English for European trade unionists

Level Four

Working Women

The ETUI-REHS is financially supported by the European Commission
Foreword

Effective communication is an essential tool in the goal of building a European trade union identity that transcends political and geographical borders. The ability to speak a language other than one’s own is an important step towards achieving this goal, enabling trade unionists from across the European Union to exchange information and experience, and to learn about other cultural and trade union contexts.

The Education Department of ETUI-REHS (formerly ETUCO) has been involved in the promotion and delivery of foreign language training since 1993. This activity has involved a number of publications, including English for European Trade Unionists Levels 3 + 4 which first appeared in 1995 under the auspices of a LINGUA-funded project. This material has now been revised and updated, and made available as electronic files for the first time.

The new units are:

- Introductory unit: Language learning strategies for European trade unionists
- Three level 3 units (upper intermediate): Trade union organisation; Trade unions and Europe; Health and Safety
- Three level 4 units (advanced): Working Women; Workers of the World; European Works Councils

A description of the language level, a profile of the target group, advice on how to use the materials and a grid showing the full contents can be found in the Introductory Unit.

Tutors will find additional advice on approaches and methodology in the Language Trainers Guide published in 2005.

My thanks to all those who have participated in the preparation and production of these materials. We hope that they will contribute to improved communications and better understanding amongst trade unionists throughout Europe.

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Director
ETUI-REHS Education

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Layout + DVD
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Acknowledgements

We are grateful to the following individuals and organisations for permission to reproduce materials within these units:

<table>
<thead>
<tr>
<th>Organisation</th>
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<tbody>
<tr>
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<td><a href="http://www.ap.org">www.ap.org</a></td>
</tr>
<tr>
<td>BBC</td>
<td><a href="http://www.bbc.co.uk">www.bbc.co.uk</a></td>
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<tr>
<td>Commission of the European Union</td>
<td><a href="http://ec.europa.eu">http://ec.europa.eu</a></td>
</tr>
<tr>
<td>European Women’s Lobby</td>
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<td><a href="http://www.guardian.co.uk">www.guardian.co.uk</a></td>
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<td>European Foundation for the Improvement of Living and Working Conditions</td>
<td><a href="http://www.eurofound.eu.int">www.eurofound.eu.int</a></td>
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<tr>
<td>European Public Services Union</td>
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<td>European Trade Union Confederation</td>
<td><a href="http://www.etuc.org">www.etuc.org</a></td>
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<td>International Trade Union Confederation</td>
<td><a href="http://www.ituc-csi.org">www.ituc-csi.org</a></td>
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<tr>
<td>Irish Confederation of Trade Unions</td>
<td><a href="http://www.ictu.ie">www.ictu.ie</a></td>
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<tr>
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<tr>
<td>International Textile Garment and Leather Workers’ Federation</td>
<td><a href="http://www.itglwf.org">www.itglwf.org</a></td>
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<tr>
<td>Labour Research Department</td>
<td><a href="http://www.ird.org.uk">www.ird.org.uk</a></td>
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<tr>
<td>NATFHE (now University and College Union)</td>
<td><a href="http://www.ucu.org.uk">www.ucu.org.uk</a></td>
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<tr>
<td>New Internationalist</td>
<td><a href="http://www.newint.org">www.newint.org</a></td>
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<td>New Statesman</td>
<td><a href="http://www.newstatesman.com">www.newstatesman.com</a></td>
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<tr>
<td>National Union of Journalists</td>
<td><a href="http://www.nuj.org.uk">www.nuj.org.uk</a></td>
</tr>
<tr>
<td>El Pais</td>
<td><a href="http://www.elpais.es">www.elpais.es</a></td>
</tr>
<tr>
<td>Public and Commercial Services Union</td>
<td><a href="http://www.pcs.org.uk">www.pcs.org.uk</a></td>
</tr>
<tr>
<td>Public Services International</td>
<td><a href="http://www.world-psi.org/">www.world-psi.org/</a></td>
</tr>
<tr>
<td>Jon Robins</td>
<td><a href="mailto:JonRobins@aol.com">JonRobins@aol.com</a></td>
</tr>
<tr>
<td>SASK – Trade Union Solidarity Centre of Finland</td>
<td><a href="http://www.sask.fi/english/">www.sask.fi/english/</a></td>
</tr>
<tr>
<td>Seppo Leinonen</td>
<td><a href="http://www.seppo.net">www.seppo.net</a></td>
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<td>SIPTU</td>
<td><a href="http://www.siptu.ie">www.siptu.ie</a></td>
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<tr>
<td>The Sunday Times</td>
<td><a href="http://www.sunday-times.co.uk">www.sunday-times.co.uk</a></td>
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<td>The Times</td>
<td><a href="http://www.timesonline.co.uk">www.timesonline.co.uk</a></td>
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<td>Transport and General Workers’ Union</td>
<td><a href="http://www.tgwu.org.uk">www.tgwu.org.uk</a></td>
</tr>
<tr>
<td>Trades Union Congress</td>
<td><a href="http://www.tuc.org.uk">www.tuc.org.uk</a></td>
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<tr>
<td>UNISON</td>
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<td>Union Ideas Network</td>
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<td>UNITE-HERE</td>
<td><a href="http://www.unitehere.org">www.unitehere.org</a></td>
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<td>Vintage Press</td>
<td><a href="http://www.randomhouse.com/vintage">www.randomhouse.com/vintage</a></td>
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</table>

We have tried to contact all relevant organisations and individuals but would welcome information regarding any that have inadvertently been overlooked so that permission can be sought and due acknowledgement given.
Looking ahead

In this unit you will focus on the changing position of working women, and their role in trade unions in Europe. You will look at how gender stereotyping restricts the range of jobs open to women, and at some trade union initiatives to overcome this. You will also consider the advantages of gender mainstreaming, and look at maternity rights.

You will study the following:

Vocabulary

- for different types of jobs and talking about work
- for describing data
- for describing attitudes
- legal terminology
- for talking about gender mainstreaming
- for discussing maternity rights

Grammar

- for forming different types of questions
- modal verbs for expressing obligation
- for using the present perfect tenses

Functions

- comparing data
- agreeing and disagreeing
- conducting and participating in an interview
- making a brief report
### Working Women

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   Discussing controversial statements

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   Preparing and participating in interviews

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The road to equality


Discussion.

- What do you think is the message of the image shown?
- Do you think this is an effective image for advertising the conference?
- In small groups, make your own poster to advertise this conference.
Airport workers

Work in small groups.

1. Make a list of as many jobs as you can think of that are available at airports.

Consider whether the job need be done by a man or a woman, and place the job in the appropriate column.
Here are some jobs advertised on the British Airports Authority website, to get you started:

2 Look at these statistics for male and female full-time and part-time employees working at London Heathrow Airport:

<table>
<thead>
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<th></th>
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<th>Female</th>
<th>Total</th>
</tr>
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<tr>
<td>Full-time</td>
<td>2581 (72%)</td>
<td>1011 (28%)</td>
<td>3592</td>
</tr>
<tr>
<td>Part-time</td>
<td>77 (16%)</td>
<td>415 (84%)</td>
<td>492</td>
</tr>
<tr>
<td>Total</td>
<td>2658</td>
<td>1426</td>
<td>4084</td>
</tr>
</tbody>
</table>

From BAA Heathrow website, 29 May 2006
Working Women

Working in pairs, see how many sentences you can create to describe these statistics.

Example:
At Heathrow Airport, more than seven out of every ten full-time employees are men.

Discussion points:

1. Why do you think there is such a great difference in the figures for male and female employment?
2. Do you think that this varies greatly from country to country?
3. Do you think that an airport provides satisfactory working conditions?
   - Why?
   - Why not?

Study Box 1

Talking about work

Here is some vocabulary which will help your discussions.

Check the meanings with a dictionary, a colleague, or your tutor if you are not sure.

- shift patterns
- location
- (public) transport
- career opportunities
- privatisation
- unsocial hours
- part-time work
- hourly-paid work
- outsourcing
- subcontracting
- flexibility
- agency work
- casual work
- temporary work
- seasonal work
Gate Gourmet

Gate Gourmet is a catering company at Heathrow Airport which was involved in a bitter dispute with its workers who were members of the UK general union, the T&G, during the summer of 2005.

1. In preparation for reading the article, discuss the following statements in small groups

- Companies prefer employing women as they are less likely to protest about poor working conditions
- Most jobs available at airports are more suitable for men
- As airport traffic increases, jobs should become more secure.

2. Look at the headline:

Tee & Gee Zindabad!
(That’s long live T&G* in Hindi)

*Britain’s largest general union, the Transport & General Workers’ Union

- Can you predict what the article is about from the headline?
- Which of the following statements do you think is the most likely description of the contents of the article?

a. A T&G delegation is visiting a sister trade union in India.
b. The T&G has started publishing a part of its website in Hindi, to help a growing segment of its workforce
c. A large proportion of the workers involved in a labour dispute are Asian women T&G members.

3. Now read the article, and answer the following questions:

1. Where did the sacked workers work?
2. Why is the dispute unusual?
3. What was the dispute about?
4. How were the workers sacked?
5. What are some of the implications of the dispute?
Tee & Gee Zindabad.  
(That's long live T&G in Hindi)

Sacked workers are mostly Asian women, making it a dispute with a difference

Hugh Muir 13/08/05 © Guardian News & Media Ltd. 2005

They stood in rows, angry middle-aged women, faces contorted by rage and determination. All had worked to look their best; hair tightly pulled back, make up immaculate, saris electrifying the room with shades of yellow, red and green.

As the union meeting began, they started to chant but it was difficult for the untutored ear to make out what they were saying. Cries of "Tee and Gee Zindabad" - long live the T&G in Hindi - rose to a crescendo when officials from the union called the gathering to order.

One slight woman, dressed in a lime green sari, clambered on to her chair and pumped both fists orchestrating the screams from the rows behind her. "Tee and Gee Zindabad, Tee and Gee Zindabad." In revolt, the matriarchs of "Village Heathrow" - the west London and Berkshire corridor that supplies workers to Europe's biggest airport were an awesome sight.

For the sacked workers of Gate Gourmet, 70% of whom are Asian women, the dispute that saw them dismissed and brought British Airways to its knees, if only for a day, is partly about working conditions. But to a remarkable degree it is about their culture, their communities and what they perceive to be a lack of respect.

They do repetitive jobs for an average of £6.20 an hour. This year they had accepted there would be no Christmas bonus or annual pay rise on the basis that they had jobs in a troubled, cash-strapped industry. But now they do not have jobs at all.

Tara Shah, 39 and her husband Kiran both worked at Gate Gourmet. She was one of those sacked by megaphone. Kiran was off sick for a day so he was sacked by letter. "Many husbands and wives have been sacked," she said. "We don't know what we are going to do. We have four children and a mortgage to pay. The way we have been treated is shocking."

She said the company appeared to have miscalculated the scale of the opposition. "We are very strong and we are angry. This gives me hope."

Sabajit Sidhu, a mother of two from Slough, said managers underestimate the resilience of their workers and the ties that unite airport workers of all races, ages, religions and both sexes.

"I work for Gate Gourmet but some of my relatives are baggage handlers," she said. "I am very proud of the fight we are showing. They treated us terribly. We were held in the canteen for hours and then they just pushed us out of the building. I worked..."
there for six years. I think they have made a big mistake."

Harinder Atwal, 45, joined the company a decade ago. The mother of three was a senior shop steward and said relations between staff and senior managers seemed to deteriorate 18 months ago.

"They wanted to reduce our pay. The drivers would go from £8 an hour to £6.35 and overtime would go to a flat rate. They wanted five days' sick pay instead of 25. Six or seven months ago they said they needed 675 redundancies but then they sought to bring in seasonal staff.

"The new managers are from Germany and they want us to work in a way they are accustomed to. The managers used to understand their workforce but not anymore."

When the speeches were done, the chants were reprised before sacked workers and their union officials went separate ways. Brendan Gold, the T&G’s national secretary for civil transport, led a team into talks with the employers. Meanwhile 300 workers headed for the airport, some in coaches, many in private cars, to picket the airport's perimeter from a mound they have named "the grassy knoll". They sat and chatted, ate picnics but sprang to life whenever they spotted the vehicle of a colleague failing to observe the strike action, a Gate Gourmet lorry or a manager's car. Then they rushed in groups to the roadside to jeer and barrack the target of their ire with fists pumped both fists turned down. One woman drove by to a volley of jeers and a protester, having recognised a colleague, turned back ash faced. "Shame on her," she said, returning to her place on the mound.

The outcome of the dispute will have implications not just for the running of the airport, but also for many of the largely Asian neighbourhoods that surround it. Heathrow draws on the Asian communities of Southall, Slough, Hounslow, Hayes, Ealing and Brentford in the recruitment of its 70,000 workforce. Women and men from those areas work as baggage handlers, security, cleaning staff and immigration staff at the airport.

But they are also heavily employed by ancillary industries. Without them the airport cannot function. But without the airport the economies of the boroughs and towns around Heathrow would collapse.

Paul Aldridge, 28, is a loader for Gate Gourmet but has been off sick for the past year. He arrived to the picket still bemused by the letter telling him that he had been sacked for joining an unofficial strike. "I didn't know anything about it," he said. "I was at home. I will appeal. I have got to appeal. I have got two children." Mr. Aldridge spoke of the ties at "Village Heathrow", its community and its union. "My brother works at the airport and he is on strike now. We work closely with BA if they do something wrong to their people we won't stand for it. It works both ways."

4. Explain what is meant by the following words and phrases used in the first five paragraphs of the text:

1. electrifying (paragraph 1)
2. untutored ear (2)
3. called the gathering to order (2)
4. clambered (3)
5. pumped both fists (3)
6. an awesome sight (3)
7. brought BA to its knees (4)
8. a..... cash-strapped industry (5)
Study Box 2

Expressions with ‘way’

In paragraph 6 of the article, one of the sacked workers, Tara Shah, is quoted as saying:

‘The way we have been treated is shocking.’

Here are some more common expressions with way.

1. She had tried to make her way on her own initiative.
   *This means she had tried to establish a career for herself*

2. She had gone out of her way to go into an area . . . . . .
   *This means she had made a special effort.*

3. If the management has its way, we’ll all work on Sundays.
   *To have your way means nobody stops you from doing what you want.*

4. The Minister got in the way of the committee reaching a decision
   *Something gets in the way of a particular thing means it makes it difficult for it to happen.*

5. There is no way the department can check every case.
   *No way means a particular action is impossible.*

6. She is well on her way to being one of the best leaders we’ve ever had.
   *To be well on her way to something means you have made so much progress that you are almost certain to achieve that thing*

7. She believes in going her own way
   *To go your own way means you do what you want to rather than what everyone else does or expects*

8. Formal negotiations are now under way
   *An activity or plan is under way means it has begun and is now taking place.*

9. We need to find a way forward
   *A way forward is a solution to a problem or difficulty.*

10. There’s no way out of this. We’ll have to agree to the proposal.
    *When you are trapped in some condition or circumstances without a solution then there is no way out.*
## Comparing pay and conditions

The table below compares the situation of twelve employees:

© The Times, London, 6 January 2003

<table>
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<tr>
<th>DENMARK</th>
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<tbody>
<tr>
<td><strong>Bank teller</strong></td>
<td><strong>Middle manager</strong></td>
</tr>
<tr>
<td><strong>Dorte Hansen</strong> (f)</td>
<td><strong>Peter Neilsen</strong> (m)</td>
</tr>
<tr>
<td>34</td>
<td>35</td>
</tr>
<tr>
<td>Pay: £26,316</td>
<td>Pay: £50,520.</td>
</tr>
<tr>
<td><strong>Hours:</strong> 8am-4pm, up to one hour for lunch.</td>
<td><strong>Hours:</strong> 9am-6pm, half-hour for lunch.</td>
</tr>
<tr>
<td><strong>Holiday:</strong> 30 days holiday plus five extra days for children's illness, emergencies etc.</td>
<td><strong>Holiday:</strong> 30 days.</td>
</tr>
<tr>
<td><strong>Perks:</strong> Advantageous interest rates on loans.</td>
<td><strong>Perks:</strong> Telephone/mobile telephone/PC/pension.</td>
</tr>
<tr>
<td><strong>Flexibility:</strong> &quot;My employer is flexible about requests for time off.&quot;</td>
<td><strong>Flexibility:</strong> &quot;Very flexible about time off.&quot;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FRANCE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bank teller</strong></td>
<td><strong>Middle manager</strong></td>
</tr>
<tr>
<td><strong>Caroline Dopey</strong> (f)</td>
<td><strong>Jean-Baptiste Péricot</strong> (m)</td>
</tr>
<tr>
<td>29</td>
<td>38</td>
</tr>
<tr>
<td>Pay: £11,520</td>
<td>Pay: £58,000</td>
</tr>
<tr>
<td><strong>Hours:</strong> 8.30am-12.30pm, 1.45pm-5.45pm.</td>
<td><strong>Hours:</strong> 9.30am-7.30pm, 90-minute break.</td>
</tr>
<tr>
<td><strong>Holiday:</strong> 25 days, and some days off to accommodate the statutory 35-hour week.</td>
<td><strong>Holiday:</strong> 25 days.</td>
</tr>
<tr>
<td><strong>Perks:</strong> None. Flexibility: &quot;Nobody dares to ask for time off.&quot;</td>
<td><strong>Perks:</strong> Car and mobile phone.</td>
</tr>
<tr>
<td><strong>Flexibility:</strong> &quot;I have four children. My wife does not work, so she is in charge of all the problems. If she worked, I don't know how we'd cope.&quot;</td>
<td></td>
</tr>
</tbody>
</table>
### Germany

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<tr>
<th>Position</th>
<th>Name</th>
<th>Gender</th>
<th>Age</th>
<th>Pay</th>
<th>Hours: 8am-4pm three days a week, 8am-6.30pm two days. break of 45 minutes.</th>
<th>Holiday: 22 days.</th>
<th>Perks: Health insurance.</th>
<th>Flexibility: &quot;Very good. I don't have to worry about asking for time off.&quot;</th>
<th>Middle manager</th>
<th>Name</th>
<th>Gender</th>
<th>Age</th>
<th>Pay</th>
<th>Hours: 40-hour week; day can start at 8am, 9am or 10am.</th>
<th>Holiday: 28 days.</th>
<th>Perks: Free health insurance.</th>
<th>Flexibility: &quot;Good, friendly. No problem in getting time off if my kids or relatives are ill.&quot;</th>
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<tbody>
<tr>
<td>Bank teller</td>
<td>Karsten Laborn (f)</td>
<td>37</td>
<td></td>
<td>£26,000</td>
<td></td>
<td></td>
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<td></td>
<td>Middle manager</td>
<td>Matthias Hinkel m)</td>
<td>34</td>
<td></td>
<td>£48,000</td>
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### Spain

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<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Gender</th>
<th>Age</th>
<th>Pay</th>
<th>Hours: 8am-3pm, plus Saturdays 8am-2pm.</th>
<th>Holiday: 26 days.</th>
<th>Perks: Low-cost loans and mortgages.</th>
<th>Flexibility: &quot;Fairly rigid.&quot;</th>
<th>Middle manager</th>
<th>Name</th>
<th>Gender</th>
<th>Age</th>
<th>Pay</th>
<th>Hours: 9am-2pm, 4pm-8pm.</th>
<th>Holiday: 22 days.</th>
<th>Perks: None.</th>
<th>Flexibility: &quot;I have never had any problems about time off to cover childcare gaps, sickness or whatever. I'm not expected to make it up.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Josep Lluis (m)</td>
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<td>£14,500</td>
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<td>Mariano Jimenez, (m)</td>
<td>35</td>
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<td>£14,000</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### UK

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Gender</th>
<th>Age</th>
<th>Pay</th>
<th>Hours: 8.45am-5.15pm, half-hour lunch.</th>
<th>Holiday: 25 days.</th>
<th>Perks: Share-save scheme.</th>
<th>Flexibility: &quot;I am pregnant and my boss is happy to make allowances for my condition.&quot;</th>
<th>Middle manager</th>
<th>Name</th>
<th>Gender</th>
<th>Age</th>
<th>Pay</th>
<th>Hours: 8.30am-5.30pm, hour lunch break.</th>
<th>Holiday: 20 days.</th>
<th>Perks: Share options.</th>
<th>Flexibility: &quot;I got time off when my son needed speech therapy recently but any steadfast legislation won't be easy to put into practice.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bank teller</td>
<td>Victoria Tatlow (f)</td>
<td>28</td>
<td></td>
<td>£11,900</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Middle manager</td>
<td>Karla Smith (f)</td>
<td>25</td>
<td></td>
<td>£13,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Working Women

<table>
<thead>
<tr>
<th>US</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bank teller</strong>&lt;br&gt;Mauro Araujo, (m)&lt;br&gt;39&lt;br&gt;Pay: £24,000</td>
<td><strong>Middle manager</strong>&lt;br&gt;James Sholly, (m)&lt;br&gt;32&lt;br&gt;Pay: £120,000</td>
</tr>
<tr>
<td><strong>Hours</strong>: 8am-4pm, one hour of breaks.&lt;br&gt;<strong>Holiday</strong>: 15 days.&lt;br&gt;<strong>Perks</strong>: Health and dental insurance.&lt;br&gt;<strong>Flexibility</strong>: &quot;We have sick days and personal days built into our employment.&quot;</td>
<td><strong>Hours</strong>: 9am-9pm.&lt;br&gt;<strong>Holiday</strong>: 10 days.&lt;br&gt;<strong>Perks</strong>: Health insurance.&lt;br&gt;<strong>Flexibility</strong>: &quot;My boss is not flexible. If you need time off, he will give you an attitude about it.&quot;</td>
</tr>
</tbody>
</table>

1. **Comment on the relative number of women who are bank tellers and those who are middle managers**

2. **Compare the potential situation for childcare arrangements for the bank tellers and the middle managers**

3. **Some information is given about their respective pay and conditions under the following headings:**
   - Rates of pay
   - Working hours
   - Paid holidays
   - Fringe benefits (perks)
   - Flexibility with regard to time-off

**What do you think makes a good job?**

How would you rank the above in order of importance, and what other criteria, if any, would you also take into consideration?
4 Role-play
Each member of the group is given one of the 12 pen-portraits provided.

➤ Stage 1
*Study the information provided, and clarify the meaning of any of the terms/details.*

➤ Stage 2
*Talk to someone of the same rank from a different country and compare your pay and conditions.*

➤ Stage 3
*All those with similar roles meet together and try to decide who enjoys the best working conditions.*

➤ Stage 4
*The two groups of tellers and middle managers meet and discuss their respective work-life balances*

5 Individuals discuss their own relative positions on holidays, benefits and working environment/attitudes
UK gender pay gap worst in Europe

Read the UNISON news item below from, and fill in the gaps with one of these words:
The first one is done for you as an example:

<table>
<thead>
<tr>
<th>gap</th>
<th>parity</th>
</tr>
</thead>
<tbody>
<tr>
<td>progression</td>
<td>Act</td>
</tr>
<tr>
<td>part-time</td>
<td>caring</td>
</tr>
<tr>
<td>qualifications</td>
<td>unequal</td>
</tr>
<tr>
<td>sideswept</td>
<td>flexible</td>
</tr>
</tbody>
</table>

The Women and Work Commission today presented its recommendations to end the gender pay (1) gap which sees some women earning 41% less than men doing the same job.

The report, which was handed to prime minister Tony Blair today, says that women are nowhere near having pay (2) ________ with men more than 30 years after the introduction of the Equal Pay (3)______.

The Commission, set up by Tony Blair in 2004 to look at women’s experiences in the workplace and (4)_________ to career (5)____________, made 40 recommendations. Key among these was the call for more government support and improved vocational training.

The report, Shaping a Fairer Future, makes it clear that women with child care responsibilities have no choice but to take on (6)_________ work below their skill level, where the pay gap is even worse. Many women are in low-paid work such as cleaning and (7)__________. The report calculated that ending job segregation would benefit the economy by as much as £23bn.

UNISON general secretary Dave Prentis said the Women and Work Commission has done a good job in exposing the true extent of the gender pay gap and the way in which girls are (8)_________ into low paying careers. “It details and recognises at long last the huge contribution that women make to society and to the UK economy,” he said.
“For a union with one million women members, there’s something in the report for all of them. We will be playing our part to make sure that the many positive recommendations, to deal with the underlying causes of (9)__________ pay and treatment, are implemented.

He said the union welcomed the recommendations for more (10) __________ working for women and for better training.

“In particular, we are pleased with the specific reference to the social care sector that calls for the government to develop a strategy incorporating issues such as pay and (11)____________. This is a traditional low pay women’s (12)__________ – where we have nearly 300,000 members.”

UNISON 27 Feb 2006

Keeping a record of new vocabulary

Firstly, look at the Vocabulary section in the Introductory Unit: Language learning strategies, especially activities A-E which show a variety of ways of dealing with new words.

Below is an extract from a Spanish student’s vocabulary notebook.

**manual work** = work in which you use hands or physical strength.

**demonstration** = manifestación (Spanish) note – this is NOT ‘manifestation’ in English!

**shift** = she chose to work on the midnight to 8am shift.

**demographic** = adjective

**noun** = demography

**sexual harassment** = "acoso sexual"

1. **Examine the different ways of recording information about new words shown above.**

2. **Discussion**
   - Which ways of keeping a record of new words do you use?
   - Can you improve on your method?
PAY EQUITY NOW!

There is no country in the world that has yet achieved wage equality between men and women. The pay gap in some Nordic countries is now 12% but in many countries, it can be as high as 50%.

Through its Pay Equity campaign, Public Services International (PSI)* has been active in developing union awareness about the issue, through training programmes, workplace surveys and a variety of actions at international level.

You are going to watch a video produced for PSI’s campaign which shows three of these actions, in the Philippines, Namibia, and the UK.

1 Work in three groups. Each group will concentrate on one of the three sections.

Make notes under these headings, then be prepared to describe this to the rest of the class.

<table>
<thead>
<tr>
<th>The type of work</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The type of clothes worn to do this job</td>
<td></td>
</tr>
<tr>
<td>The workplace and working conditions</td>
<td></td>
</tr>
<tr>
<td>The trade union action described in the video</td>
<td></td>
</tr>
</tbody>
</table>
2. Each group: explain these terms which occur in your sections:

<table>
<thead>
<tr>
<th>The Philippines</th>
<th>Namibia</th>
<th>United Kingdom</th>
</tr>
</thead>
<tbody>
<tr>
<td>rate of pay</td>
<td>apartheid</td>
<td>sick pay</td>
</tr>
<tr>
<td>wage gap</td>
<td>legacy</td>
<td>competitive</td>
</tr>
<tr>
<td>counterparts</td>
<td>enact (a law)</td>
<td>tendering</td>
</tr>
<tr>
<td>salary grade</td>
<td>affirmative action plan</td>
<td>privy to</td>
</tr>
<tr>
<td>strategic (issues)</td>
<td>certificate of compliance</td>
<td>pin money</td>
</tr>
</tbody>
</table>

3. Present your answers to the other groups.

4. Now watch the video again.

*PSI is a global union federation made up of more than 600 trade unions. It represents more than 20 million workers who deliver public services in 160 countries around the world.

Women in the Philippines prepare a demonstration for equal pay.
Agreeing and disagreeing

Look at the box below and study the expressions for giving your opinions.

Look also at the Speaking section in the Introductory Unit which deals with useful language for interviewing and discussions.

<table>
<thead>
<tr>
<th>Giving your opinion</th>
<th>I think ... I feel ... I believe ... in <em>my</em> opinion ... from <em>my</em> point of view ... as <em>I</em> see it ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agreeing</td>
<td><em>I</em> agree.</td>
</tr>
<tr>
<td>Partly agreeing</td>
<td><em>I</em> agree up to a point but ... <em>I</em> see your point but ...</td>
</tr>
<tr>
<td>Strongly agreeing</td>
<td><em>I</em> quite agree.</td>
</tr>
<tr>
<td>Disagreeing</td>
<td><em>I’m</em> afraid <em>I</em> don’t agree.</td>
</tr>
<tr>
<td>Strongly disagreeing</td>
<td><em>What nonsense!</em></td>
</tr>
<tr>
<td></td>
<td><em>What rubbish!</em></td>
</tr>
</tbody>
</table>

Note where the stress falls in each phrase.

*Can you think of any more expressions?*

*Note:* ‘*According to me*’ is incorrect.

You can say ‘*according to him/her/them*’.
Working Women

*With a partner, read and respond to these statements. Begin your responses by using one of the expressions you have just looked at in the box above, or from the Introductory Unit.*

1. There is not enough value placed on ‘caring’ type jobs.
2. It’s more important for a man to have a job than a woman.
3. Women are primarily homemakers and not real workers.
4. Women’s problems are not taken seriously by unions.
5. There should be reserved seats for women on union committees.
6. Children need their mothers with them in their early years.
7. Women are not good at technical things.
8. Nowadays, women no longer do most of the domestic work.
9. Women only work to earn some pin money.
10. Women should not deprive men of jobs in the job market.
Myriam Lamare – French woman boxer

World light welterweight champion Myriam Lamare is passionate that women have a place in boxing and has several championship belts to prove it. As a professional boxer, she has overcome the gender barriers and earned the titles, but in a profession still dominated by men, she is far from a million-dollar baby.

Look at this short clip from ILO TV*, and then discuss what you have seen with a partner, and see if you agree or disagree with the following statements:

- Boxing is a suitable sport for women
- Women boxers (or tennis players etc.) should earn the same as men
- All women should learn some form of self-defence
- Boxing helps give girls confidence
- Professional sportsmen and women should join trade unions
- Girls should be able to play football in the same teams as boys

*A number of short video clips on a variety of interesting topics is available from the International Labour Organisation.
Fathers fight for family flexi-time
Many men want to see more of their children but still meet resistance from employers

by Denis Campbell, Social Affairs Correspondent

GROWING NUMBERS of men are rejecting the culture of working long hours in favour of spending more time at home, according to a study which reveals a social revolution is taking place as fathers become increasingly involved in bringing up their children.

Men are a substantial and fast-rising proportion of those seeking their employer’s permission to work flexitime, with shorter hours or fewer days. But they face more obstacles to securing a better work-life balance than women.

In the last two years 1.2 million men, around 10 per cent of the male workforce, have asked their employer if they can work flexibly. That is far less than the 2.3 million women (19 per cent) who have sought the same change in their hours, but a big increase on previous years. The figures are from an examination of Britain’s changing work habits produced for the TUC by three academics, called Out of time: why Britain needs a new approach to working-time flexibility, which is published this week.

‘More men are seeking the right to switch to working flexi-time, a nine-day fortnight or four-day week so they can be around to help their children and partners. And even more would do so if the rules on flexible working were changed so that all workers, not just parents, could do that’, said Jo Morris, the TUC’s work-life balance policy officer.

Jenny Watson, the chair of the Equal Opportunities Commission, said the TUC’s research confirmed that Britain was in the middle of a social revolution in how much time fathers want to spend with their families. More fathers are more concerned to be more involved with their families than ever before. Their desire to do so is moving faster than politicians’ attitude to this.

‘This is a very private revolution, which often happens within a family that has to make a decision about childcare, and it has gone relatively unnoticed by those making public policy’, said Watson.

Despite action by the government to help new parents, paternity leave needed to be extended from its current two-week minimum, and rates of pay for men taking it should be increased to make it easier for them to spend time with a baby, added Watson.
Working Women

While some employers are good on flexible working, in other workplaces there can be an assumption that flexible working is for mothers, and fathers can find it not just hard to get but even hard to ask for it, because the prevailing culture is that, if you request it, you aren’t serious about your job,’ said Watson.

Since April 2003 parents of children under six have been able to ask their employer to vary their hours of work. But employers are only legally obliged to give ‘reasonable consideration’ to such requests.

The TUC’s research shows that four in 10 men are not granted all of the changed hours they have requested compared to three in 10 women, while one in seven men but one in 10 women have their application rejected completely.

‘Employers’ greater unwillingness to let male workers change their hours is unhealthy because it reinforces the pattern of women with children often being locked into low-hours and low-paid jobs and deepens women’s financial dependence on men, such as in their pension prospects in old age,’ said Morris. The TUC, EOC* and Chartered Institute of Personnel and Development want all workers to be able to work flexibly, regardless of whether they have children, as is already the case in some European countries.

Although allowing flexible working leads to happier, more productive employees and greater staff retention, some employers see it as difficult to implement and unfair to other workers.

There is a slow but definite trend towards a woman being the breadwinner in a growing number of households. The number of men choosing not to work at all so that they can look after their home or their children has risen from around 170,000 in 2000 to 198,000 by the end of 2005 according to the office of National Statistics.

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* The EOC is the UK’s Equal Opportunities Commission.

TIA APPRECIATES BEING WALKED TO SCHOOL BY HER DAD

Andy Simmonds, a gardener-greenkeeper, was allowed to start working flexibly by Bristol City Council so he could walk his daughter Tia, five, to and from school. He earns £300 a month less, but says he and his family are much happier.

‘Before Tia started school last September, my wife Kirstin and I agreed someone had to take her to and from school every day. It was clearly best for Tia if one of us did it rather than a childminder, because going to school is a big thing for a five-year-old.

Kirstin couldn’t do it because she works Monday to Thursday as a teacher, which is a very inflexible occupation. So I asked the council if, instead of working from 7.15am to 3.30pm, I could work from 9.30am to 2.30pm from Monday to Thursday during term time and my normal hours during the 13 weeks of school holidays. It operates a work-life balance policy and practises what it preaches.

Previously, I was out of the house by 6.45am, leaving Kirstin to get Tia and Stan, who is two, fed, dressed and to the childminder by 8am before going to work herself, which was a tall order. Now Kirstin is happier, I’m glad that I have been able to help her, and Tia appreciates being walked to school by her dad.’
A.

1. What justification is offered to support the idea of a social revolution in men’s attitude to work?
2. Why may men find it harder than women to ask to work flexibly?
3. How may a reluctance to allow men to work more flexibly impact on the image of working women?
4. What advantages for employers may there be in more flexible working arrangements?
5. What evidence is offered to show a move towards more women becoming breadwinners?
6. How does the situation described in this article compare with the relevant situation of women and men in your country?

B.

*Explain the meaning of the following terms used in the text above:*

1. social revolution (para. 1)
2. work-life balance (para. 2)
3. work habits (para. 3)
4. nine-day fortnight (para. 4)
5. prevailing culture (para. 5)
6. reasonable consideration (para. 6)
7. financial dependence (para. 8)
8. breadwinner (para. 10)

C.

*Now read the following extract from an article in The Times (© The Times, London, 2003) and answer the following questions:*

- What are seen as the problems for employers?
- What is seen as the attitude of parents towards those without children?
- What is seen as the attitude of those without children towards parents?
**Discussion**

To what extent and for whom can flexi-time work?

_In groups, compare the views expressed in the two articles above with your experiences in your own country/organisation and then report back to a plenary meeting._
Question Forms

Question forms can be divided into two types:

1. Questions which begin with question words
   what, who, where, when, why, which, how, whose
   More complex questions may also be formed by including a question word in a phrase, for example:
   - To what extent....?
   - To what degree....?

2. Questions which have no question words.

In both types of questions the subject and verb are inverted.

<table>
<thead>
<tr>
<th>Statement:</th>
<th>International Women’s Day is on March 8th.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question (type 1)</td>
<td>When is International Women’s Day?</td>
</tr>
<tr>
<td>Question (type 2)</td>
<td>Is International Women’s Day on March 8th?</td>
</tr>
</tbody>
</table>

Questions which do not begin with question words can be divided further into two categories:

2.1 Verb forms with an auxiliary verb
   Statement    They are meeting in Rome
   Question     Are they meeting in Rome?    Answer: Yes they are.

2.2 Verb forms with no auxiliary verb, e.g. as in the simple present and the simple past.
   Statement    The programme begins at 6pm.
   The group met yesterday.
We use the support verb (or operator) do/does/did to form the question:

**Does** the programme begin at 6pm? Yes, it **does**.

**Did** the group meet yesterday? No, it **didn’t**.

Notice how the auxiliary verb or support verb (is, have, or do) is used in the answers.

1. Change the following statements into questions of both types: those which begin with question words and those with no question words.

   **Example:**
   The number of women in paid employment has risen over the last 10 years.

   **Question Type 1:** What has risen over the last 10 years?
   **Answer:** The number of women in paid employment

   **Question Type 2:** Has the number of women in paid employment risen?
   **Answer:** Yes, it has.

1. Most women do two jobs.
2. It is difficult to be financially independent.
3. Unions are trying to overcome problems for women in the workplace.
4. Men and women do different kinds of paid work.
5. Women often have fewer opportunities to do overtime.
6. In many countries, women are still more involved in low paid areas of work.
7. Since 1976 women in the European Community have benefited from the Equal Treatment Directive.
8. Women should have access to special training in non-traditional areas of employment.
9. In France all workers are entitled to paid vocational training by law.
10. The average age for women to have their first baby in the EU is 28.2 years.

See Study Guide for sample questions
Here you have some facts and figures about gender equality extracted from information produced by the European Women’s Lobby* (March 2006)

* Work in pairs, and take it in turns to ask each other questions and give answers based on this information.

<table>
<thead>
<tr>
<th>Women and poverty</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>At-risk-of-poverty rate after social transfers in EU member states and acceding countries in 2001:</td>
<td>16%</td>
<td>14%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Women and health</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentages of adult population with HIV (15-49 years of age): Eastern Europe and Central Asia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1995</td>
<td>28%</td>
<td>72%</td>
</tr>
<tr>
<td>2002</td>
<td>33%</td>
<td>67%</td>
</tr>
<tr>
<td>2004</td>
<td>34%</td>
<td>66%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unemployment rates (EU-15)</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994</td>
<td>12.7%</td>
<td>9.9%</td>
</tr>
<tr>
<td>2000</td>
<td>9.7%</td>
<td>7.0%</td>
</tr>
<tr>
<td>2001</td>
<td>8.7%</td>
<td>6.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part-time employment (EU-wide)</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>33%</td>
<td>6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Women in decision making</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Representation of women in the European Parliament</td>
<td>1995</td>
<td>26.8%</td>
</tr>
<tr>
<td></td>
<td>2004</td>
<td>30.3%</td>
</tr>
<tr>
<td>Representation of women in national Parliaments (EU15)</td>
<td>1996</td>
<td>14.8%</td>
</tr>
<tr>
<td></td>
<td>2004</td>
<td>25.9%</td>
</tr>
<tr>
<td>EU25</td>
<td>2004</td>
<td>20.1%</td>
</tr>
<tr>
<td>Managers EU15</td>
<td>1995</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>2002</td>
<td>30%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sexual harassment</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of female employees who have experienced this</td>
<td>40-50%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Women and the media (76 countries)</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of spokespersons featured</td>
<td>14%</td>
<td>86%</td>
</tr>
<tr>
<td>Percentage of women as news subjects</td>
<td>21%</td>
<td>79%</td>
</tr>
<tr>
<td>Percentage of women reporting TV news</td>
<td>58%</td>
<td>42%</td>
</tr>
</tbody>
</table>
*The European Women’s Lobby*

The European Women’s Lobby (EWL) is the largest umbrella organisations of women’s associations in the European Union (EU). The EWL Secretariat is based in Brussels, but EWL has member organisations in 23 Member States of the EU and 2 countries that are in the process of becoming members of the EU.

The European Women’s Lobby aims at promoting women’s rights and equality between women and men in the European Union. EWL is active in different areas such as women’s economic and social position, women in decision-making, violence against women, women’s diversity etc. EWL works mainly with the institutions of the European Union: the European Parliament, the European Commission and the EU Council of Ministers.

Women are still under represented in the media
The job interview

1. In pairs, discuss these stages in preparing for and attending an interview:
   a. How should I prepare for an interview? (aims, ideas, achievements, experience, weak points etc.)
   b. Can I find out more about the organisation?
   c. What should I wear?
   d. What documents should I take with me?
   e. How do I behave?
   f. What happens after the interview?

2. Discuss your ideas with the whole group, and make a note of all the useful points.

Practising question and answer skills

1. Divide into two equal groups.
   Half of each group will prepare to be interviewed (Group 1 – Interviewees), and the other half will prepare to conduct the interview (Group 2 – Interviewers)

Work in pairs, one interviewer with one interviewee.

Group 1 Interviewees

➢ Firstly, decide which job you want to apply for from the three advertised, and inform your interviewer.

➢ Prepare for the interview. You are especially interested in maternity cover and flexible working arrangements as you have two children under 6 years old, and partner who travels a lot and is often away from home.
Group 2 Interviewers

- Prepare a list of questions based on the job advert selected by your interviewee. Try and use as many different question forms as possible (See Working with language 1: Question forms).
- You are especially interested in the candidate’s trade union experience, their ability to work flexibly according to the demands of the job, and their willingness to travel at short notice.

2. Conduct the interview in pairs. If there is time, the exercise can be repeated, so that each interviewer interviews two candidates. Alternatively, roles may be swapped so that interviewers become interviewees and vice versa.

3. Feedback to the whole group on the strong and weak points of the interviews.

What do you need to work on, or practice, to be a more effective interviewer or interviewee in future?

Job adverts

The Public and Commercial Services Union

Organising Officer Ref: 37/06

12 Month Maternity Cover –London

Salary: £32,749 - £38,855 pa pro rata

You will be responsible for overseeing and managing the development of organising strategies in many of our key national employers. You will co-ordinate the work of PCS Regional Organisers, take responsibility for producing our excellent Organising newsletter, work on changing our culture and be proficient in using, and coaching others, in the language of organising.

You should have knowledge and experience of how to recruit new members and build collective activity in an organisation or trade union. You should have the ability to undertake organising activities, to motivate and empower members, to identify and put in place plans to address training and development needs and work with committees.
Regional Organiser Ref: 41/06
6 Month Maternity Cover may be extended – London
Salary £29,226 - £34,038 pa pro rata
You will be responsible for ensuring that the Union’s organising and recruitment strategies are effectively implemented. This will involve working, in areas such as the Commercial Sector, with branches, groups and activists to devise and oversee the implementation of detailed organising strategies.
You will be interested in acquiring the knowledge, skills and experience of how to recruit new members and build collective activity in an organisation or trade union. You should have the commitment to learn how to undertake organising activities, to motivate and empower members and to identify training and development needs. You will be required to manage campaigns and win recognition for the Union in new areas. You will be expected to work on your own initiative as well as part of a team.

Equality Co-ordinator Ref: 30/06
Temporary for 12 months - London with occasional travel with the UK.
Starting Salary: £29,226 p.a. rising to £34,038 p.a.
Working as part of the Equality, Health and Safety team you will be tasked with setting up a review of Equality across the PCS membership with outcomes to strengthen the structures of self organised posts; integrate equality within the Union’s bargaining agenda; and enhance the capacity of the department to support these objectives.
To achieve this you will have an in-depth understanding of equality issues in relation to under represented groups together with a knowledge of data protection legislation paying particular attention to sensitive personal data.
As this role is project based you will be able to demonstrate experience of managing projects at a high level. You will also have sound experience of Organising work - including mapping and action planning.
It is essential that you are familiar with MS Office in particular setting up of databases and the manipulation of information collated.

For the above posts excellent communication and interpersonal skills are essential, as is a commitment to undertake further training and development. An understanding of and commitment to trade unions is also essential. An interest in the application of ICT is desirable.
The benefits include: six month induction period, 30 days annual leave, plus 12 bank holiday/privilege days pro rata, extensive family friendly policy, flexible working, 38.45 hour working week including one hour for lunch, subsidised staff restaurant at HQ, Workplace Nursery, Pension Scheme, PCS Membership Benefits.
Women in public services in Europe

Listen carefully to this interview with Brian Synnott, the Liaison and Campaign Officer of EPSU (the European Public Services Union), and fill in the gaps.

For the public service throughout the EU there is a very significant majority of women in the (1) ________, statistically that would probably mean 65-70% of public service workers are women. Now for EPSU, it’s very, very important that that is reflected in the representative structure of our organisation.

Now that’s done in two different ways. First of all, in the very formal structure of EPSU you can see that there is a high degree of representation from women. I will be honest and say that it does not directly (2) ___________ with the percentage of women in the public service workforce, but it is significant and moving towards (3) ________ within the EPSU structure. For example, at the very highest level, the president of EPSU and the (4) ___________ are both women. So that’s the first way that we try to reflect the very large percentage of women in the public service workforce within our own structures.

The second way is through the formal establishment of what we call a (5) ________ _______ Committee which is significant part of the EPSU structure – it’s on the same level as the representative Executive Committee within EPSU. What we try to do in the Gender Equality Committee is to (6) ___________ gender issues into all aspects of EPSU policy regardless of what the policy area is. So for example if a proposal comes on (7) ________ _______ to the EPSU Executive Committee, in the proposal there is always a line, ‘how does this (8) ___________ on the gender equality dimension?’

What we’ve tended to see in relation to the (9) ________ of participation in representative roles for women in EPSU is that there is wider (10) _________. Unfortunately in the past it was very much the case that in national public service unions there was invariably a large proportion of women as members, but the higher (11) ________ were always posts that were taken by men. Now we have seen that that has changed although it is true to say that this is changing slowly, but if you look around the different regions in Europe you can see that there are (12) ________ posts that are now taken by women.
Now write the answers in the grey boxes below. Check your answers with those in the Study Guide, then give synonyms or paraphrases for these terms.

<table>
<thead>
<tr>
<th>term used in interview</th>
<th>synonym or paraphrase</th>
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**Discussion Points**

- Can you name any women in significant posts in public service unions in your country?
- What is the gender balance in your organisation as regards representation and posts of responsibility?
- What can organizations do to ensure more women in representative roles at all levels?
### Working with writing 1

#### Making sense of statistics


<table>
<thead>
<tr>
<th></th>
<th>Unemployment rates, Jan 2006*</th>
<th>Employment rates, Q2 2005**</th>
<th>Employed part-time as a share of total employment, Q2 2005***</th>
<th>Share of female managers in total managers Q2 2005***</th>
<th>Gender pay gap, 2004****</th>
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<tr>
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<td>4.5</td>
<td>77.3</td>
<td>43.1</td>
<td>10.6</td>
<td>34.5</td>
</tr>
</tbody>
</table>
Working Women

Notes:
** Employment rates for population aged 15 to 64, Luxembourg: 2004
*** Share of part-time employed and share of female managers for population aged 15 years and over, Luxembourg: 2004
e: estimated
p: provisional
Q: Quartile, or quarter of the year, so Q2 means that data refers to the second quarter, i.e. the period April – June.

2 Highlight any statistics you find particularly interesting.

3 Working in pairs, compare the statistics you have highlighted and explain why you find these interesting.

4 Write sentences to provide the following information, using the phrases provided in brackets.

Example:
1. Comparative overall unemployment rates in January 2006 for men and women in the EU25 (more likely; compared to)
   In January 2006, women were more likely to be unemployed than men in the EU25, with an unemployment rate of 9.6% for women compared to 7.6% for men

2. Lowest and highest female unemployment rates. (rate; ranged from)

3. Employment rate for women and men in all the Member States. (lower for ----than for -----; varied between)
Working Women

4. Proportion of women in part-time jobs compared to men. (on average; around [or about]; compared to)

5. Women’s earnings compared to men’s (gender pay gap; earned ----% less than)

Now compare your answers with those given in the Study Guide.

More women work in part time and low earning jobs
**Working with language 2**

**Modal verbs: obligation**

Look at these sentences taken from an ETUC article in support of the European Pact for Gender Equality (May 2006):

The Pact should build on already existing objectives, targets and instruments within the Lisbon process.

"Furthermore, faced with poor quality jobs and difficulties in reconciling work and family life, women are either having to stay out of the labour market or have fewer children..." [Viviane Goergen, President of the ETUC's women's committee]

“If we are to reach the Lisbon goals and realise women’s full potential, gender equality must be taken seriously and the barriers must be removed. Issues such as promoting work-life balance, reducing long working hours, tackling both horizontal and vertical segregation, and equal pay, including pay reviews and pay audits, must be taken on board...” [Catelene Passchier, ETUC Confederal Secretary]

The underlined verbs are all examples of modal verbs in English, expressing different levels of obligation. Sometimes it is difficult to choose between these different verbs, so study the following explanations carefully, to understand the similarities and differences.

**should/ought to/must/have to**

- **should** and **ought to**
  
  There is no difference between **should** and **ought to** and they are used when the obligation it not strong. They are often used to express advice or a duty.

  **For example:**
  - You should attend meetings more often.
  - I ought to complete this report tonight.
must and have to

Obligations can be imposed by the speaker or as a result of rules, regulations or laws. In the present **must** is used when the obligation comes from the speaker. It can also be used to give strong advice. **Have to** is used when the obligation comes from someone else who has decided the rule/regulation law.

**For example:**

- In France, you have to carry your identity card with you at all times. (This is the law)
- At the hotel, you have to pay for the accommodation in advance. (This is the rule of the hotel).
- You must complete the essay this evening. (Teacher to pupil).
- You must be back home by 8.30 am. (Parent to child).

In the Future and Past:

In these tenses, **have to** is the only way to express obligation because there is no future or past tense of **must**.

**For example:**

- The nursery was closed because of illness, so I had to take the day off work to look after the children.
- If it stays shut for long, I’ll have to make other arrangements for them.

Complete the following sentences by choosing the most suitable form of **must, have to, or should / ought to:**

1. You __________ always take a proper lunch hour and make sure you relax.
2. Because of the train strike, we __________ take the bus.
3. "You __________ be here by 8 am at the latest," said the manager.
4. You __________ take an umbrella. It looks like rain.
5. If you join the army next year, you __________ obey orders.
6. During the war, I __________ work longer hours.
7. If you want to watch the match tomorrow, you __________ take some time off work.
8. It’s Sunday today, so you ___________________ get up so early
9. The film was great. You really ___________ see it!
10. We ___________ agree the wording of this agreement by the end of the day.
11. If you don’t want to be late for your interview, you _________ leave a bit earlier.
12. In the UK, unions ___________ ballot their members before announcing a strike.

Study Box 3
Verb + Preposition

Example: He was accused of sexual harassment

complain about suffer from

call for regard someone/something as

(dis)approve of insist on

pay for succeed in

rely on define something as

depend on threaten someone with

Write 12 short sentences, using each combination of verb + preposition once
Attitudes at work

1. Discuss the meaning of the following terms in the context of your own workplace
   a. Equal opportunities
   b. Sexual harassment
   c. Bullying

2. Match these words used to describe the ways individuals behave towards each other at work with the definitions below:

   The first one is done for you as an example.

<table>
<thead>
<tr>
<th>co-operative</th>
<th>d) willing to help</th>
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<tbody>
<tr>
<td>assertive</td>
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<td>aggressive</td>
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<td>affirmative</td>
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<td>patronising</td>
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<td>communicative</td>
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<td>narrow-minded</td>
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<td>far-sighted</td>
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<td>stubborn</td>
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<td>prejudiced</td>
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Definitions:

a) forward looking/imaginative
b) adopting a superior tone
c) preconceived ideas/biased
d) willing to help
e) positive
f) forceful without caring about others
g) inflexible
h) rigid/lacking breadth of view
i) willing to talk
j) defending your position firmly but politely
3 Which of the above attitude-words would you apply to the speaker of the following sentences? (There may be more than one appropriate term).

1. I just don’t think I can even consider that idea.
2. You’re a delightful young woman with lots of ideas.
3. Excuse me, but would you mind not smoking in here?
4. Look here, just do as I say.
5. Let’s take a fresh look at the situation.
6. She’s not from here and won’t fit into our organisation.
7. I’ve been doing this job for years so you can’t tell me anything new.
8. I like the way you’ve prepared the report.

4 Can you suggest any other words that describe peoples’ attitudes?

➢ Which attitude-words would you apply to yourself?
➢ Which attitude-words would you apply to your boss?

5 Consider these definitions of aggressiveness and assertiveness:

➢ Assertiveness is the ability to express your thoughts, feelings and rights while keeping the lines of communication open with others and without violating the rights of others.
➢ Aggressiveness means expressing your thoughts, feelings and rights in such an emotionally or physically forceful way that you degrade or humiliate the standing of others.

6 How familiar are you with assertiveness training?

➢ Is such training gender-specific?
Study Box 4

ASSERTIVE LANGUAGE

Assertiveness involves a wide range of communication skills including tone of voice, speed of delivery, gestures, eye contact, facial expression and posture. It also involves using clear, precise and specific language.

For example:

- I want to...
- I'd like you to...
- I don’t want you to...
- I have a different opinion, I think that.....
- I have mixed feelings about your suggestion. I agree with these aspects... for these reasons... but I’m unhappy about these aspects... for these reasons.....
- My clear understanding is that...

To signal clearly that you are the ‘owner’ of your message:

For example:

- ‘I don’t agree with you’, rather than ‘You’re wrong’.
- ‘I’d like you to close the window’, rather than ‘You need to close the window’.

7 In pairs, practise being assertive in the following situation:

- Someone is smoking close to you in a non-designated smoking area
- Someone is using their mobile phone while you are speaking at a meeting
- Someone insists on telling racist or sexist jokes at a training course
- You are asked to continue working beyond your duty hours

8 Role-play

Ana, a well-qualified nurse is returning to work after the birth of her baby, Daniel. In order to share childcare with her husband Andy, a prison officer, she wants to work 20 hours per week in the form of nightshifts.

The nurse manager wants Ana to work flexibly in order to cope more easily with staff shortages.

In pairs play the role of Ana and the nurse manager
Equal rights down the mine shaft


1 In preparation for the reading text discuss the following statements in small groups.

- Women don’t like dirty jobs.
- Women are not strong enough to do work which involves a lot of heavy, manual work.
- Women should not work in traditional men’s work because they will be embarrassed by the bad language and innuendoes.

2 Can you predict what the article is about from the headline?

Before you look at the text:

Which of the following three alternatives is the most likely description of the contents of the article?

a. Women want the right to work as miners.
b. Women’s struggle for equal rights has suffered a setback.
c. A union meeting has been held for men and women down a coalmine.

3 Now read the newspaper article and answer these questions:

1. What is the film North Country about?
2. What is the connection between the film and Hunosa, the Spanish coalmining company in Asturias?
3. How long have women been working there?
4. What are some of the difficulties of working underground?
5. Why did Blanca Colorado decide she wanted to work underground?
6. What circumstances enabled Lumi Quiroga to get her job in the mine?
7. What are some of the tasks that Irene Yáñez Alonso carries out underground?
8. Does Irene think people work in the coalmine out of choice?
Equal rights down the mine shaft

Women have been involved in Asturian coal mining since 1992

JAVIER CUARTAS, Oviedo

"All she wanted was to make a living, instead she made history," reads the tag line to the Oscar-nominated film North Country. The movie tells the true story of a landmark sexual harassment case won by Lois Jenson in Minnesota back in the 1980s, which opened the way for women to work in the mining industry.

But few people are probably aware that at the same time as the character played by Charlize Theron was fighting for her rights, women in the northern region of Asturias who needed to make a living were also making history.

Hunosa, the state-owned coal mining company, now employs 186 women out of its workforce of 3,378 in Asturias, 82 of them underground; the largest number of women miners in the country.

Mining in Asturias was opened up to women in 1985, but they were not allowed underground until 1992, when Concepción Rodríguez Valencia, who had worked as a laborer above ground, won the right to be allowed to work underground.

"It's tough working in the mine. You work in absolute darkness, hundreds of meters below ground, amid dust, and with constant changes in temperature," explains Blanca Colorado, aged 30, who has worked underground at the Soton mine for the last five years.

Her reasons for becoming a miner were purely economical. Asturias' traditional heavy industries have long been in decline, and unemployment is high. After her father was killed in an underground mining accident, her wages at the flower shop where she worked were not enough.

"Women can do the same jobs as men. It's true that there are some jobs that are so tough that few women could do them, but the same applies to the majority of men," she argues.

Lumi Quiroga is about to retire aged 50 after a 20-year career at the Pampliebe and Candía pits. She was already married with a six-year-old daughter when she applied for a job with Hunosa. Her husband was unemployed for three years, and they had only been able to survive thanks to their extended family. "But as the daughter of a miner, I was given preference over my husband. I am very proud of what I have done," she explains.

Thirty-year-old Irene Yañez Alonso is the only woman actually working on the coal face. She works at the Candía mine, and has been in the industry for the last 10 years. She first applied to Hunosa when she was 18, two months after losing her father in a mining accident. It took two years before she was offered a job. "At the time, I didn't think about the danger. I just wanted a job. I don't know if I could drill the coal out, but I have pushed wagons, and cased coal by the shovel, as well as a lot of other physical jobs. There are a lot of different tasks that need doing in the mine, and women can do most of them as well as men," she concludes.

She says that fear goes with the territory. "Of course you are afraid. The mine is constantly creaking, and you never know if it's because it's about to collapse. You live in constant danger," explains Alonso. As Rodríguez Valencia points out, "Nobody works underground because they like it. If the men could find other work, they wouldn't work in the mine either."

Miners emerge from the Treve Hermosas pit in Asturias.
4 Find the words in the text which mean the same as

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<td>1. historic</td>
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<td>2. earn (a living)</td>
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<td>3. employees</td>
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<td>4. manual worker</td>
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<td>5. hard</td>
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<td>6. complete</td>
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<td>10. always</td>
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5 Re-write the following italicised phrases in your own words:

1. Asturias’ traditional heavy industries have long been in decline. (para. 6)

   ________________________________________________________________________________

2. Her reasons for becoming a miner were purely economical. (para.6)

   ________________________________________________________________________________

3. ‘But as the daughter of a miner, I was given preference over my husband’ (para.8)

   ________________________________________________________________________________

4. She says that fear goes with the territory. (para.10)

   ________________________________________________________________________________

5. The mine is constantly creaking, and you never know if it’s going to collapse. (para.10)

   ________________________________________________________________________________
6 Job or work?

Look at the following uses of these two words in the text.

1a Women can do the same jobs as men (para.7)  
   We can also say:
1b Women can do the same work as men

2a It took two years before she was offered a job (para.9)  
   We can also say:
2b It took two years before she was offered work.

3a She was already married when she applied for a job (para.8)  
   We can also say:
3b She was already married when she applied for work.

4a If the men could find other work (para.10)  
   We can also say:
4b If the men could find other jobs

Notes  (i) The only plural form is jobs  
       (ii) We don’t use the indefinite article with work

Now decide which is the correct word to use in the following sentences (it may be possible to use both):

1. I’m looking for a new __________.
2. This ________is interesting.
3. What’s your ________?
4. What ________do you do?
5. Have you got much ________at the moment?
6. There are plenty of ________for men.
The present perfect tenses

Look at these sentences:

- She has decided to take the job.
- We haven’t agreed to accept the latest offer.
- They have been working in the same organisation for 5 years.
- He hasn’t been paying attention to what I’ve been saying.

The underlined verbs are all examples of present perfect tenses.

Form

<table>
<thead>
<tr>
<th>The Present Perfect Simple</th>
<th>The Present Perfect Continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have decided - positive</td>
<td>It has been raining - positive</td>
</tr>
<tr>
<td>She hasn’t left - negative</td>
<td>They haven’t been listening – negative</td>
</tr>
</tbody>
</table>

This tense is formed with has or have and the past participle

<table>
<thead>
<tr>
<th></th>
<th>The Present Perfect Continuous is made with has been or have been and the present participle (-ing form).</th>
</tr>
</thead>
</table>

Meaning

The Present Perfect is in a sense a present tense which looks back from the present to the past. When we say something has happened or has been happening we are usually thinking about the present situation (and possibly into the future) which we find ourselves in as well as the past.

- It has been raining (and that’s why I’m wet through)
- She’s resigned. (She’s not going to work here anymore)
- They haven’t been listening. (I’ll have to repeat my instructions)
- She hasn’t left. (She’s still in her office)
It is not easy to use the Present Perfect tense correctly. Other European languages have tenses similar in form to the present perfect tenses but there are differences in use.

In this section you will concentrate on using the Present Perfect for FINISHED ACTIONS and EVENTS.

- See also *Workers of the World*, (Working with language 2) for more practice on use of this tense with adverbial of time.

**Finished actions and events**

**A** The Present Perfect Simple is often used to talk about actions and events which are completely finished but are still important in the present. The past event described is often ‘news’ and you can usually make a sentence with the present tense about the same situation without changing the meaning.

**Examples:**

- She’s been all over South America.  
  She knows South America well.

- The US embargo on oil from Venezuela has ended  
  Oil can now be imported to the US from Venezuela.

- The UGT (Spain) has elected a new President.  
  (The President is in post now).

**Note:** When we talk about past events which have no present importance, we do not use the Present Perfect.

- She started working down the mine in 1982.
- He lost his job in the first round of re-structuring.

**B** The Present Perfect is often used with indefinite time expressions, e.g. ever, never, yet, already, before. Contrast this with adverbs of finished time - e.g. yesterday, last week, then, in 1953, - which are not normally used with the present perfect tense.

**Examples:**

- Have you ever been to China?
- She’s never worked in that department.
- Has the agenda been agreed yet?
- I’m sure we’ve met before.
- I’ve already sent the invoice.
1  Work in pairs to decide which is the correct form of the verb (in italics) in these sentences. Cross out the incorrect choice, as in the example

a. Have you ever visited / did you ever visit Rome?

b. I’ve lived/I live here all my life.

c. He’s already spoken/He already spoke to the manager last night.

d. She can’t go skiing because she broke/has broken her leg.

e. I’ve seen/I saw the regional officer yesterday.

f. According to the latest reports, the number of rural women from developing countries who are living in poverty is doubled/has doubled.

g. Have you had/did you have good weather last weekend?

h. Some people think Shakespeare has not written/did not write the play ‘Julius Caesar’.

i. Did you read/Have you read the minutes of the last meeting yet?

j. Have you already eaten/Did you eat already?

2  Prepare a short farewell speech to give at the end of a training course or international meeting that you have recently attended.

In your speech, you could use some of these expressions:

- Thank you very much for.....
- I have enjoyed the experience
- I have learned a lot
- Together we have resolved some problems
- You have made me very welcome
- I have improved my English
- I have made some new friends
Working with speaking 5

**Gender minefields**

1. The group should divide into two: women in one group, men in the other. In your group, discuss the following, and put your answers on a transparency or flip chart.

<table>
<thead>
<tr>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you appreciate it when a male colleague holds a door open for</td>
<td>Do you hold doors open for female colleagues and let them pass</td>
</tr>
<tr>
<td>you, and lets you pass through before him?</td>
<td>through before you?</td>
</tr>
<tr>
<td>2. Do you accept if a man offers you a seat on a crowded bus/train?</td>
<td>Would you offer your seat to a woman on a crowded bus/train?</td>
</tr>
<tr>
<td>3. If you are chairing a meeting, do you prefer to be addressed as</td>
<td>How do you address a woman who is chairing a meeting?</td>
</tr>
<tr>
<td>‘Chair’, ‘Madam Chair’, ‘Madam Chairwoman’, ‘Madam Chairman’ or ‘</td>
<td></td>
</tr>
<tr>
<td>Chairperson’?</td>
<td></td>
</tr>
<tr>
<td>4. Do you think it’s important to divulge your marital status in</td>
<td>Do you think it’s important to know a woman’s marital status if you</td>
</tr>
<tr>
<td>an interview?</td>
<td>are interviewing her for a job?</td>
</tr>
<tr>
<td>5. Do you like it if a man helps you put your coat on?</td>
<td>Do you help women put on their coats?</td>
</tr>
<tr>
<td>6. Do you expect a man to pay for your drinks or meal in a bar/</td>
<td>Do you expect to pay for a woman’s drinks or meal in a bar/restaurant?</td>
</tr>
<tr>
<td>restaurant?</td>
<td></td>
</tr>
<tr>
<td>7. Do you appreciate it if a male colleague comments on what you</td>
<td>Do you ever compliment a female colleague on what she is wearing, or</td>
</tr>
<tr>
<td>are wearing, or other aspect of your appearance?</td>
<td>make remarks about her appearance?</td>
</tr>
<tr>
<td>8. Do you mind if a male colleague swears or in your presence?</td>
<td>Do you adapt your language, for example, by not swearing, in front</td>
</tr>
<tr>
<td></td>
<td>of female colleagues?</td>
</tr>
<tr>
<td>9. Do your male colleagues engage in conversations about certain</td>
<td>Do you avoid certain topics of conversation if there is a female</td>
</tr>
<tr>
<td>topics in front of you that make you feel uncomfortable or</td>
<td>colleague present?</td>
</tr>
<tr>
<td>excluded?</td>
<td></td>
</tr>
</tbody>
</table>
2 Choose someone to present your answers to the other group.

3 Whole group discussion
   - Were there significant differences in the responses?
   - Does an awareness of such differences help men and women modify their behaviour towards each other?

Do you avoid certain topics of conversation if there is a female colleague present?
What is gender mainstreaming?

Gender mainstreaming is aimed at the integration of a gender perspective into all general policies and measures as the basis on which organisations and institutions should be re-designed to respond to the needs of both women and men. In the context of industrial relations, this means that the efforts to integrate women into the labour market (specific measures aimed at women such as equal treatment, equal opportunities, positive action, positive discrimination, etc.) will only be effective if these policies are accompanied by efforts to:

- reorganise and secure the flexibility of working life;
- build up sufficient decent care services;
- design training and education schemes that are adapted to women and men with respect to both content as well as organisation (time schedule, care facilities, payment);
- create a corporate culture in which sexual harassment is banned.

Mainstreaming in your organisation

Work in small groups with others from the same organisation if possible.

1 Create a mindmap to show how far your organisation has gone in achieving gender mainstreaming, and what still remains to be done.

Here is an initial checklist to help you get started:

<table>
<thead>
<tr>
<th>Pay grades and pay equity</th>
<th>Promotion opportunities - the glass ceiling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organising and chairing of meetings</td>
<td>Catering facilities</td>
</tr>
<tr>
<td>Crèche</td>
<td>Equal Opportunities Committee</td>
</tr>
<tr>
<td>Sexual harassment – guidelines for dealing with complaints</td>
<td>Time-off</td>
</tr>
<tr>
<td>Breaks and lunch breaks</td>
<td>Holidays</td>
</tr>
<tr>
<td>Union representation</td>
<td>Training opportunities</td>
</tr>
<tr>
<td>Appraisal schemes</td>
<td>Images in publicity</td>
</tr>
</tbody>
</table>

2 Present your mindmap to the other groups.

3 Based on the ideas presented by all the groups, draw up an action plan for improving gender mainstreaming in your organisation.
Legal terminology

1 In pairs, discuss the possible meaning of the following newspaper headlines:

Test case on protection of personal data

PLEA FOR JUSTICE MADE BY SACKED WORKERS

Damages awarded to abused claimant

Ageism the new rights frontier

Employer found guilty of discrimination

Urgent need to monitor equal opportunities

COMPANY FOUND NEGLIGENT IN ACCIDENT CLAIM

Teacher claims unfair dismissal

Union wins pay-out for health victim

Rail company denies corporate responsibility after crash
If you have a (1)__________, you must follow the appropriate (2)__________. Otherwise, if you take a (3)__________ to an employment tribunal and it was your (4)__________ that the due processes were not followed, then you are like to lose financial (5)__________.

If you believe that your employment rights have been (6)__________ or that you have been (7)__________ against, there is legislation to help you. The law has recently been (8)__________ and changes have come into (9)__________ that have closed a number of (10)__________.

(11)__________ should be brought to the attention of the (12)__________ authorities and any (13)__________ will need to be examined and (14)__________. The (15)__________ has the right to know the nature of the (16)__________ against him/her and will be able to call (17)__________ in his/her (18)__________. The tribunal will give a (19)__________ and there is the right to (20)__________ against the verdict.
3 Discussion Points

➢ Does everyone get a fair deal at work?
➢ All opportunities are equal but some opportunities seem more equal than others.
➢ Employment law in the UK provides protection for workers against discrimination at work on the grounds of age, sex, gender reassignment, sexual orientation, religion or belief, race, disability, union or non-union membership.

☐ How does this compare with your country?
☐ Are there any other grounds for discrimination?
☐ How would you rank these grounds for discrimination in order of concern?

...some opportunities seem more equal than others.
Maternity rights

Think of a friend or relative (or this may be your own experience) who was working when she became pregnant.

alternatively,

Work in small groups with a working mother in each, who can be interviewed about her experience.

Discuss the following with partner:

- How long did she take off work?
- What payment did she receive?
- Did she go back to her old job, with the same pay?
- What are her childcare arrangements?
- Did her partner take time-off when the child was born? Or afterwards?
- Did she receive good advice and support from her workplace? From her union?
What are your statutory rights?

Read the following carefully:

Statutory maternity leave

The 1992 EU Maternity Directive enhances the employment protection of pregnant women and women who have recently given birth or are breastfeeding and guarantees a minimum of 14 weeks’ maternity leave - see box below:

EU Maternity Directive

Council Directive 92/85/EEC of 19 October 1992 on the introduction of measures to encourage improvements in the safety and health at work of pregnant workers and workers who have recently given birth or are breastfeeding (10th individual Directive within the meaning of section 16 (1) of Directive 89/391/EEC) sets out the following requirements on maternity leave:

- workers are entitled to a continuous period of at least 14 weeks maternity leave allocated before or after confinement, in accordance with national practice. This period must include at least two weeks of compulsory maternity leave allocated before or after confinement, in accordance with national practice;
- pregnant workers have the right to paid time off, in accordance with national legislation and/or practice, for ante-natal examinations, if such examinations cannot take place outside of working hours; and
- women must be protected from dismissal from the beginning of their pregnancy to the end of their maternity leave. The only exception is if the dismissal is for reasons unconnected to the pregnancy, which is permitted under national law and where the appropriate authority has given its consent. If a worker protected by the Directive is dismissed during period, she has the right to be given the reason in writing.


Sweden and Norway are the only countries that do not have specific maternity leave schemes as such. Of course, mothers are eligible for leave during pregnancy or after the birth of a child, but in the form of parental leave, which may be shared overall by the two parents.
1. Now summarise the three main provisions of the Directive. The EU Maternity Directive ensures that pregnant workers:

1. 

2. 

3. 

2. Give alternative words or phrases for these terms which occur in the above text:

<table>
<thead>
<tr>
<th>Example:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>enhance (para. 1)</td>
<td>improves</td>
</tr>
<tr>
<td>1. are entitled to (para.3)</td>
<td></td>
</tr>
<tr>
<td>2. confinement (para.3)</td>
<td></td>
</tr>
<tr>
<td>3. dismissal (para. 5)</td>
<td></td>
</tr>
<tr>
<td>4. permitted (para. 5)</td>
<td></td>
</tr>
<tr>
<td>5. consent (para.5)</td>
<td></td>
</tr>
</tbody>
</table>

The Directive sets out the minimum requirements for maternity leave within the EU. Each member state has its own provisions, which vary greatly.
1. Study this table and the notes below carefully. Check the meaning any vocabulary you are unsure of.

<table>
<thead>
<tr>
<th>Duration</th>
<th>Compensation as % of pay</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Under 80%</td>
<td></td>
</tr>
<tr>
<td>14-15 weeks</td>
<td>Belgium</td>
<td></td>
</tr>
<tr>
<td>16-18 weeks</td>
<td>Finland</td>
<td>Denmark</td>
</tr>
<tr>
<td>21 weeks</td>
<td>Italy</td>
<td></td>
</tr>
<tr>
<td>24 weeks +</td>
<td>Hungary, Ireland, UK</td>
<td>UK, Slovakia, Sweden</td>
</tr>
</tbody>
</table>

NOTES
1. For the first child – may be longer for the second and subsequent children (Poland) or the third child (France and Spain);
2. for 20 weeks after the first six weeks;
3. for the first six weeks out of a total 26 paid weeks;
4. no specific maternity leave – mother’s leave is included de facto in the parental leave scheme available to the two parents;
5. compensation as a percentage of income is very low for vast majority of employees because of a very low ceiling on compensation;
6. the compensation level varies, and is actually 100 % for some mothers.

Eligibility criteria
Entitlement to statutory maternity leave is generally based on the criteria of being a worker, or having worked for a certain period, or having made contributions or earned a certain amount. In some countries, such as Austria and the Netherlands, employees are required to provide proof that they have been employed for longer than the minimum period required. This excludes women working on a part-time basis for very short periods. In the UK, employees are required to show evidence that they have earned more than a minimum required amount to be entitled to benefit.
Entitlement is not identical for all female workers. The rules are often more generous for civil servants, for example in Belgium and Greece. Furthermore, self-employed women are often entitled to less than their counterparts in subordinate employment.

Source: European Industrial Relations Observatory (June 2006)

4 Now write answers to these questions in complete sentences, as in the example:

Example:

Question: Which country provides the least generous benefits?
Answer: Belgium provides the least generous benefits, allowing only 14-15 weeks maternity leave, at under 80% of earnings.

1. Which country provides the most generous benefits?

2. What is the most common duration of maternity leave?

3. What percentage of compensation is provided for by the majority of countries?

4. What is the least common period of maternity leave?

5. What factors are taken into account in terms of eligibility for leave?

3 Write a summary of the arrangements in your country, based on the information provided in the table and accompanying notes.

Example:

In the UK, the statutory minimum maternity leave is 24 weeks. Pregnant workers receive compensation of between 80% - 100% of their pay for the first six weeks (of a total of 26 paid weeks), which reduces to less than 80% of their normal pay for the remaining 20 weeks. In order to qualify for benefit, employees must show evidence that they have earned a certain amount. This may exclude low-earning part-time workers. Self-employed women may receive less compensation.
Communication activity 2

KNOW YOUR RIGHTS

Case Studies

Work in small groups. Each group will work on one of the case studies below.

Prepare a brief oral report for each case, outlining what advice you would give to a woman member on:

- To what the law in your country entitles them
- Any additional rights they may have as a result of
  i) union maternity agreements and
  ii) the health and safety implications of their pregnancy
- Any other useful sources of information

When you have prepared your report, present the main points to the rest of the class.

Case Study 1
A member is six weeks pregnant. She has been working as a part-time cleaner in your country for 18 months. She wants to go back to work when the baby is born but she is worried she may not get her old job back. She has no idea what benefits she is entitled to, or what her rights are.

Case Study 2
A relatively new member of staff explains that she is four weeks pregnant. She has been employed for four months and is worried about being sacked because she is expecting a baby. She works full-time in the warehouse and is anxious that the lifting involved in her job may be dangerous to the baby.

Case Study 3
One of your union officers is married to an English woman who works as a VDU operator. She is eight weeks pregnant and wants to return to work after the baby is born. She has worked for the company for 4.5 years. She wants to know her rights.

Additional information on maternity rights in the EU can be found on the EIRO website.
Your government and your trade union organisation will also publish guidelines, so it would be useful to do a web search and familiarise yourself with up-to-date information, or ask for any brochures that have been published.
Looking back

Now you have finished this unit you should be

- able to describe discrimination against women in the workplace
- able to express your opinions emphatically
- able to talk about different types of work and working conditions
- able to talk about the gender pay gap and compare the situation in different countries
- able to describe the advantages of gender mainstreaming within an organisation
- able to prepare for and participate in a job interview more effectively
- able to discuss maternity rights