe and healthy working environments free from violence and harassment (2020): [https://www.ilo.org/wcmsp5/groups/public/---ed\\_protect/---protrav/---safework/documents/publication/wcms\\_751832.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_protect/---protrav/---safework/documents/publication/wcms_751832.pdf)

ILO/UN Women: Handbook Addressing violence and harassment against women in the world of work (2019): <https://www.unwomen.org/en/digital-library/publications/2019/03/handbook-addressing-violence-and-harassment-against-women-in-the-world-of-work>

Pillinger, J. Violence and harassment against women and men in the world of work – Trade union perspectives and action, ILO (available in English, French and Spanish) (2017): [https://www.ilo.org/wcmsp5/groups/public/---ed\\_dialogue/---actrav/documents/publication/wcms\\_546645.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_dialogue/---actrav/documents/publication/wcms_546645.pdf)

### **Guidance on workplace sexual harassment policies and complaints procedures**

ILO sample sexual harassment policy (Asia) (includes procedure for making complaints): [https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-suva/documents/policy/wcms\\_407364.pdf](https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-suva/documents/policy/wcms_407364.pdf)

ILO Guidelines sexual harassment (Indonesia): [https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-suva/documents/policy/wcms\\_407364.pdf](https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-suva/documents/policy/wcms_407364.pdf)

### **Videos**

Video: Global Unions. Let's campaign for the ratification of ILO Convention 190: [https://www.youtube.com/watch?v=dwVBKTK\\_5\\_I](https://www.youtube.com/watch?v=dwVBKTK_5_I)

Video: Sexual Harassment, UNI Global Union, 2018.: <https://www.youtube.com/watch?v=HuOzollf3Rw>

Video: What is C190?, Global Unions: <https://www.dropbox.com/s/gqbgue68va763p7/C190%20Final%20English.mp4?dl=0>

Video: Worker stories of violence and harassment, IndustriALL, 2017: <https://www.youtube.com/watch?v=SvAqJqoOAZY>

Video: Domestic violence is a trade union issue, IndustriALL, 2020: <https://www.facebook.com/watch/?v=1483201608520288&ref=sharing>

Video: Are you man enough', UNI Global Union, 2013: <https://www.youtube.com/watch?v=GBFwwcQcD4>

Video: Video on victim blaming : <https://www.youtube.com/watch?v=JHYobUjhEJw&t=203s>

ILO: Videos on Violence and Harassment in the World of Work, including the impact of COVID-19:  
<https://www.ilo.org/global/topics/violence-harassment/videos/lang--en/index.htm>