

IndustriALL Pay Equity Training Modules

Briefing notes for tutors/facilitators

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1. Overview of the pay equity training

Aims of the training:

- Provide resources and build understanding about pay equity as a trade union issue, including the structural causes of unequal pay between women and men.
- Help affiliates prioritise pay equity and negotiate with employers to address pay transparency, living wages and equal pay for work of equal value.
- Build the capacity of IndustriALL's affiliates to implement strategies on pay equity.

By the end of the training, it is anticipated that participants will have:

- A solid understanding of pay equity and how it can be addressed in negotiations and collective bargaining.

This training pack provides resources for a three-day training course consisting of six modules. Each module includes background information and briefings, group work activities, and PowerPoint slides that can be adapted and made relevant to the regional or national context.

Module 1. Introduction to pay equity: What is pay equity, why is it a trade union issue, and what causes pay inequalities between women and men?

Module 2. Pay transparency: How to calculate and identify the gender pay gap and then act on the findings.

Module 3. Tackling the undervaluing of women's work and skills: Understanding equal pay for work of equal value and how to evaluate women's work.

Module 4. Strategies to address pay equity for low-paid workers: Low pay and living wages, including pay levels of informal workers

Module 5. Tools for workplace negotiations and collective bargaining: How to address pay equity in union internal policies and strategies, and in workplace negotiations and collective bargaining.

Appendix: Further information and resources

Methods

- Facilitator-led presentations and discussions
- Small group work activities, including interactive case studies and role plays.
- Briefing for tutors/facilitators on key themes in the training

2. Briefing for tutors/facilitators

Overview

The pay equity training resources provide tutors with the following:

- A set of pre-prepared PowerPoint slides for tutors with further explanation and background information for tutors are on the notes pages.
- Training activities comprising suggestions for full group discussion and small group work activities.
- Briefings with some relevant information to inform activities.

The training is divided into five modules. Each module provides the following information:

- Learning objectives
- Timeframe
- Group work activities
- Notes for tutors/facilitators
- Resources/briefings

Length of training

Three days.

Mode of delivery

The training is designed to be run as a face-to-face programme. However, if this is not possible, it can be run through an online platform, such as Teams or Zoom, that allows for “groups” to be formed for group work activities. If you are running the training online, it is recommended that you have technical support.

Running training via zoom or other online platform can have advantages and disadvantages. You can potentially reach more people, and if connections are good, there is a possibility for effective exchanges, group work, and discussions to be held. The disadvantages are that communication and interaction can be difficult, mainly if connections are weak.

- Ensure as much participation as possible. Participants should be encouraged to ask questions, comment, and use the “chat” or “questions” function in the online platform. Trainers will need to monitor the chat and questions regularly and respond to them.
- Ask participants to keep their microphones on mute and their cameras on. During the training, there will be several pauses when participants are invited to ask questions or contribute to the discussion.
- Comments or questions can be posted in the “chat.” Participants can raise their virtual hands if they want to speak, and when invited to speak, they will need to unmute.

Tutor roles as facilitators

- Tutors should be knowledgeable about gender inequalities and pay equity.
- A starting point for tutors is to ensure that they are familiar with the contents of the IndustriALL pay equity toolkit.

- It is important to be prepared to give examples that may challenge people's stereotypes and values and to do this constructively.
- When discussions are taking place, and participants are asked to brainstorm, it will be important for them to give examples drawn from their work areas, their union roles, and their own wider experiences.
- At the start of the training, set ground rules read out the IndustriALL pledge, and establish rules such as mutual respect and no discrimination against anyone because of their gender, race, age, ability or status as a migrant, etc.
- Make it clear that everyone will get a chance to speak and that everyone's experiences are important and ensure that you actively facilitate participation from everyone in your group.
- Be prepared to deal with some commonly held myths and preconceptions, for example, that there is equal pay in the workplace or that men should earn more than women because their jobs are more valuable or because of their family responsibilities.

3. Plan for a 3-day training programme

Day 1			
Welcome and overview of the training	Slide 1-3	Full group, led by the tutor	5 minutes 9h00-9h05
MODULE 1			
Activity 1.1: Introductions and expectations	Slide 6	Small groups / pairs. Followed by introductions by participants	20 minutes 9h05-9h30
Activity 1.2: Power walk	Slide 7	Full group, led by tutor	30 minutes 9h30-10h00
Presentation: definitions of gender equality	Slides 8-11	Full group, led by tutor	15 minutes 10h00-10h15
Ice breaker (poll)	Slide 12	Full group, led by tutor	10 minutes 10h15-10h25
Activity 1.3: Where do you stand on unequal pay	Slide 13	Full group	20 minutes 10h25-10h45
COFFEE BREAK			
MODULE 2			
Introduction to Module 2: Introduction to pay equity and why it is a trade union issue	Slide 14	Led by tutor	5 minutes 11h00-11h05
Presentation: overview of pay equity and problems in achieving pay equity. Followed by questions and discussion.	Slides 15-19	Full group, led by tutor	30 minutes 11h05-11h35
Activity 2.1: Definitions of pay equity, equal pay for work of equal value and the gender pay gap	Slide 20	Small groups	30 minutes 11h35-12h05
Presentation continued: pay equity and equal pay for work for equal value. Followed by discussion	Slides 21-30	Full group, led by tutor	25 minutes 12.05-12h30
LUNCH			
MODULE 3			
Introduction to Module 3	Slide 31	Full group, led by tutor	5 minutes 14h00-14h05

Presentation: Overview of pay transparency and gender pay gap reporting. Followed by questions and discussion.	Slides 32-40	Full group, led by tutor	25 minutes 14h05-14h30
Activity 3.1: Identifying the gender pay gap	Slide 41	Small groups	45 minutes 14h30-15h15
COFFEE BREAK			
Activity 3.2: Next steps in preparing for gender pay gap reporting.	Slide 42	Small groups	30 minutes 15h15-16h15
Discussion and questions, and an opportunity to discuss challenges, opportunities and share experiences.		Led by tutor	30 minutes 16h15-17h00
Day 2			
Welcome to Day 2 and recap on what we learnt on Day 1		Led by Tutor	15 minutes 9h00-9h15
Introduction to Module 3 on gender-neutral job evaluation	Slide 44	Led by Tutor	5 minutes 9h15-9h20
Activity 4.1: What do you understand by gender-neutral job evaluation	Slide 45	Group work	1 hour 9h20-10h20
Presentation on the undervaluing of women's work and how to use job evaluation free from gender bias. Discussion and questions.	Slides 46-53	Led by Tutor	50 minutes 10h20-11h00
Activity 4.2: Understanding gender bias in how we evaluate jobs, including report backs.	Slide 54	Group work	45 minutes 1100h-11h45
Presentation on carrying out gender-neutral job evaluation, including discussion	Slide 55-60	Led by tutor	45 minutes 11h45-12h30
LUNCH			
Activity 3.3: Comparing the value of two jobs	Slide 61	Group work	1 hour 14h00-15h00

Report backs on the job evaluation exercise and discussion		Led by tutor	20 minutes 15h00-15h20
Discussions of next steps and questions.		Led by tutor	15h20-16h00
<i>The programme could be adapted if there is a need for more detailed training on carrying out job evaluation. Additional slides (for detailed overview of steps in carrying out job evaluation for union negotiators, including Activity 4.4).</i>	63-77	Led by tutor	1.5 hours 15h00-16h30
DAY 3			
MODULE 5			
Welcome to Day 3 and recap on what we learnt on Day 2	Slide 79	Led by Tutor	15 minutes 9h00-9h15
Overview of Modules 4 on campaigning for living wages and the ending of low pay: presentation by tutor	Slides 80-81	Led by tutor	15 minutes 9h15-9h30
Activity 5.1: Living wages and ending women's low pay. Followed by report backs and discussion.	Slide 68	Group work	1 hour 9h.30-10.30
COFFEE BREAK			
MODULE 6			
Overview of Module 6 and presentation of tools for workplace negotiations and collective bargaining	Slides 83-87	Led by tutor	30 minutes 11h.00-11h.30
Activity 6.1: Advocating for pay equity in your union. Or Activity 5.2: Preparing for collective bargaining (for negotiators involved in collective bargaining) Followed by report backs and discussion.	Slide 88 & 89	Group work	1 hour 11h30-12h30
LUNCH			
Activity 6.3: Role play - negotiating for pay equity	Slide 90	Group work	1 hour preparation and presentation of role plays, 30 minutes for discussion

			14h00-15h30
MODULE 7			
Introduction to Module 7: Next steps and evaluation	Slide 91	Led by tutor	5 minutes 15h30-15h35
Activity 7.1: Planning your next steps Followed by report backs,	Slide 92	Group work	30 minutes 15h35-16h05
Activity 7.2: Next steps after the training: one thing you will do	93	Full group, led by tutor (each participant shares one thing they will do)	20 minutes 16h05-16h25
Discussion and evaluation	94	Led by tutor	35 minutes 16h25-17h00
END			

Module 1: Introductions and ice breakers

Learning materials:

Slides 5-13

Activity 1.1: Introductions and expectations

Activity 1.2: Power walk

Activity 1.3: Where do we stand on unequal pay between women and men?

Activity 1.1: Introductions and expectations

Learning objective: Participants introduce themselves to each other and set out their expectations.

Method: Full group discussion

Time: 30 minutes

In small groups or pairs, interview your partner/group members and find out the following:

- Name?
- Role in your union?
- Current job?
- Why did you decide to attend this training?
- What are your expectations of the training (please summarise on a post-it note)?

Tutor notes:

Participants are asked to note their expectations on a post-it note, which will be reviewed in the evaluation at the end of the training.

In the full group discussion, the tutor will ask participants to say a few words about any previous training, advocacy, or negotiations their union has carried out.

Activity 1.2: Power walk

Learning objective: Participants learn about power and privilege and why this is relevant to understanding pay equity

Method: Full group

Time: 30 minutes

Tutor notes:

- Take everyone outside (if there is not enough space inside) and give participants each a piece of paper with a character written on it (a list can be provided by IndustriALL). It is best to have a group of no more than 15 participants.
- Ask all participants to stand beside each other in one line.
- Ask participants to listen to the statements that the facilitator will read out (IndustriALL can provide a list).
- For each statement, participants will be asked to take one step forward or one step backwards, depending on the statement. Those characters to whom the answer is no or unclear remain in place.

Everyone starts equal, but they will end up different.

A debriefing takes place after all of the statements have been read out. This allows participants to reflect on their feelings about their role, what power inequalities exist and why, and how to address these inequalities.

In the discussion:

- Identify who is at the front. Why are they at the front? Should they be there? Do they have the capacity to know and exercise their rights? How could we work with them to better relate and respond to the expectations of those at the back?
- Who are those at the back? Why are they at the back? How did they feel as they watched all the others moving forward? Should they be there? Are they disempowered by not accessing and realising their rights?
- Where are the women, and where are the men? Are there more women or men at the back? Why?
- Switch gender – ask a few participants to share their insights on these questions: Ask everyone to think about where they would be if, instead of being female, they were a male version of their character, or vice versa. How would their position change?
- Identify the factors that affect marginalisation e.g. sex, age, location, ethnicity, access to different types of power etc. Power relations significantly impact who we are, what we can be, how we access opportunities and realise our potential.
- Finish with a discussion about pay equity. How does the power walk enable us to understand: a) why women are paid less than men, b) why women's work is often undervalued?

Activity 1.3: Where do we stand on unequal pay between women and men?

Learning objective: Participants discuss different views and perspectives about pay equity.

Method: Full group

Time: 20 minutes

Activity

This is an activity that is run in the full group.

Three flip charts marked 'yes', 'no', and 'not sure' are placed around the room.

- Participants are asked to stand up.
- The tutor reads a statement (from the list below).
- Participants are asked to go and stand by the flip chart that best reflects their answer to the statement.
- Participants at each flip chart briefly discuss why they stood by the flipchart.
- Three or four participants are then asked by the tutor to explain why they stood by the flipchart.
- When this is completed, move on to the next statement.

Examples of statements to read out to the group:

- Women and men are equally paid
- Women are less productive than men.
- Men should earn a 'family wage.'
- Women are more caring and do different jobs than men.
- Because women have family responsibilities, they cannot commit to their work in the same way as men.
- Women face discrimination in the workplace, and unequal pay is one way that women are treated differently than men.

In addition, tutors are encouraged to introduce statements relevant to the context of the sector or country.

Module 2. What is pay equity and why it is a trade union issue?

Learning materials

Slides 14-30

Activity 2.1: Definitions of pay equity, gender pay gap and equal pay for work of equal value

Briefing 1: What is pay equity?

Activity 2.1: Definitions of pay equity, gender pay gap and equal pay for work of equal value

Learning objective: Participants are familiar with the definitions of pay equity, equal pay for work of equal value and the gender pay gap.

Method: Group work

Time: 20 minutes for group discussion, 30 minutes for report backs and full group discussion

Discuss the following questions (this can be carried out in the full group or small groups):

- What is your understanding of pay equity?
- What is your understanding of equal pay for work of equal value?
- What is your understanding of the gender pay gap?

If this is carried out in the full group, the tutor will summarise your definitions on a flip chart. If you are working in small groups post your definition on the relevant flip chart.

In the full group, discuss the following questions:

- Why do you think pay equity is a trade union issue?
- Has your union been involved in any campaigns or negotiations on the issue?
- Has your union faced any challenges in making pay equity a priority?

Tutor notes:

Ask each group to agree on a definition and write it on a Post-it note.

There are three flip charts around the room: 1) pay equity, 2) equal pay for work of equal value and 3) gender pay gap.

The tutor will then summarise the definitions.

In the final part of the activity, the tutor will encourage participants to explain why pay equity is a trade union issue and to hear examples of how unions have been involved in addressing the issue in campaigns or negotiations.

Finish with some examples of successful strategies introduced by unions to tackle the problem of unequal pay between women and men (see Pay Equity Toolkit).

Briefing 1: What is pay equity?

For a more detailed overview of what we mean by pay equity, the causes of pay inequalities, and union roles, see Section 1 of the IndustriALL Pay Equity Toolkit.

Pay equity means ensuring that all workers receive fair pay by equally valuing the work carried out by women and men in non-discriminatory ways. It encompasses strategies to close the gender pay gap and ensure equal pay for the same, similar, or work of equal value. Pay equity is a goal for all workers, regardless of their employment or contractual status and whether or not they work in the formal or informal economy.

Ending pay inequalities between women and men is a core trade union issue that impacts women's equality at work, in the family, and society. Women's earnings are critical for women's economic independence and the well-being of workers and their families. Low earnings impact the value of work and women's status in the workplace and the family. Unions that bring the issue to the centre of their work in organising and representing the concerns of women workers send a strong message that unions are relevant to women's working lives.

Pay equity is not just relevant to union policies and bargaining on gender equality; it is a core element of pay bargaining and the wider goals of just transition.

Some elements of the gender pay gap can be explained by factors such as education and training, work experience, seniority, working hours, size of organisation, or sector of activity. However, up to 60% of the gender pay gap is unexplained and caused by discrimination, occupational segregation, undervaluing of women's work, gender-based violence, women's care roles, and motherhood, amongst other issues.

ILO Equal Remuneration Convention No. 100¹

The principle of "equal remuneration for men and women for work of equal value" is set out in the Constitution of the ILO in the Equal Remuneration Convention, 1951 (No. 100) and the Discrimination (Employment and Occupation) Convention, 1958 (No. 111). These standards aim to eliminate discriminatory practices, including discriminatory pay practices. ILO Conventions No. 100 and No. 111 are fundamental rights at work.²

Convention No. 100 addresses two types of unequal pay: 1) "Equal remuneration for equal work" on the basis that women and men receive the same pay and benefits when carrying out identical or similar jobs. 2) "Equal remuneration for work of equal value", where women and men receive equal pay and benefits, whether in cash or kind, for the same, similar or different jobs that can be shown to be of equal value when evaluated based on objective, gender-neutral criteria.

"Remuneration" is defined as "the ordinary, basic or minimum wage or salary and any additional emoluments whatsoever payable directly or indirectly, whether in cash or in kind, by the employer to the worker and arising out of the worker's employment".

¹ Convention No. 100:

https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_Ilo_Code:C100

² For further information on ILO fundamental principle and rights at work see:

<https://www.ilo.org/global/standards/introduction-to-international-labour-standards/conventions-and-recommendations/lang--en/index.htm>.

Module 3. Pay transparency and gender pay gap reporting

Learning materials:

Slides 31-42

Activity 3.1: Identifying the gender pay gap

Activity 3.2: Next steps in preparing for gender pay gap reporting

Briefing 2: Pay transparency and gender pay gap reporting

Activity 3.1: Identifying the gender pay gap

Learning objective: Participants can calculate the gender pay gap and understand some of the causes of the gender pay gap in the workplace.

Method: Group work discussion

Time: 1 hour for group work / 30 minutes for report backs and group discussion

In your group, read the scenario below and follow the steps to identify the gender pay gap. You will need a calculator, which you can access on your mobile phone.

Refer to Appendix 1 of the Pay Equity Toolkit.

Scenario

Factory x has a workforce of 589 workers, 76% of whom are women and 24% of whom are men. A grading system categorises jobs predominantly held by women separately from jobs predominantly held by men. The workplace is characterised by occupational segregation. Overall, women predominate at the bottom of the pay scale (in machine sewing jobs and the lower-paid admin and finance jobs), and men predominate in jobs at the higher end of the pay scale (in cutting and packing jobs, higher-paid admin and finance jobs, and in supervisory and managerial positions).

Women comprise 95% of sewing jobs (helpers, production line machine workers and skilled sewing workers), 70% of lower-level admin/finance jobs and 15% of supervisory and managerial positions.

Men perform 92% of cutting and packing jobs, 85% of higher-level admin and finance jobs, and 85% of supervisory and managerial jobs. Overall, men's jobs benefit from higher additional/bonus payments.

Step 1: Calculate the gender pay gap

Your first task is to calculate the gender pay gap for average hourly earnings and the average gender pay gap in earnings from additional/bonus payments.

Average hourly earnings

Average (mean) hourly earnings of men for basic contractual working hours: €19.20 per hour

Average (mean) hourly earnings of women for basic working contractual hours: €22.00 per hour

The gender pay gap for average (mean) earnings is....

Average additional/bonus payments

Average (mean) hourly additional/bonus payments for men: €15.60

Average (mean) hourly additional/bonus payments for women: €5.50

The gender pay gap for average (mean) additional/bonus payments is....

Step 2: Identify the causes of the gender pay gap

Based on the workforce data available, discuss the following:

- 1) Why are women in the factory earning less basic pay and bonuses than men?
- 2) If you are lacking data, how could you collect new data e.g. by interviewing workers?
- 3) How can the gender pay gap for earnings and additional payments/bonuses be reduced?
- 4) What changes should be made in the classification of jobs, e.g. gender-biased grading system or bonus payments for different jobs?
- 5) Agree on three key recommendations you will make to your union.

Step 3: Report backs and discussion

Prepare a 5-minute report on a flip chart and present to the full group.

Tutor notes

Prior to the training, you will need to be familiar with the methods involved in gender pay gap reporting. For further information, refer to IndustriALL's Pay Equity Toolkit (Section 3 and Appendix 1), a copy of which can also be given to participants.

Key issues to raise with participants during the activity and in the discussion:

- The gender pay gap in basic pay is often smaller than the gender pay gap for additional payments/bonus pay.
- Discuss the benefits of employers carrying out gender pay gap reporting.
- Encourage participants to adopt strategies to prepare for the implementation of gender pay gap reporting.
- Discuss how unions can carry out this task themselves by collecting evidence of pay/bonus levels through interviewing workers in different jobs categories.

Activity 3.2: Next steps for gender pay gap reporting

Learning objective: Participants draw up a strategy for gender pay gap reporting for their union and present it to their Executive Committee.

Method: Group work discussion, in groups of four or five.

Time: 45 minutes for group work, 30 minutes for presentations and group discussion

1) In your groups, plan a union strategy on gender pay gap reporting.

- Consider the next steps you need to take to implement gender pay gap reporting in the workplace/sector you work in.
- What arguments will you make to your union and employers about the benefits of gender pay gap reporting?
- What guidance or training will union representatives need?
- What roles can unions expect to do play in this process?

2) Next, two group members will make a presentation to their union Executive Committee to inform them about pay transparency and gender pay gap reporting, why it should be a union priority for the next year and your recommendations for the union.

Prepare and practice the presentation in your working group.

Each group will then give their presentation to the full group, and this will be followed by a tutor led discussion in the full group.

Briefing 2: Pay transparency and gender pay gap reporting

See Section 3 and Appendix 1 of the IndustriALL Pay Equity Toolkit.

Pay transparency is a tool for identifying pay differences between women and men and identifying the gender pay gap. A lack of pay transparency can impact the gender pay gap and make it impossible to determine, for example, if there is discrimination or undervaluing of women's work.

Gender pay gap reporting in the workplace is a system whereby employers collect data on women's and men's earnings to show the gender pay gap. This is a crucial tool for union negotiations, as it shows the average gender pay gap at a given time.

Even if laws have not been passed, unions can still do much to negotiate and campaign for pay transparency in their workplaces.

Pay transparency is an essential starting point for union negotiations on ending pay inequalities between women and men. Unions can bring equal pay and pay transparency into bargaining in the following ways:

- Request information about workers' pay; this can be used in negotiations to end unequal pay and pay discrimination.
- Negotiate with the employer to collect gender-disaggregated data and to publish regular information about the gender pay gap.
- Involve unions in drawing up action plans to address the root causes of the gender pay gap.
- Ensure union representation at all stages of gender pay gap reporting, including in drawing up an action plan to address identified pay gaps.
- Request information from the employer on pay scales and bonuses, including how bonuses or performance-related pay are calculated and awarded and whether there are gender pay gaps.
- Argue for a comprehensive approach covering basic pay, bonuses, and gender pay gaps faced by part-time and non-permanent workers.
- Agree on actions to tackle identified gender pay gaps that address the structural and root causes of the gender pay gap.
- Negotiate strategies to make performance-related pay and individually negotiated pay transparent, and negotiate to ensure that these systems do not disadvantage women workers and lead to a broader gender pay gap.
- Unions that are also employers should carry out their internal gender pay gap reports. This can help build union awareness in negotiating for pay transparency and gender pay gap reporting.
- If an employer does not agree to gender pay gap reporting, unions can carry out a gender pay gap report in the workplace through an anonymous survey of workers to identify different pay levels and bonuses or by drawing on the gender breakdown of pay data provided by the employer, if available.

Module 4. The undervaluing of women's work and skills – the role of gender-neutral job evaluation

Learning materials:

Slides 43-62

[Additional slides for trade union negotiators Slides 63-77]

Activity 4.1: What do you understand by gender-neutral job evaluation?

Activity 4.2: Understanding gender bias in how we evaluate jobs

Activity 4.3: Comparing the value of two jobs (administrative assistant and maintenance assistant)

Briefing 3: Valuing women's work. Job evaluation free from gender bias

Activity 4.1: What do you understand by gender-neutral job evaluation?

Learning objective: Participants have an understanding of and a clear definition of gender-neutral job evaluation.

Method: Full group, small group or in pairs

Time: 40 minutes for group work / 20 minutes for report backs and group discussion

This activity is in two parts.

PART 1: Understanding gender-neutral job evaluation (20 minutes)

In groups of four or five, discuss the following questions:

- What do you understand by gender-neutral job evaluation?
- Are you aware of any job evaluation exercises in the workplace? If so, were they carried out in a gender-neutral way?
- Why do you think it could be a useful tool for achieving pay equity?

On a flip chart, agree and write down a concrete definition of gender-neutral job evaluation and why you think it is a relevant tool for achieving pay equity.

Part 2: Case studies from garments & textiles and mining (20 minutes)

In your group, read and discuss the two case studies below from the garment sector and the mining sector.

In the **garment & textiles** sector, workers carry out machine work to produce garments on time on a production line. She is required to have manual dexterity to complete detailed machine work. She may have to work long hours in difficult conditions, sitting over a machine for long hours, resulting in musculoskeletal problems. Further health risks arise from constant close visual attention, exposure to dust and chemicals emitted from fabrics and strain from repetitive movements. Many garment workers lose their jobs by the age of 35 years because of the long-term impact of these physical problems. Most garment workers earn very low wages and have to resort to working long hours and overtime to meet their daily living needs.

In the **mining sector**, where there is an average gender pay gap of 9.3% (Mining Technology, 2022), women are most likely to work in low-paid manual jobs and in administration, and men in the highest-paid technical and managerial jobs. In South Africa, for example, one of the biggest causes of the pay gap is that women receive nearly 33% less bonus than their male co-workers. Even when working in the same jobs as men, women have fewer opportunities to attend training and career development opportunities that could give them higher pay.

Discuss the following:

- What are the main causes of unequal pay for workers in each sector? What are the differences between the two sectors?
- How would gender-neutral job evaluation contribute to uncovering pay inequalities?
- What role can trade unions play?

Report backs and group discussion (20 minutes)

Each group will give a brief overview of the group's discussions on a flip chart and will list three key learning points from this activity.

Tutor notes

In the discussion, group together definitions of gender-neutral job evaluation. The discussion should clarify that job evaluation schemes are not always analytical and gender-neutral. Often, discrimination, gender bias, and gender stereotypes mean that we fail to recognise or give equal value to some of the jobs and skills held by women.

Activity 4.2: Understanding gender bias in how we evaluate jobs

Learning objective: Participants have a good understanding of the undervaluing of the skills and work typically carried out by women.

Method: Group work discussion

Time: 20 minutes for group work / 20 minutes for report backs and group discussion

Step 1

Either

In your groups, make a list of the typical jobs carried out by women and the typical jobs carried out by men. Rank the jobs in a list with the highest-valued jobs at the top and the lowest-valued jobs at the bottom. Why are the jobs at the top of the list paid more than others?

Or

Look at the list of jobs below. Rank the jobs in the list with the highest-valued jobs at the top and the lowest-valued jobs at the bottom. Are the jobs at the top of your list paid more than others? If this is the case, why is this? Are there some jobs on your list that we value highly lower but which are paid less than others?

Banker

Nurse

Pilot

Sewing machinist

Assembly worker in electronics

Admin worker

Carer for older people

Forklift driver

Miner

Teacher

Step 2

In the training, you will already have discussed the issue of women's work being undervalued. Now, we will explore the work-related skills held by women that are often overlooked and may contribute to this undervaluing. For example, when we discuss physical effort, we often value the physical effort involved in lifting heavy objects that are mainly carried out by men in manual jobs to be of a higher value than the physical effort carried out by women carrying out repetitive tasks or lifting older people in their care that can lead to injury.

Start by making a list of the skills that are frequently overlooked. Consider this about skills held by women, e.g., physical effort, communication skills, multitasking, and working with clients.

Then, we will go on to discuss why we overlook and undervalue the skills you have listed.

Step 3: Give a 5-minute report back with a flip chart with the rankings you made and a justification for the rankings.

Activity 4.3: Comparing the value of two jobs (administrative assistant and maintenance assistant)

Learning objectives: Understanding of gender bias and the undervaluing of work typically carried out by women

Method: Group work discussion

Time: 1 hour for group work / 30 minutes for report backs and group discussion

Background

The manufacturing company has 670 workers, 60% of whom are women. Women mostly work in production and admin jobs, and men in maintenance, technical, and managerial jobs. In this activity, you will carry out a simple evaluation of two jobs based on the job descriptions of an Administrative Assistant and a Maintenance assistant.

Step 1: Read the job description of the Administrative Assistant and the Maintenance Assistant (Table 1)

Step 2: Using the job evaluation template (Table 2) group the main demands of the job under the headings of:

- Qualifications, skills & knowledge
- Effort / Physical
- Responsibility
- Working conditions

Under each of the four demands, agree on a score of between 1 and 5. Add up the scores and see what the results are. Consider areas of women's work that may be overlooked. Does your score suggest that the jobs are equally valued?

Step 3: Make a list of recommendations to resolve any pay inequalities / or challenges that you may have encountered. How can you include these issues in collective bargaining?

Report backs and discussion

Each group will summarise Step 2's findings and Step 3's main recommendations on a flip chart.

This will follow with a discussion in the full group, where the tutor will guide you through the process and the outcomes.

This will follow with a discussion about what you learnt about gender-neutral job evaluation and its usefulness.

- What did you learn from this process?
- How can you follow up on this learning and hold discussions within your union?
- What training or guidance do union members/officers need?
- As employers are responsible for carrying out gender-neutral job evaluations, what role can unions play in ensuring that job evaluation is gender-neutral and free from gender bias?

Table 1: Job descriptions

Administrative assistant job description Salary: Grade II Admin Scale, €20,672	Maintenance assistant job description Grade II, Maintenance Scale, €27,265
<p>Job description:</p> <ul style="list-style-type: none"> • Managing the agendas, scheduling of appointments, requests for information • Booking of meetings, conferences, travel and arranging staff interviews etc. • Preparation of high-quality documents, including accurate minutes of meetings • Managing and distributing information among co-workers • Answering phones, emails and responding to/redirecting emails and post • Carrying administrative duties such as filing, typing, copying, scanning etc. • Writing letters and emails for managers • Processing expenses, invoices and office supplies • Covering the reception desk when required • Maintaining computer and manual filing systems • Handling sensitive information in a confidential manner • Coordinating office/admin procedures • Overseeing and supervising junior staff • Greeting and assisting visitors <p>Key skills</p> <ul style="list-style-type: none"> • Knowledge of office admin procedures • Multi-tasking: managing multiple and changing priorities at once • Good typing, keyboard, computer skills (Word, Excel, MS Outlook, PowerPoint) • Managing administrative processes and managers’ agendas • Good written and communication skills • Problem solving & high level of accuracy • Teamwork • Working confidently and with discretion <p>Administrative assistant positions typically require a high school diploma, and some elements can be learnt on the job. Keyboard and computer skills, and knowledge of administrative processes are essential.</p>	<p>Job description:</p> <ul style="list-style-type: none"> • Routine building maintenance, e.g. painting, minor electrical repairs, plumbing, carpentry, and heating/ventilation maintenance • Routine health and safety checks to ensure that fire alarms, fire extinguishers and other safety equipment works • Minor repair work e.g. repairing doors, locks, door frames and handles, and replacing light bulbs, sockets, switches and window glass • Performing basic plumbing tasks e.g. unclogging drains, fixing leaking faucets and toilets • Performing regular cleaning duties e.g. sweeping, dusting, mopping, and vacuuming • Inspecting control panels and electrical wiring to detect issues for immediate attention • Taking inventory of maintenance supplies; notifying the supervisor of low or depleted supplies • Promptly responding to requests for emergency repairs and clean-ups • Ensuring that all maintenance equipment is in good working order <p>Key skills</p> <ul style="list-style-type: none"> • The ability to safely operate hand and power tools, cleaning and other equipment • Physical skills such as lifting heavy equipment • Problem-solving and time-management skills • Adherence to health and safety regulations • Ability to read and interpret safety rules, operating and maintenance instructions, and other manuals and documents • Teamwork • Ability to work in a team and follow instructions from supervisors <p>Maintenance assistant positions typically require a high school diploma and can be learnt on the job. Previous experience/ knowledge of basic plumbing, carpentry and electrical wiring is an advantage.</p>

Table 2: Job evaluation template

Demands	Administrative assistant	Score (1-5)	Maintenance assistant	Score (1-5)
Qualifications, skills & knowledge				
Effort / Physical				
Responsibility				
Working conditions				
Total score				

Briefing 3: Valuing women’s work. Job evaluation free from gender bias

Refer to Section 3 of the IndustriALL Pay Equity Toolkit for further information and examples.

One of the root causes of unequal pay is the undervaluing of work predominantly carried out by women. Women’s skills are often regarded as “natural” female characteristics rather than acquired skills. Skills such as stitching and machine work, admin work, cleaning, or care work are undervalued because women perform them. As a result, it is important to examine whether there is gender bias in assessing the value of women’s work, competencies, and skills, which in turn can be a cause of unequal pay.

For example, gender stereotypes impact how we label and value women’s work and skills, often with gendered job titles such as: ‘chef v cook’, ‘management assistant v secretary’, or salesman v shop assistant.

Gender-neutral job evaluation

Gender-neutral job evaluation is a tool for ending non-discriminatory wage setting and the undervaluing of work carried out by women. It is one of the most frequently used methods for setting pay levels and highlighting pay inequalities in different but equally valued jobs.

Gender-neutral job evaluation involves the following:

- Analysis of the content of a job, not the individual characteristics of a worker;
- Determines the relative value of a job, including an appropriate job classification;
- A tool for establishing a transparent and equitable wage structure;
- Can help in drawing up job descriptions, job specifications and competencies;
- Takes account of new jobs and the need for increasing levels of specialisms and complexity in organisations.

Job evaluation addresses factors across four main categories:

- Qualifications, skills and knowledge
- Effort
- Responsibility
- Working conditions

Factors	What this covers	Women’s skills that may be overlooked
Qualifications, skills & knowledge	<ul style="list-style-type: none"> - Qualifications, experience, training, knowledge required for the job. - Mental, social and physical skills and abilities. - Problem solving skills, independent judgement and decision-making. 	<ul style="list-style-type: none"> - Interpersonal and communication skills - Operating/maintaining equipment - Coordination - Manual dexterity - Visual attention - Customer service - Managing records - Keyboard skills
Effort	<ul style="list-style-type: none"> - Physical, intellectual or mental demands of the job. - Frequency, duration, exertion, strain, stress. 	<ul style="list-style-type: none"> - Lifting heavy items of machinery or products - Lifting or moving people who are frail - Multi-tasking

		- Physical effort from regular, restricted or light repetitive movements
Responsibility	- Responsibility required in the job e.g. for human, technical, financial resources. - Supervisory roles for people, equipment or clients.	- Confidentiality, handling sensitive information - Managing and organising meetings - Caring for people, emotional support - Knowledge of safety and emergency procedures - Training and orientating new staff
Working conditions	- Psycho-social factors in the working environment, e.g. safety risks from lone working. - Danger and hazards of the job. - Unpredictability.	- Physically or emotionally stressful situations e.g. dealing with challenging clients - Exposure to chemicals and corrosive substances - Repetitive movements - Sitting or standing for long periods of time while operating machinery

What can unions do to address the undervaluing of women’s work?

As this may be a new issue for many unions, the following points are made to help build understanding about tools that can be used to address the undervaluing of women’s work.

- Include gender-neutral job evaluation in negotiations, drawing on gender-neutral and non-discriminatory criteria to evaluate jobs based on relevant criteria of skill, effort, responsibility, and working conditions.
- Where a job evaluation scheme has previously been undertaken, ask management to review how the jobs were evaluated to identify any potential gender bias that may have led to jobs being inappropriately classified and under-valued.
- Provide training and guidance for union representatives³ to recognise unequally valued jobs and to understand how gender-neutral job evaluation can be conducted in practice.
- Ensure union involvement in the design and implementation of job evaluation schemes.
- Check that the job evaluation scheme is analytical and addresses gender bias and undervaluing women’s work, mainly where women’s skills are overlooked.
- Select jobs for comparison that can be equally valued. Usually, this will mean finding higher-paid comparators from within the company—or, if this is not possible, in another company or sector—who carry out different work. It is important to select higher-paid jobs that have the potential to be valued equally with lower-paid, less-valued work.

³ IndustriALL’s Pay Equity Toolkit gives examples guidance materials that can assist unions in their roles in advocating for and informing gender-neutral job evaluation, from the ILO, UK, Belgium and New Zealand.

Module 5. Union strategies on living wages and ending women's low pay

Learning materials

Slides 79-82

Activity 5.1: Campaigning and bargaining for living wages and ending women's low pay

Briefing 5.2: Measuring and understanding gender pay gaps and living wages at workplaces in global supply chains

Briefing 4: Strategies to promote pay equity for informal workers

Activity 5.1: Campaigning and bargaining for living wages and ending women's low pay

Learning objective: Participants draw up key themes for campaigns for living wages and ending women's low pay.

Method: Group work discussion in groups of four or five.

Time: 45 minutes for group work / 15 minutes for report backs and group discussion

In working groups:

Read Briefing 4 on the role of gender pay gap reporting and living wages from a study by the Anker Foundation. Your tutor will help you distil the key findings.

In your working groups:

Make a list of the main reasons women are less likely to earn living wages than men, as identified in the study. Are there any other reasons women are less paid than men that may be relevant?

Now, go on to discuss the recommendations made in the study. Do you agree with these recommendations? Do they cover all relevant issues for low-paid women, or are there others you think could be added?

Consider the following issues:

- How can unions campaign and bargain for living minimum wages in national laws, and for their implementation, including workers in the informal economy?
- What can unions do to organise and represent low-paid workers and ensure their inclusion in collective bargaining?
- What role could industry or sector-wide agreements play, for example, in setting standards across a sector? An example of this is the Action on Living Wages (ACT) process.⁴
- What are the main pay equity issues facing women workers in the informal economy? How can unions address these issues?

Report backs

Draw up a short report on a flip chart with three key points that you think are relevant for closing gender gaps for low-paid workers.

⁴ Action on Living Wages (ACT): <https://actonlivingwages.com/who-we-are/faqs/>.

Briefing 5: Measuring and understanding gender pay gaps and living wages at workplaces in global supply chains⁵

The Anker Foundation has developed a methodology for measuring gender pay gaps in global supply chains in pilots conducted in 12 workplaces in five countries (Bangladesh, Colombia, Morocco, Thailand, Turkey) and three economic sectors (garments, bananas, fresh produce).

The methodology for identifying gender pay gaps involved:

- Analysis of payroll data, using a snapshot of payroll data for one month or day, covering all types of workers: permanent, contract, seasonal, and migrant workers.
- Interviews with 350 managers, workers, industry associations, trades unions, women's rights organisations, etc., to explore the root causes of gender pay gaps in each location.
- Analysis of: a) Base wage: the basic wage for standard working hours, excluding overtime pay, cash allowances, and bonuses. b) Gross cash wage: the total amount of pay received before deductions for tax etc. (base wage, overtime pay, cash allowances and bonuses).

Findings in the garment factories studied

- The largest gender pay gaps were found in Bangladesh (22% to 30% gender pay gap for base wages, with similar gaps for gross wages).
- In Turkey, gender pay gaps were smaller (between 4% and 17% for base wages, with similar gaps for gross wages).
- Data on gender pay gaps was compared to living wage estimates for each workplace. In most workplaces, fewer than 10% of women earn a living wage. Comparing the gender gaps with living wages can ensure that measures to promote living wages are gender-responsive. Even if workers earn a living wage, there may still be a gender pay gap.

The main causes of gender pay gaps in the workplaces studied

- *Occupational segregation*: Occupations dominated by men tend to pay more than occupations dominated by women. Men held supervisory and managerial positions in 8 of the 12 workplaces.
- *Differences in the types of contracts held by women and men*: Men are more likely to have contracts and/or forms of pay that are associated with higher wages, e.g., monthly rate pay in Bangladesh (rather than daily rate pay), permanent contracts in Morocco (rather than fixed-term or seasonal contracts), and better access to performance-related bonuses and overtime pay.
- *Differences in working hours*: There are some gender differences in overtime hours. For example, in Bangladesh, men do more overtime than women each month.

Wider issues impacting on gender pay gaps identified in the study

- Discriminatory norms and gender stereotypes affect the types of work women and men carry out, and limit opportunities for women to enter into higher-paid jobs.

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<https://static1.squarespace.com/static/636ba8ae2fd47349a887dd92/t/642ecf75bca27075443eac29/1680789366782/CFRPP+full+Framework.pdf>

- Absence of policies on equal opportunities for women and men, worker representation and grievance mechanisms.
- Production dynamics and global economic factors, including buyers' purchasing practices, with some progress noted in buyers' purchasing practices.⁶
- The study did not analyse gender differences in age, experience, educational attainment, or migrant status. The study had no access to payroll data for subcontracted workers or those who work informally. These gaps will be relevant for future research studies.
- Owing to the cost of in-depth surveys, a small number of in-depth workplace studies and interviews could be conducted. This information can then be used to develop simplified tools for scaling up measurement, focusing on critical issues identified in each country or sector.

Recommendations:

a) Employers, with support from trade unions, industry associations, and commercial partners should:

- Ensure wage transparency, monitor wages for women and men across the workforce, and commit to ending gender pay gaps.
- Carry this out as part of a strategy on gender equality that covers training and skills programmes for women, gender-responsive occupational safety and health to ensure women's safety, effective grievance mechanisms, formal employment and job security, family-friendly working conditions, and measures to address gender stereotypes and unconscious gender biases.
- Ensure women's representation in relevant workplace committees and remove barriers to organising of workers and trade union representation.

b) Industry associations, trade unions, governments, international organisations and brands should:

- Raise awareness of gender pay gaps in supply chains, training workers, supervisors and managers on gender stereotypes and bias / gender-neutral job evaluation.
- Strengthen worker organisations/trade unions, and ensure dialogue between employers and trade unions to promote freedom of association and collective bargaining.
- Provide training for auditors to detect discriminatory practices and gender differences in wages.
- Ensure incentives for employers and brands to promote living wages with a gender perspective.
- Brands and retailers should implement responsible purchasing practices that enable employers to close gender pay gaps and pay a living wage.
- Include in reporting on responsible business practices and human rights due diligence.

⁶ Common Framework for Responsible Purchasing Practices in the textile supply chain:

<https://www.cfrpp.org/the-common-framework> (design and product development, planning/forecasting, management, contracts, technical specifications, order placement and lead times, cost and price negotiations, payment terms, and also the underlying behaviours, values, and principles of purchasers which impact supplying companies and workers' lives.

Briefing 6: Strategies to promote pay equity for informal workers

The majority of women workers in the informal economy are self-employed and own-account workers, and many face risks of employment insecurity, gender-based violence and poverty. Women tend to be over-represented in the lower end of the informal occupation spectrum. As a result, gender wage gaps are likely to be much wider in the informal sector than in the formal sector. [See, for example, the example from the Shipbreaking Sector in the Pay Equity Toolkit].

ILO Recommendation No. 204 on the Transition from the Informal to the Formal Economy aims to facilitate the transition of workers and economic units from the informal to the formal economy. It addresses the need to respect workers' fundamental rights and ensure opportunities for income security, social protection, and entrepreneurship.

What can trade unions do to promote pay equity for informal workers?

Negotiating strategies that unions and informal workers' organisations have adopted can contribute to pay equity goals.

Trade union strategies are often outside of traditional collective bargaining. These may focus on negotiations with public authorities on non-discrimination and rights established under national labour laws, the creation of formal employment opportunities, training and accreditation of workers' skills, the creation of cooperatives and social solidarity economy organisations, access to financial services and credit, minimum wages and social protection. These strategies include:

- Representing, organising and give voice to informal workers, and strategies that are relevant to informal workers.
- Organising informal workers and building their voice and collective strength to argue for minimum wages, working conditions and access to social protection.
- Women, informal workers have a seat at decision-making tables.
- MOUs with informal workers' organisations, setting out how the trade union will work in partnership with informal workers' organisations.
- Inclusion of informal workers in negotiations for living minimum wage setting at national or sectoral levels.
- Collective negotiations with public authorities to secure rights for informal workers without access to labour protection and health and safety measures.
- Bargain for licencing, access to toilet/changing facilities, protection from GBVH, and access to credit and loans.
- Inclusion of informal workers in national tripartite or sectoral negotiations that address living minimum wages and/or social protection.
- Legal recognition, recognition of skills and experience, protection, rights and benefits such as minimum wages and social protection.
- Address sub-contracting in supply chains, e.g. in the garment, shoe and electronic sectors and ensure that informal homeworkers can earn decent piece rates and decent working conditions.
- Campaign for better legal and contractual protections around the payment of regular wages and to address the non-payment of wages for workers working on piece work rates.

- Lobby for women workers in the informal economy to have access to childcare and maternity protection, including extending paid maternity leave or maternity benefits to women workers in informal economy.

Module 6. Tools for workplace negotiations and collective bargaining

Learning materials

Slides 83-90

Activity 6.1: Advocating for pay equity in your union

or

Activity 6.2: Preparing for collective bargaining

Activity 6.3: Role play - negotiating for pay equity

Briefing 5: Collective bargaining and pay equity

Activity 6.1: Advocating for pay equity in your union

Learning objective: Participants understand how trade unions can play a role in advocating for equal pay for work of equal value.

Method: Group work discussion, in groups of four or five.

Time: 45 minutes for group work / 15 minutes for report backs and group discussion

Scenario

Your union has established a national committee to develop the knowledge and advocacy needed to ensure employers implement pay transparency and gender pay gap reporting. You also need to convince your union and employers about why pay equity is a trade union priority.

You and your group members have been nominated to draw up a plan for all unionised workplaces setting out the case for and strategies to achieve: i) pay transparency and gender pay gap reporting, ii) gender-neutral job evaluation and job classification systems in order to achieve equal pay for work of equal value, iii) other related issues that impact on women's pay.

1. What are the main arguments you will present to your union and employer about the value and importance of equal pay for work of equal value?
2. What data will you suggest that the employer needs to achieve pay transparency? Consider what elements of payroll and other workforce data held by the employer should be analysed.
3. What recommendations will you make to the employer about how to implement equal pay for work of equal value in the future? Consider disaggregated data, awareness raising and training, other gender equality issues that are relevant to women's pay.

Report backs

Each group will prepare a short report back summarising three issues discussed (one for each of the three questions).

This activity is an alternative to Activity 9 and relevant for unions that are engaged in collective bargaining.

Activity 6.2: Preparing for Collective Bargaining

Learning objective: Participants can actively prepare for collective bargaining, including identifying explicit bargaining claims.

Method: Group work discussion in groups of four or five.

Time: 45 minutes for group work / 15 minutes for report backs and discussion

Scenario

You are part of the collective bargaining group in the union and are responsible for preparing your union's claims for the next round of bargaining. Your role is to ensure that the union addresses pay equity in these negotiations. To do this you need to consider the steps involved in bringing pay equity in collective bargaining.

1. Formulating your bargaining claims

- List the main issues you propose to present to employers for collective bargaining on pay equity (these will form the basis of your draft bargaining claims). Be realistic about what can be achieved. Where possible, consider:
 - a) Pay transparency and gender pay gap reporting
 - b) Equal pay for work of equal value / gender-neutral job evaluation
 - c) Living minimum wages and the rights of low-paid workers and workers in the informal economy
- Refer to relevant laws and international standards that provide equal pay for work of equal value.
- If you are renewing an existing agreement, check what clauses may need to be amended or if new clauses need to be added. For example, does the agreement already address the gender pay gap and/or undervaluing of women's work and skills? If so, is there more that can be done to ensure it has full impact.
- Once you have agreed on the draft bargaining claims, discuss how you will consult with union members and women workers (or consider whether you should consult with women workers at the outset).
- Decide how you will bargain for pay equity. Will you include pay equity in the existing pay bargaining system, advocate for a separate CBA specifically on pay equity, or both?

2. Carrying out negotiations with employers

- Identify what union negotiators need to ensure that pay equity is effectively addressed in collective bargaining. Do negotiators need specific guidelines, training or access to data about gender pay inequalities?

- What must you do to improve women's representation in the negotiations, including training existing negotiators to equip them with knowledge and skills on pay equity?
- What do you need to do to secure an agreement?
- How will you overcome any barriers?

3. Implement, communicate and review the agreement

- How will you communicate the outcomes of the agreement to union members?
- How will you track and review progress in implementing the agreement, including holding employers accountable?

Report backs

Each group will prepare a short report back for the full group setting out your main recommendations for each of the three areas discussed. Be prepared to explain what you are proposing and to make clear arguments. The tutor will encourage discussion amongst the full group, and compare and contrast the different recommendations.

Activity 6.3: Role Play - Negotiating for pay equity

Learning objective: Participants develop negotiating skills relevant to collective bargaining on pay equity

Method: Role play and group work discussion

Time: 1 hour for preparation and presentation of role plays / 30 minutes for group discussion in full group

Scenario

Your union and employer have agreed on a new round of pay bargaining [see notes below for tutor to adapt to relevant sectors or workplaces]. The union is keen to include pay equity issues in the bargaining round and to ensure that in the future, the employer carries out gender pay gap reporting, establishes transparency in pay grades for women and men, and where/if inequalities are identified, will carry out gender-neutral job evaluation free from gender bias. The employer is generally committed to gender equality and living wages, but s/he is reluctant to agree on new measures. This may increase the wage bill, causing the company to lose profits and lay off staff.

Divide the roles in each group of four or five: two union representatives, two employer representatives, and one observer. Each group will spend 30 minutes preparing the role play.

Union representatives: You have been invited to join the negotiating team for the forthcoming pay negotiations in your company. Your role is to present the union's bargaining claims and argue that pay equity is a goal of the trade unions and that it will benefit the workforce (issues such as decent work, non-discrimination, fair pay, retention, worker well-being, productivity at work, etc.). You will also have to make arguments about hidden discrimination because of the systematic undervaluing of the work carried out by women and how existing pay grades may discriminate against women.

Employer representatives: Your role is to show some agreement with the union about the importance of pay equity and why it is an important goal in the long term. However, like many employers, you are reluctant to implement new regulations or agreements that may increase the wage bill. You are committed to paying living wages, but you do not see it necessary to address pay equity, as, after all, everyone is paid equally according to their job or grade. You sympathise with improving pay transparency, but you need to be convinced.

Observer: You will observe the interaction between the union and employer representatives and identify which arguments worked well and what communications were conducive to effective bargaining. If there is a stalemate in the negotiations, you may step in to help resolve the issue and deal with any problems that have been identified.

The role play will then be acted out to the full group. Tutors will then ask role play participants from the union and the employer, including the observer, to give feedback. This can include questions on how successful they perceived their approach to be and if they could do anything differently.

Tutor notes

Adapting this activity to different workplaces/sectors will be essential to make it relevant to participants. Consider how you can adapt it to male-dominated workplaces (e.g., mining, IT, electronics) and female-dominated workplaces (e.g., garment and textiles). Tutors could also ask participants to choose the workplace or sector they are familiar with.

Briefing 5: Collective bargaining and pay equity

Refer to Section 2 of the Pay Equity Toolkit for more information and examples.

Overview of collective bargaining

Collective bargaining is a process of voluntary negotiation between unions and employers (or employers' organisations) to determine the terms and conditions of employment, pay and relations, rights, and responsibilities of the parties. Collective bargaining is an important mechanism for implementing gender equality actions, e.g., addressing the gender pay gap and facilitating women's full participation in the labour market.

Collective bargaining can play a role in implementing legal provisions in the workplace and has the potential to go beyond them, setting new standards and rights at work.

Some collective bargaining agreements cover specific gender equality issues (equality bargaining), while others include gender equality issues into the main bargaining agreement.

Collective bargaining is an important tool for achieving pay equity and transparent pay systems. When trade unions engage in collective bargaining on the issue the gender pay gap. With better awareness of the structural causes of the gender pay gap, such as the undervaluing of women's work, trade unions have become more active in developing strategies and bargaining to address unequal and unfair pay.

There are different levels of collective bargaining

- **Workplace, company or multi-company level bargaining:** at this level, bargaining is focused on issues that can be implemented at the workplace and company level in areas such as pay, health and safety and working hours.
- **Sectoral level bargaining:** bargaining covers a whole sector on various topics that can be further elaborated at the workplace or company level. The advantage of sectoral bargaining is that it covers all workers in an industry regardless of whether a trade union represents them or not.

In addition, Global framework agreements (GFAs) are agreements made between multinational companies and global unions.

When considering pay equity in collective bargaining it is important to consider the following issues:

- Are gender equality issues included in existing agreements and negotiations for collective bargaining agreements?
- Are women involved in negotiations with employers and in collective bargaining?
- Are there clauses in CBAs that address unequal pay between women and men and pay equity?
- Are there systems for remedy where discrimination or unequal wages are detected?
- Do women have access to skills development, training and career advancement / are women represented in senior and decision-making roles?
- Is there any evidence, including consultations held with women workers, that shows the scale and problem of gender inequalities, including GBVH?

Examples of ways that unions can bargain for pay equity

- Build the capacity of collective bargaining teams and ensure that gender pay gap reporting and equal pay are included in negotiations at workplace and/or sectoral levels.
- Ensure women's representation on collective bargaining teams, and if there is low representation of women, put in strategies to address this.
- Provide guidance and training for collective bargaining teams about the causes of the gender pay gap and unequal pay, and the strategies that can be implemented to address them.
- Bring the issue into the mainstream of pay and other bargaining for all workers. Make sure that equal pay for work of equal value is a core bargaining strategy.
- Address the problem of women's low-paid work / living wages. Target jobs where there are low rates of unionisation; build organising and recruitment strategies for these workers.
- Adopt strategies that benefit lower paid workers: higher pay increases in predominantly female sectors/jobs; flat rate percentage increases.
- Negotiate strategies to make performance-related pay and individually negotiated pay transparent, and negotiate to ensure that these systems do not disadvantage women workers and lead to a wider gender pay gap.
- Negotiate to close the motherhood gender pay gap. Examples can include better maternity pay, balancing work and family life, affordable childcare, and removing barriers to higher paid occupations and the right of all male and female workers to shared parental leave and to work flexible hours.
- Tackle historical gender bias in pay setting and job classification systems.
- Address the undervaluing of women's work through gender neutral job evaluation and provide training and guidance for union representatives on carrying out gender neutral job evaluation, including their involvement in the design and implementation of job evaluation schemes.

Module 7: Next steps and evaluation

Learning materials:

Slides 91-94

Activity 7.1: Planning your next steps

Activity 7.2: One thing to do after the training

Evaluation / Sample evaluation form

Activity 7.1: Planning your next steps

Learning objective: Participants have a clear plan for the future.

Method: Group work discussion

Time: 30 minutes for group work / 15 minutes for report backs and group discussion

Activity

In conclusion, participants will reflect on and use what they have learned from the training to make a plan to implement pay equity in their workplace or sector.

In your working groups, discuss and agree on activities you will carry out following the training, under the following four themes.

- Raising awareness and training for union representatives and workers
- Including gender pay gap reporting in negotiations for CBAs with employers
- Addressing equal pay for work of equal value in negotiations for CBAs with employers
- Implementing a project on gender-neutral job evaluation in your workplace

Set out the timeframe, who will be responsible for implementing the activities, and how they will be reviewed.

Reporting back

If you are in a face-to-face training session (or in the chat or on a whiteboard if the training is online), post your four planned activities on a flip chart.

Activity 7.2 One thing to do after the training

Ask each participant to say one thing they will do immediately after the training to implement what they have learnt. This could be:

- Discuss the training with union or work colleagues
- Write a short report for the union leadership and General Secretary
- Commit to develop local training/discussion groups with women workers
- Do some further reading about the issue and collect some data relevant to your sector or workplace

Evaluation

At the end of the training, the tutor will ask participants to complete a short evaluation form (which can be completed online or paper-based). A sample evaluation form is provided below that the tutor can adapt. As participants complete the evaluation the tutor can:

1. Ask participants to give verbal feedback on the training, what worked for them, what was useful or not, and other training that may be helpful.
2. Revisit the expectations that participants had at the beginning of the training. Were your expectations met? Please explain how they were or were not met.
3. Give feedback that will help to improve the training in the future.

Sample Pay Equity Training Evaluation form

Please complete the following (tick one box for each question).

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The subject of the training was interesting and relevant to my role in the union.				
2. Overall the training met with my expectations.				
3. The presentations were interesting and relevant.				
4. The trainer was well prepared.				
5. The training course was the right length.				
6. The group work was interesting and relevant.				
7. There sufficient time for discussion.				
8. The training has improved my knowledge of pay equity.				
9. I now feel equipped to advocate for pay equity in my union.				
Please use this space to add any specific comments/feedback about the training				

