Women Workers’ Rights and Gender Equality: A Training and Resource Kit

TRAINERS’ MANUAL

Women Workers’ Rights and Gender Equality: Easy Steps for Workers

International Labour Office
December 2001, Bangkok Thailand
Women Workers’ Rights and Gender Equality:
A Training and Resource Kit

TRAINERS’ MANUAL
Women Workers’ Rights and Gender Equality
Easy Steps for Workers

International Labour Office
March 2003, expanded version, Bangkok, Thailand

I:\nh\wwrt\final\Roosmanual-March2003.doc
Contents

Foreword .................................................................................................................................. v

1  About this Manual ................................................................................................................ 7
1.1 Introduction ...................................................................................................................... 7
1.2 Target group .................................................................................................................... 7
1.3 Methods .......................................................................................................................... 7
1.4 Contents .......................................................................................................................... 8
1.5 Structure of the Sessions ............................................................................................... 8

2  Tips for Trainers ................................................................................................................. 10
2.1 Introduction ...................................................................................................................... 10
2.2 Adult learning ................................................................................................................. 10
2.3 Addressing illiterate people with little education .......................................................... 11
2.4 The participatory approach and role of the trainer ....................................................... 11
2.5 About training on gender equality and rights ............................................................... 12
2.6 Designing a Training Programme .................................................................................. 14
2.7 Executing the Training Programme .............................................................................. 15
2.8 Training approach and methods .................................................................................... 16
2.9 The workshop ............................................................................................................... 17
2.10 The first day ................................................................................................................... 17

3  Gender Equality ................................................................................................................ 18
3.1 Self-Awareness - Vote for Change ................................................................................ 19
Self-Awareness - What is best? ......................................................................................... 21
3.2 Values and Attitudes - Sexy Relay Race ....................................................................... 24
Values and Attitudes - Statements and Proverbs ............................................................... 27
3.3 Division of Work - 1...................................................................................................... 31
3.4 Division of Work - 2...................................................................................................... 37
3.5 Division of work - 3...................................................................................................... 41
3.6 Accessibility and Control of Resources........................................................................ 43

4  Rights at work ................................................................................................................... 47
4.1 Rights at Work ................................................................................................................ 48
4.2 Equality at Work ............................................................................................................ 53
4.3 Right to Organize .......................................................................................................... 57
4.4 Workers with Family Responsibilities ........................................................................... 57
4.5 Time to Work, Overtime and Leisure Time ................................................................ 64
4.6 Occupational Safety and Health ................................................................................... 67
4.7 Sexual Harassment ....................................................................................................... 71
4.8 Maternity Protection .................................................................................................... 75
4.9 HIV/AIDS and Work ................................................................................................... 78
4.10 Home Work ................................................................................................................... 84
4.11 Loan, Debts and Forced Labour ................................................................................... 87
4.12 Child Labour ................................................................................................................. 90
Foreword

International labour standards for the promotion of equality between men and women and human rights standards such as the Convention on the Elimination of Discrimination against Women (CEDAW) have served as inspiration for millions of people around the world. These instruments reflect the international consensus on minimum standards and set an agenda for progressive improvements towards equal rights and opportunities for women and men and just relations between them in terms of sharing workload, resources and decision-making at work and in life.

These key messages on decent work and social protection need to be communicated to the many women and men at work in factories, shops and offices, at home, in the fields and on the streets, who lack a ‘voice’ and bargaining power. This Trainers’ Manual on Women Workers Rights and Gender Equality: Easy steps for Workers is designed for them.

The aim of the manual and accompanying pictures and games is to facilitate training on gender equality, workers’ rights, legal, human and health rights among workers with little or no education. It is geared to capacitating women and men to improve their quality of life at work and at home. It reaches out to both women and men with a view to reducing gender gaps in harmony and empower both younger and older women and men workers.

The manual is part of the Training and Resource Kit: Women Workers’ Rights and Gender Equality which contains a twin Trainers’ Manual on the same subject intended for awareness raising and capacity building of policy makers and development practitioners within governmental agencies, among employers’ and workers’ organizations, and in other civil society organizations, and community-based groups.

The Training and Resource Kit was developed under the auspices of the ILO Bangkok Area Office and Subregional Office-Bangkok (SRO-BKK) and the Thailand Chapter of the ILO/Japan Asian Regional Programme on Expansion of Employment Opportunities for Women (EEOW). It was developed during the second half of 2001 to strengthen the human and workers’ rights of women and men and promote decent work opportunities in rural and urban communities in poverty.

The Kit was developed by an international and national resource team, consisting of Dr. Pimpawun Boonmongkol, Ms. Nartrudee Denduang and Ms. Nipom Sanhajarinya from Mahidol University, Thailand, and ILO staff Ms. Yowalak Thiarachow, Ms. Parissara Liewkeat, Ms. Ramaimas Bowra, Ms. Rosalinda Terhorst, Ms. Annemarie Reerink, and Ms. Nelien Haspels. This Training Manual was the main responsibility of Rosalinda Terhorst, Training Materials Development Specialist.

The Kit was tested during a validation workshop in Thailand with representatives of ILO partner organizations with a high level of expertise in the fields of gender promotion, home work, labour and employment, occupational safety and health, reproductive health, legal rights, the trafficking of women and children, and in understanding and dealing adequately with the needs of young and older women and men involved in survival strategies in rural and urban areas, in formal and informal work settings, in factories, among street traders, and in the entertainment industry. Many thanks go to the nominating organizations, as well as other cooperating ILO projects such as the International Programme on the Elimination of Child Labour (IPEC) and the Mekong Sub-Regional Project to Combat Trafficking in Children and Women, Thailand chapters. Acknowledgements also go to Ms. Sugunya...
Voradilokkul, Ms. Napaporn Udomchaiporn, Ms. Phinthip Rattanawila and Ms. Naiyana Punnakitti for vital secretarial and logistical support services.

The Kit is produced in Thai and in English for use in Thailand and to serve as inspiration for the development of similar products in other countries.

Christine Evans-klock  
Director  
SRO-Bangkok  
January, 2002, ILO Bangkok

Nelien Haspels  
Senior Gender Specialist
Chapter 1  About this Manual

1.1  Introduction

This manual provides guidelines for trainers who are involved in awareness raising, capacity building and advocacy on women workers’ legal, human and health rights among men and women with little education. All exercises are designed in such a way that it is not necessary for the participants to be able to read or write. The manual aims to enable women and men to improve the quality of work and life in factories, the fields, at home and in the community and to increase women’s role in decision making.

The main aim of all sessions is that participants understand and exchange views on basic rights of women and men. People should be stimulated to express their feelings on a specific topic freely. The sessions are not meant to provide a lot of ‘theoretical’ background information but to start discussions about the topic and let people think about the issues on their own terms with a view to create more respect for the work women do and their fundamental rights as human beings and as workers.

1.2  Target group

The main focus of the manual is on advancing the position of women, but this does not mean that men should be excluded from the training. In fact, a mixed group is recommended for many of the exercises, because equality is a matter of both sexes. The only way to change the existing structure is by involving both men and women in the discussions. However, sometimes women are shy and do not have enough confidence to speak and voice their opinion in a mixed group, especially if it concerns sensitive subjects. In such cases, the first step is to work with women’s groups, enable them to identify their needs and learn from one another. The second step is to develop a plan with them to involve men in the discussion also.

The package is designed for persons with little education but it can be used with literate persons as well.

The recommended group size is maximum 20 persons. The package provides enough material to do the exercises with a group of up to 20 participants.

1.3  Methods

All exercises in this manual are group exercises. Because of the specific target group creative and attractive materials have been developed. Furthermore, a mix of training methods is used to keep the sessions lively and interactive. There are games, case studies, stories and role plays. Pictures are provided in the form of drawings to help people to visualise situations and key messages. The trainers can also introduce photographs or other visual materials. Pictures help people to remember things that cannot be written on a flipchart. Most sessions begin with a game, role play or story to start discussions about the topic. More background information about training methods can be found in Briefing Note 1: Training Methods.
1.4 Contents

The package is divided into three parts:

1. Gender Equality
This part contains four types of sessions: self-awareness, values and attitudes, division of work and access and control over resources. The four subjects together are a more or less complete package about gender equality and on how to encourage women and men to create a more equal division of workload, responsibilities, resources, benefits and decision making between them.

2. Rights at Work
This part has two kinds of sessions. The first sessions are general in nature. These address topics such as, what rights do people have at work, what kinds of inequality issues often occur at work, and how can people try to solve them.
The general sessions are followed by sessions about specific topics. Among these you will find sessions on child labour, occupational safety and health and maternity protection. These exercises are designed for workers in the formal sector. However, some exercises, such as the right to organize or child labour, can be used to raise awareness among workers in the informal sector, agricultural workers and home keepers as well. The exercise about home work is specifically designed for people working as homeworkers and deals with problems that are very common in this sector.

3. Rights in Life
This part can also be divided into two types of sessions. The general sessions deal with the different kinds of rights people have, the rights that are often violated and how people can prevent violation of rights or seek solutions to current problems. In these sessions, for example, attention is paid to the rights Thai people have according to the Constitution and national laws, and how they should apply for an identity card. All sessions emphasize that having rights also means having responsibilities.
The specific sessions deal with human right abuses, such as domestic violence, rape or trafficking of children and women.

1.5 Structure of the Sessions

All sessions are structured in the following way:
1. Objective
2. Target group
3. Material
4. Exercise
5. Notes for the trainer
6. Related sessions and briefing notes

Objective:
Gives the main learning objectives or aims of the session. The trainer should keep these in mind during the discussions and make sure that the discussions are guided in such a way that the participants get the right information to reach the aim.

Target group:
States for which group the exercise is most suitable.
Material:
Provides information on the training aids needed for the session. All materials are included in the package except flipcharts, markers, (coloured) papers and coloured pencils.

A large part of the material consists of pictures. Each picture gives the name of the exercise. Make sure you collect all materials after the session otherwise the package becomes incomplete.

Exercise:
Gives a step-by-step guide on the things that should be done during the session. Study this carefully before you begin a session. Questions are provided to start each discussion, as well as key conclusions that you may wish to use for the round up at the end.

Notes for the trainer:
Provides basic information to you, the trainer, about the topic. Again, study this carefully before doing the session. The quality of the training sessions improves if you gather more relevant background information on the situation and needs of the women and men and the region, district, village or ethnic group where the training will take place. When appropriate, change the examples to match the local situation. For instance, you can change the names in the stories to names common in the area. In each session, make sure that you guide the discussions in such a way that the participants exchange their views on key points and get the main messages.

Related sessions and briefing notes:
A list of sessions that are related to the topic of each session is given as a service to you. If you develop a curriculum for an awareness-raising programme with a certain topic you can immediately see which other exercises are relevant. Briefing notes that provide more background information are also included.
Chapter 2 Tips for Trainers

2.1 Introduction

The role of the trainer is very important. The success of awareness raising and training largely depends on you. In adult education a trainer should not give lectures. Presentations -introductions, explanations and conclusions - should be kept short and last for 15 minutes at the maximum. If you can give the main messages in 5 to 10 minutes, it is even better. Trainers should facilitate the learning process of younger and older adults. For this reason, this manual will refer to facilitators and trainers interchangeably.

One of the most important tasks is to create solidarity within the group and to build up confidence among the members. Only then can difficult topics be discussed in an effective way. Therefore, the facilitator should stress that being a member of a group makes you strong and the group members are there to support you.

Furthermore, you have to take care of the contents of the programme, the training process and dynamics. This chapter provides guidelines for trainers on adult learning, on working with people with little education, on the role of trainers when using participatory approaches, and on how to conduct relevant and effective training on gender equality and rights. Checklists are given for both designing and executing a training programme.

2.2 Adult learning

Most of the participants will be adults of all ages. They come to an awareness raising session or training workshop with a background of experiences and images and often will already have a clear opinion and feelings – in other words, a mindset – on the issues for discussion. Young and older adults learn in quite different ways than children, who come to education with little experience and have a more open mind.

The following principles of adult education are useful to keep in mind when training adults:

- Adults have established values, beliefs and opinions
- Adults have years of experience and a wealth of information
- Adults relate new knowledge and information to previously learned experience and knowledge
- Adult’s style and pace of learning might have changed and they tend to concentrate less than children because they do not feel that it is all completely new for them
- Adults need a break more frequently during learning
- Adults have more pride and are therefore sensitive to treatment in the classroom
- Adults have a deep need to be self-directing
- Individual characteristics and differences among people increase with age
- Adults tend to have a problem orientation to learning. This means that they relate everything to their own life and find it more useful or interesting if they can use it immediately. Therefore, the materials and information should be relevant and close to their real life situation.
2.3 Addressing people with little education

People can not make notes or read a handout afterwards so what is needed is:

- **Simple** information
- **Useful** information: there should be a clear link to their daily life
- **Limited** information: do not aim to be complete but try to stimulate the participants to think, discuss and reach a consensus about the subject
- Present in an **active** way: let people think and discuss instead of listen
- Present in an **attractive** way: this helps them to remember key messages
- Present in sessions of **1 hour** to a maximum of 1 and a half hour.

2.4 The participatory approach and role of the trainer

The training materials are designed for active participation of the participants. As participants often have ample experience, it is very important to draw on their experiences, and compare these with similar activities or achievements elsewhere. If one works with something that comes from the participants, one avoids encountering artificial resistance, i.e. people immediately rejecting what is said because it is based on work in another country or setting that is not relevant to them.

Participation is most important. By being actively involved, the new subject or learning matter becomes ‘theirs’ and there are better chances that it will be remembered and utilized. Involvement can take many forms, such as discussions, exercises and stories. People learn most effectively through ‘learning by doing’. This means that you should not explain too much at the beginning of the session. Give only a brief introduction to the topic and explain the exercise. Let the participants do the exercise, encourage and wait for the inputs from the participants and link all your key messages to their experience at work and in life.

Your role is to be a facilitator. This means that you do not lecture or dominate the training sessions. Allow the participants to do most of the talking and activities. Your role is to encourage everybody in the group to actively participate in all sessions and to create a positive environment for interaction and dialogue among the participants. The materials in the training package will help you to provide information and to stimulate thinking and discussion among the participants.

As a trainer and facilitator, it is very important that you:

- Give a brief introduction at the start of each workshop and training session on the aims and outputs. Give enough background information, but be clear and brief.
- Provide a summary of main findings, conclusions and suggestions for future work at the end of each session or before the start of the next one.

You do not need to be an expert on everything. An important role of a facilitator is to ‘sign post’, in other words to channel participants to sources where they can obtain the information that they seek. If you feel that you do not know enough about a subject, for example, domestic violence or occupational health and safety risks in specific industries, invite an expert on the subject. Try to ensure that such experts do not lecture, but share information in a participatory way.

The training package contains a collection of games, exercises, case studies, stories and role plays. These training materials have been selected after an in-depth review of existing materials on this subject in Thailand and at the international level according to their relevance in putting
main messages across. They have been used and field-tested with positive results in your and other countries. However, it is important that you make your own selection of materials, that you adapt the training sessions, the exercises and case studies and provide additional materials relevant to each group, the local culture and situation. The materials can be shortened, simplified or replaced by other materials, as you see fit.

2.5 About training on gender equality and rights

What
Gender equality training aims to change awareness, behaviour, knowledge and day-to-day practices with a view to create more equality between men and women. The topic is often an eye-opener to women, and may be sensitive for men: changing existing roles, patterns and power relations between men and women that are determined by traditional values and attitudes.

Why
Gender equality training is necessary because the basic fundamental right: equality for everyone can not be put into practice without changing personal attitudes and practices, values and norms in society.

Until recently the contribution of women to the well-being and development of families and societies has been overlooked. Women often face a double or triple burden, taking care of the family and the home, earning income and contributing to community welfare. They have limited access to resources and do not participate equally in decision-making. To make policies and regulations in which such problems of inequality are properly addressed, gender equality training is needed at all levels.

In gender and women workers’ rights training, the main messages to put across are:

- Gender roles and relations shape the entire world of work and life. Issues to be addressed concern both paid and unpaid work, decision-making about resources and benefits, and the relation between work and life.
- Working towards more equality involves, first of all, an analysis of the roles and relations between men and women. When inequality is found this needs to be addressed. Usually it involves giving more opportunities and chances to women and empowering them to play a greater role in decision making.
- Consensus needs to be built in families and societies on the desired balance between gender roles and responsibilities between men and women and they need to come to an agreement on how to achieve gender equality at home, in the workplace and in the community.
- Sometimes a fear exists that advancing the position of women means that something is taken away from men. However, the promotion of gender equality does not imply giving more power to women and taking away power from men. The promotion of equality between women and men is empowering for both sexes and leads to a win-win situation for both.

Who
Participants come to workshop sessions on gender equality, and human and rights at work issues with different attitudes. These will range from a general interest or curiosity in the subject, to a neutral, open-minded attitude or negative feelings because gender equality and rights issues are not considered relevant to their work and life or may seem threatening. Training on equality between men and women, and women’s rights as workers and citizens is inevitably related to personal values and norms in society, about roles, and relations between men and women. Often people will not easily acknowledge that personal values are related to their day-to-day work. Or people may be reluctant to acknowledge that their deeply-held values may not be consistent with
their countries' constitution and laws which guarantee equal opportunities and treatment to all men and women. In such cases you may encounter resistance, usually although not always from men.

It is advisable to know your audience, their ideas and expectations of the training before the workshop starts. Trainers and facilitators need to know the perceptions and expectations of the participants with a view to ‘tailor fit’ the session(s) to their audiences.

How

In equality and rights training, it is crucial to give a voice to those who are not heard and do not take part in speaking and decision-making. Usually these are women, although this is not always the case. There are a couple of ground rules for carrying out successful gender training:

- **Give voice to women in poverty.** Usually they are not heard and have had little chances in life. Women from disadvantaged groups have often been socialised to take life as it is and to obey everybody who has more authority than they have, their fathers, husbands and sons and older or richer women. If this is the case, it is usually necessary to first give training to women-only groups to enable them to learn from one another, to understand that women world wide face the same type of problems, and to build up their confidence within the group.

- At the same time: **Try to make gender equality not a ‘women-only’ topic.** It is very good to have a training team, consisting of one female and one male trainer, and have mixed groups of participants. It is vital to raise awareness among men about gender equality issues, because gender equality is a matter of both sexes, and the only way to change the existing structure is to involve both women and men.

- When giving training to mixed groups in terms of sex and age, take into account that:
  - It is always best for equality purposes to have a **50-50 representation of women and men of all ages.**
  - You should ensure that at least **one-third of the participants are women, whose rights are to be promoted** during the session. For example, it will be difficult for you to effectively promote women’s rights if you as a trainer are the only woman or if you have only one or two ‘token’ women in a group of all men.
  - Training on **subjects dealing with power abuses and/or sexuality** is usually best dealt with, especially in first instance, **in women- or men-only groups.**

- **Promote an informal, cooperative and trustful environment throughout the workshop.** The opening session is crucial for setting the right tone. Warm-up exercises and icebreakers are useful for creating a team spirit and creating a friendly atmosphere. Ensure respect for all viewpoints, from men and women, young and old, rich and poor and people with different ethnicities and cultural backgrounds. Discourage judgmental and condescending comments among participants. When a friendly environment is created, participants are more likely to voice their honest opinions, fears, ‘obstacles’, and needs. If participants’ true concerns and needs are not addressed, discussions will be less relevant, and consequently the learning will be less effective.

- **Respect local wisdom from women and men of all ages, income classes and ethnicities.** Use the knowledge people have as an entry point and respect points of view that are not your own. People with little education may know a lot and be very smart.

- **Avoid creating a divide between men and women.** Stereotyping all women as the victims and all men as the aggressors is misleading and can be very threatening. Resist making sweeping generalizations. Draw out the ‘women’s perspective’ and respect the ‘men’s perspective’.
• Ensure enough ‘speaking time’ for both sexes but especially women. Men will usually be more used to speaking in public and tend to respond faster and longer. If this happens, let the speaker finish, but ask him to be brief. Tell the group that mostly men have taken the floor up to now and that women’s perspective and views are equally important. Stop giving the floor to men and indicate that women are now invited to speak to give ‘equal voice to women and men’. Ensure that women’s perspectives are being heard and acknowledge inputs and viewpoints of men and women in starting and concluding sessions.

• Encourage inputs from all participants, and be receptive to suggestions for improvement. All trainers and facilitators must stick to the aims of the training and timetable, but at the same time be flexible in running their session, in terms of the content and the process (timing and methodology). Adults learn best when in control of their own learning process.

• If men or ‘elite women’ feel threatened by the subject under discussion they may start to make sexist jokes, use derogatory language towards women, or make other comments to keep women ‘in their place’. If women are not secure or feel safe in the situation, they will accept this. Address this type of behaviour immediately by asking the persons in question whether they really believe what they say and why they believe this. Ask other participants whether they agree or not and start a dialogue on the subject. Usually, this works out fine, because people generally have no doubt when there is no respect for one another and basic rights are being violated. If obnoxious behaviour persists, cut the person short and indicate that unrespectful behaviour is not tolerated in the group.

• It helps to have the support from high-level people for gender equality activities, whether it is within your organization, from a local chief or other respected women and men in the workplace or community. People are willing to think about the subject if they understand that respectable persons give their support to the issue.

2.6 Designing a training programme

In order to be successful in your training it is very important to spend time at the design stage. With a well-prepared training programme half the work is already done.

Basic Questions
Designing a training begins with basic questions like:
1. What is the aim of the training?
2. Who are the target group: will there be a mixed group, or men- or women-only groups.
3. What is their ethnicity: Are there socio-economic, cultural and/or religious differences among participants or between participants and trainers? Try to ensure that one or more of the trainers or facilitators belong to the same ethnic group as participants.
4. What is their educational level: this affects the level of information you provide to the group.
5. Communication: what language do the participants speak, do you need an additional (local) facilitator or translator.
6. Where do I organize the training: in the village, at the workplace or at a school.
7. At what time: keep in mind the agricultural seasons, for some people it is difficult to find free time during the agricultural planting or harvesting season. If you do something with children you should schedule it after school. With women you have to keep in mind their workload and find out when they can attend. Assembly-line factory workers may be too tired on workdays, so sessions may only be possible on weekends.
Contents
Questions regarding the content are:
1. What will be the learning objectives?
2. Which sessions are fulfilling those learning objectives?
3. Do I need additional information from other packages or organizations?
4. What material is needed for all sessions?
5. What information do I have to collect in addition to the background notes?
6. Should there be an additional facilitator?

It is very important that you prepare the sessions carefully. Get as much background information as you can about the topic. For instance, what kind of local organizations are active relating to the topics you include in your programme and what are the latest developments on the topics?

Give the participants up-to-date information about where to go with certain problems. Of course information provided in this manual changes over time, like policies, legislation, rules and regulations of the Government. Therefore, check whether these are still valid and revise as appropriate.

Replace examples or case studies in the exercises with more or less the same examples from the area. People will recognize the example or case study and understand better what it all is about. Use names common to the area when you tell stories.

Find out what the major economic activities are in the area. This helps to give examples that participants recognize. The ‘gender division of work’ sessions especially can vary by location and socio-economic class. Make sure you are aware of this because it is important to do the exercise in a proper way.

Time management
The sessions should not last longer than one hour. It should be kept in mind that the participants, especially women, often have long workdays and limited time. Therefore, it can be difficult for them to take part in training activities on top of their regular activities, which is why the time required needs to be restricted to roughly one hour per session. Another reason for keeping sessions short is to avoid giving a lot of information to the participants at once. This package has been designed for illiterate persons and they can not make notes and read information afterwards again. They have to store everything in their mind, therefore the amount of information should be to-the-point and brief.

It is important to organize the sessions at a time that is convenient to all participants. Sometimes, you can combine training sessions with group meetings that are already taking place.

2.7 Executing the training programme

At the Beginning
Before you start the training:

- Give a warm welcome to everyone
- Give a brief introduction to the topic and the learning objectives of the training and the methods used
- Let the participants introduce themselves
- Introduce yourself and the training team
During the Training
During the training session you should keep the following in mind:

• *Is everybody participating?* Stimulate the ones who keep quiet, make sure that not just a few people are talking.
• *Are the discussions not straying from the topic?* Stop the discussion if it goes too far from the issue for discussion.
• *Do the participants understand what has been said?* You can easily check this by asking someone to give a summary about the things learned after a discussion. You can add missing items to this summary.

At the End
At the end of each session you should:

• *Ask if there are any questions*
• *Give a brief summary* of the main issues discussed during the session
• *Get feedback* from the participants: what did they like and what did they not like about the session, what would they want to change
• *Thank everybody* for their participation and contribution.

In General
Keep the following things in mind:

• Everybody has his/her own opinion and this is a person’s right. You can discuss the different opinions but are not allowed to judge people based on their opinion. Make sure that people feel free to express their own feelings during discussions. However, basic human rights of women and men should always be respected. If people go over this line, for example, consider it normal that men hit their wives, start a discussion and reach a consensus that basic human rights are valid for everybody and non-negotiable.
• The exercises are meant to start discussions on certain topics, not to provide the participants with a lot of theoretical information, such as statistical data. Of course, the latter may be included to illustrate basic facts such as the gender wage gap, job segregation by sex or different time-allocation by women and men.
• After a session participants should be aware of the different perceptions and opinions regarding the topic and the possible approaches to address it.

2.8 Training approach and methods

Throughout the training sessions, it is recommended to offer and use a variety of training methods. Plenary discussions and group work can be mixed with role plays and other participatory methods. Make the workshop as lively as possible, the mix of different methods helps people to remain concentrated and enjoy the session.

For several training sessions, on particular technical subjects, it is advisable to have a trainer who is specialized in the subject, or to have a training team consisting of a gender trainer and a technical specialist. It is also good for certain sessions, to invite people with hands-on experience on the subject in their own work and life. For example, in a session on prevention of HIV/AIDS, the message of a HIV/AIDS infected person is 100 times stronger than any long lecture by a health expert.
2.9 The workshop

As the focus of training is on learning from experience and information exchange, the place where the workshop is held should be arranged for this purpose, and not for lecturing. Participants should sit in such a way that they can see each other’s faces without restricting their view to the place where the action is. A U-shape or several circles are usually fine.

Checklist

• Make the seating informal and flexible.
• Can everyone see each other easily?
• Can everyone hear what is being said?
• If visual aids are used, make sure everyone will be able to see them easily, and ensure that you as trainer can access the teaching aids easily. Ensure that the teaching aids do not stand in the way and hamper contact between you and the audience.
• Can you walk around and reach all participants easily?

2.10 The first day

The first day is particularly important as the ‘scene is set’ for the workshop as a whole. The trainer(s) should take this opportunity to:

• Introduce the objectives of the training
• Give the participants an idea of the style in which the course will be run: it is designed to meet their need and is based upon discussions and collective working methods
• Inform the participants of the administrative arrangements such as the workshop timing; lunch and other breaks; accommodation; and other facilities available to participants
• Carry out an exercise to get the participants and the trainers to introduce themselves to one another and to express their expectations of the workshop.

It is important, especially if the workshop participants do not know each other, to take sufficient time during the workshop sessions on the first day to enable the participants to express the needs of their target groups and themselves, to let them talk to each other, and move around, as this will help them and the trainers to loosen up.
Chapter 3  Gender Equality

Introduction
This part contains four major subjects: self-awareness, values and attitudes, division of work and access and control over resources. The four subjects together form a more or less complete package about the concept of equality between men and women. You can select one exercise under each subject for a training series on gender equality. Each exercise can also be used as a stand-alone.

The main content of the manual is on advancing the position of women workers, as they are usually the ones who face inequalities and discrimination. The training content and process, however, are intended for mixed groups. Gender equality is a matter of both sexes and the only way to change the existing structure is by involving both men and women in the discussions. However, if there are large gender inequalities and a strict division of labour and decision-making between men and women among the target population and if women lack confidence, it is recommended to have training first in women-only groups.

The role of the facilitator is to create solidarity among the women and to build up confidence among them. Being a member of a group makes women strong. Group members can support each other. At a later stage the facilitator can ask the group members in such women-only groups whether they like to invite their husband and/or other male family members to the sessions about gender equality, because things can only change when both women and men are committed to do so. The members can then choose whether they like to have mixed group discussions or want to have discussions within their families by themselves.

Learning objectives
After the sessions participants should be more aware about:

- The difference between sex and gender
- Things they like and do not like in their lives
- What kinds of things they want to change in their lives
- The different roles of men and women and the values that are attached to them
- The fact that values are influenced by culture, tradition and socio-economic conditions in society
- The division of tasks and roles
- The different value attached to those tasks and roles
- The possibilities to change the division of work between men and women
- What resources are available to men and women?
- Which resources men can use and which women
- Who makes decisions about how to use resources?
3.1 Self-Awareness

Objectives

• To identify what participants like in their lives and about themselves
• To identify what participants do not like in their lives and about themselves
• To identify what participants want to change in their lives

Target group

• Both men or women together or separately
• All ages
• All educational levels
• Rural and urban areas

Choose only one of the following two exercises, because the objectives and main conclusions are the same.

EXERCISE 1:
3.1 Self-Awareness - Vote for Change

Material

• 6 situation cards (enlarge them by photocopying if you want)
• Boxes to collect the votes (not provided in the package)
• Black and red paper voting slips, 6 of each colour for each participant (cut A4 size paper into 12 equal pieces, see sample below)

Situation cards:
1. Marriage
2. Men gambling and drinking
3. Children going to school
4. Children working
5. Man taking a rest and the woman cleaning
6. A woman being a mechanic
Exercise

Step 1
- Hang the cards on a wall or place them somewhere everybody can reach them easily. Leave quite some space; let’s say 3 feet, between the cards to avoid a crowd in front of the cards
- Put a box for the voting slips under each card
- Ask the participants to have a look at the cards. Explain that these are activities and situations from daily life that (can) happen to them. Some of the cards may look like a dream
- Give a clear explanation about the situation shown on each card to make sure that all participants interpret them in the same way
- Give all participants 6 black voting slips and 6 red voting slips
- Ask them to give a vote to each situation: a positive (=red) vote or a negative (=black) vote
- When they like the situation they should put a red voting slip in the box under the card. If they do not like the situation they should put a black voting slip in the box. This means that all participants have to put one voting slip in each of the boxes: a red one (like) or a black one (dislike)
- Ask if it is clear
- The easiest way is lining up all participants in a queue and let them pass all pictures one by one to make sure they do not miss a picture
- After all participants have voted ask them to sit down
- Take out the voting slips of each box and make a long line per colour under the picture. You get a red line and a black line under each picture. In this way the participants can immediately see which picture received most votes, i.e. the longest line, and the least votes, i.e. shortest line (see suggestions for counting votes below)

Step 2
- Discuss the results in the group using the following questions:
  - Do they (dis) like the same situations?
  - Why do they like certain situations?
  - Why do they not like certain things?

Step 3
- Ask the group whether they can think of examples of changes in their own lives or heard of others changing things in their life because they wanted to:
  - Are there situations or treatments they want to change in their lives?
  - Why do they want to change this?
  - How do they think they can change them?

Step 4
- Give a summary of the discussion and stress the fact that things can be changed if you want but that you should work on it.
Suggestions for counting votes:

EXERCISE 2:
3.1 Self-Awareness - What is best?

Material
- 2 sets of cards with 3 situations (enlarge them by photocopying if you want)
- Boxes to collect the votes (not provided in the package)
- Red paper voting slips, 2 for each participant (cut A4 size paper into 12 equal pieces, see sample of previous exercise)

set 1
Woman doing household work while man is taking a rest
Woman driving a truck
Woman preparing a meal

set 2
Woman washing clothes
Man serving cold drinks to a small group of women
Man and woman together playing with a child

Exercise

Step 1
- Place the two sets of cards at a place where everybody can easily reach them. Keep quite some space between the two sets, for instance one set on the left side and the other set at the right side of the room. There should be no confusion about which three cards belong together. Put under each card a voting box.
- Give all participants two red voting slips
- In each set of drawings they have to choose the situation they like most, ask them to put their voting slip in the box under that situation
- Ask if it is clear.
- Let them vote: one in each set
- After voting, remove the slips and make a line of the voting slips in front of the respective boxes (see suggestions for counting votes above. In this way the participants can immediately see which picture got a lot of votes and which got a few
Step 2
• Ask the participants to sit down
• Discuss the following topics:
  - What exactly do they like about the situation they voted for?
  - Is the situation they like the same as the situation in their household?
  - If so, would they like to change that situation? Why or why not?
  - If it is not the same, do they think it is possible to change the situation in their household to
    the situation they like most?
  - How do they think they can change it or why is it not possible to change it?

Step 3
• Give a summary of the discussion. Stress the fact that things can be changed but people have
  to work on it

Notes for the trainer
Just choose one exercise. The objectives and main conclusion of both exercises are the same.

During both exercises it is important that the participants learn to think about their own lives.
Especially about the routine in their life: is what they do every day really what they want to do in
their life? What do they really like and what do they not like and why? Try to get a discussion
about the routine in their lives and why this routine exists.

The participants should realize that things can be changed, although this is not always easy, and
that discussions are needed to express their feelings and to find out how things can be changed. It
is very easy to have a negative attitude towards things you do not like but if you want to change
something you should be strong, try to get support from others and fight for it.

Tip for voting slips
To make sure that the participants do not mix-up the voting slips you can draw a smiling face on
all red voting slips as a symbol for a positive vote.

Tip for mixed groups
In case both men and women join the session, make a separate men and women group. In the
first exercise you have two voting rounds, one for women and one for men. Make separate lines
from the voting slips of men and women. In this way the results can be compared easily.
In the second exercise you let women vote with red slips and men with black slips and compare
the findings.

Use the following questions in the discussion:
Do men (dis)like different situations than women?
If yes, why do they (dis) like different situations?
Why do women like certain situations?
Why do men like certain situations?
What can be changed?

Again, emphasize that changes are possible but you should believe in it. Discussions are needed
to express feelings. Both parties should give respect; they should listen to each other and respect
each other’s opinion.
Related sessions and briefing notes
3.2 Values and Attitudes – Sexy Relay Race
3.2 Values and Attitudes – Statements and Proverbs

Briefing note 3 Basic Gender Concepts and Definitions
3.2 Values and Attitudes - Sexy Relay Race

Objectives

• To understand the difference between biological and social roles of men and women
• To introduce the concepts sex and gender

Target group

• Both men or women together or separately
• All ages
• All educational levels
• Rural and urban areas

Material

• Two flipchart papers
• Markers in different colours

Exercise

Step 1
• Place two flipchart papers at a place where everyone can easily see them
• Divide the participants into two teams, preferably mixed groups in terms of age and sex
• Explain the exercise to the teams:
  - The sexy relay race is a drawing competition on the images of a man and a woman
  - One team will draw a man and the other team will draw a woman
  - Each team needs to come up with a full image from top to toe
  - It is a race: the first person of each team starts by drawing one line and then runs back to hand over the marker to the second person who adds a new line, and so on
  - The team which has made the clearest image will be the winner
• Both teams should line up in a row about two meters in front of the flipchart papers
• After 5-10 minutes, announce that there are only a few minutes left, to keep a fast pace in high spirits
• Stop the exercise when both drawings show several clear biological and social characteristics of a woman and a man respectively (for example, breasts for a woman, beard for a man, the sexual organs, a baby on the woman’s arm or back, bulging muscles in the arms of the man, differences in clothes and hair style).

Step 2
• Ask both groups to sit down
• Discuss the drawings in plenary using the following questions:
  - Are the images clear?
  - What are the differences between the man and the woman on the drawings?
  - Which differences are related to biological roles and which are related to social roles?
    Mark the roles and characteristics that are considered to be biological with one colour, and the social roles with another colour.
- Which roles can be carried out by one sex only? Examples: only women can give birth and do breastfeeding; only men can grow a beard.
- Which roles can both women and men carry out?
- Are these characteristics or roles also valid for the opposite sex?
- Why or why not?

**Step 3**

- Conclude that both men and women can carry out social roles, but social norms and values in each society determine what roles are appropriate for men and women respectively
- Explain the difference between sex and gender and explain gender roles
- As a round-up, mention the following statements one by one and discuss whether it is sex (S) or gender (G):
  - Women can get pregnant (S)
  - Women are responsible for the household and children (G)
  - Men have short hair; women have long hair (G)
  - In Thailand a lot of women earn less than men (G)
  - Women do breast feeding (S)
  - In Thailand women are often traders or accountants, in Pakistan these jobs are all done by men (G)
  - Men usually have a lower voice than women (S)

**Step 4**

- Summarize once more the difference between sex and gender. Emphasize that gender roles often vary and can be changed
- Conclude the exercise by thanking both teams for their drawings and indicate that both teams have won. The aim of gender training is not competition but better cooperation between men and women

**Notes for the trainer**

The exercise has to be fun and should be done as a race. Body shapes and differences between men and women, such as breasts, muscles, pregnancy, and sex organs as well as some social characteristics or roles, such as long hair for a woman and short hair for a man, or a child on the woman’s back or arm should come out clearly in the drawings. Sometimes participants are too shy to draw the sex organs. This does not pose a problem, if other biological differences are clearly drawn.

Explain clearly the concepts of Gender and Sex. The statements are meant as a check to find out whether the participants really have understood the concepts. Of course you can add other statements that are especially relevant to your target group.

**Sex** refers to universal biologically determined differences between men and women. These characteristics are given at birth by nature and are unchangeable.

**Gender** refers to the social differences and relations between men and women. Gender roles are learned, change over time, and have a wide variation both within and between cultures. These differences and relationships are social constructs and are learned through the socialization process.

**Gender roles** are *learned* behaviour in a given society, community or social group, in which people are taught to perceive activities, tasks and responsibilities as male or female. Gender roles vary by age, race, ethnicity, culture and religion and by geographical, economical and political
environment. They are context-specific and can be changed.

Related Sessions and briefing notes

3.1 Self-awareness – Vote for a change
3.1 Self-awareness – What is best?
3.2 Values and Attitudes – Statements and Proverbs

Briefing note 2 Gender Equality
Briefing note 3 Basic Gender Concepts and Definitions
3.2 Values and Attitudes - Statements and Proverbs

Objectives

• To become aware of the different roles of men and women and the values attached to these roles
• To show that values attached to the roles of men and women are not only determined by biological differences but are largely influenced by culture, tradition and the socio-economic conditions in society.

Target group

• Both men or women together or separately
• All ages
• All educational levels
• Rural and urban areas

Material

• Picture of a happy family: pregnant man with a woman with beard and moustache (see the drawing at the end of this exercise)
• 3 papers: one with a smiling face, one with an angry face and one with a neutral face
• The following statements and proverbs:

*Men are not able to look after children*
*Men and women should share household responsibilities*
*Men and women should take decisions together*
*Boys should get better education than girls*
*Every woman wants to become a mother*
*Men should earn the money*
*Women are not good leaders*
*Women with small children should not work outside the house*
*Men should represent the family in public meetings*
*Women should have the same rights and opportunities as men*
*Women can be good leaders*
*Women are not as strong as men*

Examples of Thai proverbs:
*Women are work buffaloes, men are humans*
*Women are the hind legs of elephants*
*Having a daughter is like having a toilet installed in front of the house*
*Men are family heads, women are followers*
*Mother as the “Maria” of the house*

---

Exercise

Step 1
• Start this session with showing the picture of a happy family. Ask the participants what is wrong. Discuss this briefly with the following questions:
  - Is the situation on the picture possible?
  - Why not?
• Explain that the situation shown on the picture is not possible because men cannot become pregnant and women do not grow a beard, i.e. biological differences between men and women can not change.

Step 2
• Tell the participants that during the following exercise they should act according to their own feelings and opinions. Make sure that they feel free to express their own thinking
• Place at both ends of a room two papers, one with a smiling face and the other with an angry face; in the middle you place a paper with a “neutral” face
• Explain that the smile stands for “totally agree” and the angry one for “totally disagree”. The face in the middle means “neutral”
• The participants should take a place along the line according to their opinion about a certain statement. Tell them that you will interview a few persons along the line to ask them why they feel as they do, and on what experience or belief their position is based
• Read out loud the first statement and ask the participants to stand in the spot between the two faces that represents their beliefs
• Interview one or two persons and ask them why they think the way they do, and on what experience or belief their position is based
• Repeat this with the next statement. Again, everyone should move to a spot in between the two faces that represents his or her belief
• Again interview one or two persons

Step 3
• After 5 statements ask the participants to sit down again and ask whether they can think of a difference between the picture with the happy family and the statements.
• Start a discussion using the following questions:
  - Do they think cultural and/or social values have a large influence on what they think?
  - If so, can they give examples?
  - Did everybody have the same opinion on each statement?
  - Why do they think this happened?
  - Can things, mentioned in the statements, be changed?
  - Can they identify an example of something that changed but was first believed to be impossible to change?
• Give a summary of the discussion and explain that we all attach different values to the roles of men and women but that those values can be changed.

Step 4
• Ask the participants whether they know what a proverb is. If they have no idea try with an example
• Ask them whether they know who “invented” them
• Make clear that the cultural and social values in a community or country determine the proverb or saying
• Ask the group to think of proverbs that say something about the role, task or value of men and women. Let them explain the meaning and try to figure out which cultural and social values are behind it. In case of problems use one of the examples
• Ask the participants if they want to rephrase the proverb; if yes how would they change it; if no why not
• Give a summary of the discussion and explain that proverbs are sayings influenced by social and cultural values. Once again: these values can be changed

Notes for the trainer

It is very important that during the first part of the exercise the participants can move freely and can express their feelings without any hesitation. Do not judge their opinions.

Examples for drawing the faces:

During the exercise it will be clear that we all attach different values to the roles of men and women. Explain that these values can be changed.

For instance, everybody thinks that men can not wear a mini-skirt, but actually this is not true. If a man really wants to wear a mini-skirt he can wear a mini-skirt. It is just a matter of putting it on, but since people only think about it as a women's dress everybody will laugh. Long ago, the same happened when women started to wear western-style pants. People laughed because only men were supposed to wear these types of pants. Nowadays, a large number of women wear western-style pants, so the value attached to wearing pants has changed.

The same is true for the general opinion that women can not work in technical jobs, like repairing motorcycles. This is not because women can not do it but because people think it is not appropriate. If we educate girls to become mechanics they can become mechanics, it is just a matter of education. At the moment only a few girls are following technical education but in future, most probably, this will change and more girls will become mechanics. Social values and attitudes can be changed and do change constantly for example, our grandparents' views on roles of men and women were different from our parents' views. Our views differ from our parents and our children may again have different views than our own. The only thing we can not change is our sex.

Tips
• Use only about 5 statements; select the ones that you think will lead to an interesting discussion.
• You can substitute the statements, depending on the background of the participants, the main topic of the programme, the ethnicity of your group etc.

Related Sessions and briefing notes

3.1 Self-awareness – Vote for a change
3.1 Self-awareness – What is best?
3.2 Values and Attitudes – Sexy Relay Race

Briefing note 2 Gender Equality
Briefing note 3 Basic Gender Concepts and Definitions
A happy couple:
3.3 Division of work - 1

Objective

• To discuss the difference in activities done by men and women

Target group

• Both men or women together or separately
• All ages
• All educational levels
• Rural and urban areas

Material

• Four double-sided photocopies of the page with activities: one side activity done by woman, other side same activity done by man
• Four photocopies from the page with the man, woman and couple (one copy for each group)
• Pair of scissors
• Green, red and yellow pencils

Activities/situations:
1. washing clothes
2. dish washing
3. cleaning house
4. preparing food
5. helping kids with home work
6. get kids dressed for school
7. washing little children
8. feeding children
9. watching TV
10. gambling/drinking
11. feeding small animals (chickens/pigs)
12. keeping money
13. repairing clothes
14. breastfeeding
15. shaving
16. ploughing
17. rice planting
18. construction work
19. weaving
20. being pregnant
21. attending a village meeting
22. buying food at the market
23. fixing the house
24. going to the temple

Exercise

Step 1
• Divide the participants into four groups: one group in each corner of the room
• Give each group a paper with the activities and a paper with the man, woman and couple
• Ask the groups to cut the paper with activities/situations into separate pieces (this can also be done before the session)
• The same should be done with the page with the drawings of the man, woman and couple
• Explain that the activities/situations are taken from just a day of a rural family
• Ask the groups to place all activities/situations under the 3 cards. The activities usually done by women under the card with the woman, the activities usually done by men under the man and those activities done by both sexes should be placed under the couple
Step 2
- Discuss the results using the following questions:
  - Under which card are most activity cards: the woman, man or couple?
  - Is this the same in all groups?
  - If yes, why?
  - Who do they think makes longer workdays?
  - What are the reasons for this?
  - What is the main workplace of women and of men?
  - What do they think of this situation?

Step 3
- Summarize the division of work; most probably the number of cards placed under the woman is longest because she gets all household related activities. As a result her working day will be longer.

Step 4
- The activity cards placed in this way are needed for the second and third session. Put a red cross on all activity cards under the man, a green cross on the cards under the woman and a yellow cross on the cards under the couple.

Notes for the trainer
In this session a distinction is made between activities from which an income can be generated, activities done in leisure time and household activities. Since the largest share of the activity and situation cards show household activities, most probably the number of cards placed under the woman is much larger than under the man. This shows clearly the division of work as it is in a large number of households around the world.

Despite the very considerable differences in daily live of different groups usually the outcome will be:
- Men and women do different things during the day
- Women usually work more hours
- Women have more varied tasks, and sometimes do more than one thing at the same time (like: looking after the kids and preparing a meal or doing the laundry)
- Women do more work for the family
- Men have more leisure time
- Women have less sleep

The outcome of this exercise can be a start for the discussion about how to reduce women’s workload, where can men participate, what are the problems that arise by sharing some of the household work, etc. (see also Division of Work – 3).

In the exercise the differences between age, class, ethnicity, and agricultural seasons are not included. It makes the exercise too complex for this target group.

Tip
The activities are taken from a workday of a rural family. This does not mean that you can not do the exercise with urban people. Just replace the cards with agricultural activities with one or two cards showing persons (woman at one side, man at the other side) doing office work, factory work or home work. It does not have to be a perfect drawing, you can also ask people to do the drawing themselves.
Example of how to put the activity cards under the 3 cards:

![Activity cards example]

**Related sessions and briefing notes**

3.4 Division of Work - 2  
3.5 Division of Work – 3  
3.6 Accessibility and Control of Resources

Briefing note 2 Gender Equality  
Briefing note 3 Basic Gender Concepts and Definitions  
Briefing note 4 Key Principles for the Promotion of Gender  
Briefing note 5 Gender Planning: Steps for Action
Situation/activity cards: photocopy this page double sided with the following page where a woman does the situations/activities. Cut the paper into 24 small cards that show the activity done by a man at one side and the woman doing the same activity at the other side.
Situation/activity cards: photocopy this page double sided with the previous page where a man does the situations/activities. Cut the paper into 24 small cards that show the activity done by a man at one side and the woman doing the same activity at the other side.
3.4 Division of Work - 2

Objective

- To discuss the difference in terms of money, status and prestige attached to the work done by men and women

Target group

- Both men or women together or separately
- All ages
- All educational levels
- Rural and urban areas

Material

- The activity/situation cards of the previous exercise
- Four photocopies of the page with the house, money and a blank part

Exercise

Step 1

- Divide the participants into 4 groups. Give each group a paper with the house, money and blank picture and a set of the activity/situation cards from the previous session (this means a set with coloured crosses).
- Ask the participants to cut the paper into three pieces (or do this beforehand)
- Explain that the house stands for household activities, the money for income generating activities and the blank for activities that are neither household nor income-generating activities
- The participants should place the activities under the three cards. The household activities come under the house. The income generating activities come under the card showing money. And activities that are neither household nor paid activities come under the blank card

Step 2

- When all cards are placed ask the participants the following questions:
  - Which activities are usually done by women?
  - Which activities are usually done by men?
  - Which activities are usually done by both?
  This is easy to see because they have a coloured cross from the previous session representing woman’s activity (green), man’s (red) activity, both (yellow)
- Continue by asking for all household and unpaid activities how much it would cost if someone else would do it. For example:
  - How much does it cost if someone cleans your house for you?
  - How much does it cost if someone takes care of your children?
  - How much does it cost if someone takes care of your vegetable garden?
Do this for all activities, add up the total amount, and discuss with the participants

- Make clear that the actual value of household activities is very high. If one has to pay for it, it would cost a fortune, so in fact this work is of very high value.

**Step 3**

- Read the story of Sak going to the doctor\(^2\):

  ‘What is your job?’ asked the doctor
  ‘I am a farmer’ Sak replied

  Do you have any children?’ the doctor asked
  ‘Yes, I have 6, 2 boys, 4 girls’ Sak answered

  ‘Does your wife work’
  ‘No, she stays at home’

  ‘I see, how does she spend her day?’
  ‘Well, she gets up at five in the morning, does some cleaning and prepares breakfast, wakes the children and helps the small ones to get dressed. She does the laundry. Twice a week she goes to the market with the two smallest children to sell the vegetables from our land, meanwhile she does some embroidery. She does the shopping and prepares lunch and dinner’

  ‘I see, you come home for lunch?’
  ‘No she brings it to the field’

  ‘And after that?’
  ‘She stays at the field do some weeding and waters the vegetables if necessary’

  ‘What do you do?’
  ‘I must go and discuss things and have a drink in the village’

  ‘And after that?’
  ‘I go home to have dinner that my wife prepared’

  ‘Does she go to bed after dinner?’
  No, I do, I have to work again the next day, she cleans the dishes and takes care of the children’

  With a wondering voice: ‘But I thought you said your wife does not work’
  A bit irritated: ‘No, of course she does not work, I told you she stays at home’

- Start a discussion about the value attached to certain activities using the following questions:
  - What do they think of the story, is this a common situation?
  - Do people get a higher status, i.e. are they more important, when they are involved in paid activities, why or why not?
  - Do the participants think this is fair, why or why not?
  - What can be done to get more recognition for household activities?
  - What do they think of the division of work as it is?
  - Would they like to change something? If yes, what and how do they plan to do it.

---

\(^2\)Adapted from: *The Oxfam Gender Training Manual*, p.183, Oxfam, UK and Ireland, 1994
Step 3

• Summarize the discussion. Most probably the man does most of the income-generating activities. Make clear that household activities are often not rewarded, nor in terms of income neither in terms of appreciation. It should be clear that it is a lot of work and actually a money value can be attached to it.

Notes for the trainer

The story expresses a common thought about the activities done by women and the value attached to these activities. It is a good starter for discussions about the division of work and the values attached to it.

In most societies the activities that generate income are mostly done by men and the household tasks and unpaid family labour are done by women. In Asia, many women work for money to fulfil the basic needs of the family. However, even if women earn as much or more than their husbands, their income is considered to be of secondary importance. In many societies the paid and the unpaid work done by women is considered to be less important. In practice, however, this is not true.

It is important to discuss the actual value of women’s work. During this session it is very important to stress that the economic value of unpaid activities is very high. If women would get paid for this work, it would be very costly. Therefore more recognition for these activities is appropriate.

Related sessions and briefing notes

3.3 Division of Work - 1
3.5 Division of Work – 3
3.6 Accessibility and Control of Resources

Briefing note 2 Gender Equality
Briefing note 3 Basic Gender Concepts and Definitions
Briefing note 4 Key Principles for the Promotion of Gender
Briefing note 5 Gender Planning: Steps for Action
3.5 Division of work –3

Objective

• To discuss the possibilities to change the division of work between men and women

Target group

• Both men or women together or separately
• All ages
• All educational levels
• Rural and urban areas

Material

• One set of activity/situation cards from session 3.3 Division of work - 1
• One set of the man, woman and couple cards

Exercise

Step 1

• Choose one set of the activity/situation cards from the first session on the division of work
• Place the cards as follows: At the left the card showing the man, at the right the card showing the woman, and the card showing the couple in the middle
• Place the activity/situation cards according to the colour of the cross under the correct card: (red crosses under the man, green under the woman and yellow under the couple)
• Ask for each activity/situation under the picture showing the man if it can be done by both sexes. If the participants agree, move the card under the couple
• Do the same for the activity/situations that are placed under the woman
• At the end only the biologically determined ones, like shaving and being pregnant, remain under the pictures of man and woman, the rest, e.g. taking care of the children and household activities, can be done by both sexes

Step 2

• Discuss how the existing division of work can be changed using the following questions:
  - Which activities that are placed under the couple would they really like to share?
  - Why?
  - How would this be possible?
  - Do they know any couple that does share these activities?
  - Why do they not want to share the other activities?

Step 3

• Summarize the discussion and emphasize that the division of work can be changed
Notes for the trainer

Of course, it is possible to change the existing division of work, or in other words, the gender roles. This can only be successful when both sexes are involved in the process. Try to emphasize this during the discussion about how to change the existing division of work. Discussions at home between the wife and the husband, the mother and the father, the son and the daughter will be a good start to make people aware that changes are possible and useful. Raising children in a way that does not perpetuate gender stereotypes is another example of starting to change the existing situation.

Related sessions and briefing notes

3.3 Division of Work - 1
3.4 Division of Work - 2
3.6 Accessibility and Control of Resources

Briefing note 2 Gender Equality
Briefing note 3 Basic Gender Concepts and Definitions
Briefing note 4 Key Principles for the Promotion of Gender
Briefing note 5 Gender Planning: Steps for Action
3.6 Accessibility and Control of Resources

Objectives

• To identify the resources and benefits available to the household
• To understand the concept of family welfare
• To identify who has actual control over which resources
• To identify whether it is possible to change the existing patterns of access and control

Target group

• Both men or women together or separately
• All ages
• All educational levels
• Rural and urban areas

Material

• Large sheet of paper
• Marker
• 2 photocopies of the page with resource cards, cut into separate cards
• 2 photocopies of the page with the man, woman and couple, cut into separate cards (see session 3.3)

Exercise

Step 1

• Explain to the participants what you mean by “resource”, “benefit” and “family welfare”
• To check whether they understand the term “resource” ask them to come up with examples, discuss them briefly and ask what kind of benefit a family can get out of it

Step 2

• Place the sheet of paper at a place where everyone can see it. Draw a house in the middle and draw at one side an arrow pointing to the house and at the other side an arrow pointing from the house
• Explain the meaning of the two arrows. The one pointing to the house represents the resources that come to the household and the one pointing from the house represents the resources that leave the household
• Take the small resource cards one by one and discuss briefly if it comes to the house, leaves the house or both. Place it near the corresponding arrow. If the resource comes to the house but also leaves the house you put the card at both sides. This is the case with money: it comes to the house when earning income and leaves the house when you go shopping
• Ask the participants whether they miss resources relevant in their situation. If they mention one, make a card for that resource, if it is difficult to draw, agree on a symbol representing the resource
**Step 3**
- Place at both sides of the house a set of the man, woman and couple cards
- Ask the participants to say for each resource who controls it, i.e. who decides what to do with it or who decides to buy it: the woman, the man or both
- Place the resource card under the card of the man if the man decides. If the woman controls the resource put the resource card under the card showing the woman. If they both decide what happens with the resource place the card under the couple

**Step 4**
- Start a group discussion using the following questions:
  - Who controls most of the resources?
  - Is there a difference in the type of resources which are controlled by women and men?
  - What kind of benefits do they get from the different resources?
  - Are the benefits the same for men and women?
  - Would they like to change the existing situation?
  - If yes, why and what would they want to change and how would they go about it?
  - If no, why can they not change the situation?

**Step 5**
- End the session with a summary of the discussion. Emphasize that in terms of equality everyone should have equal access and control over resources and benefits.

**Notes for the trainer**

The following are important points in this session:
1. What kinds of resources are available?
2. What kinds of benefits do men and women get from these resources?
3. Can men and women equally access these resources, i.e. can they use them?
4. Do men and women have the same decision making power, i.e. can they both decide how to use a resource or a benefit?

A **resource** is everything people need to carry out an activity like: tools to work on the land, food to eat, education to learn, etc. **Persons** are also regarded as resource, because a friend or a community member can be very useful in, for instance, solving a problem or getting information. **Organizations** can be a resource in the sense that they can provide technical inputs or give credit, for example.

A **benefit** is something that helps people or gives them an advantage, like an income, food for eating or sale, knowledge, power, status or recognition.

The **welfare of the family** will improve if more benefits come to the family. Emphasize that not only money but also knowledge will improve the welfare of the family. If you know more you have easier access to different kind of services for instance, just because you know where to go.

Some resources come to the family and others go out. Furniture for instance comes to the family when you buy it. In the case of a family with a carpenter who makes furniture for sale it also leaves the house. Another example that is more or less the same is clothes. You buy clothes if you need them but if you are a tailor and you make them for sale they also leave the house. Electricity is an example of a resource that comes to the house (if available) but that does not go out unless you live at a power station.
Example of a house with two arrows representing in and outgoing resources and some of the resource cards placed around it:

During the discussion after placing all cards around the house, participants should find out whether men and women have equal access to the resources and equal benefits.

The access to and benefits from some resources are the same to the whole family. All family members can switch the light on and off so they have equal access to electricity. Everyone can enjoy the electricity if they watch TV or read a book during night, so they all benefit.

However, it can happen that men and women both have access to a resource but they do not equally benefit from it. For instance, a woman is looking after the livestock, so she is doing the work but often it is the man who decides to sell a cow and sometimes he is the one who gets the money. This shows that using the resource or providing the labour for the resource does not automatically mean that that person is also controlling the resource (meaning: to decide what to do with the resource). You can use this example to start the discussion and ask the participants to think of other similar situations.

Make clear that decision making power can be shared between men and women. Discuss this possibility with the participants: why do they think they should have decision making power about certain resources and benefits and how do they think this can become possible?

Tip
The resource cards are only a starter. The trainer should encourage the participants to come up with resources that are relevant in their own situation. The resources given in the exercise are more suitable for a rural household. When the exercise is done with an urban target group you should make a selection of the cards and ask the participants to come up with more resources.

Related Sessions and briefing notes

3.3 Division of Work - 1
3.4 Division of Work - 2
3.5 Division of Work – 3

Briefing note 2 Gender Equality
Briefing note 3 Basic Gender Concepts and Definitions
Briefing note 4 Key Principles for the Promotion of Gender
Briefing note 5 Gender Planning: Steps for Action
Chapter 4  Rights at Work

Introduction
In this chapter you will find sessions about rights at work. The sessions can be divided into two types. The first sessions are dealing with rights at work in general. This means that participants learn more about their basic rights at work, equality issues at work and the right to organize. The other sessions deal with specific topics regarding rights at work. For instance, the rights women have when they are pregnant, rules for occupational safety and health or child labour issues.
Most sessions can be done with both formal and informal sector workers. However, some sessions are only appropriate for formal sector workers, i.e. those workers protected by the Labour Protection Act B.E. 2541 (1998). Therefore, check the intended target group for at each session.

Learning objectives
After the sessions participants should be more aware of:

• The basic rights at work
• How to fight inequality issues at work
• The right to organize
• Occupational safety and health
• Sexual harassment
• Maternity protection
• Home work
• Child labour
• Forced labour
4.1 Rights at Work

Objectives

• To identify the basic rights of workers on the basis of the Constitution and the Labour Protection Act B.E. 2541, and on the basis of relevant International Labour Conventions

Target group

• Both men or women together or separately
• All ages
• All educational levels
• Formal and informal sector workers

Material

Cards showing the following situations (enlarge them by photocopying if you want):

1. equal remuneration
2. sexual harassment
3. maternity protection
4. weekly rest
5. forced labour
6. freedom of association
7. minimum age
8. worst forms of child labour
9. maximum weight

Exercise

Step 1
• Ask the participants what kind of basic rights they think they have at work.
• If they come up with a right that is shown on one of the cards show it to the group. Put it at a place where everybody can see it. When the participants do not come up with more rights but you still have some cards left, show them one by one and discuss them briefly.

Step 2
• Explain what the Labour Protection Act B.E. 2541 is.
• Explain that only formal sector workers are covered by this Act but that this does not mean that informal sector workers do not have any rights. Some of the basic rights are mentioned in the Constitution so every Thai citizen should enjoy this right. Examples are equal treatment, freedom of association or freedom from forced labour.
• Explain briefly the details of all the rights that are shown on the cards and ask for each one:
  - Do they enjoy this right at work?
  - If not, how do they think they can undertake action to get this right?
Step 3
• Give a summary of the discussion and summarize the rights on the cards once more. Emphasize that organizing yourself makes you stronger if you want to fight for your rights.

Notes for the trainer

During this session the participants should become aware of certain basic rights that are guaranteed to them in the Constitution of the Kingdom of Thailand B.E. 2540 (1997) or Labour Protection Act B.E. 2541. The session can be done with both formal and informal sector workers. For formal sector workers the situation is better because they have the Labour Protection Act on their side but some of the rights are valid for informal sector workers as well. This is especially true for the rights on equal treatment, the right to organize and the right to freedom from forced labour because these are mentioned in the Constitution. Of course you can always fight for rights you do not have yet. If you do not try, you are sure you will never get these rights.

The following information is an overview of the basic rights at work based on the Labour Protection Act B.E. 2541, the Constitution of the Kingdom of Thailand B.E. 2540, the fundamental ILO labour conventions and the ILO conventions that are ratified by the Royal Thai Government.

The ILO is a technical international organization and part of the United Nations. Almost all countries in the world are a member of the ILO and so is Thailand. The ILO deals with the world of work and a very important issue is: rights at work (for more information see the annex about the ILO). For this purpose conventions are formulated. These are international treaties with binding power and every member State can ratify a convention. When a State ratifies a convention they should apply it in their labour laws and regulations and bring it into practice. The conventions cover practically all aspects of human labour: employment, conditions of work, social security, industrial relations, safety and health, equal opportunity and non discrimination.

In 1998, the ILO member States adopted the Declaration on Fundamental Principles and Rights at Work which embodies the principles and rights laid down in eight fundamental conventions on freedom of association and the right to collective bargaining, freedom from forced labour, the elimination of child labour and the elimination of discrimination in employment and occupation. The eight fundamental conventions are; Freedom of association and right to collective bargaining:
• Freedom of Association and Protection of the Right to Organize Convention, 1948 (No. 87)
• Right to Organize and Collective Bargaining Convention, 1949 (No. 98)

The Elimination of all Forms of Forced and Compulsory Labour:
• Forced Labour Convention, 1930 (No. 29)
• Abolition of Forced Labour Convention, 1957 (No. 105)

The Effective Abolition of Child Labour:
• Minimum Age Convention, 1973 (No. 138)
• Worst Forms of Child Labour Convention, 1999 (No. 182)

The Elimination of Discrimination in Employment and Occupation:
• Equal Remuneration Convention, 1951 (No. 100)
• Discrimination (Employment and Occupation) Convention, 1958 (No. 111)

Thailand has not ratified a number of these fundamental conventions: no’s 87, 98, 138 and 111. However, under the Declaration, Thailand has the obligation to respect, promote and realize the
basic principles and rights which are the subject of these fundamental conventions, even if it has not ratified them, because they are a member State of the ILO.

The Equal Remuneration Convention 100, which has been ratified by the Thai Government and the Discrimination (in Employment and Occupation) Convention 111, which has not been ratified are two of the main instruments to promote equality of opportunity and treatment in employment and occupation and to combat discrimination in the world of work.

The Royal Thai Government ratified 13 ILO Conventions as of March 2003. These are:
- C 14: Weekly Rest (Industry), 1921, ratified in 1968
- C 19: Equality of Treatment, 1925, ratified in 1968
- C 29: Forced Labour, 1930, ratified in 1969
- C 80: Final Articles revision, 1946, ratified in 1947
- C100: Equal Remuneration, 1951, ratified in 1999
- C104: Abolition of Penal Sanctions (indigenous workers), 1955, ratified in 1964
- C116: Final articles revision, 1961, ratified in 1962
- C122: Employment Policy, 1964, ratified in 1969
- C127: Maximum Weight, 1967, ratified in 1969

A number of these conventions are of less direct importance to workers' rights, therefore no attention is paid to these during this training. For the ones that are of direct importance to workers a brief summary of the contents is given below. The relevant provisions as stated in the Labour Protection Act B.E. 2541 (1998) are also given. This is relevant information for all formal sector workers. If there are relevant provisions mentioned in the Constitution, these are given as well. The latter is especially important for informal sector workers.

**Convention 100: Equal Remuneration (see card 1)**

Women and men have the right to equal remuneration for work of equal value. This means that women and men who do the same type of work or who do jobs of equal value but of a different kind should receive equal remuneration without any discrimination based on sex. Equal remuneration does not only mean equal pay of a wage or salary. It also includes equal pay for men and women of any other allowances or benefits such as family allowances, clothing, food or travel allowances, paid directly or indirectly by the employer to a worker in cash or in kind”. (see the session about Equality at Work for more details).

Closely related to Convention 100 is Convention 111: Discrimination (Employment and Occupation), 1958. Men and women irrespective of their race, colour, sex, religion, political opinion, national extraction or social origin have the right to equal opportunity and treatment in employment and occupation. This includes equal access to employment, equal access to vocational training and guidance and equality in terms of conditions of work.

Section 15 of the of the Labour Protection Act B.E. 2541 provides that the employer shall treat male and female employees equally in employment. Section 30 of the Constitution states that men and women shall enjoy equal rights.

**Right to organize (see card 6)** is covered in several ILO conventions (C87 and C98) but the Royal Thai Government has not ratified these. The right to organize is protected by the
Constitution. Section 45 states that a person shall enjoy the liberty to unite and form an association, a union, league, co-operative, farmer group or any other group.

This is very important for informal sector workers. They can advocate for more rights by organizing themselves (see the session about Right to Organize for more details).

**Convention 29: Forced Labour and C105: Abolition of Forced Labour (see card 5)**

The aim of these conventions is to prohibit and suppress forced or compulsory labour in all its forms. This Convention is extremely relevant to Thai women given the high number of sex workers and domestic workers working in conditions of slavery, including women being trafficked for the purpose of forced labour (see exercise 4.11 and 5.9).

Section 51 of the Constitution states: Forced labour shall not be imposed. Both ILO Conventions have been ratified in Thailand.

**Convention 182: Worst Forms of Child Labour (see cards 8 and 7)**

The aim of this Convention is to eliminate the worst forms of child labour. Among the worst forms of child labour are: all forms of slavery, prostitution or pornography, work which is likely to harm the health, safety or morals of children and illicit activities like trafficking or production of drugs.

Chapter 4 of the Labour Protection Act deals with Child Labour. Section 44 states that children under the age of fifteen years are not allowed to work at all. Sections 49 and 50 of the Labour Protection Act give a list of all activities and places where children below the age of 18 years are not allowed to work. These include dangerous types of work, work that is hazardous to health, underground work, work in casino’s, bars, massage services or places where hostesses serve customers (see the session about Child Labour for more details).

**Convention 123: Minimum Age Underground (see card 7)**

No persons under the age of 16 are allowed to work underground.

Section 49 of the Labour Protection Act gives a number of types of work that are not allowed for children under the age of eighteen years. Among them is underground work. (See the session about child labour for more details)

Section 43 of the Constitution states: A person shall enjoy an equal right to receive the fundamental education for the duration of not less than 12 years.

**Convention 14: Weekly Rest (Industry) (see card 4)**

Both men and women employed in any industrial workplace have the right to 24 hours of rest in every working period of seven days.

Section 28 of the Labour Protection Act deals with weekly rest: At least one day per week should be a holiday. The boss and employee may agree in advance which day of the week will be the weekly holiday (see the session about Time to Work, Overtime and Leisure Time for more details).
**Convention 127: Maximum Weight (see card 9 and 3)**
To protect workers against hazards arising out of the weights of loads. Women have the right to be exempted from carrying heavy loads in their workplace.

Section 37 of the Labour Protection Act states that it is prohibited to order a worker to carry heavy loads. The maximum weight is prescribed in ministerial regulations (see the session about Occupational Safety and Health for more details).

In section 39 is stated that pregnant female workers are not allowed to carry, push or lift an object of more than 15 kgs. (see also the session about Maternity Protection for more details)

**Maternity Protection** (see card 3) is covered by several ILO conventions but these are not yet ratified by the Royal Thai Government. In the Labour Protection Act B.E. 2541 several provisions are made. These are mentioned in session 4.8 Maternity Protection.

**Sexual Harassment** (see card 2) is covered by the Labour Protection Act B.E. 2541. Section 16 states that a boss or a person who is a work chief, a work supervisor or a work inspector is not allowed to sexually harass an employee who is a woman or a child.

Section 53 in the Constitution states that all children, youth and family members shall have the right to be protected against violence and unfair treatment. This means that if the sexual harassment becomes violent you can be protected against it with the help of this particular section.

**Related sessions and briefing notes**

4.2 Equality at Work
4.3 Right to Organize
4.4 Workers with Family Responsibilities
4.5 Time to Work, Overtime and Leisure Time
4.6 Occupational Safety and Health
4.7 Sexual Harassment
4.8 Maternity Protection
4.12 Child Labour

Briefing Note 7 Decent Work, Workers and their Rights
Briefing Note 9 Violation of Rights at Work: File a Complaint
Briefing Note 10 Introduction to the International Labour Organization (ILO)
4.2 Equality at Work

Objectives

• To understand the concept of equality at work
• To discuss inequality issues at the workplace
• To discuss measures to promote equality at the workplace

Target group

• Both men or women together or separately
• All ages
• All educational levels
• Formal sector workers

Material

• Flipchart or large sheet of paper
• Marker

Exercise

Step 1
• Place the flipchart or hang a large sheet of paper at a place where all participants can see it clearly
• Explain to participants that you would like to discuss the different treatment of men and women at the workplace
• Introduce Eak and Suda:
  Eak and Suda are working for the same enterprise. They do exactly the same type of work and both work 8 hours a day. They are both working two years for this enterprise. Eak earns 3750 baht and Suda 3000 baht per month.
• Draw a scale that is unbalanced because at one side is the salary of Eak and at the other side the salary of Suda (see example drawing in the notes for the trainer)
• Ask the participants the following questions:
  - What do they see?
  - Why is this happening?
  - Does it happen at their work?
  - Do they think it is fair?
  - What can be done about it in their view?

Step 2
• Tell participants that Eak is a man in good health and Suda is also healthy and pregnant for almost 7 months
• Draw another scale that is unbalanced. Draw a man at one side and a pregnant woman at the other side. Now it is Suda’s side that is heavier (see example drawing in the notes of the trainer)
• Ask the participants the following questions:
- What do they see?
- Why is this happening?
- Are they in real life also worth “more and less”?
- Ask if they can draw a scale that shows equality between men and women at work.

**Step 3**

- Tell the participants that there is a training next week for all. Suda is not allowed to participate in the training. Her boss says that it will be a waste of money because she is pregnant and will stop working when the child is born
  - Do they think this is fair?
  - What happens at their work when a woman becomes pregnant?
  - Do they want to change that situation? Why or why not?

**Step 4**

- Give the participants a last example: a man and a woman work in a shrimp factory where the men shuffle the shrimp on the table and the women weight and check the shrimp to distinguish the lighter from the heavier ones. The men are paid more than the women, although the latter seems to require a higher skill
  - Do they think this is fair?
  - Can they give examples like this at their work?

**Step 5**

- Explain to the participants that these are some examples of inequality or discrimination on the basis of sex or gender roles
- Ask the participants whether they can think of more examples of different treatment between workers
- Explain that they have the right to equal opportunity and treatment based on the Labour Protection act for formal workers and based on the Constitution for informal sector workers
- Let them think about action they can undertake to protest against inequality at their workplace

**Step 6**

- Summarize the things done and learned during this session. Emphasize the fact that everyone is equal and should be treated as such, not only at home but also at work

**Notes for the trainer**

The facilitator needs to change the situation of Eak and Suda according to the situation of the participants. Make sure that the participants recognize themselves in the situation you give. You can use the type of work the participants are involved in. For example, when you work with workers from the garment sector, Eak and Suda will work in a garment factory.

Examples for drawing the scales:
Tip:
It is nice to have a real scale with two wallets: a heavy one with Eaks salary and a lighter one with Suda’s salary. You can make two paper puppets for the second stage. Give the pregnant Suda weight with a heavy material and make Eak of plain paper. In this way the scale will be unbalanced when you put the puppets at the sides. Check beforehand if the scale works properly and if the result is clear enough.

During this session it should be made clear that men and women have equal rights and should have equal opportunities at work.

This is stated in section 15 of the Labour Protection Act B.E. 2541: The employer shall treat male and female employees equally in employment. Furthermore, the Constitution states that men and women shall enjoy equal rights so this makes the exercise to some extent also valid for agricultural workers, homeworkers or other informal sector workers.

Men and women should have equal opportunity and treatment in:
- **access to training**
- **access to employment**
- **career advancement**
- **job security**: nobody can be fired only because of one of the following reasons: race, sex, colour, marital status, family responsibilities, pregnancy, political opinion, or being a member of an organization
- **salary**: equal pay for work of equal value.
- **working conditions**: working hours, holidays, occupational safety and health and other benefits

Some of the above rights are stated in the Labour Protection Act. For instance in Chapter 5, section 53 it is stated that a boss shall prescribe wages, overtime pay, holiday pay and holiday overtime pay to employees equitably for work which has the same characteristics and quality and when the amount of the work is the same, regardless of whether employees are male or female. This means equal opportunities for everyone.

The first example in the exercise is addressing this issue. It should be clear that what is happening with Suda and Eak is not fair. They both should get the same monthly salary because they perform the same work and both have been working for 2 years.

Maternity protection is a measure that helps women to have equal opportunities at work. Women have the right to paid maternity leave before and after birth, for instance (see for detailed information the exercise on Maternity Protection). The boss does not allow Suda to attend the training because he thinks she will leave the job. This way of thinking is not allowed. Suda should get the opportunity just like anyone else. It is Suda who decides if she wants to continue her job after becoming a mother. Her boss can not fire her just because she is pregnant or will be a mother later on.

Another example of inequality is the segregation in jobs. Often women are involved in low-skilled jobs and men in higher-skilled jobs. For women it is often very hard to come out of this situation because often men get training to become (more) skilled.

Workers should undertake action when there is discrimination at the workplace. This can be very difficult sometimes. Of course people are afraid to lose their job when they complain about certain situations. A good advice is to fight against inequality together. Organize your colleagues; ask for help, you are always stronger in a group. Think about organizations that can help you, a
trade union for instance or an NGO. Try to get publicity for the problems in the press, for instance. When a lot of people know that you are fighting for your rights the employer or the government are under more pressure to grant these rights.

Make sure that women also are represented in different committees of your company, if there are any. They can address the issues in those committees and ensure follow-up action is taken to change the situation.

**Related sessions and briefing notes**

4.1 Rights at Work  
4.3 Right to Organize  
4.4 Workers with Family Responsibilities  
4.8 Maternity Protection

Briefing note 2 Gender Equality  
Briefing note 4 Key Principles for the Promotion of Gender  
Briefing Note 7 Decent Work, Workers and their Rights  
Briefing Note 9 Violation of Rights at Work: File a Complaint
4.3 Right to Organize

Objectives

• To become aware of the importance of the right to organize
• To become aware of the advantages of organizing and collective bargaining
• To gain information about trade unions and other forms of legally organized groups

Target group

• Both men or women together or separately
• All ages
• All educational levels
• Formal and informal sector workers

Material

• 2 sets of 4 cards showing two stories (enlarge them by photocopying if you want):

story one:
1. Construction workers, both men and women, carrying bags of cement
2. Men and women receiving different wages
3. A female worker going to the boss to complain
4. The angry boss sends her away

story two:
1. Women weaving in area under their house, 4-5 houses are shown
2. They sit in a circle consulting with each other at an open pavilion in the village
3. Women join forces to submit their project to the Office of an Administrative Organization at district level
4. Women weaving together in the same place, at one corner shelves with the products and a counter with customers buying the cloth

Exercise

Step 1
• Divide the group into two groups and give each a set of cards
• Each group has to arrange the cards in such a way that a logical story will be the result. Give them about 10 minutes to arrange the cards, to discuss and to make a story around it.
• Ask each group to appoint one person to show the pictures and tell the story to the group in plenary

Step 2
• Discuss the two stories using the following questions:
  - What were the problems?
  - What kind of action has been undertaken?
  - What were the results of these actions?
- What are the advantages of being organized?
- Can they think of similar problems they faced in their work?
- Did they undertake action?
- If yes, what was the outcome?
- If no, why not?

**Step 3**

• Ask the participants whether they are a member of any organization?
  - If no, why are they not a member of an organization?
  - If yes, what kind of organization?
  - Why are they a member of that organization?
  - Can they give examples of actions they have undertaken?
  - If yes, what was the outcome?
  - Do they know (other) organizations that can be useful for them?

**Step 4**

• Discuss with the group what the role of a trade union can be in their situation, use the following questions:
  - Do they think women can become a member of a trade union?
  - Do they think it would be useful if women would become a member?
  - What would they like a trade union to do for their specific situation?
  - How do they think they can reach this specific goal?

**Step 5**

• Explain that organizing is a right everybody has and what kind of advantages one has as member of a group
• Give examples of different forms of organizing

**Step 6**

• Summarize the discussions and mention once more that taking action together makes you stronger

**Notes for the trainer**

The two stories are just two examples to show that you are often stronger in a group than alone as a single person. In a group you can put more pressure. For instance, it is much easier for an employer to fire an individual that comes to complain than a group of workers with complaints.

The following case that happened in a factory in one of the Industrial Areas near Bangkok can be used as an illustrative example that action can be successful: a group of women found out that it was their right to have a restroom at the workplace. They asked their employer but he said that there was no money for this provision. The women asked advice from their trade union group and learned that they had to put a bit more pressure on the employer. They negotiated once more and said they would complain with the Labour Inspector with help of their union. Finally, the employer agreed and they now have a restroom at their workplace.

There are different organizations that can play an important role in organizing workers. Trade Unions for instance, can play important roles in all kind of issues concerning employment. They can act as a pressure group and file complaints to the concerning Ministry or Departments. Another important issue is that they can collectively bargain for better payment and better working conditions for all workers and women in particular. They can also bargain for maternity protection for women and child-care facilities, provide education and training on workers’ and women’s rights,
and improve health and safety conditions at work.

The number of female members is not very high and the number of women who are participating actively in trade unions or play a leading role is almost negligible. Being a member and being a leader should be promoted among women in order to fight for women-specific rights like equal opportunities and treatment or maternity leave.

Co-operatives or saving and credit groups are another form of organizing which can give advantages to the members. Especially in rural areas this type of organizing can be useful. For instance, selling products through a co-operative can give more profit than selling it on individual basis. The opportunities for getting credit are easier.

Co-operatives are registered with the Ministry of Agriculture. All rules and regulations are mentioned in the Co-operatives Act B.E. 2511.

As a facilitator you should check the possibilities for your participants to become a member of an organization before you do the session. It is very useful to have some names of contact persons and phone numbers and addresses. In this way you can give them very practical information about where to go in their vicinity.

Related sessions and briefing notes

4.1 Rights at Work
4.2 Equality at Work

Briefing Note 9 Violation of Rights at Work: File a Complaint
4.4 Workers with Family Responsibilities

Objectives

• To become aware of the problems workers with family responsibilities face
• To think about measures to give workers with family responsibilities equal opportunities

Target group

• Both men or women together or separately
• All ages
• All educational levels
• Formal and informal sector workers

Material

• Clock (enlarge it by photocopying if you want, you have to make new coloured pieces if you do so)
• Hour and half hour pieces for the clock in 6 colours
• Explanation paper with the meaning of the 6 colours
• Small smiling and sad faces

Exercise

Step 1

• Place the clock at a place where everybody can clearly see it.
• Explain to the participants that you are going to tell them a story. During the story the clock has to be filled with pieces. There are pieces for one hour and half an hour in 6 different colours. Each colour represents a certain activity. If 24 hours have passed you have to proceed in the second ring. You can use pins to attach the coloured pieces to the clock.
• Use the explanation paper to explain the meaning of each colour and place it next to the clock.
• Ask if it is clear.
• Tell about a day of Kaew and fill the clock accordingly. Kaew is a factory worker with two little children who are not going to school yet. She brings her children to her mother who lives close by. Her husband is working in the same factory and has the same hours of work. He usually does not take care of household duties and family care.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Piece</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:30 - 6:00</td>
<td>She gets up and gets dressed, helps children to get dressed</td>
<td>yellow</td>
<td>1/2 hour</td>
</tr>
<tr>
<td>6:00 - 7:00</td>
<td>Preparing and having breakfast</td>
<td>red</td>
<td>1 hour</td>
</tr>
<tr>
<td>7:00 - 7:30</td>
<td>Brings her children to her mother</td>
<td>yellow</td>
<td>1/2 hour</td>
</tr>
<tr>
<td>7:30 - 8:00</td>
<td>Walks to work</td>
<td>blue</td>
<td>1/2 hour</td>
</tr>
<tr>
<td>8:00-12:00</td>
<td>Works till break</td>
<td>green</td>
<td>4 hours</td>
</tr>
<tr>
<td>12:00-13:00</td>
<td>Lunch break</td>
<td>pink</td>
<td>1 hour</td>
</tr>
<tr>
<td>13:00-17:00</td>
<td>Works</td>
<td>green</td>
<td>4 hours</td>
</tr>
<tr>
<td>17:00-17:30</td>
<td>Hurries to her mother to pick up the children</td>
<td>blue</td>
<td>1/2 hour</td>
</tr>
</tbody>
</table>
17:30-18:30 Goes home and does shopping on the way home  red  1 hour
18:30-19:30 Prepares dinner and does some cleaning  red  1 hour
19:30-20:30 Having dinner and feeding the kids, brings kids to bed  yellow  1 hour
20:30-22:00 Does the dishes and other cleaning  red  1½ hour
22:00 - 5:30 Goes to bed  black  7½ hour

Step 2
• Discuss the day of Kaew briefly using the following questions:
  - How many hours can Kaew sleep before a new day starts?
  - How is a working day of the participants?
  - Do they have enough time in one day?

Step 3
• Introduce the following problem: the mother of Kaew becomes very ill. She can not take care of her grandchildren anymore. Kaew brings her children to the neighbours but this is no permanent solution. Kaew is very worried about her mother and visits her twice a day to give her food, to wash her and to do some cleaning. She goes in the morning before work and at night after work, both times for about 1 hour.
• Discuss how the clock will change, it is up to the participants how they want to arrange the timings but the conclusion should be that Kaew has to get up earlier and goes to bed later and there will be more yellow pieces because Kaew has to take care of her mother.
• Discuss the problem with the participants using the following questions:
  - What would they do if they were Kaew?
  - What do they think of the role of the husband?

Step 4
• Tell the following to the participants:
• Kaew’s mother does not recover. Kaew often comes late at work and is so tired that she makes mistakes in her work. She also often has terrible headaches at work. Her boss becomes angry; he says he will fire her when it happens again. Kaew needs the money for her children and for her mother. Kaew does not know what to do.
• Ask the participants to put the white small faces on top of each colour. This is the face of Kaew: it can be a smiling face if she likes the part of the day or a sad face when she is worried or not feeling good.
• Most of the faces will be sad faces.
• Put on the two green parts (work) also an orange sad face, explain that this is the face of her employer. He is very angry because Kaew comes often late and makes a lot of mistakes.
• Most probably the face of Kaew does not look happy at work as well.
• Discuss the problem with the participants using the following questions:
  - What would they do if they were Kaew?
  - Do they think the reaction of the boss is fair?
  - Do they think it will profit the employer if he helps Kaew?
  - Can they think of a solution?

Step 5
• Explain very briefly the ILO Convention 156 about Workers with Family Responsibilities
• Discuss it with the participants using the following questions:
  - What do they think about the Convention?
  - Do they think measures can be taken at their work to solve problems like Kaew faces?
  - Can they think of a type of action or strategy they can follow to discuss these problems at work?
Step 6
- Summarize the things done and learned during this session. Sharing household activities and caring for sick or elderly among the household members can solve the problems partly. The participants should understand that employers who take measures for workers with family responsibilities would also be better off: a happy worker is a better worker.

Notes for the trainer

It is important to change the story to a situation close to the reality of the participants. The situation will be different for singles or couples without children for instance. You can even ask them to fill in the clock according to their own situation instead of telling the story of Kaew. If you ask the participants to fill in their own day you can ask them specific questions about their caring activities after they filled the clock, like: what do they do if their children become ill or what do they do if their parents become sick. Or introduce a problem situation and let them discuss how they would solve it.

Another option is to ask a woman and a man from the group to fill in a clock and discuss the differences between the two situations.

In all those cases you should provide enough (photo) copies of the clock and the pieces to the participants.

Warning: Prepare this session well before you start. You have to be prepared that the outcome can be very different from what you like to explain about the problems of workers with family responsibilities. Changing the day of Kaew according to the situation of the participants in a similar situation as provided in the exercise is a good option.

During this session it should become clear that many women carry what is commonly referred to as the “double burden” (a full day at work and a full day at home). Women are more vulnerable to forms of discrimination because they have to deal with responsibilities at home like taking care of dependent children and the elderly. Employers often display discriminatory attitudes, like in Kaew’s case: to say that she will be fired if she can not handle the situation.

Measures to promote equality of opportunity and treatment for women in employment are not likely to achieve their goal if large numbers of women have to give up their jobs because of family responsibilities. In Kaew’s case it would be a disaster for the whole family if she quits her job because they need the money.

Convention 156: Workers with Family Responsibilities

To protect both men and women workers with family responsibilities the ILO member States developed Convention 156: Workers with Family Responsibilities. It promotes sharing of family responsibilities and equality of opportunity and treatment for women and men workers with such responsibilities. States that ratify this Convention shall develop a national policy to enable these persons to engage in employment without being subject to discrimination, and without conflict between their employment and family responsibilities. Appropriate measures shall be taken in community planning and development of community services as childcare and family services and facilities. Furthermore, family responsibilities alone are not a valid reason for a person to lose his or her job.

The Royal Government of Thailand did not yet ratify this Convention. This means that there are no special provisions for workers with family responsibilities in the Labour Protection Act.

---

This does not mean however that workers can not ask their employers for measures to support workers with family responsibilities.

Possible measures can be:
- Change of attitude within families: to encourage sharing family responsibilities between men and women
- Provision of parental leave
- Provision of leave for sick family members
- Accessible childcare facilities
- Facilities for the elderly
- Flexible working arrangements

Of course this needs investments from all: men and women workers, the Government and employers. They should share the costs of care for children and elderly. Employers who offer a family friendly workplace find their reward through increased motivation and productivity of their workers.

Stimulate the participants to discuss the problems they face. Most probably a lot of them have the same kind of problems. Discuss how they cope with it. Stimulate them to come up with ideas how they want and can change their situation before mentioning possible measures. Of course it will take time to change things but doing nothing means no change at all. Tell them that they are stronger in a group than alone. Give them suggestion from where they can get support (Trade Unions and other organizations).

Related sessions and briefing notes

4.2 Equality at Work

Briefing Note 7 Decent Work, Workers and their Rights
Briefing Note 9 Violation of Rights at Work: File a Complaint
4.5 Time to Work, Overtime and Leisure Time

Objectives

- To know the rules on work time, overtime and holidays
- To discuss the problems with overtime
- To discuss measures that can be taken to solve the problems

Target group

- Both men or women together or separately
- All ages
- All educational levels
- Formal sector workers

Material

- Clock (enlarge it by photocopying if you want, you also have to make enlarged colored pieces if you do so)
- Red, green and blue pieces for one hour, half hour, and quarters

Exercise

Step 1

- Place the clock at a place where everyone can see it
- Ask the participants at what time their work starts and when they are finished
- Fill this period with green pieces (use pins or tape)
- Ask when they have a rest period and for how long
- Replace the green pieces with blue pieces at the time they have a rest period. There are pieces for 15 minutes, 30 minutes and one hour
- Explain the rules about working time and rest time according to the Labour Protection Act
- Check which rule is valid for the participants (most will fall under the 8 hours work day)

Step 2

- Count the green ‘hours’ in the clock
- If there are more than 8 (or 7 in work hazardous to health and safety) replace the extra ones by red pieces
- Explain that this is called overtime
- If there are exactly 8 hours for work ask the participants if all the days are the same or do they work more hours sometimes? If yes, how many hours do they work more? Place red pieces in the clock for the hours they work more
- Explain the rules about overtime according to the Labour Protection Act
- Ask the participants whether these rules are applied at their workplace
- Discuss working time and overtime issues using the following questions:
  - Is there an agreement between the employer and workers?
- Is this written or oral?
- What does it say about working time and overtime?
- What happens in practice?
- Do they face problems with overtime?
- What type of action can they undertake when they do not agree?

Step 3
• Ask the participants about their holidays (weekly and yearly)
• Explain the rules for holidays according to the Labour Protection Act
• Compare the rules with the situation of participants
• Think of actions that can be undertaken to fight against injustice regarding working hours

Step 4
• Summarize the things done and learned during this session

Notes for the trainer

There are a number of concepts and rules that should be clear to the workers after this session. These are: working hours, rest period, overtime, overtime pay and holiday.

Most probably participants will start with giving their normal working day, i.e. the working day according to the rules. The facilitator should question that situation: is this the case every single day? Are all their colleagues working the same hours or do they work more hours? Eventually the participants will come up with stories about overtime.

Problems that most probably will come up in the discussion about overtime are:
- If you protest you will be skipped from the list of working overtime
- People want to work overtime because most of them need the money
- They will transfer you to another department if you complain
- The employer will just fire you and get contract or immigrant workers
- The excuse of the employer will be that all overtime work is done on a voluntary base
It is very difficult to find a solution for these situations. Make clear that if they want to take action they should do it in an organized way, with a trade union for instance. Solidarity is a very important thing if people want to fight for their rights.

Another issue that you can mention in the discussion is that long working hours are unhealthy for the worker and that it will result in lower production for the employer. This is a strong argument they can use if they talk with the employer about the problem of overtime.

Important: Explain the participants also what they should do in case something happens with a worker due to working a lot of overtime. When this exercise was tested with factory workers some stories came up about terrible accidents with workers who were very tired because they worked many hours overtime. When an accident happens and you go to see a doctor, take a colleague with you and make sure that the doctor clearly states in his or her report that the accident happened because you were too tired due to working too many hours. This will help you to get compensation. This is also valid if something happens during a break at work and even after working hours because the main reason is being tired due to working too many hours.

Complaints can be made to the Labour Inspector in your own area and cases can be taken to the Labour Court. NGOs or Trade Unions can help you to prepare the case.
Tip:
Invite a resource person to the session who is familiar with the laws in detail.

Working hours
Working hours are clearly mentioned in section 23 of the Labour Protection Act. A boss shall announce the normal working hours. One working day must not exceed eight (8) hours and the total hours of work in one week must not exceed forty-eight (48) hours. For some types of work a working day must not be longer than seven (7) hours. This is work that might be hazardous to the health and safety of the worker as prescribed in ministerial regulations. The total number of hours in one week must not exceed forty-two (42) hours in such cases.

Rest period
In section 27 of the Labour Protection Act it is stated that there must not be less than one hour of rest in each workday. The employee and worker can agree that the rest period is shorter but combined it must not be less than 1 hour per day. It is not allowed to work more than 5 consecutive hours. Rest hours during work that are less than two hours are not counted as work hours.

Overtime
According to section 24 of the Labour Protection Act a boss is not allowed to tell an employee to work overtime on a working day unless the consent of the employee has been obtained on a case-by-case basis.

Overtime payment
Overtime should be paid. The rules for this payment are given in chapter 5 of the Labour Protection Act. It will be not be less than one and a half times the normal hourly rate or piece rate (section 61).

Weekly rest
There must be at least one day of rest every working week. The interval between weekly holidays must not be less than six days.

Holidays
Section 29 of the Labour Protection Act deals with holidays. Holidays must be fixed in advance. The total number of traditional holidays in one year shall not be less than thirteen (13) days. When a traditional holiday falls on a weekly holiday compensation shall be given on the following workday.

Related sessions and briefing notes

4.6 Occupational Safety and Health

Briefing Note 9 Violation of Rights at Work: File a Complaint
4.6 Occupational Safety and Health

Objectives

• To become aware of situations at work that are dangerous to health
• To become aware of the rights workers have regarding occupational safety and health

Target group

• Both men or women together or separately
• All ages
• All educational levels
• Formal and informal sector workers

Material

• Cards showing unhealthy and dangerous situations at work (enlarge them by photocopying if you want):
  - carrying heavy loads: carrying rice bags
  - working with dangerous chemicals
  - spraying pesticides: flower industry
  - pregnant women doing heavy work
  - working with dangerous machines: sawing mill
  - working in a very noisy area: rice mill
  - working with very bad lights: homeworker
  - working in a very dusty environment: cotton industry
  - working at home sitting in a bad position: making artificial flowers

Exercise

Step 1
• Ask the participants to come up with situations at the workplace that are dangerous or unhealthy.
• Look if they mention a situation that is shown on one of the cards. Display the card. If they do not come up with more situations and you still have cards left, show them one by one and ask the participants if they know why the situation is dangerous to health or safety.

Step 2
• Discuss the situations on the cards briefly using the following questions:
  - Do they know if there are rules for this situation?
  - If yes, what kind of rules?
  - If no, explain briefly the rules, if there are any

Step 3
• Discuss the situation at the workplace of the participants using the following questions:
  - Do they face situations they think are dangerous for health at their own workplace?
  - Are there any measures taken to make their workplace a safer place?
- What kind of measures would they like?
- How do they think they can get those measures?
- Is there a safety committee at their workplace?

**Step 4**
- Summarize the things done and learned during this session. Emphasize that it is important to have a healthy and safe working environment for both workers and employers. A healthy worker will be less absent and more motivated. This results in higher and better productivity.

**Notes for the trainer**

During this session the most important thing is that the participants realize that there are quite a lot of dangerous situations at the workplace. They should become aware that they can ask for protection from their employer in situations that are bad for their health. Of course this is only the case for formal sector workers because they are covered under the law. However, informal sector workers should be aware of these dangerous situations because they can do something about it themselves. Do not pay a lot of attention to the Labour Protection Act in the session if the participants are informal sector workers but emphasize the measures they can undertake themselves. This includes protesting to employers or middle persons who make them do work under unhealthy or dangerous circumstances.

Occupational safety and health encompasses the social, mental and physical well-being of workers in all occupations. Unhealthy and unsafe working conditions can be found anywhere, whether the workplace is indoors or outdoors. It should be clear to the participants that a better working environment not only affects themselves but is also positive for the employer. A healthy workplace and healthy workers increase productivity in an enterprise.

According to the Labour Protection Act B.E. 2541 there are some rules related to occupational safety and health in the workplace. The Labour Inspection Officer is the person who controls if the conditions of the work environment, buildings, premises, machinery or other equipment are meeting the safety standards.

You can complain to the Labour Inspection Officer. Other possibilities to complain are the National Institute for the Improvement of Working Conditions and Environment (NICE) office under the Ministry of Labour and Social Welfare, Ministry of Public Health, Department of Labour and Social Protection and the Ministry of Industry.

Another important source for rules on occupational safety and health are found in the Ministerial Regulations. There are 17 notifications on occupational safety and health like the exact maximum weight. It will be very helpful for the facilitator to ask for a copy at the Ministry of Labour and Social Welfare and read it before doing this session. In this way (s)he will be able to give more detailed information to the workers.

The following section gives brief explanations of the situations that are provided on the pictures. When the situation is covered in the Labour Protection Act the section and provision is given as well. These rights are only valid for workers protected by the Labour Protection Act.

**Carrying heavy loads**
Workers should be protected against the dangers of carrying heavy loads. In the Labour Protection Act there are some rules for maximum weight:
• An employee is not allowed to lift, carry or push heavy objects in excess of the weights prescribed in ministerial regulations (section 37, chapter 2)
• A pregnant woman is not allowed to carry more than 15 kg. (section 39.3, chapter 3)

**Pregnant women doing heavy work**

Pregnant women should be protected from doing work that is affecting the health of the mother and/or the unborn baby, like carrying heavy loads or working with chemicals. If necessary, she should get other work during her pregnancy (section 42).

In the Labour Protection Act some provisions are made in chapter 3 about female labour. Women are not allowed (section 38):

- to do mining work or construction work which must be done underground, under water, in a cave, in a tunnel or shaft if the characteristics of the work pose a hazard to the health or body of the female employee.
- to work on a scaffold more than 10 meters from the ground
- to work with explosive or inflammable materials

Pregnant women are not allowed (section 39):

- to work with vibrating machinery or engines
- to do work which moves along or goes off together with a vehicle
- to carry, lift, push a load of more than 15 kg.
- to work in a ship
- to work between 22.00 and 6.00 hours
- to work overtime
- to work on holidays

**Working with chemicals (industry, agriculture)**

Workers who are working with chemicals like lead, nickel, white lead (painting), acids or benzene but also pesticides used in agriculture should be protected against the dangerous effect of those chemicals. Through breathing in, skin contact or swallowing, the risk of skin diseases, cancer and lung diseases is very high. It can also destroy someone’s fertility. Protection equipment like masks, gloves can help to protect the person but of course the employer should take measures to make the risks as small as possible with good ventilation storage facilities, labelling of all chemicals, good handling of chemical waste.

In the Labour Protection Act it is stated that pregnant females (section 38) and children under 18 (section 49) are not allowed to work with explosive or inflammable chemicals.

**Dust**

There are a number of occupations that are a risk to health because dust is involved. Workers in mines in textile, cloth or wood production or workers at a place where a lot of burning takes place are very vulnerable to inhaling the small particles in the air. The smaller the particles, the further into the lungs they can reach. They can damage the person’s internal organs or result in lung diseases.

**Working with dangerous machines**

Dangerous machines are, for instance, sawing machines, hydraulic presses, milling machines, grinding machines, etc. The machines should be well maintained and the electricity transmission line should be in good condition.
According to the Labour Protection Act, all children below the age of eighteen are not allowed to work with these machines (section 49, chapter 4). Furthermore, pregnant women are also not allowed to work with vibrating machines (section 39.1, chapter 3).

**Working in a very noisy area**
If you are unable to speak in a normal way standing one arm’s length from your colleague then the noise level is too high. The employer should undertake action to reduce the noise as much as possible. Possibilities are: enclose the machine or very noisy parts of the machine and regularly service the machine to keep it in a good shape and to reduce the noise.

Working with machines that make a lot of noise will damage your hearing. You should wear protection when working in areas with a lot of noise. Ask your employer to provide hearing protection; of course this should be of good quality otherwise it does not help.

**Ergonomics**
This applies to all workers: office workers should have proper furniture to make sure they do not get problems with their back or arms due to a wrong working position. Homeworkers often work in bad physical positions. They often sit on the ground or on small chairs that are too low. Back problems are common among these workers.

**Related sessions and briefing notes**

4.7 Sexual Harassment
4.8 Maternity Protection

Briefing Note 8 Health Rights and Work
Briefing Note 9 Violation of Rights at Work: File a Complaint
4.7 Sexual Harassment

Objectives

- To understand that there are different forms of sexual harassment
- To understand the effects of sexual harassment
- To become aware of possible action against sexual harassment

Target group

- Both men or women together or separately
- All ages
- All educational levels
- Formal and informal sector workers

Material

- This manual for the stories

Exercise

Step 1

- Ask the participants to listen carefully to the following story:

Nid is 26 years old and working in a factory, 6 days a week. She likes her work and there are nice colleagues. It is hard work but Nid has a high productivity. She earns enough money to send her children to school and that makes her happy.

A couple of weeks ago the supervisor of her group was replaced with a guy she really does not like. Every time when he comes to check her work he comes really close and touches her body which she does not like. The first time he did this she became angry but he said that her work was not good and that he would deduct an amount from her salary. Now Nid keeps quiet. She hopes nobody notices it because she is afraid to lose her job. She does not like her work anymore but she needs the money, so what can she do?

- Discuss the following issues:
  - What kind of problem does Nid have?
  - Do you agree with Nid’s reaction?
  - What would you do in this case?

Step 2

- Ask the participants if they can explain what ‘sexual harassment’ means.
- Ask the participants to come up with more examples of sexual harassment. A good way of doing this is to divide them in groups of about 5 persons and ask them to prepare a role play about a sexual harassment situation.
- Let them show their play in plenary.
• Thank all players for their contribution and emphasize that these were role plays and that you know that they would not act like this in real life.

• Discuss the different situations from the role plays using the following questions:
  - Why is this sexual harassment?
  - Does this happen often?
  - What can you do about it?

Step 3
• Summarize the different forms of sexual harassment and give a definition of sexual harassment.

Step 4
• Ask the group to think about the effects of sexual harassment. Let them think about effects on the victim, the enterprise and society.

• Discuss what kind of action can be undertaken to reduce sexual harassment.

Step 5
• Summarize the things done and learned during this session.

Notes for the trainer

The definition most commonly cited comes from the 1990 European Commission’s Council Resolution on the protection of the dignity of women and men at work: “Sexual harassment means unwanted conduct of a sexual nature, or other conduct based on sex, affecting the dignity of women and men at work. This can include unwelcome physical, verbal or non-verbal conduct”.

Definitions used in laws, codes, policies, court decisions and collective agreements throughout the world may differ in details, but, generally contain the following key elements:
- conduct of a sexual nature and other conduct based on sex affecting the dignity of women and men, which is unwelcome, unreasonable, and offensive to the recipient
- a person’s rejection of, or submission to, such conduct is used explicitly or implicitly as a basis for a decision which affects that person’s work or prospects for work
- conduct that creates an intimidating, hostile or humiliating working environment for the recipient

The most serious types of sexual violence that may take place at work are sexual assault and rape, and these are outlawed everywhere. The two other principal types of sexual harassment in the workplace are sexual blackmail or ‘quid pro quo’ harassment and the creation of a hostile working environment, both of which need to be included in any definition to provide adequate protection.

- Quid pro quo (meaning ‘this for that”) harassment forces a worker to choose between giving in to sexual demands or losing a job or job benefits. Because quid pro quo harassment can only be committed by someone with the power to give or take away an employment benefit, this form of sexual harassment constitutes an abuse of power
- Unwelcome sexual advances, requests for sexual favours or other verbal, non-verbal or physical conduct of a sexual nature can also poison the work atmosphere and limit the adequate performance of workers. Therefore the creation of a hostile working environment is usually included in definitions of sexual harassment4.

---

4 From: Action against sexual harassment at work in Asia and the Pacific by Nelien Haspels, Zaitun Mohamed Kasim, Constance Thomas and Deirdre Mc Cann, Bangkok, ILO, 2001, p.17, p.147
Sexual harassment may take place between men and women but can also take place between persons of the same sex. Because it often has to do with power relations the harasser often has a higher status than the victim. This explains partly why so many women are a victim. Women are concentrated in low-paid jobs. The majority is working in traditional “female” jobs like typists, secretaries, nurses, maids or has low-status jobs in factories. Women are vulnerable to sexual harassment because of their low economic and social status.

According to the Labour Protection Act B.E. 2541, chapter 1, section 16 a boss or a person who is a work chief, a work supervisor or a work inspector is not allowed to sexually harass an employee who is a woman or a child.

**Examples of sexual harassment**:5

- physical harassment (kissing, patting, pinching or touching in a sexual manner)
- verbal harassment (unwelcome comments about a person’s sex life or private life)
- jokes and insinuations, sexually explicit conversations (suggestive comments about a person’s appearance or body)
- gestural harassment (sexually suggestive gestures, such as nods, winks, gestures with the hands, fingers, legs or arms)
- written or graphic harassment (sending pornographic pictures through e-mail, putting up pin-ups or addressing unwanted love letters to an employee)
- emotional harassment (behaviour which isolates, is discriminatory towards, or excludes a person on the grounds of his or her sex).

**Examples of effects**:6

*For victims:*  
- Psychological and emotional disturbances, such as embarrassment, humiliation, disgust, low self esteem, depression  
- Fear of revenge  
- Negative impact on personal life, for example, problems with family, friends, society and health  
- Lower productivity and performance of the employee, for example absenteeism, medical leaves, low confidence at work

*For enterprises:*  
- Loss of income for the company  
- Monetary-fines, lawsuits  
- Negative publicity and loss of company image  
- Increase in the cost of labour, lower productivity, absenteeism because of decrease in productivity and high turnover  
- Unhealthy and unfriendly working environment  
- No sense of belonging/loyalty of employee to the company

*For society:*  
- Loss of capable and confident human resources

---


• Encourages sexual violence, rejection, fear, moral indecencies and very low value of life in society
• Negative changes in social traditions, norms and values
• Creates family problems

Factors discouraging sexual harassment:

• Say NO to sexual harassment
• Awareness programme and education among individuals, families and in society to train workers to be more outspoken and assertive when such situations arise
• Penalty and punishment of harassers based on gravity and severity of the cases
• Appropriate behaviour by all actors
• Appropriate law and effective enforcement accompanied by regulations, policies, sexual harassment committee with support system of trained counselors so that victims can seek immediate redress at national and enterprise levels

What to do if you experience sexual harassment at the workplace?

• Say NO, make clear that you are not happy with it
• Do not think that it is a humiliating or personal problem and do not blame yourself
• Consult with friends or trustworthy supervisors to find a solution
• Examine if there are others who are also sexually harassed
• Make a written complaint
• Take legal actions

What to do if we witness sexual harassment at the workplace?

• Be aware that the problem is a violation of rights at work which affects workers, enterprises and society as a whole
• Do not ignore the problem, but get together and undertake action
• Support an investigation to be performed with justice and sensitivity to stop the sexual violation and to penalize the perpetrator
• Provide moral support to the victim
• Stimulate the organization to take the issue serious and formulate procedures in terms of policies and practices

Emphasize that discussing this problem with colleagues is very important. Sharing feelings can help you to feel relieved. It is also important that persons who listen should take the problem seriously: always take the victim seriously. Let the person who harasses feel that what he or she is doing is not ok and that action will be undertaken if (s)he does not stop. Sexual harassment often stops if the perpetrator knows that ‘everybody’ knows what (s)he is doing and that it is not accepted.

Related sessions and briefing notes

5.5 Health Rights - Reproductive Rights
5.6 Domestic Violence
5.7 Rape

Briefing Note 8 Health Rights and Work
Briefing Note 9 Violation of Rights at Work: File a Complaint
4.8 Maternity Protection

Objectives

• To become aware of the rights related to maternity

Target group

• Women only
• All ages
• All educational levels
• Formal and informal sector workers

Material

• Cards with different situations/provisions with a yellow back (enlarge them by photocopying if you want, make sure the photocopied cards also have a yellow corner. You can colour the corner by hand)

Dangerous situations/provisions:
• Working at night, overtime or holidays
• Carrying heavy loads
• Working with dangerous chemicals
• Reducing working hours to be able to breastfeed

Important situations/provisions for pregnant women at work:
• Changing to appropriate work
• Medical benefits
• Place to rest or to breastfeed during work
• Provision for other facilities like day-care centre

Unfair treatment:
• Termination of job because of pregnancy

Exercise

Step 1
• Ask the participants to come up with situations that are dangerous for pregnant women
• If they come up with a situation that is shown on one of the cards place the card somewhere everyone can see it and discuss it briefly.
• When they do not come up with more situations but you have cards left, show them one by one and ask what they think of it. Place it with the others.

Step 2
• Let them think about what is important for pregnant women at work
• If they come up with points that are shown on one of the cards, show it and discuss it briefly.
• When there are cards left, show them and ask them what they see. If they think it is an issue place it with the other cards. If it is not an issue according to the participants, leave it out.

**Step 3**
• Explain the rules for Maternity leave according to the Labour Protection Act
• Ask the participants the following questions:
  - Do they get maternity leave at their work?
  - For how many days?
  - How much of their salary do they get during this period?

**Step 4**
• Show the last card: termination of job because of pregnancy
• Ask if this happens often and if they think it is fair
• Ask the participants which situations shown on the cards are done in a proper way at their workplace for pregnant women. Place those cards at the right side; leave the others at the left side.

**Step 5**
• Fold a corner to the front of the cards with the following situations:
  - Working at night
  - Carrying heavy loads
  - Termination of job
  - Changing to appropriate work
  - Working with dangerous chemicals
  - (Medical) benefits (this includes maternity leave)

  The corner will be yellow

**Step 6**
• Explain that the cards with a yellow corner show situations that are covered by the Labour Protection Law and the others are issues that are not (yet) covered by the law
• Discuss the situation at their work using the following questions:
  - What does the law cover and is this law applied at their workplace?
  - Can they think of possible action to get their rights?
  - What does the law not cover and what would they want?
  - Are there ways to get the things they want?

**Step 7**
• Summarize the things done and learned during this session. Give a summary of the items that are covered by law

**Notes for the trainer**
During the session participants should become aware of the rights they have regarding maternity. Maternity should not restrict women workers from exercising their right to work or give grounds for discrimination against them.

**For informal sector workers:**
This session can be done with informal sector workers but since the law does not cover them you have to change the exercise a bit. When you ask the participants which situations happen at their workplace you can fold one of the corners so it becomes yellow for the situations they mention. In this way you get a division between: what happens and what not, instead of the division between covered by law and not covered by law. Mention the protection provided to formal sector workers.
briefly but focus the discussion on what they can do themselves to solve the problem.

Most countries provide maternity protection in their laws but the types of protection vary greatly. In Thailand the rules related to pregnant female workers are given in the Labour Protection Act B.E. 2541. The following issues are covered:

- It is not allowed to employ a pregnant female worker between 22.00 and 6.00 hours
- It is not allowed to let them work overtime or on holidays.
- It is not allowed to let them do any of the following work:
  - Working with vibrating machines
  - Work that moves along or goes off together with a vehicle
  - Lifting, carrying, pushing heavy objects/loads that are more than 15 kg.
  - Work inside a ship
- Maternity leave will not be more than 90 days per pregnancy, paid for 50 per cent by the employer and 50 per cent by the social insurance
- With a medical certificate to prove that the worker is unable to perform her work the employer should arrange appropriate work.
- It is prohibited to fire a woman because of pregnancy.

Besides the provisions in the Labour Protection Act there are also items covered in the Social Security Act related to the medical benefits. Check these before you do this session.

**Important:** laws are subject to changes. Therefore, check carefully which situations are presently covered by law. When other situations than the ones mentioned under step 5 are covered you should fold a corner of the card presenting the new situation as well.

If the group is interested, you can explain about the ILO Maternity Protection Convention (No.183). This Convention states the following: It covers all employed women including those in part-time work, home work and in atypical forms of dependent work. Twelve weeks of maternity leave with entitlements to cash benefits and medical care are the minimum provisions required for women who are responsible for caring for themselves and their babies. After the termination of the maternity leave, women should have the right to nurse their child. Areas of concern are: benefits during maternity leave, interruption and termination of employment.

This Convention covers more than the Thai law at the moment. It would be good if different organizations, like NGOs and trade unions, can advocate for the ratification of this Convention.

**Related sessions and briefing notes**

4.2 Equality at Work

Briefing Note 8 Health Rights and Work
Briefing Note 9 Violation of Rights at Work: File a Complaint
4.9 HIV/AIDS and Work

Objectives

- To identify how you can get infected with HIV/AIDS
- To identify ways of preventing HIV/AIDS
- To identify problems workers with HIV/AIDS face at the workplace
- To become aware of the rights workers infected with HIV/AIDS have

Target group

- Both men or women together or separately
- All ages
- All educational levels
- Formal and informal sector workers

Material

- Draw a traffic light on a flipchart paper: red-orange-green
- Cards showing the following situations:
  1. Using a public toilet (green)
  2. Having sex with a condom (green)
  3. Having sex without a condom (red)
  4. Kissing (green)
  5. Sharing needles (red)
  6. Shaking hands with a person infected with HIV/AIDS (green)
  7. Drinking alcohol (green)
  8. Sharing razor blades (orange)

Exercise

Step 1
- Ask the participants if they know what HIV/AIDS is
- Explain it briefly to the participants

Step 2
- Put the traffic light at a place where everybody sees it
- Explain the participants that red means: stop immediately with what you are doing, orange: think twice before you do it, and green: you can do what you want to do
- Show the cards one by one and ask the participants whether the traffic light should be on red, orange or green if they do not want to run the risk to become infected with HIV/AIDS
- Ask them why they have decided on each colour and if everybody agrees on it

---

7 Based on the exercise “Stop, Think, Go” in: Friends tell Friends on the Streets by Greg Carl and Nonthathorn Chaiphech, Thai Red Cross AIDS Research Centre, Bangkok, 2000
Step 3
• When all cards are placed start a discussion using the following questions:
  - How can you get infected with HIV/AIDS?
  - Which behaviour is risky regarding HIV/AIDS infection?
  - What can you do to make the risk as small as possible?
  - How do you recognize someone who is infected?
  - How can you take care of people who are infected?

Step 4
• Tell the participants the following story:
  Noom and Oi are a couple without children. Noom worked for a construction company until two months ago. He has been fired because he was often very ill. He went to see the doctor who examined him. The doctor sent him for a blood test. The results from the blood test are very clear: he is infected with HIV/AIDS. Most probably he will die soon. His wife tries to take care of him as well as she can. That is difficult because she has to go to work to earn the money they need so badly. Especially at the moment, because the medicines of Noom are very expensive. At her work they found out that her husband is having AIDS. Her employer told Oi that she has to get tested to prove that she is not infected; if she is he will fire her.

  • Discuss the story using the following questions:
    - Do they think this situation is fair?
    - Why or why not?
    - What would they do in such a situation?
    - Can they mention other problems workers face in this type of situation?
    - What if Oi has AIDS, can her employer fire her?
    - Why or why not?
    - Do they know of workers infected with HIV who were treated in a discriminatory way?
      - If so, how?
      - What can be done in these situations?

Step 5
• Explain briefly the Code of Practice of the ILO and make the link to the story of Oi and Noom.
  The employer does not have the right to ask for the test, he can not fire her if she happens to be infected.
  • Mention the 10 key principles one by one and discuss them briefly

Step 6
• Summarize the discussion and emphasize that people having HIV/AIDS have the right to be treated equally.

Tip for group work:
When you have time enough you should consider splitting the session into two separate sessions: one about HIV/AIDS (step 1 to 3) and one about HIV/AIDS at work (step 4 and 5).
You start the first session with group work. Divide the group into smaller groups of 5 to 6 persons and give each group a set of the pictures. Give all groups a photocopy of the form provided in this manual at the end of this exercise. Ask them to complete the form by putting a cross under each picture next to the correct colour of the traffic light. Explain the situations on the cards briefly and make sure that they interpret the drawings in the same way. This means that they should not think about what can happen next, for example, with the persons kissing (i.e. unsafe sex) but just focus on the kissing.
Put an enlarged form on the wall and make an inventory of the results from all groups in the form. Ask them why they decided to put the picture with the colour. Put the pictures next to the correct
Notes for the trainer

During this session the participants are informed about the basic facts on HIV/AIDS but the main focus should be on HIV/AIDS as a workplace issue. It should be clear that workers who are infected with HIV/AIDS have the right to be treated equally.

What is HIV/AIDS
AIDS - the Acquired Immune Deficiency Syndrome - is the late stage of infection caused by a virus, the Human Immunodeficiency Virus (HIV).8

A person who is infected with HIV can look and feel healthy for up to ten years or more before signs of AIDS appear. But HIV steadily weakens the body’s defense (immune) system until it can no longer fight off infections such as pneumonia, diarrhoea, tumors and other illnesses. All of which can be part of AIDS. Unable to fight back, most people die within three years of the first signs of AIDS appearing.

How do you get infected?
AIDS is mainly a sexually transmitted disease. Most of all HIV infections have been transmitted through unprotected sexual intercourse with someone who is already infected with HIV. HIV can also be transmitted by infected blood or blood products (as in blood transfusions), by the sharing of contaminated needles, and from an infected woman to her baby before birth, during delivery, or through breast-feeding. HIV is not transmitted through normal, day-to-day contact.

This means that it is OK to play sports and work together, shake hands, hug friends or kiss them on the cheek or hands, sleep in the same room, breathe the same air, share drinking and eating utensils and towels, use the same showers or toilets, use the same washing water and swim in the same swimming pool. You can not get infected through spitting, sneezing, coughing or through tears or sweat, or through bites from mosquitoes or other insects.

Prevention
There is no vaccine to protect people against getting infected with HIV. There is no cure for AIDS either. This means that the only certain way to avoid AIDS is to prevent getting infected with HIV in the first place. You are safest of all if you do not have sexual intercourse. You are also safe if you are in a stable relationship where both you and your partner are free of HIV and neither of you has other sex partners. Sex without penetration is another way to have safer sex that greatly decreases your risk of getting infected with HIV. You can have a great deal of stimulation and pleasure through caressing, hugging, kissing, and massaging different parts of the body. Safer sex also includes using a condom - but, using a condom correctly, and using a new one every time you have sex. Learn how to negotiate the use of condoms with your partner.

Who is infected?
There is no way of knowing whether someone is infected just by looking at them. A man or woman you meet at work, school, or a sports stadium; in a bar or on the street might be carrying HIV - but look completely healthy. But during this time of apparent health, he or she can infect someone else. The only way to find out is doing a blood test.

Some people are, statistically, more likely to be infected with HIV than others:

8Based on the information available on the website of UNAIDS: www.unaids.org
• **Both men and women who work as prostitutes** are more likely to be infected with HIV because they have many sexual partners. Any one of these partners could have been infected with HIV and transmitted HIV during sex.

• **People who inject drugs** are also more likely to be HIV-positive, because the virus spreads easily through injections using needles and syringes contaminated with HIV-infected blood.

• **Men who have sex with men** have a greater chance of becoming infected with HIV than do men who have sex only with women. This is because HIV is more likely to pass from an infected person to another person during anal sex than during vaginal sex. This is because anal sex can injure or tear the delicate lining of the anus and rectum, and bleeding from these injuries allows the virus to pass more easily into the body.

Possible ways of how to care for a person who has AIDS
Accept the person who has AIDS. Remember that you can not get HIV/AIDS by having casual contacts. Of course the person should see a doctor. Take care that the person eats healthy food. Hold his/her hand when needed, and visit often.

HIV/AIDS at work
HIV/AIDS is a workplace issue because:
• there are 23 million infected workers aged 15 to 49 years in the world
• this has a great impact on the workforce and enterprises
• it has an impact on fundamental rights at work
• the workplace can help to limit the spread and mitigate the impact of the epidemic

The ILO has developed a Code of Practice on HIV/AIDS at Work in 2001. All member States of the ILO, including Thailand endorsed this Code of Practice (for full Code of Practice: see www.ilo.org/aids). The objective of the Code of Practice is to provide guidelines for governments, employers and workers to help them develop concrete responses to HIV/AIDS at the enterprise, community and national levels.

There are 10 key principles:
1. **HIV/AIDS is a workplace issue**: it affects the workforce and the workplace has a role to play in the struggle against AIDS
2. **Non-discrimination**: there should be no discrimination against workers who are infected
3. **Gender Equality**: women are more likely to be infected due to biological, socio-cultural and economic reasons. Therefore, more equal gender relations and empowerment of women are vital to successfully prevent the spread of HIV infection.
4. **Healthy Work Environment**: is necessary to prevent transmission of HIV
5. **Social Dialogue**: there should be co-operation and trust between employers, workers and government
6. **No Screening**: HIV/AIDS screening should not be required of job applicants or persons in employment
7. **Confidentiality**: personal data related to HIV status should be bound to the rules of confidentiality
8. **Continuation of employment relationship**: persons with HIV related illnesses should be able to work as long as they are medically fit in available, appropriate work
9. **Prevention**: all possible measures should be taken at the workplace to prevent HIV infections: behaviour, knowledge, treatment and creation of a non-discriminatory environment
10. **Care and Support**: all workers, including workers with HIV, are entitled to affordable health services
The story has to make clear that a worker infected with HIV has the same rights as a worker who is not infected. Explain the above key principles to the participants and try to link them to the situation at their work.

**Related sessions and briefing notes**

4.6 Occupational Safety and Health

Briefing Note 8 Health Rights and Work
Briefing note 9 Violation of Rights at Work: File a Complaint
Form for group work HIV/AIDS: photocopy this page for each group. Colour the 3 circles of the traffic light. Enlarge it for displaying the results.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.10 Home Work

Objectives

• To understand the concept of home work
• To become aware of the rights homeworkers have

Target group

• Both men or women together or separately
• All ages
• All educational levels
• Formal and informal sector workers

Material

• “Game” board showing (enlarge the board and small cards by photocopying if you want):
  Daeng and Noot
  workplace
  small materials: thread/needles
  electricity
  water
  toilet
  food/drinks/snacks
  health service
• Green and red fiches
• Set of small cards: modern machinery
  symbol for social/legal protection
  children playing around
  two production cards: one high and one low
  two payment cards: one higher than the other

Exercise

Step 1
• Ask the group if they can explain what home work is
• Explain briefly what home work is

Step 2
• Show the “game” board. Introduce Daeng and Noot:
  Daeng is a woman of 34 years; she is a mother of three children. Her husband is a construction worker and she sews clothes at home for a subcontractor at her own house
  Noot is also 34 years and also has three children. Her husband works as a construction worker and she works in a factory sewing clothes
• Explain that the first picture under the two women stands for the workplace and ask who provides the workplace to Daeng and who to Noot: the employer or the worker herself
• Place a green fiche when the answer is the employer and a red fiche when the answer is the homeworker. If the answer is partly the employer and partly the homeworker place both a red and a green fiche. Place the fiches under the women at both sides of the drawings.
• Do the same for the next picture: materials like cloth, thread and needles. Place fiches.
• Do the same for the electricity, toilet and water. Place fiches.
• Do the same for: food, drinks and snacks. Place fiches under the women.
• Ask the participants what they see so far.

**Step 3**

• Take the small cards and show them one by one, explain what they mean and place them under the woman homeworker or factory worker as indicated by the participants.
• The production cards and payment cards have to be shown as a pair: which one belongs to which woman?
• Let the participants make up their mind about the differences in the situation of both women.
• Discuss the situations using the following questions and introduce additional information as given in the background notes:
  - Who is better off in terms of money?
  - Who is better off in terms of flexibility?
  - Do they think the situation is fair?
  - Why/why not?
  - Do they think homeworkers need support?
  - Why/why not?
  - Can they think about possibilities to change the position of homeworkers?

**Step 4**

• Summarize the things done and learned during this session. The position of homeworkers is very weak in terms of legal and social protection. They often work in an unhealthy or unsafe environment, are badly paid and have no insurance.

**Notes for the trainer**

After the participants came up with descriptions of homeworkers explain what a homeworker is according to ILO Convention 177 on Home work: Home work is the production of goods or the provision of services to an employer, subcontractor, middleperson or agent in exchange for remuneration. It is performed under an arrangement whereby the work is carried out at a place of the worker’s own choice, often the worker’s own home.

During the exercise the participants should become aware of the differences between a homeworker and a factory worker or regular employee. The result of the placing of the fiches next to the things shown on the poster will probably be that under Daeng, the homeworker, all fiches are red (maybe the materials will be green in some cases). Under Noot, the factory worker, all, except for food and health in some cases, will be green. The conclusion of the participants will be that homeworkers provide a lot of things themselves. Remind them that these are costs for the homeworker.

During the card placing it becomes clear that the position of Daeng is more difficult than of Noot.

• **Modern equipment** is too expensive for a homeworker.
• The lack of information on new technologies and the lack of capital to buy new equipment limits productivity.
• Homeworkers have no social and legal protection while permanent employees are covered under the Labour Protection Act.

Homeworkers mostly do the work at their own house. This means that they do their other tasks like cooking, looking after the children at the same time. They can not fully concentrate on their production so the productivity will be lower than in a factory in the same hours. As a result of a lower production the earnings of a homeworker will be lower as well. Homeworkers are often doing subcontracting work so they get less for one product because the subcontractor also takes a share. They are often paid by piece, which leads to long working hours. Due to the lower earnings there will be no money left to invest in better equipment. This will limit productivity and this makes the circle round: it is very difficult for homeworkers to improve their position.

In terms of money the homeworker has higher costs:
• Providing (part of) the material herself
• Provides own electricity and water
• Provides own equipment.

In terms of flexibility it can be that the homeworker is better off, because:
• Household duties can be combined with income earning work
• The work can be done at hours the homeworker wants to work

Support to homeworkers is needed but difficult to provide. This group of workers is not always easy to reach because they work in a premise of their own choice, often their own home. Organizing them makes them much stronger. Think about their improved bargaining position or access to credit (see session 4.3 Right to Organize for more details).

**Related sessions and briefing notes**

4.2 Equality at Work  
4.3 Right to Organize  
4.7 Sexual Harassment

Briefing Note 9 Violation of Rights at Work: File a Complaint
4.11 Loan, Debts and Forced Labour

Objectives

- To understand “the circle of debt”
- To understand what is forced and what is bonded labour
- To discuss ways of how to avoid to work under bonded or forced labour conditions.

Target group

- Both men or women together or separately
- All ages
- All educational levels
- Formal and informal sector workers

Material

Cards for the circle of debt (enlarge them by photocopying if you want):

Exercise

Step 1
- Explain that this session deals with the subjects: loans, debts and forced labour
- Discuss with the group the concepts of bonded and forced labour, using the following questions:
  - What is force labour? (Explain if they do not know)
  - What is bonded labour? (Explain if they do not know)
  - Does one of these forms occur in their neighbourhood?

Step 2
- Use the pictures to explain the “circle of debt” and bonded labour
- Start with introducing the girl and boy (give them names) and place the picture at a place where everybody can see it clearly.
- Explain that they come from a rural area and were brought to a town to work. Their father got money from the factory owner, so they were handed over to the factory owner. Place the card
showing the factory owner under the girl and boy and draw an arrow pointing from the children to the factory owner (see the circle of debt sample under ‘materials’).

- The children have to make paper cups. Place the card showing the kids making the paper cups under the factory owner and a bit to the right (see sample) and draw an arrow pointing from the factory owner to the kids working.
- They do not get paid for their work. They are only provided with a place to sleep and some food. They hate it in the factory because they work long hours. They get hardly enough food, have only a few hours off and are not allowed to leave the factory. Place the card showing the money with a cross under the kids working and explain that it means that they do not get paid. Draw an arrow pointing from the children to the “no money” card.
- The girl gets sick but has no money to see the doctor. She does not know what to do and asks the factory owner for help. Place a card showing the factory owner and draw an arrow from the “no money” card to the factory owner.
- She gives her a little money to go to the doctor. She tells her that she has to work a couple of hours more next week to pay back the money for the doctor. Place the card of the children working even harder above the factory owner. Draw an arrow from the owner to the children.
- Still they do not get paid for the work they do. Place a “no money” card and draw an arrow from the children to this one.
- The girl is weakened and again she gets sick. She needs money again and goes to the owner to ask for it. Next week she has to work longer hours to pay the money back.
- Finally, draw an arrow to close the circle. This will be a never-ending story because the girl has no earnings so she can not pay back her “loan” to the factory owner in a different way then working more.

**Step 3**

- Discuss the situation using the following questions:
  - What do they think of the whole situation?
  - Is this situation fair?
  - Do you think the girl has another option to get money?
  - Can you think of ways to avoid becoming a bonded labourer?
  - What are other cases they can think of in which people end up like this?

**Step 4**

- Explain that this circle also applies to people who get a loan and can not pay it back because they do not have the money. When they need more money they again get a loan or even sell their children to pay back the loan. The person gets captured in the “circle of debt”.
- Ask the participants to come up with situations in which they or others may need a loan
- Can they think of problems for paying back this loan?
- Explain the importance of a written contract when getting a loan in which all terms and conditions are stated, otherwise do not get the loan.

**Step 5**

- Summarize the things done and learned during this session

**Notes for the trainer**

After the first questions explain briefly that bonded labour usually is the result of a debt that needs to be paid back to a person in the form of unpaid labour. So the people are “bonded” to the person and often the only thing they get is food.
Forced labour means any work or service that someone is forced to do under the menace of a penalty and against his or her will. People are forced to do any kind of work and often are kept in captivity. Sometimes these people are forced to do illegal activities and they get punished when caught instead of their boss. People, vulnerable to forced labour conditions, are undocumented migrant workers, hill tribes, and rural migrant workers.

The Royal Thai Government ratified ILO Convention 29 on Forced Labour and Convention 105 on Abolition of Forced Labour. The aim of these conventions is to prohibit and suppress forced or compulsory labour in all its forms.

The Constitution also states that forced labour shall not be imposed (section 51).

Explain the “circle of debt” as the most common reason why people end up in bondage. People should, if possible, avoid taking loans in this way because they are easily cheated. In this story the girl has to work harder to pay back the money she got to see the doctor. Of course, this example is terrible: first of all it deals with young children who are not allowed to work. Secondly, they work in miserable conditions and thirdly, they do not get paid at all. This situation can also happen with adults. Examples can be found in domestic service, in the entertainment industry, in factories, in sweatshops and in agricultural work.

Discuss with the participants what risks you face if you borrow money. Whenever someone takes a loan from a person they should make sure that a contract with all terms and conditions is made, signed by both parties on every page and preferably by a (government) official as a witness. This will avoid situations like the example in this exercise.

Situations in which people often need money are, for instance, for emergencies, when somebody in the family gets sick or dies, during festival periods or for farmers: to buy seeds in the planting season. People in poverty often have problems to pay back a loan as all their income is spent on food and other basic survival needs. For example, for farmers, it will be hard to pay back the loan if they have a bad harvest and can hardly sell anything.

Related sessions and briefing notes

4.12 Child labour

Briefing Note 9 Violation of Rights at Work: File a Complaint
4.12 Child Labour

Objectives

- To understand the meaning of child labour
- To become aware of the consequences of child labour
- To become aware of the rules regarding child labour

Target group

- Both men or women together or separately
- All ages
- All educational levels
- Formal and informal sector workers

Material

- This manual for the stories

Exercise

Step 1
- Ask the participants to listen to the following examples:
  - Oi, eight years old, works on the land every day and does not go to school
  - Hwan, eight years old, helps her mother to look after her younger brothers and sister during the weekend and helps with cooking after school time.

- Discuss the following things with the group:
  - Are the girls involved in child labour?
  - Why/why not?
  - Can they define child labour?

- Give the definition of child labour and explain why Hwan is not a child labourer and why Oi is.

Step 2
- Ask the group to listen to the following stories:

  story 1:
  Sak, ten years old, factory worker:
  I was very small and I am still very small. I use to glue pieces of plastic toys together. The glue is very aggressive and it smells very strong. Many times I got wounds at my hands and I often have headaches. Sometimes I feel so sick that I have to cry. The supervisor becomes very angry when I cry and beats me.

  story 2:
  Pim, 12 years old, flower garland seller:
Every morning I wake up very early to make the flower garlands I have to sell during the day. I earn very little money and more than half of it I have to pay to the person who brings the flowers. I try to get a good spot in the city but you have to be early otherwise other kids already took the busy crossings. Sometimes a friendly person gives you more money. I go to see a movie sometimes.

Step 3
• Discuss the stories using the following questions:
  - Is the work Sak and Pim are doing child labour?
  - Why or why not?
  - What other forms of child labour can participants think of?
  - Do they know what the effects of child labour are?
  - Is there child labour in their community?
  - In which sectors?
  - Can they think of a way to solve this problem?
  - What can they do themselves?

Step 4
• Ask the participants to think of their own children, what are they doing the whole day?
  - Do they go to school?
  - Is this the same for sons and daughters?
  - What can they do to give fair chances to both sons and daughters?

Step 5
• Summarize the discussion and give the effects of child labour on children.

Notes for the trainer

Child Labour
A definition of child labour is: All work which is harmful to a child’s health and development. The examples used in the exercise are explained as follows:

The work done by Hwan is not necessarily harmful. It does not put her health in danger. It is not her only activity. She has time to go to school and play with her friends. Hwan’s work is not considered to be child labour. Oi on the other hand, does not get the opportunity to play or to get basic education because she works the whole day. Oi’s work is a form of child labour.

The two children in the stories are also engaged in child labour. Both are under the minimum age. Both are doing work that is harmful to their health and development. They do not go to school.

Child Labour in Thailand
In Thailand the minimum age for work is 15 years. Under this age working is prohibited. Between 15 and 18 years there are a number of activities that are considered too dangerous or unhealthy by law. Therefore these are prohibited for all children under the age of 18. These include working with chemicals, dangerous machines and explosives, and work underground or on scaffolds more than ten meters from the ground.

The Royal Thai Government ratified ILO Convention 182: Worst Forms of Child Labour. This means that the Government will do all things possible to eliminate the worst forms of child labour.

Among the worst forms of child labour are: all forms of slavery, prostitution or pornography, work which is likely to harm the health, safety or morals of children and illicit activities like trafficking or production of drugs.

Sections 49 and 50 of the Labour Protection Act give all kind of activities and places where children below the age of 18 years are not allowed to work. These include worst forms of child labour like: dangerous types of work, work that is hazardous to health, underground work, work in casino’s, bars, massage parlours or places where hostesses serve customers.

According to the Women and Child Labour Division, Department of Labour Protection and Welfare, many child workers are scattered throughout small- and medium-sized factories producing; for instance, ready-to-wear garments, paper boxes, jewellery and accessories. Or they work in bakeries, petrol service stations, toy factories, are street beggars or flower sellers. Child workers are also found in agriculture, transport and the sex-industry10.

Effects
The effects of child labour on the development of a child are enormous. Child workers miss their childhood. Their work gets in the way of childhood activities and becomes an obstacle to their physical, emotional and social development. Physically they suffer because their bodies are still growing and not yet fully formed. Their work often exposes them to the risk of injury and illness. Child workers often work in environments that are exploitative, dangerous, degrading and isolating. They often suffer ill treatment, abuse and neglect from the hands of their employers. As a result, children may find it difficult to interact and co-operate with others and attain a real sense of identity and belonging. They often lack confidence and have a low self-esteem.

Socially, child workers do not have the opportunity to participate in activities that are a crucial part of growing up, such as playing, going to school and socialising with their peers. They do not obtain the basic development and skills that are needed to cope in life. These children are pushed into adulthood before they are ready, doing work that requires an adult level of maturity.

Child labour is an obstacle to children’s development and future prospects. All children, regardless of their race or social and economic status, are entitled to enjoy their childhood years and to grow up fully and naturally. All have the right to love, care, education and protection. Knowing and understanding this is the first step in preventing child labour and providing children with education so that their future can be a better one (see the exercise on rights of children and youth).

Reasons
Unfortunately child workers can be found all around the country. Reasons for this are: Families are facing such hardship that they have no alternative to send their children to work in order to survive. Some employers employ children because it is easy for them; children have no means of defending their rights and can be taken advantage of. Children are young, defenceless and obedient and can be bullied into doing work that adults will not do. Children are paid less than adults so provide employers with cheap labour. Usually they are not covered by health insurance nor do they receive any other benefits. They can easily be dismissed if there is a slack in labour demand.

Working in the family the whole day is also a form of child labour. Especially in rural areas it is often common practice. Of course children are allowed to help in the family as long as the work is not hazardous. They should be send to school as well and given some time to relax and play with their friends. Often the girls have to stay home and help in the household. Discuss the possibility

of dividing the activities between boys and girls so both can go to school.

**Related sessions and briefing notes**

4.11 Loans, Debts and Forced Labour  
5.4 Rights of Children and Youth  
5.9 Trafficking

Briefing Note 9 Violation of Rights at Work: File a Complaint
Chapter 5   Rights in Life

Introduction
In this part about rights in life you will find two kinds of sessions. The first two sessions are more or less general sessions about what rights people have, which rights are often violated and how to defend your rights. These general sessions are followed by a number of sessions about rights for specific groups like children or migrant workers and a few sessions about specific topics like trafficking or domestic violence. You can either do them all or choose some sessions that cover topics requested by the group.

Learning objectives
After all sessions the participants should be more aware about:
• The basic rights they have as human beings and Thai citizens
• The responsibilities they have as citizens regarding their rights
• Where to go with legal problems
• Dealing with the police
• The specific rights of children and youth
• Problems migrant workers can face
• Rights on the following issues:
  - Violence against women
  - Rape and abortion
  - Trafficking of women and children
5.1 Rights in Life

Objectives

• To understand different types of rights: basic human rights, constitutional rights and rights provided in national laws, rules and regulations

Target group

• Both men or women together or separately
• All ages
• All educational levels
• Urban and rural areas

Material

• Cards showing different violations of rights (enlarge them by photocopying if you want)
• This manual for the story of Pim

Cards:

violated rights exactly defined in national laws:
  beating
  child labour

violated constitutional rights:
  no permission to go to a hospital (right to have basic health care)
  no permission to join a savings group (right to join an organization)
  boys go to school and girls do not go to school (right to education, right to equality)

problem:
  drinking husband

Exercise

Step 1

• Tell the following story to the participants
  Story of Pim (you can change the name to one common in the area)

Pim is 28 years old and married to Noom. They live in a village and own a small house. They have 3 children: 2 boys and a girl. The eldest son goes to school but the daughter stays home to help with household work, the work on the fields and she often looks after the baby son. The daughter is 8 years old. They would have enough money to send Pim’s daughter to school too but Noom uses a large share of the money for gambling and drinking. He often comes home very drunk and is not able to work on the fields early in the morning. When Pim complains about it he beats her and one time he beat her so hard that she hurt her arm very seriously.
She was not allowed to go to a doctor because Noom felt ashamed.

Noom talked to an agent who promised to employ his daughter at a factory in the nearby town, and she starts to work there. When Pim complains about it Noom becomes angry and beats her again. So Pim keeps quiet but she really wants her daughter to go to school and not work in the factory.

One of Pim’s friends is member of a women's saving group and she asks Pim to join as well. Pim discusses it with Noom. He says that he does not allow her because she has to do the work in the fields and in the house. The same friend says that she should go somewhere for help because Noom is beating her and Pim does not look happy. But Pim does not know where to go.

**Step 2**
- Ask the participants what kind of problems Pim faces. When they bring up an issue as drawn on a card, show it and display it on the ground or wall.
- If the participants do not come up with more issues and you still have some cards left, show these cards to them and ask whether they think Pim is facing this problem. Discuss all problems briefly.

**Step 3**
- Ask the participants which problems are violations of the law.
- Put the cards with the issues they mention at the right side.
- If there are issues left, explain that these are also violations of the law.
- Only one card stays at the left side: the problem of the drinking husband. Explain that this is a problem you have to solve yourself or with the help of family or friends. There are no laws to protect you against a drinking husband.

**Step 4**
- Explain the terms “basic human rights”, “constitutional rights” and “national laws” to the group.
- Remove the card with the drunken husband and ask the participants for the remaining cards which are constitutional rights and which rights are defined in national laws. Correct them if they make a mistake and explain why it should be the other one.
- Ask them if they can mention other rights they think they have, like the right to information, to equality, to choose their own religion etc.,
  - which are basic human rights?
  - which are rights defined in the Thai Constitution?
- Explain briefly the difference between basic human rights and constitutional rights.

**Step 5**
- Summarize the constitutional rights and explain the difference between constitutional rights and national laws.
- Tell them that they can file a case at the police if one of their rights is violated. Explain the difference in procedures for violation of a constitutional right and violation of a right defined in one of the national laws.

**Notes for the trainer**

During this session the participants should become aware of their basic rights and that they can report violation of their rights.
There are three main types of rights: basic human rights, constitutional rights and rights defined in national laws. The foundation for all these rights are the basic human rights (see Briefing Note 6 for more details).

Basic human rights are rights a person has by being a human being. The main human rights are stated in the United Nations Universal Declaration on Human Rights (1948). However, it depends on the country whether you can enjoy all those basic human rights.

Another important international convention is the Convention on the Elimination of all kinds of Discrimination Against Women (CEDAW) ratified by the Thai Government in 1985. This Convention was adopted as the earlier human rights declarations and conventions reflected mostly male concerns and frameworks. For example, there is no explicit reference to domestic violence in the Universal Declaration on Human Rights.

Each country has a Constitution in which your basic human rights are guaranteed. These Constitutional rights are rights that are guaranteed to all citizens, irrespective of their race, sex, ethnicity, cast, religion or status. In Thailand these include:
1. the right to equal treatment
2. the right to education
3. the right to own property
4. the right to form/join an organization
5. the right to express yourself freely
6. the right to receive standard basic health service
7. the right to freedom of information
8. the right to freedom of religion
9. the right to freedom from slavery/forced labour
10. the right to protection against violence and unfair treatment

Besides these constitutional rights there are national legal rights, also guaranteed to all citizens. National legal rights are those rights which are defined by national laws in each country, usually consisting of constitutional rights, rights laid down in national legislation such as the Penal Code, the Labour Code and the Civil Code and rules such as government regulations.

In addition to the national laws such as the Penal Code, the Civil Code and the Labour Code there are government rules and regulations. These provide detailed descriptions of some rights in the national laws. An example is the Ministerial Regulations on Occupational Safety and Health in the Workplace, in which the exact safety rules for the workplace are defined.

Violation of rights
You can file a case with the police if a right is violated. They have the duty to file the case and to investigate. It is advisable to go with a witness and always ask for a copy of the police report. Explain to participants that they can complain about the treatment of the police too.

When a basic human right or constitutional right is violated you have the right to go to the Supreme Court. However, there is nothing on paper about what the punishment will be or which procedure should be followed; therefore the outcome can differ from case to case.

Tip
It would be very good if you can illustrate the difference between going to the police to file a complaint and going to the Supreme Court to fight a violation of a constitutional right with real case studies. Look for news clippings on these issues and use them as examples under step 5. In this way the participants will understand better that some basic human rights or constitutional rights are more difficult to obtain than other, better defined, rights in the several Codes (Penal, Labour or
Civil Codes). For example, if you can prove a rape case, the rapist will be punished according to the law; the outcome is well defined in national laws and regulations. But if you defend your right to express yourself freely you are not sure what the outcome will be in the Supreme Court.

**Related sessions and briefing notes**

5.2 Rights and Responsibilities
5.4 Rights of Children and Youth

Briefing Note 6 Rights, Laws and Rules
5.2 Rights and Responsibilities

Objectives

• To identify the rights violated within the community
• To realise that having rights comes with responsibilities

Target group

• Both men or women together or separately
• All ages
• All educational levels
• Urban and rural areas

Material

• Cards from exercise 5.1 (except the drunken husband)
  (enlarge them by photocopying if you want)

Exercise

Step 1
• Give a summary of exercise 5.1; explain “constitutional rights” and “national laws” again.
• Use the cards with the violated rights of Pim to discuss which rights are violated in their community. Use the following questions:
  - Are those rights violated in their community?
  - Are there other rights violated in their community?
  - If a right is violated what can they do against it?
  - Do they think it is useful?
  - Why or why not?

Step 2
• Discuss the responsibilities people have regarding rights. Use the following questions:
  - What do they think of Pim’s friend? Is it right that she tries to help?
  - Do they think it is their responsibility to collect information about their rights?
  - Do they think it is their responsibility to fight against violations of their rights?
  - Do they think it is their responsibility to fight against violations of their friends’ or other persons’ rights?
  - Do they think it is a good idea to involve others in fighting against violations of rights?
  - Why or why not?

Step 3
• You can use case studies as examples to illustrate what can happen if you fight against the violation of rights

Step 4
• Summarize the discussions and explain once more the responsibilities people have to enjoy their rights
Notes for the trainer

Emphasize during the session that rights come with responsibilities: it is not a one-way traffic situation. People should undertake action. As a citizen it is your responsibility, for instance, to collect information and to find out about your rights. The law does not come to you; you should collect the information yourself. Another responsibility is that you have to complain when a right is violated. Try also to motivate others to fight against the violation of rights.

Reasons often heard for not doing anything against the violation of rights of women:

• people do not know where to go
• the process is lengthy
• police agents do not listen to women, or even worse:
• abuse them when they come to the police station
• women always lose anyway.

With the correct information and support from others, the above-mentioned reasons for not doing anything, can be dealt with.

Explain to the participants that it is better to work in a group against human rights violations. Share the problems with friends or group members and try to do something about it as a group. You are always stronger in a group than alone. The police will listen if a group of people is coming to their office.

According to the Constitution, people have another duty and that is the duty to exercise their right to vote at an election. This should be mentioned to the participants as well. Explain why voting is important.

Tip
Get some case studies of situations in which taking action really made a difference. For example, check newspaper clippings to find court cases of women who complained about violations of rights and won the case. It stimulates the participants if they hear that taking action really makes a difference.

Related Sessions and briefing notes

5.1 Rights in life
5.4 Rights of Children and Youth

Briefing Note 6 Rights, Laws and Rules
5.3 Identity Card

Objectives

- To understand the importance of having an identity card
- To provide information about how Thai citizens get an identity card
- To provide information about what to do when the identity card gets lost or expires

Target group

This exercise is only suitable for Thai citizens:
- Both women and men, separately or in mixed groups
- From 15 years and above
- All educational levels
- Rural and urban areas

Material

- Photocopy of an identity card or a real one (not provided in package)
- Game

Exercise

Step 1

- Show the participants the (copy of the) identity card and ask what it is
- Ask who has an identity card (ID)
- When there are people without an ID ask why they do not have one
- Place the game board on the ground with the small cards at the corresponding squares and let the participants sit around it
- Divide the group into 6 teams
- Explain the rules of the game:
  - The aim is to reach the person at the desk in the City Hall who provides the ID
  - In order to get the ID you need to bring a few items
  - All those items can be found on the board as small cards
  - All teams get a special assignment and need to bring different items to the person in the City Hall
  - If the team passes a square with small cards they have to decide whether they need that item for the application of their ID or not, if yes they take a card, if not they leave the card. Look out: They can take a card when they pass a square with cards. This means that they do not have to arrive exactly on the square otherwise the game will take too long.
  - When they reach the City Hall the facilitator will check if they have collected all the required items. If yes, they get their ID; if no, they have to play another round to collect the missing item(s)

Step 2

- Ask if the rules are clear
- Give all teams their special assignment (see background notes)
• Decide which team starts. Play the game

**Step 3**
- The first team that arrives at the City Hall with all required items gets a yellow paper. Explain the meaning of this yellow paper and under which circumstances you get it. The team has to wait one more turn before they finally get their ID card.
- End the game when three teams have their ID unless the rest of the teams like to continue.

**Step 4**
- Discuss briefly the different situations of each team and summarize what they need to bring in their special situation if they want to apply for an ID.
- Briefly discuss the difficulties one can face with officials, do they ask for under table money and should you pay for this or not?
- Ask the group why it is so important to have an ID.
- Discuss the reasons they mention briefly and check whether they mention the most important ones:
  - to enter a formal job
  - to enjoy the right to vote or take part in elections as a candidate
  - to enter education
  - to undertake legal action
  - to get official documents and open a bank account
  - to apply for a bank loan
  - to apply for a health card

**Step 5**
- Ask the participants what they know about fraud with identity cards
  - What can you do about it?

**Step 6**
- Summarize the discussion and explain that if you want to enjoy any right as a Thai citizen, you should have an identity card.

**Notes for the trainer**

During this session the importance of having an identity card should be clearly explained. The participants should understand that if they want to make use of their rights they should prove that they are a Thai citizen by showing their identity card.

An identity card is necessary for all formal and official acts like: education, study, voting, stand in elections, legal action, formal employment and obtaining official documents like a passport or a driving license.

Persons of 16 years and older should have an identity card. You have to apply for it at the City Hall where you have your household registration.

**Yellow paper**

If the City Hall is well equipped they make the card immediately if you bring the right papers and it is not too crowded. Sometimes you have to collect the ID card later and you get a “yellow paper” as a temporary ID card. On this paper the date for collecting your ID card is given. At the time of collection you should present the yellow paper. The yellow paper is valid for 60 days.
Costs and Blood Test
The card is free of charge. Some offices charge 20 baht for lamination. You also have to do a blood test if you do not know your blood group, this will cost 10 to 20 baht.

Age
You should apply within 90 days after you turned 16. If you apply for the first time at an older age you get a fine and you should bring a recommendation letter of the head of the household in which you are registered or of a respectful person (village head, district head) who verifies that you were born in Thailand and that your parents have Thai citizenship. If possible the person should come with you, especially if you have no proof of your parents’ Thai citizenship.

Birth Certificate
The first thing you have to prove is that you are a Thai citizen and 16 years of age. Therefore, you should bring your birth certificate. If you do not have one, you should bring a recommendation letter from the village head or district head that verifies the estimated date of birth. It is better if the person can join you to the City Hall.

Original Household Registration
This is the second paper you should bring. Make sure that you are registered in the household of your choice.

Marriage or Divorce Certificate
When you go for a renewal or replacement and your marital status has been changed, you should bring the documents that prove your present marital status. Single women that get married should go for a renewal within 60 days because their last name changes due to their marriage. If they renew it after the 60 days they have to pay a fine of 200 baht.

Military exemption paper
This is needed for men older than 21 years.

Police Report of lost ID card
In the cases you go for a replacement of your ID card due to loss or theft you should bring a photocopy of the police report. This replacement has to be done within 90 days otherwise you have to pay a 200 baht fine. You have to go to the City Hall where you registered your domicile.

Renewal
The ID card is valid for 6 years, if you go for renewal you should do it within 90 days after expiring otherwise you have to pay a fine of 200 baht. You should bring your expired ID card, and the original household registration. You have to go to the City Hall where you registered your domicile.

Photocopying your ID Card
It is always a good idea to have a copy of your identity card, both sides, available. In case you have lost your identity card, the photocopy will be handy, as it will have your identity card number and issuance and expiration date.

When you make a photocopy of your ID card make sure you sign it across the photograph. Do this with each photocopy you make and put also the date on all copies. Another wise thing to do is to write on each photocopy for which purpose you made the copy. For instance, opening a bank account or apply for a telephone. This helps to avoid fraud with photocopies of your ID card.

Start of the game:
The game can be used to show people where to go for an ID card and what to bring in different situations. Put the small cards that should be collected on the way to the City Hall at the special
squares. There are 10 different items:

1. Birth certificate
2. Household registration
3. Present ID card
4. Marriage or divorce certificate
5. Recommendation letter of head of village/district with date of birth
6. Police report for lost ID card
7. Blood test
8. Application form
9. Lamination of card costs: for free or 20 baht
10. 200 baht to pay the fine

Explain the meaning of the 10 cards to the participants before the actual game starts. See the detailed notes above.

The rules:
- Divide the group into 6 teams and give each team its own assignment (see below)
- All teams begin at the START
- Throw the dice and move squares accordingly
- If you come at a square with:
  - a ladder, climb it
  - a snake, descent it
- If you pass a square with small cards, decide if you need it to get your ID or not. If yes, take a card; if no, leave the card
- If you reach the City Hall, check whether they have all required items; if not, send them back to do another round to collect the missing item(s).
- If you pass a square with small cards, decide if you need it to get your ID or not. If yes, take a card; if no, leave the card
- When a team reaches the City Hall, check whether they have all required items; if not, send them back to do another round to collect the missing item(s).
- The first team that arrives with all correct items, gets a yellow card and has to wait one more turn before it gets the ID card. Explain the meaning of this yellow card and under which circumstances you get it.

Assignments:
There are 6 different assignments. Give the following instructions, one for each team:
Team 1: has turned 16 years last week and applies for the first time
Team 2: is already 20 years and applies for the first time
Team 3: lost the ID card and goes for a replacement
Team 4: has become 16 years and applies for the first time but does not have a birth certificate
Team 5: is a woman who got married (or divorced) a month ago and goes for renewal
Team 6: has an ID card that expired half a year ago and goes for renewal

Checklists for each team when they reach the City Hall:
Team 1 needs to have the following:
- birth certificate
- original household registration
- blood test if they do not know their blood group
- application form
- lamination of card (optional)

Team 2 needs to have the following:
- birth certificate
- original household registration
- letter of recommendation from head of household or other respectable person for being late (20 years instead of 16)
- blood test if they do not know their blood group
- application form
- lamination of card (optional)
- 200 baht to pay the fine for being late

Team 3 needs to have the following:
- photocopy of the police report that they lost the ID card
- birth certificate
- original household registration
- application form
- lamination of card (optional)

Team 4 needs to have the following:
- letter of recommendation from the village/district head with their estimated date of birth (to bring the head is even better)
- original household registration
- blood test if they do not know their blood group
- application form
- lamination of card (optional)

Team 5 needs to have the following:
- present ID card
- original household registration
- marriage certificate or divorce certificate
- application form
- lamination of card (optional)

Team 6 needs to bring the following:
- present ID card
- original household registration
- application form
- lamination of card (optional)
- 200 baht to pay the fine for being late

**Tips**
The game provided in the package is too small for large groups. Enlarge the game by drawing or photocopying if you want to use it in large groups. When you play with an enlarged photocopy you can also use copies of the real papers instead of the small cards provided in the package. Get photocopies of the real papers at the City Hall and place them on the corresponding squares of the game board. This means you have to make 6 photocopies of the following items:
1. Birth certificate
2. Household registration
3. ID card
4. Marriage or divorce certificate
5. Recommendation letter of head of village/district
6. Police report for lost ID card
7. Application form
8. 200 baht to pay the fine (12 copies of 100 baht)

For the blood test and lamination you can use the small cards. Ask also for a sample of the yellow paper at the City Hall. Give this to the first team that arrives at the City Hall. This will make the game more attractive and the participants will recognize the papers better. It becomes easy for them to remember which papers are needed in which situation.
Another useful tip is to invite a resource person from the City Hall to the session and ask him or her to check the papers of the teams when they arrive at the end of the game. In this way you provide up-to-date information to the participants and the official can answer questions that arise during and after the game.

**Related sessions and briefing notes**

5.1 Rights in life  
5.2 Rights and Responsibilities

Briefing Note 6 Rights, Laws and Rules
5.4 Rights of Children and Youth

Objectives

• To become aware of the basic rights of a child
• To discuss violation of child rights

Target group

• Both men (boys) or women (girls) together or separately
• All ages (in the children’s group till 16 years of age)
• All educational levels
• Urban and rural areas

Material for the children’s session

• plain drawing paper
• (coloured) pencils
• cards of the basic rights of the child (enlarge them by photocopying if you want)

Material for the adults’ session

• cards of the basic rights of the child
• drawings of the children

cards:
- all children are equal
- all children have the right to love and care
- all children have the right to adequate and healthy food
- all children have the right to go to school
- all children have the right to health care
- all children have the right to play
- no child should have to work
- no child should be sexually abused
- children can choose their own friends

Exercise - Children

Step 1

• When organizing a session with children, make sure it does not conflict with school timings.
• Handout paper and pencils and ask the children to make two drawings. One drawing about what they like and one about what they do not like about being a child (working, playing, going to school or not going to school etc.)
• They should not put their name on the drawings.
• After 30 minutes ask the children one by one to present their drawings and let them explain their drawing and why they like or do not like what they have drawn.

Step 2

• Ask the children if they know what kind of rights they have.
• If they mention one, check if there is a card representing the issue and put it at a place where everyone can see it. When the children do not come up with more child rights but you still have some cards in your hand, show them one by one to the group and explain the right on the drawing.

• Discuss the rights briefly with the children, using the following questions:
  - Do they know about these rights?
  - Do they enjoy all the rights?
  - If not, do they know reasons why they do not enjoy these rights?
  - What can they do when someone is violating one of their rights?

**Step 3**
• Summarize the discussion and mention once more the rights children have.

**Exercise - Adults**

**Step 1**
• Start the session with the question if the participants know what rights a child has
• If they mention one, check if there is a card representing the issue and put it at a place where everyone can see it. When they do not come up with more child rights but you still have some cards in your hand, show them one by one to the group and explain the right on the drawing.

**Step 2**
• Divide the group into 4 small groups. Give each group a set of drawings made by the children.
• Ask them to have a look at the drawings and group them into two: good situations and bad or sad situations.
• Let each group present the drawings in plenary and hang the drawings at a place where everyone can easily see them. The drawings showing good situations under a happy face and the drawings with bad or sad situations under a sad face
• Ask them the following questions about the drawings:
  - What do children like most?
  - Are there drawings that show a violation of one of the basic child rights?
  - If yes, why do they think this happens?
  - Are there ways to solve the problems showed on the drawings?

**Step 3**
• Summarize the discussion and mention once more the rights children have.

**Notes for the trainer**

Plan the children’s session at a time that does not conflict with their school timings. If you go around when they are making the drawings, it can be helpful to make some notes of their explanations. You can use it afterwards in the session with the adults.

Do not put their names on the drawings, in this way the parents do not know which drawing was made by which child and nobody has to feel uncomfortable.

When the group is larger than 15 children, divide the group into two groups. Ask one group to make drawings of something they like and the other group to draw something they do not like.

All human beings, adults and children alike, are entitled to human rights. But because their special needs and vulnerability, children’s rights need to be addressed with particular care and attention. A number of international instruments have been adopted to protect children’s rights. The United
Nations Convention on the Right of the Child (1989) was drawn up in order to enforce and safeguard children’s rights. Almost all countries in the world including Thailand ratified this Convention. These rights include:

**Survival rights:** All children have the right to life and to meet their most basic needs, including food, shelter and access to health care.

**Development rights:** All children have the right to develop properly, without hindrance. They have the right to education, play, freedom of thought, religion and conscience and all other rights that will allow them to develop to their fullest potential.

**Protection rights:** All children have the right to be protected from all forms of abuse, neglect and exploitation.

**Participation rights:** All children have the right to take an active role in their community and nation, including freedom of expression, the freedom to associate with others and to be member of a group.

**Education:** All children have the right to receive primary school education. Secondary school education should be promoted and encouraged.

**Child labour:** Children should be protected from exploitation and any work that endangers them in any way or stops them from getting an education.¹¹

**Tip**
When you only want to do the adult session you should take care of getting some children’s’ drawings. Ask at the local school or make them yourself.

**Related sessions and briefing notes**

4.11 Loan, Debts and Forced Labour
4.12 Child Labour

Briefing Note 6 Rights, Laws and Rules

---
5.5 Reproductive Health Rights

Objectives

• To become aware about reproductive health rights

Target group

• Both men or women together or separately
• All ages
• All educational levels
• Urban and rural areas

Material

• This manual

Exercise

Step 1
• Ask the participants if they know what reproductive health means
• Briefly explain ‘reproductive health’ and the rights related to reproductive health
• Divide the group into small groups of maximum 5 persons
• Give each group an assignment (see notes for the trainer) related to reproductive health rights and ask them to prepare a role play on the issue
• Let the groups show their role play in plenary

Step 2
• Discuss all plays using the following questions:
  - What kinds of issues were raised?
  - Does this happen often?
  - What do they think of this issue?
  - What would they do/want in such a situation?
  - Do they know if women have rights regarding these issues?

Step 3
• Summarize the discussion and stress once more the importance of the reproductive health rights and emphasize that discrimination based on reproductive health issues is not allowed
Notes for the trainer

In the Platform for Action adopted at the 5th Women’s Conference 1995 in Beijing the following definition of reproductive health was given:

‘Reproductive health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity, in all matters relating to the reproductive system and to its functions and processes. Reproductive health therefore implies that people are able to have a satisfying and safe sex life and that they have the capability to reproduce and the freedom to decide if, when and how often to do so. Implicit in this last condition are the right of men and women to be informed and to have access to safe, effective, affordable and acceptable methods of family planning of their choice, as well as other methods of their choice for regulation of fertility which are not against the law, and the right of access to appropriate health-care services that will enable women to go safely through pregnancy and childbirth and provide couples with the best chance of having a healthy infant.’

Reproductive health rights are human rights:

- They are a basic right of men and women
- Each individual has the right to determine the number and spacing for bearing children
- Each individual is entitled to know the methods and information related to family planning
- Each women has the right to bear children without enforcement

In more detail reproductive health rights consist of the following components:

Right to maintain freedom and body safety, this implies that each individual is entitled to control one’s sex life and reproduction, which includes the right to give consent for medical intervention only when being clearly informed.

Right to have the highest possible health standard, this means the right to receive medical treatment of the highest possible quality, which includes the right to be protected from dangerous practices, and the right to receive unbiased information leading to decision making after being fully informed.

Right to have family planning, means that each individual is entitled to decide freely and responsibly about the number and spacing for bearing children

Right to get married and to build up a family

Right to have a private life, means that you have the right to choose freely and confidentially whether you want to have children or not and when

Right to receive information, means everybody, including teenagers and singles, are entitled to receive information about family planning

A number of common problems related to reproductive health and work are:

- Heavy workload for women, the ‘double burden’: besides their job they are often responsible for all household activities as well
- Some factories refuse to recruit or keep married women, pregnant women or women with children
- Some enterprises fire women who become pregnant
- Some factories do not provide facilities to pregnant women
- For pregnant women appropriate work should be found in the last months of pregnancy, but this is often not done
- Occupational safety and health issues are especially important to pregnant women to decrease the chance of miscarriage or early-birth
• Rules of maternity leave are often violated, like threatening that a woman worker will lose her job if she does not start working within the period of 90 days

Make clear to the participants that discrimination on the basis of reproductive health rights is not allowed (see exercise 4.8 for more details about the rules regarding maternity protection).

Assignments for the role plays
Give each group one of the following situations and ask them to make a short role play around that situation. Of course you can change the situations according to the situation of the participants or come up with completely new situations. Select different situations to make sure that you can discuss the different issues related to reproductive health rights.

1. A boy and a girl who are in love. The boy is trying to convince the girl to sleep with him but she does not want this (right to maintain freedom and body safety)
2. A girl of about 15 years old who asks her mother, a doctor or someone else information about different methods for birth control but the person says that she does not need to know all those things because she is still too young (right to receive information, right to have a private life)
3. A woman who will get married and wants to have information about birth control. She does not get it because she is not married yet, although she plans to marry soon (right to receive information, right to have family planning)
4. A single woman who wants to have information about birth control methods. She does not get it because she is not married (right to have a private life, right to receive information about family planning methods)
5. A couple disagreeing about having a third child. They already have two children: of 1 and 2 years old. The last pregnancy was not without danger for the woman (right to have family planning, right to maintain freedom and body safety)
6. A mother who is complaining to her daughter because the daughter is already married for 5 years and still does not have a child (right to have family planning, right to have a private life)
7. An older relative complaining to a woman of around 30 years of age who is not married yet and only thinks about her career (right to have a private life)
8. A pregnant woman who is under pressure of her employer to return to work within a month after the delivery otherwise she will lose her job (right to built up a family, right to non-discrimination)
9. A newly married woman (or a sex worker) who has to negotiate with her husband (or a client) because he wants to force her to have sex without a condom (right to maintain freedom and body safety)

Related sessions and briefing notes

4.6 Occupational Safety and Health
4.8 Maternity Protection
5.6 Domestic violence
5.7 Rape
5.8 Abortion

Briefing Note 8 Health Rights and Work
5.6 Domestic Violence

Objectives

• To define ‘violence’
• To become aware of the rights women have regarding domestic violence

Target group

• Women or men separately
• All ages
• All educational levels
• Urban and rural areas

Material

• This manual

Exercise

Step 1
• Start the discussion with asking the group:
  - What is violence?
  - What is domestic violence?

Step 2
• Make a distinction between what participants consider to be severe and less severe forms of violence.
• Remind them of the story about Pim (session 5.1): She was beaten by her husband quite regularly. One time she hurt her arm very seriously but was not allowed to see a doctor.
  - Do they think this is a severe form of domestic violence?
  - What would they do if they would be in Pim’s case?
  - What can you do to help a friend or relative in such a case?

Step 3
• Explain where to go in case of domestic violence. Emphasize that it is better for the victim to go with a friend or group members.
• Explain the penalties for domestic violence; do they think this is fair?
• Ask the participants if they can try to think of a link between domestic violence and women’s position in the community and at work.

Step 4
• Summarize the discussion and stress that if victims want to file a case they should go with a friend or witness. Emphasize also that domestic violence is not a personal issue since it affects the victim’s functioning in community and at work.
Notes for the trainer

Start this session on domestic violence with a short discussion about violence in general. There are many forms of violence, slapping, battering, kicking and rape are clear examples of physical violence. Mental torture is also a form of violence. Try to get many examples from the participants about different forms of violence. All those forms of violence can be domestic violence if it happens within the family.

We all know that legally speaking, all forms of violence are a criminal offence. When you are threatened or hurt, do not let matters rest, you should go to the police immediately to protect yourself and gather evidence to be used in proving the truth. Remember: you can bring to court the person(s) who violated your rights. If you have questions concerning the laws, there are women groups that can give advice in this matter. These groups include the Friends of Women Foundation and the Women Status Development Association12.

Emphasize that it is better not to go alone to the police or the health post/hospital. Go with a friend or even a group, it gives you more power.

There are fines for domestic violence. The perpetrator has to pay 1,000 to 4,000 baht or face imprisonment not exceeding 2 years. If domestic violence results in disability, life long illness/injury or mental injury imprisonment can be from 6 months to 10 years. If the accused pleads guilty, the penalty will be reduced to the half. Furthermore, violence can be used as a cause for divorce.

What are the results of violence?

For the individual:
Suffering and humiliation resulting from violence usually lead to lack of motivation, loss of confidence and reduced self-esteem. As with stress, if causes of violence are not eliminated or its impact contained by adequate interventions, these symptoms are likely to develop into physical illness, psychological disorders, or tobacco, alcohol and drugs abuse. These problems may ultimate cumulate in occupational accidents, invalidity and even suicide.

At work:
Violence causes immediate, and often long-term disruption to interpersonal relationships, the organization of work and the overall working environment. Employers bear the cost of lost work and more expensive security measures. They are also likely to bear the indirect cost of reduced efficiency and productivity, the deterioration of product quality, loss in company image and a reduction in the number of clients.

In the community:
The costs of violence include health care and long-term rehabilitation costs for the reintegration of victims, unemployment and retraining costs for victims who lose their jobs as a result of violence, and disability and invalidity costs where the working capacities of the victims are impaired by violence.

Related sessions and briefing notes

5.5 Health Rights – Reproductive Rights
5.7 Rape

12From: Guide to Stop Violence Against Women
5.8 Abortion

Briefing Note 6 Rights, Laws and Rules
Briefing Note 8 Health Rights and Work
5.7 Rape

Objectives

• To become aware of the rights women have in case of rape
• To gain information about the steps that should be taken to file a case
• To pay attention to the problems of the victims

Target group

• Women or men separately
• All educational levels
• Rural and urban areas

Material

• This manual

Exercise

Step 1
• Explain the group that you like to discuss the problems around rape
• Ask the participants if they can explain what rape exactly is
• Explain that rape is an extreme form of violence
• Explain the description of rape given in the Penal Code and ask the group if they know why women organizations do not agree with this description
• Discuss briefly how to make the description better

Step 2
• Divide the group into 3 or 4 groups of about 5 persons each
• Ask each group to prepare a role play about a rape case
• Each group has to show its play in plenary
• Discuss the situations of the role plays briefly:
  - Does it happen often?
  - Do they know why?
  - What can you do against it?

Step 3
• Discuss rape as a form of violence, using the following questions:
  - Do they think rape is a form of violence?
  - How do people usually react to a rape case?
  - Do they agree with such reactions?
  - Why or why not?
  - What would they do if they hear about a rape case?
Step 4

• Explain where to go in case of rape and how to prove it. Emphasize that it is better to take a friend and go as soon as possible in order to have proof.
• Explain why you always should try to go with family members or friends to the police and hospital.
• Discuss the following issues:
  - Do they know what happens to the rapist?
  - Do they think this is fair?
  - Do they know what happens to the victim?
  - What are the possibilities to help the victim?
• Explain the different forms/amounts of punishment; do they think these are fair?

Step 5

• Summarize what to do in case of rape and possibilities of how to prevent it.

Notes for the trainer

A severe form of violence is rape. Unfortunately it happens often, also within marriage. It is difficult to talk about the subject but important to do so. The woman or girl who is raped is in a difficult position. Often her family and the community think she is “dirty” or that it is her own fault, which are very unfair thoughts. The result is that the victim can not go anywhere to share her feelings about what has happened. The psychological impact on the victim is very big. Therefore, it is important that the family, friends and community help her instead of blaming her.

Rape in the Penal Code

Rape is addressed in the Penal Code: sections 276 and 277. The description given is about a man who has sexual intercourse with a woman who is not his wife without her consent. Women organizations do not agree with this description because many rapes occur within marriage. Therefore, a better definition is: having sexual intercourse with anybody against her or his will.

If convicted, the rapist gets a fine of 8,000 to 40,000 baht and faces imprisonment of 4 to 20 years. The punishment depends on different issues like: was the woman threatened with a weapon, was it a gang rape and was the woman younger than 15 years.

If it happens

When an attempt of rape takes place in public places it often happens that a man or men grab a woman and quickly move her to a second location where they do not have to worry about getting caught. Parking places are popular spots to attack women.

If this happens it is always wise to show clear resistance. They get discouraged because it only takes a minute or two for them to realize that going after you will not be worth it because it will be time-consuming. You might think that you will make him angry and make him want to hurt you more, but mostly they want a woman who will not cause a lot of trouble.

Often these men will not pick on women with umbrellas, or other similar objects that can be used from a distance, in their hands that can be used as a weapon. If someone is coming towards you, yell out loudly at him “Stop!” or “Stay back!” If you carry an object able to use as a weapon, hold it out. Show that you would not be afraid to fight back and you are not an EASY target.
As a self-defense mechanism, if someone is following you on the street or in a garage or is with you in an elevator or stairwell, look him in the face and ask him a question. Now you have seen his face and could identify him in a line-up and you lose appeal as a target.

Of course, resistance is not recommended if you are threatened with a knife or other weapon or are clearly outnumbered by a gang. In such cases you do not have much choice. Resistance, especially in group situations can lead to more violence. Try to be a docile and thereby ‘boring’ victim.

**What to do after a rape**

It is very important that you can prove the rape. After a rape, you should go to the police station, take a friend with you, to make up a report. You have to ask specifically to press charges. This step if often forgotten so most rape cases can not be criminally charged. Always ask for a copy of the police report.

You have to go to a hospital where a doctor will examine you and complete a medical report. Ask for a copy. You **should not wash yourself or the clothes** you were wearing before going to the police and hospital. If you do so, you will wash away the evidence. Go immediately to the police. All evidence like torn clothes should be kept.

It is better not to go alone to the hospital and police. Go with a friend or even a group, it is safer. You will have moral support from your friends and it gives you more power. A report should be made within 3 months after it happened and do not forget to press charges. The best thing to do is to go immediately because of the proof that is needed.

**Restriction of law and other problems**

The laws are only concerned with physical injuries. They fail to address the mental and emotional damage done to the victims. Offenders often take advantage of their higher position and power to rape their subordinates. Women are often unable to protect their own rights, as is the case for most women employees who are raped by their employers or managers, students raped by their teachers and women or girls from the countryside raped by the owners of employment agencies or their assistants when they seek work. The attackers often count on their survivors’ lack of education, life experience, and/or social power, and know they can attack them with impunity.

Furthermore, there is a number of other problems related to the law:

- Officials often do not treat sexual violations seriously
- Officials try to compromise in order to end sexual assault cases quickly
- Medical evidence is important in fighting the case but the medical authorities are not always cooperative and do not want to be a witness in court

**Facts and myths about rape**

Myth: Rape only happens in slums and places that are the source of crime
Fact: Rape can happen in any public or private place

---

Myth: Rape only happens to teenagers
Fact: Rape victims are between 4 months and 95 years old

Myth: Rape happens because women dress revealingly
Fact: Women who dress politely also get raped

Myth: If a woman resists she cannot be raped
Fact: If you are threatened by a knife or gun you do not have much choice because you do not want to die

**Related sessions and briefing notes**

5.5 Health Rights – Reproductive Rights
5.6 Domestic Violence
5.8 Abortion

Briefing Note 6 Rights, Laws and Rules
Briefing Note 8 Health Rights and Work
5.8 Abortion

Objective

• To understand that there are different reasons why women choose abortion
• To become aware of the law on abortion

Target group

• Women only
• All ages
• All educational levels
• Rural and urban areas

Material

This manual

Exercise

Step 1
• Explain the group that you want to talk about a difficult and complicated subject, namely abortion.
• Tell the group that everybody should feel free to express their own opinion and nobody will be judged because of their opinion. Ask everybody to listen to each other and respect all opinions.
• Ask the participants if they can explain what they think when they hear ‘abortion’.
• Give the definition of abortion

Step 2
• Ask the participants to listen to the following story carefully:

   Hwan is 19 years old. She is living in a beautiful village in the north of Thailand. One day she went together with her brother and cousin to Changmai to get some supplies that are not available in her village. It is a long journey and they had to stay overnight in Changmai. That is not a problem because they have family there. It was the worst night in her life: her cousin and a friend raped her during that night. She is pregnant by one of them. Her brother does not know anything about it and Hwan will not tell him. She does not want the child and is secretly planning an abortion somewhere.

Step 3
• Discuss the following issues:
  - What kind of problem does Hwan have?
  - What is the general opinion about girls with such a problem?
  - Do you agree with Hwan?
Step 4
• Ask the participants to listen to the following story carefully:

Ked is working in a factory. She is married for almost two years but living alone. Her husband went to the Middle East to work almost a year ago. There is a really nice guy living close by, he is always very friendly and helpful to her. He sometimes gives her small presents to make her happy and feel less alone without her husband, he says. Some weeks ago she went with him and they made love, now she is pregnant. She wants to have an abortion.

Step 5
• Discuss the following issues:
  - What kind of problem does Ked have
  - What is the general opinion about girls with such a problem?
  - Do you agree with Ked?
  - Is it allowed what Ked does?
  - Do you know what happens to Ked if someone finds out?
  - What would you do in this case?

Step 6
• Ask the group what differences they can find between the two stories (answer: unwanted sex versus wanted but unsafe sex with the result of becoming pregnant)
  - For whom do they feel more sympathy and why?
  - Do they think it is an easy decision for women to go for an abortion?
  - Why or why not?
  - What do they think of the law: abortion is illegal?
  - Is this fair or not?
  - Do they want a change in the law?
  - If yes, what kind of law do they want?

Step 7
• Summarize the discussion and emphasize that there are different situations in which women may want an abortion. Of course people have their responsibilities and having safe sex always is one of them. However, a woman should have a chance to decide on her own. Remind participants also of incest or rape cases or the situation of sex workers who are often forced to have unsafe sex.

Notes for the trainer

When a woman decides to terminate her pregnancy within 28 weeks, by taking special medicines or having the fetus removed, it is called abortion.

Abortion in the Penal Code
Abortion is stated in section 301-305 of the Penal Code. Women who undergo an abortion or give their consent to an abortion will go to prison for not more than 3 years and get a fine of 6,000 baht. The person who did the abortion gets a fine of 10,000 baht and faces imprisonment of not more than 5 years. If the woman dies because of the abortion the punishment will be higher. If a person does an abortion without consent of the woman the fine will be up to 14,000 baht and the person
will face a maximum of not more than 7 years imprisonment.

If the life of the mother is in danger or if the pregnancy is the result of rape, abortion by a physician is legal.

Abortion is a very difficult issue. In some of the cases you can imagine that it will make the life of a woman less traumatic, for instance if the pregnancy is the result of rape or incest. Another example: a man who visits a sex worker and forces her to have unsafe sex. These women have the choice of having a difficult position in society for themselves and the child or to be charged according to the law. Especially in the case of rape or incest, it would be better if the personal view of the women is respected and a legal abortion would be possible.

In countries where abortion is illegal, like Thailand, untrained persons often do abortions. This can be very dangerous for the women because they easily get infections with a high risk of dying during or right after the abortion or becoming infertile.

Of course people have their responsibilities. Making love without any preventive measure if you do not want to become pregnant is stupid. It is no solution to think that you can just have an abortion when you become pregnant in those situations. It is your responsibility to get information about family planning and the different kinds of contraceptives available to both women and men.

Related sessions and briefing notes

5.5 Health Rights – Reproductive Rights
5.6 Domestic Violence
5.7 Rape

Briefing Note 6 Rights, Laws and Rules
Briefing Note 8 Health Rights and Work
5.9 Trafficking

Objectives

- To understand the issue of trafficking
- To become aware of the possibilities to take action against trafficking

Target group

- Both men or women together or separately
- All ages
- All educational levels
- Urban and rural areas

Material

- This manual

Exercise

Step 1
- Read the following story

My hometown is in the North-eastern part of Thailand. I come from a poor family and my parents are farmers. I have three sisters and I am the youngest. After I finished my compulsory primary education at the village school, I asked my parents whether I could continue but they could not afford it. I had to stop school and help them in the paddy fields. My three sisters went to Bangkok for work. After the harvest season, and before the next planting, the villagers had nothing to do. Hence, most of the men decided to go to work in Saudi Arabia because there was a broker from an employment agency in the province who came to find male workers to work abroad. Some women also went as domestic helpers.

People looked at the families who had one of their members working abroad with much respect and admiration. In social circles it was a symbol of enrichment and success. The families who had no one working abroad were seen as a representative of a typical poor family who had to work and catch fish in the paddy field like the other country people. They had neither gold nor beautiful clothes to wear.

When I was seventeen, a few women in our village began to work in Japan. They sent money to their parents every month and their standard of living appeared to improve very quickly. Unaware of what kind of jobs they did other villagers

---

wanted their own daughters to go as well. I also wanted to go….

**Step 2**
- Discuss the story with the group using the following questions:
  - What is the story about?
  - How can something like this happen? (Causes of trafficking)
  - Who do they think will sell women/girls/boys?
  - Who will buy the women/girls/boys?
  - What kind of promises will traffickers make to convince someone to come with him/her?
  - Who is being trafficked (victims)?
  - What happens with the women/girls/boys that are sold?
  - What can we do against it? How can we mobilize others to fight against it?
  - What can we do to enable victims to lead a normal live again?

**Step 3**
- Summarize the main points discussed during the session

**Notes for the trainer**

The most recent and most widely accepted definition of trafficking is the one included in the Palermo Protocol on Trafficking (2000). It is as follows:

- ‘Trafficking in persons’ means the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person, for the purpose of exploitation. Exploitation shall include, at a minimum, ‘the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs’.

- The consent of a trafficking victim to the exploitation shall be irrelevant where any of the means mentioned above, such as the abuse of power, have been used.

- The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered “trafficking in persons” even if this does not involve any of the means mentioned above.

- “Child” shall mean any person under eighteen years of age.

Simply said, this means that it is not allowed to take or force people to other places with the objective to employ them in different kind of activities against their will. Examples: people who are brought to the city against their will to work in factories for a very low wage or for a meal only. Or people who are brought to foreign countries and forced to work as domestic servant, or girls and women who are forced to work as a prostitute in brothels and bars. Be aware: many children and or women initially have left willingly or were misled, and were forced later.

There are many causes of trafficking, the most common are:

- poverty of the family
- unequal status and subsequent discrimination of women and girls in society, education and the labour market
- search for employment
• illiteracy/ignorance/lack of awareness among people
• lack of community support network
• increasing demand for younger and younger girls and boys in brothels
• a high and quick profit making business for traffickers
• ineffective legal measures

One should be very careful with everybody who makes nice promises, even relatives. Traffickers are often found among the following categories:

• factory owners or labour recruiters
• bar/brothel owners
• returning migrant workers
• someone who promises a marriage but the information is unclear
• someone who promises a job abroad that makes you rich very quickly

The strategies traffickers often use are:

• promising to provide good employment
• false marriage
• visiting relatives
• promising better/higher education
• promising good food/nice jewels etc.
• threat
• abduction
• drugging

To illustrate this you can tell the participants how the girl from the story was trafficked:

There was an intermediary who came to see the women in the village. He looked for young women to work in Japan. He said that they would work as waitresses and would not be forced to sleep with their customers. He also came to visit the parents whose daughters were already working in Japan. Finally, he came to my family and talked with my parents. He told us that his own daughter was working in Japan and sent him 10,000 Baht every month. He showed us her photos and letters which said that she was doing fine and not to worry.

The reasons why women and girls are trafficked are not only for prostitution. There are more reasons like:

• factory work
• domestic work
• farm work
• entertainment industry, including pornography
• hotel/club labour
• massage parlours and karaoke bars

The trafficker can be punished. There is a fine of 14,000 to 40,000 baht for persons who sell 15-18 years old girls, and a perpetrator faces imprisonment of 7 to 20 years or life imprisonment. For the sale of women over 18 years there is a fine of 10,000 to 40,000 baht and imprisonment can be between 5 to 20 years.
A good way of fighting trafficking in all its forms is group formation within the community. Motivate others to fight the problem. Be aware of people who make promises that sound too nice to be true, warn others if such persons show up. Inform children that they should be aware of persons who make nice promises and that they should not go with strangers whatever they promise.

When you decide to go with someone, despite all those warnings, you should inform your family and the police. Make sure that you have the name of the person who takes you and your destination. If you do not trust the whole situation when you are already on your way try to get to the police, a women’s group or health post as soon as you get a chance. Make sure you know your address and your telephone number so you can always tell where you come from and people can contact your family. This is especially important for children, they often do not know where they come from exactly and this makes it more difficult to rescue such a child. Very important is also that you should never ever give away your Identity card or your passport. Always keep separate copies of these documents.

Often, returning victims of trafficking face problems in their family and/or community. The family and community have an important task here to help the victim to find a place in society again. There are a number of NGOs who can help in this respect. They provide health services and training and sometimes they provide resources to the victims to start their own business.

Related sessions and briefing notes

5.10 Migrant Workers

Briefing Note 6 Rights, Laws and Rules
5.10 Migrant Workers

Objectives

• To become aware of various situations migrant workers may encounter in their search to find a better living

Target group

• Both men or women together or separately
• All ages
• All educational levels
• Workers as well as non workers
• Urban and rural areas

Material

• Game board (enlarge it by photocopying if you want)
• Dice
• Play fiches or other items in different colours

Exercise

Step 1
• Divide the group in 4 to 6 teams, depending on group size, on average 4 persons in a group
• Let them start the game, all fiches should be placed at the START
• The group which throws highest starts.
• Move only one square at the time, even if the square directs you to another number. For example: the first group throws 3, discuss the situation shown at square 3 and make the move to 8 in the next turn without throwing the dice.
• After every turn when a team comes on a new square, start a brief discussion about the subject before continuing the game. See the notes for questions that can be used at each square.

Step 2
• At the end of the game summarize the main difficulties migrants face when they go somewhere to find work. A good way of doing this is to ask one person of each team to tell about the “journey” the team made during the game. What kind of work they did and how they found it, what difficulties they faced and how their story ended.

Notes for the trainer

During the game different situations will be discussed. The trainer should tell a little bit about the situation shown in the squares and start a short discussion about what is happening.
The main points are that participants will understand the problems migrant workers face and that it will be very hard to find a solution to some of the problems. Try to get clear answers from the
participants about the reasons why people migrate.

Some rules in general:

- The group that throws the highest number with the dice may start
- Move only once during a turn. If there is an arrow shown in the square with a number behind it, it means that this is the next move for the next turn. The group does not have to throw with the dice the next turn but can just move to that square
- Sometimes the number is the same as the square; this means that the player has to wait one turn. After waiting one round, throw the dice again and move accordingly
- When there is no number mentioned the group should throw the dice in the next turn and counts their steps to the next square.
- When a group comes on a new square the trainer will explain what happened and the group will have a brief discussion about the situation. Make sure the discussion stays with the specific situation.
- The game ends when the happy or sad end is reached by all groups or when people get bored.

The main message every time is that you have to be very careful. Do not trust anybody and if you get into trouble, try to find help. Life as a migrant worker can be very difficult: far from home and family in a strange environment. Often you find out that life is not as good as you thought it would be. Often migrants do not tell anything about their problems when they visit their home. They only talk about the good things and try to send money to their family. As a result other people want to migrate as well because they only hear the good things and they want to have a better life as well. It is better if the migrant is honest, in this way people are in a better position to decide: comparing positive things and negative things.

A warning can be given at the end of the game: The life of migrant workers can be very hard. Migrants should try to make sure that everything is well arranged beforehand and written down on paper and should try to make things legal.

The difficult situation of (illegal) migrant workers is illustrated in the following news clipping from the Bangkok Post, 17 August 2002:

Slave workers win historic court battle by Ploenpote Atthakor.

Illegal migrant workers forced to work in slave conditions in a garment factory have won two million baht compensation in a historic legal battle against their employer. It was the first case of its kind to go to court and the complainants won.

Saranya Chandchuay, of the Foundation for Women, said 30 ethnic Karen women, many aged under 18, were rescued from the Bang Bon factory in October 2000. The name of the company, a goods exporter, was not released. Ms Saranya said the women worked from 7 am to 9 pm without a holiday. Sometimes, work carried on until after midnight. The factory gate was locked to prevent them from leaving. The workers were paid 40 baht a month. Women who lasted a year would get small extra payments of 1,200 - 1,500 baht a month. Meager food, mainly chicken bone and vegetables, was provided.

The Foundation, together with the Foundation for Child Development, took the case to the Central Labour Court. Criminal charges were finally dropped by the attorney-general, and the company was told to pay 2.1 million baht of the 41 million baht demanded in a civil suit. The payment was to be made in installments, starting in November last year. Fifteen per cent interest was to be charged on delays. The company, however, suspended payments after surrendering only a small
amount. The Foundation had to pursue the case with the Legal Execution Department, as the workers had been sent back to Burma.

The court decision was seen by academics and activists as a sign of progress in the legal system. Kritiya Artchavanitchkul, of Mahidol University's Social and Population Research Institute, said illegal migrant workers were often victims of human trade. Police working in this area tended to give too much attention to the sex trade, neglecting cases where migrant workers were exploited. Worse, their illegal status hindered them from seeking protection.

Migrant workers were also victims of maltreatment and violence. Rape was not uncommon. Last year, the foundation rescued 264 migrant women and children. Of these, 112 were under 18. Forty-five were cases of forced labour and 12 were forced into the sex trade. Five were raped by their employers.

Ms Kritiya said law enforcers appeared to regard abuse of this group as tolerable since they came to Thailand of their own will. “That should not be the case,” she said. Human Rights Commissioner Wasant Panich urged more protection for alien workers who registered with the State. Many were underpaid and subject to abuse by employers, just as illegal workers were, he said. “It is not uncommon that women who get pregnant are fired and sent back to their country,” he said. Only individual workers were registered, not their families, which created a loophole. Family members could be prosecuted for illegal entry even when individual workers were registered.

Story and questions for each square:

Square 1: The migrant arrives at the bus station and a relative is waiting, they go to the house of the relative at 9 in the next turn.
Questions: What kind of migrant is this, why did the migrant leave his/her village? Do they think this is a good start in a strange city? What would they do in this situation?

Square 2: The migrant arrives at the bus station and is not sure what to do, a stranger comes to meet the migrant and offers a job, the migrant decides to go with him or her. They go to 7 in the next turn.
Questions: What kind of migrant is this, why did the migrant leave his/her village? Do they think this is a good start in a strange city? What would they do in this situation?

Square 3: The migrant arrives at the bus station and a person of the broker's office is waiting for him/her. The migrant already paid a lot of money to the broker who promised to arrange a job abroad for 3 years. The air ticket and insurance are all paid for already. They go to the office at 8 in the next turn.
Questions: What kind of migrant is this, why did the migrant leave his/her village? Do they think this is a good situation? Do they trust brokers? What kind of jobs do they offer? What would they do in this situation?

Square 4: The migrant arrives at the bus station and a friend is waiting. They go to 13 in the next turn.
Questions: What kind of migrant is this, why did the migrant leave his/her village? Do they think this is a good start in a strange city? What would they do in this situation?
Square 5: The migrant arrives at the bus station and does not know where to go. (S)he needs to wait one turn before continuing the game.
Questions: What kind of migrant is this, why did the migrant leave his/her village?
Do they think this is a good start in a strange city?
What would they do in this situation?

Square 6: The migrant went to a dormitory and is sharing a room with 6 others. Tomorrow (s)he will start looking for a job.
Questions: What kind of migrant is this, why did this migrant leave his/her village?
Do they think this is a good start in a strange city?
What would they do in this situation?

Square 7: The stranger brings you to a brothel. They take all your papers and you are forced to work in the brothel 7 nights a week. You do not get paid what you earn but only a small amount for some food. Wait one turn and continue to 14 after that.
Questions: Does this happen often?
What can you do about it?

Square 8: This is the office of a broker who helps people to get work abroad. You already paid a lot of money for the air ticket, insurance and other expenses but now they tell you that you have to pay more for a working permit and visa. It takes some time before that will be ready so you need to wait one turn and the next turn you can proceed to 18.
Questions: What is happening here exactly?
Do you trust these people?
What would you do in this situation?

Square 9: Your relative takes you to his/her house. (S)he knows a job for you at a garment factory, next turn you go to 10.
Questions: What do you think of this situation?

Square 10: You found a job at a garment factory. It is hard work, you are often forced to do “voluntary” overtime and the payment is bad.
Questions: What do they think of this situation?
What would you do in this situation?

Square 11: You are working for a very rich family as a domestic worker. They pay a good salary and you have one day a week off. However, you do not like the job: when your employer is out, her son always comes to you and forces you to sleep with him.
Questions: What do they think of this situation?
What would you do in this situation?

Square 12: It was very difficult to find a job, you are working as a street vendor at the moment, selling vegetables.
Questions: What do you think of this situation?
What would you do in this situation?

Square 13: You went with your friend. At the moment you have dinner at one of the food stalls in the street close to his/her place. Your friend knows a rich family where they are looking for a domestic servant. (S)he will introduce you there. Next turn go to the family at 11.
Questions: What do you think of this situation?
What would you do in this situation?

**Square 14:** Something really awful has happened. You are infected with HIV/AIDS because you had unsafe sex. Next turn you go to the hospital (20)

**Questions:**
- How can this happen?
- What can you do in this situation?
- How can you prevent such situation?
- Can you stay in your job now?

**Square 15:** An accident happened while you were working and you broke your arm. Next turn you go to the hospital at 20.

**Questions:**
- Who has to pay for this according to the rules?
- Why?
- What happens in real situations?
- What can you do about this?

**Square 16:** You got pregnant from your employer/supervisor who forced you to sleep with him. You have three options:
1. Quit the job and go back to your village (back to start)
2. Go to an NGO for help (next turn to 19)
3. Keep quiet and wait one turn before continuing

**Questions:**
- How could this happen?
- What to do in situations like this?
- What are the problems you face if you keep the baby?
- What are the problems you face if you go back to your village?
- What else can you do?
- What do you think will happen to this migrant girl?
- How can you prevent such a situation?

**Square 17:** You are pregnant and your employer finds out so he fires you. Next turn you should go to 16.

**Questions:**
- Is this fair?
- Why or why not?
- What can you do in situations like this?

**Square 18:** You arrived at the airport. Together with 6 others you are boarding the flight within a few minutes. You are promised a job for 3 years for a good salary. The money you borrowed to pay the broker to arrange all this will be paid back within a year and then you can start to send money to your village.

**Questions:**
- What do you think of this situation?
- Can you trust these people?
- Would you give your identity card to these people?
- What kind of legal protection can you get?

**Square 19:** You found an NGO that helps people with different types of problems. The staff is really friendly and brings you in contact with a group of migrants that have the same type of problems. They asked you if you want to file a case at the police station about what happened to you but you want to think about this first. If you decide to file a complaint the NGO will support you.

**Questions:**
- What do you think of getting help from an NGO?
- Do you think there should be a complaint made at the police?
Square 20: You are in the hospital. Tell the doctor what happened. Someone at the hospital understands your problem and gives you the address of an NGO. Next turn you will go there (to 19)
Questions: What do you think the doctor will say?
Who do you think has to pay for the bills?

Square 21: You arrived in a strange country and got bad news. The job they promised you is not available, you managed to find something else but it is only for 3 months. It will be difficult to extend your work-permit if you do not find a regular job within 6 weeks. Next turn you go to the construction site (22) where you will work for three months.
Questions: What kind of problems do you face?
What can you do about this?

Square 22: The police arrived at the site where you are working. You did not have time to get away so they questioned you and found out that your papers are not valid anymore. They take you to the migration office and they will send you back home on one of the first available flights. Go back to your village (start)
Questions: Why did this happen?
What would you do in such a situation?

Square 23: You found some friends who are in more or less the same position as you are. It is really nice to talk to them so far from home. You can support each other and that makes you feel good.
Questions: What do you think about this?
How can you make this happen?

Square 24: With friends and colleagues you decide to protest against the unfair treatment at work. Unfortunately the employer gets very angry, punishes you, and the protest does not make a difference.
Questions: What kind of unfair treatment can they think of?
What types of protest can a migrant undertake in such situations?
Which types will be most effective?

Square 25: With friends and colleagues you decide to protest against the unfair treatment at work. The employer does not pay the minimum wage and forces people to work overtime. A newspaper covers the story and people from the trade union file a case against the employer. The employer has to pay higher salaries and double the amount for overtime. To celebrate this success you can go to 29 in the next turn.
Questions: What do you think of this action?

Square 26: It is festival time and you took some holidays to visit your family in your home village. Go to START immediately and return the next turn to this square before proceeding.
Questions: What do you think the migrant worker will tell at home?
Will they tell all problems in detail?
Why or why not?
What do you think of this?

Square 27: You found a real nice partner, who supports you in all the things you do. You get married and are really happy. Good luck!

Square 28: A terrible thing happened: you died because of AIDS, a real sad end.
Square 29: Happy end: you met a nice partner, married, got kids and you have a well paid job so are able to support your family back in your home village as well.

Related sessions and briefing notes

4.2 Equality at Work
4.7 Sexual Harassment
4.11 Loan, Debts and Forced Labour
5.9 Trafficking

Briefing Note 6 Rights, Laws and Rules
Briefing Note 1 Training Methods

This briefing note explains how to use the following training methods: plenary discussions, group work, role plays, case studies or stories and evaluation.

Plenary Discussions

Discussions in plenary are important to:

• Ensure everybody understands the main points and key messages.
• Clarify questions.
• Obtain consensus on main directions or obtain detailed information needed for setting main directions.
• Clearly define for yourself and the participants the subject for discussion.
• Enable as many participants as possible to join in the discussion. Try to be aware of participants who have not spoken. Think of ways to encourage them to join in without putting them under pressure, for example by asking women to respond, if they have been quiet. You can also ask for diverging views from the young or the old.
• Ensure that you as the trainer (or any other participant) do not dominate the discussions, or present too much your own opinion. Part of the trainer’s role is to guide the discussions. Try to encourage participants to listen to each other and pay attention to the progress of the discussion. If the discussion starts to wander to other subjects, note this for future sessions but bring the discussion back to the main issue by asking direct questions.
• Ask participants to lead or chair a discussion. This promotes ‘ownership’.
• Prepare yourself for existing differences of opinion which might come up during the discussion as there can be strong alternative views or clashes of opinion.
• Pay attention to time management.
• Listen carefully to what participants say, not what you expect them to say. Concentrate on what is actually happening, not on what you planned to happen.
• Prepare for the discussion but do not dominate it. Use your ideas and information to move the discussion along and help clarify points.

Group work

During gender training workshops, small group work is one of the main educational methods as ‘learning by doing’ is likely to be more effective than ‘learning by being told’, especially since group work is an active method and encourages cooperation. It allows for more speaking time by everybody and the build-up of alliances and networking between participants. It enables less confident participants to become involved in discussion. The reporting back after the group work provides an effective way of structuring discussion and drawing out the main points on which consensus can be reached.

The division of participants for the group work exercises is of major importance and should not be left to the participants themselves or to chance. The trainers should divide the participants into balanced groups. Criteria to be taken into consideration are: language ability, sex, background, grade, area of expertise, age. Sometimes it will be useful to group participants by common characteristics for example rural-urban, country or ethnic origin, by sex, or organization. In other
instances, it will be useful to have a mix of experience and background in each group.

Participants may vary in their level of gender-awareness and sensitivity. Some participants may have had training and experience in this field, where others may be new to the concepts. It is best to divide participants in such a way that the ‘more experienced’ are able to assist the ‘less experienced’.

The points below enable you to structure the discussion:

**Before the group work:**
- Ensure that everyone clearly understands what they are being asked to do and explain the questions or suggested discussion points before splitting into the small groups. Many trainers forget this which leads to a waste of time
- Ensure that your questions are simple and clear. Giving people too much detail is usually not handy. Indicate also that the questions are a guide for discussion, not a blue print. People are free to discuss other issues they consider important on the topic at hand.
- Check that participants understand their roles within the group. Each group usually selects a spokesperson and reporter for reporting back to plenary.

**During the group work:**
- Allow time for groups to settle and sort themselves out before you go round to check on progress and answer questions.
- Try to supervise the work in groups without dominating. It is to be expected that some groups will need more help than others. Where this is the case, be prepared to sit in with any group that is struggling, to help them structure their discussion and work.
- Make sure the participants can complete the activity within the time allocated or adjust the time needed.

**Reporting back:**
- You should be clear about the aims of the reporting back. Do you want the participants to draw out key points? Do you have any particular points you want to make?
- Point out links between group reports so that themes can be drawn out of the discussion in plenary.
- Avoid too much repetition. For example, each group can report on one question only and the other groups only add new points that they have.

**Summarizing reports:**
- It is important that the trainer provides a summary of key points produced from group reports. This may be done during or at the end of discussion or at the start of the next session.
- Whenever relevant point out the links to earlier and later training sessions.

**Role plays**

A role play is a training method that asks workshop participants to act out a particular situation by playing a role; usually one they do not have in day-to-day life. It can take a number of forms. Different types of role plays can be used, such as:

- Interviewing
- Negotiating
- Taking part in a meeting.
Compared with other training methods, role plays can offer particular benefits. Role plays:

- Offer a very active training method
- Develop the skills of workshop participants (e.g. preparing and presenting an argument)
- Help build the confidence of participants
- Can be useful as situations can be acted out to identify how not to deal with particular issues
- Can provide insights into patterns of behaviour, and how people relate to each other.

To increase the likelihood of role plays being used successfully, you should give consideration to the following points:

- Workshop participants should know what the aims of the role play are.
- You can pre select players or ask for volunteers. People should not be pressurized to play.
- They need to understand clearly what they are being asked to do, and their own particular role
- Individual roles should be kept simple and brief, emphasizing the main issues under consideration. Players can improvise as they see fit.
- The role play should build upon the experience of participants, i.e. it is usually easier for women to play women and for men to take the role of men. However, there will be times when participants are deliberately given a role, or placed in a situation, which is new to them. It can be very useful for both sexes to play the role of the opposite sex.
- Adequate time must be allowed for participants to prepare their roles
- Usually some participants will be given the role of observers, to witness and report back on the role play as a whole
- Stop the role play when the actors start repeating themselves and no new points are coming up.

**Case studies or stories**

Case studies involve a story, a detailed description of an event, a situation, or a problem and ways to deal with it. Part of their value lies in the fact that the stories look at situations of ‘others’ without participants feeling they have to take a personal stance. This means that sensitive issues can be introduced into a training while nobody feels they have a position to immediately defend or attack.

It should be kept in mind that the case studies must be relevant to the subject matter and aims of the course in which they are being used. Case studies can be based upon real events or life situations. Do not make long and detailed case studies. If you wish the workshop participants to look at an issue in some depth, then use the problems and experience of the participants themselves.

**Evaluation**

Feedback should be obtained from participants on the relevance and usefulness of each awareness raising session or training workshop. This is usually done through an evaluation with a view to:

- to identify whether the workshop is meeting the aims
- to consider the suitability of the workshop content and structure
- to judge the relevance and usefulness of materials used during the workshop
- to assess the adequacy of the organizational and administrative arrangements.
If the workshop continues for several days, it is advisable to review progress and ask for comments at the end of each day or at the beginning of the next day. A final verbal evaluation should be carried out at the end of each workshop.
Briefing Note 2  Gender Equality

What is Gender Equality and why is it important for a better quality of life?

- Equality between women and men, or gender equality refers to the equal rights, responsibilities and opportunities of men and women, girls and boys. Gender equality is not a “women’s issue”, it concerns men as well.

- Equality in rights means that women and men have the same rights as human beings and workers: All people have a right to fulfil their basic needs, to be treated with respect, not to be exposed to violence in whatever form and to be given chances to development.

- Equality in responsibilities and opportunities does not mean that women and men need to become the same, but that the division of labour and distribution of resources, benefits and decision making power is fair and just, i.e. women’s and men’s responsibilities and opportunities will not depend on whether they are born male or female. Example of inequality: if two persons are equally hungry, giving one enough food to still the hunger and the other only half of the portion.

- Lessons from experience indicate that women and men both contribute to:
  - Economic growth
  - Human development

- However, worldwide the experience is that there are inequalities:
  - Women share a major proportion of work but their work is invisible and unrewarded
  - Women’s workload is larger
  - Women have less access to education and training
  - Women are under-represented in leadership and management

- As a result women’s views, interests and needs are often not met

- Investment in both men and women is crucial for sustainable socio-economic development. It gives high returns in:
  - Families
  - Whole society

- Equality between women and men is both a human rights issue and a precondition for sustainable people-centred, social and economic development. Thus, promotion of gender equality is not only the right thing to do but also the smart thing to do. As work takes place everywhere, the ILO promotes gender equality at work, in the community and in the house.

---

# Briefing Note 3  Basic Gender Concepts and Definitions

<table>
<thead>
<tr>
<th>Concept</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sex</strong></td>
<td>Refers to universal biologically determined differences between men and women.</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td>Refers to the social differences and relations between men and women which are learned, change over time, and have wide variations both within and between cultures. These differences and relationships are socially constructed and are learned through the socialization process. They are context-specific and can be modified. The term gender arose from an increasing awareness of inequalities due to institutional structures. It focuses on the roles and needs of both men and women - an approach which requires inputs from both sides in order to effect the changes needed to achieve greater equality between them. Given that women are usually in a disadvantaged position in the workplace as compared to men, promotion of gender equality implies explicit attention to women’s needs, interests and perspectives and advancement of their status in society up to a level where they can work in full and equal partnership with men.</td>
</tr>
<tr>
<td><strong>Gender roles</strong></td>
<td>are <em>learned</em> behaviour in a given society, community or social group, in which people are taught to perceive activities, tasks and responsibilities as male or female. They are affected by other key classifiers in society, such as age, class, race, ethnicity, culture, religion or other ideologies, and by the geographical, economical and political environment. Changes in gender roles often occur in response to changing economic, natural or political circumstances.</td>
</tr>
<tr>
<td><strong>Gender values and norms</strong></td>
<td>Ideas that people have on what women and men should be like and what activities they should do (e.g. women should be charming, men should be brave).</td>
</tr>
<tr>
<td><strong>Gender stereotypes</strong></td>
<td>Ideas people have on what men and women are capable of and what they can do (e.g. women are better housekeepers, men are better leaders).</td>
</tr>
<tr>
<td><strong>Gender gap</strong></td>
<td>The extent of inequality between men and women, for example, in workload, access to or control over resources or benefits, education.</td>
</tr>
<tr>
<td><strong>Gender issue, concern or bias</strong></td>
<td>Any aspect of gender relations that relates to inequalities or imbalances between the position of men and women.</td>
</tr>
</tbody>
</table>

---

16 Nelien Haspels, BAO/EASMAT, ILO Bangkok, 2001-03
Gender equality or equality between women and men, refers to the equal rights, responsibilities, opportunities, treatment and valuation of women and men:
• in employment
• in the relation between work and life

Equality does not mean that women and men need to become identical, but that women’s and men’s rights, responsibilities and opportunities, the way they are treated and their work is valued does not depend on whether they are born male or female.

Equality includes:
• the same human and workers’ rights
• equal value and fair distribution of:
  - responsibilities and opportunities
  - workload and decision making.

Equality between women and men leads to a better quality of life for all. It is both a human rights issue and a precondition for sustainable people-centred, social and economic development.

Practical gender needs Arise from the actual conditions which women and men experience because of the gender roles assigned to them in society. These are often related to women as mothers, homemakers and providers of basic needs, and are concerned with inadequacies in living and working conditions, such as food, water, shelter, income, health care and employment. For women and men in the low-income levels, these needs are often linked to survival strategies. Addressing them only perpetuates the disadvantaged position of women in their societies. It does not promote gender equality.

Strategic gender needs Refer to the subordinate position of women to men in society, and relate to the empowerment of women. They vary according to the particular social, economic and political context in which they are formulated. Usually they concern equality issues such as enabling women to have equal access to job opportunities and training, sharing of family responsibilities, equal pay for work of equal value, equal rights to land and other assets, prevention of sexual harassment at work and domestic violence, and freedom of choice over childbearing. Addressing these needs involves a slow and gradual process of changing attitudes and practices in societies.
Briefing Note 4 Key Principles for the Promotion of Gender

Key principles for the promotion of gender equality are:

1. Achieving gender equality is not a ‘women’s concern’ but the responsibility of all in society
   In the past most advocates for the promotion of gender equality were women. It is, therefore, sometimes thought that this subject only concerns women and not men. However, this idea is now fast disappearing. There is increasing consensus that gender equality is the responsibility of all in society and requires contributions and inputs from both women and men.

2. In case of pronounced imbalances, gender-specific measures are needed to address inequalities and advance the status of women in society
   The relation between the promotion of gender equality and the advancement of women is not always well understood and sometimes it is thought that these are two different issues. This is not the case. The advancement of women is a necessary strategy whenever they are in a disadvantaged position compared to men. As current inequalities are often quite large, equal treatment of men and women from now on is usually not sufficient, as existing inequalities could remain or might even become larger. Gender-specific measures are usually needed to redress existing imbalances between the position of men and women until women can participate in, and benefit from, development on an equal footing with men.

3. Promoting gender equality will benefit all in society
   Sometimes a fear exists that advancing the position of women means that something is taken away from men. However, the promotion of gender equality does not imply giving more power to women and taking away power from men. The promotion of equality between women and men is empowering for both sexes and leads to a win-win situation for both. ‘Power-over’ which refers to a situation of subordination on the one hand and domination on the other, is unjust and detrimental to development because of the unequal exchange it entails. A win-win situation is created by advocating:
   - power-to: creative and enabling type of power, people’s empowerment
   - power-with: group power, the whole is greater than the sum of its parts.
   - power-within: spiritual strength, self-confidence

4. Gender equality needs to be 'mainstreamed', i.e. addressed in all development programmes and at all stages of the programming cycle
   It is sometimes thought that the promotion of equality between men and women is only relevant in soft sectors, such as education, health and welfare, and not in hard sectors, such as macro-economics. In other instances, it is considered that gender equality will be achieved if something small and extra is done especially for women. These ideas do not lead to progress in practice, because gender inequalities are deeply ingrained in the social, economic, cultural and political fabric of societies. Gender equality is an issue which needs to be addressed in all development fields and at all stages of the programming cycle, i.e. at the planning and design, implementation, monitoring and evaluation stages.

---

In other words, the main strategy for the promotion of gender equality is **gender mainstreaming**. The following definition was adopted by the UN in 1997:

- The ultimate goal of mainstreaming is to achieve gender equality.\(^{18}\)
- Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels.
- It is a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men benefit equally, and inequality is not perpetuated.

5. **Address practical and strategic gender needs**

The roles of men and women in families, workplaces and institutions are generally different. Therefore, their needs may also vary. Two types of needs are usually identified to develop strategies that promote equality between men and women:

**Practical needs** arise from the actual conditions which women and men experience because of the gender roles assigned to them in society. These are often related to women as mothers, homemakers and providers of basic needs, and are concerned with inadequacies in living and working conditions, such as food, water, shelter, income, health care and employment. For women and men in the low-income levels, these needs are often linked to *survival strategies*. Addressing them alone only perpetuates the disadvantaged position of women in their societies. It does not promote gender equality.

**Strategic needs** refer to the subordinate position of women to men in society, and relate to the empowerment of women. They vary according to the particular social, economic and political context in which they are formulated. Usually they concern *equality issues* such as enabling women to have equal access to job opportunities and training, sharing of family responsibilities, equal pay for work of equal value, equal rights to land and other assets, prevention of sexual harassment at work and domestic violence, and freedom of choice over childbearing. Addressing these needs involves a slow and gradual process of changing attitudes and practices in societies.

---

\(^{18}\) United Nations Economic and Social Council (ECOSOC): Agreed Conclusions E/1997/L.30, p.2)
Briefing Note 5  Gender Planning: Steps for Action19

Step 1: Carry out a gender analysis

• what are the roles and activities of men and women and what is the division of work between them
• how are resources and benefits distributed among men and women
• what are the needs of men and women
• are there imbalances or inequalities between men and women, if yes, what are these

Step 2: Give equal chances to men and women

• respect for the human dignity of children, women and men
• equal opportunities to education, information, knowledge and services
• equal sharing of duties (in the household and voluntary work for the community)
• deciding together, not alone: involvement of both men and women in decision-making

Step 3: Giving women a voice

• listen to women in the family and in meetings
• organize meetings in a place and at a time that women can attend
• setting up of women’s committees is good, if women are not allowed to speak in mixed gatherings or meetings, and to enable them to gain confidence, for example in public speaking
• ensure women’s representation in mixed committees. Keep in mind that only one or a few women is not enough. Generally, the male/female ratio of representation should range between 40 and 60 per cent. A handy ground rule is to ensure a representation rate of around 30 per cent of each sex as a minimum; otherwise it becomes difficult for those in the minority to effectively have a voice.

Step 4: Address gender inequalities

• set targets for girls’ and boys’, women’s and men’s participation, for example, in education and training
• organize gender awareness training in communities to enable men and women to more equally share duties and responsibilities in the family and community
• develop special measures and activities for women to advance their position (literacy training, confidence building, provision of credit).

1. Human Rights

Human rights are basic and absolute rights that a person has by being a human being. They recognize the vulnerability of the human being in civil, political, economic, social and cultural processes and provide protection. Every human being has these rights but the extent to which they can be enforced in practice varies from country to country.

At the international level most but not all of these human rights have been described in the UN Universal Declaration of Human Rights (1948).

Other international instruments which set out basic human rights are:
- the UN Convention on the Elimination of All Forms of Racial Discrimination (1963)
- the UN Covenant on Civil and Political Rights (1966)
- the UN Covenant on Economic, Social and Cultural Rights (1966)
- the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW).
- the Convention on the Rights of the Child
- the UN Convention on the Rights of Migrant Workers and their Families (1990)

1.1 ILO instruments

Eight ILO conventions have been identified by the ILO member States as being fundamental to the rights of human beings at work, irrespective of levels of development of individual member States. These rights are a precondition for all the others in that they provide for the necessary implements to strive freely for the improvement of individual and collective conditions of work.

Freedom of association:
- Freedom of Association and Protection of the Right to Organize Convention, 1948 (No. 87)
- Right to Organize and Collective Bargaining Convention, 1949 (No. 98)

The abolition of forced labour:
- Forced Labour Convention, 1930 (No. 29)
- Abolition of Forced Labour Convention, 1957 (No. 105)

Prohibition of discrimination and promotion of equality:
- Discrimination (Employment and Occupation) Convention, 1958 (No. 111)
- Equal Remuneration Convention, 1951 (No. 100)

The elimination of child labour:
- Minimum Age Convention, 1973 (No. 138)
- Worst Forms of Child Labour Convention, 1999 (No. 182)

Maternity protection is a basic workers’ right which is vital to women workers, their children and societies. The most recent Maternity Protection Convention No.183 was adopted in 2000.

For indigenous people ILO Convention 169 is especially relevant although this Convention is not (yet) considered an ILO Human Rights Convention.

It is commonly accepted that basic human rights described in international declarations and conventions cannot be denied to any human being and governments cannot deny these rights to their citizens without justification. For example, everybody has the right to life.
soldiers from the enemy can be denied this right but not civilians. At the international level it has been agreed that no country can exclusively rely on the sovereignty principle to infringe on the basic human rights of its citizens (UN, Agenda for Peace, 1992). This is still a politically sensitive issue but consensus on this agreement is growing worldwide, in an increasing number of countries, irrespective of their level of development.

However application of basic human rights, laid down at the international level and in national laws and rules is often problematic as rights can only be enforced when there is a remedy i.e. a law, legal rule or procedure and a working judicial system (courts and application machinery). This is a problem in many countries. One of the more recent new mechanisms to provide vulnerable groups with a means to protect their basic human rights is the set up of National Human Rights Commissions in many countries.

1.2 Women’s Human Rights

The United Nations Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) is another significant instrument. The Convention was adopted by the General Assembly in 1979 to reinforce the provisions of existing international instruments designed to combat the continuing discrimination against women. It identifies many specific areas where there has been notorious discrimination against women, for example in regard to political rights, marriage and the family, and employment. In these and other areas the Convention spells out specific goals and measures that are to be taken to facilitate the creation of a global society in which women enjoy full equality with men and thus full realization of their guaranteed human rights.

Women’s human rights, laid down in international human rights are often violated because cultural and social norms imply that they are second class citizens. Therefore there is sometimes a reluctance (i) to grant women and men equal rights in all spheres of life and/or (ii) to apply existing laws. Examples of the first category are countries where the national laws do not provide for protecting women from rape, or where women are not entitled by law to own property or land. This type of direct discrimination against women by law is becoming less common, but some forms of discrimination still exist, for example rape within marriage is not recognized within the national law in Thailand. The second problem that existing laws are not applied is still very common in all countries worldwide. For example: laws in most countries forbid rape by outsiders and indicate women have rights to property, but these laws are not enforced in practice.

It is, therefore, very useful to educate women on the laws and rules in their country, as well as women’s rights as defined in the international human rights standards, so that women:
(i) firstly, understand that the problems they face are not individual problems but exist in many countries world wide, and
(ii) secondly, are provided with the tools to advocate for change.

2. National Legal Rights

National legal rights are those rights which are defined by national laws in each country, usually consisting of constitutional rights, rights laid down in national legislation such as the Penal Code, the Labour Code and the Civil Code and rules such as government regulations.

______________

21http://www.unhcr.ch
2.1 Constitution

Each country has a Constitution in which the fundamental rights of citizens are guaranteed. These rights are guaranteed to all citizens, usually regardless of their sex, race, ethnicity, caste, religion or status.

The following rights are mentioned in the Constitution of the Kingdom of Thailand:
1. the right to equal treatment
2. the right to education
3. the right to own property
4. the right to form/join an organization
5. the right to express yourself freely
6. the right to receive standard basic health service
7. the right to freedom of information
8. the right to freedom of religion
9. the right to freedom from slavery/forced labour
10. the right to protection against violence and unfair treatment

In many countries, non-citizens, such as migrant workers, are also protected under the Constitution. The rights of all individuals in Thailand are within the human rights framework unless there are specific by-laws. For example, the Thai State is obliged to provide education access to children of undocumented workers. However, undocumented workers are not allowed to lawful employment due to the prohibition in the Acts of employment of migrant workers and the immigration law.

2.2 National laws

Civil rights are rights to personal liberty which protect persons against arbitrary interference from the government or society. Common civil rights are the rights to family life, choice of language, freedom of expression and freedom of association. Civil rights are commonly laid down in national constitutions, and some, but not all of them are set out in civil codes. For example, the right to freedom of expression is a fundamental human right and a civil right, in other words applicable to all citizens. However, this right is usually not addressed in the civil codes of countries. Generally, the protection of freedom of expression is guaranteed in the Constitution and breaches are covered under the Penal Code.

The Civil Code is a compilation of rights and duties which citizens have towards each other. Civil codes usually set out rules on marriage, inheritance law or descendancy. Civil codes do not necessarily directly protect human rights. For example, many civil codes stipulate that marriage creates a legal entitlement to affection and living together. This is not a human right per se but deals with the relations between citizens, in this case married couples.

2.3 Rules and regulations

In addition to the national laws such as the Penal Code, the Civil Code and the Labour Code there are government rules and regulations. These provide detailed descriptions of some rights in national laws. An example is the Ministerial Regulations on Occupational Safety and Health in the Workplace, in which the exact safety rules for the workplace are defined.
3. **Cultural and social norms and values**

Cultural norms and values underlay the hierarchy of rights and often determine whether the rule of law is followed.

Sometimes there is a conflict of interest in respecting rights. For example, the ‘right to development’ for all citizens cannot be met by many governments due to the different political stake holders within that government.

In addition different ethnic or other minority groups may have a different world view from the dominant groups in that society. For example, most persons rate the right to life of humans higher than that of animals, but this is not a universal idea.

4. **Rights hierarchy**

A ‘rights’ pyramid can be established as follows:

![Rights hierarchy diagram]

This rights hierarchy is based on western legal systems adopted by most but not all countries. For example, in some Islamic countries religious laws form the top of the pyramid. In other countries a ‘common law’ also exists based on traditional customs.
Briefing Note 7 Decent Work, Workers and their Rights

Decent Work

The primary goal of the ILO is to promote opportunities for women and men to obtain decent and productive work in conditions of freedom, equality, security and human dignity.

How can the goal of promoting decent work be achieved? In the work of the ILO it is seen as the combination of four strategic objectives:

1. Achieving fundamental principles and rights at work
2. Creation of greater employment and income opportunities for women and men
3. Enhancing the coverage and effectiveness of social protection
4. Promoting social dialogue

Gender and development have been defined as crosscutting issues to be mainstreamed in all ILO activities.

What is a worker?

To promote opportunities for women and men to obtain decent and productive work is a challenging task because of the diversity in types of work. All workers should be reached: The fundamental principle is that all those who work, both women and men, have rights at work. This means wage workers in formal enterprises, but also the self-employed, casual and informal workers, as well as the hidden, predominantly women workers in the care economy or in the domestic scene.

There is not yet a consensus, although it is growing, on the above-mentioned definitions of workers. Often, there is a misunderstanding about ‘workers’. People only think about wage workers in formal enterprises and the public sector when talking about workers. But everyone who works is a worker, whether they work as civil servant, informal sector worker, casual worker, homeworker or as a housewife. This misunderstanding can lead to excluding the most vulnerable groups like informal sector workers, homeworkers and domestic workers from policies and workers’ rights. It should be clear that these groups are also workers and have rights at work as well.

Rights at work

All those who work, both women and men, have rights at work. In Thailand rights at work are written down in the Labour Protection Act of 1998. Thailand ratified 13 ILO Conventions (see annex about the ILO and the session about rights at work) This means that Thailand has formally adopted these conventions and is legally bound to apply them. Laws and regulations are adopted or modified in order to apply them. In addition, Thailand is bound to apply the basic principles laid down in the eight fundamental labour conventions, through the adoption of the 1998 ILO Declaration on fundamental principles and rights at work. The conventions need to be applied not only in law, but also in practice.

[22from: a partnership of equals, ILO Geneva, 2000]
Gender Equality at Work

Equal rights, responsibilities, opportunities, treatment and valuation for men and women

• in employment
• in relation between work and life
Briefing Note 8 Health Rights and Work

This briefing note deals with health-related problems that impact work. This in addition to the different health-related exercises that are already discussed in the manual in the following sessions:

4.6 Occupational Safety and Health
4.7 Sexual Harassment
4.8 Maternity Protection
4.9 HIV/AIDS and Work
5.5 Health Rights – Reproductive Health
5.6 Domestic Violence
5.7 Rape
5.8 Abortion

Introduction

Managing emerging health-related problems at work
Stress, tobacco, alcohol and drugs, HIV/AIDS and violence all lead to health-related problems for the worker and lower productivity for the enterprise. Taken together they represent a major cause of accidents, fatal injuries, disease and absenteeism at work.

Why are these problems addressed together?

• They are inter-related: reducing or eliminating one can reduce the incidence and severity of the others
• They cost the enterprise a great deal of money
• Their current and future impact affects not only work but also the community

Stress

Stress – What is it
The warning signs of a person under excessive stress are of both physical and psychological nature. Physical symptoms range from headaches to loss of appetite, constant tiredness and high blood pressure. Psychological symptoms include irritability, sensing failure, lack of concentration and difficulty in making decisions.

Stress - Who is at risk
All workers suffer from stress and all occupations are affected to some extent. Although people react differently to stress, practically no one is immune and anyone can suffer from stress at given moments in his or her working life.

Does stress affect men and women in the same way?
Stress at work affects both men and women. However, women are often faced with the additional burden of combining family and work responsibilities. Due to occupational segregation, women often find themselves in jobs where there is a heavy workload combined with little decision making autonomy or participation. These two factors result in women often having to deal with more

________________________________________________________________________

from: SOLVE, ILO InFocus Safework, Geneva, 2001
stressful situations than men.

**What are the results of stress?**

**For the individual:**
While some stress is normal and necessary, negative stress activates a variety of physical and emotional symptoms that can lead to more serious diseases such as burnout, emotional exhaustion or even suicide, if the situation lasts.

**At work:**
Stress may result in poor quality of work, low productivity, high turnover and absenteeism. It also negatively affects creativity, innovation, learning and knowledge.

**In the community:**
Stress may eventually result in unemployment, psychological and physical problems that strongly influence an individual's social position. Stress and violence together cost the community between 1% to 3.5% of Gross Domestic Product.

**What measures can be taken?**
To reduce stress, the causes of stress at work should be first examined. Attention should be paid to the following main stressors:
- Combination of workload and time pressure
- Capacity of the individual to respond to the demands
- Social support in the working environment

**Tobacco**

**Tobacco – what is it**
Tobacco is becoming a leading cause of death worldwide, causing more deaths than HIV, maternal mortality, automobile accidents, homicides and suicides combined. Some 4 million people developed tobacco-related illnesses in 2000. By 2030, 10 million people will die each year with 70% of these deaths occurring in developing countries. More people die from environmental tobacco smoke than all other regulated occupational substances combined.

**Tobacco – who is at risk?**
Anyone who smokes or is exposed to environmental tobacco smoke is at risk.

**Is tobacco a gender issue?**
While both male and female smokers suffer significant health risks as the result of smoking and of exposure to environmental tobacco smoke, women suffer greater risks of smoking-related diseases. In addition, smoking has a damaging effect on women's reproductive health, and women who smoke during pregnancy subject themselves and their developing fetus and newborn to additional risks.

**What are the results of smoking?**

**For the smoker:**
Processed tobacco contains nicotine, a substance more addictive than heroine or hashish per gram weight. Tobacco smoke contains toxic chemical compounds including all 5 known human carcinogens. Major health risks for the smoker include: cancer, heart diseases, strokes, emphysema, pulmonary infections and osteoporosis.
For the non-smoker:
Environmental tobacco smoke contains the same carcinogens and toxic chemicals that smokers inhale. Exposure to environmental tobacco smoke increases the risk of cancer, heart diseases, strokes, emphysema, pulmonary infections and osteoporosis. There is no safe level of exposure to environmental tobacco smoke.

At work:
Tobacco smoke increases the risk of occupational diseases in coal mining, and working with pesticides, rubber and petroleum and cotton and wood dusts. Tobacco smoke aggravates the impact of asbestos, ethanol, silica, radiation, cadmium and arsenic. Smoking and exposure to environmental tobacco smoke have a negative impact on productivity and increase sick leave, insurance costs, accidents and risk of fire while decreasing worker morale.

What measures can be taken to reduce the risk?
Effective measures to reduce the risks of exposure to smoking are often at no or little cost and may include:

- Obtaining information from local or national organizations about the dangers of smoking and of exposure to environmental tobacco smoke and distributing this information to all workers.
- Elimination the exposure of non-smokers to environmental tobacco smoke.
- Banning smoking at work
- If necessary, identifying specific enclosed and separately ventilated areas where workers can go to smoke and to which non-smokers do not need access.

Alcohol and drugs

Alcohol and drugs – what is it?
The use of alcohol and drugs can threaten the health and safety of workers, of co-workers, and of the general public. While certain work-related characteristics such as shift work, travel away from home and stress and boredom may increase the use of alcohol and drugs, the work culture and availability of alcohol and drugs at work are also significant factors which can increase or decrease the use of these substances.

Alcohol and drugs – who is at risk?
Workers who use alcohol and drugs are at greater risk of health and safety problems at work and at home. Co-workers and the general public who come into contact with a worker under influence of alcohol and/or drugs are also at increased risk of injury.

Is the issue of alcohol and drugs a gender issue?
While fewer women than men drink, women become more intoxicated than men after drinking the same amount of alcohol, even when differences in body weight are taken into account. In addition, chronic alcohol abuse takes a heavier physical toll on women than on men.

What are the results of using alcohol and/or drugs at work?
For the individual:
The use of alcohol can cause liver damage, heart disease, certain forms of cancer, stomach ailments, diseases of the central nervous system and irreversible brain damage. The use of drugs can cause elevated heart rate and blood pressure, respiratory failure, convulsions, cardiovascular problems including strokes and heart attacks, certain forms of cancer and liver and kidney impairment. Alcohol and drugs can also decrease concentration and coordination and result in altered perceptions and emotions.
At work:
The use of alcohol and drugs can increase the number of accidents, injuries, and death. It can lead to absenteeism and can impair judgment and performance resulting in poor performance resulting in poor work and decreased competitiveness and enterprise viability.

In the community:
Depending on the occupation, alcohol and drug use can directly harm the general public. For example, work in the transportation sector, law enforcement, medical professions, fire service and hazardous installations including nuclear, chemical and biological, has the potential for causing great public harm.

What measures can be taken to reduce the risk?
Effective measures to reduce the risks of alcohol and drug use are often at no or little cost and may include:

• Obtaining information from local or national organizations about the health and safety risks resulting from the use of alcohol and drugs and distributing this information to all workers.
• Requiring all workers to report to work free from the influence of alcohol and illicit drugs and to report the use of prescription and non-prescription drugs.
• Eliminating the availability of alcohol during work hours and breaks and eliminating or restricting the use of alcohol and non-approved drugs during mealtimes.
• Providing information on enterprise and/or community resources available to help workers with an alcohol and/or drug problem.

Violence

Violence - what is it?
Violence can be both physical and psychological. It may involve repeated actions that alone may be relatively minor but cumulatively may cause serious harm. Violence ranges from homicide and physical attack to bullying, mobbing, victimization, sexual and racial harassment.

Violence – who is at risk? Are women more exposed than men?
Sex, age and precarious employment are the main factors that increase worker's risk of suffering from violence at work. At work, women are particular at risk of violence because they are concentrated in many of the high-risk jobs such as teaching, social work, nursing and other health care, as well as in banks or shops. The continued segregation of women in low-paid jobs, while men predominate in better-paid, higher status jobs, also contributes to the problem. Nevertheless, men tend to be at greater risk of physical assault, while women are particularly vulnerable to incidents of a sexual nature such as harassment. Younger workers are particularly vulnerable to victimization at work due to their lack of experience. Precarious employment and job security can lead to situations where a worker becomes a victim of a violent act, but does not dare to report it, for fear of losing the job.

What are the results of violence?
For the individual:
Suffering and humiliation resulting from violence usually lead to lack of motivation, loss of confidence and reduced-self esteem. As with stress, if causes of violence are not eliminated or its impact contains by adequate interventions, these symptoms are likely to develop into physical illness, psychological disorders, or tobacco, alcohol and drugs abuse. These problems may ultimate cumulate in occupational accidents, invalidity and even suicide.
At work:
Violence causes immediate and often long-term disruption to interpersonal relationships, the organization of work and the overall working environment. Employers bear the cost of lost work and more expensive security measures. They are also likely to bear the indirect cost of reduced efficiency and productivity, the deterioration of product quality, loss in company image and a reduction in the number of clients.

In the community:
The cost of violence include health care and long-term rehabilitation costs for the reintegration of victims, unemployment and retraining costs for victims who lose their jobs as a result of violence, and disability and invalidity costs where the working capacities of the victims are impaired by violence.

What measures can be taken to reduce the risk?
Violence is not an isolated individual problem but a structural, strategic issue rooted in wider social, economic, organizational and cultural factors. The response therefore needs to be directed at the causes rather than the effects. It should concentrate on the adoption of preventive, systematic and participative interventions.

HIV/AIDS

HIV/AIDS – what is it?
HIV (Human Immunodeficiency Virus) is the virus that causes AIDS (Acquired Immunity Deficiency Syndrome). Most people with HIV will develop AIDS as a result of their HIV infection. The only way to determine whether someone is infected, is to test for HIV-antibodies. Similarly, one can not rely on the symptoms to establish that a person has AIDS. The symptoms of AIDS are similar to the symptoms of many other illnesses.

HIV - Who is at risk?
The HIV-virus is passed from one person to another through blood-to-blood or sexual contact. Most of those infected are between 15 and 50 years of age.

Is HIV/AIDS a gender issue?
A number of gender-related risk factors increase women’s exposure to HIV and impairs their ability to protect themselves from infection. These factors include:

• Behaviour, such as the inability to negotiate use of condoms, refuse unprotected sexual intercourse or demand divorce
• Culture, such as different expectations regarding sexual roles, fidelity and marriage or harmful traditional practices
• Socio-economic conditions, such as inadequate access to health care and unequal educational and economic opportunities

What is the impact of HIV/AIDS?
For the individual:
On average, HIV-positive individuals develop AIDS within 10 years of being infected unless appropriate medical intervention occurs. Where a person is known to be HIV-positive, he or she is frequently the subject of stigmatization, discrimination or even hostility, particularly when little understanding of HIV/AIDS exists in their living and working environment.
As a consequence workers may be forced to leave their jobs as a result of discrimination as well as sickness.

At work:
As HIV/AIDS affects the economically active population, many enterprises will be confronted with increased labour costs and a decline in productivity.

In the community:
HIV/AIDS leads to slowing down economic growth and great pressure on public spending for health services and social security. It systematically undermines the gains and decades of investment in human resources, education and health.

What measures can be taken to reduce the risk and impact?
Safe sex should be promoted among the sexual active population and people should be made aware that there is no risk of infection from casual contact.
Enterprises should concentrate action on establishing a workplace programme to:

• Raise awareness among workers about HIV/AIDS and focus on preventive measures
• Zero tolerance for discrimination related to HIV/AIDS status.
Briefing Note 9  Violation of Rights at Work: File a Complaint

Workers in the Formal Sector

Rights of workers in the formal sector are formulated in the Labour Protection Act B.E. 2541. There are different ways to file a complaint when a right you have as a worker is violated. A brief guideline is given below.

In case of any violations of rights at work, workers who are protected by the Labour Protection Act B.E. 2541 can:

1. File a complaint with government agencies or offices such as:
   - Provincial Social Welfare and Labour Protection Office
   - Labour inspectors
   - Labour courts
   - Call at 1546 (Bangkok), this is a hotline from the Department of Labour Protection and Social Welfare. It is for workers who have questions related to their rights at work. You can also get information about where to complain and what the exact procedures are.
   - Write to the Department of Labour Protection and Social Welfare at P.O. box 47 Dindang, Bangkok 10407.

   Services provided by the government agencies are free of charge.

2. File a complaint through labour unions which will perform as representative to negotiate, on behalf of employees' interests, with employers. In cases where negotiations take place but no agreement can be reached, the State will proceed to help reconcile both parties. The reconciliation would be undertaken within the scope of the labour law in order to reach an agreement and should not involve any acts of pressure or suppression.

Workers in the Informal Sector

At present, workers in the informal sector are not appropriately protected by laws. In order to enhance their bargaining power, they should set up their own groups in forms of cooperatives, housewives’ or professional collectives, etc. The right to set up such groups is recognized in the Constitution.

Workers in the informal sector can always ask for assistance from the Office of the Promotion and Protection of Home-based Workers, Department of Labour Protection and Welfare, Ministry of Labour and Social Welfare. Here they can register any suggestion in relation to employment and seek assistance in case of violations of rights at work.

Currently there are many labour unions and NGOs working on issues related to work in the informal sector. As facilitator you can refer people who seek advice or assistance to those labour unions. These include:

1. Thai Trade Union Congress, Tel. 0 2384 0438 Fax. 0 2394 5385
2. Labour Congress of Thailand, Tel. 0 2384 6789, 0 2758 3300 Fax. 0 2384 6789
3. Free Labour Union of Clothes Making Workers, 121/48, Moo 16, Nai Muang Subdistrict, Muang District, Khon Kaen
4. Labour Union of Clothes Making Workers Nong Khai, 29, Moo 9, Haad Kham Subdistrict, Muang District, Nong Khai
5. The Northeastern Women's Coordination Network, Khon Kaen, Phone: 043- 321-427
Briefing Note 10 Introduction to the International Labour Organization

About the International Labour Organization

The International Labour Organization (ILO) was founded in 1919 upon three basic ideals:
1. promotion of peace through social justice
2. recognition of collective solutions rather than isolated solutions
3. development of the notion that no country should gain competitive advantage over others through the application of sub-standard working conditions.

In 1946, the ILO became the first specialized agency associated with the United Nations. Each specialized agency has its own area of competence and the ILO’s competence lies in all aspects of the world of work and employment. It has its own constitution and membership and its own organizational structure, budget and staff. As of March 2003, there are 175 ILO member States.

A unique feature of the ILO as compared to other international bodies is its tripartite structure. Employers’ and workers’ representatives participate in the ILO’s work on an equal basis with representatives of their governments.

The International Labour Organization and Gender Equality

Gender equality is a fundamental human right and an essential condition for achieving effective democracy. The ILO Constitution affirms, “all human beings, irrespective of race, creed or sex, have the right to pursue both their material well-being and their spiritual development in conditions of freedom and dignity, of economic security and equal opportunity.”

Countries are increasingly committed to the promotion of equality of opportunity and treatment between women and men in the world of work. But governments and the social partners face difficulties in making the principles and provisions of international instruments effective in national law and practice. They often seek information from the ILO on the different approaches taken in various parts of the world to give practical effect to gender equality principles.

The ILO has approached the fundamental principle of equality of opportunity and treatment between women and men in three main ways:

1. as a matter of human rights and essential condition for achieving effective democracy. The fight against discrimination on the basis of sex is considered as a fundamental issue in protecting human rights.
2. as a matter of social justice, by improving women’s access to employment and training and their conditions of work and social protection.
3. as a matter of sustainable development, by promoting the participation of women in decision-making and their involvement in shaping development and labour policies and practices that adequately respond to equality objectives.

The policy instruments available to the ILO to promote equality for men and women in the world of work are:

---

25. e.equality@work: an information base on equal employment opportunities for women and men, ILO, Geneva, 2001
International Labour Standards: a set of conventions and recommendations, which constitute the normative context of ILO action concerning women workers.

Declarations and Resolutions: concerning ILO action for women workers, which define the key areas to combat discrimination against women and the priority issues to be addressed by the ILO.

International Labour Standards

Setting international standards has been one of the principal means of the ILO since its creation in 1919. These standards take the form of conventions and recommendations. As of July 2000, there are 183 conventions and 193 recommendations. The International Labour Conference adopts international labour standards, after consultation with all ILO’s member States. The conference is a tripartite body composed of government, employers’ and workers’ delegates.

The conventions and recommendations cover practically all aspects of human labour: employment, conditions of work, social security, industrial relations, safety and health, equal opportunities, non-discrimination and other workers’ rights.

Conventions:
- International treaties with binding power
- Open to ratification by ILO member States
- In ratifying a Convention, a State formally accepts the convention and is legally bound to apply the convention
- The country must, if necessary, adopt new laws and regulations or modify the existing legislation and practice
- The country must apply the convention not only in law, but also in practice

Recommendations:
- Not open to ratification
- Lay down general or technical guidelines to be applied at the national level
- Often supplement conventions

Four main ILO conventions that are crucial for gender equality promotion are:
No. 100: Equal Remuneration Convention, 1951
No. 111: Discrimination (Employment and Occupation), 1958
No. 156: Workers with Family Responsibilities, 1981
No. 183: Maternity Protection, 2000

Declarations and Resolutions

Other policy instruments are declarations and resolutions. The Declaration of Philadelphia, adopted during the International Labour Conference held in 1944 in Philadelphia, USA redefined the aims and purposes of the ILO. This Declaration includes the following principles:

- Labour is not a commodity
- Freedom of expression and of association is essential to sustained progress
- Poverty anywhere constitutes a danger to prosperity everywhere
- All human beings, whatever their race, creed or sex, have the right to pursue both their material well-being and their spiritual development in conditions of freedom and dignity, of economic security and equal opportunity
The 1998 ILO Declaration on fundamental principles and rights at work. Declaration reaffirms the commitment of all member States of the ILO to the fundamental principles and rights, which are incumbent on all countries by the very fact of their membership in the Organization, even if they have not ratified the corresponding conventions. The elimination of discrimination in respect of employment and occupation is a fundamental right.

Thailand and the International Labour Organization

Thailand was one of the founding members of the ILO in 1919. The Royal Thai Government has ratified 13 ILO Conventions at the time of writing, July 2001. These are:

- Convention 14: Weekly rest (Industry), ratified in 1968
- Convention 19: Equality of treatment, ratified in 1968
- Convention 29: Forced labour, ratified in 1969
- Convention 80: Final Articles revision, ratified in 1947
- Convention 88: Employment Service, ratified in 1969
- Convention 100: Equal Remuneration, ratified in 1999
- Convention 104: Abolition of penal sanctions (indigenous workers), ratified in 1964
- Convention 105: Abolition of forced labour, ratified in 1969
- Convention 116: Final articles revision, ratified in 1962
- Convention 122: Employment Policy, ratified in 1969
- Convention 123: Minimum age underground, ratified in 1968
- Convention 127: Maximum weight, ratified in 1969
- Convention 182: Worst forms of child labour, ratified in 2001

(See exercise 5.1 Rights at Work for more detailed information)
Glossary

Abortion
to terminate a pregnancy within 28 weeks, by taking special medicines or having the fetus removed (Thai Law)

Benefit
is something that helps people or gives them an advantage, like an income, food for eating or sale, knowledge, power, status or recognition.

Bonded labour
is usually the result of a debt that needs to be paid back to a person in the form of unpaid labour. So the people are "bonded" to the person and often the only thing they get is food.

Child
according to the Thai law all persons below the age of 15 years are children.

Child labour
all work which is harmful to a child’s health and development.

Civil rights
Civil rights are rights to personal liberty which protect persons against arbitrary interference from the government or society. Common civil rights are the rights to family life, choice of language, freedom of expression and freedom of association. Civil rights are commonly laid down in national constitutions, and some, but not all of them are set out in the Civil Code.

Constitutional rights
Each country has a Constitution in which the fundamental rights of citizens are guaranteed. These rights are guaranteed to all citizens, usually regardless of their sex, race, ethnicity, caste, religion or status.

Convention
International Labour Conventions are international treaties which are open to ratification by ILO member States. When a State ratifies a Convention, the country pledges to apply the Convention’s terms and provisions in law and practice.

Direct discrimination
refers to any distinction, exclusion or preference based on sex which has the effect of nullifying or impairing equality of opportunity or treatment in employment or occupation. The distinctions, exclusions or preferences may have their origin in law (de jure) or in practice (de facto) and are made explicitly or implicitly to the detriment of one sex or the other.

Domestic violence
all forms of violence are domestic violence if they happen within the family.

Equal remuneration
means that women and men who do the same type of work or who do jobs of a different kind but of equal value should get the same pay without any discrimination based on sex. Equal remuneration does not only mean that the basic wage or salary of men and women should be the same, but also that there should be no discrimination based on sex in the payment of
allowances and benefits, paid directly or indirectly by the employer to the worker in cash or in kind.

**Forced labour**
means any work or service that someone is forced to do under the menace of a penalty and against his or her will.

**Gender**
refers to social differences and relations between men and women. Gender roles are learned, change over time, and have a wide variation both within and between cultures. These differences and relationships are social constructs and are learned through the socialization process.

**Gender roles**
are *learned* behaviour in a given society, community or social group, in which people are taught to perceive activities, tasks and responsibilities as male or female. Gender roles vary by age, race, ethnicity, culture and religion and by geographical, economical and political environment. They are context-specific and can be changed.

**Home work**
is the production of goods or the provision of services to an employer, subcontractor, middle person or agent in exchange for remuneration. It is performed under an arrangement whereby the work is carried out at a place of the worker’s own choice, often the worker’s own home (ILO).

**Human rights**
basic and absolute rights that a person has by being a human being. They recognize the vulnerability of the human being in civil, political, economic, social and cultural processes and provide protection. Every human being has these rights but the extent to which they can be enforced in practice varies from country to country.

**Indirect discrimination**
refers to apparently neutral situations, regulations, or practices, which in fact result in unequal treatment of persons with certain characteristics. It occurs when the same condition, treatment or criterion is applied to everyone, but results in a disproportionately harsh impact on some persons on the basis of certain characteristics or who belong to certain classes with specific characteristics such as sex, and is not closely related to the inherent requirement of the job.

**Legal rights**
those rights which are defined by national laws in each country, usually consisting of constitutional rights, rights laid down in national legislation such as the Penal Code, the Labour Code and the Civil Code and rules such as government regulations.

**Migration**
is the movement of people from one place to another. It is either internal (from one section of the country to another, e.g. rural-urban), or external (from one country to another). Migration may be temporary or permanent.

**Migrant worker**
person who migrates because of work

**Rape**
having sexual intercourse with anybody against her or his will.
Ratification in ratifying a Convention, a State formally accepts the Convention and is therefore legally bound to apply it. The country must, if necessary, adopt new laws and regulations or modify the existing legislation and practice to support the Convention. It must apply the Convention not only in law but also in practice, and provide reports on its application to the International Labour Office.

Recommendation International Labour Recommendations are not open to ratification but lay down general or technical guidelines to be applied at the national level. They often provide detailed guidelines to supplement principles set out in Conventions, or they may provide guidance on subjects which are not covered by Conventions.

Reproductive health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity, in all matters relating to the reproductive system and to its functions and processes. Reproductive health therefore implies that people are able to have a satisfying and safe sex life and that they have the capability to reproduce and the freedom to decide if, when and how often to do so. Implicit in this last condition are the right of men and women to be informed and to have access to safe, effective, affordable and acceptable methods of family planning of their choice, as well as other methods of their choice for regulation of fertility which are not against the law, and the right of access to appropriate health-care services that will enable women to go safely through pregnancy and childbirth and provide couples with the best chance of having a healthy infant (WHO).

Resource is everything people need to carry out an activity like: tools to work on the land, food to eat, education to learn, etc. Persons are also regarded as a resource, because a friend or a community member can be very useful in, for instance, solving a problem or getting information. Organizations can be a resource in the sense that they can provide technical inputs or give credit, for example.

Sex refers to universal biologically determined differences between men and women. These characteristics are given at birth by nature and are generally unchangeable.

Sexual harassment means unwanted conduct of a sexual nature, or other conduct based on sex, affecting the dignity of women and men at work. This can include unwelcome physical, verbal or non-verbal conduct (European Commission’s Council Resolution).

Trafficking Trafficking in persons’ shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person, for
the purpose of exploitation. Exploitation shall include, at a minimum, ‘the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs (Palermo Protocol on trafficking 2000).

Youth
Young persons between 15 and 24 years, who become adults at 18 years when they can vote.

Welfare of the family
will improve if more benefits come to the family. Not only money but also knowledge will improve the welfare of the family. If you know more you have easier access to different kind of services for instance, just because you know where to go.

Worker
call those who work, both women and men. That means wage workers in formal enterprises, but also the self-employed, casual and informal workers, the hidden, predominantly women workers in the care economy or in the domestic scene, irrespective of whether they are paid or unpaid (ILO).
List of Useful Organizations

Provincial Level:
Department of Public Welfare-Provincial Offices
Provincial Offices of the Labour and Social Welfare
Offices of the Governor
All Police Stations

National Level:
Division of Child and Women Coordination
Department of Skills Development
Ministry of Labour and Social Welfare
Tel. 02-248-3671 Fax. 02-248-3671

Office of Homeworkers
Department of Labour Protection and Welfare
Ministry of Labour and Social Welfare
Tel. 02-245-7020 Fax 02-246-3192

National Commission on Women’s Affairs
Office of the Prime Minister
Tel. 02-282 5296, 02-282 2690 Fax: 02-281 3690

National Commissions on Human Rights
Tel. 02-219-2940-1

National Council of Women of Thailand
514 Manangkasila House Larn Luang Dusit
Bangkok 10300
Tel. 02-281-0081

For Assistance on Issues concerning Violence Against Women
Center for the Protection of Women’s and Children’s Rights
National Police Institute

Hotline Foundation (also in Chiangmai, Had Yai, Khon Kaen)
145/6 Hotline Villa
Vipavadee-Rangsit Road
Ladyao, Jatujak
Bangkok 10900
Tel. 02-510-3170
Chiangmai Tel. 053-850-270

For Temporary Shelters
Department of Public Welfare
Emergency Home
501/1 Thanon Techatungka Seekan Don Muang
Bangkok 10210
Tel. 02-929-2222

Half-way Home under the care of DPW
Half-way Home (Baan Pak-jai)

Girlguides’ Association of Thailand (with Chiangmai Branch)
Chiangmai 053-274-125, 02-275-995 Fax 053-274-125

**For Skill Training**
Girlguides’ Association of Thailand (with Chiangmai Branch)
Chiangmai 053-274-125, 02-275-995 Fax 053-274-125

EMPOWER (also with an office in Chiangmai)
57/60 Tiwanon Nonthaburi 11000
Tel. 02-526-8311

Training Center for Urban Poor Development
30/95 Soi 87 Wangthonglang, Bangkapi
Bangkok 10310
Tel. 02-539-8550

**For HIV/AIDS-related Issues**
Thai Red Cross
1871 Rama 4
Bangkok 10330
Tel 02-256-4107-8

AIDSNET (Chiangmai, KhonKaen)
Tel 053-222-417

Welcome House AIDS Response Programme (a shelter)
111/9-10 Thanon Pan Silom Bangkok 10500
Tel. 02-234-8258

CARE Thailand
Tel 02-279-5306-7 Fax 02-271-4467

**For Migrant and Indigenous Workers**
Catholic Migration Commission Women’s Desk
P.O. Box 1087 Bangkok 10501
Tel. 02-266-4439

New Life Center
69/2 Tunghotel Road Soi 3 Muang Chiangmai 50000
053-263-010 Fax 053-263-011

Inter Mountain People’s Education and Culture in Thailand Association (IMPECT)
252 M. 2 Sansai Noi, Sansai, Chiangmai 50210
Tel. 053-492-544 Fax 053-398-592

One-Stop Service Center (in every province: contact the Provincial Office of the Labour and Social Welfare for Information)
For Labour-related and Rights Issues
National Commission on Human Rights
Tel. 02-219-2940-1

Coordinating Committee of Thai NGOs on Human Rights
109 Suthisarnwinichai, Samsen Nok, Huaykwang
Bangkok 10310
Tel. 02-275-4231-3

Central Labour Court
Tel. 02-235-2478

Center for Labour Information Service and Training (CLIST)
166/23 Moo 5 Moo Ban Nattankarn 3, Phaholyothin 52, Bangkaen
Bangkok 10220
Tel. 02-972-6738

Labour Congress of Thailand
Tel. 02-384-6789, 02-758-3300 Fax 02-384-6789

Thai Trade Union Congress
Tel 02-384-0438 Fax 02-394-5385

National Congress of Thai Labour
Tel 02-384-4312 Fax 02-384-4312

The Asia Foundation
Tel 02-233-1644-7 Fax 02-237-7011

Union for Civil Liberty (UCL) (Also with brance offices in Chiangmai and Lamphun)
109 Suthisarn Vinichai, Samsen Nok, Huaykwang, Bangkok 10310
Tel 02-275-4231-3, Fax 02-275-4230

Arom Pongpangan Foundation
246/57-58 Sukswasdi Road Soi 13, Bangpakaew, Rasburana, Bangkok 10140
Tel 427-6967, 02-428-4358, Fax 02-428-4358

For General Information and Referral Services
Friends of Women’s Foundation
386/61-62 Ratchadaphised 42, Ratchadaphisek Rd., Chatuchak
Bangkok 10900
Tel. 02-513-2708, 02-513-1001

Foundation of Women
Tel: (66 2) 8641427-8; Fax: (66 2) 8641637

NGO Coordinating Committee on Rural Development in the NORTHEAST
686/5 Soi Wuttaram, Namunag Rd., Muang District
Khonkaen 40000
Tel. 043-322-267
NGO Coordinating Committee on Rural Development in the North (NGO-CORD North)
77/1 Moo 5 T. Suthep, Muang Chiangmai 50200
Tel. 053-810-623-4

Homenet Thailand (With network organizations in Chiangmai and Khon Kaen)
386/59 Soi ratchadaphisek 42, Ratchadapisek Rd, Ladyaw, Jatujak
Bangkok 10900
Tel. 02-513-9242, 02-513-8959

Reproductive Health and Rights Education Project
Population Council, Southeast Asia Office
Tel. 02–653-8586

Y.M.C.A (with Branches in Chiangmai and Chiangrai)
27 South Sathorn Road
Bangkok 10120
Tel. 02-287-1900
References

Action Against Sexual Harassment at Work in Asia and the Pacific by Nelien Haspels, Zaitun Mohamed Kasim, Constance Thomas and Deidre McCann, International Labour Office, Bangkok, 2001


Child Labour – An information Kit for Teachers, Educators and their Organizations, ILO, Geneva, 1998

Equality@work an information base on Equal Employment Opportunities for Women and Men, ILO Geneva, 2001

Friends tell Friends on the Streets by Greg Carl and Nonthathorn Chaiphech, Thai Red Cross AIDS Research Centre, Bangkok, 2000

Gender Issues in the World of Work, ILO Gender Training for ILO Staff and Constituents for the Promotion of Equality for Women Workers, INT/93/MO9/NET, 1995, Geneva

Guide to Stop Violence Against Women, brochure form some NGOs, Bangkok, 2001

Gender Equality at Work, Various Briefing Notes, Nelien Haspels, BAO/EASMAT, ILO Bangkok, 2001-03


Operational Manual for the Thai Police in Combating Child Labour, Pilot Project conducted by the National Police Bureau, 1998


The Oxfam Gender Training Manual, p.183, Oxfam, UK and Ireland, 1994

Training Package for Awareness Raising about Legal Rights, Workers’ Rights and Gender Equality, Trainers’ Manual, Rosalinda Terhorst, ILO Kathmandu, 1999

SOLVE, stress, tobacco, alcohol and drugs, HIV/AIDS and violence, ILO InFocus Safework, Geneva, 2001