



# TAKING ACTION ON VIOLENCE AND HARASSMENT AGAINST LGBTQI+ WORKERS & OTHER VULNERABLE GROUPS

## FACILITATOR GUIDE



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# INTRODUCTION

Violence and harassment in the world of work is a daily reality for millions of workers across the world and has devastating impacts for those affected. Gender-based violence and harassment is the most widespread form of violence and harassment in the world of work, affecting women disproportionately. Groups in situations of vulnerability (or ‘*vulnerable groups*’) and workers with intersectional identities also face increased exposure to violence and harassment.

LGBTQI+ persons are one of these vulnerable groups. Across the world of work, LGBTQI+ workers face harassment, violence, and discrimination on the basis of their sexual orientation, gender identity, gender expression, and sex characteristics. This discrimination remains a root cause of their continuing inequality in society and at work and is one of the major challenges facing the labour movement globally.

The ground-breaking adoption of Convention 190 (C190)<sup>1</sup> and Recommendation 206 (R206)<sup>2</sup> in June 2019 set out a new framework for preventing, addressing, and eliminating violence and harassment in the world of work. As of November 2023, 35 countries have ratified ILO C190.<sup>3</sup>

Trade unions can seize on the opportunity of the adoption of C190 and R206 to address violence and harassment against LGBTQI+ workers and other vulnerable groups and acknowledge their exclusion from and need for inclusion in the world of work.

All the Global Union Federations (GUF) have developed a Joint Global Union Toolkit on Violence and Harassment in the World of Work and ILO C190 and R206,<sup>4</sup> organised around three sections:

1. Violence and Harassment in the World of Work
2. Union Action
3. Applying C190 and R206 to our own organisations

The toolkit has examples of good practice, union language, useful resources, and activities.

The GUFs also have a joint project on organising LGBTQI+ workers which has adapted the joint GUF C190 toolkit and developed these specific training materials for LGBTQI+ workers.

1 [https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100\\_ILO\\_CODE:C190](https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C190)

2 [https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100\\_ILO\\_CODE:R206](https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:R206)

3 [https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:11300:0::NO:11300:P11300\\_INSTRUMENT\\_ID:3999810:NO](https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:11300:0::NO:11300:P11300_INSTRUMENT_ID:3999810:NO)

4 <https://lgbtiworkers.org/education>

## Who are these materials for?

These training materials are primarily for workers' educators and facilitators and trade union staff and representatives. They are intended to support the development of training programmes for:

- Trade union elected and staff officers and activists, including shop stewards and occupational safety and health representatives.
- Rank and file trade union members, and LGBTQI+ workers who are organising to challenge violence and harassment in their workplaces and trade unions.

## What are these materials for?

These training materials are designed to:

- Encourage discussion about violence and harassment, and the disproportionate impact of violence and harassment on vulnerable groups, including LGBTQI+ workers.
- Raise awareness about C190 and R206 and their relevance for LGBTQI+ workers.
- Encourage workers and unions to take action around violence and harassment and integrate C190 into the union bargaining agenda.
- Enable the development of more inclusive unions and union spaces.

## How to use these training materials?

The training materials include a **facilitator guide** and a **participant workbook**.

The **facilitator guide** contains:

- Information about workshop delivery.
- Sample training activities, including facilitators notes describing objectives and instructions for running the activity and signposting to resources.
- Information about key issues facing LGBTQI+ workers and supportive C190 language.
- Examples of good language and practice developed by other unions.
- Further resources that might be useful for additional information and learning.

The **participant workbook** contains:

- Participants' activity sheets.
- Resource sheets to be used in the activities.

The training materials are designed for participants with different levels of awareness and experience. Each activity indicates the level at which it is aimed:

- **Foundation:** For participants with little or no knowledge or experience negotiating and advocating around these issues.
- **Intermediate:** For participants with some understanding and experience of the key issues and skills needed for advocating, looking to further develop their knowledge and skills.
- **Advanced:** For participants with a strong understanding and experience of negotiating and advocating around the key issues, looking to further enhance and enrich their skills and knowledge.

## Planning the Training Programme

The training materials are designed to be used according to local needs and experience. The materials can be used in their entirety, or each module and/or activity can be used separately. Running a course using all the materials would last 3 days. Depending on participants' experience, time available, and local needs facilitators can pick and choose activities to develop a suitable course. This might mean a half-day session, one-day workshop, or hour-long sessions once a week over several weeks.

The materials are separated into 3 colour-coded modules, each made up of activities exploring different areas of trade union action. Some activities are split into several parts. Depending on the experience of participants and time available, facilitators can run one or all parts of the activity. The three modules are:

1. Awareness-Raising
2. Taking Action in the Workplace
3. Taking Action in the Union

The training materials include estimated time and resources required for the activity and signposting to further resources that can be used in the activity. Some resources are available in the accompanying participant workbook. Training materials are also supported by additional resources available online which can enable facilitators to develop supporting resources or Powerpoint presentations for use in activities.<sup>5</sup>

The materials include information about workshop delivery. Depending on the local context, facilitators might need to reframe some activities to ensure that they are inclusive for groups where explicit discussion of LGBTQI+ issues might lead to resistance or fear of repercussions.

## Sample 2-day training course for experienced shop stewards

### DAY 1

**09:00-10:30**    **Activity 2 (Part 1):**  
Understanding Violence & Harassment

Break

**11:00-13:00**    **Activity 2 (Part 2):**  
Understanding the Causes of Violence & Harassment

Lunch

**14:00-16:00**    **Activity 3:**  
Understanding C190 and Groups in Situations of Vulnerability

### DAY 2

**09:00-11:30**    **Activity 4:**  
Integrating C190 into Collective Bargaining Agreements & Workplace Policies

Break

**12:00-13:30**    **Activity 8 (Part 2):**  
Dealing with Resistance

Lunch

**14:30-16:30**    **Activity 5 (Part 2):**  
Addressing Bullying and Harassment at Work

End



## Creating a Safe and Inclusive Harassment Free Learning Environment

Facilitators should begin all training by establishing shared group expectations and rules to observe to ensure that the course is useful for all participants and that a respectful and inclusive environment is created. Facilitators could hold a plenary discussion to identify ground rules and expectations which can be displayed throughout the course. Participants can write these down in the space available at the start of their workbook.

Facilitators should encourage participants to come up with their own ideas but can suggest anything missed by participants. Key principles for creating a safe learning environment might include:

- ➔ Establish shared expectations and desired outcomes: what motivated participants to attend the training? what do they hope to learn? what do they want to be the outcome?
- ➔ Emphasise the importance of treating each other with mutual respect, equality, and non-discrimination. There should be a zero-tolerance approach to any forms of discrimination, violence, harassment, exclusion, stigmatization, prejudice.
- ➔ Encourage participants to be aware of their unconscious biases based on gender, ethnicity, age, religion, educational background, or other factors.
- ➔ Highlight the importance of working collectively to reach decisions and discussions, following trade union democratic principles and behaviour.
- ➔ Encourage the creation of a safe space and non-judgemental environment for everyone to be able to share their experiences and ideas without facing repercussions.
- ➔ Emphasise the values of confidentiality and privacy. Facilitators could suggest that participants adopt the rule that anyone who takes part in the session is free to use information from the discussion but not allowed to reveal who made any particular comment.
- ➔ Highlight that some discussions will be triggering, particularly when talking about experiences of violence and harassment. It is important for participants to pre-warn people if they are sharing experiences that might be triggering.
- ➔ Facilitators could remind participants of the union policy on equalities, dignity, and respect. Some unions have developed materials used in education programmes specifically for this purpose, which can be sent to participants in advance, or introduced at the start of the course.<sup>6</sup>
- ➔ If training is being held online, facilitators should also highlight the importance of digital safety.

For more information on creating a harassment-free learning environment see: <https://lgbtiworkers.org/education>

6 For example: BCFED Statement on Harassment: [https://bcfed.ca/sites/default/files/attachments/BCFED-Events-Harassment-Statement-2021\\_1.pdf](https://bcfed.ca/sites/default/files/attachments/BCFED-Events-Harassment-Statement-2021_1.pdf)  
PSAC Statement on Harassment: [https://psacunion.ca/sites/psac/files/convention\\_guide\\_0.pdf](https://psacunion.ca/sites/psac/files/convention_guide_0.pdf)

## Glossary

The language used to describe people with diverse sexual orientation, gender identity, gender expression and sex characteristics (SOGIESC) varies greatly across the world and is influenced by culture, social norms, history, language, and politics. Many of these terms originate in the Global North and reflect western concepts of personal identity but most are now commonly used globally.

<b>+</b>	The + is meant to be inclusive of all people with diverse SOGIESC, including various Indigenous identities like Two-Spirited, Maohi and Muxe.	<b>Gender Identity</b>	Each person's inherent experience and expression of gender, which may be different from their sex assigned at birth or the gender attributed to them. It includes a person's sense of their body and self.
<b>Ally</b>	A person who is supportive of people with diverse SOGIESC and LGBTQI+ rights.	<b>Groups in situations of vulnerability or 'vulnerable groups'</b>	Groups who face increased inequality and marginalisation because of specific characteristics. These characteristics mean that they are often structurally discriminated against, face human rights violations, might lack legal protections, and may be denied justice when their rights are violated. This means that they might require special attention for the protection and effective enjoyment of their human rights.
<b>Biphobia</b>	The fear or hatred of someone who is or is perceived to be bisexual.	<b>Heterosexual or straight</b>	A person who is exclusively attracted to persons of the opposite sex.
<b>Bisexual or Bi</b>	A person with the capacity for romantic, emotional, and physical attraction to people of more than one gender.	<b>Homophobia</b>	The fear or hatred of someone who is or is perceived to be homosexual.
<b>Cisgender or cis</b>	A person whose gender identity and the sex they were assigned at birth align.	<b>Homosexual</b>	An outdated term for a person who is exclusively attracted to persons of the same sex.
<b>Convention</b>	A legally binding international agreement	<b>Intersectional Discrimination</b>	When people experience more than one discrimination.
<b>Gay</b>	A man who is romantically, emotionally, and physically attracted to other men. Some women who are attracted to other women prefer this term.	<b>Intersex</b>	An umbrella term that describes a person born with any variations in sex characteristics.
<b>Gender</b>	The socially constructed roles, behaviours, activities, and attributes generally considered acceptable, appropriate, or desirable for a person based on the sex they were assigned at birth.	<b>Lesbian</b>	A woman who is romantically, emotionally, and physically attracted to other women. Some non-binary people may also identify with this term.
<b>Gender dysphoria</b>	A person's discomfort or distress experienced when their gender identity differs from their sex assignment.		
<b>Gender Expression</b>	The range of social cues, including names, pronouns, behaviour, clothing, voice, mannerisms, and physical characteristics we use to express our gender identity and to interpret other's.		



<b>Non-binary</b>	An umbrella term for people whose gender identity doesn't sit comfortably with 'man' or 'woman'. Non-binary identities are varied and can include people who identify with some aspects of binary identities, while others reject them entirely.
<b>Outing</b>	The disclosure of a person's SOGIESC without their consent.
<b>Queer</b>	Historically negative, the term Queer has been reclaimed to express an inclusive and non-conforming identity. It is explicitly political and sometimes used as a broad term for LGBTQI+ and all people with diverse SOGIESC.
<b>Questioning</b>	A person who is unsure of or exploring their gender identity and/or sexual orientation.
<b>Sex</b>	The binary assignment – male or female - usually made at birth based primarily on sex characteristics (genitalia) and reproductive functions. It is different to gender.
<b>Sex Characteristics</b>	A person's physical features relating to sex, including chromosomes, gonads, sex hormones, genitals and secondary physical features emerging from puberty.
<b>Sexual Orientation</b>	A person's capacity for romantic, emotional, and physical attraction to other people. This includes heterosexual, homosexual, and bisexual, as well as a wide range of other expressions of sexual orientation.
<b>Transgender or Trans</b>	A person whose gender identity and sense of self differs from what is typically associated with the sex they were assigned at birth.
<b>Transitioning</b>	A transgender person's path from the sex they were assigned at birth to their own gender identity. This may include changing names, pronouns, dressing and presenting differently, and gender-affirming medical intervention or surgery. This term is preferable to gender reassignment.

<b>Transphobia</b>	The fear or hatred of someone who is or is perceived to be transgender.
<b>Unconscious Bias</b>	Thoughts and attitudes that we hold – both positive and negative – about certain people or groups that are outside our awareness and control. These biases often develop as a result of generalised and stereotyped social norms and attitudes within our societies. This means that many of us have these biases ingrained in us without even realizing it.

## Acronyms and Abbreviations

<b>C190</b>	Violence and Harassment Convention 190
<b>CBA</b>	Collective Bargaining Agreement
<b>GBVH</b>	Gender-Based Violence and Harassment
<b>GUF</b>	Global Union Federation
<b>ILO</b>	International Labour Organization
<b>ITUC</b>	International Trade Union Confederation
<b>LGBTQI+</b>	Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex +
<b>OSH</b>	Occupational Safety and Health
<b>R206</b>	Violence and Harassment Recommendation 206
<b>SOGIESC</b>	Sexual Orientation, Gender Identity, Gender Expression, Sex Characteristics
<b>UN</b>	United Nations
<b>VAW</b>	Violence Against Women

## Violence and Harassment in the World of Work

Violence and harassment is “*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 gender-based violence and harassment.*” – ILO Convention 190

Violence and harassment can take many forms including:

- Physical violence, including assault, physical abuse, and murder
- Psychological violence, including stalking, intimidation, threats, verbal abuse, and hostile behaviour
- Online violence, including threats, insults, abusive comments, cyberbullying and cyberstalking, trolling, hate speech, abusive comments, and being sent obscene images
- Sexual harassment, including unwanted sexual advances, touching, attention, and rape
- Bullying and mobbing
- Economic violence, including the denial or misuse of resources or services, not complying with economic responsibilities, and actions which result in negative economic consequences
- Abusive work practices, conditions, and arrangements
- Domestic violence

In the world of work, it can take place in the physical workplace, in private and public spaces, and at work-related events and activities. Perpetrators can be part of the organisation (*employers, managers, supervisors, peers, colleagues*) or it can be committed by those outside of the organisation (*customers, clients, patients, business contacts, service providers, and the public*).

Everyone can be affected by violence and harassment at work. But some workers face a greater risk of violence and harassment because they experience discrimination and inequality due to certain personal characteristics. Violence and harassment is rooted in systems of inequality and power. This means that differences in power – whether hierarchical, or based on characteristics such as gender, race, or class – lead to inequality. Women face increased exposure because of their unequal position in society. Vulnerable groups also face increased exposure to violence and harassment. This includes:

- Women
- Racialised and/or minoritized workers
- Workers with disabilities
- Migrant workers
- Pregnant women
- Older workers
- Young workers
- Informal workers
- Religious minorities
- LGBTQI+ workers

LGBTQI+ workers frequently face homophobic and transphobic discrimination, harassment and violence based on their sexual orientation, gender identity, gender expression, and sex characteristics. Workers with intersecting identities also face increased exposure to violence and harassment. Multiple and intersecting identities creates another layer of inequality, further increases the risk of violence and harassment and results in greater barriers to accessing support or justice.

Global crises – whether war, pandemic, civil instability or climate breakdown – also increases the risk of violence and harassment. Rising insecurity and instability and the infrastructure collapse increase violence and harassment. The impacts fall disproportionately on women and vulnerable groups. The COVID-19 pandemic increased the incidence of violence and harassment and resulted in reports of domestic violence skyrocketing.<sup>7</sup>

## ILO Violence and Harassment Convention (C190) and Violence and Harassment Recommendation (R206)

For many years the global trade union movement has been campaigning for an International Labour Organisation (ILO) Convention to address violence and harassment in the world of work. Together all the Global Union Federations (GUFs), the International Trade Union Conference (ITUC) and other key allies built a campaign to develop a new international labour standard on violence and harassment in the world of work.

On 21st June 2019, history was made when the International Labour Conference (ILC) adopted the Violence and Harassment Convention (C190) and Recommendation (R206) by an overwhelming majority vote.

The new international labour standards on violence and harassment are a:

- **Convention:** a legally binding international agreement, and
- **Recommendation:** non-binding guidelines which give more detailed guidance about how to implement the Convention

The fight for these tools was very tough, the employers' group and governments fought back on some important issues. This included the inclusion and protection of LGBTQI+ workers in the international standards. However, strong campaigning and lobbying efforts of trade unions and other important allies – including LGBTQI+ rights groups – meant that LGBTQI+ workers were included under the terms '*vulnerable groups*' and '*groups in situations of vulnerability*.'

The adoption of C190 and R206 is a huge victory for trade unions. The global community has made it clear that violence and harassment in the world of work will not be tolerated. Trade unions can seize on this opportunity to address the systemic violence, harassment, and discrimination against vulnerable groups, including LGBTQI+ workers.

### Why is C190 important?

- ➔ It provides the first internationally agreed definition of violence and harassment in the world of work and approaches violence and harassment with a gender perspective.
- ➔ All individuals in the world of work are covered, and it applies to all sectors – public and private, rural and urban areas, formal and informal economy.
- ➔ It recognises that some workers are disproportionately affected by violence and harassment. This includes vulnerable groups, which includes LGBTQI+ workers.
- ➔ It covers the entire world of work – not just the physical workplace.
- ➔ It recognises that violence and harassment can come from third parties.
- ➔ It recognises that domestic violence can impact the world of work.
- ➔ It identifies that governments, employers, and trade unions all have important roles in addressing violence and harassment in the world of work.
- ➔ Its provisions can be incorporated into national laws, collective bargaining agreements and workplace policies. This is a key tool for unions to use to make change.

# MODULE 1:

## AWARENESS-RAISING

Module 1 is focused on **awareness-raising**. It is organised into three activities:

- 1 Understanding Vulnerable Groups:** This activity aims to improve awareness about vulnerable groups, focusing specifically on LGBTQI+ workers as a vulnerable group.
- 2 Understanding Violence and Harassment:** This activity is split into two parts. Part 1 aims to improve understanding about what constitutes violence and harassment and what types of violence and harassment are faced by vulnerable groups. Part 2 aims to encourage a better understanding of why these groups face increased exposure to violence and harassment.
- 3 Understanding C190 and Vulnerable Groups:** This activity aims to enable participants to understand C190 and identify which parts of C190 are most relevant for vulnerable groups.

# ACTIVITY 1

## UNDERSTANDING VULNERABLE GROUPS



### ACTIVITY 1: FACILITATOR EXPLAINER

This activity is designed to improve participants' awareness of groups in situations of vulnerability to enable them to identify LGBTQI+ persons as an important vulnerable group. This is also important to enable participants to better understand how LGBTQI+ workers are included within C190's scope.

**Groups in situations of vulnerability or vulnerable groups** are individuals who face increased inequality and marginalisation because of certain personal characteristics. These characteristics mean they face structural discrimination and human rights violations, lack legal protections and may be denied justice when their rights are violated. The protection and implementation of their human rights might require special attention. Vulnerable groups is an evolving concept but it can be interpreted using existing international labour and human rights standards and instruments and might include women, racialised and/or minoritized individuals; indigenous people; people with disabilities; migrants; pregnant women; religious minorities; young people; older people; informal workers; women and girls; LGBTQI+ individuals. Depending on the context, participants may also identify other groups. Before the session, facilitators could undertake research to better understand the local context of vulnerable groups.

**Lesbian, Gay, Bisexual, Transgender, Queer, Questioning and Intersex + (LGBTQI+) persons** are an important vulnerable group. These are key terms that facilitators should know in advance of the session:

- ➔ **Sex** is the binary assignment (*male or female*) usually made at birth based primarily on sex characteristics (*genitalia*) and reproductive functions. It is different to gender. Sex characteristics are a person's physical features relating to their sex. Intersex is an umbrella term that describes a person born with any variations in sex characteristics.
- ➔ **Gender** is the socially constructed roles, behaviours, activities, and attributes generally considered acceptable, appropriate, or desirable for a person based on the sex that they were assigned at birth.
- ➔ **Sexual Orientation** is a person's capacity for romantic, emotional, and physical attraction to other people. This includes Heterosexual or Straight (*someone exclusively attracted to persons of the opposite sex*) and Homosexual (*an outdated term for a person who is exclusively attracted to persons of the same sex*). This might include:
  - **Lesbian:** A woman who is romantically, emotionally, and physically attracted to other women. Some non-binary people may also identify with this term.
  - **Gay:** A man who is romantically, emotionally, and physically attracted to other men. Some women who are attracted to other women prefer this term.
  - **Bisexual or Bi:** A person with the capacity for romantic, emotional, and physical attraction to people of more than one gender.

- ➔ **Gender Identity** is each persons' experience and expression of gender, which may be different from their sex assigned at birth or the gender attributed to them. Gender expression is the range of social cues, including names, pronouns, behaviour, clothing, voice, mannerisms, and physical characteristics used to express our gender identity and to interpret other's. This might include:
- **Cisgender/Cis:** A person whose gender identity and sex they were assigned at birth align.
  - **Transgender/Trans:** A person whose gender identity and sense of self differ from what is typically associated with the sex they were assigned at birth. Transitioning is a transgender person's path from the sex they were assigned at birth to their own gender identity (changing names, pronouns, dressing and presenting differently, and gender-affirming medical intervention or surgery).
  - **Gender Dysphoria:** A person's discomfort or distress experienced when their gender identity differs from their sex assignment.
  - **Non-binary:** An umbrella term for people whose gender identity does not sit comfortably with 'man' or woman.' Non-binary identities are varied and can include people who identify with some aspects of binary identities, while others reject them entirely.
  - **Pronouns:** Pronouns are words used to identify or refer to ourselves or others. Pronouns often refer to people's gender identity (e.g. he/she/hers). Gender neutral pronouns are unspecific to one gender (e.g. they/them/theirs). The correct use of an individual's pronoun is very important to ensure that the person feels included and respected.

- ➔ **Queer** is a historically negative term that has been reclaimed to express an inclusive and non-conforming identity. It is sometimes used as a broad term for LGBTQI+ and all people with diverse sexual orientation, gender identity, gender expression and sex characteristics (SOGIESC).
- ➔ **Questioning** means a person who is unsure of or exploring their gender identity and/or sexual orientation.
- ➔ **+**: is meant to be inclusive of all people with diverse SOGIESC, including various Indigenous identities like Two-Spirited, Maohi and Muxe.

Facilitators should emphasise that this activity requires a non-judgemental environment for everyone to share ideas and experiences without fear. Discriminatory or prejudicial language will not be tolerated.



1

# TASK

**▶ LEVEL: FOUNDATION**

<p><b>Time needed</b></p> <ul style="list-style-type: none"> <li>● 2 hours</li> </ul>	<p><b>Resources needed</b></p> <ul style="list-style-type: none"> <li>● Flipcharts</li> <li>● Marker Pens</li> </ul>	<p><b>Aim</b></p> <p>The aim of this activity is to:</p> <ul style="list-style-type: none"> <li>➔ Understand participants' awareness of vulnerable groups.</li> <li>➔ Enable participants to strengthen their own understanding of vulnerable groups and what is meant by 'LGBTQI+'.</li> </ul>
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**Tasks**

In advance of the session the facilitator could prepare a short presentation focused on groups in situations of vulnerability and LGBTQI+ terminology.

1. Organise participants into small groups.
2. Ask each group to read out and discuss the questions on the activity sheet and to write down their responses on the flipchart, arranged in a mind-map (*see example in participant workbook*).
3. Once the groups have completed their mind-maps, ask each group to nominate someone to report back on their discussion.
4. Ask each group to explain their mind-maps: Why have they identified these groups? Why do they think that they are vulnerable groups?
5. Ask other participants to suggest groups that they think are missing from the list.

6. Then, depending on the understanding and experience of the group, either pass around the hand-out on groups in situations of vulnerability OR present some PowerPoint presentation slides.
7. After this has been completed, lead a plenary discussion around the following questions and encourage participants to ask questions if they do not understand any terms:
  - Which terms do participants know? Which terms are they not familiar with?
  - What is meant by sexual orientation? Can they give an example?
  - What is meant by gender identity? Can they give an example?

8. Summarise key points made. If this activity is to be used as part of a longer training course, emphasise to participants that the rest of the training course will focus specifically on LGBTQI+ persons as an important vulnerable group.

**Activity Resources**

- Hand-out: Vulnerable Groups and LGBTQI+ terminology (*available in participant workbook*)
- Additional supporting materials available at: <https://lgbtiworkers.org/education>

**Further Resources**

- Trans Equality Fact Sheet, UNISON (available online at <https://www.unison.org.uk/content/uploads/2020/01/2022-Trans-workers-rights.docx>)

# ACTIVITY 2

## UNDERSTANDING VIOLENCE & HARASSMENT



### ACTIVITY 2: FACILITATOR EXPLAINER

This activity is designed enable participants to understand violence and harassment in the world of work. It is divided into two parts. Part 1 focuses on enabling participants to better understand what constitutes violence and harassment. Part 2 looks at the causes of violence and harassment. Depending on the experience and understanding of participants and time available, facilitators can run one or both parts of the activity.

Violence and harassment is defined by ILO C190 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 gender-based violence and harassment.”*

It can take different forms - physical violence; psychological violence; online violence; sexual harassment; bullying and mobbing; economic violence; abusive work practices; conditions and arrangements; and domestic violence. In the world of work, violence and harassment can occur in the physical workplace, in private and public spaces, as well as at work-related events and activities. Perpetrators can be part of an organisation, but it can also be committed by those outside of the organisation ('third parties').

Everyone can be affected by violence and harassment. But some workers face a greater risk because they experience discrimination and inequality due to personal characteristics. These workers might also lack legal protections or be denied justice when their rights are violated.

LGBTQI+ workers frequently face discrimination, harassment, and violence in society and at work. They might find it hard to get, keep and advance in their jobs. In some countries, it is dangerous and even illegal to be open about sexuality and gender identity. Some LGBTQI+ workers might conceal their personal characteristics to avoid discrimination. But this comes at a great personal cost to their mental health and can lead to isolation.

LGBTQI+ workers also suffer from microaggressions - subtle but harmful forms of discriminatory behaviour and language which are experienced by marginalised or discriminated groups. They are different to overt violence and harassment because they do not have explicit negative intent, but instead take place because of unconscious bias. However they can have a negative cumulative impact and take a real toll on mental health.

Some workers experience intersectional/multiple discrimination because of several different personal characteristics. This increases exposure to violence and harassment and creates more barriers to getting support.

Some workers might see violence and harassment as simply 'part of the job.' This means it remains underreported. Workers might even fear losing their job or missing out on opportunities if they report it, or there might not be adequate workplace policies to deal with it. This can leave workers feeling powerless and unable to take action. Sometimes, workers do not even recognise that violence and harassment is a problem affecting them or their colleagues.

Facilitators should be sensitive to participants' limited awareness of violence and harassment as it might lead to a difficult or uncomfortable discussion. Participants might also share their own experiences so facilitators should ensure that a safe space is created within the discussion.

## TASK / PART 1: UNDERSTANDING VIOLENCE AND HARASSMENT

### ▶ LEVEL: INTERMEDIATE

<p><b>Time needed</b></p> <ul style="list-style-type: none"> <li>● 90 minutes</li> </ul>	<p><b>Resources needed</b></p> <ul style="list-style-type: none"> <li>● Flipcharts</li> <li>● Marker Pens</li> </ul>	<p><b>Aim</b></p> <p>The aim of this activity is to:</p> <ul style="list-style-type: none"> <li>➔ Enable participants to better understand what constitutes violence and harassment.</li> <li>➔ Encourage participants to identify what types of violence and harassment are experienced by vulnerable groups, including LGBTQI+ workers.</li> </ul>
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### Tasks

There are **two options** for this activity. This activity could either involve:

- Participants reading examples of violence and harassment, **OR**
- Participants reading a handout on violence and harassment.

#### OPTION 1: Experiences of Violence and Harassment

1. Organise participants into small groups.
2. Read out or ask participants to read out the handout with examples of violence and harassment (*see handout in participant workbook*).
3. Then, ask each group to discuss the questions on the activity sheet and write down their answers on the flipchart.
4. Ask each group to nominate someone to report back on their discussion in plenary.

#### OPTION 2: Understanding Violence and Harassment

1. Organise participants into small groups.
2. Read out or ask participants to read the handout on violence and harassment in the world of work in their groups (*see handout in participant workbook*).
3. Check that everyone understands the handout.
4. Ask each group to consider their own experiences, discuss the questions on the activity sheet and write down their answers on a flipchart.
5. Ask each group to nominate someone to report back on their discussion in plenary.

### Activity Resources

- Hand-out: Examples of violence and harassment in the world of work (*available in participant workbook* and in *global union toolkit* available at: <https://lgbtiworkers.org/education>)
- Hand-out: Violence and harassment in the world of work (*available in participant workbook*)

## TASK / PART 2: UNDERSTANDING THE CAUSES OF VIOLENCE AND HARASSMENT

### ▶ LEVEL: ADVANCED

<p><b>Time needed</b></p> <ul style="list-style-type: none"> <li>● 2 hours</li> </ul>	<p><b>Resources needed</b></p> <ul style="list-style-type: none"> <li>● Flipcharts</li> <li>● Marker Pens</li> <li>● Display boards</li> <li>● Two sets of coloured cards</li> <li>● Adhesive or BluTac</li> </ul>	<p><b>Aim</b></p> <p>The aim of this activity is to:</p> <ul style="list-style-type: none"> <li>➔ Enable participants to understand why LGBTQI+ workers face increased exposure to violence and harassment.</li> <li>➔ Encourage participants to understand what is meant by intersectional discrimination.</li> </ul>
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### Tasks

In advance of the session the facilitator should prepare a presentation focused on power inequalities and the causes and risk factors of violence and harassment.

1. In plenary, present the PowerPoint slides and lead a discussion around power inequalities and how it impacts exposure to violence and harassment.
2. Check that everyone understands the information included in the presentation, and to ask questions if they do not understand anything.
3. Then, organise participants into small groups. Give each group 10 cards of each colour.
4. Ask each group to think about the main risk factors that contribute to LGBTQI+ workers facing increased exposure to violence and harassment. They should also consider the impact violence and harassment has on these groups. They can use the questions on the activity sheet to help them.
5. Prepare two display areas. Label one area 'causes' and the other 'impacts.'
6. Ask each group to write down their answers on the cards.
7. On completion of the cards, ask participants to stick their cards in the relevant area.
8. Ask each group to nominate someone to report back in a plenary discussion.

### Activity Resources

- Additional supporting materials available at: <https://lgbtiworkers.org/education>

### Further Resources

- Extra Resource Sheet: Risk factors faced by vulnerable groups (*available in participant workbook*)

# ACTIVITY 3

## UNDERSTANDING C190 & VULNERABLE GROUPS



### ACTIVITY 3: FACILITATOR EXPLAINER

This activity is designed to improve participants understanding of ILO C190 and enable them to identify which parts of C190 are useful for vulnerable groups, including LGBTQI+ workers.

On 21st June 2019, workers, governments, and employers adopted the first ever international standards on violence and harassment in the world of work - the ILO Violence and Harassment Convention (C190) and Recommendation (R206). These are useful tools to address violence and harassment against vulnerable groups in the world of work, including LGBTQI+ workers.

The most important parts of C190 and R206 to highlight during this session are:

- ➔ C190 provides the first internationally agreed definition of violence and harassment in the world of work: *“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 gender-based violence and harassment”*.
- ➔ C190 approaches violence and harassment with a gender perspective and acknowledges that women are disproportionately affected by violence and harassment at work.

- ➔ Everyone in the world of work is covered – employees, contract workers, persons in training, workers whose employment has been terminated, volunteers, job seekers/applicants, and individuals exercising authority of an employer.
- ➔ C190 applies to all sectors – public and private, rural and urban areas, formal and informal economy.
- ➔ C190 recognises that some workers are disproportionately affected by or at risk of violence and harassment - women, vulnerable groups, and groups in situations of vulnerability. R206 states that vulnerable groups should be interpreted according to applicable international labour standards and human rights instruments. Those with intersecting identities are also protected.
- ➔ C190 covers the world of work – not just the physical workplace.
- ➔ It recognises that violence and harassment can come from third parties.
- ➔ It recognises – for the first time – that domestic violence can impact the world of work.
- ➔ It recognises that governments, employers, and trade unions all have important roles in addressing violence and harassment in the world of work.
- ➔ Its provisions can be incorporated into national laws, collective bargaining agreements and workplace policies.

Other international standards also include protections against violence, harassment and discrimination for vulnerable groups and LGBTQI+ workers. This includes:

- ➔ Universal Declaration of Human Rights (UDHR), 1948<sup>8</sup>
- ➔ ILO Discrimination (Employment and Occupation) Convention (No.111) and Recommendation (No.111), 1958<sup>9</sup>
- ➔ ILO HIV and AIDS Recommendation (No.200), 2010<sup>10</sup>
- ➔ The Yogyakarta Principles, 2006<sup>11</sup>
- ➔ International Labour Standards also apply to all workers, unless specified otherwise.

In advance of this activity, facilitators should read C190 and R206 in detail. For more information about C190 see global joint union toolkit on C190 and R206, available here: <https://lgbtiworkers.org/education>

8 <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

9 [https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100\\_Ilo\\_Code:C111](https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_Ilo_Code:C111)

10 [https://www.ilo.org/dyn/normlex/en/f?p=1000:12100::NO:12100:P12100\\_INSTRUMENT\\_ID:2551501](https://www.ilo.org/dyn/normlex/en/f?p=1000:12100::NO:12100:P12100_INSTRUMENT_ID:2551501)

11 This is a set of principles about human rights in the areas of sexual orientation and gender identity published as a result of an international meeting of human rights groups: <https://yogyakartaprinciples.org>



# TASK

**▶ LEVEL: INTERMEDIATE**

<p><b>Time needed</b></p> <ul style="list-style-type: none"> <li>● 2 hours</li> </ul>	<p><b>Resources needed</b></p> <ul style="list-style-type: none"> <li>● Flipcharts</li> <li>● Marker Pens</li> </ul>	<p><b>Aim</b></p> <p>The aim of this activity is to:</p> <ul style="list-style-type: none"> <li>➔ Develop participants' understanding of C190 and R206.</li> <li>➔ Encourage participants to identify which parts of C190 are most relevant for LGBTQI+ workers.</li> </ul>
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**Tasks**

1. Organise participants into small groups.
2. Depending on the experience and understanding of the group, participants can either be given the full text of C190, or the annotated version which explains C190 in more detail (*handout available in participant workbook*).
3. Ask each group to read out the text and to discuss the questions on the activity sheet.
4. Then, ask each group to prepare a 10-minute presentation with the outcome of their discussion.
5. After the presentations, lead a discussion on the most important parts of the Convention for LGBTQI+ workers, also introducing parts of R206 that are relevant for vulnerable groups and protections included in other international standards.

**Activity Resources**

- Copies of C190 text, available here: [https://www.ilo.org/dyn/normlex/en/f?p=NO\\_RMLEXPUB:12100:0::NO::P12100\\_ILO\\_CODE:C190](https://www.ilo.org/dyn/normlex/en/f?p=NO_RMLEXPUB:12100:0::NO::P12100_ILO_CODE:C190)
- Copies of annotated C190 text (*available in participant workbook*)
- Copies of R206 text, available here: [https://www.ilo.org/dyn/normlex/en/f?p=NO\\_RMLEXPUB:12100:0::NO::P12100\\_ILO\\_CODE:R206](https://www.ilo.org/dyn/normlex/en/f?p=NO_RMLEXPUB:12100:0::NO::P12100_ILO_CODE:R206)
- The Yogyakarta Principles: [http://yogyakartaprinciples.org/wp-content/uploads/2017/11/A5\\_yogyakartaWEB-2.pdf](http://yogyakartaprinciples.org/wp-content/uploads/2017/11/A5_yogyakartaWEB-2.pdf)

**Further Resources**

- ILO, Inclusion of LGBTQI+ persons in the world of work: A Learning Guide: [https://www.ilo.org/wcmsp5/groups/public/--dgreports/---gender/documents/publication/wcms\\_846108.pdf](https://www.ilo.org/wcmsp5/groups/public/--dgreports/---gender/documents/publication/wcms_846108.pdf)

## 2

TAKING ACTION  
IN THE WORKPLACE

## MODULE 2: TAKING ACTION IN THE WORKPLACE

Module 2 is focused on **taking action in the workplace**. It is split into three activities:

- 4 Integrating C190 into Collective Bargaining Agreements:** This activity aims to enable participants to use language and provisions of C190 and R206 to adapt or develop specific clauses on violence and harassment against LGBTQI+ workers to be integrated into collective bargaining agreements.
- 5 Addressing Bullying and Harassment at Work:** This activity aims to encourage participants to consider how they might handle a grievance of violence and harassment in the world of work. It is split into two parts. Part 1 encourages participants to develop an action plan for dealing with a grievance. Part 2 focuses on participants developing a model grievance policy.
- 6 Domestic Violence as a Union Issue:** This activity is split into two parts. Part 1 aims to enable participants to understand domestic violence as a trade union issue and an important issue for LGBTQI+ workers. Part 2 encourages participants to identify barriers faced by LGBTQI+ workers when seeking support for domestic violence.

# ACTIVITY 4

## C190 AND COLLECTIVE BARGAINING AGREEMENTS



### ACTIVITY 4: FACILITATOR EXPLAINER

This activity is intended to encourage participants to identify risks faced by LGBTQI+ workers, and to develop collective bargaining agreements and/or workplace policies on violence and harassment that effectively address the needs of LGBTQI+ workers.

C190 is an important tool to use when negotiating with employers around violence and harassment. Even if not ratified, trade unions can integrate the provisions of C190 into collective bargaining agreements and workplace policies. Employers are also required to provide safe and healthy workplaces, including workplaces free from violence and harassment. Violence and harassment can cause psychological and physical harm. Workplace violence and harassment can lead to stress and anxiety and can even be life threatening. Unions must also hold management to account for providing a safe environment. For more information, see global joint union toolkit:

<https://lgbtiworkers.org/education>

CBAs/policies that effectively address violence and harassment could include:

- ➔ A statement that violence and harassment will not be tolerated.
- ➔ Establishment of violence and harassment prevention programmes with objectives.
- ➔ Clearly defined employer and worker responsibilities.
- ➔ Measures to eliminate, manage and prevent violence and harassment.
- ➔ A comprehensive definition of violence and harassment.

- ➔ Cover the world of work and all workers, including vulnerable groups (and LGBTQI+ workers).
- ➔ Non-discrimination clauses specifying no discrimination on the basis of sexual orientation, gender identity or gender expression.
- ➔ Investigation, dispute resolution and enforcement bodies.
- ➔ Sanctions, remedies, and supports for victim/ survivors.
- ➔ Joint committees to monitor implementation.
- ➔ Training and awareness-raising about the policy.
- ➔ Enforcement, monitoring and evaluation to ensure the policy is effective.
- ➔ Take a gender responsive approach and acknowledge the realities of LGBTQI+ experiences.

Facilitators should emphasise that clauses must effectively integrate the needs, concerns, and priorities of LGBTQI+ workers, and other vulnerable groups.

In advance of this activity, facilitators could identify existing agreements that could be used as model clauses/agreements, or as examples to be strengthened or amended within the activity.

## TASK

### ▶ LEVEL: INTERMEDIATE

<p><b>Time needed</b></p> <ul style="list-style-type: none"> <li>● 2.5 hours</li> </ul>	<p><b>Resources needed</b></p> <ul style="list-style-type: none"> <li>● Flipcharts</li> <li>● Marker Pens</li> <li>● Display boards or suitable wall space</li> </ul>	<p><b>Aim</b></p> <p>The aim of this activity is to:</p> <ul style="list-style-type: none"> <li>➔ Enable participants to integrate the provisions of C190 and R206 into collective bargaining agreements / workplace policies to address violence and harassment against LGBTQI+ workers.</li> </ul>
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### Tasks

There are **two options** for this activity. Depending on the experience and understanding of the group and the resources available this activity could involve:

- Participants amending existing collective bargaining agreements on violence and harassment **OR**
- Participants developing new collective bargaining clauses on violence and harassment.

#### OPTION 1: Amending Existing Collective Bargaining Agreements

1. Organise participants into groups, ideally by sector or workplace if possible.
2. Ask the groups to read through the discussion questions in the activity sheet and discuss and identify the risks faced by LGBTQI+ workers. (If activity 2 has been undertaken, the outcomes of this discussion can be used here instead).
3. Ask participants to nominate someone to report back on their discussion.
4. Distribute, read out and discuss the handout checking that everyone understands the measures and policies suggested.
5. Circulate the existing collective bargaining agreement and ask participants to read through the agreement and discuss whether it includes all the points in the checklist.
6. Ask each group to write down 5 ways that they would improve the collective bargaining agreement, making sure that they properly integrate the needs and concerns of LGBTQI+ workers.
7. Then invite each group to present their proposals and hold a plenary discussion to enable participants to discuss improvements not already identified.
8. If there is time leftover, facilitators could circulate a model clause for participants to read.

## OPTION 2: Developing new Collective Bargaining Clauses

1. Organise participants into groups, ideally by sector or workplace if possible.
2. Ask the groups to read the discussion questions on the activity sheet and to identify the greatest risks being faced by LGBTQI+ workers. (If activity 2 has been undertaken, the outcomes of this discussion can be used here instead).
3. Ask participants to nominate someone to feedback on their discussion.
4. Then, distribute, read out and discuss the handout, checking that everyone understands the measures and policies suggested.
5. Ask each group to read through the discussion questions and using the flipchart provided, draft four clauses as the basis for a negotiated agreement. Remind participants that they need to ensure that the needs of LGBTQI+ workers are properly integrated into the agreement.
6. Encourage everyone to provide practical proposals specific to their workplace or sector and the particular risk factors that LGBTQI+ workers face, rather than just general principles.
7. Prepare four flip charts to be mounted on display boards or walls, titled 'Practical Action', 'Procedures', 'Training' and 'Monitoring and Evaluation'.
8. After the groups have completed their activity, invite each to present their proposals to the plenary.
9. As the groups mention specific proposed clauses, note them down on the appropriate flip chart.
10. To conclude the session, summarise the proposals on each of the four flipcharts.

### Activity Resources

- Handout: Recommendations for Workplace Policies and Collective Bargaining Agreement (*available in participant workbook*)
- Handout: Sample Collective Bargaining Language (*available in participant workbook*)

### Further Resources

- UNISON Model Language and Model Policies, available online at <https://www.unison.org.uk/content/uploads/2023/04/UNISON-Equality-Resources-May-2023.docx>
- CUPE Model Language, available online at <https://cupe.ca/bargaining-2slgbtqi-rights-checklist-collective-agreement-language>
- BCGEU Community Social Services Collective Agreement (Article 29): <https://agreements.bcgcu.ca/pdfs/PostedFiles/Posted%202019/03000922v3.pdf>
- Multi-sectoral guidelines on tackling third-party violence and harassment: [https://www.epso.org/sites/default/files/article/files/Final\\_Multi\\_sectoral\\_guidelines\\_-\\_20\\_07\\_10.pdf](https://www.epso.org/sites/default/files/article/files/Final_Multi_sectoral_guidelines_-_20_07_10.pdf)
- OSH Fact Sheet – Violence and Harassment in the Workplace: <https://www.ccohs.ca/oshanswers/psychosocial/violence.html>
- ETUC Framework Agreement on Harassment and Violence at Work: [https://www.etuc.org/sites/default/files/pdf\\_CES-Harcelement-Uk-2\\_1.pdf](https://www.etuc.org/sites/default/files/pdf_CES-Harcelement-Uk-2_1.pdf)

# ACTIVITY 5

## ADDRESSING BULLYING AND HARASSMENT AT WORK



### ACTIVITY 5: FACILITATOR EXPLAINER

This activity is designed to encourage participants to consider how they might handle a case of violence and harassment at work. It is divided into two parts. Part 1 encourages participants to come up with an action plan to deal with a case of violence and harassment at work. Part 2 enables participants to develop a model grievance policy on violence and harassment at work. Depending on the experience and understanding of participants and the time available, facilitators can run one or both parts of the activity.

There are many barriers to addressing violence and harassment in the world of work for LGBTQI+ workers. These workers already face discriminatory barriers and marginalisation at work which can mean that they do not report violence and harassment because they doubt that their complaint will be dealt with seriously, or fear they will be shamed, humiliated, or even fired. Trade unions have a key role to play in establishing guidelines and procedures for complaints and investigations. It is important for facilitators to remind participants that procedures will differ for every workplace, but there are some general principles to remember:

- ➔ Recognise the problem, respond quickly and seriously and reassure the person
- ➔ Refer the complainant to the necessary channels
- ➔ Ensure investigations and outcomes are gender-responsive and recognise vulnerabilities and inequalities faced by LGBTQI+ workers

- ➔ Ensure procedures effectively include vulnerable groups, including LGBTQI+ workers
- ➔ Confidentiality and fairness, including the right to privacy for LGBTQI+ identity
- ➔ Signposting to support and further information if needed
- ➔ Protection of complainants, witnesses, and whistle-blowers against retaliation
- ➔ Record the information and be transparent about data
- ➔ Communicate the procedures and decisions to all parties involved
- ➔ Information for procedures to be included in the workplace policy

In advance of this activity, facilitators should identify existing grievance policies that could be used. Facilitators should make it clear that some workers might feel more comfortable dealing with the complaint informally and should not be forced to make a formal complaint.



## TASK / PART 1: ADDRESSING BULLYING AND HARASSMENT AT WORK

### ▶ LEVEL: FOUNDATION

<p><b>Time needed</b></p> <ul style="list-style-type: none"> <li>● 90 minutes</li> </ul>	<p><b>Resources needed</b></p> <ul style="list-style-type: none"> <li>● Flipcharts</li> <li>● Marker Pens</li> <li>● Wall space, or display boards</li> </ul>	<p><b>Aim</b></p> <p>The aim of this activity is to:</p> <ul style="list-style-type: none"> <li>➔ Encourage participants to consider how they might handle a case of violence and harassment in the world of work and come up with an action plan to deal with it.</li> </ul>
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### Tasks

1. Organise participants into groups, based on workplace if possible.
2. Ask participants to imagine that an LGBTQI+ member has come to them with a complaint of violence, harassment or discrimination at work which is based on their sexual orientation, gender identity, expression, or sex characteristics. In their groups, participants must come up with an action plan. This should include steps to take in the short term, medium term and long-term to deal with the incident.
3. Ask each group to write their actions on a flipchart in a table (*see example in participant workbook*).
4. In a plenary session ask each group to report back on their discussion. Participants in other groups can make comments to suggest areas for improvements in the action plan.
5. Then, either pass around to read, or read out the handout checklist on dealing with complaints at work and make suggestions of how the groups could improve their action plans.

### Activity Resources

- Handout: Checklist on dealing with complaints (*available in participant workbook*)

## TASK / PART 2: ADDRESSING BULLYING AND HARASSMENT AT WORK

### ▶ LEVEL: INTERMEDIATE

<p><b>Time needed</b></p> <ul style="list-style-type: none"> <li>● 2 hours</li> </ul>	<p><b>Resources needed</b></p> <ul style="list-style-type: none"> <li>● Flipcharts</li> <li>● Marker Pens</li> </ul>	<p><b>Aim</b></p> <p>The aim of this activity is to:</p> <ul style="list-style-type: none"> <li>➔ Enable participants to put C190 into practice by developing a model grievance policy on violence and harassment in the world of work.</li> </ul>
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### Tasks

1. Organise participants into small groups.
2. Distribute, read out and discuss the handout, checking that everyone understands the recommendations included in the checklist. Encourage participants to ask questions if they don't understand any of the points or the language that is used.
3. Then, ask each group to discuss the questions in the activity sheet.
4. Each group should develop a grievance policy that integrates the key points on the checklist, and effectively includes LGBTQI+ workers. They should write this down on the flipchart provided.
5. Once the groups are finished, ask each group to present their policy to the group.
6. Then, circulate the copy of the model investigation process to the group. Read out the policy and lead a discussion comparing the model policy to the policies that the groups have produced.

### Activity Resources

- Handout: Model workplace harassment investigation process (*available in participant workbook*)
- Handout: Checklist on dealing with complaints (*available in participant workbook*)

# ACTIVITY 6

## DOMESTIC VIOLENCE AS A UNION ISSUE



### ACTIVITY 6: FACILITATOR EXPLAINER

This activity is designed to encourage participants to consider why domestic violence is an important issue for LGBTQI+ workers. It is divided into two parts. Part 1 aims to enable participants to understand domestic violence as a trade union issue. Part 2 encourages participants to identify barriers faced by vulnerable groups when seeking support for domestic violence. Depending on the understanding of participants and time available, facilitators can run one or both parts.

Domestic violence is violence and harassment that takes place between members of the family or domestic unit, or by former partners. It can take many forms, including:

- ➔ Coercive control: an act or pattern of acts of assault, sexual coercion, threats, humiliation, and intimidation used to harm, punish, or frighten.
- ➔ Psychological abuse: including humiliation, threats, intimidation, name-calling.
- ➔ Physical abuse: including hitting, slapping, punching, kicking, pushing, confining.
- ➔ Sexual abuse: including rape, forced sexual activities, sexual accusations, forced pregnancy or termination of pregnancy.
- ➔ Economic/financial violence: including preventing person from getting a job, taking their money, controlling finances.
- ➔ Harassment and stalking.
- ➔ Online abuse: including threats, sharing sensitive or intimate information on social media.

Domestic violence has devastating impacts on physical and psychological health as well as economic consequences. Although it starts in the home, it can impact the world of work. For more information see global union joint toolkit at <https://lgbtiworkers.org/education>

Anyone can experience domestic violence, but women are more likely to be victims/survivors and men mainly the perpetrators because domestic violence is rooted in power inequalities. However, facilitators should emphasise that domestic violence does not only take place within heterosexual relationships and is not only perpetrated against cisgender women. Evidence suggests that some LGBTQI+ persons experience equal or even higher prevalence of domestic violence compared to straight women. LGBTQI+ persons can also face barriers to accessing support for domestic violence. Common barriers might include:

- ➔ A lack of data on the impact of domestic violence on LGBTQI+ persons.
- ➔ Discrimination from law enforcement and justice processes.
- ➔ Under representation of LGBTQI+ persons and their needs in domestic violence services, and wider support services and lacking resources for LGBTQI+ escaping domestic violence.
- ➔ Isolation due to discrimination, exacerbated for those with intersectional identities, including reluctance from LGBTQI+ persons to disclose personal identity with support organisations.

Some participants may find this discussion upsetting. Participants should pre-warn others if they share experiences that might be triggering. Facilitators should encourage sensitivity to experiences.

## TASK / PART 1: DOMESTIC VIOLENCE AS A UNION ISSUE

### ▶ LEVEL: FOUNDATION

<p><b>Time needed</b></p> <ul style="list-style-type: none"> <li>● 90 minutes</li> </ul>	<p><b>Resources needed</b></p> <ul style="list-style-type: none"> <li>● Flipcharts</li> <li>● Marker Pens</li> </ul>	<p><b>Aim</b></p> <p>The aim of this activity is to:</p> <ul style="list-style-type: none"> <li>➔ Enable participants to understand domestic violence as a trade union and workplace issue.</li> </ul>
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### Tasks

1. Organise participants into small groups.
2. Read out or ask participants to read the handout on 'why is domestic violence a trade union issue.'
3. Ask each group to discuss the questions on the activity sheet and write their answers on the flipchart, arranged in a mind map (see *example in participant workbook*).
4. Ask each group to nominate someone to report back on their discussion in plenary.
5. After participants have done this, lead a discussion highlighting the most important arguments for why domestic violence is a trade union issue.

### Activity Resources

- Handout: Why is domestic violence a trade union issue? (*available in participant workbook*)

## TASK / PART 2: UNDERSTANDING BARRIERS FACED BY LGBTQI+ PERSONS

### ▶ LEVEL: INTERMEDIATE

<p><b>Time needed</b></p> <ul style="list-style-type: none"> <li>● 90 minutes</li> </ul>	<p><b>Resources needed</b></p> <ul style="list-style-type: none"> <li>● Flipcharts</li> <li>● Marker Pens</li> </ul>	<p><b>Aim</b></p> <p>The aim of this activity is to:</p> <ul style="list-style-type: none"> <li>➔ Enable participants to understand why domestic violence is an important issue for LGBTQI+ workers.</li> <li>➔ Encourage participants to identify barriers faced by LGBTQI+ workers when seeking support.</li> </ul>
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### Tasks

In advance of the session the facilitator should prepare a short presentation summarising the reasons for domestic violence to be considered an important issue for LGBTQI+ workers, and the main barriers faced by LGBTQI+ persons in the workplace and society.

1. Organise participants into small groups.
2. Lead a presentation and discussion focused on domestic violence and the barriers faced by LGBTQI+ persons.
3. Give each group a flipchart and marker pens. Ask each group to draw a table with three columns on the flipchart. They should label one column 'Workplace', the second column 'Society', and the third column 'Support' (see *example in participant workbook*).

4. Ask participants to consider the main barriers that LGBTQI+ persons face when trying to access support for experiencing domestic violence a) in the workplace, and b) in society. They should write their ideas down in the relevant columns.
5. Ask participants to think about what action or further support might be needed to address these barriers. Encourage participants to suggest specific practical proposals rather than general ideas.
6. Once the groups have finished, ask them to present their ideas in a plenary discussion.

### Activity Resources

- Supporting materials available at: <https://lgbtiworkers.org/education>

# 3 TAKING ACTION IN THE UNION

## MODULE 3: TAKING ACTION IN THE UNION

Module 3 is focused on **taking action in the union**. It is split into three activities:

- 7 Reforming Union Culture:** The aim of this activity is to enable participants to address violence and harassment against LGBTQI+ workers in the union. It is split into three parts. Part 1 focuses on identifying the union's role in advocating for these issues. Part 2 encourages participants to explore how violence and harassment against LGBTQI+ workers takes place in the union. Part 3 enables participants to consider practical proposals for action based on C190 to prevent violence and harassment against LGBTQI+ workers in the union.
- 8 Inclusive Engagement:** This activity focuses on inclusive engagement in the fight against violence and harassment. It is split into two parts. Part 1 encourages participants to consider how they can be better allies in the fight against violence and harassment. Part 2 aims to enable participants to consider how to deal with resistance in the union when advocating for inclusion of LGBTQI+ issues.
- 9 Building Alliances:** The final activity aims to enable participants to identify key targets and allies at different levels in the fight to address violence and harassment.

# ACTIVITY 7

## REFORMING UNION CULTURE



### ACTIVITY 7: FACILITATOR EXPLAINER

This activity is designed to enable participants to consider the role of trade unions in advocating for action to address violence and harassment against LGBTQI+ workers. It is split into three parts. Depending on the experience and understanding of participants and time available, facilitators can run one part, or several parts of the activity.

Part 1 encourages participants to identify the role of the union in advocating for an end to violence and harassment. Trade unions have always been advocates of social justice and human rights, but often the day-to-day activities of trade unions mean that the broader political goals – for equality, social justice, and non-discrimination may not be given priority. But trade unions have a key role to play in advocating for societal change. Effective action to end violence and harassment against vulnerable groups requires stronger and more inclusive unions.

Unfortunately internal cultures, structures, and lack of awareness within unions can limit or discourage the active involvement of workers and union members who are at greatest risk. Inequality can be entrenched within structures, meaning that LGBTQI+ persons are excluded and marginalised from decision-making. Some workers can even suffer violence and harassment in the union itself. The low visibility of the issue and the fear of repercussion mean that people may be reluctant to report it. It is important to recognise these issues in order to fight for change. C190 is an important tool to strengthen the fight to end violence and harassment within our own unions.

Part 2 and Part 3 of the activity focus on identifying examples of violence and harassment against LGBTQI+ persons in the union and considering practical proposals for action based on C190 to prevent violence and harassment. Trade unions must adopt policies and measures that address risk factors for violence and harassment against LGBTQI+ persons. Important measures might include:

- ➔ Identifying risk factors and hazards within union structures using risk assessments.
- ➔ Reviewing internal policies and procedures and adopting and implementing new policies on violence and harassment, with explicit reference to LGBTQI+ groups.
- ➔ Mainstreaming C190 and R206, with particular reference to LGBTQI+ persons, into training, education, and information campaigns in the union to raise awareness.
- ➔ Information and training on risks and hazards and internal policies, including work to ensure harder to reach members know about policies and are able to report problems.
- ➔ Mainstreaming C190 into union bargaining agendas, including underlying inequalities and risk factors that expose LGBTQI+ persons to a greater risk of violence and harassment.
- ➔ Developing committees, networks, caucuses to ensure that the concerns of LGBTQI+ persons are integrated into all decision-making structures, policies, and activities of the union. Informal self-organised groups can also help to build a shared safe space and a common agenda.
- ➔ Making constitutional amendments to introduce measures around parity, quotas, targets, or seats to improve the representation LGBTQI+ persons and other vulnerable groups in union structures.
- ➔ Capacity-building of LGBTQI+ members through training to ensure an inclusive and equal approach to tackling violence and harassment.

Some of the issues raised might be sensitive and some people may feel uncomfortable or fearful of the discussion, particularly when discussing personal experiences. Facilitators should ensure a safe environment is created and should highlight the potential sensitive nature of experiences shared.

## TASK / PART 1: THE ROLE OF OUR UNION

### ▶ LEVEL: FOUNDATION

<p><b>Time needed</b></p> <ul style="list-style-type: none"> <li>● 1 hour</li> </ul>	<p><b>Resources needed</b></p> <ul style="list-style-type: none"> <li>● Cards</li> <li>● Sticky tape or Blue Tac</li> <li>● Display board</li> <li>● Flipchart</li> <li>● Marker Pens</li> </ul>	<p><b>Aim</b></p> <p>The aim of this activity is to:</p> <ul style="list-style-type: none"> <li>▶ Enable participants to identify the important role of the union in advocating for an end to violence and harassment.</li> </ul>
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### Tasks

1. Organise participants into small groups and give each participant 4 cards.
2. In a plenary discussion, pose the following questions to the group to answer from their own experience and local context. These questions can be displayed on a PowerPoint slide or display board for everyone to see:
  - a. What is the purpose of a trade union?
  - b. What power does your trade union have to make change?
  - c. What role do unions currently play in advocating for equality and justice?
  - d. What role should they play?
3. Ask each participant to respond to the questions in a plenary discussion. As they come up with answers, they should write these down on the cards and then come up and stick them around the questions in the display area for everyone to see. Encourage participants to explain their responses.
4. After this activity has been completed, facilitators should deliver a short presentation about the important role of trade unions and summarise all the ideas that have been raised in the discussion.

### Activity Resources

- Supporting materials available at: <https://lgbtiworkers.org/education>



## TASK / PART 2: RECOGNISING ISSUES IN THE UNION

### ▶ LEVEL: INTERMEDIATE

<p><b>Time needed</b></p> <ul style="list-style-type: none"> <li>● 2 hours</li> </ul>	<p><b>Resources needed</b></p> <ul style="list-style-type: none"> <li>● Marker Pens</li> <li>● Flipchart paper</li> <li>● Display boards</li> </ul>	<p><b>Aim</b></p> <p>The aim of this activity is to:</p> <ul style="list-style-type: none"> <li>▶ Enable participants to explore how violence and harassment against LGBTQI+ workers takes place in the union.</li> <li>▶ Discuss examples of violence and harassment in the union and identify possible direct and indirect causes of violence and harassment within the union.</li> </ul>
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### Tasks

- Organise participants into small groups and ask each group to think of examples of potential or actual violent incidents or cases of harassment against LGBTQI+ persons (or other vulnerable groups) that have taken place within the union.
- Ask participants to discuss:
  - Who were the victims/survivors? Who were the perpetrators?
  - What were the circumstances surrounding the incident?
  - What were the causes?
  - What impact did it have?
- Using the flipchart provided, ask each group to note the main points raised in the discussion for presentation to the plenary. Ask participants to pay specific attention to the possible root causes and risk factors for violence and harassment in the union.
- Ask each group to nominate someone to report back and present their conclusions to the plenary.
- Then, in plenary discuss:
  - What types of violence and harassment are particularly faced by LGBTQI+ persons (or other vulnerable groups)?
  - What are the underlying causes and risk factors of violence and harassment in the union?

## TASK / PART 3: REFORMING THE UNION

### ▶ LEVEL: INTERMEDIATE

<p><b>Time needed</b></p> <ul style="list-style-type: none"> <li>● 2 hours</li> </ul>	<p><b>Resources needed</b></p> <ul style="list-style-type: none"> <li>● Flipchart</li> <li>● Marker Pens</li> <li>● Cards</li> <li>● Sticky tape or BluTac</li> </ul>	<p><b>Aim</b></p> <p>The aim of this activity is to:</p> <ul style="list-style-type: none"> <li>▶ Enable participants to consider practical proposals for action to improve the union's culture, structures, and procedures to prevent violence and harassment against LGBTQI+ persons and other groups in situations of vulnerability based on the provisions of C190.</li> </ul>
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### Task

1. Organise participants into groups. Depending on the group, participants could be organised, for example, by the role in the union, employment status, or other important identities that affect power or vulnerability.
2. Ask each group to consider what has been learnt about the provisions of C190 so far and to discuss what unions can do to reduce the risk of violence and harassment for LGBTQI+ persons, and other vulnerable groups, within the union.
3. Remind each group to give particular focus to specific measures to support LGBTQI+ workers. If needed, the facilitator could also ask participants to read the handout on reforms for unions (*see handout in participant workbook*).
4. Give each group about 20 blank cards and marker pens, and ask them to note down their ideas, one idea per card.
5. Designate three large spaces on walls or provide three display boards, each one labelled: *Rules, Policies and Procedures; Union Structures; Education & Training*.
6. When the groups have completed their discussion, ask everyone to stick their cards in the appropriate display area. Gather everyone around each display area in turn and discuss the proposals that have been made.

### Activity Resources

- Handout: Reforming the Union for Vulnerable Groups (*available in participant workbook*)

# ACTIVITY 8

## INCLUSIVE ENGAGEMENT



### ACTIVITY 8: FACILITATOR EXPLAINER

This activity is intended to encourage inclusive engagement in the fight against violence and harassment and to identify everyone's role in advocating for action. It is divided into two parts. Depending on the experience and understanding of participants and time available, facilitators can run one or both parts of the activity.

Everyone needs to take a role in challenging harmful behaviour. But too often people stand by and say nothing. Trade unions need to engage everyone – leaders, staff members, activists, and representatives – to recognise violence and harassment and call it out. Trade unions could also hold trainings, informal discussions and workshops for groups to come together and challenge myths and prejudices around violence and harassment. This is an important way to strengthen solidarity and create a non-judgemental environment that enables people to seek support. Part 1 aims to encourage participants to speak out against violence and harassment in the union.

Facilitators should be careful to ensure that this discussion does not fall into the assumption of the cisgender male perpetrator, and cisgender female victim, because this might mean that violence and harassment faced by LGBTQI+ persons is ignored.

Without equal and inclusive unions that consider everyone's needs, concerns and interests we cannot effectively address violence and harassment in the world of work. But the marginalisation of LGBTQI+ voices in society is unfortunately often still seen in the union. Despite many unions taking positive steps to address and include LGBTQI+ experiences, there are still many unions lagging far behind. Members need to develop tools and arguments to use when handling such resistance in the union. The second part of the activity aims to encourage participants to consider how they might deal with resistance in the union when advocating for the inclusion of LGBTQI+ issues in the union agenda.

## TASK / PART 1: BEING MORE THAN A BYSTANDER

### ▶ LEVEL: FOUNDATION

<p><b>Time needed</b></p> <ul style="list-style-type: none"> <li>● 2 hours</li> </ul>	<p><b>Resources needed</b></p> <ul style="list-style-type: none"> <li>● Flipcharts</li> <li>● Marker Pens</li> </ul>	<p><b>Aim</b></p> <p>The aim of this activity is to:</p> <ul style="list-style-type: none"> <li>▶ Encourage participants to speak out against violence and harassment in the union and become allies in the fight against violence and harassment.</li> </ul>
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### Tasks

1. Organise participants into small groups.
2. Ask each group to identify and describe an incident of violence or harassment against an LGBTQI+ person, or another vulnerable group in the union that they have witnessed.
3. Ask participants to discuss the questions in the activity sheet, and to write down their answers on the flipchart provided.
4. Ask each group to nominate someone to report back on their discussion.
5. Then distribute and read or ask the groups to read the handout bystander intervention tip sheet.
6. Once they have read the handout, ask each group to consider what they would now do if they witnessed an incident of violence and harassment:
  - Would they do anything differently?
  - How would they support those experiencing violence and/or harassment?
  - What action would they take?
  - What steps should the union take to ensure that people can speak out against violence and harassment?
7. Summarise the key points made and conclude with a plenary discussion by asking: How can we encourage everyone to take an active role in the fight against violence and harassment in the world of work?

### Activity Resources

- Handout: Bystander Intervention Tip Sheet (*available in participant workbook*)

### Further Resources

- For more information about bystander intervention: <https://righttobe.org/trainings/bystander-intervention-to-stop-harassment-toward-the-lgbtqia-community/>

## TASK / PART 2: DEALING WITH RESISTANCE IN THE UNION

### ▶ LEVEL: INTERMEDIATE

<p><b>Time needed</b></p> <ul style="list-style-type: none"> <li>● 90 minutes</li> </ul>	<p><b>Resources needed</b></p> <ul style="list-style-type: none"> <li>● Marker Pens</li> <li>● Flipcharts</li> </ul>	<p><b>Aim</b></p> <p>The aim of this activity is to:</p> <ul style="list-style-type: none"> <li>▶ Enable participants to consider how they might deal with resistance in the union when advocating for the inclusion of LGBTQI+ issues.</li> </ul>
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**Tasks** There are **two options** for this activity. The activity could either involve:

- Participants using their own experiences, **OR**
- Participants being given a scenario of facing resistance in the union.

#### OPTION 1: Own Experiences

1. Organise participants into small groups.
2. Ask each group to describe an example of when they have faced resistance to the inclusion of LGBTQI+ issues, (*or another vulnerable group*) in the union.
3. Ask participants to discuss the questions in the activity sheet, and to think about how they dealt with the resistance at the time. They should write down their answers on the flipchart provided.
4. Ask each group to nominate someone to report back on their discussion.
5. Then, read out the handout on being an ally and in a plenary discussion, ask participants to consider how they would handle resistance next time. What key arguments would they make to try and persuade people to think differently?
6. Write down their ideas on a flipchart, and then summarise the main suggestions.

#### OPTION 2: Sample Scenario

1. Organise participants into small groups.
2. Ask each group to imagine that some national or local union leaders are reluctant to take up the issue of violence and harassment against LGBTQI+ workers in the union. This activity can be adapted depending on the group e.g., if focused on dealing with resistance to LGBTQI+ issues in a bargaining committee, then the scenario can be adapted accordingly.
3. Ask each group to prepare a 10-minute presentation to explain why violence and harassment against LGBTQI+ workers should be treated as a priority issue.
4. In plenary, ask each group to make their presentation. Participants in other groups can then ask questions or make comments on the presentation.
5. Once all the groups have made their presentations, ask the plenary to then consider:
  - What other key arguments would they make to try and persuade people to think differently?

#### Activity Resources

- Handout: Being an Ally (*available in participant workbook*)

# ACTIVITY 9

## BUILDING ALLIANCES



### ACTIVITY 9: FACILITATOR EXPLAINER

This activity is designed to enable participants to identify key targets and allies in the fight against violence and harassment against LGBTQI+ workers. This is an extension of the activity included in the global joint toolkit, available at <https://lgbtiworkers.org/education>

This activity encourages participants to identify targets and allies at all levels of society that might be useful for addressing violence and harassment against LGBTQI+ workers. This will differ depending on the local context, but some key targets and allies might include:

➔ In the trade union movement, there are targets and allies. There may be people who are still resistant to taking this up as an important issue and so it is vital to win these people over. There are also important allies, both within our own trade unions but also beyond. The support of other trade unions and other workers' organisations is important, both in the same sector and in other sectors with common issues and objectives. This can be an important tool particularly when negotiating for improved protections and measures at the workplace.

- ➔ The fight to address violence and harassment can only be achieved collectively, so unions also need to make strategic alliances and networks at the community level to fight for transformation. This might include feminist and LGBTQI+ rights movements and organisations, human rights groups, and academic and research institutions focused on LGBTQI+ rights. This can help to develop coordinated campaigns, can provide research and advocacy support, and can also help to support action at the workplace level and encourage national engagement. Importantly, community alliances can help to raise awareness about violence and harassment and encourage people to speak out about the issue, helping to break the stigma and the cycle of underreporting.
- ➔ It is also important to identify targets and allies at the national level to encourage wider engagement on the issue as well as to advocate for supportive laws and policies. This might include national and local governments, members of parliament, ministers, and government departments; regional governmental bodies, and international organisations who support the development and implementation of international labour and human rights standards.

## TASK

## ▶ LEVEL: INTERMEDIATE

<b>Time needed</b> <ul style="list-style-type: none"> <li>● 90 minutes</li> </ul>	<b>Resources needed</b> <ul style="list-style-type: none"> <li>● Flipcharts</li> <li>● Marker pens</li> <li>● Display boards/flipcharts</li> <li>● Pins or sticky tape</li> </ul>	<b>Aim</b> <p>The aim of this activity is to:</p> <ul style="list-style-type: none"> <li>➔ Enable participants to identify key targets and allies in the fight against violence and harassment in the world of work.</li> </ul>
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## Tasks

1. Organise participants into two groups, based on sector, workplace, or region/country if possible. Depending on the size of the group, it might be necessary to organise participants into more than two groups.
2. Depending on the experience and understanding of participants, ask each group to read the hand-out key targets and allies in the fight against violence and harassment.
3. Ask the first group (*or several of the groups*) to identify specific targets in advocating for C190 and in the fight against violence and harassment. They should identify targets at different levels – in the union movement, in the community, at the national level.
4. Ask the second group (or several of the groups) to identify key allies in advocating for C190 and in the fight against violence and harassment. They should identify targets at different levels – in the union, in the community, and at the national level. Encourage participants to be as specific as possible.
5. Depending on the size of the group, facilitators could ask some groups to look at key targets and/or allies at specific levels (*e.g., Allies Group 1 could focus on the union and the community, Allies Group 2 could focus on the national level*).
6. Ask each group to read out and discuss the questions in the activity sheet and write down their responses on the flipchart, arranged in a mind-map (*see example in participant workbook*).
7. When they have completed their flip charts, ask everyone to gather around a display area, and pin the flip charts where everyone can see them.
8. Ask each group to present their flipcharts, explaining why they made their choices.

## Activity Resources

- Handout: Targets and Allies (*available in participant workbook*)

## Further Resources

## NATIONAL ENGAGEMENT

For more information about how unions can engage at the national level to address violence and harassment against LGBTQI+ workers, facilitators can use the global joint union toolkit on C190 and R206. There are also activities focused on building national campaigning strategies and negotiating for ratification of C190. Facilitators can adapt these activities to integrate the concerns and priorities of LGBTQI+ workers, available here: <https://lgbtiworkers.org/education>

## Further Resources

- C190 - ILO Violence and Harassment Convention, 2019 (No.190)  
[https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100\\_ILO\\_CODE:C190](https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C190)
- R206 – ILO Violence and Harassment Recommendation, 2019 (No.206)  
[https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100\\_ILO\\_CODE:R206](https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:R206)
- Mini explainer cards produced by the International Trade Union Confederation (ITUC)  
<https://trello.com/c/ZIDAD0Zn/100-explainer-cards-english>
- Regional Study on Violence and Harassment in the World of Work, Public Services International (PSI), 2020  
<https://publicservices.international/resources/publications/regional-study-on-legislation-and-practices-on-violence-and-harassment-in-the-world-of-work?id=10853&lang=en>
- Protecting Workers from GBVH in Europe, Public Services International (PSI), 2020  
<https://publicservices.international/resources/publications/protecting-workers-from-gender-based-violence-and-harassment-in-europe?id=10861&lang=en>
- Common GUF Campaign Materials  
Poster:  
[https://iuf.org/wp-content/uploads/2021/02/poster\\_ilo\\_convention\\_190\\_en.pdf](https://iuf.org/wp-content/uploads/2021/02/poster_ilo_convention_190_en.pdf)  
C190 Logo:  
<https://iuf.org/wp-content/uploads/2021/02/ILO190EN-scaled.jpg>
- Sexual harassment in the world of work, International Labour Organization (ILO)  
[https://www.ilo.org/wcmsp5/groups/public/---dgreports/---gender/documents/briefingnote/wcms\\_738115.pdf](https://www.ilo.org/wcmsp5/groups/public/---dgreports/---gender/documents/briefingnote/wcms_738115.pdf)
- Campaign Toolkit: Paid Domestic Leave, Public Services International (PSI)  
<http://www.world-psi.org/sites/default/files/documents/research/toolkit-on-paid-domestic-leave-full-v3.pdf>
- Guide against LGBTI+ discrimination, UNI Global Union  
[http://en.breakingthecircle.org/descargas/en/discriminacion/uniguideto%20lgbti\\_en.pdf](http://en.breakingthecircle.org/descargas/en/discriminacion/uniguideto%20lgbti_en.pdf)
- The Yogyakarta Principles  
[http://yogyakartaprinciples.org/wp-content/uploads/2017/11/A5\\_yogyakartaWEB-2.pdf](http://yogyakartaprinciples.org/wp-content/uploads/2017/11/A5_yogyakartaWEB-2.pdf)
- ILO, Inclusion of LGBTQI+ persons in the world of work: A Learning Guide  
[https://www.ilo.org/wcmsp5/groups/public/---dgreports/---gender/documents/publication/wcms\\_846108.pdf](https://www.ilo.org/wcmsp5/groups/public/---dgreports/---gender/documents/publication/wcms_846108.pdf)
- UNISON Model Language and Model Policies  
<https://www.unison.org.uk/content/uploads/2023/04/UNISON-Equality-Resources-May-2023.docx>
- CUPE Model Language  
<https://cupe.ca/bargaining-2slgbtqi-rights-checklist-collective-agreement-language>
- BCGEU Community Social Services Collective Agreement (Article 29)  
<https://agreements.bcgeu.ca/pdfs/PostedFiles/Posted%202019/03000922v3.pdf>
- Multi-sectoral guidelines on tackling third-party violence and harassment  
[https://www.epsu.org/sites/default/files/article/files/Final\\_Multi\\_sectoral\\_guidelines\\_-\\_20\\_07\\_10.pdf](https://www.epsu.org/sites/default/files/article/files/Final_Multi_sectoral_guidelines_-_20_07_10.pdf)



## Global Union Federations

- **UNI Global Union**  
<https://www.uniglobalunion.org/>
- **Building Workers International**  
<https://www.bwint.org/>
- **International Union of Foodworkers**  
<https://www.iuf.org>
- **Education International**  
<https://www.ei-ie.org/>
- **International Trade Union Confederation**  
<https://www.ituc-csi.org/>
- **International Transportworkers Federation**  
<https://www.itfglobal.org/en>
- **International Federation of Journalists**  
<https://www.ifj.org/>
- **Public Services International**  
<https://publicservices.international>
- **IndustriALL Global Union**  
<http://www.industrialunion.org/>



## Global Labour Institute

The Global Labour Institute in Manchester (GLI Network Ltd) is a not-for-profit company providing research and education for the international trade union movement. GLI is a member of the GLI Network, an alliance of organisations promoting international solidarity among trade unions and other organisations and movements of civil society. Alongside GLI Manchester are GLI Geneva, ReAct (GLI Paris), the Praxis Center (GLI Moscow) and City University of New York School of Labor and Urban Studies (GLI New York).

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