

GENDER EQUALITY

PRACTICAL GUIDE FOR DELEGATES



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PRESENTATION

Inequality between men and women in different areas of society is a reality that has been aggravated by the development of a globalized economy.

The role of trade unions in this regard is essential to lay the foundations for a new, more inclusive and fairer society for all its inhabitants. The education and training of social actors are essential tools for carrying out these changes.

In the following pages you will find information and activities intended to serve as material for training courses, meetings or discussions within your trade unions.

Its objective is not to exhaust the topic of gender equality, which has multiple facets, but to provide a basic tool for delegates to plan activities, expanding the information available to them. To this end, at the end of the guide you will find a list of informative resources to complement this guide.

We hope you find it useful and that more and more of us work together to build a more equal and just world .

Verónica Fernández Méndez
Head of the Equal Opportunity
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METHODOLOGY

The material presented in this guide is intended to be used in meetings, courses and discussions within trade unions , and the proposed activities to be supported by group work.

This is why the methodology here included has been designed for a workshop rather than a conference, although the information provided can be used to have one .

The objective of the workshop is to allow participants to share experiences and discover attitudes and concepts autonomously. This type of learning is more productive than that which follows a seminar or lecture, since what we learn on our own is better remembered than whensomeone else tells us.

The practices are designed to be coordinated by a person who introduces the topics and guides the development of the activities. In addition, this person will be in charge of trying to get everyone in the group to participate actively, promote the exchange of ideas, guide the discussions, negotiate in moments of conflict to reach a common consensus and help everyone to speak (when working withgroups it is important to understand that there are leaders, people who interrupt others or those who wish to be the focus of attention. This is something that will have to be moderated).

It is suggested to begin with an introduction of each participant to the rest of the group, followed by the coordinator explaining the objectives of the course and the topics to be addressed. It is advisable to leave the results of the group activities so that they can be used in later practices and to carry out an evaluation at the end of the workshop.



WHAT IS GENDER EQUALITY?

At UNI Global Union and its Equal Opportunities Department, we understand gender equality as a human right, a value and a fundamental pillar for the development of any society.

However, this does not only mean that our actions and policies are aimed at promoting and improving the quality of life of women, focusing on the specific issues of this group. We also work to review and modify those cultural structures that reinforce differences and create discriminatory and exclusionary attitudes (gender perspective).

Incorporating a gender perspective for equality means reviewing established points of view, examining policies and actions, taking into account their possible consequences on inequality and making women's issues visible so that they are considered in all areas and by all actors in society.

That is to say, we raise gender equity as an issue that cuts across all actions aimed at improving our societies.

“Gender equality establishes equal treatment, education, health, opportunities; as well as access and better working conditions for both men and women.”



A current issue

Despite the progress made in recent decades, serious inequalities between men and women continue to exist in many areas of social life:

Women represent 70% of the world's poor and own only 1% of the world's wealth. Two-thirds of the world's illiterate are women. It is more difficult for them to attend and complete school.

On average, a woman earns 75% of the salary that a man would earn in the same job. Women account for 50% of AIDS cases worldwide, with 58% in Africa. A woman is four times more likely to be infected by a man than a man is to be infected by a woman. Women and girls are the primary victims of physical and sexual violence. The perpetrators are usually people they know. Women are also the primary victims of moral and sexual harassment in the workplace.



Source: UN Women

<https://www.un.org/sustainabledevelopment/es/gender-equality/>

Amnesty International

<https://www.amnesty.org/en/what-we-do/discrimination/womens-rights/>

THE ROLE OF TRADE UNIONS



Trade unions today face a world in constant change. The organization of work has undergone substantial changes throughout the world, as a result of the globalization of the economy. Within this framework, women have increased their participation in the labour market, but in a precarious manner.

Trade unions must be prepared to face this scenario and adapt their policies and actions to the changes that have occurred and are yet to come. Otherwise, the effectiveness of any organizing and unionization activity will be diminished, as well as the responses to the problems workers have to face around the world today.

Globalization and its effects on the labour market

TECHNOLOGICAL REVOLUTION (ADVANCES IN COMMUNICATIONS, INFORMATION AND TRANSPORTATION)

- OPENING OF INTERNATIONAL TRADE
- GLOBAL TRADE NETWORKING



MODIFICATION OF THE ORGANIZATION OF WORK

- DECENTRALIZATION AND FLEXIBILIZATION



SPECIALIZED TASKS

- OUTSOURCING AND SUBCONTRACTING
- CASUAL LABOUR



SEARCH FOR REVENUE IN COUNTRIES WITH LOW-COST WORKFORCE



MORE FEMALE LABOUR FORCE IN INFORMAL, PART-TIME, ETC.

- MORE MIGRANT WORKERS



UNEQUAL DISTRIBUTION OF HOUSEHOLD RESPONSIBILITIES INCREASES WOMEN'S WORKLOAD TWICEFOLD



WOMEN HAVE A LOWER LEVEL OF EDUCATION AND ARE THEREFORE LESS LIKELY TO GET A DECENT JOB



WAGE GAP BETWEEN MEN AND WOMEN WHICH DERIVES IN LOWER PENSIONS FOR WOMEN



LESS ORGANIZING INITIATIVES FOR WOMEN TO JOIN UNIONS

- LOWER ENROLLMENT



NEED FOR ACTION

1 Activity Know in order to act

Collect information about the situation in your sector. Include informal workers.
Make a list of the problems found, cataloguing them by gender, age, type of work.
Write them on cards.

IN GROUP

Make a list of the recruitment and organizing actions carried out by your union differentiating them by gender, age, type of work.

Write them on cards.

Place both lists in a visible place, (poster, blackboard, etc.), in two columns and try to link issues with actions.

Analyze and discuss with your work group what changes are necessary to respond to all the issues and audiences found in the previous research.

Report on the findings of this research to serve as material for developing more effective organizational and recruitment policies.

(Both lists can be left on the blackboard or at the side of the room and used for other work or discussions).

Guiding questions:

What kind of jobs do current and potential members of my organization perform? Are they formal, informal, outsourced, multinational?

What problems do these workers face?

Are they the same for men, women and youth?

What activities does my union do to organize members?

Are they the same for men, women, youth, informal workers?

Do you conduct recruitment campaigns?

To whom are these actions addressed?



2 Activity **Once we are informed, inform**

One of the biggest obstacles for affiliation and active participation of workers in unions is the lack of information that unionizing provides.

Based on the experiences shared by the participants during the workshop, discuss the methods used by your union to improve participation and increase affiliation. With the data you have gathered, work on developing a plan or organizing campaign.

Guiding questions:

Do workers know about the benefits of unionizing?

What methods does my organization use to make sure workers know about them? (campaigns, meetings, social media, etc.)

Does this information reach all workers or just a reduced group?

Does it include those workers who work in the informal sector, migrants, women and youth?

Is the information clear and complete?

Does it respond to real worker problems or is it too general?

What alternative methods can be used?

What are the main obstacles workers faced for active participation?

Can my union modify this situation?

Reviewing points of view

The fundamental challenge to achieving gender equality is the modification of certain cultural patterns. The notions that we learn throughout our life about what it means to be a woman or a man vary in each society, and respond to deeply rooted cultural structures that define power relations.

These same structures predispose us to act and understand the world differently. And these structures, most of the time, are the basis for discrimination and exclusion.

These notions assign a role to everyone and a certain type of attitude towards life, which is presented to us as "natural."

Thus, men are defined from childhood as strong, independent, undemonstrative, and active. Then in adulthood, they become responsible for providing money, for being successful outside the family, etc. Women, on the other hand, are defined by their sensitivity, their natural gift for motherhood, their capacity for containment, and therefore their social role is relegated to family, childcare, etc.

Both notions are constructed and have an effect on all areas of life, conditioning the actions and desires of both men and women (for example, men who cannot be providers feel like failures, motherhood is seen as a woman's duty, certain jobs are understood as only for women or only for men).

Understanding that our definitions of the world are not "normal" or "natural" but a web of socially constructed conceptions is the first step to change. Reviewing the established ways of defining roles and relationships in our organizations is fundamental to include a gender perspective.



SEX and GENDER

The concept of sex refers to the biological differences between men and women, while gender is a social concept; a construction that varies within each society, culture and historical moment, defining roles, ways of being and our place in the world. It also shapes our skills and attitudes, defining the social identity of each person and making him/her a member of that society.

3 Activity How do we see each other?

Guiding questions: Separate the working group into men and women. Each of the groups should discuss and draw up a list of characteristics of what is commonly understood as being a woman or a man in their society (no more than 10).

One member of each group will read the list to the other and then a common list will be made. This list can be kept in a visible place to be used by the participants

Guiding questions:

What kind of personality or attitude should a man have in order to be well regarded?
And for women?
Are there activities that are considered gender-specific? Which ones?
Are there expressions or forms of language that devalue the role of women?
And what about men?

4 Activity You cannot

Based on the definition of socially accepted characteristics for each gender, write on a flip chart or blackboard a column headed by the phrase "You can't because you are a woman" and another by "You can't because you are a man."

Each participant will post one experience from their childhood and one from their adult life in which they were compelled to stop doing something because of their gender.

Then we will discuss the changes that have occurred over time and the role of family, school and institutions in the definition of each gender.

THE MENTALITY OF OUR INSTITUTION

In the same way that cultural values are learnt from childhood and preform our attitudes towards life, organizations and institutions, (whether business, state or union), also have a particular and deeply rooted set of values and notions that influence their actions and how they operate.

We can say that, as social relations are structured by rules and contracts, organizations are small-scale societies, with their own ideas and roles assigned to each member.

Those cultural notions that exist in society tend to be reproduced, like everything else, within organizations. However, it is possible to modify them.

Trade unions were born as men's societies and often reinforce masculine values as within their structures, even in those cases where the majority of members are women.

In these cases, exclusion, lack of participation and discrimination occur, and this undermines possible actions to achieve gender equity.

Discrimination

As a social construct, the notion of gender is diffuse and changes according to societies and historical moments. Hence, discriminatory attitudes are also different. Gender-based discrimination is based on the positive valuation of one gender over the other and, therefore, it promotes specific power relations.

Direct discrimination occurs when women are prevented from enjoying rights, freedoms or social benefits because they are women. Indirect discrimination, which is much more subtle, is when, although there are equal rules for both genders, cultural structures and historically rooted social practices prevent them from truly enjoying equality . This type of discrimination is also called institutional.

Once we understand that gender is a socially constructed notion and we critically review these concepts and the vital conditioning factors they affect, we can integrate a different perspective into all of our organization's actions and policies, i.e., a gender perspective that advocates equity.



5 Activity Institutional discrimination?

Distribute the following list of statements to the group members. Once the questionnaire has been answered, discuss each statement with the rest of the participants, explaining the causes and consequences of gender discrimination.

Report on the conclusions of the discussion and the changes that should be made within the organization's structure to promote gender equity.

True / False

1. The gender issue is a priority for the organization.
2. The negotiation teams are made up of both men and women.
3. Women do not stand for election to high office.
4. The election rules facilitate the access of all members to hierarchical positions.
5. There is a minimum quota for women's participation in committees or decision-making bodies.
6. The statutes establish rules that encourage the inclusion of women in the institutional structure, but these are not complied with.
7. There are training courses on gender issues for all leaders, both men and women.



PLANNING WITH A GENDER PERSPECTIVE

This integration involves:

Establishing a strategy to achieve equality in all fields and social spheres.

To understand that concern for gender equality is not a "women's" issue but a problem of society as a whole that affects its development.

Analyze the organization's own structure to eliminate barriers to equality.

Train leaders, men and women, on gender issues to become trainers.

Inform and sensitize the rest of the social actors.

Create women's committees and networks to make their own issues visible.

TO PLAN: A MATTER OF CHOICE

Planning is a strategic process in which certain actions are taken to solve a problem or change a situation in a certain desired way. This process must be permanently evaluated to correct the course or reinforce the actions. It is circular, since from the evaluation of the results of every action, additional problems will arise and therefore more actions to be taken. It is also deeply participative, since it requires the collaboration and points of view of all the actors involved, both those who plan and those who benefit from it.

Integrating the gender perspective into the planning of institutional actions does not mean drafting a set of rules that are the same for all, since this type of strategy is often evaded by culturally ingrained attitudes and becomes a dead letter: a purely formal equality. Nor is it useful to import recipes extracted from other societies, since gender is a constructed notion and therefore, in each culture, gender conditioning will be particular.

Planning with a gender perspective means developing strategic actions according to the needs and differences between men and women. Thus, each society and organization will find distinct problems to face in both groups.

The purpose of these actions will be to change social relations over time between the genders, putting them on an equal footing.

Steps

The analysis and definition of the problems are fundamental to the process and constitute the first step. We must know in depth what we need to change, defining precisely the existing problems.

At this stage we must bear in mind that defining a problem is also a matter of assessment and implies a particular type of solution. For example, understanding that low participation of women in the union is a lack of statutory opportunities will mean we will need to act in a certain way. If this situation arises from lack of interest, we will need to choose another way.

Once the problem has been established, an action plan will be drawn up with the objectives to be achieved and the activities to be carried out, considering their feasibility in terms of time and resources. This action plan will be evaluated constantly during its development.

The final stage will consist of an evaluation of the results obtained with a view to planning again.



6 Activity A problem

Divide the working group into three and distribute the following case. Each group should write on a sheet of paper the definition of the problem they think needs to be solved and three activities to solve it.

Then, one member of each group will read the definition and the activities to the rest of the group.

Once finished, a discussion will ensue.

"Union x represents 5,000 male and female workers in the textile industry in one city. Sixty-five percent of its members are women over the age of 25 who work full time.

In order to increase the participation of its members, especially its female members, it was decided to organize four meetings at the organization's headquarters, one every two weeks. There, the workers' problems would be discussed and new actions would be planned to solve the problems encountered.

At the beginning of the month, a poster with the date and time of the four meetings was posted on the bulletin boards of all the companies with union members.

Two months later, it was found that the average number of attendees was 100 participants per meeting. Less than 10% were women. Most of the attendees were men in senior and supervisory positions.

The union is looking forward to the continuation of these meetings."



Thinking about the differences, to be equal

Introducing a gender perspective in our organizations requires a more critical look at ourselves and the rules that guide us. To change our perception, we need to review our own concepts as well as those existing institutionalized conceptions. This entails work and effort from all the actors involved.

In order to carry out strategic actions for gender equality, we must analyze our social world and find the problems that need to be solved. It is not only a matter of eliminating discriminatory attitudes, which are more visible, but also of delving into the most deeply rooted inequalities. These are often the ones that escape us the most.

Sharpen your gaze

Each society and culture defines what it means to be a man and what it means to be a woman, giving each gender a range of attitudes, roles and characteristics accepted by that society or culture. These norms are not inscribed in a formal way, but in the way we act in the world. Therefore, we unconsciously understand these attitudes as "normal".

Conscientiously understanding the norms that regulate us and analyzing them as a social construct makes it possible to change them. Differences are not negative in themselves, each individual is different from another. We must look for those differences that rank and devalue, as well as those that discriminate and cause inequality.

Among other questions we should consider the following:

Valuations: Are men and women equally valued at the work and areas of representation, or is their work and opinions valued differently? One more than the other?

Rewards: Is the work done by both genders equally rewarded?

Resources: Do women and men have the same resources at their disposal to develop their skills? (Resources are money, time, training).

Rights: do they have the same rights and freedoms, and are these rights and freedoms exercisable or are they merely formal?

Spheres of action: Can everyone participate in any field or are there areas socially reserved for women and others for men?

How are we doing at home?

Despite the changes that have taken place in recent decades and the progress made in regards to the situation of women, the responsibility for family work (housework, care of children and the elderly) continues to be assigned to women alone, as a natural sphere of action. The increase of women in the world of work means that now women do twice and sometimes thrice more than men.

Domestic work, which is unpaid and devalued in many societies, affects women's access to paid work. Men, socially defined as providers, take on a very small part of these tasks.

As a result, women are more likely to seek part-time, informal or home-based jobs with fewer demands, as they must divide their time between paid and unpaid work.

Men, on the other hand, have more opportunities to develop professionally, as they do not divide their time with domestic responsibilities. However, their social role encourages them to work longer hours, work double shifts or work several jobs to earn more money.

Certain conditions of the current economy have aggravated this type of inequality. In many countries, men have been relegated to unemployment and women are the sole breadwinners, resulting in a sense of failure for the masculine value that men "must" provide for the family.

On the other hand, as migrant labour has increased, millions of families have been dismembered.

Such issues should be considered by unions and states when negotiating with employers. Time off, maternity and paternity leave, childcare arrangements and more flexible schedules will help to balance the tasks of both, alleviating the pressures experienced by both men and women.



7

Activity Roles and areas

Separate the group into four. Two groups will work with Card A and two with Card B.

Each group should represent the situation described on the card, one in the way they think it would "normally" happen and the other will represent the same situation but they will certain "attitudes" towards gender roles in order to have more equality.

Next, one member of each group will read the definition and activities to the rest of the group. Once finished, the discussion will be opened.

A

It is dinner time. Both man and woman have come home from work (or you can choose to have one working and the other not). Their children are home from school.

What is everyone doing at that moment?

What tasks are assigned to each person? How are these tasks distributed? How do family members react when they are assigned their tasks? Do they fulfil them?

B.

It's Christmas. A man and a woman are choosing gifts for the children in the house.

What toys do they choose for each one? They ask the store salesperson and other shoppers what they think. What is their response?

How do they decide how much money to spend?

Work, wages and value

Hierarchization and gender inequality are easily visible in the labour market. The difference in resources and the assignment of prefixed roles condition the possibility for women to choose dignified and well-paid jobs.

In this way, men are assigned "rough" or "dirty" jobs. However, the arbitrariness of this statement is demonstrated in the food industry, where women, who are the majority, perform heavy work. Men, on the other hand, are employed in dangerous jobs, thus having a higher rate of occupational accidents than women.

By assigning gender roles to different spheres means many women continue to work in agriculture and family businesses without being paid because these tasks are part of the private sphere or the family.

Jobs for female migrant workers are concentrated in the least regulated sectors, leaving them more exposed to exploitation and unequal treatment (e.g., domestic service workers).

Women represent most workers in informal employment, which is characterized by a lack of legal protection and low pay. Those women who attain higher positions continue to earn less than their male counterparts.

Because of the difference in training, women cannot access specialized, better-paid jobs with a greater possibility of professional advancement.

Finally, the devaluation of work considered to be feminine, including domestic work, should be highlighted.

UNIONS MUST WORK ON SEVERAL FRONTS TO BALANCE THESE DISPARITIES:

- **Organize:** more workers organized to be able to negotiate with employers.
- **Training:** train and educate leaders and workers on the benefits of unionization and gender issues with the aim of having true gender mainstreaming in unions.
- **Encourage and create women's committees:** no one is better equipped to know about women's issues than women themselves. This also applies to young people.
- **Modify statutes: if necessary, establish quotas or specific positions for women in decision making bodies in order to increase gender equality and provide gender mainstreaming.**
- **Include maternity and paternity clauses in negotiations:** this will balance tasks and responsibilities at home.
- **Monitoring equal opportunities in access to the world of work:** interviews and methods for hiring workers often contain preconceptions that restrict women's access to them. The same goes for promotions. Equal and transparent practices must be demanded.
- **Promote gender equality in all negotiations:** promote the drafting and inclusion of clauses that not only promote gender equality but also create conditions for equality, as well as support the inclusion of women in the world of work by negotiating leave, permits, scheduling, facilities, etc.

8 Activity Classified Ads

Bring the local or regional classified ads to the workshop. Distribute them among the group members, who should read them carefully. Each member should find one situation that catches his or her attention. Open the discussion about the difference in the jobs offered, the value assigned to them according to gender, etc.

Guiding questions:

What kind of jobs are offered exclusively to women?
Which to men?
Does a difference in requirements exist?
What do these requirements have to do with (training, age, marital status, physical appearance)?
Is there a requirement that appears only in women's jobs?



Violence and harassment in the workplace

The hierarchy between genders, socially and culturally constructed, sustains certain power relations. Every power relationship is by definition asymmetrical, that is, one of the subjects of the relationship has power and the other does not. When we speak of power we define a possibility or potency (to be able to do, to be able to say, to be able to stop doing) but also a mandate (to command and obey).

Generally, men are socially more valued than women. This situation of asymmetry is present in many areas of social life and can lead to violence, whether physical, verbal or psychological.

Sexual harassment is a type of violence that through a demonstration of power intimidates, humiliates and affects the dignity of the other person. Socially sustained power relations between genders are reinforced by the power and hierarchical relations that exist between bosses and subordinates. It is for this reason that women constitute the majority of victims of sexual harassment and the workplace is one of the places where it appears.

Sexual harassment in the workplace

It is unwanted behavior of a sexual nature that the victim perceives as a condition to keep their job or that creates a hostile, intimidating and humiliating work environment. This may include physical contact, sexual advances, sexual comments and jokes, display of pornographic materials, or unwanted and unwelcome comments about a person's appearance.

Effects

Victims of sexual harassment suffer psychological and in some cases physical violence. This situation of humiliation causes symptoms of all kinds that alter their physical and emotional health.

For example:

feelings of insecurity, anxiety, anguish, disgust, vulnerability, anger and impotence, physical and emotional stress, muscular contractions, digestive problems, headaches, irritability, insomnia, anxiety and depression.

How to act

Many countries have produced legislation in this regard. However, one of the biggest obstacles in these situations is the victims' fear of denouncing their perpetrators for fear of losing their jobs, of being frowned upon, bearing in mind that many times the harassers have the power to fire them and slander them.

Therefore, unions must pay attention to the working conditions of workers, offering them the tools to feel supported to denounce and punish the perpetrator in a situation like this.

Providing training and information in this regard will be very useful.

Activity

Discuss and plan future actions that the union can take to address the problem of sexual harassment.

note

Gender and health

The notion of health, like many other social meanings, is a construction that has changed over time. It can be defined negatively, as the absence of disease, or positively. Thus, the World Health Organization defines it as "complete physical, social and mental well-being". This concept of health emphasizes not only the physical resources that a human being can attain but also the social and personal ones.

The socially constructed gender roles crosscut the concept of health because they condition the ways of life of men and women, who are affected by it in their physical, emotional and social wellbeing.

In the case of men, the definition of their social role as provider has led many men to see their physical and mental equilibrium upset when they cannot fulfil this role (for example, due to lack of employment or feeling displaced by women economically or socially). In addition, the idea that they must perform hard or risky work increases the incidence of occupational accidents.

In the case of women, their reproductive health, maternity and the transmission of sexually transmitted diseases such as HIV/AIDS become factors of attention.

Male dominance is a crucial factor when it comes to sexual behavior. Concepts such as pride, manliness and entitlement over women in sexual relations restrict women's ability to decide freely not to have sex, to negotiate condom use and to decide about motherhood.

In addition, in some societies, men are encouraged to have multiple sexual partners. Therefore, protection against unwanted pregnancies, sexually transmitted diseases, and situations of violence and abuse are limited for women.

This type of attitude increases the number of HIV/AIDS cases worldwide. Women are more vulnerable and in regions such as Africa, they represent the majority of those infected with the disease.

For all these reasons, training and information are necessary to modify this type of attitudes based on gender roles. Trade unions can contribute to this by informing and educating their workers.

10 Activity Changing attitudes

Discuss and develop with the working group a plan for addressing HIV/AIDS and safe sex in your organization.



Guiding questions:

Is there information available about the risks of unprotected sex?
If so, what are the reasons for the continued existence of risky behaviors?
How can this problem be addressed?
Is there sexual and reproductive education in your country, region, city?
How can the union act to improve this education?
What are the key issues to be addressed?



Regulations on employment and gender

Key ILO Conventions on equality between men and women workers*.

- The Discrimination (Employment and Occupation) Convention, 1958 C111 is among the most widely ratified. It requires Member States to formulate and implement a national policy to promote equality of opportunity and treatment in respect of employment and occupation with a view to eliminating any discrimination in this respect.
- The Equal Remuneration Convention, 1951 C100 specifically addresses the issue of equal pay for work of equal value.
- The Workers with Family Responsibilities Convention, 1981 C156 addresses issues relating to workers with responsibilities for dependent children and other family members in need of care or support.
- The Maternity Protection Convention, 2000 C183 covers maternity leave and benefits, employment protection and related non-discrimination issues.
- The Convention on Violence and Harassment in the World of Work, C190 -2019-, which establishes the right of everyone to a world of work free from violence and harassment, and includes violence and harassment based on gender. This is the first international regulation to do so. It is complemented by Recommendation 206 (R206), which provides more detailed guidance on how the Convention should be implemented at the national level.

(*) In the section "Sources and resources" you will find the link to download these complete agreements.

Information sources and resources

UNI GLOBAL UNION

- **Equal Opportunities Department**
<https://uniglobalunion.org/about/cross-sector-groups/equal-opportunities/>
- **Break the Circle! Campaigns and resources on gender based violence, harassment and discrimination based on gender identity and sexual orientation** <https://breakingthecircle.org/>
- **Gender wage gap: UNI Equal Pay Campaign** <https://uniequalpay.org/>
- **Women's Health: UWH: UNI Women's Health Campaign** <http://uni-womens-health.org/>

AMNESTY INTERNATIONAL

<http://www.amnesty.org/es>

CINTERFOR

Inter-American Center for Knowledge Development in Vocational Training.

Gender, training and work:

http://www.oitcinterfor.org/public/spanish/region/ampro/cinterfor/temas/gender/em_ca_eq/mod_gra.htm

UN INSTRAW

UN Gender and Training Wiki. Training materials.

http://www.un-instraw.org/wiki/training/index.php/Training_Materials

INTERNATIONAL LABOR ORGANIZATION (ILO)

Resource Guide on Gender Equality in the World of Work:

<http://www.ilo.org/public/spanish/support/lib/resource/subject/gender.htm>

GENDER EQUALITY OFFICE:

<http://www.ilo.org/gender/lang--es/index.htm>

Key Conventions and Recommendations for Gender Equality:

http://www.ilo.org/global/What_we_do/InternationalLabourStandards/InformationResources/Publications/lang--en/docName--WCMS_088160/index.htm

UNITED NATIONS WOMEN'S DEVELOPMENT FOUNDATION (UNIFEM)

<http://www.unifem.org/>

COMMITTEE ON THE ELIMINATION OF DISCRIMINATION AGAINST WOMEN (CEDAW)

<http://www.un.org/womenwatch/daw/cedaw/>

UN WOMEN WATCH - INFORMATION AND RESOURCES ON GENDER EQUALITY AND WOMEN'S EMPOWERMENT. UNITED NATIONS.

Topics covered: <http://www.un.org/womenwatch/topics/>

ENGENDER HEALTH.

Health, reproductive health, HIV/AIDS and gender equity issues.

<http://www.engenderhealth.org/our-work/index.php>

SWAA

Partnership for women with HIV/AIDS in Africa: <http://www.swaainternational.org/>

INTERNATIONAL KNOWLEDGE NETWORK OF WOMEN IN POLITICS

Women in Politics International Knowledge Network: <http://www.iknowpolitics.org/>

WORLD HEALTH ORGANIZATION (WHO)



equal
opportunities