Youths’ rights@work
Facilitator’s Guide and Toolkit
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Preface

Across the globe, young women and men are making an important contribution as productive workers, consumers, citizens, members of civil society and agents of change. All too often, the full potential of young people is not realized because they have little access to decent jobs and they lack knowledge on the rules that govern their working relations and conditions. Hence, the need to create awareness on the responsibility and need for decent work practices and to help young people identify the role they – as workplace participants – have in contributing to, promoting and maintaining decent working conditions.
The International Labour Office (ILO) has long been active in youth employment, through its normative action and technical assistance to member States. One of means of action of the Youth Employment Programme of the ILO aims to expand the knowledge base on young people rights at work across countries and regions.

The Youth rights@work: Facilitator’s Guide and Toolkit was finalized by Ms Valli Corbanese, youth employment expert of the ILO and by Mr. Gianni Rosas, Employment Programme of the ILO Subregional Office for Central and Eastern Europe on the draft prepared by Ms Julian Drews. It is part of a technical cooperation project financed by the Italian Ministry of Foreign Affairs on Youth Employment Partnership in Serbia.
Objective

The overall purpose of this training material is to provide a guide and a toolkit for those wishing to assist young people to have a positive, first and continuing work experience. It seeks to create awareness on the responsibility and need for decent workplace practices and to help young people identify the role they – as workplace participants – have in contributing to, promoting and maintaining fair workplaces.

National labour laws define the conditions under which young people are most likely to work as they enter the labour market for the first time. Yet, young people in general seem to lack knowledge of the rules that govern the working conditions they are likely to experience in their first jobs.

Hence, it is of the essence to provide young people with the information they need. Young people will be better prepared to manage their first work experience, if they know and understand their rights and responsibilities with respect to fair workplace practices and rights at work.

Target group

The activities of the Guide are designed to target young people between 15 and 24 years of age who are about to enter, or have just entered, the labour market. No specific knowledge is required to attend the learning sessions developed on the basis of the Guide. However, participants should have basic literacy and numeracy skills.

Facilitator’s profile

The Guide is a reference tool not only for staff of labour market institutions in charge of employment promotion, but also for trade unions’ and employers’ organisations’ activists, employment service advisors, trainers, youth leaders and peers.

Facilitators should be familiar with basic rights at work and be willing to acquire additional information on the labour legislation in force in their country. They need to have good facilitation and training skills and be creative. This is
particularly important for the adaptation of the learning resources to the needs of young participants. The key role of the facilitator is to provide information and “know-how” to familiarize young people with their basic rights at work.

Structure and content

The Guide is organised around five sessions – totalling approximately eleven training hours of 60 minutes each. The sessions can be split up, lengthened or shortened. Activities can be modified according to the specific learning styles of participants, the time available for conducting the workshop and national circumstances.

The training starts with an overview of labour market trends for young people. It continues with the presentation of fundamental rights at work and concludes with the principle of decent work. The second session outlines the key features of employment contracts and provides insights into social security systems. The third session deals with conditions of work (wages, hours of work, sick leave, holiday time and dismissal). The fourth session addresses occupational safety and health issues, the identification of hazards in the workplace and measures to minimize risks. The fifth session concludes the Guide and provides practical advice to young workers to manage conflict in the workplace and negotiate decent conditions of work.

Learning strategy

The proposed learning strategy focuses on improving young people’s knowledge of their rights at work. This in turn will enable them to identify whether their conditions of work are in line with these rights. The activities proposed in this Guide are also designed to foster those core employability skills that may help young people exercise their rights as workers, namely:

- The collection, analysis and organisation of information (capacity to find and present relevant information);
- Communication skills (capacity to communicate effectively with others);
- Teamwork (capacity to interact with other people on a one-to-one basis and in groups and to work as a member of a team);
- Problem-solving (capacity to solve problems using critical thinking).

Activities

For each session the Guide identifies learning objectives, suggests individual and group activities and approximates the time needed for delivery. Facilitator’s notes on both rights at work and the learning process are embedded into the text.
The activities proposed in this Guide are given as examples, whereas templates for individual and group exercises are appended in the toolkit. As much as possible, facilitators should adapt the examples proposed so that these respond to the national context and, foremost, to participants’ needs and learning style.

The facilitator needs to point out at the onset of the workshop that the participants are in charge of their own learning and that most of the learning will occur through practical activities. The purpose of each activity should be explained to participants not only in terms of learning content but also in terms of the skills that the activity aims at strengthening and that may be applied in the workplace.

The Facilitators should conclude each group activity with a debriefing session where participants are given the opportunity to share their experiences and impressions. At the end of a training workshop a written evaluation should be used to document participants’ overall feedback. A template of a validation form is included in Annex IV.

The learning sessions can be enriched through the presence of local experts in the area of employment. Trade unions’ and employers’ organisations’ activists, labour inspectors and young workers themselves have valuable experience to share which can make the workshop more relevant and enjoyable.
Adaptation

To complement and adapt the learning activities presented in this Guide, the facilitator should gather and systematize information on the country’s conditions of work (minimum working age, working hours, minimum wage and social security arrangements) as well as occupational health and safety rules. This information can be summarized in easy-to-read “Flash Cards” to be distributed to participants (an example is provided in Session 1). Also, the collection and distribution of examples of written employment contracts and payslips will help young participants understand their entitlements better.

The text of the Guide is referenced with a number of International Labour Organization Conventions. A list of these Conventions – organized by subject – is appended in Annex 1. The same annex also provides a short summary of the provisions of the Conventions that explicitly mentioned in the text. If the country where the training activity is taking place has ratified any of the labour standards presented in Annex 1, the relevant text should be available in the national language. The facilitator may get copies of the ILO Conventions in national language either from the ministry in charge of labour and employment or the trade unions. Some countries also post the national language version of the ILO standards on the Internet.

The Facilitator should also provide participants with the contacts (address, telephone number, email and web address) of institutions and organisations that can provide information on workers’ rights and advice on how to ensure that these rights are respected. These institutions include the employment service, labour inspectorate, equal opportunities commission, occupational safety and health authority, employers’ organisations, trade unions and chambers of commerce.

Finally, before delivering the workshop, the Facilitators is suggested to:

- Go through the whole Guide to review the topics and activities proposed, identify which sections need to be adapted and prepare the learning resources to be used during the workshop;
- Gather and systematize the required information on national labour standards;
- Develop a plan for each session, highlighting the objectives, content, activities and learning resources (an example of a session plan is provided in Annex III);
- Review the Glossary of Terms appended in Annex II to screen those that are most relevant for the learning workshop to be conducted.
Session 1
The basics

Learning objectives
By the end of this session participants will be able to...
• List the key features of their country’s youth labour market;
• Identify fundamental principles and rights at work;
• Define “decent work”.

Delivery time: 120 minutes

Activities
• Fair workplaces
• Flexibility at work: which are the pros and cons?
• This is it! Say no to discrimination.
• Decent work millionaire.
Introduction

Part of the first session should be aimed at introducing participants to the overall objectives of the workshop and at “getting a feeling” of the audience. Participants also need to be introduced to the learning sequence (number and content of sessions; expected learning outcomes) and to the learning strategy that is focused on a learner-centred approach requiring participants to “learn by doing”.

The core part of the session is aimed at discussing the main barriers faced by young people in entering the labour market and at introducing fundamental principles and rights at work, including the concept of decent work and its implications for young labour market entrants.

1.1 Facts on young workers

Young people face several difficulties when entering the labour market. They have difficulties in finding work because they lack work experience. When employed, they have less tenure than adult workers and they are more likely to be dismissed first when the enterprise runs into trouble. They are exposed to the risk of having to accept any job just to gain work experience and increase their chances to find better jobs in future. The choice they have to face is either to work for low wages and poor conditions or not work at all. And even when young people are aware of their rights at work, they often fail to claim their respect for fear of being fired and/or stigmatised as troublemakers.

The facilitator should initiate a discussion on youth employment by providing participants with an idea of the situation young people faced in national/local labour markets. A non-exhaustive list of the information that needs to be collected is provided below. This information can be found in the quarterly and/or annual Labour Force Survey conducted by the national statistical institute. If the country does not run Labour Force Surveys, the facilitators may refer to other statistical sources, such as the census data or the labour market information collected by the Public Employment Service.

- Share of youth (15 to 24 years of age, or according to national definition) on the total population;
- Share of young people in school; employed and unemployed (compared to adults);
- Young people employed by economic sector (agriculture, manufacturing and services) and occupation (managers, technicians, clerks, service workers):

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1 Some countries extend the international definition of youth to encompass all young people up to 30 years of age.
Session 1

- Conditions of work (hours of work, part-time/full-time, permanent/temporary employment);
- Share of young people working in the informal economy.

Information on the share of young people working in the informal economy is often scanty. The facilitator should make an effort to find at least some estimate on informal employment and provide participants with examples of informal work (for instance, working in the evening in a pub for cash, with no contract and no fixed hours of work or having a regular employment contract paying the minimum wage and getting cash under the counter).

**Activity 1.1. Fair workplaces (Ice breaker)**

Participants should be given the opportunity to think about what they already know about the labour market and rights at work. This can be done by asking them (in pairs or small groups) to respond – based on their previous experience in the world of work (for instance a summer job or an internship) – to the questions of the activity “Fair Workplaces”. If participants never had direct experience with work or job search, they may think about the experience of a friend or a family member.

This activity is designed to break the ice and to promote discussion about the fair treatment of workers in the country’s workplaces. Before conducting the activity, the facilitator should summarize on coloured cards the key labour standards that are in force in the country. An example on how to prepare these “Labour Standards Flash Cards” is appended in the Toolkit (Activity 1.1 Fair Workplaces). The Flash Cards summarizing the various rights at work can be posted on the wall of the workshop room or on flip-charts as the learning activity develops. This will allow participants to have all the rights at work discussed during the sessions always in front of them. The information to be summarized follows the content of the Guide (minimum age for employment, hours of work, minimum wage, annual holidays, sick leave, equal pay, dismissal and so on). This information can be found in the national Labour Code, in the occupational health and safety regulations and in the General Collective Agreement. The facilitator should also contact the trade unions, since these organizations often publish information booklets, brochures and leaflets on workers’ rights.

The results of this ice-breaker activity will also allow the facilitator to adjust the training sessions and activities that follow.
2.1 Changing labour market

In the past few years, the way in which people are employed and their conditions of work has been changing drastically. Labour markets have increasingly become flexible and this brings advantages and disadvantages to both employers and workers. Enterprises can react faster to market requirements and workers can better balance work and family and other responsibilities. But flexibility may also bring less security to workers in their employment relations with employers. A flexible labour market has several defining characteristics:

Flexible employment patterns – both in terms of the flexibility of hours of work and also of the skills used within the workplace.

Ease and cost of hiring and firing workers – in many countries reforms in the labour law now make it easier to hire and fire workers. This reduces the costs for employers in reducing/increasing the size of their labour force according to production requirements.

Switch to shorter-term employment contracts – in many industries, workers are increasingly offered short-term and/or limited duration contracts instead of permanent or unlimited duration ones.

Greater flexibility in pay arrangements – This means that part of the total pay package is linked to enterprise performance (productivity and/or company profits). In some industries, the pay package may also reflect the differences in regional demand for and supply of labour.

The facilitator can use the list above and the terms and definition listed in Box 1 to initiate a short discussion on the impact that changing labour markets have on young workers and to introduce the activity that follows on pros and cons of labour market flexibility.
### Session 1

**BOX 1: FLEXIBILITY TERMS**

**Annual-hours contracts:** these are a way for enterprises to reduce the amount spent on overtime. People are employed for a fixed amount of hours a year and are paid the same each month regardless of the number of hours worked. When production increases, employees work longer hours and when production decreases their hours are cut.

**Compressed hours and flexible working weeks:** these usually involve compressing the working week so that the same hours are worked over fewer working days (4 instead of 5 for instance and workers can enjoy a longer week-end). This can help recruitment, reduce overtime, but it can lead to fatigue if working days are too long.

**Flexitime:** this means that employees are free to vary their daily hours of work within a specific range, provided that they are on the premises during certain core times (for instance from 10 a.m. until 4 p.m.). This enables workers to arrive later on some days but to work later in the evenings to compensate by keeping an agreed average per day or week. It is mostly used for office staff below managerial levels.

**Job sharing:** This is a form of part-time work where two people share the same full-time job. There is often an agreement that if one is sick or on holiday, then the other will do the other share of the job as well.

**Multi-skilling:** means that workers are trained to carry out a range of tasks. This increases flexibility in the use of staff. If there is a need to increase the numbers of people working on particular processes, then this can be easily done by shifting workers to these tasks.

**Part-time work:** This is all work performed for fewer hours than defined by a national threshold, often around 35 hours a week. Part-time workers enjoy the same rights in relation to pay and working conditions as full-time workers.

**Temporary work:** This is the opposite of permanent jobs. It means that workers are employed for a specific period of time only. This might even mean to work on a month-to-month basis.
Activity 1.2. Flexibility at work: pros and cons

This activity is designed to introduce participants to the key features of a flexible labour market and advantages and disadvantages for workers and employers. The facilitator should research the forms of flexible employment that are mostly common among young workers in the country (for instance part-time or temporary work) and to prepare Labour Standards Flash Cards that summarize the provisions of the Labour Code in this sense. An example of Flash Card content for part time work can also be extracted from Box 3 (Session 2).

Participants are asked – in two groups – to discuss about the pros and cons that the specific form of employment bring to workers and employers. Participants’ should record their answers on two separate flip-charts (one for employees and one for employers) which are separated into “pros” and “cons” columns. The toolkit provides an example on how to design this activity for part-time and temporary work.

At the end of the activity, the facilitators should mention the rules governing the forms of flexible employment discussed and post the relevant Labour Standards Flash Cards on the wall.

1.2 Fundamental principles and rights at work

The International Labour Organization (ILO) is the United Nations specialized agency that promotes social justice and internationally recognized human and labour rights. Founded in 1919, the ILO formulates international labour standards in the form of Conventions and Recommendations setting minimum standards of basic labour rights: freedom of association, the right to organize, collective bargaining, abolition of forced labour, equality of opportunity and treatment and other standards regulating conditions across the entire spectrum of work-related issues (see Box 2 for a summary of the core International Labour Standards).

The Declaration on Fundamental Principles and Rights at Work adopted in 1998 enshrines the commitment of governments, employers’ and workers’ organizations to respect and promote the fundamental principles and rights at work. Unlike Conventions, the Declaration does not need to be ratified, but applies automatically to all the 181 member countries. Member States that have not ratified one or more of the core Conventions are asked each year to report on the status of the relevant rights and principles within their borders.

2 More examples and the presentation of different national practices can be found at http://www.ilo.org/public/english/protect/constdir/infosheets/index.htm. These information sheets also list the advantages and disadvantages that these changes bring to employers and workers.
BOX 2: CORE INTERNATIONAL LABOUR STANDARDS

Freedom of Association and right to organize and bargain collectively:

These standards envisage the right of all workers and employers to form and enjoy organizations of their own choosing, protect against anti-union discrimination and promote collective bargaining.

- C87-Freedom of Association and Protection of the Right to Organise; (Hyperlink to annex I with translation into national language, if available)
- C98-Right to Organise and Collective Bargaining

Elimination of all forms of forced or compulsory labour:

These standards prohibit the use of any form of forced or compulsory labour as a means of political coercion, or education, punishment for the expression of political views, labour discipline, punishment for participation in strikes and discrimination.

- C29-Forced Labour Convention,
- C105-Abolition of Forced Labour Convention

Minimum working age and prohibition of child labour:

The minimum age for admission to employment shall not be less than the age of completion of compulsory schooling. There are specific provisions for the immediate elimination of the worst forms of child labour (e.g. slavery, prostitution, trafficking). Such prohibition applies to all children under the age of 18.

- C138-Minimum Age;
- C182-Worst Forms of Child Labour

Equality and non-discrimination standards:

Prohibit discrimination in access to employment, training and other conditions of employment on grounds of race, colour, sex, religion, political opinion, national extraction or social origin. The objective is to promote equality of opportunity and treatment, and equal pay and benefits for work of equal value.

- C100-Equal Remuneration,
- C111-Discrimination in Employment and Occupation
Whether or not a country has ratified a particular Convention, the standard provide guidance for the operation of national labour institutions and establish good practice in labour and employment. Thus, international labour standards have an impact on both national law and national practice, which goes well beyond simply adapting legislation to the requirements of a ratified Convention. Usually the ratified Conventions are transposed into national law (they may be found in the constitution, labour law, social security code, and industry safety regulations).

A simple way to emphasize the importance of fundamental principles and rights at work is for the facilitator to initiate a discussion with participants on discrimination – either while looking for a job, while on the job or upon leaving a job. Discrimination is a less favourable treatment received by a person because of his/her sex, age, race, ethnic origin, sexual orientation, disability and religion, regardless of the person’s ability to fulfil the requirements of the job. Discrimination places the person discriminated against in a situation of disadvantage compared to others, impairing his/her access to employment and career opportunities, let alone equality of treatment in the workplace.

Not all differences in treatment, however, are against labour standards. For instance, differences based on the actual requirements of a job cannot be considered discrimination. Being a man or a woman, for instance, may be a legitimate requirement for jobs in the performing arts. Differences in remuneration that reflect differences in years of education or prior work experience are also legitimate.

**Activity 1.3 This is it! Say no to discrimination!**

To raise awareness on discriminatory practices, the facilitator may ask participants – divided into pairs – to review a number of real life situations, to decide whether there is discrimination and, if yes, on which ground. During the activity the facilitator should encourage participants to think of additional examples of discrimination in recruitment and/or employment they are aware of or have experienced. This activity may be used as stand alone or it may be merged with the Decent Work Millionaire one. The activity should be concluded by posting on the wall or on a flip-chart the Labour Standard Flash Card on the forms of discrimination that are prohibited by the national legislation and providing information on the institutions that are responsible for enforcing equality legislation (for examples the labour inspectorate, the civil rights or equal opportunities commission).
1.3 Decent Work

Young people throughout the world face a range of employment deficits – higher unemployment compared to adults, underemployment, low quality and unproductive jobs, unsafe work and insecure income, discrimination in the workplace and inadequate protection against injury and disability. An estimated 190 million people are unemployed and of these 86 million, or about half of the total, are young people aged 15 to 24. Half the world’s workers are unable to earn more than US$2 per day. One out of every seven children in the world is still involved in child labour of some kind. Workplace accidents and diseases cause 2 million deaths a year – an average of 6,000 per day.

Compared to adults, young workers are more likely to work on temporary type of contracts and this may limit their access to those benefits that are based on the periods of contributions – for instance the unemployment benefit. When a young person is exposed to prolonged periods of temporary contracts, their contributory position and their capacity to plan for the future is reduced. (Hyperlink C102, Social Security (Minimum Standard) and C157, Maintenance of Social Security Rights Convention). Fixed-term contracts also increase the pressure on the employees to prove themselves above average in order to have their contract renewed.

To counteract these practices, the ILO defined the concept of Decent Work as opportunities for women and men to obtain productive work in conditions of freedom, equity, security and human dignity. Decent work involves opportunities for work that is productive and delivers a fair income, security in the workplace and social protection, better prospects for personal development and social integration, freedom for people to express their concerns, organize and participate in the decisions that affect their lives and equality of opportunity and treatment for all. ³

³ (http://www.ilo.org/decentwork)
Activity 1.3 Decent work Millionaire

This activity requires participants, divided in team of three/four persons, to consider a number of work practices and to decide whether they can be considered decent or not. The team wins or loses a specified sum of money for each right or wrong answer. The team that first arrives to one million wins the game. To decide whether the practice is decent or not, participants are asked to leverage on their prior or current work experience such as an internship, summer job or regular jobs or on the experience of their friends, acquaintances or family members.

To better adjust the activity to the national circumstances, the facilitator should research the most common decent work deficit for young workers in the country and change the situations to be proposed to participants accordingly. This activity may also be used in sessions 2 and 3 when discussing conditions of work. The decent work examples may also be expanded by drawing on the This is it! Say no to discrimination exercise.
Session 2

Employment contract and social security

Learning objectives
By the end of this session participants will be able to...

• Identify the minimum requirements of an employment contract;
• List rights and obligations of employees and employers.

Delivery time: 120 minutes

Activities
• Search and rescue mission: better conditions of work.
• Mind the small print! Understanding an employment contract (alternative: About this job, I would like to know……...).
• Wanted: Rights…. but not without responsibilities.
• You have more rights than you think.
Introduction

The second session is aimed to familiarize participants with the key features of the employment contract and the different forms it may take. Participants are also introduced to the questions to be asked when negotiating the terms and conditions of a job and methods to deal with demands that are not legitimate. The session concludes with a snapshot of the rights and duties of employees and employers in an employment relation.

2.1 Employees, self-employed workers, employers and apprentices

At this point of the training workshop, it is useful to clarify terms such as ‘employee’, ‘self-employed’, ‘contributing family worker’ and ‘apprentice’ to familiarize participants with the different types of work young people may do and the rights that each of these forms of work entail. The definition of these terms can normally be found in the national Labour Code. The facilitator may wish to prepare Flash Cards with the relevant definition extracted from the Labour Code and encourage participants to discuss the differences among the types of work young people may do.

Employees: Employees are all those workers who hold a “paid employment job” (they are also called wage-employee or wage workers). These workers are paid for their work in the form of wages and salaries. The pay of employees – contrary to what happens for the self-employed and employers – does not depend on the revenues of the enterprise. The employer is responsible to pay the relevant taxes and social security contributions calculated on the remuneration of the employee. The employer sets guidelines according to which the employee has to perform the tasks assigned (job description). Employees may work full-time (normally 8 hours per day, 40 hours per week) or part-time, e.g. for a number of hours that is lower that the hours established for full-time work. Working part-time does not mean that that the employee has fewer rights than a full-time worker. To avoid misconceptions about part-time work and part-time workers’ rights, the facilitator may recall participants’ attention to the part-time work Flash Card developed for the activity Flexibility at work: pros and cons. Box 3 below provides a summary of the rights at work of part-time workers.
BOX 3 RIGHTS AT WORK OF PART-TIME WORKERS

Part-time workers are employed persons whose normal hours are less than those of comparable full-time workers. This means that they have the same type of employment relationship and are engaged in the same or a similar type of work or occupation as other workers in the enterprise.

Part-time workers have the same rights as full-time workers in regard to:

- the right to organise and to bargain collectively;
- occupational health and safety, and
- discrimination in employment and occupation.

They are also entitled to conditions equivalent to those of full-time workers in the fields of:

- social security schemes;
- maternity protection;
- termination of employment;
- paid annual leave, paid public holidays, and sick leave.

The entitlements may be determined in proportion to hours of work or earnings compared to a full-time worker.

Self-employed: the term self-employed describes anyone who procures his/her own earnings through business, contract or freelance activity. The self-employed workers’ remuneration is dependent upon the profits derived from the goods and services produced. Self-employed workers make the operational decisions affecting the enterprise alone or with their partners. Self-employed workers do not normally engage employees on a continuous basis.

Employer: Employers are person who are self-employed and engage on a continuous basis one or more persons to work for them in their business as “employee(s)”. Their remuneration is dependent upon the profits derived from the goods and services produced by the enterprise.

Contributing family workers: Contributing family workers are self-employed persons who work for a member of the family or a relative usually living in the same household. They usually receive no remuneration. Workers can also be regarded as contributing family workers when they do not live in the same household, but work without pay in an economic enterprise operated by a family member or relative.
Apprentices, trainees and internship students. The rights and responsibilities of apprentices, trainees and internship students are different from those of other workers, as the scope of these forms of work is learning and training for a job. The rules governing these forms of work differ from country to country. The facilitator should collect examples of the national practice and develop Flash Cards that summarize their key features. The basic elements of these forms of work can be found in the Labour Code and in collective bargaining agreements.

Apprentices work primarily to gain knowledge and acquire skills. Therefore they are not allowed to use any equipment or machinery they were not (yet) trained to use and are not allowed to carry out certain tasks without supervision. Apprentices and trainees usually have the right to have a mentor/instructor with whom they learn. If the apprenticeship or traineeship also includes classroom-based lessons, there are special provisions on balancing school and work time by restricting working hours on school days. Internship refers to the practice whereby students spend a period of time in an enterprise to learn about the job they are interested in and to observe different job-related tasks. Interns may also do some practical work, but under the responsibility of the school/education institution that organized the internship.

2.2 Minimum labour standards

The body of laws and national rules governing the employer-employee relationship, including individual employment contracts, the right to organize and negotiate collective bargaining agreements, protection from discrimination, wages, hours of work and health and safety constitutes the Labour Law of a country. As already mentioned, the Conventions of the ILO establish minimum standards and entitlements for workers. If a country ratifies a Convention, its provisions need to be translated into the national labour law. The national labour law may go beyond the minimum standard set by the ILO Convention, but it cannot grant less.

In addition to the provisions of the labour law, in many countries there are collective bargaining agreements. These agreements are based on the negotiations (collective bargaining) carried out between employers (represented by one or more employers’ organisations), on the one hand, and workers’ (represented by one or more trade unions, see Box 4). These agreements bind the signatories and those workers on whose behalf the agreement is concluded.
BOX 4 EMPLOYERS’ AND WORKERS’ ORGANISATIONS

Employers’ Organisations and Trade Unions are membership-based organisations that lobby for, and represent their members’ interests as well as provide services.

Employers’ Organisations: Successful enterprises are at the heart of any strategy to create employment and improve living standards. Employers’ organizations are crucial for shaping an environment conducive to competitive and sustainable enterprises that can contribute to economic and social development. Employers’ organizations are a critical component of any social dialogue process, which can help to ensure that national social and economic objectives are properly and effectively formulated and enjoy the support of the business community which they represent.

http://www.ilo.org/actemp

Trade Unions: are self-organizing institutions of working people wishing to advance their rights as workers and citizens. Trade unions are key civil society institutions in most democratic countries. In a rapidly globalizing world the challenge of securing decent work, safe conditions of work, living wages, basic social security, gender equality and fair income distribution call for better global governance and universal application and enforcement of international labour standards.

http://www.ilo.org/actrav

Collective bargaining agreements can specify working conditions that go beyond the labour law: this means that the working conditions in certain economic sectors and/or industry may be better than the standards established by the labour law.

The facilitator should research some examples of industries where collective bargaining granted workers better working conditions and terms of employment. Such research can be used to develop an activity (or assignment) where participants are asked to find out whether in the area of work they have chosen there are collective agreements granting better employment and working conditions compared to the minimum labour standards set at national level.
Activity 2.1 Search and rescue mission: better conditions of work

This exercise may be organized as a group activity or as an assignment. The facilitator should prepare in advance Flash Cards summarizing the basic provisions of the labour law on minimum wage, hours of work, overtime pay, annual leave and rest periods.

If the exercise is organized as a classroom-based activity, the facilitator needs to collect the copies of the collective agreements recently concluded in various industries (the national/branch trade unions can help in this regard). If these cannot be traced, the facilitators may write short newspaper wires reporting the negotiations between enterprises and workers on conditions of work (examples are provided in the toolkit). The task of participants is to “search” for those industries/branches of industries where negotiation/collective agreements between the social partners “rescued” better conditions of work compared to those granted by the labour law.

If the activity is organized as an assignment, participants are provided with the contacts of the national/sector trade unions and are required to search information on the collective agreements that apply in the economic sector, industry or occupation they have chosen to work in (or are working into). The conditions of work participants have to “search and rescue" for are those on wages, hours of work, overtime pay, rest periods and paid annual leave.

2.3 Contract of employment

An employment contract exists when an employee and an employer agree the terms and conditions of employment. This is often shown by the employee’s starting work on the terms offered by the employer. Such contract of employment does not necessarily need to be in writing, unless so required by the national labour law. It can also happen that the employee and employer never explicitly agreed on a contract per se, but the nature of their relationship is such that implies the existence of an employment contract. The national labour law specifies when the key features of the employment relation needs to be put in writing and has to be signed by both the employer and the employee. An employee should always ask for a written contract and to have a copy of it as this might help to avoid disagreements on terms and conditions of work.

In order to better explain the basic requirements of an employment contract –and clarify the rights and responsibilities that go with it – the facilitator should collect different examples of employment contracts available in different
industries/economic sectors to be used during the workshop. Each country has its own standards and clauses for typical employment contracts, governed by the provisions of the labour law. It is also useful for learners to see an example of the job description that accompanies the employment contract to better understand the relationships between the worker and the employer. Generally speaking, the employment contract should contain – at a minimum – the following:

- employer’s name and address;
- employee’s name;
- employee’s job title and job description;
- place of work (or note that the employee is expected to work at different places);
- pay (amount, composition and terms of payment);
- hours of work;
- date of start of the contract (and of expiry for temporary work contracts).

The employment contract may also contain provisions on annual leave, sick pay arrangements, pay on national holidays and weekends, overtime pay, notice period in case of termination, pension and health insurance rights, if these differ from those envisaged by the basic labour standards in force in the country. If the written contract does not specify these latter terms and conditions, this is because the labour standards set by the labour law and/or collective bargaining agreement apply. When there are terms negotiated between the employer and the employee that diverge from the labour law, these should be stated in the written employment contract. In any case, the terms and conditions of work cannot be lower than those granted by the general labour law or collective agreement (for instance the employer cannot grant less annual leave than that established in the labour law).

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4 Should it not be possible to collect such examples a model contract following the requirements of the United Kingdom can be created at http://www.businesslink.gov.uk/bdotg/action/stmtEmpLanding?rl2=1074428798&rl1=1073858787&r.s=sm&topicId=1075225309
Activity 2.2 Mind the small print! – Understanding an employment contract

This activity aims at familiarising participants with the terms and conditions normally included in an employment contract. Participants should be given the opportunity to read a real example of employment contract used in the country to get an impression on what it looks like and what needs be included. Activity 2.3(A) Mind the small print in the toolkit provides an example that can be used for training purposes if a real sample cannot be put at disposition. Participants are asked – in pairs or in a small group – to go through the sample employment contract and to identify its key terms and conditions.

This activity can also be developed by asking participants what they would want to know about their future job (Activity 2.3(B) About this job, I would like to know………). Based on the questions formulated by participants, the facilitator lists on a flip-chart the relevant term/condition of the employment contract. These terms and conditions can then be checked with those contained in the sample employment contract. The questions participants are likely to come up with will revolve around: hours of work, days off and holiday time (What hours will I be working? Which days of the week do I get off? What about holiday time?); pay (How much will I get paid? How and when will I get paid? What deductions will be made from my pay and for what?); and tasks of the job (Which are my duties? To whom shall I report to?).

If the facilitator opts for this method to develop the activity, the exercise may also offer an occasion to practice ways to obtain information during a job interview. For instance, the facilitators may ask participants to formulate questions they would ask a prospective employer about wages, hours of work and pay deductions (an example is provided in the toolkit).

While processing the results of the exercise, the facilitator should remind participants that the employment contract does not need to list all the terms and conditions that apply to the employment relation. For issues such as probation period, dismissal and severance pay, for instance, the provisions of the labour code and of the collective agreement apply. The terms and conditions not normally explicitly governed by the employment contract may be briefly summarized in the labour standards Flash Cards. Box 5 below provides an example of this.
Session 2

BOX 5 SPECIAL CLAUSES AND TERMS

**Probation period:** during this trial time both the employer and the employee have the right to end the employment contract without complying with the requirements on notice periods. Usually the probation period does not exceed three months and no reasons need to be given for dismissal during this period. During the probation period workers may also not have access to all the rights of normal employees: for instance they cannot take leave.

**Period of notice and dismissal:** Both employers and employees, when wishing to end an employment relation, have to observe a period of notice. The notice period may vary according to the length of service. Employees have the right to have a written statement naming the reasons for dismissal (normally within two weeks). Many countries also envisage redundancy payments, when enterprises have to dismiss workers due to loss of production or restructuring. Redundancy payments are lump sums that vary from worker to worker depending on the length of service and the average salary during service.

**Changes in the terms of the contract:** The worker must be informed (often in a written form) when changes are made to the terms and conditions of the employment contract. Often such changes only come into effect when the worker agrees to them.

Knowing the basic labour standards that govern the relations between workers and employers is instrumental to recognize whether an employer’s request (either during the recruitment process or during the performance of the job) is legitimate or not. In many cases what the employer can and cannot ask is easy to spot (such as conditioning the recruitment of a young woman to her promise not to get pregnant, or to require a young worker to choose between working all shifts falling on a Sunday or not getting the job). In other cases, it is more difficult: for instance, can the employer deduct the money spent for purchasing a uniform from the workers’ wage? Or can the employer avoid paying overtime by compensating the workers with paid days off instead? The facilitator needs to provide participants with some suggestions on how and where to find the information they need (for instance trade unions or the public employment service) when they have doubts on the legitimacy of what they are asked to do at work.

To conclude – and depending on the time available – the facilitator may either review the rights and responsibilities of workers and employers (Activity 2.3. Wanted: Rights…. But not without responsibility) or propose a group activity aimed at identify when an employer’s request is legitimate or not (Activity 2.4: You have more rights that you think)
Activity 2.3. Wanted: Rights…. But not without responsibility

In this activity participants are divided into three groups, each with its own set of coloured cards (red, yellow and blue). On each set of cards the facilitator will have written examples of rights and of responsibilities of employers and workers (for example “Receive instructions on job tasks”). Participants need to decide whether what is written in each card expresses a right or a responsibility and whether this is a right/responsibility of the employer or of the workers. Based on this, the team will place the card in the correct slot of the flip-charts labelled “employer” and “worker” divided into two columns (rights and responsibilities).

Activity 2.4: You have more rights that you think

The activity asks participants – divided into three groups– to discuss the case assigned to them, propose a possible solution and prepare key points for negotiating with the employer. The toolkit offers an example of cases that may be considered. However, the facilitator needs to check the suggested answers to the cases proposed with the provision of the national labour law. At the end of the activity, the teams are asked to present their case to other participants and to respond to questions and/or counter-arguments. After each group presentation, the facilitator may also ask other participants what they would do in a similar situation.
Session 3

Hours of work, pay and annual leave

Learning objectives
By the end of this session participants will be able to…
• List national rules on working time, leave and pay;
• Identify the minimum requirements of a payslip;
• Explain typical wage deductions.

Delivery time: 90 minutes

Activities
• At work: flash the labour standards!
• There isn’t much left at the end of the day…. – My pay slip.
• Speed advising.
• Boss, just one last question… Negotiating working time and pay.
Introduction

The third session of the training workshop focuses on hours of work, wages, annual leave and rest periods. It aims at consolidating and expanding participants’ knowledge on relevant national labour standards. It also provides examples on how to negotiate these terms and conditions of work with employers. The second part of the session deals with wages, payslips and deductions.

This session should be built on the national labour standards that are in force in the country of the workshop and the facilitator is asked to prepare relevant Flash Cards that will help remind participants of the minimum protection guaranteed by the national labour law. The ILO minimum labour standards are also referenced in the text. Participants need to be reminded that if a country has ratified the relevant ILO Convention, this represents the minimum standard applicable to workers in that country.

3.1 Hours of work

Young people work to earn a livelihood and/or to be able to afford something extra. The amount of pay, therefore, is one of the key criteria to take up a job or not. Often, however, young people who start working find themselves in an unfamiliar situation where work dominates their everyday life and takes up most of their time. They have less time than before to meet friends and practice their hobbies. Besides the difficulties associated with the change of life style of the transition from school to work, young people require additional protection as they are still developing. To accommodate these special needs many countries adopt special regulations on conditions of work for young people. Normally, this includes less maximum working hours (daily and weekly), prohibition of night work and special provisions that allow young persons to combine education and work.

The number of working hours and the way those hours are organised can significantly affect the quality of work and of life in general. Work may affect workers’ health, especially when the hours of work are long, irregular or are to be carried out at unsocial hours. For this reason, national governments introduce minimum standards that help to protect workers’ health by securing a healthy work-life-balance.

Young people who just managed to find work may be at risk to exceed standard working hours, even if this is not required, to prove their willingness and capability to work. They might be afraid of losing their jobs, if they do not spend additional time at work. The facilitator should point out to participants the possible long-term consequences of working excessive hours. For instance, working hours in excess of 48 hours per week are an important occupational stressor, which
significantly increases the risk of mental health problems; working more than 60 hours per week may increase the risk of cardiovascular disease; employees working irregular hours often report sleeping and concentration difficulties; and working at night may increase the risks of health disorders.

Activity 3.1 At work: flash the labour standards!

This activity is a brainstorming exercise aimed at getting participants to think and discuss about hours of work, overtime, night work and rest period. It builds on the Flash Cards that summarize the minimum standards in these areas and on flip-charts listing pros and cons for workers and employers. The facilitator introduces the relevant national standard on the Flash Card, while one participant write in the slot of the pre-prepared flip-chart the answers provided by the group on the pros and cons for both workers and employers. Activity 3.1. in the toolkit provides some examples of pros and cons for shift and night work, which the facilitator can use to guide the discussion.

Flash Card: Maximum and standard working hours

Most countries have legislation that limits maximum working hours on daily and/or weekly basis. The maximum working hours usually include the allowed overtime what sums up to 10 hours per day or 48 hours per week. Standard hours of work are typically 8 hours per day or 40 hours per week. For young workers less than 18 years of age, the maximum working hours are often set below the threshold for adults. They might further be restricted to weekend and/or holiday work for youth in school age.

- C1-Hours of Work (Industry) Convention; C30-Hours of Work (Commerce and Offices) Convention

Flash Card: Overtime

Overtime refers to all hours worked in excess of the normal hours. Overtime can be carried out until the maximum working hours per day and/or week is reached and they cannot be exceeded. Permanent overtime might have negative impact on health and safety of the employee (e.g. fatigue, stress, increased probability of accidents) and on productivity. The rules that employers have to follow on overtime vary considerably from country to country. In some countries employers are not restricted in demanding overtime, while in other countries it is necessary to justify overtime (for instance exceptional peaks of workload).

- C1-Hours of Work (Industry) Convention; C30-Hours of Work (Commerce and Offices) Convention
Flash Card: Night work

Night work is all work which is performed during a period of not less than seven consecutive hours from midnight to 5 a.m. A night worker is an employed person whose work requires the performance of a substantial number of hours of night work which exceeds a specified limit. Both elements (the period and the specified limit) are determined in the respective labour legislation. Many countries limit night work for young people, especially when they are still attending education. This means that people under 18 years of age are not allowed to work between 10 p.m. and 5 a.m. There might be exceptions for certain occupations where workers aged 16 and over are allowed to carry out night shifts.

- C171-Night Work Convention

Flash Card: Rest periods

Rest periods are provided to workers to preserve their safety, health and well-being. Normally, the national labour law prescribes the minimum weekly rest period workers are entitled to (for instance, at least twenty-four consecutive hours in every work period of seven days). Also, the labour legislation usually grants one break during the working day when a certain minimum threshold is exceeded (e.g. six hours of consecutive work). The length of the break varies considerably (it can range from 30 minutes to two hours). During this time the presence of the employee at the workplace is not required and the rest period is not included in the working time. The employer might grant additional short breaks which then are included in the working time. Regular rest periods are to the advantage of both employer and workers, as they have a positive impact on safety in the workplace and productivity.

- C14-Weekly Rest (Industry) Convention; C106-Weekly Rest (Commerce and Offices) Convention

Flash Card: Annual leave

Paid leave is the annual period during which workers take time away from their work while continuing to receive income and social protection. Workers can take a specified number of working days or weeks of leave, with the aim of allowing them the opportunity for extended rest and recreation. Paid annual leave preserves workers’ human capital because it provides a period of recovery that enables them to remain healthy and contributes to their well-being. Annual leave contribute to reducing absenteeism and also enhance workers’ motivation and consequently productivity and efficiency. The facilitator should summarize the national rules on minimum days/weeks of paid annual leave, regulations for uninterrupted block of leave, advance payment and extra holiday pay, responsibilities concerning scheduling the worker’s leave and special regulations for short-term employment.

- C132-Holidays with Pay Convention
3.2 Wages

Pay may well be the most important element to take up a job. It is, therefore, especially important for young people to understand how their pay is calculated, which deductions are made and for which purpose, as well as to understand the minimum requirements set by national labour law.

Wages are remunerations expressed in monetary terms that are paid by an employer to an employed person for the work done or services rendered. Wages are either fixed through mutual agreement between the worker and the employer or by national law. Wages have to be paid regularly and deductions are permitted only to the extent prescribed by the national law or by collective bargaining agreement.

Many countries have a minimum wage. This set a minimum floor for the remuneration of workers at national level and it is aimed at covering the minimum needs of a worker and their dependants, in light of the country’s economic and social conditions. Neither a collective bargaining agreement nor an agreement between the employer and the worker can reduce such minimum amount. Some countries also have two different minimum wages: one that applies to adult workers and one that applies to young people. If the country of the workshop applies a sub-minimum wage for young workers, the facilitator may wish to discuss with participants the advantage and disadvantages of such practice. For instance, some argue that a lower minimum wage would provide an incentive for enterprises to recruit more young workers; others sustain that the application of a unique minimum wage may provide an incentive to youth to leave school early to get a job.5

- C95-Protection of Wages
- C131-Minimum Wage Fixing Convention

Reading a payslip might not be the most appealing part of a job, but being able to do it will help participants understand why the money they receive is less than the amount agreed upon. The deductions made on workers’ wages vary in kind and percentage levied according to the national social security scheme in force. Therefore, the facilitator should explain the key elements of the social security system existing in the country (see Box 6 for a summary).6

- C102 - Social Security (Minimum Standards).

5 A list of arguments pro and contra a sub-minimum wage for young workers can be found in: Trade Union Congress 2006. A better way to work. Unit 2: Rights and Responsibilities at Work (Warwick, TUC). p. 25 Available at: http://www.tuc.org.uk/extras/ABWTW_06_UNIT_2.pdf

6 Social security is the protection which society provides to its members against the economic and social distress that otherwise would be caused by the stoppage, or substantial reduction, of earnings resulting from sickness, maternity, work injury, unemployment, invalidity, old age and death; the provision of medical care; and the provision of subsidies for families with children. International Labour Office. Social Security Principles. (Geneva), p.8. A general overview of social security systems by country can be found at: http://ssa.gov/policy/docs/progdesc/ssptw/2006-2007/europe/index.html.
<table>
<thead>
<tr>
<th><strong>BOX 6 MAIN SOCIAL SECURITY ELEMENTS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health</strong></td>
</tr>
<tr>
<td>Medical care benefits usually cover preventive care, general practitioner care as well as specialist care and hospital services. Often a minimum period of employment and of contribution is required before medical care benefits can be provided. Some countries require a co-payment for medical services and foresee a maximum duration for benefits.</td>
</tr>
<tr>
<td><strong>Invalidity</strong></td>
</tr>
<tr>
<td>Invalidity pension is paid to insured persons who become generally incapacitated for work. Countries often specify a minimum contribution period to fulfil eligibility criteria.</td>
</tr>
<tr>
<td><strong>Unemployment</strong></td>
</tr>
<tr>
<td>Unemployment benefit is paid to those individuals who, through no fault of their own, have become unemployed and who, as a result, have lost their earning. This benefit is usually paid for a relatively short period of time depending on the period of contributions paid. Unemployment benefits normally only covers employees who were in regular paid work. The amount of the benefit typically depends on the wage last received.</td>
</tr>
<tr>
<td><strong>Pension (old-age benefits)</strong></td>
</tr>
<tr>
<td>Old-age benefits aim at preventing the impoverishment of old people. Workers contribute to insurances, pension funds or the state sets aside a budget to secure income for the elderly. Many countries set a maximum working age (normally 65 years of age). Often the amount of the benefit depends on the duration and amount of contribution paid. This part of the social security scheme is under reform in many countries.</td>
</tr>
</tbody>
</table>
Session 3

Activity 3.2 There isn’t much left at the end of the day…. – My pay slip

The facilitator should gather a copy of a payslips paid in the country and use it to familiarize participants with the concepts of gross wage, deductions and net pay (take home pay). Should this not be possible, a model payslip is included in the toolkit. The facilitators should explain each of the deductions made and provide tips and suggestions for participants on how to check whether their employer is paying all the dues (for taxes and social security contributions). The facilitator needs to research how this information can be obtained (for instance, certain social security systems give users the possibility to check their status through the internet, in other instances the person needs to address the social security institute to find out his/her contributory position).

To conclude the session, the facilitator may organize a role play aimed at practicing the knowledge acquired on national standards on hour of work, wages and annual leave. The toolkit offers examples of two role plays. In the first activity (Activity 3.4 Speed advising) participants are divided into two equal groups. One group comprises young workers who are facing a problem in their job, and the other comprises “counsellors” that have to provide advice on how to solve the problem. Each participant in the group of young workers picks up a card summarizing a real life situation (an example is provided in the toolkit). The situation is reported to one of the counsellors who, in 2-3 minutes, should provide advice on how to sort out the problem. Every 3-5 minutes, the facilitator will swap the counsellors, so that the young worker gets to report his/her problem to at least two different counsellors. The facilitator may run the activity twice so that participants play the role, in turn, of a young worker and of a counsellor.

As a debriefing the facilitator should go through the problems that were discussed with the counsellors and ask the young workers to share the advices they got. The young workers should also decide which advice they considered to be the best.

The second activity (Activity 3.3 Boss, just one last question… Negotiating working time and pay) simulates a negotiation on salary and working time. Participants are divided into two groups: employers and workers. Each group is provided with its own role-cards and instructions. The first task is for each group is to decide on the negotiation strategy to be used. Once this is settled, each group nominates a spokesperson that will actually negotiate with the representative of the other party. The facilitator should allow the parties to negotiate for approximately 15 minutes. At the end of the role play, the facilitator should initiate a discussion with participants on the strategy used, whether it was effective and what they would change if they were asked to re-play the roles.
Session 4

Occupational safety and health

Learning objectives
By the end of this session participants will be able to...

• List rights and responsibilities of workers and employers with respect to safe workplace practices;
• Identify health and safety risks at work and take measure to minimize them.

Delivery time: 120 minutes

Activities
• Hunt the hazard!
• Safety pyramid.
Introduction

This session is organized around three parts. The first part aims at familiarizing participants with the rights and responsibilities of workers and employers on safety and health in the workplace. The second part introduces the definition of hazards and risks and help participants develop methods to identify them. The last part is centred on the measures that can be taken to minimize risks in the workplace.

In lieu of the group activities presented in this session, the facilitator can organise a workplace visit. In the context of occupational safety and health it would give participants the opportunity to identify hazards as well as measures taken to control them on-site. If possible, participants should be allow also to interview workers and the employers on the measures undertaken to improve the safety and health in the enterprise. A workplace visit needs to be planned in advance and participants need to be briefed prior to the visit. Ideally, participants should be organised in smaller groups and tasked to ‘inspect’ different areas of the workplace. Participants may map with different colours the hazards on a drawing of the floor plan (for example red for safety hazards, green for chemical hazards, blue for other health hazards etc.). The floor plans also need to indicate the safety measures that are in place to minimize risks. The teams should complete their findings by adding diseases and injuries that might result from the hazards identified.

4.1 Rights and responsibilities in the workplace

Many occupational accidents can be avoided when workers are aware of the risks and know how to eliminate or minimize them. Workers have specified rights in case of risks at work, but they are also responsible to protect themselves and to keep the workplace safe for themselves and their fellow workers.

Many accidents at work can be avoided through thoughtful behaviour, action and reaction. A worker who does not clean spilled liquids and causes a fellow worker to slip or a worker who thinks to be capable to carry out a certain task alone and sustains some injuries are just two examples of this.

The facilitator should encourage participants to think of the responsibilities they have in minimizing any safety and health hazards at work. The responsibility for healthy and safe workplaces falls on every person in the workplace, to the degree that each person has the authority and ability to do so. Employers have the greatest control over the workplace and the legal responsibility for health and safety. However, in many enterprises the employers are not aware of every single workplace and of each specific risk. They rely on the single workers to identify risks and propose measures to eliminate or minimize them effectively.
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- C.155 - Occupational Safety and Health Convention,
- C.161 - Occupational Health Services Convention,
- C.187 - Promotional Framework for Occupational Safety and Health Convention;
- C102 - Social Security (Minimum Standards);
- C.121- Employment Injury Benefits Convention

Young workers are especially at risk of occupational injuries. This may occur because they are trying too hard and/or work too fast to make a good impression. Often they are not aware of dangers originating from the equipment they are working with and are not familiar with the workplace. An eagerness to show that they could do the job may increase the probability of injuries. As new recruits, they do not want to make “trouble” and may hesitate to report unsafe working conditions. Additionally, young workers who are not fully aware of their rights or are not yet confident enough in their job might follow the instructions of their supervisor even when they have doubts that they are capable to carry out the task assigned. The facilitator should summarize the responsibilities of employers and workers to ensure health and safety in the workplace.\(^7\) An example is provided in Box 7.

BOX 7 RIGHT AND RESPONSIBILITIES OF EMPLOYERS AND WORKERS

<table>
<thead>
<tr>
<th>Employers</th>
<th>Workers</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Providing a safe and healthy workplace.</td>
<td>• Taking responsible care to protect their health and safety and that of other workers.</td>
</tr>
<tr>
<td>• Providing the information and training needed to protect the health and safety of workers.</td>
<td>• Cooperating with employers on OHS</td>
</tr>
<tr>
<td>• Arranging for the regular inspection of the workplace, tools and equipment to ensure safety.</td>
<td>• Using safe work procedures, safeguards and personal protective equipment (PPE).</td>
</tr>
<tr>
<td>• Ensuring that tools, machinery and equipment are properly maintained.</td>
<td>• Reporting hazards (such as unsafe situations and activities) immediately.</td>
</tr>
<tr>
<td>• Promptly correcting unsafe conditions and activities reported by supervisors or workers.</td>
<td>• Participating in training on health and safety.</td>
</tr>
<tr>
<td>• Knowing and complying with health and safety requirements.</td>
<td>• Knowing and complying with health and safety requirements.</td>
</tr>
</tbody>
</table>

These responsibilities are reflected in three basic rights, e.g. every worker has the right to: 8

- Know about workplace hazards and how to deal with them. Since employers have the responsibility to provide a safe and healthy workplace they have to inform and train workers on how to deal with them. Training for new workers needs to include safety procedures and practices that are specific to the industry or type of work; information about any hazards in the workplace and the procedures developed to minimize risks; use of labels and signs to identify hazardous materials and the precautions to be taken when working with these; procedures in the event of fire or other emergencies; identification of prohibited or restricted areas; personal protective equipment; and procedures for reporting hazards and accidents.
- Participate in health and safety activities in the workplace. This includes the right of workers to join occupational health committees established to provide advice on the improvement of health and safety at the workplace. These committees may be mandatory under certain conditions (for instance in enterprises with a minimum number of workers).

Session 4

- Refuse work that is unusually dangerous to themselves or others. Unusually dangerous means that this is not normal for the job, i.e. a situation for which the worker is not properly trained, equipped or experienced. The worker who refuses to carry out work that s/he consider unusually dangerous needs to inform the supervisor of the refusal and s/he is protected from discriminatory action (such as unjustified dismissal)

4.2 Identifying risks in the workplace

Many people may immediately think of especially dangerous occupations when thinking about risks in the workplace, for instance mining or structural engineering. Few people think about dangers that are present in occupations like office work or sales. It is, therefore, necessary to raise participants’ awareness that occupational hazards exist in all workplaces. “Hazard” is defined as any activity, situation or substance that can cause harm either physically or mentally. Hazards can be divided into the two broad categories: 1) health hazards and 2) safety hazards.

It is the employer’s responsibility to train new people to recognize hazards or risks. As new workers young people might not feel comfortable asking a lot of questions. But if young workers do not ask questions and the employer does not train them to work safely, they will not be aware of the hazards and will be more likely to have an accident. The facilitator should make clear to participants that if they do not know or understand, they should always ask.

Activity 4.1 Hunt the hazard!

This activity is geared at building participants’ ability to identify safety and health hazards. Participants are divided in small groups of 4-5 people; each team is asked to identify the hazards in the workplaces displayed in the pictures provided (fast-food kitchen, grocery store, office and petrol station) and to list the potentially related occupational illnesses and injuries that may occur. If time is limited, the facilitator may merge this activity with the Safety Pyramid exercise. In this case the facilitator may use one or two pictures only and ask participants to identify the hazard as well as to suggest ways to control them. If the training workshop is organized for students, the facilitator can organize a Classroom Hazard Hunt. This activity is geared to help participants to bridge from the classroom to the workplace and to increase their abilities to recognize potential hazards. Participants are asked in small groups to observe their classroom (floors, walls, lighting, ventilation, noise, temperature) and to list possible hazards.

The processing of the activity will give the facilitator the opportunity to categorize the hazards by type (chemical, biological, physical, ergonomic and so on) and to stress that some hazards may have an immediate impact (safety hazard) as well as long-term consequences (health hazard). Box 8 below provides a summary of health and safety hazards.
### BOX 8. HEALTH AND SAFETY HAZARDS

<table>
<thead>
<tr>
<th>Health hazards</th>
<th>Safety hazards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generally health hazards cause occupational illnesses such as noise-induced hearing loss, respiratory problems caused by exposure to chemical substances and repetitive strain injuries. A health hazard may cause long-term or chronic problems. Someone with an occupational illness may not recognise the symptoms immediately. For example, hearing loss is often difficult to detect until it is advanced. There are five types of hazards that can cause occupational illnesses:</td>
<td>Safety hazards can cause immediate accidents and injuries that might include burnings, cuts, broken bones, back injuries or even death. Some of the main safety hazards include:</td>
</tr>
<tr>
<td><strong>Chemical hazards:</strong> gases, vapours, liquids, or dust that can harm a workers’ body. For instance cleaning products, battery acid or pesticides.</td>
<td>• slippery/tripping hazards such as electrical cords across floors or spilled liquids.</td>
</tr>
<tr>
<td><strong>Biological hazards:</strong> living organisms that can cause diseases such as influenza, hepatitis and tuberculosis. For instance bacteria, viruses, insects, or dusts. In the workplace a person can be exposed to biological hazards through contact with used needles, sick persons, animals, etc.</td>
<td>• fire and explosion hazards originating from flammable of explosive chemicals</td>
</tr>
<tr>
<td><strong>Physical agents:</strong> energy sources that are strong enough to harm the body, such as heat, light, vibration, noise and radiation.</td>
<td>• moving parts of machinery, tools and equipment</td>
</tr>
<tr>
<td><strong>Ergonomic hazards</strong> are caused by poor work design. For instance lightning, repetitive movements, and improper chairs.</td>
<td>• work at height, such as work done on scaffolds or ladders</td>
</tr>
<tr>
<td></td>
<td>• pressure systems such as steam boilers and pipes</td>
</tr>
<tr>
<td></td>
<td>• vehicles such as forklifts and lorries</td>
</tr>
<tr>
<td></td>
<td>• lifting and other manual handling operations</td>
</tr>
<tr>
<td></td>
<td>• materials falling from height, rolling or shifting</td>
</tr>
<tr>
<td></td>
<td>• hazards posed by violence, working alone or on isolated workplaces</td>
</tr>
</tbody>
</table>
4.3 Controlling hazards in the workplace

The processing of the group activity on hazard hunting will offer an opportunity to the facilitator to discuss with participants the means and methods to minimize risks.

1. **Remove the hazard:** The best measure is to remove the hazard from the workplace altogether, or keep it isolated. For instance, putting guards around sources of spill; install slip-resistant flooring; and use floor mats. In this way the workplace becomes safer and the responsibility does not fall exclusively on individual workers.

2. **Improve work policies and procedures:** This method applies when it is not possible to completely eliminate the hazard or keep it isolated. Good safety policies can reduce the exposure of workers to hazards. For instance, put on ‘caution’ signs and clean up spills immediately.

3. **Use protective clothing and equipment:** Personal protective equipment (PPE) is the least effective way to control hazards. Even when uncomfortable and cumbersome, workers must use if required. PPE does not eliminate the hazard itself and, therefore, is the least effective hazard control mechanism. An example is wearing slip-resistant shoes.

Every worker has the right to know about workplace hazards and how to deal with them. Box 9 lists some questions that may serve as a guide for participants to discuss health and safety issues with their employer.

**BOX 9: QUESTIONS TO ASK YOUR EMPLOYER ON OHS**

1. When will I receive job safety training and orientation?
2. What are the hazards or risks I should be aware of?
3. Who do I talk to if I have questions about how to carry out a task safely?
4. If I notice something wrong, to whom should I report?
5. What health and safety procedures do I need to follow?
6. What safety equipment do I need to do the job?
7. Will I receive training on how to use the personal protective equipment (PPE)?
8. What should I do in case of an emergency? Who do I need to inform if I get hurt?
9. Where do I find fire extinguishers, first aid kits, and emergency assistance?
10. What are my responsibilities regarding health and safety?
Activity 4.2 Safety pyramid

This activity aims at strengthening participants’ ability to control hazards in the workplace. The activity is built on a pyramid designed on a flip-chart and divided into three parts, each part listing one of the three methods for controlling hazards (remove the hazard, improve work policies and procedures, wear protective equipment), each of which has a certain number of points. Participants are divided into small groups of 3-4 persons. One person in the team will act as writer and another as runner. Each team has its own set of coloured cards, so that at the end it will be possible to assign points to each of the team. The teams have three minutes to read the story board that accompanies each picture, write down on their cards the solution they think might prevent the accident from happening again and send the runner to post their card on the part of the pyramid it belongs to. The facilitator can have as many runs as pictures/storyboards are available or decide at which score one team wins. The facilitator should process the activity by offering alternatives – if available – to the answer provided by participants.
Session 5

Exercising rights at work

Learning objectives
By the end of this session participants will be able to…

• Apply strategies for addressing problems arising from unfair workplace practices;
• Manage disputes with employers.

Delivery time: 180 minutes

Activities
• Managing conflict in the workplace: So you’re upset……
• What’s your style?
• … and we haven’t heard the last of it!
5.1 Raising issues constructively

For many employees who are new in an enterprise it is difficult to find a balance between fulfilling expectations, proving themselves and claiming their rights at work. Young recruits might find it difficult to exercise their rights as they feel pressured not to cause trouble or give a negative impression. Young workers might hesitate to express their feelings about being treated unfairly. Anger is usually the first reaction for workers who feel or know their rights have been violated. Their immediate impulse may be to angrily confront their supervisor/employer. Anger is a natural reaction to feelings of being treated unfairly. However, it is important to channel the anger from destructive into constructive actions.

When a problem occurs in the workplace, the first step should be to determine one’s rights and responsibilities. Getting in touch with a mediating body such as the workers’ council and trade unions – even anonymously – may be useful to find out about rights and responsibilities in a given situation.

There may be consequences to losing one’s temper, such as losing credibility with the colleagues with whom one may need to work in future. Also, most employers will not tolerate a worker they see as a problem and who uses aggression to address workplace problems. There are some general rules for constructively managing anger in the workplace:

- **Recognize and admit the anger.** Anger is a natural human feeling. Denying or rejecting anger, feeling guilty or apologetic for being angry or re-living the incident over and over can is just a counter-productive and energy-draining exercise.

- **Try to understand the other person’s perspective and/or what s/he intended.** It is important for all parties not to jump to conclusions about the other person’s intentions and to try to see the issue from another point of view as well as getting all the facts.

- **Decide what to do with the anger.** Consider the risks and advantages to expressing anger directly to the other party, or indirectly, for example, to a friend, or not expressing it at all. The decision to act or not act or to wait, will depend upon the amount of power the other person has over someone’s job security and how important the relationship is to the worker. In coming to a decision, the young worker needs to think about how reasonable the other person is. For example, is s/he likely to make life miserable if what is said is not what s/he wants to hear? Is it better to talk directly to the person involved or blow off steam in another way?

- **Express the anger directly, if appropriate.** Timing may be a significant factor. It is important to wait until there is enough time to discuss the problem in private and without interruption. The manner in which the

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9 Adapted from Saskatchewan Ministry of Advanced Education, Employment and Labour, Ready for Work. VIII Fairness works: Labour standards for young workers, 2008
discussion is started and handled may also impact its success. Throughout the discussion, each party must exhibit a willingness to let go of their anger and maintain a positive relationship with the person.

- **Express the anger indirectly when it is inappropriate to express it directly.** If expressing the anger directly is inappropriate, participants should try some indirect methods for getting rid of the emotion. This may include talking privately to a trusted person or blowing steam off in any other way the person prefers.

Each country has its own system of labour dispute resolution, normally summarized in the Labour Code. The facilitator should research the labour dispute mechanisms in force in the country to suggest participants the steps to be followed. Generally speaking, labour standards concerns may be addressed in the following ways:

- Determine rights and responsibilities (this can be done by approaching a representative of the trade union, workers’ council or a labour/employment office)
- Discuss the issue with the employer and ask him/her for an early resolution. If this does not work,
- Make a formal complaint to the appropriate institutions (this may be the Ministry of Labour or the Labour Dispute Council or some other institution).

**Talk to the employer.** Workers should start by talking to their employer about the unfair working conditions. It is important to emphasize that most employers want the opportunity to address the problem before there is outside (external) intervention. There are many factors that could affect the outcome of your discussion(s) with your employer. For instance employers may not be aware of the law, or they may not know how the law specifically affects the particular situation. If possible, it is important that the employee and employer take the time to ‘discuss’ the matter and seek advice and information as needed. Some employers may be open to discussing working conditions and/or receiving information or suggestions from their employees. Others may not. The discussion could result in actions that the worker may see as unfair or disciplinary. The manner in which the employee initiates the discussion may have an impact on its success or failure. Workers may want to start the conversation by asking for information or clarification about the issue. For example, they could ask how their wages were calculated or how to read their pay slip. Asking for clarification often opens the door to further discussion.

**Early Resolution.** If workers decide it is impossible to approach their employers or if their attempts have been unsuccessful, they may want to seek the assistance of the labour authorities. If the labour law has been violated these institutions can, with the worker’s agreement, call the employer on his/
her behalf to discuss the issue. It is important to note that most employers tend to respond quickly to complaints made about working conditions in their workplaces.

**Formal Complaint.** If the employer does not respond to attempts to address the problem, the worker is normally invited to make a formal complaint. Workers will need to explain the problem (normally in writing) and to provide the records they may have. A formal complaint triggers an investigation. If the employer is found in violation of labour rights, there are established procedures for correcting the situation (mediation between the parties, adjudication or court proceedings).

**Waiting it Out.** Workers may opt not to pursue their complaint immediately. For instance, they may decide to wait and file a complaint once they have left the workplace. Normally, there are specific time limits within which the workers can file a complaint.

**Anonymous Tips:** In some countries the labour authorities will accept and investigate anonymous or third party complaints where there is specific evidence to suggest non-compliance with the labour law.

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**Activity 5.1. Managing conflict in the Workplace: So You’re Upset…..**

This activity is designed to help participants identify and practice strategies for dealing with workplace problems and the anger that may result from the feelings of being treated unfairly. Participants are divided into two teams, each with its own case. Each team is required to read the dialogue between the employee and the employer, identify the problem, determine the rights and responsibilities of both parties and decide what the employee could say and do at each step to constructively respond to this situation. The answers of the two teams are then shared and discussed in plenary session. At the end of the activity the facilitator should distribute a handout that provides for each of the steps examples of things to say and to do. A sample of this handout is offered in the toolkit (activity 5.1.).

There are a number of strategies for dealing with a conflict with a supervisor and/or employer and/or colleague. A significant factor in determining which conflict management strategy to use is the worker’s individual approach to conflict. Some workers may find conflict difficult and will try to avoid it. Others may be determined to win at all costs. There is a greater potential for successfully addressing workplace conflict if workers/employers are aware of their own personal style for dealing with conflict.

When deciding upon a conflict management approach, employers/workers need to ask two important questions: 1) how important is their goal(s); and 2) how important is my relationship with the boss/supervisor/colleague.

If achieving goals are important and the relationship is not, the strategies will need
to target ways that will help workers reach their goals. However, if the relationship is important, the strategies will need to target ways to preserve the relationship. Generally speaking there are five personal conflict management styles:

<table>
<thead>
<tr>
<th>STYLE</th>
<th>IMPORTANCE OF GOALS</th>
<th>IMPORTANCE OF RELATIONSHIPS</th>
<th>STRATEGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teddy Bear</td>
<td>Unimportant</td>
<td>Very Important</td>
<td>Smoothing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>This person considers achieving a goal not important while preserving the relationship is very important. They will often let the other person have their own way in order to maintain the relationship</td>
</tr>
<tr>
<td>Turtle</td>
<td>Unimportant</td>
<td>Unimportant</td>
<td>Withdrawing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>This person often considers both the goal and the relationship as not important. These people will often avoid the issue entirely by walking away.</td>
</tr>
<tr>
<td>Fox</td>
<td>Moderately Important</td>
<td>Moderately Important</td>
<td>Compromising</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>This person considers both the goal and the relationship as moderately important. The Fox will often give up part of the goal and part of the relationship to reach agreement.</td>
</tr>
</tbody>
</table>
### Shark
<table>
<thead>
<tr>
<th>Very Important</th>
<th>Unimportant</th>
<th><strong>Forcing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This person usually engages in win/lose negotiating as s/he considers the goal as very important and the relationship as unimportant. They will try to force or persuade the other person to meet his/her needs often at the expense of the other person’s needs.</td>
<td></td>
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</table>

### Owl
<table>
<thead>
<tr>
<th>Very Important</th>
<th>Very Important</th>
<th><strong>Problem Solving/ Negotiating</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This person considers both the goal and the relationship to be very important. They look for solutions that allow both parties in the situation to fully achieve their goals while still maintaining a good relationship.</td>
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</table>

All of these strategies are suitable to solve a problem and none of them is better than the others. It is likely that young people will need to use all of them at some point in their career. The strategy they choose will depend on how important their goals and/or their relationships are to them at that specific time.
Activity 5.2. What’s My Style?

The aim of this activity is to help participants become familiar with different conflict management strategies. Divide participants into two groups, each with a case study. They are asked to read through the case on an individual basis and rank the five alternative strategies for managing the conflict from best (1) to worst (5) in this situation. Each person will then discuss their choice with the other members of the team.

The facilitator should emphasize that there is no “right” answer to these case studies. Any, all or a combination of the strategies presented here could be used to successfully manage the problem. The person’s choice will often depend upon his or her own personal style of managing conflict. Ask the teams to review the strategies and to determine the advantages and disadvantages of using each strategy by completing the Pros and Cons Chart.

While processing the activity, the facilitator should discuss with participants the following tips for determining which strategy to use in different situations:

- In relationships, it is almost always better to deal with the conflict rather than to withdraw from it. Forcing, persuading, threatening or manipulating the other person into giving in may cause them to seek redress at a later point.
- Workers must consider if the relationship is important to them. They cannot always be certain they will not have to deal with the person at a later date.
- It is important for workers to not give up on their goals if they are important to them. Giving up a goal may lead to frustration and anger, which could surface again at a later point in time.
- Not all problems or conflict can be addressed or solved immediately. Some may require a long-term strategy that unfolds over a period of time. If there is time, problem-solving negotiations are often the best choice for addressing problems constructively.
- Not all problems or conflict can be solved. Accept that the problem may not go away. The relationship may need to be ended. Quitting and/or moving on to a new job may become an option.

5.2 Improving working conditions

Ensuring fairness in the workplace and decent work requires the involvement of governments, employers’ organisations and trade unions. Governments, as legislative bodies, set the framework for ensuring decent working conditions through the labour law. Employers’ organisations and trade unions represent and protect the interests of their members. Often they have different views, but both organisations have an interest in ensuring decent work. Working conditions and productivity are mutually dependent: employees are more likely to be productive if they are treated fairly and are safe at their workplace.
To resolve a conflict, workers and employers will sometimes need to negotiate their way to a solution. There a number of steps for resolving conflict through joint problem solving:

1. Each person explains what s/he needs, their feelings and the reasons for these. It is important that both parties in the conflict have the opportunity to tell each other what they want. Both parties must describe how they feel because unexpressed feelings are likely to fester and explode.

2. Each person tries to see the other person’s perspective. For negotiating to be successful, the parties involved need to understand that: i) each person has a unique way of viewing issues, ii) the same message can mean different things to two different people, iii) misunderstandings occur because people assume that everyone sees the issues as they do.

3. The parties come up with a number of options that would benefit them all. The key to this step is to invent solutions first and judge later. The parties can look at the problem from a variety of perspectives, trying to rethink and reformulate it in a way that allows new solutions to evolve.

4. The parties choose the option that seems the wisest and agree to abide by its conditions. Wise agreements meet the needs of all the parties involved, are viewed by all as fair and they lay out the responsibilities and rights of all involved.

If the parties fail to reach an agreement the first time, the next step is to start the process over again. The best way to become better at problem solving is to keep practising. It has to be recognized that some issues are not negotiable. Sometimes, if the right solution is just not there, saying “no” to negotiating may be the best option.

Activity 5.2 …and we haven’t heard the last of it!

This activity is designed to allow participants to practice the skills and knowledge they have acquired during the workshop as well as exercise their negotiation skills. The exercise is designed as a multi-layered role-play, designed on the basis of a campaign for a living wage – rather than the national minimum wage– that occurred in London’s Docklands. The role-play addresses the issues of low-paid work, inequality, workers’ representation, benefits of acting together and campaigning for one’s rights.

The facilitator may wish to prepare a role play that is based on national circumstances. For this, media coverage of a recent discussion between employers’ and workers’ organizations regarding wages, hours of work, collective bargaining and occupational safety and health may be used for designing the scenario and the roles. This activity should engage participants on a specific issue and in unfamiliar roles to encourage them to communicate with other groups more effectively.
Session 5

For the preparation the facilitator should arrange tables and chairs for the groups in a way that allows participants to see each with a table sign indicating the role that each of the teams plays. The participants are divided into small teams, each with its own role to play (the toolkit offers the summary of this) and have 10 minutes to prepare their negotiating strategy. Each team has one minute to briefly introduce themselves and make a short statement of intent to other participants. The role-play starts with the writing of a message as indicated on the role-card of each team. Once a team received a message form another they are free to send as many replies as they wish. They might also simulate bilateral meetings with other teams. The role play at this stage will take a life on this own with groups sending/receiving messages and reacting to other groups’ statements and actions. If necessary, the facilitator calls a “final action/message” to conclude the activity. The debriefing session that follows should encourage participants to respond to the following questions.

1. Whom did you decide to write to and why? Were the responses satisfactory?
2. Did you manage to achieve what you wanted?
3. What is likely to happen to the workers in the situation that developed during the role play?
4. Reflecting on the actions taken by the various players, what should your group do differently?

Concluding remark

At the end of the workshop, you should give participants some time to organize the information provided during the workshop, to ask any additional question and ensure that they have all the contacts they may need. A good end-of-workshop activity could be the organization of a question and answer session with representatives of the employers, of the trade unions and of the ministry in charge for labour and employment. At the end of workshop the facilitator should ask participants to evaluate their learning experience. The questionnaire appended in annex IV offers a model that can be adapted by the facilitator. The results of this exercise will help the facilitator improve future learning events.
Session 1
The Basics
Labour standards flash card

Before running this activity, the facilitator should summarize on coloured cards the key labour standards that are in force in the country on minimum age for employment, hours of work, minimum wage, annual holidays, sick leave, equal pay, dismissal and so on. For this first activity, specifically, the facilitator should check:

1. The minimum employment age that is in force in the country;
2. The list of occupations for which a higher minimum age is required;
3. The maximum hours of work allowed, including overtime;
4. The minimum wage amount in force and the categories of workers that are exempted;
5. The rate of overtime pay in the Labour Code and Collective Agreement.

Example of labour standards flash card

Minimum age
15 years old

Exceptions:
Activity 1.1 Ice-breaker: Fair Workplaces

In pairs, you have 10 minutes to answer the following five questions:

At what age did you (or one of your friends) first work for pay? _______________________

What was this job? ____________________________

How many hours did you (your friend) work per week? ____________________________

How much were you (your friend) paid? ____________________________

If you (your friend) worked overtime, how much did you (your friend) get in overtime pay? ____________________________

Activity 1.2 Flexibility at work: which are the pro and cons?

Your team will be provided with two flip-chart papers marked “WORKERS” and “EMPLOYERS”. Each flip-chart is divided into two columns labelled “Pros” and “Cons”. You have 10 minutes to discuss with your team members the advantages and disadvantages for both workers and employers of the following forms of flexible employment and to record it in the flip-charts.

PART-TIME WORK

Part-time work is all work performed for less hours than full-time employment, which is normally 40 hours of work per week. Usually a part-time worker is a person who works up to 30-35 hours per week.

2 List adapted from Trade Union Congress 2006. A better way to work. Unit 5: The Future of Work (Warwick, TUC). p. 18f, Available at: http://www.tuc.org.uk/extras/ABWTW_06_UNIT_5.pdf
### EMPLOYERS

<table>
<thead>
<tr>
<th>PROS</th>
<th>CONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Better ability to respond to production changes</td>
<td>• Higher taxes and social contributions when part-time workers are used to cover the same hours as full-timers.</td>
</tr>
<tr>
<td>• More flexible work-planning.</td>
<td>• Higher costs for coordinating the work of more employees.</td>
</tr>
<tr>
<td>• Lower taxes and social security contributions</td>
<td></td>
</tr>
<tr>
<td>..........</td>
<td>............</td>
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### WORKERS

<table>
<thead>
<tr>
<th>PROS</th>
<th>CONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• More free time and better balance work and family (or leisure).</td>
<td>• Lower wages due to shorter hours of work.</td>
</tr>
<tr>
<td>• Entry point into the labour market for young people and women.</td>
<td>• Lower social security benefits and career opportunities.</td>
</tr>
<tr>
<td>• More workers employed (number).</td>
<td>• More intense work (e.g. full-time workload to be carried out part-time)</td>
</tr>
<tr>
<td>............</td>
<td>• Potential for irregular working hours.</td>
</tr>
<tr>
<td></td>
<td>............</td>
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</tbody>
</table>

The Toolkit
TEMPORARY WORK

Temporary work means that the worker is employed for a specific period of time only (it can range from 1 to 12 months or more). Normally, the employer can renew a temporary contract only for a limited number of times for the same persons.

Temporary workers are sometimes employed on fixed term contracts. A fixed term contract is a contract of employment for a definite period, set in advance. Employment ends when the contract expires and no notice need be given by the employer.

EMPLOYERS

<table>
<thead>
<tr>
<th>PROS</th>
<th>CONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Greater flexibility because the number employed can vary to take account of changes in production demand (recruiting when production is expanding and not renewing temporary contracts when production is contracting);</td>
<td>• Higher costs for coordinating the work.</td>
</tr>
<tr>
<td>• More flexible work-planning as temporary workers may provide cover for permanent staff on holiday, maternity leave or sick leave</td>
<td>• No savings on taxes or social security contributions</td>
</tr>
<tr>
<td>• Possibility to recruit specialist skills to carry out specific projects</td>
<td>• Temporary workers may lack motivation and commitment of permanent workers</td>
</tr>
<tr>
<td>• Screening tool to select workers for permanent work</td>
<td>• Increased training costs as temporary employees need to be trained</td>
</tr>
</tbody>
</table>

……

……
## WORKERS

<table>
<thead>
<tr>
<th><strong>PROS</strong></th>
<th><strong>CONS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Entry point into the labour market for young people.</td>
<td>• Less security in term of tenure and wages</td>
</tr>
<tr>
<td>• More workers employed (number).</td>
<td>• Unemployment spells between jobs that can be long</td>
</tr>
<tr>
<td>• Possibility of trying different jobs before settling down into a permanent job</td>
<td>• Lower career opportunities</td>
</tr>
<tr>
<td>……</td>
<td>• Need to learn different tasks and to change continuously</td>
</tr>
<tr>
<td>……</td>
<td>• No access to those benefits (services) that require serving a minimum period of continuous employment</td>
</tr>
<tr>
<td></td>
<td>• Need to work harder to show that one is able to perform the job</td>
</tr>
<tr>
<td></td>
<td>• Potential for irregular working hours</td>
</tr>
<tr>
<td></td>
<td>……</td>
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<td></td>
<td>……</td>
</tr>
</tbody>
</table>
Activity 1.3 Say no to discrimination

With a partner, you have 15 minutes to read the stories of four young workers. For each situation you have to decide whether there is discrimination, and if yes, on which grounds.

Ana’s story

Ana applied for a summer job at a large department store. The store said that it did not hire for summer positions. A few weeks later, Ana, who is of Roma origin, notices that one of her school friends works at the store. Her friend says that she was hired a few days previously to help with the busy summer months.

✱ Ground of discrimination: Race/ethnicity

Ana was discriminated against if the store did not hire her because she is of Roma origin.

Maria’s story:

Maria applies at a local company that routinely hires high school students to work on construction crews. The manager, however, tells Maria that there is no vacancy available in construction, but there is a secretarial position open at the company’s headquarters. Maria applies and gets the job. After few weeks, she hears the manager tell a co-worker that he did her a favour to employ her as a secretary, since working in construction is a man’s job.

✱ Ground of discrimination: Sex/gender

Maria was discriminated against if the manager did not hire her for a crew position because she is a woman.

Steven’s story:

Steven has just started working part-time at a popular clothing store. Steven is one of 50 operators responsible for taking phone orders. All of the operators work in small workstations in one large room. The employees are not assigned a specific workstation; they chose their own workstations on a first-come basis. Steven uses a wheelchair and he has difficulties moving up and down the narrow aisles. Even though Steven arrives 30 minutes early every day, he cannot always find an available workstation near the entrance before his

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scheduled shift. Steven tells his manager about his problem and asks to be assigned to a workstation close to the door. The manager tells Steven that the company does not give special treatment to anyone and suggests that Steven try coming to work earlier.

✱ Ground of discrimination: Disability

The clothing store discriminated against Steven when it refused his request for a reasonable workplace change that he needed because of his disability.

Antonio’s story:

The new manager of software firm believes that she can boost sales by hiring a mature graphic designer despite the fact that Antonio, the company’s designer, who is 25, has attracted many new clients during his 6 month work with the firm. The new manager does not renew the limited duration contract that Antonio had and replaces him with Cheyenne, a 40-year-old marketing expert.

✱ Ground of discrimination: Age

The manager discriminated against Antonio if the reason for the non-renewal of Antonio’s contract is age. If however, the job description for the position was changed and included longer work experience requirements – which Antonio does not have – there is no discrimination.

Activity 1.4 Decent work Millionaire

You will be divided into two teams. Each team will be asked to select a spokesperson that will respond to the question posed by the facilitator to each of the teams in turn. Teams have 15 seconds to respond. If the answer is correct, the team wins 200,000, if the answer is wrong the team loses 200,000. Each team starts with a bonus of 300,000. The winning team is the one that arrives first to 1 million.
## Session 1

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Joe is a janitor who normally works 15 hours overtime every week. He does not get overtime pay, but he gets an extra day off (paid) every three weeks.</td>
<td><strong>NOT DECENT</strong> Generally, the Labour Code specifies how many overtime hours per week/month an employee can work and the methods to calculate overtime pay. The same section also states the exceptions to the general rule (for instance managers are not usually entitled to overtime pay) and whether overtime can be compensated by additional (paid) time off. <em>Reference: ILO Conventions N. 1, N. 30, and N. 153</em></td>
</tr>
<tr>
<td><strong>2</strong> Anna has been working part-time in a shoe factory for the last year, but she was told that she is not entitled to maternity leave.</td>
<td><strong>NOT DECENT</strong> Part-time workers have the same entitlements of full-time workers. <em>Reference: ILO Conventions N. 175</em></td>
</tr>
<tr>
<td><strong>3</strong> Maria is a student who works in a restaurant in the evenings. She is paid 20 per cent less than the minimum wage because the bar is owned by her uncle.</td>
<td><strong>NOT DECENT</strong> The Labour Code specifies the categories of workers that are excluded from the provisions of the minimum wage. These categories generally include farm workers and casual babysitters, but not waitress. <em>Reference: ILO Conventions N. 131</em></td>
</tr>
<tr>
<td><strong>4</strong> Mark works in a software company where he gets an one hour unpaid meal break</td>
<td><strong>DECENT</strong> The length of unpaid meal breaks during a working day is specified in the labour code or in the Collective agreement. Unpaid meal breaks normally range from half to one hour.</td>
</tr>
<tr>
<td><strong>5</strong> Jenny is a 16 years old student who works in a convenience store after school hours. She is paid the minimum wage.</td>
<td><strong>DECENT</strong> Normally young people over 15 years of age can be employed in light wok, provided that it does not jeopardize school attendance. <em>Reference: ILO Conventions N. 138</em></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>Philip, who is 17 has found work in a construction crew. His employer tells him that he has to pay for his protective equipment (boots and helmet).</td>
</tr>
<tr>
<td></td>
<td><strong>NOT DECENT</strong></td>
</tr>
<tr>
<td></td>
<td>The employer is obliged to provide and maintain protective equipment.</td>
</tr>
<tr>
<td></td>
<td><em>Reference: ILO Conventions N. 167</em></td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>Sean is 17 and found a job in a diamond mine (underground pit). His supervisor tells him that the policy of the company is to do strip searches at the end of the shift to avoid theft.</td>
</tr>
<tr>
<td></td>
<td><strong>NOT DECENT</strong></td>
</tr>
<tr>
<td></td>
<td>Work in an underground mine is considered hazardous work and it is prohibited to persons less than 18 years of age. Strip searching goes against the dignity of workers and it is illegitimate.</td>
</tr>
<tr>
<td></td>
<td><em>Reference: ILO Conventions N. 138, N. 182, N. 176</em></td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>Marianne worked for two years in a beer factory. When the company started to lose business she was fired without notice or compensation.</td>
</tr>
<tr>
<td></td>
<td><strong>NOT DECENT</strong></td>
</tr>
<tr>
<td></td>
<td>The length of notice is regulated by the labour code and depends on the length of employment. The employer may compensate the worker in lieu of notice.</td>
</tr>
<tr>
<td></td>
<td><em>Reference: ILO Conventions N. 158</em></td>
</tr>
<tr>
<td><strong>9</strong></td>
<td>Vanessa would like to work as a hairdresser. She finds an opportunity in a shop in the centre of town, but she is told that she has to undergo 15 days trial period.</td>
</tr>
<tr>
<td></td>
<td><strong>DECENT</strong></td>
</tr>
<tr>
<td></td>
<td>Trial periods are generally allowed by the Labour Code.</td>
</tr>
<tr>
<td><strong>10</strong></td>
<td>Vincent is 23 and has applied for a job that requires at least two years work experience. He has only 15 months work experience. He does not get hired.</td>
</tr>
<tr>
<td></td>
<td><strong>DECENT</strong></td>
</tr>
<tr>
<td></td>
<td>The employer has the right to select workers on the basis of their work experience and the requirements of the job.</td>
</tr>
<tr>
<td><strong>11</strong></td>
<td>Wanda has been working under a temporary contract for three months. She was promised a contract of unlimited duration, but she receives again another three months contract at the end of the period</td>
</tr>
<tr>
<td></td>
<td><strong>DECENT</strong></td>
</tr>
<tr>
<td></td>
<td>Generally, temporary work contracts can be renewed. The number of times they can be renewed and the total length period of temporary work allowed are established in the labour code.</td>
</tr>
<tr>
<td><strong>12</strong></td>
<td>Sanja has been working part-time for the last 3 years. Now she would like to work full time, since her children are in kindergarten. Her employer tells her that there is no full time position for her.</td>
</tr>
<tr>
<td></td>
<td><strong>DECENT</strong></td>
</tr>
<tr>
<td></td>
<td>The employer has no obligation to transform part-time into full-time employment.</td>
</tr>
<tr>
<td></td>
<td><em>Reference: ILO Conventions N. 175</em></td>
</tr>
</tbody>
</table>
Session 2

Employment contracts
and social security
Activity 2.1 Search and rescue mission: better conditions of work

1) CLASSROOM BASED EXERCISE

In your team you have 20 minutes to carry out a search and rescue mission for better conditions of work.

Task 1: The “search” part of the mission requires your team to screen the collective agreements (the newspaper wires) that have been handed over to you and find the provisions on wages, hours of work, overtime pay, rest periods and paid annual leave.

Task 2: The second part of the mission consists on “rescuing” those industries/branches of industries where negotiation/collective agreements between the social partners gave better conditions of work compared to those granted by the labour law. These are summarized in the Flash Cards entitled “minimum wages”, “hours of work”, “overtime”, “rest periods” and “annual leave” posted on the walls.

2) ASSIGNMENT

You will receive a list of contacts of national/sector trade unions as well as copies of the Flash Cards summarizing the provisions of the national labour law on wages, hours of work, overtime pay, rest periods and paid annual leave.

Task 1: You need, either individually or in pairs, to contact the trade unions and get copies of the collective bargaining agreements of the industry/sector you would like to work in. The “search” part of the mission requires you to screen the collective agreement to find the relevant provisions.

Task 2: The second part of the mission consists on “rescuing” those provisions that grant better conditions of work to the industry you are interest in as compared to those granted by the general labour law.

For the facilitator: collecting/designing Newspaper Wires

If it is not possible to get copies of the collective agreements in a number of industries/sector, the search and rescue mission can be built either on newspaper articles reporting the results of collective bargaining in specific industries or firms, or by developing a number of fiction Newspaper Wires, where information on conditions of work can be searched and rescued by participants. Examples are provided below.
Better hours for nurses at Getwellsoon clinics

The Free Organization of Nurses signed an agreement Friday last with the management of the Getwellsoon chain of health clinics that will change their shift hours from the beginning of next year. Currently nurses work on two shifts of 12 hours each and working night shifts are paid the same as day shifts.

The new agreement envisages three shifts (morning, afternoon and nights), with nights shifts being compensated $1 more per hour compared to day shift. The same agreement also stipulates that work on public holiday will be paid double the basic hour pay.

Working week reduced at leading car manufacturing

Productivity at Tayata is increasing and the lead car manufacturer negotiated with workers’ representatives a reduction of the working week from 40 to 38 hours.

Lead car manufacturer Tayata has experienced in the last six months an increase of productivity of 8%. Such productivity increase has been brought about by the workers’ training programmes that have been organized by the enterprise in the last year. Given the increase in productivity, the workers’ organization has been negotiating for the last two months an increase in the hour wage of $3. However, since car sales are showing signs of dropping, it was decided by both workers and management that a reduction of the weekly working hours from 40 to 38 would maintain production at the same level and provide workers the same wage for less hours of work.

Therefore, starting next Monday Tayata workers will work 9.5 hours per day, Monday to Thursday.

School teachers to get an additional week of holiday!

The Free Union of Teachers has signed an agreement with the Ministry of Education this morning granting teachers with more than two years of tenure an additional 5 days of paid holiday. From the 1 January, teachers will enjoy 15 working days of holiday with pay compared to the standard 10 days.

Miners get a better deal for underground work

The Miner Trade Union will sign an agreement tomorrow to reduce the hours of work in underground mines from 7 to 6 hours. The agreement has been in the making for the last 6 months and it envisages that miners working in underground pits will work six hours (with one hour break over ground). In addition, given the dangerous nature of the job, underground miners will receive an increase in the hourly wage of $2.
Activity 2.2(A) Mind the small print! Understanding an employment contract

With the members of your team, you have 15 minutes to read the following sample of an employment contract and make a list of the details you think are indispensable (e.g. those that always need to be included in a written employment contract). If you are not sure about the meaning of certain terms, ask the facilitator clarifications.

EMPLOYMENT CONTRACT

Name of employer: Holgate Bike Service
Employer’s address: Sunny Hill Estate, Curved Road 8, Magso, EC3N 4AB, Arcadia, Tel:+11 1111 1111

Name of employee: Rabo Nitza
Job title: Mechanic

1. Commencement of employment
Your employment with Holgate Bike Service begins on 29th May of the current year.

2. Job description
The Bicycle Mechanic will work in a bike shop or equivalent and will undertake full repair and servicing of bikes. The job involves diagnosing problems, repair and servicing of wheel hubs, mechanical and hydraulic braking systems, steering, suspension and drive train systems. It will also involve designing, building and repairing wheels, frames and removing and fitting accessories. The Bicycle Mechanic shall also carry out customer related activities such as carrying out cash and credit transactions and promoting services to clients.

3. Job location
The place of work is: Sunny Hill Estate, Curved Road 8, Magso, EC3N 4AB, Ausonia

4. Pay
The rate of pay is 813.20 Ausonia dollar gross per month. This will be paid monthly in arrears.

5. Hours of work
You are employed to work Full Time, for 38 hours per week, Monday to Friday. Work is between the hours of 08:00 and 17:00.

6. Holidays
You are entitled to 20 days holiday per year. This excludes public holidays during which you will not be required to work. Your holiday year begins on 1st May. Unused holiday entitlement may be carried forward to the next holiday year. The amount of holiday that can be carried forward into the next holiday year is limited to 5 days.

7. Sickness absence
If you cannot work because of illness, you must inform the employer as early as possible on the first day and each subsequent day when you are unable to work. Self-certification is allowed for a maximum of 2 days after which a Doctor’s Certificate must be provided. You are entitled to contractual sick pay at your normal rate of pay for a maximum of 5 days. You will be entitled to a maximum of 15 days sick pay in any one year. This is subject to the requirements to notify the employer and provide evidence of incapacity. Thereafter, you are entitled to statutory sick pay.

8. End the employment
This employment is permanent, subject to each party’s right to terminate in accordance with the terms of this contract. If you want to leave this employment, you must give 3 weeks notice. If the employer wishes to terminate the relation, 3 weeks notice will be provided.

9. I acknowledge receipt of the particulars of employment

Signed: .............................................     Date: .........................................
**Activity 2.2(B) About this job, I would like to know……..**

**Task 1**: You recently applied for a job in a large sport store that has recently opened up in your town. The secretary of the General Manager called you to schedule a job interview. The newspaper ad you responded to did not provide any information on the terms and conditions of the job. You ask a friend to help you out to make a list of the questions you need to ask to learn more about the job during the interview. With your partner, you have 15 minutes to make a list of the 10 most important questions you need answers to. You may use the format provided at the end of this handout.

**Task 2**: Read the sample employment contract provided and check whether the questions in your list are answered by the terms and conditions expressed in the contract. At the end of the activity your team will be asked to list the questions that did not find an answer in the employment contract.

<table>
<thead>
<tr>
<th>10 MOST IMPORTANT QUESTIONS</th>
<th>Is it in the contract?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: When will I start work?</td>
<td>🗼 📋</td>
</tr>
<tr>
<td>1</td>
<td>📋 🗼</td>
</tr>
<tr>
<td>2</td>
<td>📋 🗼</td>
</tr>
<tr>
<td>3</td>
<td>📋 🗼</td>
</tr>
<tr>
<td>4</td>
<td>📋 🗼</td>
</tr>
<tr>
<td>5</td>
<td>📋 🗼</td>
</tr>
<tr>
<td>6</td>
<td>📋 🗼</td>
</tr>
<tr>
<td>7</td>
<td>📋 🗼</td>
</tr>
<tr>
<td>8</td>
<td>📋 🗼</td>
</tr>
<tr>
<td>9</td>
<td>📋 🗼</td>
</tr>
<tr>
<td>10</td>
<td>📋 🗼</td>
</tr>
</tbody>
</table>
Activity 2.3 Wanted: Rights…. but not without responsibilities

You will be divided into three groups and each group has 4 cards of the same colour (red, yellow and blue). On your set of cards you will find four sentences – for example “Receive instructions on job tasks”). You need to decide whether what is written in the card expresses a right or a responsibility and whether it is a right/ responsibility of the employer or of the workers.

<table>
<thead>
<tr>
<th>EMPLOYERS</th>
<th>WORKERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rights</td>
<td>Responsibilities</td>
</tr>
<tr>
<td>To have the work tasks performed as required</td>
<td>To pay wages</td>
</tr>
<tr>
<td>To terminate an employment relation for just cause</td>
<td>To give rest periods and days offs</td>
</tr>
<tr>
<td>To ask that company rules are followed</td>
<td>To grant overtime pay</td>
</tr>
<tr>
<td>To give instructions</td>
<td>To pay social security contributions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>To joint a representative organization</td>
</tr>
<tr>
<td>To receive wages</td>
</tr>
<tr>
<td>To have rest period and days off</td>
</tr>
<tr>
<td>To have established working hours</td>
</tr>
</tbody>
</table>

Your team needs to be ready to answer the questions of the other participants, whose role is to play the devil’s advocate.
Activity 2.4 You have more rights than you think.

Your team will be provided with a real-life situation. You need to decide whether the employer’s request in your case is legitimate and suggest how the employee should act/respond to the employer’s counter-arguments. You have 10 minutes to complete these tasks. At the end of the activity, the spokesperson of your team will present the case and the strategy you have came up with to solve the dispute. Remember that you may have to respond to the questions/arguments made by other participants who will play the devil’s advocate.

**Situation 1:** Helen is 19 and has successfully applied for an apprenticeship to become a cook in a famous hotel. When she meets the personnel manager to sign her apprentice contract he tells her that she would not be allowed to become pregnant during her two years apprenticeship. Helen did not plan to start a family yet, although she plans to get married soon.

**Situation 2:** Tom, 16, just graduated from high school and found a job in a bakery where is required to wear gloves that protect him from burns when putting bread in oven or taking it out. He is also required to wear a baker apron and a cap. The employer tells Tom that he has to buy all of these with his own money, or alternatively have the amount be taken off his first wage.

**Situation 3:** Adam is 22 and started working as a secretary in a big office. He is familiar with most of the equipment he needs to use and can solve minor problems such as paper jams in the printer or in copier. His supervisor asked him to staple some very thick documents with an automatic (pneumatic) stapler he has never used before.

**Suggested answer to real-life situations**

1. The employer cannot make such requests and even if Helen agrees, she retains the right to full maternity protection including maternity leave and protection against dismissal (see ILO Conventions N. 3 and N. 183).
2. The employer has to provide all protective equipment at his/her own expenses (see ILO Conventions N. 155). If the employer requires staff to wear special uniforms, these are generally provided for.
3. An employee has to be trained on every machine they are required to use. Adam should ask to be trained or shown how to operate the equipment safely (see ILO Conventions N. 155).
Session 3

Working time, pay and annual leave
Activity 3.1 At work: flash the labour standards!

You will be asked to think about all the possible advantages and disadvantages that standards on hours of work, overtime, night work and rest period may have for both young workers and employers. These standards are summarized in Flash Cards posted on the walls. One of your partners will write your ideas on flipcharts.

Night work

<table>
<thead>
<tr>
<th>PROS</th>
<th>CONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Employers</strong></td>
<td></td>
</tr>
<tr>
<td>More intense use of facilities and equipment</td>
<td>Additional administrative and personnel costs</td>
</tr>
<tr>
<td>Increased production to cope with higher demand</td>
<td>Potential problems with ensuring adequate supervision of night work</td>
</tr>
<tr>
<td>Effective operation of continuous and semi-continuous production processes</td>
<td>Potential negative effects on workplace safety and health</td>
</tr>
<tr>
<td></td>
<td>Strains may reduce productivity</td>
</tr>
<tr>
<td><strong>Employees</strong></td>
<td></td>
</tr>
<tr>
<td>Higher total earnings if workers receive premium pay for working at night</td>
<td>Alteration in sleep patterns or temporary sleep disturbances</td>
</tr>
<tr>
<td>Longer periods of free time, if paid time off is granted in addition to night work payments</td>
<td>Potentially serious health problems</td>
</tr>
<tr>
<td></td>
<td>Negative effects on work performance</td>
</tr>
<tr>
<td></td>
<td>Lower quality of family and social life</td>
</tr>
</tbody>
</table>
### Session 3

#### Shift work

<table>
<thead>
<tr>
<th>PROS</th>
<th>CONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Employers</strong></td>
<td></td>
</tr>
<tr>
<td>More intense use of facilities and equipment through extended operating time</td>
<td>Additional administrative costs due to more workers (because more shifts are in operation)</td>
</tr>
<tr>
<td>Increases in production to cope with higher demand</td>
<td>Complexity and difficulty in ensuring adequate supervision, especially at night</td>
</tr>
<tr>
<td>Effective operation of continuous and semi-continuous production processes</td>
<td>Higher labour costs due to shift premiums</td>
</tr>
<tr>
<td>Optimal use of energy or other resources during the night or other slack periods</td>
<td>Potential negative effects on workplace safety and health, especially where night work is involved</td>
</tr>
<tr>
<td><strong>Employees</strong></td>
<td></td>
</tr>
<tr>
<td>Higher total earnings if workers receive premium pay for certain types of shift (e.g. shifts involving night work)</td>
<td>Potential negative effects on workers’ health and safety, especially where night work is involved</td>
</tr>
<tr>
<td>Longer periods of free time, if paid time off is granted in addition to night work payments</td>
<td>Disruption of workers’ family and social life, especially due to “unsocial” and irregular hours of work</td>
</tr>
<tr>
<td>May potentially save existing jobs and/or reduce precarious employment</td>
<td>Difficulties in transport to and from work, especially for night workers</td>
</tr>
<tr>
<td></td>
<td>Reduced access to training or other opportunities for workers on noonday shifts</td>
</tr>
</tbody>
</table>
### Annual leave

<table>
<thead>
<tr>
<th>PROS</th>
<th>CONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Employers</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Employees</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
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</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Activity 3.2 There isn’t much left at the end of the day…. My pay slip**

Below you will find an example of a pay-slip. With your partner, you have 10 minutes to read it through and respond to the following questions:

1. How many hours per week did Rabo work? (40.5)
2. Is the overtime pay rate the same as normal hours? (No, it is $3 higher)
3. What are deductions for social insurance and superannuation for? (Money paid for health, insurance and pension)
4. How much tax is paid and who pays it? (11% of the gross pay paid by the employer on behalf of the worker)
**Name of employer:** Holgate Bike Servis  
**Employer's address:** Sunny Hill Estate, Curved Road & Forsenia

### Payslip

<table>
<thead>
<tr>
<th>Employee's Name</th>
<th>Rabo Nitza</th>
<th>Pay Date</th>
<th>30 June 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee's Number</td>
<td>10000456</td>
<td>Pay Period</td>
<td>06/2008</td>
</tr>
<tr>
<td>Employee's Tax Number</td>
<td>673/UI</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### PAYMENTS

<table>
<thead>
<tr>
<th>Number of Hours</th>
<th>152</th>
<th>Hourly Rate</th>
<th>5,35</th>
<th>Subtotal</th>
<th>813,20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overtime (N. hours)</td>
<td>10</td>
<td>Hourly Rate</td>
<td>8,03</td>
<td>Subtotal</td>
<td>80,30</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Gross Pay</td>
<td>893,50</td>
</tr>
</tbody>
</table>

#### DEDUCTIONS

- Tax paid (11 per cent of gross pay) | 98,29
- Contribution to Social Insurance (6 per cent of gross pay) | 53,61
- Superannuation (2.4 per cent of gross pay) | 21,44

**Total Deductions** | 173,34

#### NET PAY

<table>
<thead>
<tr>
<th>Payments minus Deductions</th>
<th>720,16</th>
</tr>
</thead>
</table>
Activity 3.3 Speed advising

You will be assigned to one of two groups. The first group is that of a young worker in search of advice. You will be asked to pick up a card that outlines a situation in which you find yourself during your job. Not knowing what to do, you will seek the advice of counsellors to help you decide the best course of action. You will have 3 to 5 minutes with each counsellor. The second group is that of counsellors. Your role is to listen to a number of young workers who are facing a problem in their job and to give them the best advice you can based on what you have learned so far. You need to think quickly and provide a fast answer, as you will have only 3 to 5 minutes for each young worker.

ROLE CARDS for young workers

**Situation 1:** You are working in a bookstore during the holidays. Every Wednesday you attend a one-hour staff meeting but do not work for the rest of the day. You do not get paid for the staff meeting but you think you should. You would like to know whether you are entitled to get paid for your attendance and how you can talk to your boss about the issue.

**Situation 2:** After school you work at a music store. You find it hard to plan your evening out with your friends because you never know what hours you are working. You would like to have a work schedule. Your boss says that part-time workers do not receive work schedules, because the point is to have them cover the tasks in the store in a flexible manner. You would like to know whether your employer is right and how you can talk to your boss about the issue.

**Situation 3:** You started your new job as a sales clerk on December 1 and work a regular schedule of 8 hours a day, three days a week (Tuesday, Thursday and Saturday). You did not work on Christmas Day which was a Thursday as the store was closed. Your friends tell you should get holiday pay for that day. You would like to know whether you are entitled to holiday pay and how you can talk to your boss about the issue.

**Situation 4:** You work as a parking attendant after school and on weekends. You work 3-hour shifts on Monday afternoon, Thursday evening and Saturday morning. A public holiday falls on a Saturday this year. You think you should earn more for working a public holiday. You would like to know whether you are entitled to additional pay and how you can talk to your boss about the issue.

**Situation 5:** You have earned 4,000 this year working in a fast food outlet as a part-time server. Your friend who works full-time at the same outlet has been paid annual holiday pay on each pay cheque. You have not. You would like to know whether you are entitled to holiday pay and how you can talk to your boss about the issue.
### Possible solutions

1. If the attendance is required the worker should be paid as it is working time. Special regulations regarding a ‘minimum call-out’ might apply (see ILO Convention N. 30).

2. All workers regardless the number of hours they work are entitled to receive work schedules. Employers must give workers notice:
   - of when their work begins and ends over a period of at least one week;
   - in writing and posted in a place where it can easily be seen by employees; and
   - one week in advance of a change in the schedule.

Where an emergency or unusual circumstance arises, the employer can change the employee’s work schedule without notice. Employers can also apply for permits to vary the requirement for a work schedule (see ILO Convention N. 30).

3. Most employees get public holiday pay no matter what their days of work. In this case the worker is entitled to public holiday pay for Christmas Day even though they did not work it. National regulations specify its amount (see ILO Convention N. 132).

4. Most employees who work on public holidays get paid ‘premium pay’ which is usually time and one half their regular wages for all hours worked. They will also receive public holiday pay. For working on a public holiday, the worker is entitled to premium pay \(1.5 \times\) regular wages plus public holiday pay. National regulations might prescribe different amounts (see ILO Convention N. 132).

5. The worker should receive annual holiday pay as it is paid to all employees including those working at full-time, part-time, casual, temporary and seasonal jobs. Annual holiday pay is calculated on the employee's total wage over a 12-month period. National regulations might prescribe different amounts (see ILO Convention N. 132 and N. 175).

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Activity 3.4 Boss, just one last question… Negotiating working time and pay

You will be divided into two groups, one to play the role of the workers, the other that of employers. With the members of your team, you have 15 minutes to read your role, decide on a negotiation strategy and prepare a list of points to be negotiated. Your team needs to appoint a spokesperson that will negotiate with the representative of the other party.

**ROLE CARD ‘EMPLOYER’**

You are the owner of Holgate Bike Service and you are looking for a skilful mechanic for quite some time.

After publishing a job advert in a newspaper you received 27 applications and invited five promising applicants for a job interview.

Out of these five, Rabo Nitza is the most suitable candidate for the job and you offered Rabo to work for Holgate Bike Service. Rabo is skilful but still needs further training.

Besides Rabo there are three other mechanics that have considerably more work experience and have been working for you for a long time. There are also two sales persons.

You offer Rabo to work for the minimum wage of 5.35 per hour. You would like Rabo to work 38 hours a week but also at the weekends and in the evening. The schedule you propose is as follows:

- Monday 2 p.m. – 8 p.m., 6hrs
- Tuesday 10 a.m. – 2 p.m., 4hrs
- Wednesday 8 a.m. – 2 p.m., 6hrs
- Thursday 2 p.m. – 8 p.m., 6hrs
- Friday 11 a.m. – 2 p.m., 8hrs incl. 1h break
- Saturday 8 a.m. – 5 p.m., 8hrs incl. 1h break

You are aware of the inconveniences for Rabo coming to work every day but you prefer accommodating the needs of the other employees who work for you for some time already.

The shop operates Monday to Friday 8 a.m. – 8 p.m. and Saturdays 8 a.m. – 5 p.m.

**ROLE CARD ‘EMPLOYEE’**

You were looking for a job as a mechanic for quite some time and were really happy when you were offered to work for Holgate Bike Service. You are a skilful and certified mechanic. Your training took place some time ago so that you are not very experienced with some of the recent developments. Still, you are very well acquainted with the state of the art as you are a passionate biker.

You know that there were some other applicants who are good in their profession.

You would like to receive 7.00 an hour given your training and the average income in that sector of 7.50.

You would like to work 40 hours during a five day working week. You would prefer working in the mornings as you have other obligations in the late afternoons and evenings. You are not keen in starting work every Saturday at 8h as you like to go out Friday nights.

The shop operates Monday to Friday 8 a.m. – 8 p.m. and Saturdays 8 a.m. – 5 p.m.
Session 4
Occupational safety and health
Activity 4.1 Hunt the hazard!

A) With the members of your team, you have 20 minutes to identify as many hazards as you can in the workplace displayed in the picture and to categorise them as health or safety hazard. Some might fall in both categories.

---

Session 4

Picture 1: Fast Food Kitchen
Picture 2: Grocery Store
Session 4

Picture 3: Office
## Fast-Food Kitchen

<table>
<thead>
<tr>
<th>HEALTH HAZARD</th>
<th>SAFETY HAZARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pressure to work fast (stress)</td>
<td>Hot grill, oven and steam (burnings)</td>
</tr>
<tr>
<td>Stress</td>
<td>Slippery floor (injuries including sprained joints, broken bones)</td>
</tr>
<tr>
<td></td>
<td>Knives (cuts)</td>
</tr>
<tr>
<td></td>
<td>Cooking grease (burnings)</td>
</tr>
</tbody>
</table>

### Heavy lifting

<table>
<thead>
<tr>
<th>HEALTH HAZARD</th>
<th>SAFETY HAZARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ergonomic hazard causing back pain, restricted movement, nerve damage, weakness, proneness to re-injury</td>
<td>Dislocation of ligaments, pulled muscles, sprained joints, broken bones</td>
</tr>
</tbody>
</table>

### Cleaning chemicals

<table>
<thead>
<tr>
<th>HEALTH HAZARD</th>
<th>SAFETY HAZARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemical hazard may affect the brain, causing memory loss, poor coordination, and reduced thinking ability; Liver and kidney damage; bronchitis; long-term skin problems; may cause cancer.</td>
<td>Irritated nose, throat, and lungs, causing coughing, wheezing, and/or shortness of breathe; “narcotic effect” that causes light-headedness, dizziness, fatigue, nausea, and headache; irritation and burning of the skin and eyes, with possible eye damage.</td>
</tr>
<tr>
<td>HEALTH HAZARD</td>
<td>SAFETY HAZARD</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Stress</td>
<td>Box cutter (cuts)</td>
</tr>
<tr>
<td>Standing a lot (ergonomic hazard causing pain, restricted movement, nerve damage, weakness, proneness to re-injury)</td>
<td>Meat slicer (cuts, cut off parts of the body)</td>
</tr>
<tr>
<td></td>
<td><strong>Heavy lifting, bending or reaching</strong></td>
</tr>
<tr>
<td>Ergonomic hazard causing e.g. back pain, restricted movement, nerve damage, weakness, proneness to re-injury</td>
<td>Dislocation of ligaments, pulled muscles, sprained joints, broken bones</td>
</tr>
<tr>
<td></td>
<td><strong>Repetitive motion</strong></td>
</tr>
<tr>
<td>Ergonomic hazard causing e.g. carpal tunnel syndrome (CTS), decreased joint motion, inflamed joints, prolonged ache, pain, numbness, tingling, or burning sensation</td>
<td>Pain, numbness or tingling, redness and swelling</td>
</tr>
<tr>
<td></td>
<td><strong>Cleaning chemicals</strong></td>
</tr>
<tr>
<td>Chemical hazard may affect the brain, causing memory loss, poor coordination, and reduced thinking ability; Liver and kidney damage; bronchitis; long-term skin problems; may cause cancer.</td>
<td>Irritated nose, throat, and lungs, causing coughing, wheezing, and/or shortness of breathe; “narcotic effect” that causes light-headedness, dizziness, fatigue, nausea, and headache; irritation and burning of the skin and eyes, with possible eye damage.</td>
</tr>
</tbody>
</table>
### Session 4

#### Office

<table>
<thead>
<tr>
<th>HEALTH HAZARD</th>
<th>SAFETY HAZARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stress</td>
<td></td>
</tr>
<tr>
<td>Cluttered workplace (stress)</td>
<td></td>
</tr>
<tr>
<td>Repetitive use of keyboard, awkward posture</td>
<td></td>
</tr>
<tr>
<td>Ergonomic hazard causing e.g. carpal tunnel syndrome (CTS), decreased joint motion, inflamed joints, prolonged ache, pain, numbness, tingling, or burning sensation</td>
<td>Pain, numbness or tingling, redness and swelling</td>
</tr>
</tbody>
</table>

#### Copier and other chemicals

| Chemical hazard may affect the brain, causing memory loss, poor coordination, and reduced thinking ability; Liver and kidney damage; Bronchitis; long-term skin problems; may cause cancer. | Irritated nose, throat, and lungs, causing coughing, wheezing, and/or shortness of breathe; “narcotic effect” that causes light-headedness, dizziness, fatigue, nausea, and headache; irritation and burning of the skin and eyes, with possible eye damage. |
## Petrol Station

<table>
<thead>
<tr>
<th>HEALTH HAZARD</th>
<th>SAFETY HAZARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stress</td>
<td>Heat or cold (heat stroke, frostbites, loss of consciousness)</td>
</tr>
<tr>
<td>Violence (stress, might cause permanent injury, death, post-traumatic stress)</td>
<td>Tools and equipment (injuries such as cuts, contusions)</td>
</tr>
<tr>
<td></td>
<td>Slippery Floor (injuries including sprained joints, broken bones)</td>
</tr>
</tbody>
</table>

### Petrol and other chemicals

- Chemical hazard may affect the brain, causing memory loss, poor coordination, and reduced thinking ability; Liver and kidney damage; bronchitis; long-term skin problems; may cause cancer.
- Irritated nose, throat, and lungs, causing coughing, wheezing, and/or shortness of breathe; “narcotic effect” that causes light-headedness, dizziness, fatigue, nausea, and headache; irritation and burning of the skin and eyes, with possible eye damage.
B) In your team (2-4 persons) think about specific, possible classroom hazards that could fall into the categories listed in Handout 1. Using the detailed checklist provided in Handout 2, carry out a more comprehensive assessment of your classroom and suggest improvements, (i.e., how each hazard could be eliminated or reduced). You have 40 minutes.

Handout 1
Some areas of your classroom may have hazards. In your group identify items in each category that could be hazardous to health or safety. List as many things as you can in the time available.

<table>
<thead>
<tr>
<th>Physical Areas, Furniture, Fixtures</th>
<th>Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floors</td>
<td>Lighting</td>
</tr>
<tr>
<td>Walls</td>
<td>Ventilation</td>
</tr>
<tr>
<td>Ceilings</td>
<td>Noise</td>
</tr>
<tr>
<td>Doors</td>
<td>Electrical</td>
</tr>
<tr>
<td>Windows</td>
<td></td>
</tr>
<tr>
<td>Furniture</td>
<td></td>
</tr>
<tr>
<td>Fixtures</td>
<td></td>
</tr>
</tbody>
</table>
Handout 2

CLASSROOM HAZARD CONDITIONS

1. Classroom General

Is the housekeeping good?
Is the lighting adequate?
Is the floor in good condition?
Are exits clearly identified?
Is the classroom furniture in good repair and positioned safely?
Are all cupboards, fixed boards and display units secure and stable?
Are the light fixtures securely mounted, in good condition, clean?
Is the glass of all windows intact?

2. Walls

Are all signs, bulletin boards, and fixtures firmly attached?

3. Floors

Are the floors in good condition and free of trip hazards?
Are the floors clean and do they provide a good grip?

4. Doors and Windows

Do the doors have loose or broken hinges?
Is glass in windows and doors intact (not broken) and not cracked?
Do windows open easily?
Are the fasteners of windows intact?

5. Lighting

Are all lights working?
Are all light fixtures and switches (not loose, cracked or broken)?

6. Power Cords and Cables

Are all cords in good condition (no fraying or exposed wires)?
Are all plugs in good condition (no cracks or broken pieces) and firmly attached to cords?
Are cords secured to avoid a tripping hazard?
Activity 4.2 Safety pyramid

You will be divided into two teams, each with its own set of coloured cards. Each team needs to appoint a “writer” and a “runner”. Each team will be provided with the same real-life situation on health and safety at work and in three minutes the writer has to record the solution your team think might prevent the accident from happening again. The ‘runner’ will go to the safety pyramid to post the team’s card in the category labelled with the method for controlling the hazard your answer belong to: remove the hazard (5 points), improve work policies and procedures (3 points), wear protective equipment (1 point). The will be two/three rounds. The team with the highest number of points at the end of the rounds wins the game.

Situation 1:

Jamie is a 17-year-old dishwasher in a hospital kitchen. To clean cooking pans, she soaks them in a powerful chemical solution. She uses gloves to protect her hands and arms. One day, as Jamie was lifting three large pans out of the sink at once, they slipped out of her hands and back into the sink. The cleaning solution splashed all over the side of her face and got into her right eye. She was blinded in that eye for two weeks.

*Suggested answers include:

<table>
<thead>
<tr>
<th>Remove the Hazard</th>
<th>Substitute for a safer cleaning product.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Use disposable pans.</td>
</tr>
<tr>
<td></td>
<td>Use a dishwashing machine.</td>
</tr>
<tr>
<td>Work Policies</td>
<td>Have workers clean one pan at a time.</td>
</tr>
<tr>
<td></td>
<td>Give them training about how to protect</td>
</tr>
<tr>
<td></td>
<td>themselves from chemicals.</td>
</tr>
<tr>
<td>Personal Protective Equipment</td>
<td>Goggles.</td>
</tr>
</tbody>
</table>

Situation 2:

Billy is a 16-year-old who works in a fast food restaurant. One day Billy slipped on the greasy floor. To catch his fall, he tried to grab a bar near the grill. He missed it and his hand touched the hot grill instead. He suffered second degree burns on the palm of his hand.

*Suggested answers include:

<table>
<thead>
<tr>
<th>Remove the Hazard</th>
<th>Design the grill so the bar is not so close to the grill.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cover the floor with a non-skid mat.</td>
</tr>
<tr>
<td></td>
<td>Install non-skid flooring.</td>
</tr>
<tr>
<td></td>
<td>Put a shield on the grill when not in use to prevent people from accidentally touching it.</td>
</tr>
<tr>
<td></td>
<td>Put a cover on the french-fry basket so grease will not splatter out.</td>
</tr>
</tbody>
</table>
### Session 4

**Work Policies**

- Have workers immediately clean up spilled grease.
- Design the traffic flow so workers do not walk past the grill.

**Personal Protective Equipment**

- Non-skid shoes.
- Gloves.

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**Situation 3:**

Terry is a 16-year-old who works in the deli department at a grocery store. Her supervisor asked her to clean the meat slicer, although she had never done this before and never been trained to do it. She thought the meat slicer was turned off before she began cleaning it. Just as she started to clean the blades, the machine started up. The blade cut a finger on Terry’s left hand all the way to the bone.

Suggested answers include:

<table>
<thead>
<tr>
<th>Remove the Hazard</th>
<th>There should be a guard on the machine to protect fingers from the blade.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>There should be an automatic shut-off on the machine.</td>
</tr>
<tr>
<td>Work Policies</td>
<td>There should be a rule that the machine must be unplugged before cleaning.</td>
</tr>
<tr>
<td></td>
<td>There might be a regulation that no one under 18 should be using or cleaning this machine because it might be against the child labour laws.</td>
</tr>
<tr>
<td>Personal Protective Equipment</td>
<td>Cut-resistant gloves.</td>
</tr>
</tbody>
</table>
Situation 4:

Chris works for a city public works department. One afternoon, the temperature outside reaches 35 degrees Celsius. While Chris was shovelling dirt in a vacant lot, he started to feel dizzy and disoriented. He fainted due to the heat.

*Suggested answers include:

<table>
<thead>
<tr>
<th>Remove the Hazard</th>
<th>None.</th>
</tr>
</thead>
</table>
| Work Policies     | Limit outdoor work on very hot days.  
                   | Have a cool place to go for frequent breaks.  
                   | Have plenty of water available. Provide training on the symptoms of heat stress and how to keep from getting overheated.  
                   | Work in teams to watch one another for symptoms of overheating (such as disorientation and dizziness). |
| Personal Protective Equipment | A hat to provide shade.  
                                 | A cooling vest. |

Situation 5:

James is a 16-year-old who works in a busy pizza shop. His job is to pat pizza dough into pans. He prepares several pans per minute. Lately he has noticed that his hands, shoulders, and back are hurting from the repetitive motion and standing for long periods of time.

*Suggested answers include:

<table>
<thead>
<tr>
<th>Remove the Hazard</th>
<th>Provide a chair or stool for sitting while doing this task.</th>
</tr>
</thead>
</table>
| Work Policies     | Vary the job so no one has to make the same movements over and over.  
                   | Provide regular breaks. |
| Personal Protective Equipment | None. |
Situation 6:

Sara works as a nursing aide at a local hospital. She is expected to clean bedpans and sometimes change sheets, which requires lifting patients. Lately she has been feeling twinges in her back when bending over or lifting. She knows she is supposed to get help when lifting a patient, but everyone in the unit is so busy that she is reluctant to ask. At home, as she is going to sleep, she often feels shooting pains in her back, neck, and shoulders. These pains seem to be getting worse every day.

* Suggested answers include:

<table>
<thead>
<tr>
<th>Remove the Hazard</th>
<th>Work Policies</th>
<th>Personal Protective Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stop lifting alone. Lift patients only when other people are available to help. Use a mechanical lifting device.</td>
<td>Make sure workers who have already been injured are not required to lift. Create a policy that workers may lift patients only in teams or when using a lifting device. Train workers about safe lifting methods.</td>
<td>None.</td>
</tr>
</tbody>
</table>
Situation 1
Situation 3
Session 4

Situation 4

[Image of a person standing in the sun with a shovel]

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Page 101
Situation 5
Session 4

Situation 6
Session 5
Exercising rights at work
Activity 5.1. Managing conflict in the Workplace: So You’re Upset……

You will be divided into two teams, each with its own case to review. The case is a conversation that takes place between an employer and an employee.

Each team will have 30 minutes to read the dialogues, identify the problem (question 1) determine the rights and responsibilities of both parties (question 2) and to decide what the employee could say and do at each step to constructively respond to this situation (question 3).

1. What is the issue or problem in this role-play?
2. What are the employer’s and employee’s rights and responsibilities in this situation?
3. In your group, complete the “Things to Do and Say” column. Determine what the employee could say and do to constructively respond to this situation.

<table>
<thead>
<tr>
<th>STEP</th>
<th>THINGS TO DO AND SAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recognize and admit that you are angry.</td>
<td></td>
</tr>
<tr>
<td>2. Make sure you understand what the other person intended.</td>
<td></td>
</tr>
<tr>
<td>3. Decide what to do with your anger.</td>
<td></td>
</tr>
<tr>
<td>4. Express your anger directly when appropriate.</td>
<td></td>
</tr>
<tr>
<td>5. Express your anger indirectly when it is inappropriate to express it directly</td>
<td></td>
</tr>
<tr>
<td>6. Think about how you managed your anger.</td>
<td></td>
</tr>
</tbody>
</table>

ROLE PLAY 1

**Employer:** I wanted to talk to you about the dishes you broke last week.

**Employee:** Oh yes, that wasn’t my fault. Tom came out the “in door,” and he hit me while I was carrying a large tray of dirty dishes from table 7. There had been a large number of people there so it was really loaded.

**Employer:** I don’t know what Tom did, but I know it was you who dropped the tray full of dishes. It will cost me a lot of money to replace them. And you know we have a policy that you have to pay for what you break.

**Employee:** But it wasn’t my fault.

**Employer:** I don’t care whose fault it is. I need to buy more dishes, and that will cost me. So I have deducted 122.93 from your wages this month.

**Employee:** But that means I’ll only take home 50.00. I’m supposed to get my car repaired and it will cost me more than 50.00. This isn’t fair!

**Employer:** Well there isn’t anything I can do about it. If you think it was Tom’s fault, why don’t you try collecting it from Tom?

**Employee:** Tom won’t pay me for it. Why should he when the money is already coming off my pay cheque? So you mean I’m stuck with paying for someone else’s mistake?

**Employer:** Well, I don’t know if I would put it that way. But I do know that I have a lot of broken dishes, and I didn’t break them, so I’m not paying for them. Besides, I think it’s time you got back to work. You have a lot of customers in your area.

What are the employer’s and employee’s rights and responsibilities in the situation?

Generally, employers cannot deduct money for broken dishes from the employee’s wages. The employer has the right to go to court to try to recover the money for the broken dishes. If the court finds in the employer’s favour, then s/he has the right to recover the money from the employee’s bank account or pay cheque.
ROLE PLAY 4

**Employer:** That’s not the right way to clean rooms. You have to have a system.

**Employee:** But that’s how Anne taught me to do them.

**Employer:** I can’t believe Anne would tell you to make a bed like that. She was really good at this job.

**Employee:** Well, she did!

**Employer:** Well, it’s wrong. You better learn it the right way because you’re taking far too long to do this work.

**Employee:** If you show me how, I’m sure I can speed up. But I need someone to teach me the right way.

**Employer:** What’s the matter with you? Are you stupid or something? Everyone knows how to make a bed. Didn’t your mother teach you anything? I guess a little kid like you wouldn’t know how to do important things like make a bed. I suppose you’ll have to get a college degree to know how to do that.

**Employee:** Of course my mother taught me how to make a bed. But it looks like you want it made differently.

**Employer:** I’ll get my wife to show you if she has time. You’d think when you hire women to do housekeeping duties, they’d know a little bit about it. Don’t mothers teach their kids anything nowadays? Get back to work, at least you can scrub the floors until she has time to come and show you. Or are you too young to even know how to do that?

**What are the employer’s and employee’s rights and responsibilities in the situation?**

This situation may be harassment of the employee on the basis of age. The employer has the responsibility to not harass his/her employee.

The employer has the responsibility to ensure the employee is adequately trained to perform his/her duties. The employer has the right to expect the job will be performed adequately once the employee has been trained and coached in the proper way to perform the tasks associated with the job. The employee has the responsibility to perform the job adequately as trained.
### Handout 1: Managing Anger Constructively

<table>
<thead>
<tr>
<th>Steps</th>
<th>Do</th>
<th>Don’t</th>
<th>Examples of Things to Say</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize and admit that you are angry.</td>
<td>Tell yourself that anger is a normal human feeling, and that it is okay to become angry.</td>
<td>Fear, deny or reject your anger, feel guilty or apologize for it. “Re-live” the incident over and over again. Become aggressive.</td>
<td>Say to yourself: “It’s okay for me to feel angry sometimes. It’s not okay to get violent or abusive.”</td>
</tr>
<tr>
<td>Try to understand the other person’s perspective and/or what s/he intended.</td>
<td>Try to stay calm and non-threatening. Tell the other person how his/her behaviour makes you feel. Show you are listening and trying to understand. Try to decide if the other person is deliberately trying to make you angry.</td>
<td>Jump to conclusions about what you think the other person wanted. React until you have all the facts. Make less, or more, of the incident until you have as much information as possible. Ignore the other person’s needs.</td>
<td>Say to the other person: “When you told me yesterday that I didn’t understand your point, I felt like you were suggesting I didn’t know what I was talking about. Is that how you feel?”</td>
</tr>
<tr>
<td>Decide what to do with your anger.</td>
<td>Consider the risks and advantages of expressing your anger directly to the other person. Determine the bad or good results that might occur if you speak up. Consider the risks and advantages of expressing your anger indirectly, to a friend, for example. Consider the risk of not expressing it at all.</td>
<td>Forget to consider both short-term and long-term consequences. Forget to reflect on how much power the other person has over your job security or satisfaction. Forget to consider the consequences for your physical and mental health.</td>
<td>Say to yourself: “How reasonable is this person? Can they make my life miserable if they don’t like what I have to say?” “Is it better to talk directly or blow off steam some other way? Is it healthy to keep my anger to myself? Will it get worse?”</td>
</tr>
</tbody>
</table>
If appropriate, express your anger directly.

Wait until there is enough time to discuss the problem; speak to the person in private.

Describe the other person's behaviour and describe your feelings of anger.

Be assertive (not aggressive) and try suggesting a solution that respects both parties' needs.

Ask the other person to tell you how s/he feels about the situation.

Show you want to let go of the anger and maintain a good relationship.

Complain about the other person behind his or her back; verbally attack his/her character or intelligence or get aggressive.

Try to discuss the problem when the other person is busy or preoccupied and/or in front of other people.

Make less, or more of, what you are actually feeling and/or ignore the other person's needs and feelings.

Make it seem like you will hold a grudge.

Say to the Other Person:

“Do you have a couple of minutes to talk to me in private? This morning, you asked if I could work some overtime. When I said no, you indicated that you seem to be getting all the workload. I am concerned about the suggestion that I'm not carrying my fair share. I work hard, and I work overtime when I'm asked. But, why don't we discuss this at the next staff meeting. Maybe we could set up a system for taking turns. How does that sound to you?”

Activity 5.2. What’s your style?

You will be divided into two groups, each team with a case study. You have 30 minutes to complete the two assignments.

Task 1: Read each case study individually and rank the five courses of actions 1 to 5. Put 1 by the action that you think will lead to the most beneficial results for you, a 2 beside the next most constructive action, and so forth. Be realistic in your assessment of what you are likely to do. Remember that there is no “right” answer to these case studies.

Task 2: Review the strategies for the case study with the other members of your team and determine the advantages and disadvantages of using each strategy. Please use the Pros and Cons Chart to complete this task.
### Session 5

#### Pros and Cons Chart

<table>
<thead>
<tr>
<th>Style</th>
<th>Conflict Resolution Strategy</th>
<th>Pros (Advantages)</th>
<th>Disadvantages (Cons)</th>
</tr>
</thead>
</table>
| Teddy Bear  | Smoothing  
Give up your goals and let the other person have his or her way in order to maintain a good relationship. |                   |                      |
| Turtle      | Withdrawing  
Avoid the issue and the other person by “walking away”. |                   |                      |
| Fox         | Compromising  
Give up part of your goals and sacrifice part of the relationship in order to reach agreement. |                   |                      |
| Shark       | Win-Lose Negotiating  
Try to force or persuade the other person to meet your needs at the expense of his/her needs. |                   |                      |
| Owl         | Problem Solving  
Look for a solution that allows you and the other person to fully achieve your goals and maintain a good relationship. |                   |                      |

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8 Daniel W. Johnson, Reaching Out: Interpersonal Effectiveness and Self-Actualization
### Case Study 1

You work part-time in a men clothing store as a sales person. Your boss is a highly emotional person, with whom you have a very formal relationship. He calls you by your first name, but you call him Mr. Thomas. When he gets upset, he becomes angry and abusive. He makes insulting remarks and judgements about you and your co-workers. These episodes happen about once a week. The rest of the time he rarely speaks to. He will not tolerate any back talk from any of the staff.

So far, the staff, including you, has stayed silent during these outbursts. Jobs of this kind are scarce and you really need the, as you are saving money for university next year. However, you do not like what Mr. Thomas says when he is angry and the situation is starting to get on your nerves.

You just got your pay cheque for the last month. You worked 10 hours a day for three days in a row. You think you should have been paid overtime for those three days. You have checked with the trade unions and they have confirmed that you should have gotten overtime pay. This has happened before, and you are really mad about it. You need the money. Besides you earned it, so you should be paid for it. What do you do next?

- I try to avoid Mr. Thomas. I am silent whenever we are together. I show a lack of interest when we speak. I want nothing to do with him for the time being. I try to cool down and stay away from him. I try never to mention anything that might get him angry and, in particular, that he owes me for some overtime.

- I tell Mr. Thomas I am fed up with his abuse. I tell him he is unfair and that I want my money for the overtime I have worked not only in the last week but also for the past year. I tell him he needs to better control his feelings and what he says to me because I am not going to be insulted by him any more. I am going to make him stop or else I will quit. That will show him. I will lodge a formal complaint to get my overtime money.

- I bite my tongue. I keep my feelings to myself. I hope that he will find out how his actions are hurting our department without telling him. Other staff members have also worked overtime and have not been paid either. They are mad too. I am frightened by my anger towards him, so I try to be nice to him. If I tried to tell him how I feel and that I should be paid overtime, he would only get angry and abuse me more. I might even lose my job. I might ask somebody to make an anonymous call to the labour dispute council. That might shake him up a bit. But he might find out who made the complaint and then things might get worse.

- I try to bargain with him. I tell him that if he stops abusing me I will increase my sales effort, and I will work more overtime and not complain. I try to seek a compromise that will stop him from yelling at me. I try to think of what I can do for him that will be worth it to him, so he will change his actions. I tell...
him that the other staff are also upset with his actions. I try to persuade him to agree to stop abusing me in return for something I can do.

- I call attention to the conflict between us about the overtime issue and the abuse. I describe how I see his actions. I describe my feelings of anger and my upset feelings. I try to begin a discussion in which we can look at ways to reduce his rage and my resentment so I can get paid for my overtime hours. I try to see things from his viewpoint. I seek a solution that allows him to blow off steam without being abusive to me or the rest of the staff.

Case Study 2

You are the kitchen supervisor in a fast food restaurant. You supervise 5 employees. These employees do various job relating to the preparation of food including chopping vegetables, cooking, packing food and washing dishes.

Your immediate supervisor floats between the kitchen and lounge. For some reason, your supervisor seems to dislike you and everything about the job. Whenever you interact with her you can feel her resentment. She never says anything to you directly, but your staff has told you that she has been making rude comments about you behind your back. You think you have seen her mimicking you behind your back but in front of them. This has undermined your relationship with your staff, and it is starting to get on your nerves.

This morning, she has come into your area and interrupted the work of the staff by stopping to chat with them. You are behind in your orders, and there have been some complaints. You are reluctant to ask her to go away, because she is the boss and because you have asked for permission to leave the premises over the lunch hour. You are concerned that she will not give it to you if you make her angry. You have promised your girlfriend you would meet her for coffee. However, the work is piling up and you know that the customers will start complaining soon and you will get the blame.

Just as you are about to say something to her, she tells you that you can forget getting time off. You obviously do not know how to manage your area, as your staff is always standing around and talking, and the customers are complaining. You have had enough, so you approach her to tell her that she is obliged to let you leave the premises for your break. As you turn your back to walk away, you see the staff smirking. You know she is standing behind you, mimicking you.

- I ignore her and go back to my workstation. I try to avoid any contact with her. When she comes into the kitchen area, I go to my office or out front. I try to avoid any situation that could lead to further confrontation with her and hope that she sees what is happening and changes as a result.
- I turn around and catch her in the act. I tell her that I am fed up with her attitude and that it seems it is time for her to grow up and quit what she is doing. If she does not change her act, I will have to talk to the employer.
about her. I also will go to the Labour Council and find out what the law is about breaks, and she will look like a fool in front of the employer. I do not care if she is my boss; she just has to smarten up. By being firm, I hope she will change her behaviour and stop treating me like that.

• I would ignore the boss for the present as I still think I can win her over to my side. Later, I will engage her in friendly conversation and get to know a bit about her. Maybe I can establish some friendly feelings between us. I won’t worry about not getting my break. I am sure my girlfriend will understand. Maybe I can get her to like me and stop making fun of me behind my back.

• I talk to her immediately and try to make a deal. If she will give me the break and if she will stop making fun of me, I will work a double shift on Sunday. We always have trouble getting staff on weekends. I will continue doing trade-offs like that, so she will change her behaviour.

• I would ask her to step into my office. I would call attention to the conflict between us by describing how I saw her behaviour, and tell her it makes me angry. I would explain the problems from my perspective — how it made me look in front of my staff, how under the law I was owed that break — and suggest that maybe we could find a way to work together that would be better for both of us. I would ask her what she thought was going on and how she felt about it. I would tell her I would like to set up a time when we could discuss this in greater detail and find a way to work with one another.

Activity 5.3 … and we haven’t heard the last of it?9

You will be divided into teams, each with its own role to play.

The scenario is a business complex in the Docklands. Many leading financial companies have their head offices there. The bankers and brokers that work are among the highest paid people in the country. At night another army of workers takes over — security staff and cleaners. Security staff is mainly male and cleaning staff are mostly female and belonging to ethnic minorities. They are employed by private contractors and they have low pay and poor working conditions. Most earn only the minimum wage, do not receive additional pay for working unsocial hours, and many have a second job to make ends meet. The Ministry of Labour has recently recognized that there is a gap between the national minimum wage ($5.05 per hour) and the wage necessary to lead a ‘socially included’ life (around $6.70 per hour). However, the discussion on increasing the minimum wage is scheduled to occur only in 8 month time.

Task 1: You have 10 minutes to read your role-card and with the members of your team prepare a negotiating strategy. Each team will have one minute to present themselves to the other groups and give a statement of their intent.

9 Activity adapted from Trade Union Congress 2006. A better way to work. Unit 1: Trade Unions at Work (Warwick, TUC). p. 24-29 Available at: http://www.tuc.org.uk/extras/ABWTW_06_UNIT_1.pdf
Session 5

Task 2: As indicated in your role card, prepare a message for the other party. After receiving/sending a first message you are free to write as many messages/replies as you wish. You may also decide to enter into bilateral consultations (e.g. a face to face discussion with the members of another team, if you feel it is necessary). Your aim is to achieve the best possible solution for your team.

**SKS Bank**

You are senior managers in a large bank, which employs 400 staff. Your security contract is with Jamison Security Services that put in the lowest bid for the contract. They do a satisfactory job of patrolling the premises and checking CCTV screens during the evenings and nights. WeClean have the cleaning contract and again there are no complaints. They are cheap and efficient. You are not too worried about what they pay their staff as long as your costs are kept down. But you are concerned about any bad publicity. Both contracts are up for renewal next month and you have to decide what to do.

You know that The Docklands Informer is running an investigation into the conditions of work and wages paid by large financial institutions to subcontractors for cleaning and security services. Also, they have started asking questions on the salaries and benefits bank managers are getting.

Write your first message to: the Docklands Informer

**Jamison Security Services**

You are the board of Jamison Security Services. The contract with SKS Bank is worth $250,000 a year to your business. Workers are paid just above the minimum wage at $5.50 per hour. You do not recognise a trade union. Any bad publicity might affect the renewal of your contract, which runs out at the end of next month. There are rules about not talking on duty as security staff is paid to keep watch and not to be distracted. Any increase in wages would cut into your profits. How will you keep the contract?

Write your first message to: your workers in Jamison Security Services

**WeClean**

You are a group of senior managers with WeClean, a large contract cleaning business. You employ a small army of mostly women workers many of whom are recent immigrants from West Africa. You pay them just above the Minimum Wage. Many of these work part-time and you are aware that many have other jobs. You do not recognise any trade union but you are aware that a trade union is trying to recruit your workers. You are keen to keep the contract, which earns you $300,000 per year. Any increase in pay will eat into the company’s profits. The contract ends next month and you want it renewed. How can you make sure it is renewed?

Write your first message to: your workers in WeClean
Justice Cleaning & Security
You represent the management of a newly formed company that offers workers a share of the profits. You aim to pay cleaning and security workers a living wage and a share of any profits made. There will also be payments for anti-social hours. A trade union, UNISEC, has been recognised and you negotiate with their representatives to make sure working conditions are good. You want to compete with Jamison Security Services and WeClean for contracts at the SKS Bank. The contracts are up for renewal soon. How can you make sure the contracts are put to tender? How can you win the contract?
Write your first message to: SKS Bank

UNISEC
You are the local officials of the UNISEC trade union. Your union is a general trade union for workers in a range of low-paid, unskilled jobs. There is a campaign against low-paid workers being employed to clean and provide security in wealthy businesses (as in the financial services sector). You are also not officially recognised by private contract companies. You are targeting WeClean and Jamison Security Services by giving leaflets to the workers urging them to join your union. How can you improve the life of these low-paid workers? How can you get them to join the union? What action could you take?
Write your first message to: WeClean

WeClean workers
You are employed by WeClean, a contract cleaning company, which provides workers to clean the SKS Bank offices in the Docklands. Your working hours are 7 p.m. to 11 p.m. and 5 a.m. to 7.30 a.m. on weekdays. You are paid $5.35 per hour and many of you have other jobs to make ends meet. Most of the time you are tired and you see little of your family. You are interested in the trade union leaflet from UNISEC. But you are scared that you may lose your job if you ask for more money or join the union. What can you do to improve your life? What action can you take?
Write your first message to: UNISEC
Jamison Security Services workers

You are employed by the company to patrol the premises of SKS Bank, a large office block in Docklands. You are paid £5.50 per hour and you work from 6 p.m. to 6 a.m. for four nights a week. The main problem of the job is the unsocial hours which stop you from seeing your family. You are interested in what the UNISEC trade union and Justice Cleaning & Security might be able to do for you. There is a rule about not talking while on duty with other security staff, but you usually ignore this. What would you like to do to improve your working life? What action can you take?

Profile of the Dockland workers (Jamison Security Services workers and WeClean workers)

Security staff is mainly male and cleaning staff are mostly female; many are from ethnic minorities. They are employed by private contractors and they have low pay and poor working conditions. Problems you face include:

- No additional pay for working anti-social hours
- Having to have more than one job.
- No lockers to store your belongings
- No rest rooms or leisure facilities for breaks
- Not being allowed to talk to fellow workers during working hours.

Write your first message to: Justice Cleaning & Security

The Docklands Informer

You are a group of journalists on the local newspaper. You are interested in supporting a campaign to contrast the very high salaries of people working at the SKS Bank and other Docklands companies and low-paid night workers. Local churches say unsocial working conditions and low pay lead to family breakdown and domestic violence. How will you gather information and support for your campaign? How will you apply pressure?

Write your first message to: Jamison Security Services
Message For

Message from ______________________________________________________

To _______________________________________________________________

Signed __________________

Reply Form

Message from ______________________________________________________

To _______________________________________________________________

Signed __________________
Annexes
Annex I

ILO International Labour Standards

Freedom of Association, Collective Bargaining, and Industrial Relations

C11 Right of Association (Agriculture) Convention, 1921
C84 Right of Association (Non-Metropolitan Territories) Convention, 1947
C87 Freedom of Association and Protection of the Right to Organise Convention, 1948
C98 Right to Organise and Collective Bargaining Convention, 1949
C135 Workers’ Representatives Convention, 1971
C141 Rural Workers’ Organisations Convention, 1975
C151 Labour Relations (Public Service) Convention, 1978
C154 Collective Bargaining Convention, 1981

The standards enshrined in Convention N. 87 (Freedom of Association and Protection of the Right to Organise and Convention N. 98 (Right to Organise and Collective Bargaining) envisage the right of all workers and employers to form and enjoy organizations of their own choosing, protect against anti-union discrimination and promote collective bargaining.

Forced Labour

C29 Forced Labour Convention, 1930
C105 Abolition of Forced Labour Convention, 1957

These standards prohibit the use of any form of forced or compulsory labour as a means of political coercion, or education, punishment for the expression of political views, labour discipline, punishment for participation in strikes and discrimination.
Annexes

Elimination of Child Labour and Protection of Children and Young Persons

C5 Minimum Age (industry) Convention, 1919
C6 Night Work of Young Persons (Industry) Convention, 1919
C10 Minimum Age (Agriculture) Convention, 1921
C15 (Shelved) Minimum Age (Trimmers and Stokers) Convention, 1921
C33 Minimum Age (Non-Industrial Employment) Convention, 1932  C59 Minimum Age (Industry) Convention (Revised), 1937
C77 Medical Examination of Young Persons (Industry) Convention, 1946
C78 Medical Examination of Young Persons (Non-Industrial Occupations) Convention, 1946
C79 Night Work of Young Persons (Non-Industrial Occupations) Convention, 1946
C90 Night Work of Young Persons (Industry) Convention (Revised), 1948
C123 Minimum Age (Underground Work) Convention, 1965
C124 Medical Examination of Young Persons (Underground Work) Convention, 1965
C138 Minimum Age Convention, 1973
C182 Worst Forms of Child Labour Convention, 1999

The minimum age for admission to employment shall not be less than the age of completion of compulsory schooling (C138-Minimum Age Convention). There are specific provisions for the immediate elimination of the worst forms of child labour (e.g. slavery, prostitution, trafficking). Such prohibition applies to all children under the age of 18 (C182-Worst Forms of Child Labour)

Equality of Opportunity and Treatment

C100 Equal Remuneration Convention, 1951
C111 Discrimination (Employment and Occupation) Convention, 1958
C156 Workers with Family Responsibilities Convention, 1981

Convention N. 100 (Equal Remuneration) and Convention N. 111 (Discrimination in Employment and Occupation) prohibit discrimination in access to employment, training and other conditions of employment on grounds of race, colour, sex, religion, political opinion, national extraction or social origin. The objective is to promote equality of opportunity and treatment, and equal pay and benefits for work of equal value.
Vocational Guidance and Training

C140 Paid Educational Leave Convention, 1974
C142 Human Resources Development Convention, 1975

The ILO Convention on Human Resource Development (N. 142) requires ratifying countries to develop comprehensive policies and programmes of vocational guidance and training, aimed at enabling all persons, on an equal basis and without any discrimination, to develop and use their capabilities for work in their own best interests and in accordance with their own aspirations.

Employment Security

C158 Termination of Employment Convention, 1982

This standard prescribes that the employment of a worker shall not be terminated without valid reason. Trade union membership, race, colour, sex, marital status, family responsibilities, pregnancy, religion, political opinion, national extraction or social origin, absence from work due of illness or injury are not valid grounds for termination. Workers whose employment is to be terminated are entitled to: i) a reasonable period of notice (or compensation in lieu thereof), ii) a severance allowance or other separation benefits; iii) benefits from unemployment insurance or assistance or other forms of social security.

Wages

C26 Minimum Wage-Fixing Machinery Convention, 1928
C94 Labour Clauses (Public Contracts) Convention, 1949
C95 Protection of Wages Convention, 1949
C99 Minimum Wage Fixing Machinery (Agriculture) Convention, 1951
C131 Minimum Wage Fixing Convention, 1970
C173 Protection of Workers’ Claims (Employer’s Insolvency) Convention, 1992

Convention N. 95 (Protection of Wages) establishes that wages are to be paid regularly. Deductions are permitted only under the conditions and to the extent prescribed by national laws or regulations or fixed by collective agreement or arbitration award. Workers have the right to be informed on the deductions made to their pay. In the event of the bankruptcy or judicial liquidation, the workers are treated as privileged creditors.
ILO Convention N. 131 (Minimum Wage Fixing) obliges ratifying countries to establish a system of minimum wages. In determining the level of minimum wages, the following need to be included: (a) the needs of workers and their families; and (b) economic factors, including the requirements of economic development, productivity and the maintenance of a high level of employment.

**Working Time**

C1 Hours of Work (Industry) Convention, 1919  
C14 Weekly Rest (Industry) Convention, 1921  
C30 Hours of Work (Commerce and Offices) Convention, 1930  
C47 Forty-Hour Week Convention, 1935  
C52 Holidays with Pay Convention, 1936  
C89 Night Work (Women) Convention (Revised), 1948  
C101 Holidays with Pay (Agriculture) Convention, 1952  
C106 Weekly Rest (Commerce and Offices) Convention, 1957  
C132 Holidays with Pay Convention (Revised), 1970  
C153 Hours of Work and Rest Periods (Road Transport) Convention, 1979  
C171 Night Work Convention, 1990  
P89 Protocol of 1990 to the Night Work (Women) Convention (Revised), 1948  
C175 Part-Time Work Convention, 1994

ILO Convention N.14 (Weekly Rest, Industry) and Convention N. 106 (Weekly Rest, Commerce and Offices) prescribe that workers shall enjoy a period of rest comprising at least twenty-four consecutive hours in every period of seven days.

The Hours of Work (Commerce and Office) Convention (N.30) prescribes that the hours of work in these sectors shall not exceed forty-eight hours in the week and eight hours in the day. The increase in hours of work in the day shall not exceed one hour and the hours of work in the day shall not exceed ten.

The Holiday with Pay Convention (N. 132) entitles workers to an annual paid holiday period. Although the length of the holiday with pay period is specified by national authorities, this cannot be less than three working weeks for one year of service. A minimum period of service may be required to be entitled to annual holiday with pay. Public holidays are not be counted as part of the minimum annual holiday with pay. During such holiday period, workers shall receive at least their normal or average remuneration
**ILO Convention N.171 (Night Work) defines night work as any work performed during a period of not less than seven consecutive hours, including the interval from midnight to 5 a.m. A country may, in consultation with employers and workers, exclude wholly or partly from the scope of the Convention limited categories of workers. The Convention also prescribes the adoption of measures to ensure that an alternative to night work is available to women workers: (a) before and after childbirth, for a period of at least sixteen weeks (b) for additional periods when this is necessary for the health of the mother or child; and (c) during pregnancy.**

*The ILO Convention N.175 (Part-time Work) prescribes that part-time workers shall receive the same protection as that accorded to comparable full-time workers in respect of: (a) the right to organize, bargain collectively and act as workers’ representatives; (b) occupational safety and health; and (c) discrimination in employment and occupation. In addition, statutory social security schemes shall be adapted so that part-time workers enjoy conditions equivalent to those of comparable full-time workers in the fields of: (a) maternity protection; (b) termination of employment; (c) paid annual leave and public holidays; and (d) sick leave.*

**Bezbednost i zdravlje na radu**

- C13 White Lead (Painting) Convention, 1921
- C45 Underground Work (Women) Convention, 1935
- C62 Safety Provisions (Building) Convention, 1937
- C115 Radiation Protection Convention, 1960
- C119 Guarding of Machinery Convention, 1963
- C120 Hygiene (Commerce and Offices) Convention, 1964
- C127 Maximum Weight Convention, 1967
- C136 Benzene Convention, 1971
- C139 Occupational Cancer Convention, 1974
- C148 Working Environment (Air Pollution, Noise and Vibration) Convention, 1977
- C155 Occupational Safety and Health Convention, 1981
- C161 Occupational Health Services Convention, 1985
- C162 Asbestos Convention, 1986
- C167 Safety and Health in Construction Convention, 1988
- C170 Chemicals Convention, 1990
- C174 Prevention of Major Industrial Accidents Convention, 1993
- C176 Safety and Health in Mines Convention, 1995
C184 Safety and Health in Agriculture Convention, 2001

*Convention N. 155 (Occupational Safety and Health)* obliges ratifying countries – in consultation with employers’ and workers’ organizations – to formulate, implement and periodically review a national policy on occupational safety, occupational health and the working environment. The aim of this policy shall be to prevent accidents and injury, by minimising the causes of hazards inherent in the working environment.

**Social Security**

C12 Workmen's Compensation (Agriculture) Convention, 1921
C17 Workmen's Compensation (Accidents) Convention, 1925
C18 Workmen's Compensation (Occupational Diseases) Convention, 1925
C19 Equality of Treatment (Accident Compensation) Convention, 1925
C24 Sickness Insurance (Industry) Convention, 1927
C25 Sickness Insurance (Agriculture) Convention, 1927
C42 Workmen’s Compensation (Occupational Diseases) Convention (Revised), 1934
C102 Social Security (Minimum Standards) Convention, 1952
C118 Equality of Treatment (Social Security) Convention, 1962
C121 Employment Injury Benefits Convention, 1964
C128 Invalidity, Old-Age and Survivors’ Benefits Convention, 1967
C130 Medical Care and Sickness Benefits Convention, 1969
C157 Maintenance of Social Security Rights Convention, 1982
C168 Employment Promotion and Protection against Unemployment Convention, 1988

*Countries ratifying the Social Security (Minimum Standards) Convention (N.102) have an obligation to secure to the persons protected the provision of medical care, sickness, unemployment and old age benefits. The Convention also specifies the persons entitled, the contingency covered, the minimum period of coverage and payment arrangements. Convention N. 128 (Invalidity, Old-Age and Survivors’ Benefits Convention) covers – among others – the provision of the invalidity benefits for persons who are incapable to engage in any gainful activity on a permanent basis.*
Maternity Protection

C3 Maternity Protection Convention, 1919
C103 Maternity Protection Convention (Revised), 1952
C183 Maternity Protection Convention, 2000

ILO Convention N. 183 (Maternity Protection Convention) applies to all employed women, including those in atypical forms of dependent work. Ratifying countries have the obligation to adopt measures to ensure that pregnant or breastfeeding women are not obliged to perform work which is prejudicial to the health of the mother or the child. Women are entitled to a period of maternity leave of not less than 14 weeks (or longer in case of illness, complications or risk of complications arising out of pregnancy or childbirth). Women who are absent from work on maternity leave shall be provided with cash benefits of such a level that ensures that the woman can maintain herself and her child. An employer cannot terminate the employment of a woman during her pregnancy or absence on maternity leave or during a period following her return to work, except on grounds unrelated to the pregnancy or birth of the child and its consequences or nursing. The burden of proof is on the employer. A woman is guaranteed the right to return to the same position or an equivalent position paid at the same rate at the end of her maternity leave. A woman shall be provided with the right to one or more daily breaks or a daily reduction of hours of work to breastfeed her child.

Specific Categories of Workers

C83 Labour Standards (Non-Metropolitan Territories) Convention, 1947
C110 Plantations Convention, 1958
C149 Nursing Personnel Convention, 1977
C172 Working Conditions (Hotels and Restaurants) Convention, 1991
P110 Protocol to the Plantations Convention, 1958
C177 Home Work Convention, 1996

The ILO Convention N. 172 on Working Conditions (Hotels and Restaurants) prescribes that workers in these sectors shall be entitled to: i) reasonable normal hours of work and overtime provisions with reasonable minimum daily and weekly rest periods, ii) have sufficient advance notice of working schedules; iii) be compensated in time or remuneration if required to work on public holidays; iv) annual leave with pay; and v) a basic remuneration that is paid at regular intervals (regardless of tips)
Convention N. 177 (Home Work) ensures equality of treatment between home workers and other wage earners, in particular, in relation to: (a) the right to establish or join organizations of their own choosing; (b) protection against discrimination in employment and occupation; (c) occupational safety and health; (d) remuneration; (e) statutory social security protection; (f) access to training; (g) minimum age for admission to employment or work; and (h) maternity protection.
### Annex II

#### Glossary of terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td><strong>Annual Leave</strong></td>
<td>Paid leave is the annual period during which workers take time away from their work while continuing to receive an income and to be entitled to social protection. Workers can take a specified number of working days or weeks of leave, with the aim of allowing them the opportunity for extended rest and recreation.</td>
</tr>
<tr>
<td><strong>Child</strong></td>
<td>All persons under the age of 18 years of age.</td>
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</tbody>
</table>
| **Collective bargaining** | Collective bargaining are all negotiations which take place between an employer, a group of employers or one or more employers’ organisations, on the one hand, and one or more workers’ organisations, on the other, for:  
  - determining working conditions and terms of employment; and/or  
  - regulating relations between employers and workers; and/or  
  - regulating relations between employers or their organisations and one or more workers’ organisations. |
| **Collective bargaining agreements** | Collective bargaining agreements are all agreements – stipulated in writing – on working conditions and terms of employment concluded between an employer, a group of employers or one or more employers’ organisations, on the one hand, and one or more workers’ organisations, on the other. These agreements bind the signatories and those on whose behalf the agreement is concluded. |
| **Decent Work** | Decent Work is work that:  
  - is productive and delivers a fair income;  
  - provides security in the workplace and social protection for workers and their families;  
  - offers better prospects for personal development and social integration;  
  - grants freedom for people to express their concerns, organise and participate in decisions that affect their lives; and  
  - ensures equality of opportunity and treatment for all women and men. |
| **Employee** | Employees are all those workers who hold a “paid employment jobs”. This means that employees have an employment contract which entitles them to a basic remuneration, typically in form of wages and salaries. Contrary to self-employed and employers, this remuneration is not directly dependent upon the revenue of the enterprise. The employer is responsible for payment of relevant taxes and social security contributions. |
| **Employer** | Employers are those workers who are self-employed and engage on a continuous basis one or more persons to work for them in their business as “employee(s)”. Their remuneration is dependent upon the profits derived from the goods and services produced. |
| **Employers’ organisation** | These are membership-based organizations that lobby for and represent the interest of employers. |
| **Hazard** | A hazard is defined as any activity, situation or substance that can cause harm either physically or mentally. |
| **Hazardous Work** | Hazardous work is any type of or work which by its nature or the circumstances in which it is carried out is likely to jeopardize the health or safety or of the worker. |
| **Home Work** | Home work is work carried out by a person in the home or in other premises of his or her choice, (other than the workplace of the employer), for remuneration, which results in a product or service as specified by the employer. Unless this person has the degree of autonomy and of economic independence necessary to be considered an independent worker. |
| **ILO** | The International Labour Organization (ILO) is the United Nations (UN) specialised agency that is devoted to reducing poverty, achieving fair globalisation and advancing opportunities for women and men to obtain decent and productive work in conditions of freedom, equity, security and human dignity. As a tripartite organization the ILO works with governments, employers and workers’ organizations. |
| **Living wage** | A living wage takes into account the actual living costs that might vary drastically between different regions of a country i.e. between rural and urban areas. The living wage approach takes into account these differences but also costs of living and it aims at establishing a flexible minimum remuneration that guarantees that workers can earn at least a minimal livelihood. |
| **Minimum wage** | A minimum wage is the minimum sum payable to a worker for work performed or services rendered, within a given period. This is guaranteed by law, it may not be reduced either by individual or collective agreement and it is fixed in such a way as to cover the minimum needs of a worker and their dependants. |
| **Night work** | Night work is all work which is performed during a period of not less than seven consecutive hours, from midnight to 5 a.m. |
| **Overtime** | Overtime refers to all hours worked in excess of the normal hours. Overtime can be carried out until the maximum working hours either per day or week is reached. |
| **Part-time workers** | Part-time workers are employed persons whose normal hours are less than those of comparable full-time workers. |
| **Period of notice and dismissal** | Employers and employees, wishing to end an employment relation have to observe the period of notice which specifies for how long the employment relationship has to be maintained until the notice takes effect. |
| **Probation period** | When taking up a job usually a defined period is foreseen as trial period. During this time both sides, employers and employees, have the right to end the employment contract with limited or no notice period. |
| **Remuneration** | The ordinary, basic wage or salary and any additional emoluments payable directly or indirectly, whether in cash or in kind, by the employer to the worker and arising out of the workers’ employment. |
| **Rest periods** | Periods of free time away from work provided to workers in order to preserve their safety, health and well-being. |
| **Self-Employed** | Self-employed people’s remuneration is dependent upon the profits derived from the goods and services produced. Self-employed persons make the operational decisions affecting their business. Self-employed do not engage employees on a continuous basis. Self-employed might run the business with further partners. |
| **Shift work** | Shift work is a method of organizing working time whereby workers succeed one another at the workplace so that the establishment can operate longer than the hours of work of individual workers at different daily and night hours. |
| **Social security** | Social security is the protection which society provides for its members – through a series of public measures – against the economic and social distress that otherwise would be caused by the stoppage, or substantial reduction, of earnings resulting from sickness, maternity, employment injury, unemployment, invalidity, old age and death. |
### Trade unions
Trade unions are membership-based organisations of employees, normally extending beyond the confines of one enterprise, established to protect or improve, through collective action, the economic and social situation of workers.

### Wage
Wages are remunerations or earnings expressed in terms of money and fixed by mutual agreement or by national laws or regulations, payable by an employer to an employed person for work done or for services rendered.

### Workers’ Representatives
They are persons who are recognized as such under national law or practice, whether they are:

- representatives designated or elected by trade unions or their members; or
- representatives who are freely elected by the workers in the enterprise.

### Youth/young person
Youth is the period of life between childhood and adulthood. The internationally agreed definition encompasses all people aged 14 to 25 years old.
## Annex III

### Sample of a session plan

**Session 1**

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<th>LEARNING OBJECTIVE</th>
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</thead>
</table>
| List the key features of the country’s youth labour market | **Introduction (10 min)**  
- Participants and facilitator  
- Purpose of the training activity  
- Learning objectives of Session 1 | Flip chart that lists:  
- Purpose of the training activity  
- Learning objectives of Session 1 |
| **Facts on young workers (10 min)** |  
- Presentation of information on young workers in the national context.  
- Activity 1.1. Fair workplaces (10 minutes) | |
| **Changing labour markets, flexible forms of employment (10 minutes)** |  
- Presentation on how national labour market changed/are changing  
- Activity 1.2. Flexibility at work: pros and cons (15 minutes) | Flip chart listing the main obstacles for youth when entering the labour market  
Labor standards Flash Cards on  
1. Minimum employment age (and exceptions)  
2. Maximum hours of work, (including overtime)  
3. Minimum wage (if applicable)  
4. Rate of overtime pay (if applicable)  
5. Part-time work  
6. Temporary work  
7. Home work |
### Identify fundamental principles and rights at work

**Fundamental rights at work (10 min)**
- Presentation of the ILO and fundamental rights at work
- Forms and grounds of discrimination

**Definition of “decent work”**

**Decent Work (20 min)**
- Presentation of the concept of decent work
- Activity 1.4 Decent Work millionaire (30 minutes) merged with Activity 1.3 This is it! Say no to discrimination!

**Closure (5 min)**
- Summary of key learning

**Preparation of a flip chart that lists:**
- Fundamental rights at work
- Labour standards Flash Cards on prohibition of discrimination

**Prepare of a flip chart that lists the key elements of decent work.**
List the key learning points on a flip chart.
Annex IV

Validation questionnaire

<table>
<thead>
<tr>
<th>Workshop:</th>
<th>Youth’s Rights at Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Venue:</td>
<td></td>
</tr>
<tr>
<td>Dates:</td>
<td></td>
</tr>
</tbody>
</table>

Please check your response to the items listed below. Rate aspects of the course on a 1 to 5 scale where 1 represents the lowest and most negative impression, 3 represents an average impression, and 5 represents the highest and most positive impression. If you feel you cannot answer a question, you can skip it. Please be honest and sincere. This questionnaire is anonymous and the results will be shared only in an aggregated form.

Your feedback is sincerely appreciated.

Thank you.
### Annexes

<table>
<thead>
<tr>
<th>Were the objectives, content and method of the training activity clarified before participating in the activity?</th>
<th>After this workshop, I consider that:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>The training activity was well structured</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>The training activity facilitation was very professional</td>
<td></td>
</tr>
<tr>
<td>Party</td>
<td>The training activity focussed on our key issues</td>
<td></td>
</tr>
<tr>
<td>More or less</td>
<td>The facilitator/resource persons have taken into account our continuous feedback</td>
<td></td>
</tr>
<tr>
<td>Mostly</td>
<td>The training activity has been well organized</td>
<td></td>
</tr>
<tr>
<td>Fully</td>
<td>The content delivered was appropriate</td>
<td></td>
</tr>
<tr>
<td>Fully</td>
<td>The group of participants contributed to my learning</td>
<td></td>
</tr>
<tr>
<td>Fully</td>
<td>The learning methods were appropriate</td>
<td></td>
</tr>
<tr>
<td>Fully</td>
<td>The venue suited our needs</td>
<td></td>
</tr>
<tr>
<td>After this workshop, I consider that:</td>
<td>Overall, I consider this training activity as</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>The objectives of the training activity have been reached</td>
<td>Very relevant</td>
<td></td>
</tr>
<tr>
<td>What I have learned will have positive impact on my work</td>
<td>Relevant</td>
<td></td>
</tr>
<tr>
<td></td>
<td>More or less relevant</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Barely relevant</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Irrelevant</td>
<td></td>
</tr>
</tbody>
</table>

Categorizations:
- No
- Partly
- More or less
- Mostly
- Fully

Objectives:
- Fully
- Mostly
- More or less
- Partly
- No

Impact:
- Fully
- Mostly
- More or less
- Partly
- No

Relevance:
- Very relevant
- Relevant
- More or less relevant
- Barely relevant
- Irrelevant
<table>
<thead>
<tr>
<th></th>
<th>How would you improve this training activity? (Check all that apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provide better information before training activity</td>
</tr>
<tr>
<td></td>
<td>Reduce content covered</td>
</tr>
<tr>
<td></td>
<td>Update content covered</td>
</tr>
<tr>
<td></td>
<td>Make activities more stimulating</td>
</tr>
<tr>
<td></td>
<td>Make the training activity less difficult</td>
</tr>
<tr>
<td></td>
<td>Slow down the pace</td>
</tr>
<tr>
<td></td>
<td>Allot more time for the training activity</td>
</tr>
</tbody>
</table>
### After this workshop, how confident do you feel with the following topics?

<table>
<thead>
<tr>
<th>Very Low</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
<th>Very High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Topics:
- **Fundamental rights at work**
- **Decent work**
- **Flexible labour market**
- **Basic requirements of an employment contract**
- **Hours of work, rest periods and holiday with pay**
- **Pay and deductions**
- **Your rights and responsibilities regarding safety and health at work**
- **Identification and control of hazards**
- **Exercising your rights at work**

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**Annex IV**

[138]
### Annexes

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once you go back to your work or start working, what else would you require to successfully put in practice what you learned?</td>
<td></td>
</tr>
<tr>
<td>Which parts of the workshop were most useful and why?</td>
<td></td>
</tr>
<tr>
<td>Which parts of the workshop were least useful and why?</td>
<td></td>
</tr>
<tr>
<td>Any additional comment about this workshop?</td>
<td></td>
</tr>
</tbody>
</table>
This project is funded by the Italian Government