POSITIVE ACTION:

Reducing Poverty Through Social Dialogue

A Training Manual for Trade Unions

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Trade unions are increasingly being called upon to participate in the process of the development of Poverty Reduction Strategy Papers (PRSP) in their respective countries. This is an encouraging development. The international trade union movement has encouraged unions to participate in the process, and in this regard I quote from the ICFTU Guidebook on PRSP:

“The ICFTU is encouraging trade unions in developing countries to participate in the PRSP process for a number of reasons:

● Workers and citizens, in general, have the right to be part of economic decision-making in their countries. The PRSP process, though flawed, provides a forum to exercise that right.

● Nobody can represent the interest of workers better than workers themselves.

● Unions can insist that respect for fundamental labour rights, decent work, and environmental standards must be key elements of a national poverty reduction strategy.

● Trade unions help reduce poverty and inequality. Their proven strategy for lifting low-wage workers out of poverty - higher wages, better working conditions, and more secure jobs - should complement any poverty-reduction plan.

● Many of the policies adopted by national governments at the urging of the International Monetary Fund and the World Bank, such as privatization schemes and pension reforms, directly affect union members and workers in general.

Of course, some unions may lack the capacity and resources to wage an intensive PRSP campaign. But unions should get involved to whatever extent possible. If they ignore the process entirely, trade unions may end up with a PRSP that undermines workers’ rights”.

This ILO Trade Union Training Manual on PRSPs is designed to enable union officials and educators to do exactly that. It will encourage unionists to become involved in the different processes of the development, implementation and evaluation of PRSPs.
This manual is based on experiences shared during the development of PRSPs in Cambodia and Viet Nam during the period 2002-2004. The experiences, particularly in Cambodia, showed the union movement was able to prepare itself, and participate in the process successfully to some degree. This manual is to be used in conjunction with the PRSP Guidebook.

This Trade Union Manual was written by Ms. Rosalind Harvey and edited by Mr. Raghwan, Senior Specialist in Workers' Activities, SRO-Bangkok.

It is hoped the manual will be useful to unionists in the region, in both the countries where PRSPs are in the initial stages of development, and in countries where PRSPs are already established. There, the manual can be used to assist in the preparation for yearly and 5-yearly reviews.

Jim Baker
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ILO Subregional Office for East Asia (SRO-Bangkok)
Preface

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Module Purpose

The purpose of this module is to enable labour unions to participate in a PRSP process.

Learning Outcomes

At the end of this module participants will be able to:

1. Describe the global measurement for poverty, the national poverty line and some aspects of poverty in their country;
2. Describe the purpose of PRSP and why it was introduced, as well as identify the main elements and how it can be used;
3. Identify the main structures and consultative mechanisms of the PRSP consultative process in your country;
4. Discuss and analyze why unions should be involved in a PRSP process.

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<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>15 min</td>
<td><strong>Warm welcome</strong></td>
<td>HO 1.1</td>
</tr>
<tr>
<td></td>
<td>Introductions (ask people for their names and those of their organizations, and what involvement if any they have had in a PRSP process).</td>
<td>Timetable for modules and training</td>
</tr>
<tr>
<td></td>
<td>Outline the set of modules and objectives. Explain which of the modules you will be running and provide a timetable.</td>
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<tr>
<td>10 min</td>
<td><strong>Guest speaker</strong></td>
<td>Guest</td>
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<td>Ask the guest speaker to welcome participants and emphasize the importance of the event (the guest could be from the national union centre, the ILO, the government, international financial institutions, or the ICFTU).</td>
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<td>Time</td>
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</table>
| 10 min | **What is poverty?**  
Ask participants what it means to be poor in your country.  
Go through OHT 1.1. Draw links between your brainstorm list and national measures of poverty.  
If possible distribute a handout with:  
- Your country's poverty line;  
- Information about poverty in your country.  
Brainstorm and write up on whiteboard. | Brainstorm and write on whiteboard  
OHT 1.1  
Official definition of poverty line and any available figures on poverty |
| 5 min  | **Background**  
Make the following points:  
- Poverty is one of the major issues of our era;  
- Increasing gap between rich and poor countries;  
- Increasing gap between rich and poor within your country;  
- Opportunities for poor people to increase their income must be found - decent work is critical to this goal;  
- Economic growth is not enough and must also benefit the poor |  |
| 10 min | **What is a PRSP?**  
Go through the OHT 1.2 and draw on sections 1.1 to 1.4 of the PRSP Guidebook. | OHT 1.2                                                                 |
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| 10 min| **What should be in a PRSP?**  
Ask participants what chapters they would expect to be included in a PRSP.  
Encourage the group to think about the steps involved in a PRSP process, not the specifics (e.g. ‘if you were going to reduce poverty in your country, what steps would you need to go through?’). If necessary, prompt with the first step (e.g. work out how much poverty there is in your country).  
Discuss and then go through OHT 1.3. | OHT 1.3            |
| 10 min| **What does a PRSP cover?**  
Explain that a PRSP is a part of the government approach. PRSPs should cover all government policies and programs that affect development and poverty reduction. Ask the group what type of policies and programs might be found in a PRSP. Below is a list of points that could be raised:  
- macro-economic policies:  
  - taxation;  
  - employment creation;  
  - public sector reform;  
  - gender equality;  
  - social inclusion;  
  - industrial policy;  
  - education;  
  - health;  
  - social insurance; and  
  - rural development.  
Sum up, emphasizing that a PRSP is **COMPLETE**, but can be **COMPLEX** | Brainstorm (flipchart and pens) Write 'Complete but Complex' on flipchart in big letters |
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</thead>
<tbody>
<tr>
<td>10 min</td>
<td><strong>Possible uses of a PRSP</strong>&lt;br&gt;Ask the group what the PRSP would be used to achieve. If necessary, prompt by asking the participants to think about what type of organizations might use it and how. List on flipchart.</td>
<td>Brainstorm (flipchart and pens)</td>
</tr>
<tr>
<td></td>
<td>Go through OHT 1.4, drawing links to the group’s suggestions. Emphasize that the uses can vary from country to country.</td>
<td>OHT 1.4</td>
</tr>
<tr>
<td>10 min</td>
<td><strong>Participation in a PRSP process</strong>&lt;br&gt;Explain that national governments are expected to write a PRSP with participation from civil groups - including unions and employer organizations. There are no set rules, so the process will differ from country to country.</td>
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<td></td>
<td>Hand out to participants HO 1.2 and go through it together. Answer any questions as they arise.</td>
<td>HO 1.2</td>
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<tr>
<td></td>
<td>Go through HO 1.4 - This provides a guide on what the World Bank sees as the core principles that need to be taken into consideration when developing a PRSP.</td>
<td>HO 1.4</td>
</tr>
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<td></td>
<td>Refer participants to section 3.1 of the Guidebook and the case study on the Vietnamese structure for more information. You will not have time to go through it, at this stage.</td>
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<td>Time</td>
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<tr>
<td>10 min</td>
<td><strong>PRSP stages</strong>&lt;br&gt;Explain that a PRSP is an evolving document and process. Often, there is an Interim PRSP, followed by a full PRSP, which is reviewed regularly (e.g. every 3 years). There are several separate stages. Explain OHT 1.5 (see section 3.2 for background information).&lt;br&gt;&lt;br&gt;Emphasize that unions can be involved at each stage of the PRSP process. It is better if unions are involved from the beginning, but if this is not possible, they can become involved at any stage. Because there is a cycle of review, unions can take part in reformulating the PRSP when it is next up for review.</td>
<td>OHT 1.5</td>
</tr>
<tr>
<td></td>
<td><strong>Having an Impact</strong>&lt;br&gt;Explain that the PRSP is a consultative process (e.g. ‘At 11.30 we are going to have a guest speaker to explain the process in [name of country]. Before we do that, I want to quickly look at consultation’).&lt;br&gt;&lt;br&gt;Ask the group what they believe unions should achieve in a consultative process? What is the outcome you would be trying to achieve? (Try to emphasize that the idea is to influence the outcome; i.e. to have an impact).&lt;br&gt;&lt;br&gt;Explain OHT 1.6&lt;br&gt;In modules 2 and 3 of this training program we will concentrate on how to work out what we want to say and how to influence the process. Module 4 will look at implementation, monitoring and evaluation, and Module 5 will concentrate on common union issues that we may face in the process.</td>
<td>Brainstorm (flipchart and pens)</td>
</tr>
<tr>
<td>Time</td>
<td>Content</td>
<td>Resources</td>
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<tr>
<td>20 min</td>
<td><strong>Guest speaker</strong>&lt;br&gt;Guest from the ministry coordinating the PRSP to deliver a 15-minute presentation on:&lt;br&gt;  - The process for consultation in the PRSP?&lt;br&gt;  - Structures that are used for the PRSP?&lt;br&gt;  - How unions can be involved?</td>
<td>Guest</td>
</tr>
<tr>
<td>15 min</td>
<td>Invite questions and answers. Ask the guest which groups have been the most effective in influencing the PRSP process and why?</td>
<td>OHT 1.5</td>
</tr>
<tr>
<td>5 min</td>
<td><strong>Why should unions be involved?</strong>&lt;br&gt;Ask participants to work with two other group members for 5 min. They do not need to move from their positions. Ask them to write down why they think unions should be involved in the PRSP process in your country.</td>
<td>Write question on flipchart</td>
</tr>
<tr>
<td>10 min</td>
<td>As a group, brainstorm the reasons for unions being involved, writing them up on the whiteboard.</td>
<td>Brainstorm (flipchart and pens)</td>
</tr>
<tr>
<td>5 min</td>
<td>Use HO 1.3 at the end, to check and summarize the points made.</td>
<td>HO 1.3</td>
</tr>
<tr>
<td>5 min</td>
<td><strong>Summarize the discussions and close the meeting</strong>&lt;br&gt;  - What is poverty?&lt;br&gt;  - What is a PRSP, its content and how can it be used?&lt;br&gt;  - The participatory process and how unions can be involved;&lt;br&gt;  - Why unions should be involved.</td>
<td>OHT 1.6</td>
</tr>
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</table>

Ask if the group has any questions or issues to raise at this point?<br>Explain you will later look at working out your priorities.

Total 170 min
The templates on the following pages may be photocopied onto transparent A4 sheets and displayed with an overhead projector, as indicated in the training notes of this module.
What is Poverty?

Global Measure

UN measures poverty at incomes of US$1 per day and $2 per day.

In 1999:

- 1.2 billion people world-wide lived on less than $1 a day (nearly 1/4 of the people in developing countries);

- 2.8 billion people lived on less than $2 a day (nearly 1/3 of the people in developing countries).

National Measure

The 'poverty line' = income needed to meet basic needs

- It varies across time and societies;

- Each country uses lines appropriate to its level of development, societal norms and values.
**What is a PRSP?**

PRSP stands for Poverty Reduction Strategy Papers;

A PRSP is a plan for a country to reduce poverty;

Often, countries give their PRSP a different name (e.g. National Poverty Reduction Strategy, or Comprehensive Poverty Reduction and Growth Strategy);

PRSPs were launched by the World Bank and the International Monetary Fund to pass on their assistance to the poorest countries.

PRSPs assume that:

- economic growth will create extra resources for a country;
- the extra resources will stay in the country; and
- the extra resources can be used to reduce poverty.
What Should be in a PRSP?

Where are we now?
This is an analysis of poverty, its causes, and who is affected.

Where do we want to go?
These are the goals for reducing poverty, by how much and for how many people, and by when.

How are we going to get there?
These are the strategies used to achieve the goals.

How do we know we are getting there?
This involves monitoring and evaluation.
Possible Uses of a PRSP

- By the national government, as a planning and budgetary framework;

- For World Bank and International Monetary Fund financial assistance;

- For United National Development Assistance Framework (UNDAF) funding for a country (i.e. co-ordination plan for UN aid);

- By multi-lateral and bi-lateral donors, and non-government agencies as a framework for their own aid activities;

- As a monitoring and evaluation tool;

- As a framework for public consultation and discussion on priorities for poverty reduction.

OHT 1.4
PRSP Stages

Formulating a PRSP

Monitoring and Evaluation

Implementation
Making an Impact

Having something to say + Influencing others = Making an impact
The handouts on the following pages may be photocopied and distributed among your group members, as indicated in the training notes of this module.
Module Purposes and Learning Outcomes

Module 1

Module Purpose
The purpose of this module is to enable unions in a given country to participate in a PRSP process.

Learning Outcomes
At the end of this module, participants will be able to:

1. Describe the global measurement for poverty, the national poverty line and some aspects of poverty in their country;
2. Describe the purpose of a PRSP and why it was introduced, as well as identify the main elements and how it can be used;
3. Identify the main structures and consultative mechanisms of the PRSP process in their country;
4. Discuss and analyze why unions should be involved in a PRSP process.

Module 2

Module Purpose
The purpose of this module is to enable union activists to identify priorities and strategies for inclusion in a PRSP.

Learning Outcomes
At the end of this module participants will be able to:

1. Describe the ILO and the four pillars of the Decent Work Agenda;
2. Discuss the importance of setting objectives;
3. Describe the 5-step process for setting priorities with the aid of the Guidebook;
4. Go through a priority-setting exercise using the Guidebook and Manual;
5. Have identified key priorities and started work on strategies;
6. Agree on necessary follow-up work to complete the strategies for the PRSP.
Module 3

Module Purpose
The purpose of this module is to enable union activists to be able to positively influence others in support of their position in a PRSP process.

Learning Outcomes
At the end of this module participants will be able to:

1. Identify who they need to influence in a PRSP process;
2. Identify key elements for successfully influencing others in PRSP strategies, using the Guidebook;
3. Discuss strategies that could be adopted by unions for successfully influencing others, using the four key elements.

Module 4

Module Purpose
The purpose of this module is to enable union activists to use the priorities and strategies they identified in module 2 as a framework for participation in the implementation, monitoring and evaluation phases of a PRSP.

Learning Outcomes
At the end of this module participants will be able to:

1. Describe the implementation, monitoring and evaluation processes for the PRSP in their country;
2. Explain how the union plan (priorities and strategies) can help guide engagement in PRSP implementation, monitoring and evaluation;
3. Identify aspects of the PRSP policy matrix that relates to the union priorities and strategies for implementation;
4. Explain how to use the checklist to identify priorities for monitoring and evaluation activities as part of the PRSP;
5. Agree on necessary follow-up work.

Module 5

Module Purpose
The purpose of this module is to enable union activists to identify common issues and challenges for unions participating in PRSP processes, and some solutions.

Learning Outcomes
At the end of this module participants will be able to:

1. Identify challenges for unions participating in a PRSP process;
2. Discuss solutions and tips for meeting the challenges, using the Guidebook;
3. Identify common issues of concern in a PRSP to which unions may wish to respond.
Participation in a PRSP process

Process

How the participatory process is run differs from country to country.

A PRSP should:

- be locally developed and owned;
- be created through a wide participatory process;
- encourage governments to answer to their own people, rather than to external donors;
- provide a way for poor people to be actively involved rather than just passive recipients;
- provide an opportunity for stakeholders to be continuously involved in the implementation and evaluation;
- involve different stakeholders.

Stakeholders

Stakeholders are organizations and individuals with an interest in the PRSP process.

Stakeholders can include:

- government ministries;
- local government;
- non-government organizations;
- unions;
- employer organizations;
- women's groups;
- churches and other religious organizations;
- groups of individuals;
- donors (bi-lateral, multi-lateral and non-government); and
- other civil society organizations.

Union organizations are recognized stakeholders who have a right to be involved. They are specifically mentioned in the World Bank PRSP Sourcebook as important stakeholders who should be consulted.

HO 1.2
## Why Should Unions be Involved in a PRSP Process

| **PRSPs will directly affect unions** | A PRSP for your country is the key to many policy and program decisions. It will set the framework for decision-making for years to come on macro-economic and government policies, and program and spending priorities. For example, it will cover issues like sectoral, trade and private sector development, as well as social justice initiatives. These decisions will directly affect unions and their members. |
| **Unions can help** | Creating decent work is central to reducing poverty. Unions posses knowledge and experience in the world of work. They can use this to help develop the best strategies for creating decent work. |
| **Drawing links** | A PRSP process involves many different organizations and individuals working on the problem of poverty. By being involved, unions are able to extend their networks, and find organizations and individuals with whom they can work on issues of common concern. Any organization stands to gain from having a broader pool of people with whom it can work. |
| **The bigger picture** | Governments should consult unions on industrial relations and labour matters. But they do not often consult on broader issues. Being part of the PRSP process is a way to understand what is happening, and gain a voice in the bigger picture. Helps organizational planning and development. Unions need to plan for their own future and growth, and it helps to know what the policy and program environment is likely to be. This makes it easier to see the opportunities and threats. |
| **Learn new skills** | Being involved in a PRSP will provide new and better skills for unions, in areas like advocacy, planning, consultation, policy development, programming, monitoring and evaluation. These are all important skills for unions. |
Core Principles - As seen by the World Bank

There are five core principles underlying the development and implementation of poverty reduction strategies.

The strategies should be:

- **country-driven** - involving broad-based participation by civil society and the private sector in all operational steps;
- **result-oriented** - focusing on outcomes that would benefit the poor;
- **comprehensive** - recognizing the multidimensional nature of poverty;
- **partnership-oriented** - involving coordinated participation of development partners (bilateral, multilateral, and non-governmental);
- **based on a long-term perspective for poverty reduction.**

Source: World Bank
Module Purpose

The purpose of this module is to enable union activists to identify priorities and strategies for involvement in a PRSP.

Learning Outcomes

At the end of this module participants will be able to:

1. Describe the ILO and the four pillars of the Decent Work Agenda;
2. Discuss the importance of setting objectives;
3. Describe the 5-step process for setting priorities with the aid of the Guidebook;
4. Go through a priority-setting exercise using the Guidebook and Manual;
5. Have identified key priorities and started work on strategies;
6. Agree on necessary follow-up work to complete the strategies for the PRSP.

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<tr>
<td>10 min</td>
<td><strong>Review of Module 1</strong></td>
<td>Ball (optional)</td>
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<td>Ask participants to explain one interesting thing they learned in Module 1 (you can do this by throwing a ball in a circle - when a person catches the ball, they make their comment)</td>
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<td>Recap what was covered:</td>
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<td>- Poverty and what it is;</td>
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<td>- What is a PRSP, its content, and how it can be used;</td>
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<td>- The participatory process and how unions can be involved;</td>
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<td></td>
<td>- Why unions should be involved.</td>
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<td>Put up OHT 1.6 from Module 1.</td>
<td>OHT 1.6</td>
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<td>Explain there is no point demanding to be consulted and then having nothing to say. In this module, we will focus on how to work out union priorities for a PRSP process.</td>
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### Determining union priorities for a PRSP

Explain that:
- Unions' areas of special knowledge and expertise (i.e., the world of work).
- Setting priorities is important for all stages of the PRSP. It can help you decide on the main issues on which you want to work in the formulation of the PRSP, during the implementation phase, or in monitoring and evaluation.

When beginning to discuss union input into the PRSP, you could use headings from the Decent Work Agenda, plus other issues, as below.

### Decent Work Agenda presentation

**What is the ILO?**
Ask participants if they can explain the ILO.
Explain the ILO using OHT 2.1.

### What is the DWA?
[See Section 2 of the Guidebook for background information].

DWA is a refocusing of the ILO that aims to secure decent work for women and men everywhere.

In the past, the ILO paid most attention to the needs of waged workers - the majority of them men - in formal enterprises. This is now changing. All poor people work - what makes them poor is often their work conditions.
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<tr>
<td>35 min</td>
<td><strong>Group work</strong>&lt;br&gt;Divide the participants into four groups. Explain the group work using HO 2.1. Allow 35 minutes for this exercise. While the groups are working, put up four flipchart pages. Write one of the four DWA pillars as a heading on each sheet (i.e. rights at work, employment, social protection and social dialogue).</td>
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<td>30 min</td>
<td><strong>Reporting back</strong>&lt;br&gt;As each group reports back, write each idea under the appropriate heading from the four DWA pillars. Suggest any that have been missed.</td>
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<td>15 min</td>
<td><strong>The four DWA pillars</strong>&lt;br&gt;Explain that the headings on the sheets of the flipchart you used for reporting back are the four pillars of the DWA. Explain each pillar using OHT 2.2.&lt;br&gt;Use HO 2.2 to explain what types of issues should be dealt with under each DWA pillar. Use as examples the issues that came out of the case study, which are written under the relevant headings on the flipchart.</td>
<td>OHT 2.2</td>
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<tr>
<td>10 min</td>
<td><strong>Gender Equality and DWA</strong>&lt;br&gt;The DWA is very important for women. Women generally have worse experiences at work. This is why the needs of women workers and gender equality run through all parts of the Decent Work Agenda.&lt;br&gt;Go through OHT 2.3 to explain women’s work experiences. When you have finished, ask the group if this is an issue in your country.</td>
<td>OHT 2.3</td>
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<td>Time</td>
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<tr>
<td>5 min</td>
<td><strong>Process for identifying priorities</strong></td>
<td>OHT 2.4, OHT 2.5</td>
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<td>Say, 'At this workshop, we will now go through the main steps in identifying union priorities for the PRSP. This process is set out in the PRSP Guidebook and there are training notes, which I am working from. Therefore, you can use this method with your own organization. The process can be used whenever you need to identify priorities and a strategy. In fact it was originally developed for union strategic-planning exercises.'</td>
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<td>The process is designed as a group exercise. Explain OHT 2.4.</td>
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<tr>
<td></td>
<td>There are five steps. Explain the steps using OHT 2.5.</td>
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<td>Today, hope to get through to Step 4. You may not have time to finish this completely and there may be a need to do some follow-up work.</td>
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<tr>
<td>10 min</td>
<td><strong>Step 1: Identify issues</strong></td>
<td>Flipcharts</td>
</tr>
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<td>Write five headings - the four pillars of the DWA, suggested in OHT 2.2, plus a further heading: <em>Other issues</em>.</td>
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</table>
| 5 min  | Give each participant three pieces of colored cardboard, a marker pen and adhesive putty (e.g. Blu-Tak). Ask them to write three reasons:  
- Why poverty exists in this country; and  
- Why it is hard to do something about. | Three pieces of colored card, a marker and adhesive putty for each participant |
| 20 min | Ask participants to stick their three problems to the wall, under the appropriate heading, using the adhesive putty. |           |
| 5 min  | Together with the participants, group the cards together:  
- Place those that are the same on top of each other;  
- Make sure everyone understands what each card means; |           |

**DO NOT ALLOW DISCUSSION OF THE CARDS AT THIS STAGE**
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<th>Content</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Once the cards are under the correct headings, have a short break (e.g. coffee). During the break, write a new flipchart sheet for each heading with the problems that the group has identified. At the end of the process you may have a list like this.</td>
<td></td>
</tr>
</tbody>
</table>

**Example: Why poverty exists**

| Principles and rights at work | Freedom of association does not exist in practice  
                              | Child labour is still a problem and many children do not go to school  
                              | Few women are employed in good jobs |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Employment                    | Any new jobs are low skill and low pay  
                              | Few big employers  
                              | Public sector is inefficient and overstaffed  
                              | Agricultural workers are exploited  
                              | The government does not help to set up businesses  
                              | Unemployed people have few skills  
                              | Government does not support self-employed  
                              | Hard to get cheap business loans  
                              | Hard to find small business premises |
| Social protection             | Employers do not pay sickness benefits  
                              | No income available for those who cannot work  
                              | Old people must rely on family  
<pre><code>                          | Hard to get back to work after injury |
</code></pre>
<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Social dialogue</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Employer and worker organizations are not fully independent of government</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• No institutions to support tripartite decisions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Government sees social dialogue as low priority</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Employer and worker organizations do not fully represent wider society</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Other issues</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Wage levels very low</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Most workers have only primary education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Poor facilities to market products</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Poor health facilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Corruption is widespread</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Many households do not have clean water, sanitation or electricity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Few Internet cafes</td>
<td></td>
</tr>
<tr>
<td>10 min</td>
<td><strong>Step 2: Put in priority order</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explain the importance of priorities (i.e. you cannot cover everything). Use OHT 2.6 to define a priority.</td>
<td></td>
</tr>
<tr>
<td>45 min</td>
<td><strong>Group work using the 10-point system</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use the 10-point system of voting to agree on the priorities.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explain the system as follows:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Each participant gets 10 points;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• They must give points to the items they believe are highest priority in any way they wish;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Each participant’s total must add up to 10.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Allocate yourself 10 points as well.</td>
<td></td>
</tr>
</tbody>
</table>
Explain that if a participant believes that one of the issues is of extreme priority, they may allocate it all 10 of their points. If another thinks that three issues stand out, then they could allocate four points to one, and three points each to the other two. If someone thinks that 10 issues stand out, then they might allocate each one point.

Conduct a vote on the list of issues, using the 10-point system, by asking each participant in turn how they would like to allocate their points:

- Write up the points given against each issue on the whiteboard or flipchart.
- Total the points for each issue after every one has voted.

Then rewrite the issues sheet, in priority order from highest to lowest. The list should now look something like this:

<table>
<thead>
<tr>
<th>Priority</th>
<th>Issue</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Many households do not have clean water, sanitation or electricity</td>
<td>72</td>
</tr>
<tr>
<td>2</td>
<td>Corruption is widespread</td>
<td>61</td>
</tr>
<tr>
<td>3</td>
<td>Unemployed people have few skills</td>
<td>55</td>
</tr>
<tr>
<td>4</td>
<td>Child labour is still a problem and many children do not go to school</td>
<td>49</td>
</tr>
<tr>
<td>5</td>
<td>Old people must rely on family</td>
<td>48</td>
</tr>
<tr>
<td>6</td>
<td>Hard to get cheap small business loans</td>
<td>43</td>
</tr>
<tr>
<td>7</td>
<td>Few women are employed in good jobs</td>
<td>40</td>
</tr>
<tr>
<td>8</td>
<td>Employer and worker organizations are not fully independent of government</td>
<td>39</td>
</tr>
<tr>
<td>9</td>
<td>Most workers have only primary education</td>
<td>23</td>
</tr>
</tbody>
</table>

(and so on…)
You are now looking to focus on the top priorities.

- To help in cutting off the list, look for natural breaks and groupings in the priorities identified.
- In this example, the top eight priorities would be the ones one which to concentrate, because there is a natural break between priority 8 (39 points) and priority 9 (23 points).
- Priorities 3, 4 and 9 are different aspects of the same issue, so could be grouped together and their points combined.

The list would then look like this:

<table>
<thead>
<tr>
<th>Priority</th>
<th>Issue</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Low education and skill levels, including child labour</td>
<td>127</td>
</tr>
<tr>
<td>2</td>
<td>Many households do not have clean water, sanitation or electricity</td>
<td>72</td>
</tr>
<tr>
<td>3</td>
<td>Corruption is widespread</td>
<td>61</td>
</tr>
<tr>
<td>4</td>
<td>Old people must rely on family</td>
<td>48</td>
</tr>
<tr>
<td>5</td>
<td>Hard to get cheap small business loans</td>
<td>43</td>
</tr>
<tr>
<td>6</td>
<td>Few women are employed in good jobs</td>
<td>40</td>
</tr>
<tr>
<td>7</td>
<td>Employer and worker organizations are not fully independent of government</td>
<td>39</td>
</tr>
</tbody>
</table>

Agree with the group the number of priorities on which they will work. Encourage them to keep the figure manageable.
### Step 3 Identify your objectives for the PRSP

Explain that once you have reached agreement on the key issues, it is easy to turn these into objectives for unions in the PRSP. Give an example using OHT 2.7.

Ask the group to re-state the issues as a positive objective. Rewrite the priority list of issues as objectives in the order they were suggested by the group. The list of objectives in the example then becomes:

<table>
<thead>
<tr>
<th>Priority</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Improve education and skill levels, and eliminate child labour</td>
</tr>
<tr>
<td>2</td>
<td>Provide clean water, sanitation and electricity to all households</td>
</tr>
<tr>
<td>3</td>
<td>Reduce corruption</td>
</tr>
<tr>
<td>4</td>
<td>Ensure income support for old people</td>
</tr>
<tr>
<td>5</td>
<td>Provide cheap loans for small business</td>
</tr>
<tr>
<td>6</td>
<td>Ensure more women are employed in good jobs</td>
</tr>
<tr>
<td>7</td>
<td>Make employer and worker organizations fully independent of government</td>
</tr>
</tbody>
</table>

### Summarize and close

Explain that in Module 2 we have looked at:
- the ILO’s Decent Work Agenda;
- a process for identifying union priorities.

Use OHT 2.5 to remind participants of the five steps. We are now at the end of Step 3.

Now, you will use group work to develop strategies for implementing objectives in Step 4, and discuss Step 5.
<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 5 min | **Step 4: Develop strategies**  
Use OHT 2.5 to remind participants of the five steps, and that now we are focusing on Step 4.  
Explain that ideas on how to achieve the objectives are basic strategies. Use OHT 2.8 as an example. | OHT 2.8 |
| 50 min | **Group work**  
Divide the participants into small working groups so that there is one for each priority. Explain their task using HO 2.2.  
(Alternatively, give a few minutes to the whole group to think and jot down some ideas, then take each objective in turn and write down suggestions on how to achieve them).  
You are looking for between three and six ideas for each objective. Explain that due to limited time, there is only 50 minutes for this task. This should be seen as a starting point, and further work will be required to really think through the strategies and finalize them. | HO 2.2 |
| 25 min | **Report back**  
Tell the groups to report back to you. Clarify any points and allow for questions.  
Your final list for input into the PRSP process would then look something like this: | |

<table>
<thead>
<tr>
<th>Priority</th>
<th>Objectives and strategies</th>
</tr>
</thead>
</table>
| 1        | **Improve education and skill levels, and eliminate child labour**  
- Make primary education compulsory by law  
- Improve the quantity and quality of teacher training  
- Ban child labour under ILO Convention  
- Increase teacher wages and status  
- Establish trade skill-training centres |
<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 2    | **Provide clean water, sanitation and electricity to all households**  
      - Identify regions most affected  
      - Allocate clear responsibility to local government  
      - Train more plumbers, drainers and electricians  
      - Provide sewage treatment plants in all towns over 50,000 people  
      - Seek development funding from the World Bank | |
| 3    | **Reduce corruption**  
      - Set up special anti-corruption commission  
      - Raise public sector wage levels so that bribery is unnecessary  
      - Encourage reports of corruption to commission  
      - Announce crackdown  
      - Adopt transparency in accounting laws | |
| 4    | **Ensure income support for old people**  
      - Set up national savings scheme  
      - Employers to match employee contributions to schemes, up to 5% of wages  
      - Invest scheme capital in loans at reasonable interest  
      - Allow access to funds by contributors at age 60. | |

(and so on...)
<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td><strong>Step 5: Get your list endorsed</strong>&lt;br&gt;Explain:&lt;br&gt;● You now have a draft list of objectives and strategies that your organization would like to input into the PRSP process. This is your plan.&lt;br&gt;● You will need to delegate someone or a small group to write up the list. This may involve some adjustments and editing.&lt;br&gt;● Before you go ahead to network and consult on the plan, get it endorsed by your organization’s representative body.&lt;br&gt;● Change the plan according to what the representative body wants before it proceeds to the PRSP process, so that it truly represents the views of your organization.</td>
<td>Whiteboard</td>
</tr>
<tr>
<td>10 min</td>
<td><strong>Summarize Module 2</strong>&lt;br&gt;● Summarize the five-step process using OHT 2.5&lt;br&gt;● List any outstanding issues that need to be followed up.&lt;br&gt;● Show as an example the priorities developed by workers and employer in Pakistan using HO 2.3</td>
<td>OHT 2.5, HO 2.3</td>
</tr>
<tr>
<td>Total</td>
<td><strong>360 min</strong></td>
<td></td>
</tr>
</tbody>
</table>
The templates on the following pages may be photocopied onto transparent A4 sheets and displayed with an overhead projector, as indicated in the training notes of this module.
What is the ILO?

- International Labour Organization;
- Founded in 1919;
- UN agency;
- Unique tri-partite structure (e.g. International Labour Conference, Governing Body and sectoral meetings);
- About 150 countries are members.

Roles:
- Sets and monitors labour standards;
- Research;
- Technical assistance;
- Provides training and information resources;
- Projects.
The Four Pillars of the Decent Work Agenda

- Fundamental principles and rights at work;

- Employment;

- Social protection;

- Social Dialogue.
Women and Inequality at Work

Generally women:

- Have lower levels of education;
- Have higher rates of unemployment, particularly when they are young;
- Are paid less than men, even when they are doing similar work;
- Often suffer discrimination and harassment at work;
- Have less choice about where they work as they are concentrated in a narrow range of jobs that are low-paid and low-skilled;
- Are more likely to work in part-time work and informal jobs;
- Have less job security;
- Have trouble balancing the double burden of work and family responsibilities;
- Do the bulk of unpaid work, including housework and caring for family members;
- Go in and out of the workforce, which reduces their social security cover and job prospects.
Determining Union Priorities

Where should it be discussed:

- Informally;
- At a formal meeting (e.g. union executive);
- During a workshop held for this purpose.

Make sure that:

- The people involved in the discussion are from different backgrounds;
- There are as many women as men included;

EVERYONE HAS IDEAS TO CONTRIBUTE
The Five-step Process for Determining Priorities

Step 1. Identify issues

Step 2. Put in priority order

Step 3. Change issues into objectives

Step 4. Develop strategies

Step 5. Get your plan endorsed
Determining Priority Order

We need to determine which are priority issues for:

- Your union organization?
- and
- The country as a whole?

What is a Priority?

A priority is something that is both:

- Urgent (needs to be tackled soon);
  AND

- Important (will significantly affect many people).
Making an Objective

(some examples)

'Low education levels' becomes:

*Improve education and skill levels*

'Corruption is widespread' becomes:

*Reduce corruption*

'Old people must rely on family' becomes:

*Ensure income support for old people*
Identifying a Strategy
(some examples)

Improve education and skill levels and eliminate child labour

- Make primary education compulsory by law
- Improve quantity and quality of teacher training
- Ban child labour under ILO Convention
- Increase teacher wages and status
- Establish trade skill-training centers

Reduce corruption

- Set up special anti-corruption commission
- Raise public sector wage levels so that bribery is unnecessary
- Encourage reports of corruption to commission
- Announce crackdown
- Adopt transparency in accounting laws
The handouts on the following pages may be photocopied and distributed among your group members, as indicated in the training notes of this module.
**Group Exercise**

**Case study**

Vira works as a road construction worker. Her work mainly involves breaking rocks that are used for road building. There is no union.

Vira is a single parent. She has two children, aged 4 and 7. The children go with her to the worksite, where the 7-year-old looks after his little sister. Vira is four-months pregnant with her third child.

Vira is employed on a casual basis by a sub-contractor. She has no regular employment. In the dry season, she often works 10 hours a day, seven days a week. She is paid 50 cents a day. At the worksite, women are usually employed to break rocks. Men are usually employed in digging. Diggers are paid 60 cents an hour.

Vera has no health or social insurance, including maternity protection. She knows that the sub-contractor immediately sacks women who are found to be pregnant.

Vira lives with other construction workers alongside the road. Sexual assault is common and there is a high rate of HIV-AIDS infection. Her house is made of corrugated iron, cardboard and palm leaves. There is no running water or toilets. She has to get water from a nearby river.

**Task**

Does Vira have decent work? List what is wrong with her job and employment conditions?

Appoint a reporter who can give feedback in the plenary session. The reporter should record ideas on a flipchart and use this to report back. Reports should be no more than 5 minutes.

**Time allowed is 30 minutes**

HO 2.1
Decent Work Agenda

1. Issues of principles and rights at work
   ILO Core Labour Standards:
   - The right to freedom of association and collective bargaining;
   - The elimination of forced labour;
   - The abolition of child labour;
   - The right to freedom from discrimination in employment and occupation;

   Other Conventions and rights.

2. Issues of employment
   - Quantity
   - Quality
   - Enterprise development

3. Issues of social protection
   - From changes in work
   - Age
   - Sickness
   - Health and safety
   - Other

4. Issues of social dialogue
   Effective social dialogue needs:
   - Strong, independent worker and employer organizations, with good technical capacity and access to information;
   - Commitment to engage in social dialogue by all parties;
   - Respect for the fundamental rights of freedom of association and collective bargaining;
   - Appropriate institutional support.
**Group Exercise**

**Objective**
To identify strategies that could be used to achieve the objective you have been allocated.

**Task**
Ask yourselves the question *'How can our country achieve this objective?'*

- Ideas for strategies should be specific, practical and cost-effective;
- You are looking for between three and six ideas for each objective;
- Ideas should benefit both women and men, and promote gender equality.

Appoint a reporter who can give feedback in the plenary session. The reporter should record ideas on a flipchart and use this to report back. Reports should be no more than 5 minutes.

**Time allowed is 50 minutes**
## 'Positioning' by the Workers and Employers - Case of Pakistan

<table>
<thead>
<tr>
<th>Key issues for the workers</th>
<th>Key issues for the employers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>“Poverty Reduction, Labour and Employment”</strong>&lt;br&gt;by All Pakistan Federation of Labour (APFOL)</td>
<td><strong>“Connecting to Growth: Pakistan’s Poverty Reduction Strategy”</strong>&lt;br&gt;by the Employers Federation of Pakistan (EFP)</td>
</tr>
<tr>
<td>• Improvement of social services, extending micro credit programmes for disadvantaged groups&lt;br&gt;• Concern over unemployment and violations of human and labour rights&lt;br&gt;• Redistribution of national income&lt;br&gt;• Tax system&lt;br&gt;• Concern over real wages&lt;br&gt;• Structural reform and adverse effect on workers&lt;br&gt;• Privatisation, and impact on quality and quantity of jobs&lt;br&gt;• Investment&lt;br&gt;• Resolution of labour issues through social dialogue&lt;br&gt;• Unemployment&lt;br&gt;• Working condition issues (wage, OSH, social protection, FOA) and their link to productivity&lt;br&gt;• Child labour&lt;br&gt;• Bonded labour</td>
<td>• Deterioration in the employment and labour market.&lt;br&gt;• Economic growth and creation of new job opportunities, especially for the youth&lt;br&gt;• Private sector’s role in economic growth and poverty reduction&lt;br&gt;• Privatization and impact on employment&lt;br&gt;• Participatory PRSP process monitoring&lt;br&gt;• Role of ‘decent’ work in sustainable job creation&lt;br&gt;• Support for the UN Global Compact&lt;br&gt;• Flexibility in the labour market and its balance with workers’ rights, including FOA&lt;br&gt;• Request for the PRSP to consider EFP or labour law amendments&lt;br&gt;• Investment climate&lt;br&gt;• Lack of proper infrastructure&lt;br&gt;• Competitiveness of the garment sector and its social responsibility&lt;br&gt;• Growing informal economy&lt;br&gt;• Applicability of labour laws to sub-contractors&lt;br&gt;• EFP’s willingness to support youth in starting businesses&lt;br&gt;• Development of tourism sector for employment generation and poverty reduction.</td>
</tr>
</tbody>
</table>

What does an ‘Integrated Decent Work Approach’ mean?

**E.g. 1 “Employment”**
- How and to whom can we promote employment?

**Strategies / tripartite role**
- Job creation?
- SME development?
- Skills training?
- Working condition - OSH?
- Macro-economic policies, etc.?

**Target group / mainstreaming**
- Women & employment?
- Informal economy?
- Rural agriculture sector?
- Youth / children?
- HIV / Aids, disability?
- Application of standards, etc.?

**E.g. 2 “Rural Poverty”**
- What’s needed to improve the life of the rural poor?

**Direct impact / tripartite role**
- Skills development?
- Unionization?
- Micro-credit, co-op?
- OSH, etc.?

**Indirect impact**
- Rural infrastructure, development & job creation?
- Rural-urban migration, etc.?

**Target group**
- Working poor - both women and men?
- Children, etc.?

Source: Presentation by Yukiko Arai - ILO
Module Purpose

The purpose of this module is to enable union activists to positively influence others in support of their position in the PRSP process.

Learning Outcomes

At the end of this module participants will be able to:

1. Identify who they need to influence in a PRSP process;
2. Identify key elements for successfully influencing others in PRSP strategies using the Guidebook;
3. Discuss strategies that could be adopted by the union for successfully influencing others using the four key elements.

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 10 min| Review of Modules 1 & 2
   Explain that in the training so far we have looked at:
   ● The PRSP process;
   ● The ILO Decent Work Agenda;
   ● How to determine union priorities and a union plan for the PRSP.
   Ask if there are any questions or issues to be raised. | OHT 3.1   |
| 5 min | Influencing the PSRP process - Introduction
   Ask: 'Can anyone recall the two different things we need to be able to do to make an impact on the PRSP process?'
   Use OHT 3.1 to reinforce the message that Having something to say + influencing others = having an impact.
   You cannot effectively influence others if you are not clear about what you want to say, so clarification really is critical. Once you know what you want to say, you can think about how to influence others. | OHT 3.1   |
<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The ideas that we will discuss for influencing others are universal. They</td>
<td></td>
</tr>
<tr>
<td></td>
<td>can be used in other contexts, and in any phase of the PRSP process.</td>
<td></td>
</tr>
</tbody>
</table>
| 5 min | **Why do we need to be able to influence others?**  
**Ask:** 'Why is it important to be able to influence others in the PRSP process?'  
Brainstorm the answers with the group. Emphasize that:  
● Unions do not control the process;  
● Many other organizations are involved;  
**Ask:** 'Who are we trying to influence?'  
Brainstorm the answers with the group. Emphasize that the aim is to influence everyone involved, including:  
● Government;  
● International Financial Institutions;  
● Donors; and  
● Other civic organizations, including employers.  
Explain that:  
● Being able to influence others is a skill;  
● It is important to think about how you will get your message across and the best way to convince others.  
Ideen on influencing the PRSP process centre on these six aspects. | Flipchart and pens  
OHT 3.2 |
<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min</td>
<td><strong>Group Work instructions</strong>&lt;br&gt;Break the participants into three groups.&lt;br&gt;Each group will work on two of the issues in OHT 3.2. Each group will be asked to come up with ideas on what they could do under each of the headings on OHT 3.2.&lt;br&gt;Give participants HO 3.1, which contains instructions. Check that participants understand the instructions. Give some examples of the answers you are seeking.</td>
<td>OHT 3.2</td>
</tr>
<tr>
<td>60 min</td>
<td><strong>Group work</strong>&lt;br&gt;Allocate about 60 minutes to the group work. Make sure each group appoints a reporter to deliver a 5-minute report. Reports should be delivered after lunch.</td>
<td>HO 3.1</td>
</tr>
<tr>
<td>50 min</td>
<td><strong>Reporting back</strong>&lt;br&gt;Ensure each group reports back their findings. Allow for questions and comments after each presentation.&lt;br&gt;Highlight possible gaps and good suggestions.&lt;br&gt;Provide handouts on tips, and discuss to round out the session.</td>
<td>Flipchart and pens</td>
</tr>
<tr>
<td>5 min</td>
<td><strong>Summarize and close</strong>&lt;br&gt;Using OHT 3.1, reinforce that <em>Having something to say + influencing others = having an impact.</em>&lt;br&gt;Explain that in Module 2 we worked on identifying priorities, and Module 3 on how to influence others.&lt;br&gt;We discussed:&lt;br&gt;• Why we have to influence others;&lt;br&gt;• Who we have to influence (everyone involved); and&lt;br&gt;• Concrete proposals on how to influence the relevant parties.</td>
<td>OHT 3.1</td>
</tr>
</tbody>
</table>

Total 145 min
Overhead Transparencies

The templates on the following pages may be photocopied onto transparent A4 sheets and displayed with an overhead projector, as indicated in the training notes of this module.
Making an Impact

Having something to say + Influencing others = Making an impact
INFLUENCING OTHERS

- Find out what is going on;
- Publicize your views;
- Meet with the key players;
- Attend workshops and seminars;
- Make it easy for those you want to influence;
- Work with others.
The handouts on the following pages may be photocopied and distributed among your group members, as indicated in the training notes of this module.
Group Exercise

Each group will have two ways of influencing others to discuss. A set of questions is provided for each topic. Work through the questions. Allocate 30 minutes for each topic.

Appoint a reporter who can give feedback in the plenary session. The reporter should record the ideas on a flipchart and use this to report back. Reports should be no more than 10 minutes.

Group 1
Finding out what is going on:
- What do you need to know about PSRP in your country in order to be involved? Make a list of the things you need to know.
- What are your best sources of information? Make a list of how you plan to find out.

Publicizing your views
- Who do you want to publicize your views (i.e. what are the different target groups)?
- How will you get your message across to the different targets groups?
- What are good methods of making publicity material effective?

Group 2
Meeting with key players
- How do you identify the key players?
- Who do you think the key players might be?
- Why do you want to meet with the key players?
- What will you do to get the most out of a meeting with a key player?

Attending workshops and seminars
- What workshops are you likely to want to attend?
- Who should attend on behalf of the union?
- What can you do during a workshop or seminar to influence others in attendance?

Group 3
Working with others
- What people and organizations might you want to work with on the PSRP?
- What are the advantages and disadvantages of working with other organizations?
- How should you best work with others on the PRSP?

Making it easy for those you want to influence
- What might you want others to do in relation to the PRSP?
- How do you make it easy for them to take action?

Time allowed is 60 minutes
**Tips on How to Influence Others**

**Sources of information about the PRSP in your country**

- Websites - start with your government and the World Bank’s website;
- Talk with other civic organizations and individuals, like NGOs, academics, or church groups;
- Contact UN agencies like the ILO or UNDP;
- Contact bi-lateral government aid agencies;
- Contact the ministries responsible for finance and planning.

**Tips on publicity material**

- Keep the message short, clear and simple;
- Use simple language;
- Focus on the priorities;
- Clearly state the outcome you want (e.g. state an amendment you want to be included);
- Think about who you are trying to influence, and which arguments will be most effective for them;
- Use publicity materials in different ways (e.g. to lobby, distribute at meetings and as a basis for talks);
- Make sure your publicity material is inclusive (e.g. of women and ethnic groups);
- Include your organization's contact details.

**Tips for getting the most out of meetings**

- Identify which organizations and individuals are important in influencing the PRSP agenda;
- Think about the best timing of a meeting (e.g. before a major consultative forum);
- Make an appointment;
- Take with you anyone from your organization who already has an established relationship with the relevant organization or individual, and have equal numbers of women and men in your delegation;
- Write an agenda for the meeting and focus on the priorities;
- For each agenda item agree on any action, who is responsible and a timeframe, as appropriate;
- After the meeting, send a letter confirming the outcomes;
- Complete the tasks to which you have agreed;
- Keep in regular contact (through meetings, sending material, or phone calls).
Tips on How to Influence Others

Tips for getting the most out of workshops and seminars

- Prepare - read the documents beforehand;
- Think about the priority issues you want to raise, as you will only get limited speaking time. Give equal time to issues affecting women;
- Decide as a group who will speak, and make sure as many women as men speak on behalf of your group;
- If you speak, make the action you want taken very clear (such as an amendment in the following terms, and when a follow-up meeting should be held);
- Take your publicity material and distribute it;
- Listen to others. Identify those who share similar views and introduce yourself during the breaks. There might be ways you can work together;
- Follow up any commitments that were made by others to you, or vice-versa.

Tips for making it easy for those you want to influence

- Be very clear about the outcome that you want;
- If you want changes to a document, draft them as amendments so it is easy to see how they fit in;
- Offer to help if your proposals result in additional work;
- Think about your proposals clearly. Identify possible opposition and support. If you take this into account in your proposals, you may be able to get more support and less opposition. This helps those who are trying to co-ordinate and reach a consensus;
- Be calm, professional and reasonable.

Tips for working with other organizations

- Listen and treat others with respect;
- Be flexible;
- Focus on areas of agreement, and if necessary agree to disagree on other areas;
- Start small and get used to working together before launching big joint projects;
- Attend caucus meetings (e.g. NGO caucus meetings) and try to get your priorities into any joint documents;
- Be prepared to support others.
Module Purpose

The purpose of this module is to enable union activists to use the priorities and strategies they identified in Module 2 as a framework for participation in the implementation, monitoring and evaluation phases of a PRSP.

Learning Outcomes

At the end of this module participants will be able to:

1. Describe the implementation, monitoring and evaluation processes for the PRSP in their country;
2. Explain how the union plan (priorities and strategies) can help guide engagement in the implementation, monitoring and evaluation of a PRSP;
3. Identify aspects of the PRSP policy matrix that relates to the union priorities and strategies for implementation;
4. Explain how to use the checklist to identify priorities for monitoring and evaluation activities as part of the PRSP;
5. Agree on necessary follow-up work.

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td><strong>Introduction to the Module</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explain that in this module we will focus on how to use the priorities and strategies identified in Module 2 to guide work in the implementation, monitoring and evaluation of the PRSP.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>NB. this module assumes that a union PRSP plan exists (i.e. priorities and strategies). Module 2 sets out how to do this.</strong></td>
<td></td>
</tr>
<tr>
<td>10 min</td>
<td><strong>Review of Module 2</strong></td>
<td>OHT 4.1</td>
</tr>
<tr>
<td></td>
<td>Using the overheads, review material from earlier modules:</td>
<td>OHT 4.2</td>
</tr>
<tr>
<td></td>
<td>- Making an impact;</td>
<td>OHT 4.3</td>
</tr>
<tr>
<td></td>
<td>- The five-step process for setting priorities;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The PRSP cycle.</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Content</td>
<td>Resources</td>
</tr>
<tr>
<td>--------</td>
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</tr>
</tbody>
</table>
| 40 min | **Guest Speaker (Government Representative)**  
A representative of the ministry coordinating the PRSP to give a 30-minute presentation on:  
- The process for implementation of the PRSP, monitoring and evaluation;  
- The structures used for this;  
- An overview of current plans for implementation, monitoring and evaluation;  
- How unions are, or can be involved;  
Questions and answers | Guest                      |
| 30 min | **Guest Speaker (Union Presenter)**  
Representative of unions (e.g. national centre or the national PRSP coordinating committee) to give a 20-minute presentation on:  
- The union plan (i.e. priorities and strategies) for the PRSP developed through Module 2, or other means;  
- Union engagement in the implementation, monitoring and evaluation of the PRSP;  
- Issues (e.g. successes and problems);  
- Proposals for future work on the PRSP.  
Question and answers | Guest                      |
| 10 min | **Implementation, monitoring and evaluation: union involvement**  
[see section 3 of the Guidebook for background information]  
Ask the group how unions can be involved in the implementation of a PRSP.  
Hand out HO 4.4 and ask how Cambodian trade unions would participate in the strategy outlined.  
Use OHT 4.4 to summarize.  
Be sure to mention anything from the brainstorming session that is not on the overhead. | Brainstorm (flipchart and pen)  
HO 4.4  
OHT 4.4 |
<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min</td>
<td>Ask the group how unions can be involved in the monitoring and evaluation of a PRSP. Use OHT 4.5 to summarize. Be sure to mention anything from the brainstorming session that is not on the overhead.</td>
<td>Brainstorm (flipchart and pen) OHT 4.5</td>
</tr>
<tr>
<td>5 min</td>
<td><strong>Using the union plan to guide work in implementation, monitoring and evaluation</strong> Reinforce the point that a PRSP is both comprehensive and complex. Remind participants of the cycle for a PRSP process. Explain that in the same way unions need priorities for the formulation stage, they will also need to focus on priorities in the implementation and monitoring stages [see section 4 of the Guidebook for background information].</td>
<td></td>
</tr>
<tr>
<td>15 min</td>
<td>Give participants HO 4.1. Group them into groups of two or three without the need to move seats. Ask them to read the handout together and add any points. With the whole group, use OHT 4.6 to go through HO 4.1 and ask participants to add any points for discussion.</td>
<td>HO 4.1 OHT 4.6</td>
</tr>
<tr>
<td>5 min</td>
<td><strong>Checklist</strong> Use OHT 4.7 and HO 4.2 as an example of how the union plan can be used as a checklist. This example looks at one union priority and its strategies. The columns show what unions and others are doing within each priority and strategy. Other groups could include governments, donors and NGOs. This checklist can be used to identify issues in which unions may want to be involved, and to make their engagement in the process more manageable.</td>
<td>OHT 4.7 / HO 4.2</td>
</tr>
<tr>
<td>Time</td>
<td>Content</td>
<td>Resources</td>
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<td>--------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
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</tbody>
</table>
| 70 min | **Group Work**  
NB. it is important that the trainer has undertaken this exercise beforehand for each union priority. If there is no overlap between the policy matrix and union priorities, an alternative exercise may need to be developed.  
Explain that this exercise will focus on implementation only, due to time constraints. However, the same approach could be used for monitoring and evaluation.  
Break the participants into 3-4 groups. Each group should be allocated one of the union priority issues and its strategy. Hand out HO 4.3, which provides instructions. Check that participants understand the instructions. Make sure the groups appoint one member to give a five-minute report at the end. | HO 4.3 /  
Each group will need copies of the union’s PRSP plan (priorities and strategies) and the PRSP policy matrix for the country |
| 40 min | **Report Back**  
Each group reports back their findings. Allow for questions and comments after each presentation. Note any gaps (i.e. initiatives not listed against the proposed union strategies). Point out that in the review of the next PRSP cycle, unions should try to plug these gaps by ensuring their proposals are incorporated. Emphasize that a similar exercise could compare the PRSP monitoring and evaluation strategies against union priorities. Ask for ideas about how the group’s findings can be acted upon (e.g. a report could be written up for the national union center, or referred to the union PRSP coordinating committee). | Flipcharts and pens |
| 10 min | **Summarize and close**  
Reinforce the cyclical nature of a PRSP and that there will be regular reviews. Reiterate that in Module 4 we discussed:  
- The three stages of the PRSP cycle;  
- The current situation on implementation, monitoring and evaluation of the national PRSP, with the guest speaker;  
- How to use the union plan (including priorities and strategies) to guide work in implementation, monitoring and evaluation. Summarize the agreed follow-up work. | |
| **Total** | **250 min** | |
The templates on the following pages may be photocopied onto transparent A4 sheets and displayed with an overhead projector, as indicated in the training notes of this module.
Making an Impact

- Having something to say
  +
  Influencing others
  =
  Making an impact
PRSP Stages

- Formulating a PRSP
- Implementation
- Monitoring and Evaluation

OHT 4.2
The Five-step Process
for Determining Priorities

Step 1. Identify issues

Step 2. Put in priority order

Step 3. Change issues into objectives

Step 4. Develop strategies

Step 5. Get your plan endorsed
Ideas for Union Involvement in a PRSP Implementation Process

- Participating in consultative forums on certain policies and programs;

- Putting forward priorities for funding;

- Participating in trials;

- Delivering programs that are funded by others;

- Independently implementing policies and programs as a union contribution to the PRSP.
Ideas for Union Involvement in PRSP Monitoring and Evaluation

- Participating in consultative processes on monitoring and evaluation;

- Contribute knowledge and expertise;

- Undertaking monitoring and evaluation directly through easy access to membership;

- Monitoring and evaluation of their own PRSP initiatives;

- Ensuring that gender is taken into account;

- Use results to keep the government honest;

- Participating in consultative processes on the review of the PRSP.
## How to Use the Union Priorities

<table>
<thead>
<tr>
<th>Phase</th>
<th>You can use your priorities…</th>
</tr>
</thead>
</table>
| **Formulation**                | ● as demands;  
                                          ● as lobbying agenda;  
                                          ● to consult with members.                                                                                       |
| **Implementation**             | ● to argue for priority for funds;  
                                          ● to identify gaps;  
                                          ● to propose how others should implement;  
                                          ● to identify aspects of the PRSP implementation plan that relate to your priorities, who is responsible for implementation, and the nature of the activities;  
                                          ● to determine if you want to be involved with another organization;  
                                          ● to determine any of your own activities.                                                                          |
| **Monitoring and Evaluation**  | ● to identify aspects of the PRSP monitoring and evaluation in which you may want to be involved;  
                                          ● to undertake your own monitoring of the PRSP performance in your priority areas;  
                                          ● to monitor any activities your organization has undertaken to implement the PRSP, as a contribution to the overall evaluation. |
### Checklist

**Priority:** Improve education and skill levels, and eliminate child labour

<table>
<thead>
<tr>
<th>Strategies (objective?)</th>
<th>Implementation (action taking place)</th>
<th>Monitoring and Evaluation (is it achieving its</th>
<th>Others</th>
<th>Own</th>
<th>Others</th>
<th>Own</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make primary education compulsory by law for boys and girls</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Improve the quantity and quality of teacher training</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Ban child labour under the ILO Convention</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase teacher wages and status</td>
<td></td>
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<td></td>
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<tr>
<td>Establish a program for promoting the education of girls at community level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish skill-training centers</td>
<td></td>
<td></td>
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</tbody>
</table>
The handouts on the following pages may be photocopied and distributed among your group members, as indicated in the training notes of this module.
Using Your Priorities in the Three Phases of the PRSP Process

The cycle for a PRSP has three phases, as discussed in Module 3. These are set out in the diagram below.

Once you have set your priorities and have a plan, this becomes your guide for involvement in the PRSP.

A PRSP is usually very big and complex. By focusing on your priorities, you can concentrate your involvement in the areas that are the most important to your organization and its members. Below, there are some ideas on how to use the priorities to guide your work in each stage of the process.
How to Use the Union Priorities

<table>
<thead>
<tr>
<th>Phase</th>
<th>You can use your priorities…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formulation</td>
<td>• as demands;</td>
</tr>
<tr>
<td></td>
<td>• as lobbying agenda;</td>
</tr>
<tr>
<td></td>
<td>• to consult with members.</td>
</tr>
<tr>
<td>Implementation</td>
<td>• to argue for priority for funds;</td>
</tr>
<tr>
<td></td>
<td>• to identify gaps;</td>
</tr>
<tr>
<td></td>
<td>• to propose how others should implement;</td>
</tr>
<tr>
<td></td>
<td>• to identify aspects of the PRSP implementation plan that relate to your priorities, who is responsible for implementation, and the nature of the activities;</td>
</tr>
<tr>
<td></td>
<td>• to determine if you want to be involved with another organization,</td>
</tr>
<tr>
<td></td>
<td>• to determine any of your own activities.</td>
</tr>
<tr>
<td>Monitoring and Evaluation</td>
<td>• to identify aspects of the PRSP monitoring and evaluation in which you may want to be involved;</td>
</tr>
<tr>
<td></td>
<td>• to undertake your own monitoring of the PRSP performance in your priority areas;</td>
</tr>
<tr>
<td></td>
<td>• to monitor any activities your organization has undertaken to implement the PRSP, as a contribution to the overall evaluation.</td>
</tr>
</tbody>
</table>
Checklist on How to Use the Union Plan to Focus Work on the PRSP in Implementation, Monitoring and Evaluation:

**Priority**: Improve education and skill levels, and eliminate child labour

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Implementation (action taking place)</th>
<th>Monitoring and Evaluation (is it achieving its objective?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Others</td>
<td>Own Organisation</td>
</tr>
<tr>
<td>• Make primary education compulsory by law for boys and girls</td>
<td></td>
<td></td>
</tr>
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<td>• Improve the quantity and quality of teacher training</td>
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<td></td>
</tr>
<tr>
<td>• Establish skill-training centers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Group Exercise

Each group has been allocated a priority from the union PRSP plan (priority and strategies).

You should have copies of the relevant union plan (priority and strategies) and your country's policy matrix.

Fill out the checklist for the priority you have been given.

You have **60 minutes** for the task. See the detailed instructions below:

1. Use the union priority and strategies to fill in the first column of the checklist, as in the example attached;

2. Identify policies and proposals in the policy matrix that are relevant to the union strategies in the priority you have been assigned. List these in the appropriate column (i.e. union or other).

   Remember that the proposals in the policy matrix may have a positive or negative impact from a union perspective (e.g. a proposal in the policy matrix is relevant if the union strategy is to increase the minimum wage and there is a proposal in the PRSP to reduce it).

   Extra rows have been provided for initiatives that impact on the priority on which you are working, but do not relate to a union strategy.

3. Identify any union activities of which you are aware that would contribute to any of the strategies within the priority you have been assigned. List these in the appropriate column.

4. Review your completed checklist. Discuss how unions could be involved with implementation of this priority. If there is nothing in the policy matrix that relates to the union strategies, discuss what roles unions should take in implementation of other PRSP elements.

Appoint a reporter who can report give feedback in the plenary session. The reporter should record ideas on a flipchart and use this to report back. Reports should be no more than 10 minutes.
## Targets of the National Poverty Reduction Strategy (NPRS)
- Kingdom of Cambodia

<table>
<thead>
<tr>
<th>Objective and Indicator</th>
<th>Most recent value (year)</th>
<th>Target (year)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Promoting Opportunities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ Poverty headcount index</td>
<td>36% (1999)</td>
<td>31% (2005)</td>
</tr>
<tr>
<td>■ Growth rate in real GDP</td>
<td>7.7% (2000)</td>
<td>6-7% (03-05)</td>
</tr>
<tr>
<td><strong>Improving Rural Livelihoods</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ % of rural households that are landless</td>
<td>12-15% (2002)</td>
<td>7-10%</td>
</tr>
<tr>
<td>■ Average paddy yield per hectare</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ Total product of fish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ Total product of animal</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expanding Capabilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ % of 12-year-olds who have completed primary</td>
<td>33% (1998)</td>
<td>90%</td>
</tr>
<tr>
<td>■ Primary gross enrolment ratio</td>
<td>109.8 (00-01)</td>
<td>90% (G6 &amp; G9)</td>
</tr>
<tr>
<td>■ Female primary gross enrolment ratio</td>
<td>103.2 (00-01)</td>
<td>95% (05-07)</td>
</tr>
<tr>
<td>■ Complete rate in G5</td>
<td>45%</td>
<td>90% (G6 &amp; G9)</td>
</tr>
<tr>
<td>■ Literacy rate for 15-24 years old</td>
<td>76%</td>
<td>95% (05-07)</td>
</tr>
<tr>
<td>■ Female</td>
<td>71%</td>
<td></td>
</tr>
<tr>
<td>■ Male</td>
<td>82%</td>
<td></td>
</tr>
</tbody>
</table>

Source: NPRS - Cambodia
Module Purpose

The purpose of this module is to enable union activists to identify common issues and solutions for employer organizations participating in PSRP processes.

Learning Outcomes

At the end of this module participants will be able to:

1. Identify challenges for unions participating in the PRSP process;
2. Discuss solutions and tips for meeting the challenges using the Guidebook;
3. Identify common issues of concern in a PRSP to which unions may wish to respond.

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 min</td>
<td><strong>Challenges for unions participating in a PRSP</strong>&lt;br&gt;There are some challenges, as well as advantages in being involved in the PRSP process. Unions need to be aware of the issues so they can take them into account when deciding what to do within the PRSP, and how to go about it.</td>
<td>Flipchart and pens</td>
</tr>
<tr>
<td>15 min</td>
<td>Ask for suggestions from the group on the sorts of challenges or difficulties that unions might face in the PRSP process, and discuss. Write the suggestions on a whiteboard or flipchart as they are mentioned.</td>
<td>OHT 5.1, HO 5.1</td>
</tr>
<tr>
<td></td>
<td>Put up OHT 5.1. Compare this with your list from the brainstorming session and identify any gaps or overlaps. Give out HO 5.1 and allow participants 10 minutes to read. Invite comments and questions.</td>
<td></td>
</tr>
</tbody>
</table>
### Time | Content | Resources
--- | --- | ---
5 min | **Responding to PRSP proposals from a union perspective**  
**- Introduction**  
- There are many issues in a PRSP that can affect union interests;  
- In Module 2, we talked about identifying *our own* priorities. But in a PRSP process there are issues to which you may wish to *respond*, or seek to *add*;  
- Sometimes, there is also the question of what to implement. In some countries, the PRSP is similar to a shopping list. Participants have included everything they want to achieve, without thinking about the costs. Then, the government needs to determine priorities for the available funds. Unions may also want to influence these types of decisions. |  

25 min | **Group Work**  
HO 5.2 is an extract from the Cambodian PRSP policy matrix.  
In three groups, ask the participants to identify which of these issues they consider most important for union input, and why.  
Allow 20 minutes for discussion. | HO 5.2  

25 min | Each group reports back their findings.  
Allow for questions and comments after each presentation.  
Emphasize there are no right or wrong answers, that issues are complex and therefore need to be prioritized, and that this is the sort of discussion that will occur when considering PRSP documents. | Flipchart and pens
<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 min</td>
<td><strong>International Trade Union Movement</strong></td>
<td>OHT 5.2</td>
</tr>
<tr>
<td></td>
<td>Most unions have international union affiliations. For example, the national body may be a member of the International Confederation of Free Trade Unions (ICFTU), or a union may be a member of a Global Union Federation (GUF). Ask if anyone has been to an ICFTU or GUF event, and whether his or her union is affiliated.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The ICFTU and GUFs advocate issues on behalf of the union movement with organizations like the World Bank and the International Monetary Fund. The ICFTU has produced a very good guide to Poverty Reduction Strategy Papers. In this, the ICFTU outlines some common issues of which unions should be aware.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Go through the issues using OHT 5.2 [HO 5.3 has the background information]. If you have time, you could involve the group in discussion on what they understand the issues to mean, and the effect on workers. If you do not have time for discussion, explain the time constraints and just give out HO 5.3.</td>
<td></td>
</tr>
<tr>
<td>20 min</td>
<td><strong>Summary</strong></td>
<td>HO 5.3</td>
</tr>
<tr>
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<td>Brainstorm with participants the main points in each of the modules. Do this module by module, making sure everything was covered using the list below. (Don't bother to write this on flipcharts).</td>
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<td><strong>Module 1: What is a PRSP and why unions should be involved</strong></td>
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<td>● The PRSP process in your country;</td>
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<td>● Why should unions be involved?</td>
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<td>Outline issues that require follow-up work, and by whom. Ask participants to fill out the feedback evaluation sheet (HO 5.4). Thank the participants for their work and input.</td>
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**Module 2: Determining Union Priorities for a PRSP**
- Importance of priorities;
- ILO Decent Work Agenda, including gender equality;
- Introduction to five-step process for identifying union priorities and strategies for the PRSP;
- Identifying union issues;
- Group work - 10-point voting system to identify priorities;
- Setting objectives;
- Group work - identifying strategies for priorities;
- The importance of endorsement of the PRSP union plan;

**Module 3: Influencing the PRSP Process**
- Key elements for influencing others;
- Group work - strategies for influencing others

**Module 4: Implementation, Monitoring and Evaluation**
- Process for implementation, monitoring and evaluation;
- How to use the union plan to guide involvement in implementation, monitoring and evaluation;
- Checklist for involvement in implementation, monitoring and evaluation.

**Module 5: Common Union Issues: What to look out for**
- Challenges for unions in participating in a PRSP process;
- Responding to PRSP proposals;
- Group work - identifying union concerns in a policy matrix;
- International trade union movement - common concerns.
The templates on the following pages may be photocopied onto transparent A4 sheets and displayed with an overhead projector, as indicated in the training notes of this module.
Common Challenges for Unions Participating in a PRSP Process

- Sufficient resources;
- Credibility on poverty issues;
- Membership support;
- Complexity.
Common Union Issues to Consider

- Privatization;
- Labour market flexibility;
- Trade liberalization;
- Domestic market liberalization and deregulation;
- Civil service reform;
- Pension reform.
The handouts on the following pages may be photocopied and distributed among your group members, as indicated in the training notes of this module.
Idea on Meeting Challenges for Unions Participating in the PRSP

Ideas to meet the resource challenge
- Start small to gain experience so you can make informed decisions about what is needed;
- Be realistic about the level of resources that can be put into the PRSP process;
- Focus on a limited number of priorities;
- Approach other organizations for help, such as the ILO, UN agencies, ministries or other NGOs;
- Share resources by working with other like-minded individuals or organizations (e.g. academics, NGOs, churches, businesses or professional organizations);
- Share the workload within your union. For example, perhaps there is someone on the executive board who does not have other heavy responsibilities and would like to coordinate.

Ideas to meet the credibility challenge
- Explain the link between decent work and poverty reduction;
- Do not be defensive when others have the wrong perception and criticize;
- Work in alliances with others and support common concerns;
- Produce short case studies of the problems facing workers and their families, such as short stories about real life experiences;
- Think about all workers (unionized and non-unionized, formal and informal) when working on issues such as social security, minimum wages, and access to health and education;
- If you represent a public sector union, explain the link between quality public services and a quality workforce (low wages can lead to corruption).

Ideas on meeting the membership support challenge
- Choose priorities for the PRSP that reflect membership concerns, and that you are likely to be able to influence;
- Explain the importance of being involved in the PRSP to members (e.g. executive meetings, training, active members);
- If you produce materials, make sure members also get copies;
- Regularly report back on the process and any positive progress;
- Involve members in the process (e.g. take a membership delegation to a workshop, or organize a PRSP consultative process with members).

Ideas on meeting the complexity challenge
- Participate in, or organize your own training on the key technical issues;
- Improve the skills base within your organization on the technical issues (e.g. through training, publications, staff exchanges and secondments, counseling, and co-operation agreements with other like-minded organizations);
- Stay focused on your priorities;
- Do not try to cover everything;
- Insist that documents are written and meetings run in local languages;
- Insist that documents are produced with sufficient time for civic organizations to read and discuss;
- Co-ordinate with others and specialize in your own areas of interest;
- Request training and skill seminars from the coordinators of the PRSP process;
- Request funding to help with specialist skills and advice.
Group Exercise

General

Discuss the extract from the Cambodian NPRS (PRSP) that is set out below. Discuss which of the following issues are the most important for unions to provide input. Select five issues and explain why these were chosen.

Appoint a reporter who can give feedback in the plenary session. The reporter should record ideas on a flipchart and use this to report back. Reports should be no more than 5 minutes.

Extract from the Cambodian National Poverty Reduction Strategy
(Policy Matrix)

- Stabilize prices of goods and food items;
- Reduce budget deficit;
- Use employment-generation programs for road building;
- Implement tariff-reduction program;
- Support employees most impacted by trade reform to facilitate adjustment;
- Provide incentives for teachers to work at schools for low-income communities and ensure adequate government financing to achieve goals;
- Consult with employer and union organizations to improve governance;
- Scale up official user-fee schemes with strong regulatory mechanisms for staff performance and exemption for the poor;
- Ensure payment of salaries in full and on time in the civil service;
- Define a remuneration policy and program in the civil service;
- Implement anti-corruption programs;
- Disseminate labour laws to both employers and employees, and enforce;
- Review and pilot employment guarantee scheme paying a minimum wage, as a basic safety net;
- Monitor working conditions in private enterprises in co-operation with ILO;
- Promote tri-partite dialogue;
- Develop ways to ensure that all school aged children enter and stay in education.
WHAT TO LOOK OUT FOR

Although the IFIs stress that PRSPs should be "country-driven", they continue to insist that certain structural reforms are necessary for economic stability and growth, and should therefore be incorporated into most PRSPs. Many of these reforms, however, have not proven to promote high-quality, widely-shared growth in developing countries; in fact, some studies show that they have not led to economic growth at all, particularly in Africa. All of these measures can have significant impact on trade unions, and working women and men in general, so unions should look for them in any draft PRSP, and in existing public IFI loan and country strategy documents, including the I-PRSP and PRGF loan documents. They can usually be found in sections titled "Structural Reform" or "Private Sector Reform". Here is a brief explanation of some of the most often-used harmful policy reforms:

- **Privatization** can prove very costly to public sector workers and those who rely on government-provided services. The World Bank and the International Monetary Fund recommend that national governments sell off publicly owned utilities and services, or otherwise involve private corporations in their provision, as a way to reduce government expenditures and create more efficient firms. While very specific targets are set for the speed and breadth of privatization, much less attention is given to overseeing the process, negotiations with workers and unions who will be affected, and the regulation of newly created private monopolies. As a result, there are often serious negative consequences that accompany privatization, including reduced access to services for the poor and the elimination of jobs held by public sector workers. Often, the loss of public services has a major impact on women who formerly were the primary beneficiaries of services like maternity care and childcare support. Also, when government-run businesses are sold off, the new owners may not be required to respect the previously negotiated union contract, or they may refuse to recognize the union at all. It is often easier for private firms to fight unions and break labour laws protecting workers, than it is for government agencies.

- **Labour Market Flexibility** reforms often undermine many of the legal protections that unions have been able to gain for working people.

Typical measures to "improve" the functioning of the labour market include lowering or capping the minimum wage, getting rid of job security provisions (often called "reducing the cost of hiring and firing"), restricting the right to bargain collectively, and eliminating limits on working hours and on part-time employment. Employers often use these labor law reforms to break collective bargaining agreements and weaken the ability of workers to join unions. See the box on the following page for an example of how IFI labour-market policies can ignore the concerns of unions and workers.
THE IMF AND LABOUR MARKET FLEXIBILITY IN DJIBOUTI

In 1998, the Djibouti government failed to enforce laws prohibiting anti-union discrimination. Minimum wages were inadequate to support families, employers established wage rates unilaterally, and union leaders were subjected to police beatings, arbitrary arrests, and dismissals. The government attempted to revise Djibouti's labour law "in line with its [IMF] structural adjustment programme … in consultation with employers' representatives, but without trade union participation." Despite these serious problems, the Policy Framework paper that Djibouti submitted to the IMF, and that the IMF Executive Board approved as a basis for lending in October 1999, contained the following commitment from the Djiboutian authorities: "a reformed labour code will be prepared … targeted at removing obstacles to competitive labour markets and full wage flexibility - including, in particular, by allowing private sector entities unfettered authority for the hiring and release of employees, and by delegating the wage determination process to negotiations between employees and employers - both without reference to any government agency."

2 ICFTU Annual Survey of Violations of Trade Union Rights, 1999.

- **Trade Liberalization** is an integral element of virtually all IMF and World Bank activities. The IFIs continue to encourage poor and developing countries to rely primarily on exporting to promote economic growth, and to reduce or eliminate tariffs on imported goods. If this is executed too quickly and without proper safeguards, it could result in the rapid influx of goods formerly produced domestically, resulting in job losses for the workers who produce them. Tariff reduction on agricultural imports has often resulted in extreme hardship for mainly women workers in the rural sector, with negative consequences for food security as well. Moreover, at the encouragement of the IFIs, many countries have set up Export Processing Zones (EPZs) that offer tax breaks and other incentives to attract investment. Governments often lower minimum wages and restrict labor laws that protect union activity in the EPZs to make them even more appealing to corporations.

- **Domestic Market Liberalization and Deregulation** often complement trade liberalization. Reforms can include dismantling price controls and price subsidies, removing the government from the market as a buyer and seller, and loosening regulations of the private sector. These reforms can also be part of privatization schemes, and can result in the imposition of user fees or service charges for public services. Many times, markets will be liberalized even for essential commodities such as rice or maize, and for basic services such as health and education. Sometimes, a safety net for the very poorest consumers is created simultaneously to protect them from the harshest effects of liberalization, but without careful planning and financing, these safety nets can be inadequate and difficult to administrate.
Civil Service Reform is typically undertaken to reduce the government’s payroll and allow it to run more efficiently. In practice, it often translates into massive layoffs of public sector employees and a restructuring of the civil service pay scheme to reduce salaries, and a drastic decrease in services. It can also mean shifting from a seniority-based pay scale to merit-based. If such reforms are undertaken, unions must be involved in their implementation to ensure that job loss and negative impact on working conditions are minimized, and that the changes are carried out fairly.

Pension Reform usually consists of privatizing or partially privatizing the pension system so that benefits are no longer guaranteed by the government. It can also involve changing the way that pension benefits are measured and accrued, so that the amount of benefit a worker receives is smaller.
Union PRSP Training Program: Evaluation

Please rate this workshop according to a five-point scale:
1 = poor  2 = mediocre  3 = good  4 = very good  5 = excellent

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<th>Aspect of the course</th>
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<td>Module 5 - Common Union Issues in a PRSP Process</td>
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What did you find to be most useful?

What did you find to be least useful?

Additional comments

Thank you - please hand this back to the facilitator before leaving