



TRAINERS' MANUAL

Women Workers' Rights and Gender Equality: Easy Steps for Workers in Cambodia



Rosalinda Terhorst, Nelien Haspels,
Gender and Development for Cambodia (GAD/C)
Expansion of Employment Opportunities for Women (EOW)

International Labour Office (ILO)
August 2004, Phnom Penh and Bangkok

Contents

Foreword.....	4
1 About this Manual	5
1.1 Introduction	5
1.2 Target group.....	5
1.3 Methods	5
1.4 Contents.....	6
1.5 Structure of the sessions.....	6
2 Tips for Trainers	8
2.1 Introduction	8
2.2 About training on gender equality and rights	8
2.3 Adult leaning	11
2.4 Addressing illiterate people with little education	11
2.5 The participatory approach and role of the trainer.....	11
2.6 Designing and training programme	12
2.7 Executing the training programme	13
2.8 The workshop.....	14
2.9 The first day	15
3 Gender Equality.....	16
3.1 1. Self-Awareness - Vote for Chang.....	18
3.1 2. Self-Awareness - What is Best ?.....	22
3.2 1. Values and Attitudes - Sexy Relay Race.....	26
3.2 2. Values and Attitudes - Statements and Proverbs.....	29
3.3 Division of Work step 1: What do Men and Women do?	33
3.4 Division of Work step 2: What is the value of the Work?.....	36
3.5 Division of Work step 3: Balancing Workload between Men and Women	40
3.6 Accessibility and Control of Resources	42
4 Fundamental Rights in Life and at Work.....	46
4.1 Rights and Responsibilities	47
4.2 Rights at Work.....	52
4.3 Equality at Work	60
4.4 Rights to Organize	64
4.5 Rights of Children and Youth	68
4.6 Child Labour	72
4.7 Loan, Debts and Forced Labour	76
4.8 Homeworkers	80
4.9 Migrant Workers.....	83
4.10 Trafficking.....	89
4.11 1. Time to Work, Overtime and Leisure Time – Formal Sector Workers	92
4.11 2. Time to Work, Overtime and Leisure Time – Informal Sector Workers	96
4.12 Workers with Family Responsibilities	99
4.13 Maternity Protection	103
4.14 Sexual Harassment at Work.....	107

4.15	Reproductive Health Rights.....	112
4.16	Domestic Violence	115
4.17	Rape	118
4.18	Abortion.....	122
4.19	HIV/AIDS and Work	125
4.20	Occupational Safety and Health.....	130

Briefing Note 1	Training Methods	135
Briefing Note 2	Gender Equality	139
Briefing Note 3	Basic Gender Concepts and Definitions.....	140
Briefing Note 4	Key Principles for the Promotion of Gender Equality	143
Briefing Note 5	Gender Planning: Steps for Action.....	145
Briefing Note 6	Rights, Laws and Rules	146
Briefing Note 7	Decent Work, Workers and their Rights	150
Briefing Note 8	Health at Work	152
Briefing Note 9	Violation of Rights at Work: File a Complaint.....	158
Briefing Note 10	Introduction to the International Labour Organization	160

Glossary.....	163
---------------	-----

List of Useful Organizations	167
------------------------------------	-----

References	172
------------------	-----

List of Situation Cards

1. Marriage
2. Men gambling and drinking
3. A teenage boy goes to school and a teenage girl works
4. A woman does household work while a man takes a rest
5. Women mechanics
6. A woman truck driver
7. A woman prepares a meal
8. A woman washes clothes
9. A man serves drinks to woman
10. A man and a woman play with a child
11. A happy couple
12. Women's activities
13. Men's activities
14. Man, couple, woman
15. House, money, blank card
16. Resource cards
17. Weighting scales
18. Beating
19. Child labour
20. No permission to go to hospital
21. No permission to join a savings group
22. A boy goes to school and a girl does not go to school
23. Dinking husband
24. No to suppression of freedom, yes to workers to organize

25. No to forced labour, yes to free labour
26. No to child labour, yes to education
27. No to discrimination, yes to equality
28. Maternity protection
29. Workers with family responsibilities
30. Man and a woman carry bags of cement
31. A man and a woman receive different wages
32. A woman workers goes to the boss to complain
33. The angry boss sends the woman worker away
34. Women weave and spin
35. Women consult one another
36. Women join forces to submit their project
37. Women in business
38. All children are equal
39. All children have the right to love and care
40. All children have the right to adequate and healthy food
41. All children have the right to go to school
42. All children have the right to health care
43. All children have the right to play
44. No child should have to work
45. No child should be sexually abused
46. Children can choose their own friends
47. A rural woman
48. A woman visits a money lender
49. Women work in the rice field
50. Money
51. 24 hours clock
52. Working at night, overtime or holidays
53. Carrying heavy loads
54. Working with dangerous chemicals
55. Time for breastfeeding
56. Changing to appropriate work
57. Medical benefits (including maternity leave)
58. Place to rest or to breastfeed during work
59. Provision for other facilities like a daycare centre
60. Termination of job because of pregnancy
61. HIV/AIDS awareness
62. Dirty restrooms, not enough toilets for women
63. Working with dangerous machines
64. Working in a very noisy area
65. Working in a very dusty working hall with bad ventilation
66. Working at home, sitting in a bad position

Foreword

International labour standards promoting equality between men and women and human rights tools such as the Convention on the Elimination of Discrimination against Women (CEDAW) have served as an inspiration for millions of people worldwide. These instruments reflect the international consensus on minimum standards and set an agenda for progress towards equal rights and opportunities for women and men and equitable relations between them; sharing workloads, resources and decision-making, not just at work but in every aspect of life.

These key messages, on decent work and social protection, need to be communicated to those women and men - in factories, shops and offices, in the fields, at home and on the streets - who lack both a 'voice' and bargaining power. This Training and Resource Kit, "*Women Workers Rights and Gender Equality: Easy Steps for Workers in Cambodia*" is designed for them.

The aim of the Kit is to facilitate training among workers with little or no education on gender equality, legal, human and health rights, and workers' rights generally. It aims to empower women and men to improve their quality of life at work and at home. It reaches out to both women and men with the aim of harmoniously reducing gender gaps and empowering both young and old female and male workers.

The Training and Resource Kit consists of a training manual and accompanying pictures and games. It was developed under the auspices of the ILO Subregional Office for East Asia (SRO-Bangkok) and the Cambodia Chapter of the ILO/Japan Asian Regional Programme on Expansion of Employment Opportunities for Women (EEOW). It was developed during 2003 to strengthen the human and workers' rights of women and men and promote decent work opportunities in poor rural and urban communities.

The Kit was developed by an international and national resource team; including Ms Rosalinda Terhorst, Ms Nelien Haspels, Ms Young Vin, Ms Aya Matsuura, Ms Phakatip Chungbhivat and a team of gender experts from Gender and Development Cambodia. The technical inputs from Mr Noun Rithy and Mr Hugo van Noord, ILO Cambodia and Ms Constance Thomas and Ms Kaat Landuyt from ILO Geneva were much appreciated. Acknowledgements also go to Ms Sugunya Voradilokkul and Ms Chi Sovanna for vital secretarial and logistical support.

The Kit was tested during a validation workshop in Phnom Penh attended by representatives of ILO-EEOW national and provincial partner organizations. They contributed a high level of expertise in understanding and addressing the needs of young and old women and men surviving in rural and urban areas, factories, formal and informal work settings, as street traders and in the entertainment industry.

The Kit is produced in Khmer and English for use in Cambodia. It is hoped that it will also serve as an inspiration for the development of similar products in other countries.

Christine Evans-Klock
Director
Subregional Office Bangkok
August 2004, ILO Bangkok

Yoshiyuki Fukuzawa
Chief Technical Adviser
ILO/Japan Multi-bilateral Programme
August 2004, ILO Bangkok

Chapter 1 About this Manual

1.1 Introduction

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

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

1.2 Target group

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

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

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

1.3 Methods

All exercises in this manual are group exercises. Because of the specific target group creative and attractive materials have been developed. Furthermore, a mix of training methods is used to keep the sessions lively and interactive. There are games, case studies, stories and role plays. Pictures are provided in the form of drawings to help people to visualize situations and key messages, pictures also help people to remember things that can not be written on a flipchart.

Most sessions begin with a game, role play or story to start discussions about the topic. It helps to make the workshop as lively as possible, the mix of different methods helps people to remain concentrated and enjoy the session.

For several training sessions, on particular technical subjects, it is advisable to have a trainer who is specialized in the subject, or to have a training team consisting of a gender trainer and a technical specialist. It is also good for certain sessions, to invite people with hands-on experience

on the subject in their own work and life. For example, in a session on prevention of HIV/AIDS, the message of a HIV/AIDS infected person is 100 times stronger than any long lecture by a health expert

More background information about training methods can be found in Briefing Note 1: Training Methods.

1.4 Contents

The package is divided into four parts:

Tips for Trainers

This part familiarizes trainers with successful training messages and methods in the fields of gender equality promotion, adult learning and participatory approaches. It continues with practical advice on designing and conducting training workshops and setting the scene for a good training environment on the first day.

Gender Equality

The second part contains four types of sessions on: self-awareness, values and attitudes, division of work, and access and control over resources. These four subjects together form the building blocks to enable the trainees to becoming advocates for gender equality promotion and finding out how to encourage women and men to create a more equal balance in the division of workload, responsibilities, resources, benefits and decision making between them.

Fundamental Rights in Life and at Work

This part has two kinds of sessions for use with trainees, who work in either the formal or the informal sector. The first sessions are general in nature. These address topics such as, what rights do people have in life and at work, and what kinds of inequality issues often occur at work. All sessions emphasize that having rights also means having responsibilities.

The general sessions are followed by sessions about specific topics. Among these you will find sessions on home work, migrant work, occupational safety and health, sexual harassment at work and maternity protection, as well as sessions which raise awareness on domestic violence, rape, child labour and the trafficking of children and women.

Briefing Notes

The briefing notes provide further practical and technical information for trainers to expand their knowledge on issues ranging from training methods to gender equality promotion, the international and national human and labour rights framework, workers' rights, health rights' and an introduction to the ILO. The newly established dispute settlement procedures for workers in the formal private sector in Cambodia are explained to promote the use of this new tool for conflict resolution.

1.5 Structure of the Sessions

All sessions are structured in the following way:

1. Objective
2. Target group
3. Material
4. Exercise
5. Notes for the trainer
6. Related sessions and briefing notes

Objective:

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

Target group:

States for which group the exercise is most suitable.

Material:

Provides information on the training aids needed for the session. All materials are included in the package except flipcharts, markers, (coloured) papers and coloured pencils.

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

Exercise:

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

Notes for the trainer:

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

Related sessions and briefing notes:

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

Chapter 2 Tips for Trainers

2.1 Introduction

The role of the trainer is very important. The success of awareness raising and training largely depends on you. In adult education a trainer should not give lectures. Presentations -introductions, explanations and conclusions - should be kept short and last for 15 minutes at the maximum. If you can give the main messages in 5 to 10 minutes, it is even better.

Trainers should **facilitate** the learning process of younger and older adults. For this reason, this manual will refer to facilitators and trainers interchangeably.

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

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

2.2 About training on gender equality and rights

What

Gender equality training aims to change awareness, behaviour, knowledge and day-to-day practices with a view to create more equality between men and women. Equality includes:

- the same human and workers' rights
- equal value and fair distribution of:
 - responsibilities and opportunities
 - workload, decision making and income.

The topic is often an eye-opener to women, and may be sensitive for men: changing existing roles, patterns and power relations between men and women that are determined by traditional values and attitudes.

Why

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

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

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

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

Who

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

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

How

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

- *Give voice to women in poverty.* Usually they are not heard and have had little chances in life. Women from disadvantaged groups have often been socialized to take life as it is and to obey everybody who has more authority than they have, their fathers, husbands and sons and older or richer women. If this is the case, it is usually necessary to first give training to women-only groups to enable them to learn from one another, to understand that women world wide face the same type of problems, and to build up their confidence within the group.
- *At the same time: Try to make gender equality not a 'women-only' topic.* It is very good to have a training team, consisting of one female and one male trainer, and have mixed groups of participants. It is vital to raise awareness among men about gender equality issues, because gender equality is a matter of both sexes, and the only way to change the existing structure is to involve both women and men.

- When giving training to mixed groups in terms of sex and age, take into account that:
 - The *male/female ratio* of representation should range between *40 and 60* per cent.
 - You should ensure that at least *one-third of the participants are women, whose rights are to be promoted* during the session otherwise it becomes difficult for those in the minority to effectively have a voice.
 - Training on *subjects dealing with power abuses and/or sexuality* is usually best dealt with, especially in first instance, *in women- or men-only groups*.
- *Ensure enough 'speaking time' for both sexes but especially women.* Men will usually be more used to speaking in public and tend to respond faster and longer. If this happens, let the speaker finish, but ask him to be brief. Tell the group that mostly men have taken the floor up to now and that women's perspective and views are equally important. Stop giving the floor to men and indicate that women are now invited to speak to give 'equal voice to women and men'. Ensure that women's perspectives are being heard and acknowledge inputs and viewpoints of men and women in starting and concluding sessions.
- *Promote an informal, cooperative and trustful environment throughout the workshop.* The opening session is crucial for setting the right tone. Warm-up exercises and icebreakers are useful for creating a team spirit and creating a friendly atmosphere. Ensure respect for all viewpoints, from men and women, young and old, rich and poor and people with different ethnicities and cultural backgrounds. Discourage judgmental and condescending comments among participants. When a friendly environment is created, participants are more likely to voice their honest opinions, fears, 'obstacles', and needs. If participants' true concerns and needs are not addressed, discussions will be less relevant, and consequently the learning will be less effective.
- *Respect local wisdom from women and men of all ages, income classes and ethnicities.* Use the knowledge people have as an entry point and respect points of view that are not your own. People with little education may know a lot and be very smart.
- *Avoid creating a divide between men and women.* Stereotyping all women as the victims and all men as the aggressors is misleading and can be very threatening. Resist making sweeping generalizations. Draw out the 'women's perspective' and respect the 'men's perspective'.
- *Encourage inputs from all participants,* and be receptive to suggestions for improvement. All trainers and facilitators must stick to the aims of the training and timetable, but at the same time be flexible in running their session, in terms of the content and the process (timing and methodology). Adults learn best when in control of their own learning process.
- If men or 'elite women' feel threatened by the subject under discussion they may start to make sexist jokes, use derogatory language towards women, or make other comments to *keep women 'in their place'*. If women are not secure or feel safe in the situation, they will accept this. Address this type of behaviour immediately by asking the persons in question whether they really believe what they say and why they believe this. Ask other participants whether they agree or not and start a dialogue on the subject. Usually, this works out fine, because people generally have no doubt when there is no respect for one another and basic rights are being violated. If obnoxious behaviour persists, cut the person short and indicate that un-respectful behaviour is not tolerated in the group.
- It helps to *have the support from high-level people for gender equality activities,* whether it is within your organization, from a local chief or other respected women and men in the workplace or community. People are willing to think about the subject if they understand that respectable persons give their support to the issue.

2.3 Adult learning

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

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

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

2.4 Addressing people with little education

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

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

2.5 The participatory approach and role of the trainer

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

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

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

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

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

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

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

2.6 Designing a training programme

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

Basic Questions

Designing a training begins with basic questions like:

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

Contents

Questions regarding the content are:

1. *What will be the learning objectives?*
2. *Which sessions are fulfilling those learning objectives?*
3. *Do I need additional information from other packages or organizations?*
4. *What material is needed for all sessions?*
5. *What information do I have to collect in addition to the notes for the trainer?*
6. *Should there be an additional facilitator?*

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

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

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

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

Time management

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

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

2.7 Executing the training programme

At the Beginning

Before you start the training:

- Give a *warm welcome* to everyone
- Give a *brief introduction to the topic* and the learning objectives of the training and the methods used
- Let the *participants introduce* themselves
- *Introduce yourself* and the training team

During the Training

During the training session you should keep the following in mind:

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

At the End

At the end of each session you should:

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

In General

Keep the following things in mind:

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

2.8 The workshop

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

Checklist

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

2.9 The first day

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

- Introduce the objectives of the training
- Give the participants an idea of the style in which the course will be run: it is designed to meet their need and is based upon discussions and collective working methods
- Inform the participants of the administrative arrangements such as the workshop timing; lunch and other breaks; accommodation; and other facilities available to participants
- Carry out an exercise to get the participants and the trainers to introduce themselves to one another and to express their expectations of the workshop. A good example of introducing yourself and the participants during a gender equality training is given below: Name Game

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

Introducing Participants and Trainer: Name Game

Invite the participants to a short name-game, in order for them to introduce each other and to break the ice: ask the participants to introduce themselves to the group as follows, for 1-2 minutes each:

- Name
- Job title and main responsibilities
- Role reversal; ask them to complete the following sentence:

mixed groups:

For women:

If I were a man, I could/would.....

For men:

If I were a woman, I could/would.....

women-only groups:

As a woman I can/cannot.....

As a man I can/cannot.....

Finish the exercise by:

- Thanking the participants for their introduction
- Make a compliment to the overall experience of the participants
- Indicate that there are both similarities and differences in participants' views on roles and ideas about men and women.

Chapter 3 Gender Equality

Introduction

This part contains four major subjects: self-awareness, values and attitudes, division of work and access and control over resources. The four subjects together form a more or less complete package about the concept of equality between men and women. A brief explanation about the four subjects follows below.

Self-Awareness

A first step in training on gender equality is creating self-awareness. Without talking about gender, people should learn to think about their lives and the routines in their lives. The exercises form a start for discussions about changing things in life. Choose only one exercise.

Values and Attitudes

The second step deals with existing values and attitudes. The exercises given under this subject explain the difference between sex and gender and elaborate about gender roles. During the discussions the main focus is on changing existing gender roles, attitudes and social values. Choose only one exercise

Division of Work

Regarding the division of work three main steps have to be made. The first exercise deals with the difference in activities done by men and women. The next exercise focuses on the values attached to the work done by men and women. Finally, possible changes to the existing division of work are discussed. Do all three exercises to get a good understanding of the division of work between men and women and a fair distribution of workload between them.

Access to and Control over Resources

The next step is to identify the availability of resources to both men and women and to discuss equality in the decision making process regarding these resources.

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

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

Learning objectives

After the sessions participants should be more aware about:

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

3.1 1. Self-Awareness – Vote for Change

Choose only one of the two exercises about self-awareness: 'Vote for Change' or 'What is Best?'
The objectives and main conclusions are the same.

Objectives

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

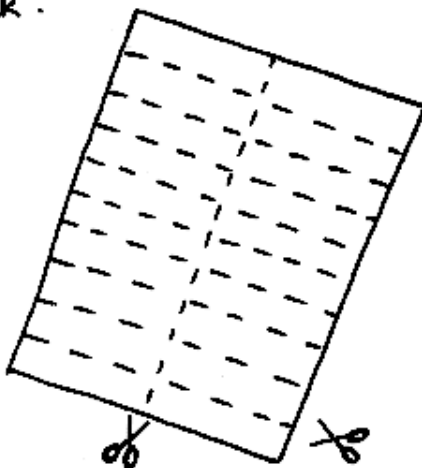
Target group

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

Material

- 5 situation cards (enlarge them by photocopying if you want)
- Boxes or bags to collect the votes (not provided in the package)
- Voting slips in two colours, 5 of each colour for each participant (cut A4 size paper into about 20 equal pieces, see sample below)
To make sure that the participants do not mix-up the voting slips you can draw a smiling face on the voting slips representing the positive vote and a sad face on the voting slips representing the negative vote, see example below.

A4 PAPER :



EXAMPLE VOTING SLIPS:



- LIKE
- AGREE
- POSITIVE



- DISLIKE
- DISAGREE
- NEGATIVE

Situation cards:

Marriage
(picture No. 1)



Men gambling and drinking
(picture No. 2)



A teenage boy goes to school
and a teenage girl works
(picture No. 3)



A woman does household work
while man takes a rest
(picture No. 4)



Women mechanics
(picture No. 5)



Exercise

Step 1

- Hang the cards on a wall or place them somewhere everybody can reach them easily. Leave quite some space; let's say 3 feet, between the cards to avoid a crowd in front of the cards
- Put a box for the voting slips under each card
- Ask the participants to have a look at the cards. Explain that these are activities and situations from daily life that (can) happen to them. Some of the cards may look like a dream
- Give a clear explanation about the situation shown on each card to make sure that all participants interpret them in the same way
- Give all participants 5 voting slips of each colour, so 10 in total
- Ask them to give a vote to each situation: a positive (= one colour) vote or a negative (= the other colour) vote
- When they like the situation they should put a voting slip with the 'positive' colour in the box under the card. If they do not like the situation they should put a voting slip with the 'negative' colour in the box. This means that all participants have to put one voting slip in each of the boxes: a positive one (like) and a negative one (dislike)
- Ask if it is clear
- The easiest way is lining up all participants in a queue and let them pass all pictures one by one to make sure they do not miss a picture
- After all participants have voted ask them to sit down
- Take out the voting slips of each box and make a long line per colour under the picture. You get two lines under each picture. In this way the participants can immediately see which picture received most votes, i.e. the longest line, and the least votes, i.e. shortest line (see tip for counting votes in the notes for the trainer)

Step 2

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

Step 3

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

Step 4

- Give a summary of the discussion and stress the fact that things can be changed if you want but that you should work on it.

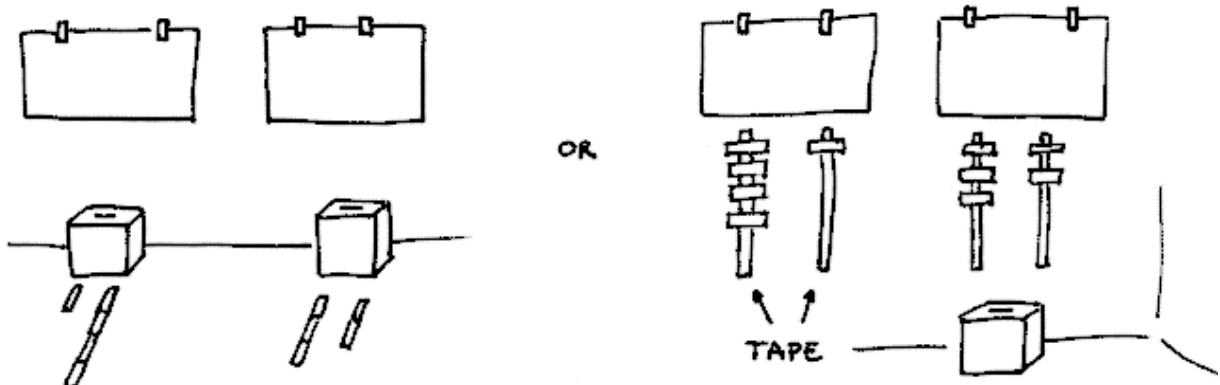
Notes for the trainer

Just choose one exercise for the topic self awareness, either this one (Vote for change) or the next one: What is best? The objectives and main conclusion of both exercises are the same.

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

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

Tip for counting votes



Tip for mixed groups

In case both men and women join the session, make a separate men and women group. You have two voting rounds, one for women and one for men. Make separate lines from the voting slips of men and women, so you will have 4 lines under each picture. In this way the results can be compared easily.

Use the following questions in the discussion:

- Do men (dis)like different situations than women?
- If yes, why do they (dis)like different situations?
- Why do women like certain situations?
- Why do men like certain situations?
- What can be changed?

Again, emphasize that changes are possible but you should believe in it. Discussions are needed to express feelings. Both parties should give respect; they should listen to each other and respect each other's opinion.

Related sessions and briefing notes

3.1 Values and Attitudes – Sexy Relay Race

3.2 Values and Attitudes – Statements and Proverbs

Briefing note 3 Basic Gender Concepts and Definitions

3.1 2. Self-Awareness – What is Best?

Choose only one of the two exercises about self-awareness: 'Vote for Change' or 'What is Best?'
The objectives and main conclusions are the same.

Objectives

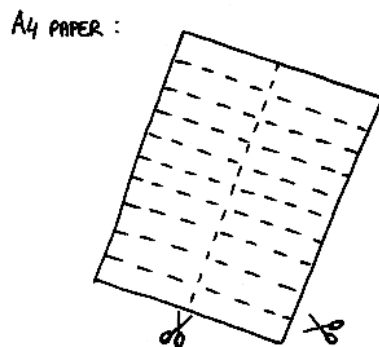
- To identify what participants like in their lives and about themselves
- To identify what participants do not like in their lives and about themselves
- To identify what participants want to change in their lives

Target group

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

Material

- 2 sets of cards with 3 situations (enlarge them by photocopying if you want)
- Boxes or bags to collect the votes (not provided in the package)
- Paper voting slips, 2 for each participant (cut A4 size paper into about 20 equal pieces, see sample below)



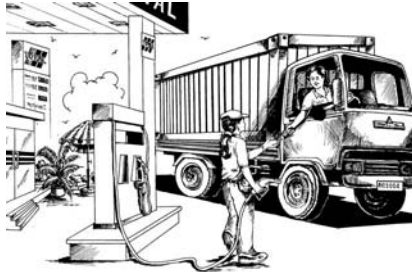
Situation cards:

set 1

A woman does household work while a man takes a rest



A woman truck driver
(picture No. 6)



A woman prepares a meal
(picture No. 7)



set 2

A woman washes clothes
play (picture No. 8)



A man serves drinks to women
(picture No. 9)



A man and a woman
with a child
(picture No. 10)



Exercise

Step 1

- Place the two sets of cards at a place where everybody can easily reach them. Keep quite some space between the two sets, for instance one set on the left side and the other set at the right side of the room. There should be no confusion about which three cards belong together. Put under each card a voting box or bag
- Give a clear explanation about the situation shown on each card to make sure that all participants interpret them in the same way
- Give all participants two voting slips
- In each set of drawings they have to choose the situation they like most. Ask them to put their voting slip in the box under that situation. Emphasize that they should vote for the situation they really like even if they think the situation is not possible
- Ask if it is clear
- Let them vote: one in each set
- After voting, remove the slips and make a line of the voting slips in front of the respective boxes (see under tip for counting votes in the notes for the trainer). In this way the participants can immediately see which picture got a lot of votes and which none or only a few

Step 2

- Ask the participants to sit down
- Discuss the following topics:
 - What exactly do they like about the situation they voted for?
 - Is the situation they like the same as the situation in their household?
 - If so, would they like to change that situation? Why or why not?

- If it is not the same, do they think it is possible to change the situation in their household to the situation they like most?
- How do they think they can change it or why is it not possible to change it?

Step 3

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

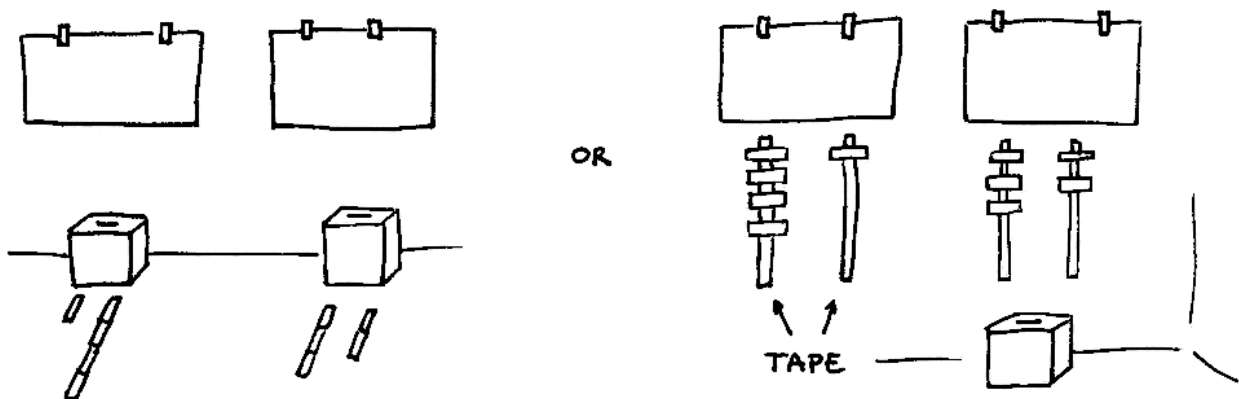
Notes for the trainer

Just choose one exercise for the topic self awareness, either this one: What is best, or the previous one: Vote for change. The objectives and main conclusion of both exercises are the same.

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

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

Tip for counting votes



Tip for mixed groups

In case both men and women join the session, make a separate men and women group. Give men and women voting slips of different colours: one colour for men and another colour for women. Let all participants vote and make separate lines from the voting slips of men and women. This means that you get two lines with different colours under each picture. In this way the results can be compared easily.

Use the following questions in the discussion:

- Do men (dis)like different situations than women?
- If yes, why do they (dis)like different situations?
- Why do women like certain situations?
- Why do men like certain situations?
- What can be changed?

Again, emphasize that changes are possible but you should believe in it. Discussions are needed to express feelings. Both parties should give respect; they should listen to each other and respect each other's opinion.

Related sessions and briefing notes

3.2 Values and Attitudes – Sexy Relay Race

3.2 Values and Attitudes – Statements and Proverbs

Briefing note 3 Basic Gender Concepts and Definitions

3.2 1. Values and Attitudes - Sexy Relay Race

Choose only one of the two exercises about values and attitudes, either 'Sexy Relay Race' or 'Statements and Proverbs'. Both exercises explain the difference between sex and gender. The Sexy Relay Race deals mainly with the difference between biological and social roles of men and women while 'Statements and Proverbs' further addresses the social norms and values attached to the roles of men and women.

Objectives

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

Target group

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

Material

- Two flipchart papers
- Markers in different colours

Exercise

Step 1

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

Step 2

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

Step 3

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

Step 4

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

Notes for the trainer

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

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

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

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

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

Related Sessions and briefing notes

3.1 Self-awareness – Vote for a change

3.1 Self-awareness – What is best?

3.2 Values and Attitudes – Statements and Proverbs

Briefing note 2 Gender Equality

Briefing note 3 Basic Gender Concepts and Definitions

3.2 2. Values and Attitudes - Statements and Proverbs

Choose only one of the two exercises about values and attitudes, either 'Sexy Relay Race' or 'Statements and Proverbs'. Both exercises explain the difference between sex and gender. The Sexy Relay Race deals mainly with the difference between biological and social roles of men and women while 'Statements and Proverbs' further addresses the social norms and values attached to the roles of men and women.

Objectives

- To introduce the concepts sex and gender
- To become aware of the different roles of men and women and the values attached to these roles

Target group

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

Material

- Picture of a happy family: pregnant man with a woman with beard and moustache (a happy couple, picture No. 11)
- 3 papers: one with a smiling face, one with an angry face and one with a neutral face
- The following statements¹ and proverbs:

Men are able to look after children

Men and women should share household responsibilities

Men and women should take decisions together

Boys should get better education than girls

Every woman wants to become a mother

Men should earn the money

Women with small children should work outside the house

Men should represent the family in public meetings

Women should have the same rights and opportunities as men

Women can be good leaders

Women are as strong as men

Examples of Khmer proverbs:

Consent the death of a male, but do not consent the death of a female. Consent the sinking of a boat in the river, but do not consent to the house on fire

Soup is delicious because of the ingredients; family is prosperous because of the wife

¹From: *Gender Issues in the World of Work*, ILO Gender Training for ILO Staff and Constituents for the Promotion of Equality for Women Workers, INT/93/MO9/NET, 1995, Geneva.

Seedling helps soil; women help men
Men are front legs; women are rear legs
Woman is beautiful because of attitude; man is handsome because of knowledge

Situation cards:

A happy couple (picture No. 11)



Exercise

Step 1

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

Step 2

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

Step 3

- After 5 statements ask the participants to sit down again and ask whether they can think of a difference between the picture with the happy family and the statements.
- Start a discussion using the following questions:
 - Do they think cultural and/or social values have a large influence on what they think?
 - If so, can they give examples?

- Did everybody have the same opinion on each statement?
- Why do they think this happened?
- Can things, mentioned in the statements, be changed?
- Can they identify an example of something that changed between the generation of their grandparents and their own situation?
- Give a summary of the discussion and explain that we all attach different values to the roles of men and women but that these values can be changed. Gender roles are reinforced by gender values and stereotypes but they can and do change, often faster than stereotypes and values.

Step 4

- To check whether the difference between sex and gender is clear, mention the following statements one by one and discuss whether it is sex (S) or gender (G):
 - Women can get pregnant (S)
 - Women are responsible for the household and children (G)
 - Men have short hair; women have long hair (G)
 - In Cambodia a lot of women earn less than men (G)
 - Women do breast feeding (S)
 - In Cambodia women are often traders or micro-vendors, in Pakistan these jobs are all done by men (G)
 - Men usually have a lower voice than women (S)
- Summarize once more the difference between sex and gender. Emphasize that gender roles often vary and can be changed

Step 5 (optional)

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

Notes for the trainer

The first step of this exercise is meant to make clear that the biological differences between men and women can not change.

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

Examples for drawing the faces:



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

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

Tips

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

Related Sessions and briefing notes

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

Briefing note 2 Gender Equality

Briefing note 3 Basic Gender Concepts and Definitions

3.3 Division of Work

Step 1: What do Men and Women do?

Objective

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

Target group

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

Material

- Four double-sided photocopies of the page with activities: one side activity done by woman (picture No. 12), other side same activity done by man (picture No. 13)
- Four photocopies from the page with the man, woman and couple (one copy for each group) (picture No. 14)
- Pair of scissors
- Green, red and yellow pencils

Situation cards:

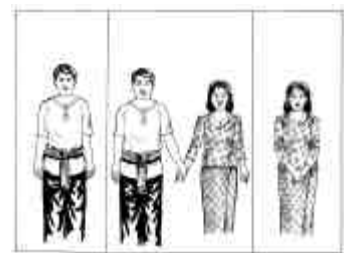
Women's activities
(picture No. 12)



Men's activities
(picture No. 13)



Man, couple, woman
(picture No. 14)



Activities/situations:

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

Exercise

Step 1

- Divide the participants into four groups: one group in each corner of the room
- Give each group a paper with the activities and a paper with the man, woman and couple
- Ask the groups to cut the paper with activities/situations into separate pieces (this can also be done before the session)
- The same should be done with the page with the drawings of the man, woman and couple
- Explain that the activities/situations are taken from just a day of a rural family
- Ask the groups to place all activities/situations under the 3 cards. The activities usually done by women under the card with the woman, the activities usually done by men under the man and those activities done by both sexes should be placed under the couple

Step 2

- Discuss the results using the following questions:
 - Under which card are most activity cards: the woman, man or couple?
 - Is this the same in all groups?
 - If yes, why?
 - Who do they think makes longer workdays?
 - What are the reasons for this?
 - What is the main workplace of women and of men?
 - What do they think of this situation?

Step 3

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

Step 4

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

Notes for the trainer

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

Points for the summary

Despite the very considerable differences in daily live of different groups usually the outcome will be:

- Men and women do different things during the day
- Women usually work more hours
- Women have more varied tasks, and sometimes do more than one thing at the same time (like: looking after the kids and preparing a meal or doing the laundry)
- Women do more work for the family
- Men have more leisure time
- Women have less sleep

Both men and women play multiple roles in society: productive, reproductive and community management roles:

- Productive roles are the duties and responsibilities which bring income in cash or kind to the household
- Reproductive roles are the duties and responsibilities related to family care in the household such as bearing children (sex or biological role of women) rearing children, cooking and cleaning (gender or social roles which can be assigned to both women and men)
- Community management roles are the duties and responsibilities carried out to improve life in the village, district, province or at the national level

Often men are able to focus on a single productive role. Women in contrast to men, must play their roles simultaneously with limited time for every single role. Women's labour time and flexibility are therefore usually much more constrained than those of men.

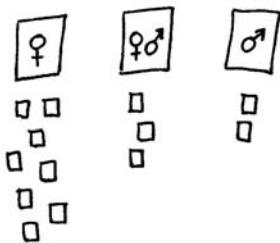
The outcome of this exercise can be a start for the discussion about how to reduce women's workload, where can men participate, what are the problems that arise by sharing some of the household work, etc. (see Division of Work - step 3: Balancing Workload between Men and Women).

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

Tip

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

Example of how to put the activity cards under the 3 cards:



Related sessions and briefing notes

3.4 Division of Work step 2: What is the Value of Work?

3.5 Division of Work step 3: Balancing Workload between Men and Women

3.6 Accessibility and Control of Resources

Briefing note 2 Gender Equality

Briefing note 3 Basic Gender Concepts and Definitions

Briefing note 4 Key Principles for the Promotion of Gender

Briefing note 5 Gender Planning: Steps for Action

3.4 Division of Work

Step 2: What is the Value of the Work?

Objective

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

Target group

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

Material

- The activity/situation cards of the previous exercise (pictures No. 12, 13 and 14)
- Four photocopies of the page with the house, money and a blank part (picture No. 15)

Situation cards:

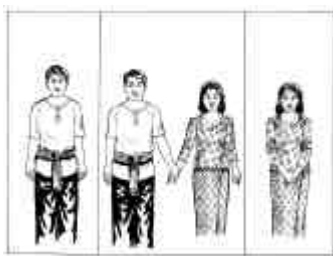
Women's activities (picture No. 12)



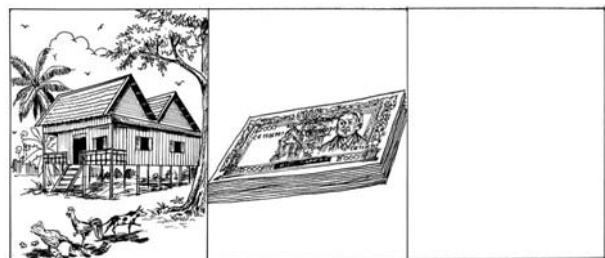
Men's activities (picture No. 13)



Man, couple, woman (picture No. 14)



House, money, blank card (picture No. 15)



Exercise

Step 1

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

Step 2

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

Step 3

- Read the story of Sak going to the doctor²:

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

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

'Does your wife work'
'No, she stays at home'

'I see, how does she spend her day?'

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

²Adapted from: *The Oxfam Gender Training Manual*, p.183, Oxfam, UK and Ireland, 1994

'I see, you come home for lunch?'

'No she brings it to the field'

'And after that?'

'She stays at the field do some weeding and waters the vegetables if necessary'

'What do you do?'

'I must go and discuss things and have a drink in the village'

'And after that?'

'I go home to have dinner that my wife prepared'

'Does she go to bed after dinner?'

No, I do, I have to work again the next day, she cleans the dishes and takes care of the children'

With a wondering voice: 'But I thought you said your wife does not work'

A bit irritated: 'No, of course she does not work, I told you she stays at home'

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

Step 4

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

Notes for the trainer

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

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

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

Related sessions and briefing notes

[3.3](#) Division of Work step 1: What do Men and Women do?

[3.5](#) Division of Work step 3: Balancing Workload between Men and Women

[3.6](#) Accessibility and Control of Resources

[Briefing note 2](#) Gender Equality

[Briefing note 3](#) Basic Gender Concepts and Definitions

[Briefing note 4](#) Key Principles for the Promotion of Gender

[Briefing note 5](#) Gender Planning: Steps for Action

3.5 Division of Work

Step 3: Balancing Workload between Men and Women

Objective

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

Target group

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

Material

- One set of activity/situation cards from session 3.3 Division of work step 1: What do Men and Women do (picture number 12 and 13)
- One set of the man, woman and couple cards (picture no. 14)

Situation cards:

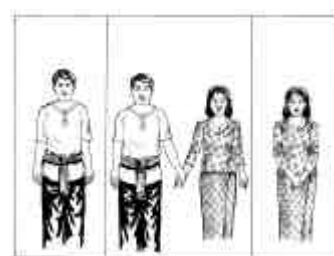
Women's activities
(picture No. 12)



Men's activities
(picture No. 13)



Man, couple, woman
(picture No. 14)



Exercise

Step 1

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

Step 2

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

Step 3

- Summarize the discussion and emphasize that the division of work can be changed

Notes for the trainer

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

Related sessions and briefing notes

3.3 Division of Work step 1: What do Men and Women do?

3.4 Division of Work step 2: What is the Value of Work?

3.6 Accessibility and Control of Resources

Briefing note 2 Gender Equality

Briefing note 3 Basic Gender Concepts and Definitions

Briefing note 4 Key Principles for the Promotion of Gender

Briefing note 5 Gender Planning: Steps for Action

3.6 Accessibility and Control of Resources

Objectives

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

Target group

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

Material

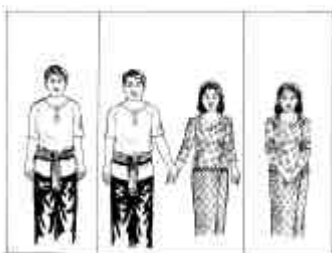
- 4 photocopies of the page with Resource cards (picture No. 16), cut into separate cards
- A number of blank cards to make additional resource cards (two are already provided in the page)
- 4 photocopies of the page with the man, woman and couple (picture No. 14), cut into separate cards (see session 3.3)
- A photocopy of the page with the weighting scales (picture No. 17) (enlarge by photocopying or draw on a flipchart)

Resource cards:

- | | | |
|--------------------------|---------------|-----------------|
| 1. labour | 7. fodder | 13. gas |
| 2. money | 8. furniture | 14. electricity |
| 3. offices (ex.: credit) | 9. seeds | 15. education |
| 4. food | 10. tools | 16. health care |
| 5. water | 11. livestock | 17. friends |
| 6. clothes | 12. rice | 18. time |

Situation cards:

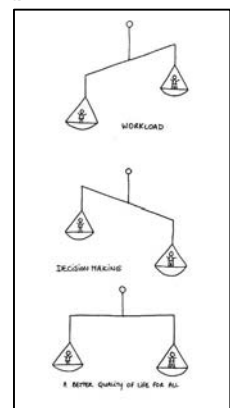
Man, couple, woman
(picture No. 14)



Resource cards
(picture No. 16)



Weighting scales
(picture No. 17)



Exercise

Step 1

- Explain to the participants what you mean by “resource”, “benefit” and “family welfare”
- To check whether they understand the term “resource” ask them to come up with examples related to their own situation
- Check if there is a small card representing the resource they mention and show it to the group. If there is no card: take a blank card and draw a symbol representing the resource mentioned
- When they do not come up with more resources discuss the small resource cards that are left over, if it is suitable for their situation keep it otherwise throw it away

Step 2

- Divide the group into 4 small groups
- Give each group a set of the resource cards that have been agreed on under the first step and a set with the man/woman/couple cards
- The participants have to look at the resource cards one by one and should answer for each card the following question: Who *uses* this resource?
If the answer is the man, the card will be placed under the man, if it is the woman who uses the resource the card comes under the woman and if both have access the card comes under the couple
- Discuss in plenary the results using the following questions:
 - Which resources are only used by the man and why?
 - Which resources are only used by the woman and why?
 - Which resources are used by both man and women and why?
 - Are there large differences between the groups, if so why, if not why not?

Step 3

- Two groups should only keep the resource cards they placed under the man and couple and the two other groups should only keep the resource cards they placed under the woman and couple
- Ask all groups to place the resource cards they have left under the man, woman or couple by answering the question: Who *decides* what, if, when or how this resource is used?
- Discuss in plenary the results using the following questions:

For the groups with the woman and couple cards:

- Are there cards under the card with the man?
- If so, which and why?
- Do they think this is strange?

For the group with the man and couple cards:

- Are there cards under the card with the woman?
- If so, which and why?
- Do they think this is strange?

Step 4

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

Step 5

- At the end of this session, emphasize that in terms of equality everyone should have equal access and control over resources and benefits. It is important to draw a clear conclusion from this and the previous exercises on gender equality promotion. Summarize the key messages and illustrate the current imbalances between the workload, decision making power and income of women and men by showing the card with the weighting scales. Ask participants for other issues or fields where there are imbalances between the position of men and women.
- In the round-up conclude that gender equality promotion leads to a higher quality of life for all. Gender equality refers to the equal rights, responsibilities, opportunities, treatment and valuation of women and men in employment and in the relation between work and life. Gender equality includes:
 - the same human and workers' rights
 - equal value and fair distribution of:
 - responsibilities and opportunities
 - workload, decision making and income

Notes for the trainer

The following are the most important points in this session:

1. Men and women should have equal access to resources, i.e. equally use them
2. Men and women should have the same decision making power, i.e. both should decide how to use a resource

According to the Oxford Dictionary a resource is a stock or supply of materials or assets. In other words: a **resource** is everything people need to carry out an activity like: *tools* to work on the land, *food* to eat, *education* to learn, etc. *Persons* are also regarded as resource, because a friend or a community member can be very useful in, for instance, solving a problem or getting information. *Organizations* can be a resource in the sense that they can provide technical inputs or give credit, for example. Resources are used by people.

People can *enjoy* a resource, meaning that they get a benefit from it. A **benefit** is something that helps people or gives them an advantage, like an income, food for eating or sale, knowledge, power, status or recognition.

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

During the discussion after placing all cards under the man, woman or couple, the participants have to find out whether men and women have equal access to the resources. The access to most of the resources is the same to man and woman; this means that a lot of cards will be placed under the couple. For instance: both man and woman can switch the light on and off so they have equal access to electricity.

However, it can happen that men and women both have access to a resource but they do not equally benefit from it because the decision making power is with the other person. For instance, a woman is looking after the livestock, so she is doing the work but often it is the man who decides to sell a cow and sometimes he is the one who gets the money and decides how to spend it.

This shows that using the resource or providing the labour for the resource does not automatically mean that that person is also controlling the resource (meaning: to decide what to do with the resource). You can use this example to start the discussion and ask the participants to think of other similar situations.

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

Tip

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

Related Sessions and briefing notes

[3.3](#) Division of Work step 1: What do Men and Women do?

[3.4](#) Division of Work step 2: What is the Value of Work?

[3.5](#) Division of Work step 3: Balancing Workload between Men and Women

[Briefing note 2](#) Gender Equality

[Briefing note 3](#) Basic Gender Concepts and Definitions

[Briefing note 4](#) Key Principles for the Promotion of Gender

[Briefing note 5](#) Gender Planning: Steps for Action

Chapter 4 Fundamental Rights in Life and at Work

Introduction

In this chapter you find sessions about fundamental rights at work and in life.

The chapter starts with a session about the different types of rights for Cambodians, like fundamental human rights, constitutional rights and national rights. This session can be used as a starting point for all types of training about rights.

It is followed by a session about the fundamental rights at work in general. The four fundamental rights at work are worked out in more detail in the sessions 4.3 to 4.7:

1. no to discrimination, yes to equality (4.3)
2. no to suppression of freedom for workers to organize (4.4)
3. no to child labour, yes to education (4.5 and 4.6)
4. no to forced labour, yes to free labour (4.7)

In the other sessions attention is paid to the rights of different groups of workers, like homeworkers or migrant workers and to specific topics that are of importance to especially women workers. Issues covered are for instance: workers with family responsibilities, overtime and maternity protection. There are also a number of sessions that pay attention to different forms of violence against women and to their reproductive health rights.

Most sessions can be done with both formal and informal sector workers. However, some sessions are only appropriate for formal sector workers, i.e. those workers protected by the Labour Code 1997. Therefore, check the intended target group for each session.

Learning objectives

After the sessions participants should be more aware about:

- The basic rights they have as human beings and Cambodian citizens
- The responsibilities they have as citizens regarding their rights
- Where to go with legal problems
- Dealing with the police
- The fundamental rights at work
- How to fight inequality issues at work
- The right to organize
- The specific rights of children and youth
- Child labour
- Forced labour
- Sexual harassment
- Maternity protection
- Occupational safety and health
- Home work
- Problems migrant workers can face
- Rights on the following issues:
 - Violence against women
 - Rape and abortion
 - Trafficking of women and children

4.1 Rights and Responsibilities

Objectives

- To understand different types of rights: basic human rights, constitutional rights and rights provided in national laws, rules and regulations
- To identify the rights violated within the community
- To realize that having rights comes with responsibilities

Target group

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

Material

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

Situation cards:

Violated rights exactly defined in national laws:

Beating (picture No. 18)



Child labour (picture No. 19)



Violated constitutional rights:

No permission to go to hospital
(right to travel, opportunity to get medical care)
(picture No. 20)



No permission to join a savings group
(right to join an organization)
(picture No. 21)



A boy goes to school and a girl does not go to school
(right to education, right to equality)
(picture No. 22)



problem:
Dinking husband
(picture No. 23)



Exercise

Step 1

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

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

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

One of Ratha's friends is member of a women's saving group and she asks Ratha to join as well. Ratha discusses it with Sao. He says that he does not allow her because she has to do the work in the fields and in the house.

The same friend says that she should go somewhere for help because Sao is beating her and Ratha does not look happy. But Ratha does not know where to go.

Step 2

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

Step 3

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

Step 4

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

Step 5

- Remove the card with the drunken husband and use the other cards to discuss which rights are violated in the community of the participants. Use the following questions:
 - Are those rights violated in their community?
 - Are there other rights violated in their community?
 - If a right is violated what can they do against it?
 - Do they think it is useful?
 - Why or why not?

Step 6

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

Step 7

- Tell them that they can file a case at the police if one of their rights is violated. Explain the difference in procedures for violation of a constitutional right and violation of a right defined in one of the national laws.
- You can use case studies as examples to illustrate what can happen if you fight against the violation of rights.

Step 8

- Summarize the discussions and explain once more the responsibilities people have to enjoy their rights.

Notes for the trainer

During this session the participants should become aware of their basic rights and that they can (and should) report violation of their rights.

There are three main types of rights: basic human rights, constitutional rights and rights defined in national laws. The foundation for all these rights are the basic human rights (see Briefing Note 6 for more details).

Basic human rights are rights a person has by being a human being. The main human rights are stated in the United Nations Universal Declaration on Human Rights (1948). In the Constitution of Cambodia it is explicitly mentioned that the Kingdom of Cambodia shall recognize and respect human rights as stipulated in the United Nations Charter, the Universal Declaration of Human Rights, the covenants and conventions related to human, women's and children's rights.

Another important International Convention is the Convention on Elimination of all kinds of Discrimination Against Women (CEDAW) ratified by the Cambodian Government in 1992. This Convention was adopted as the earlier human rights declarations and conventions reflected mostly male concerns and frameworks. For example, there is no explicit reference to domestic violence in the Universal Declaration on Human Rights.

Each country has a constitution in which your basic human rights are guaranteed.

Those *Constitutional rights* are rights that are guaranteed to all citizens, regardless of their race, sex, ethnicity, cast, religion or status. In Cambodia these include:

1. the right to equal treatment
2. the right to life, personal freedom and security
3. the right to vote
4. the right to form/join an organization
5. the right to express yourself freely
6. the right to protection against violence and unfair treatment
7. the right to freedom to travel
8. the right to freedom of religion
9. the right to ownership
10. protection of the rights of the children

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

In addition to the national laws such as the Penal Code, the Civil Code and the Labour Code there are Prakas: *government rules and regulations*. These provide detailed descriptions of some rights in the national laws. Examples are the various Prakas on occupational safety and health issues.

Rights and Responsibilities

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

File a case

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

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

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

- people do not know where to go
- the process is lengthy
- police agents do not listen to women, or even worse
- abuse them when they come to the police station
- women always lose anyway
- authorities ignore the law and do not implement it

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

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

According to the Constitution (article 34), people have another duty and that is the duty to exercise their right to vote at an election. This should be mentioned to the participants as well. Explain why voting is important.

Tip

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

It would be very good if you can illustrate the difference between going to the police to file a complaint and going to Court to fight a violation of a constitutional right with real case studies as well. Look for news clippings on these issues and use them as examples under step 7. In this way the participants will understand better that some basic human rights or constitutional rights are more difficult to fight for than other, better defined, rights in the several Codes (Penal, Labour or Civil Codes). For example, if you can prove a rape case, the rapist will be punished according to the law; the outcome is well defined in national laws and regulations. But if you fight for the right to express yourself freely you are not sure what the outcome will be.

Related sessions and briefing notes

4.1 Rights and Responsibilities

4.5 Rights of Children and Youth

Briefing Note 6 Rights, Laws and Rules

4.2 Rights at Work

Objectives

- To identify the basic rights of workers on the basis of the Constitution and the Labour Code 1997, and on the basis of relevant International Labour Conventions

Target group

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

Material

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

Fundamental workers' rights:

No to suppression of freedom,
yes to workers to organize (picture No. 24)



No to forced labour,
yes to free labour (picture No. 25)



No to child labour,
yes to education (picture No. 26)



No to discrimination,
yes to equality (picture No. 27)



Basic women workers' rights:

Maternity protection (picture No. 28)



Workers with family responsibilities (pictures No. 29)



Exercise

Step 1

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

Step 2

- Explain what the Labour Code 1997 is.
- Explain that only formal sector workers are covered by this Code but that this does not mean that informal sector workers do not have any rights. Some of the basic rights are mentioned in the constitution so every Cambodian citizen should enjoy these rights. Examples are equal pay for equal work and freedom of association.
- Explain briefly:
 - what an ILO Convention is
 - that the Cambodian Government ratified 12 Conventions
 - that this ensures rights to them as workers
 - that the ILO adopted the Declaration of Fundamental Principles and Rights at Work in 1998 and that this covers the fundamental principles of 8 key conventions on the following 4 subjects:
 1. Freedom of association and the right to collective bargaining (card 1)
 2. Elimination of all forms of forced and compulsory labour (card 2)
 3. Effective abolition of child labour (card 3)
 4. Elimination of discrimination in employment and occupation (card 4)
- Discuss briefly the four cards showing the fundamental workers' rights using the following questions:
 - Did they know about this right?
 - Do they enjoy this right?
 - If not what can they do to fight for this right?
- Explain for each card how the rights of Cambodian workers are protected regarding each subject

Step 3

- As an energizer you can sing some songs with the participants about rights at work or difficulties they have at work. Ask the participants to come up with songs. Examples are given at the end of the notes for the trainer.

Step 4

- Discuss the two cards regarding basic women workers' rights and ask again the following questions:
 - Did they know about this right?
 - Do they enjoy this right?
 - If not what can they do to fight for this right?
- Explain for each card how the rights of Cambodian workers are protected regarding each subject.

Step 5

- Give a summary of the discussion and summarize the rights on the cards once more. Emphasize that organizing yourself makes you stronger if you want to fight for your rights.

Notes for the trainer

During this session the participants should become aware of certain basic rights that are guaranteed to them under the Constitution of the Kingdom of Cambodia (1993) or Labour Code 1997. The session can be done with both formal and informal sector workers. For formal sector workers the situation is a bit easier because they have a Labour Code on their side but some of the rights are valid for informal sector workers as well. This is especially true for the rights on equal pay for equal work and the right to organize because these are mentioned in the Constitution. Of course you can always advocate and fight for rights you do not have yet. If you do not try, you will not get them.

The following information is an overview of the basic rights at work based on the Labour Code 1997, the Constitution of the Kingdom of Cambodia and the ILO conventions that are ratified by the Government.

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

In 1998, the ILO member States adopted the Declaration on Fundamental Principles and Rights at Work which embodies the principles and rights laid down in eight fundamental conventions on freedom of association and the right to collective bargaining, freedom from forced labour, the elimination of child labour and the elimination of discrimination in employment and occupation. The eight fundamental conventions are:

Freedom of association and right to collective bargaining:

- Freedom of Association and Protection of the Right to Organize Convention, 1948 (No. 87)
- Right to Organize and Collective Bargaining Convention, 1949 (No. 98)

The Elimination of all Forms of Forced and Compulsory Labour:

- Forced Labour Convention, 1973 (No. 29)
- Abolition of Forced Labour Convention, 1957 (No. 105)

The Effective Abolition of Child Labour:

- Minimum Age Convention, 1973 (No. 138)
- Worst Forms of Child Labour Convention, 1999 (No. 182)

The Elimination of Discrimination in Employment and Occupation:

- Equal Remuneration Convention, 1951 (No. 100)
- Discrimination (Employment and Occupation) Convention, 1958 (No. 111)

Although Cambodia has not ratified Convention 182 Worst Forms of Child Labour under the Declaration, it has the obligation to respect, promote and to realize the principles concerning the fundamental rights which are the subject of the fundamental conventions, even if it has not ratified the convention concerned.

Conventions 100 and 111, which have been ratified by Cambodia, are two of the main instruments to promote equality of opportunity and treatment in employment and occupation and to combat discrimination in the world of work (for more details about the Conventions ratified by Cambodia check Briefing Note 10 Introduction to the International Labour Organization).

Card 1: No to Suppression of Freedom, Yes to Workers to Organize (picture No. 24)

Convention 87: Freedom of Association and Protection of the Right to Organize, 1948

Workers and employers must have the right to establish and join organizations of their own choosing with a view to defending and furthering their respective interests.

Convention 98: Right to Organize and Collective Bargaining Convention, 1949

Protection of workers who are exercising the right to organize; non-interference between workers' and employers' organization; promotion of voluntary collective bargaining.

Both Conventions are ratified by the Cambodian Government.

The right to organize is also protected by the Constitution. Section 36.5 states that Khmer citizens of either sex shall have the right to form and to be members of trade unions.

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

In the Labour Code 1997 chapter 11 deals with Trade Union Freedom and Worker Representation in the Enterprise. Section 1 gives provisions about the right to form a union, section 2 deals with the protection of trade unions' freedom and section 3 is about the representation of workers in the enterprise.

Card 2: No to Forced Labour, Yes to Free Labour (picture No. 25)

Convention 29: Forced Labour and C105: Abolition of Forced Labour

To prohibit and suppress forced or compulsory labour in all its forms.

Both Conventions are ratified by the Cambodian Government.

Section 5 of chapter 1 in the Labour Code 1997 is about forced labour. Article 15 states: forced or compulsory labor is absolutely forbidden in conformity with the International Labour Convention no. 29 on forced or compulsory labour. Article 16 says that hiring of people for work to pay off debts is forbidden.

Card 3: No to Child Labour, Yes to Education (picture No. 26)

Convention 138: Minimum Age

No persons under the age of 15 are allowed to work

Convention 182: Worst Forms of Child Labour

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

Convention 182 is not yet ratified by the Cambodian Government but Convention 138 is.

In the Constitution, article 48 states that the State shall protect the rights of the children as stipulated in the UN Convention on the Rights of the Child (1989), in particular, the right to life, education, protection during wartime, and from economic or sexual exploitation. Children shall be protected from acts that are injurious to their educational opportunities, health and welfare (see the session on Child Labour for more details).

The Labour Code 1997, Chapter 6, section 8, article 177 says that the minimum age for wage employment is set at 15 years. The minimum allowable age for any kind of employment or work, which, by nature, could be hazardous to the health, the safety or the morality of an adolescent is 18 years. Children from 12 to 15 years can be hired to do light work provided that: the work is not hazardous to their health or mental and physical development and that the work will not affect their regular school attendance, their participation in guidance or vocational training programmes approved by a competent authority.

Card 4: No to Discrimination, Yes to Equality (picture No. 27)

Convention 100: Equal Remuneration, 1951

Women and men have the right to equal remuneration for work of equal value. This means that women and men who do the same type of work or who do jobs of equal value but of a different kind should receive equal remuneration without any discrimination based on sex. Equal remuneration does not only mean equal pay of a wage or salary. It also includes equal pay for men and women of any other allowances or benefits such as family allowances, clothing, food or travel allowances, paid directly or indirectly by the employer to a worker in cash or in kind". (See session 4.3 Equality at Work for more details).

Convention 111: Discrimination (Employment and Occupation), 1958

This Convention is closely related to Convention 100. Men and women irrespective of their race, colour, sex, religion, political opinion, national extraction or social origin have the right to equal opportunity and treatment in employment and occupation. This includes equal access to employment, equal access to vocational training and guidance and equality in terms of conditions of work. Men and women should not be discriminated against, either directly or indirectly. This means that, for example, a law cannot prohibit women to access a vocational training course just because they are women or employers cannot intentionally hire only men. It also means that a law that allocates a family allowance to the head of the household may discriminate against women when in practice (or by law) the head of the household is always considered the man or husband.

The Royal Government of the Kingdom of Cambodia ratified both Conventions.

The Constitution, article 36.1, states that Khmer citizens of either sex shall have the right to choose any employment according to their ability and to the needs of the society. And article 36.2 states that Khmer citizen of either sex shall receive equal pay for equal work.

The Labour Code 1997, chapter 1, section 2 deals with non-discrimination. It states: "No employer shall consider on account of race, colour, sex, creed, religion, political opinion, birth, social origin or membership of workers' union of the exercise of union activities; to be the invocation in order to make a decision on: hiring, defining and assigning of work, vocational training, advancement, promotion, remuneration, granting social benefits or discipline or termination of employment contract". In other words: discrimination on the basis of race, colour, sex, creed, religion, political opinion, birth, social origin and being an active member of a workers' union is explicitly prohibited with regard to:

- job security
- access to employment
- access to training
- career advancement
- salary and pay
- working condition and social benefits
- discipline and termination of job contract.

Card 5: Maternity Protection (picture No. 28)

Maternity Protection is covered by several ILO conventions but these are not yet ratified by the Cambodian Government (see for more details the session about Maternity Protection).

In article 46.2 of the Constitution is stated that a woman shall not lose her job because of pregnancy and women shall have the right to take maternity leave with full pay and with no loss of seniority or other social benefits.

In the section about child and women labour in the Labour Code 1997 (chapter 6, section 8) articles 182 to 187 deal with maternity protection. The main points are:

- Women shall be certified to a maternity leave of 90 days.
- During the first two months after returning to work they are only expected to perform light work.
- The employer is prohibited from laying off women during maternity leave.
- Women are entitled to half of their wage during maternity leave.
- Women fully reserve their rights to other benefits in kind if they have been employed for a minimum of one year with the employer.
- One year from the date of delivery mothers who breastfeed their children are entitled to one hour per day during working hours to breastfeed their children. This time shall not be deducted from normal breaks.

Card 6: Workers with Family Responsibilities (picture No. 29)

Convention 156: Workers with Family Responsibilities

This Convention promotes sharing of family responsibilities and equality of opportunity and treatment for women and men workers with such responsibilities (see session 4.4 Workers with Family Responsibilities for more details).

The Cambodian Government did not yet ratify this Convention. However, in Chapter 6 of the 1997 Labour Code, section 8, article 186 states: managers of enterprises employing a minimum of one hundred women or girls shall set up, within their establishments or nearby, a nursing room and a crèche. If the company is not able to set up a crèche on its premises for children over eighteen months of age, female workers can place their children in any crèche and the charges shall be paid by the employer. ILO experience has learned that it is better not to make the provision of child care facilities obligatory only for companies with many women workers as this leads to discrimination in access to employment against women in practice.

Another provision given in the Labour Act 1997 is the possibility of special leave (chapter 6, section 7). The employer has the right to grant a worker special leave during the event directly affecting the worker's immediate family (see session Time to Work, Overtime and Leisure Time for more details about special leave).

Tip:

During more theoretical sessions like this one it is good to do an energizer with the participants so that they remain concentrated. For example, singing a song about the topic is a good way of getting the participants more involved in the topic. Ask them if they know a song and if they like to share it with the others or maybe there are songs all participants know so you can sing together. Some examples of trade union songs about workers in the garment sector are given below:

Song 1. Voice of Garment Workers

The voices of garment workers must be heard
To tell all Cambodian women that to be a servant is very difficult
They curse, they blame us and say we are bad girls
But we have no freedom and no rights

Refrain:

The song that we sing is about the real life of garment workers
Please pity us and consider the life of garment workers
How are we suffering?
We are faced with suffering and problems because the factory owners exploit us

We are all garment workers
We live in bad conditions, we struggle with difficulty
We are tired but we say nothing, we are hard working
And much of this money we earn is to help our mothers

Refrain:

When the workers are in trouble
Who can help to solve the problems?
Where is the justice?
When I need you why do you ignore me?

Refrain:

Song 2. The Struggle of the Workers

Look at the sky that is so far away
It is the same for me as I am away from my family
I left my village to look for a job
I try my best to earn my money and send it to mum

I work day time and night time
I never complain about anything although I am tired
The food that I eat is not good and delicious
Compared to what other people have but I can still cope

Although other people say that I am not a good girl
I don't care about those words
I try to work hard to support my family
And I am not what they say

This is the life of garment workers
We work, we never know what rest is because we are very poor
We are forced to work with no rights
But we struggle to demand on what we want.

Song 3. Cruel Suffering of the Workers

Being a long way from my village is so painful in my heart
I miss my mother, I miss the rice field that I newly harvested
I miss everything that my mother told me
Don't be swayed by the bright lights because the neighbor will curse you and say that you are not a good girl

Do you know how much garment workers suffer?
They have no choice because they need the dollars and their families are very poor
When I get sick my mother is away and no one takes care of me.
There was rain, thunder. Why is cruel karma falling on us?

Forced by the boss to work overtime, I never stop, mum
I work, I never know whether it is day time or night time
The salary for each month I try to budget,
But after house rental, electricity, water and food to eat, there is not much left
This I send home to my family

I am suffering and crying alone, no one can help me solve this problem
My heart is full of sorrow and sadness, my mind is spinning
I hope that I can survive and can go back to see my parents

Related sessions and briefing notes

- 4.3 Equality at Work
- 4.4 Right to Organize
- 4.6 Child Labour
- 4.11 Time to Work, Overtime and Leisure Time
- 4.12 Workers with Family Responsibilities
- 4.13 Maternity Protection
- 4.14 Sexual Harassment
- 4.20 Occupational Safety and Health

[Briefing Note 7](#) Decent Work, Workers and their Rights

[Briefing Note 9](#) Violation of Rights at Work: File a Complaint

[Briefing Note 10](#) Introduction to the International Labour Organization (ILO)

4.3 Equality at Work

Objectives

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

Target group

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

Material

- Flipchart or large sheet of paper
- Marker

Exercise

Step 1

- Place the flipchart or hang a large sheet of paper at a place where all participants can see it clearly
- Explain to participants that you would like to discuss the different treatment of men and women at the workplace
- Introduce Vibol and Sorya:
Vibol and Sorya are working for a small enterprise. They do exactly the same type of work and both work 8 hours a day. They are both working two years for this enterprise. Vibol earns 40 dollars and Sorya 20 dollars per month.
- Draw a scale that is unbalanced because at one side is the salary of Vibol and at the other side the salary of Sorya (see example drawing in the notes for the trainer)
- Ask the participants the following questions:
 - What do they see?
 - Why is this happening?
 - Does it happen at their work?
 - Do they think it is fair?
 - What can be done about it in their view?

Step 2

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

Step 3

- Tell the participants that a factory has 50 sewing machine operators. The factory has bought new industrial machines and training will be given to 20 machine operators. Sorya is a very smart worker with a high production but is not allowed to participate in the training. Her boss says that it will be a waste of money because she is pregnant and will stop working when the child is born
 - Do they think this is fair?
 - What happens at their work when a woman becomes pregnant?
 - Do they want to change that situation? Why or why not?

Step 4

- Explain to the participants that these are some examples of inequality or discrimination on the basis of sex or gender roles
- Ask the participants whether they can think of more examples of different treatment between workers
- Explain that they have the right to equal opportunity and treatment based on the Labour Code 1997 for formal workers and based on the Constitution for informal sector workers
- Let them think about action they can undertake to protest against inequality at their workplace

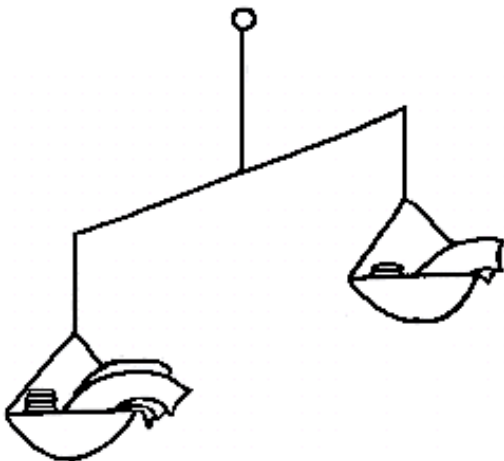
Step 5

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

Notes for the trainer

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

Example for drawing the scale:



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

This is stated in chapter 1, section 2 of the Labour Code: No employer shall consider on account of race, colour, sex, creed, religion, political opinion, birth, social origin or membership of workers'

union of the exercise of union activities; to be the invocation in order to make a decision on: hiring, defining and assigning of work, vocational training, advancement, promotion, remuneration, granting social benefits or discipline or termination of employment contract.

Furthermore, it is stated in the Constitution (article 36.1) that Khmer citizens of either sex shall have the right to choose any employment according to their ability and to the needs of the society. And article 36.2 states that Khmer citizen of either sex shall receive equal pay for equal work.

Content for Conclusion:

Men and women should have equal opportunity and treatment in:

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

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

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

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

A few more examples come from an ILO research in Cambodia. According to this research, garment factories are unwilling to recruit men because they think that men are more aggressive than women and more difficult to control. Another result from this research was that married women have less chance than single women to obtain employment. Both are clear examples of inequality at work. It shows that not only women are discriminated against but it happens to men as well and there is also inequality between women with different marital status.

Workers should undertake action when there is discrimination at the workplace. This can be very difficult sometimes. Of course people are afraid to lose their job when they complain about certain situations. A good advice is to fight against inequality together. Organize your colleagues; ask for help, you are always stronger in a group. Think about organizations that can help you, a trade union for instance or an NGO.

Make sure that women also are represented in different committees at your workplace, if there are any. They can address the issues in these committees and ensure follow-up action is taken to change the situation. Another important thing is: try to get publicity for the problems, in the press for instance. When a lot of people know that you are fighting for your rights the employer or government feels more pressure.

The following case is an example of the importance that others (in this case the buyer) know what you are fighting for:

On 20 January 2003, two workers at a knitting factory were reinstated to their factory jobs after being fired for participating in union activities. The reinstatement was considered to be a rare example of a factory's compliance with an announcement of the Ministry of Social Affairs and Labor which, according to the labor law "must immediately take the utmost measures within its competence to reinstate any workers so dismissed for participating in union activities to his/her position..." The Ministry is rarely able to uphold the law since it has no legal authority over factories. It seems that the factory reinstated the workers only after a British buyer threatened to move its orders to another factory.

Related sessions and briefing notes

[4.2 Rights at Work](#)

[4.4 Right to Organize](#)

[4.12 Workers with Family Responsibilities](#)

[4.13 Maternity Protection](#)

[Briefing note 2 Gender Equality](#)

[Briefing note 4 Key Principles for the Promotion of Gender](#)

[Briefing Note 7 Decent Work, Workers and their Rights](#)

[Briefing Note 9 Violation of Rights at Work: File a Complaint](#)

4.4 Right to Organize

Objectives

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

Target group

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

Material

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

Story one: Construction workers

A man and a woman carry bags of cement (picture No. 30)



A man and a woman receive different wages (picture No. 31)



A woman worker goes to the boss to complain (picture No. 32)



The angry boss sends the woman worker away (picture No. 33)



Story two: A group of women workers

Women weave and spin
(picture No. 34)



Women consult on other
(picture No. 35)



Women join forces to submit their project
(picture No. 36)



Women in business
(picture No. 37)



Exercise

Step 1

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

Step 2

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

Step 3

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

Step 4

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

Step 5

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

Step 6

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

Notes for the trainer

The two stories are just two examples to show that you are often stronger in a group than alone as a single person. In a group you can put more pressure. For instance, it is much easier for an employer to fire an individual that comes to complain than a group of workers with complaints. You can illustrate this with the example of the chopsticks: it is very easy to break one chopstick but hard to break a bundle of 10.

The following case happened in a factory and can be used as an illustrative example for successful action:

- Nary has been working at a garment factory in Phnom Penh for five years. She started to work when she was 17 years old. At that time, the factory owner asked all workers to sign a contract saying that if a female worker marries she had to resign from her factory job.
- Many friends of Nary were dismissed when the factory found out that they got married. Finally, when the factory owner decided to dismiss another woman, Sophy, all workers stopped work to protest against the factory owner. However, this did not prevent the dismissal. The factory owner threatened that if they did not go back to work, all of them would be fired. The workers did not stop but made more complaints against the factory owner.
- Finally, their complaints reached the Ministry of Social Affairs, Labour, Vocational Training and Youth Rehabilitation (MOSALVY) as well as the municipal court. There is no regulation that allows an employer to dismiss a woman if she marries. It is discrimination against women and therefore against the Cambodian Constitution.
- There were many other protests coming from the women's movement against the factory owner with support from the trade union and MOSALVY, and they succeeded in changing the factory rules. Since then labour conditions have improved. The workers and other factory employees as well as the Trade Union understand each other in addressing problems without violence. All women workers, including Nary, continue their work without discrimination after their marriage.

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

The number of female members in some of the unions is high but the number of women who are participating actively in Trade Unions or play a leading role is almost negligible. Being a member and being a leader should be promoted among women in order to fight for women-specific rights like equal opportunities and treatment or maternity leave.

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

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

Related sessions and briefing notes

[4.2 Rights at Work](#)

[4.3 Equality at Work](#)

[Briefing Note 9](#) Violation of Rights at Work: File a Complaint

4.5 Rights of Children and Youth

Objectives

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

Target group

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

Material for the children's session

- Plain drawing paper
- (Coloured) pencils
- Cards of the basic rights of the child (enlarge them by photocopying if you want)

Material for the adults' session

- Cards of the basic rights of the child
- Drawings of the children

All children are equal
(picture No. 38)



All children have the right to love and care
(picture No. 39)



All children have the right to adequate and healthy food
(picture No. 40)



All children have the right to go to school
(picture No. 41)



All children have the right to health care
(picture No. 42)



All children have the right to play
(picture No. 43)



No child should have to work
(picture No. 44)



No child should be sexually abused
(picture No. 45)



Children can choose their own friends
(picture No. 46)



Exercise - Children

Step 1

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

Step 2

- Ask the children if they know what kind of rights they have.
- If they mention one, check if there is a card representing the issue and put it at a place where everyone can see it. When the children do not come up with more child rights but you still have some cards in your hand, show them one by one to the group and explain the right on the drawing.
- Discuss the rights briefly with the children, using the following questions:
 - Do they know about these rights?
 - Do they enjoy all the rights?
 - If not, do they know reasons why they do not enjoy these rights?
 - What can they do when someone is violating one of their rights?

Step 3

- Summarize the discussion and mention once more the rights children have.

Exercise - Adults

Step 1

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

Step 2

- Divide the group into 4 small groups. Give each group a set of drawings made by the children.
- Ask them to have a look at the drawings and group them into two: good situations and bad or sad situations.
- Let each group present the drawings in plenary and hang the drawings at a place where everyone can easily see them. The drawings showing good situations under a happy face and the drawings with bad or sad situations under a sad face.

- Ask them the following questions about the drawings:
 - What do children like most?
 - Are there drawings that show a violation of one of the basic child rights?
 - If yes, why do they think this happens?
 - Are there ways to solve the problems showed on the drawings?

Step 3

- Summarize the discussion and mention once more the rights children have.

Notes for the trainer

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

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

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

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

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

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

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

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

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

Child labour: Children should be protected from exploitation and any work that endangers them in any way or stops them from getting an education.³

The Constitution of Cambodia states that the Kingdom of Cambodia shall recognize and respect human rights as stipulated in the United Nations Charter, the Universal Declaration of Human Rights, the covenants and conventions related to human rights, women's and children's rights (article 31.1).

³Child Labour – An information Kit for Teachers, Educators and their Organizations, book 1, p.26 and 30, ILO, Geneva, 1998

In article 48 this is made more explicit: the State shall protect the rights of the children as stipulated in the Convention on Children, particular, the right to life, education, protection during wartimes, and from economic or sexual exploitation. Furthermore, the State shall protect children from acts that are injurious to their education opportunities, health and welfare.

Tip

When you only do the adult session you should get some children's' drawings. Ask at the local school or make them yourself.

Related sessions and briefing notes

4.6 Child Labour

4.7 Loan, Debts and Forced Labour

Briefing Note 6 Rights, Laws and Rules

4.6 Child Labour

Objectives

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

Target group

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

Material

- This manual for the stories

Exercise

Step 1

- Ask the participants to listen to the following examples:
 - Pidor, eight years old, works on the land every day and does not go to school
 - Bopha, eight years old, helps her mother to look after her younger brothers and sister during the weekend and helps with cooking after school time
- Discuss the following things with the group:
 - Are the girls involved in child labour?
 - Why/why not?
 - Can they define child labour?
- Give the definition of child labour and explain why Bopha is not a child labourer and why Pidor is

Step 2

- Ask the group to listen to the following stories:

story 1:

Châk, ten years old, factory worker:

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

story 2:

Kolab, 12 years old, flower garland seller:

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

Step 3

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

Step 4

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

Step 5

- Summarize the discussion and give the effects of child labour on children

Notes for the trainer⁴

Child Labour

A definition of child labour is: All work which is harmful to a child's health and development.

The examples used in the exercise are explained as follows:

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

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

Child labour in Cambodia

One of the fundamental ILO Conventions is no. 182: Worst Forms of Child Labour. This Convention is about the elimination of the worst forms of child labour. Among the worst forms of child labour are: all forms of slavery, prostitution or pornography, work which is likely to harm the health, safety or morals of children and illicit activities like trafficking or production of drugs.

Convention 182 is not yet ratified by the Cambodian Government but Convention 138 on minimum age is.

⁴Based on: *Child Labour – An Information Kit for Teachers, Educators and their Organizations*, book 1, ILO, Geneva, 1998.

The Labour Code 1997, Chapter 6, section 8, article 177 says that the minimum age for wage employment is set at 15 years. The minimum allowable age for any kind of employment or work, which, by nature, could be hazardous to the health, the safety or the morality of an adolescent is 18 years. Children from 12 to 15 years can be hired to do light work provided that: the work is not hazardous to their health or mental and physical development and that the work will not affect their regular school attendance, their participation in guidance or vocational training programmes approved by a competent authority.

In the Constitution article 48 states that the State shall protect the rights of children as stipulated in the UN Convention on the Rights of the Child, in particular, the right to life, education, protection during wartime, and from economic or sexual exploitation. Children shall be protected from acts that are injurious to their educational opportunities, health and welfare.

Effects

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

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

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

Reasons

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

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

Related sessions and briefing notes

[4.5 Rights of Children and Youth](#)

[4.7 Loans, Debts and Forced Labour](#)

[4.10 Trafficking](#)

[Briefing Note 9 Violation of Rights at Work: File a Complaint](#)

4.7 Loan, Debts and Forced Labour

Objectives

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

Target group

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

Material

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

A rural woman
(picture No. 47)



Women work in the rice field
(picture No. 49)



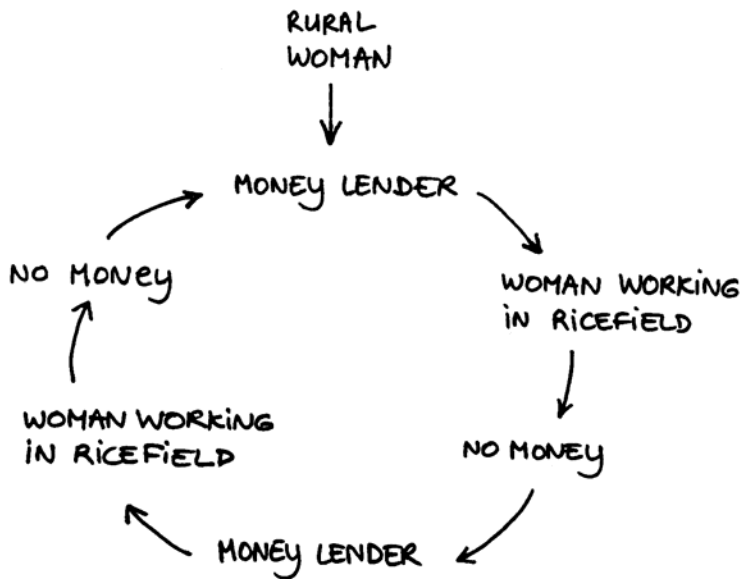
A woman visits a money lender
(picture No. 48)



Money
(picture No. 50)



How to make the circle of debt:



Exercise

Step 1

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

Step 2

- Use the pictures to explain the “circle of debt” and bonded labour.
- Start with introducing the woman (give her a name) and place the picture at a place where everybody can see it clearly.
- Explain that she lives in a rural area and likes to start her own business. She borrows money from a money lender in the village to start her own business. Place the card showing the money lender under the woman and draw an arrow pointing from the woman to the money lender (see the circle of debt sample under ‘materials’).
- She needs to work on the rice fields of the money lender to pay back the loan. Place the card showing the woman working on the rice fields under the money lender and a bit to the right (see sample) and draw an arrow pointing from the money lender to the woman working.
- Unfortunately a family member becomes ill and she has to use the money for his treatment instead of for her own business. She does not earn any money now. Place the card showing the money with a cross under the woman working and explain that it means that she does not get paid. Draw an arrow pointing from the woman to the “no money” card.
- The family member is seriously ill and the money is already finished, the woman has to go again to the money lender to ask for a new loan. Place a card showing the money lender and draw an arrow from the “no money” card to the money lender.
- The woman gets a new loan and needs to work on the land even more because her debt has increased. Place the card of the woman working even harder above the money lender. Draw an arrow from the money lender to the woman.
- Still no cash is coming in because the woman works to pay back the loan. Place a “no money” card and draw an arrow from the woman to this one.

- The costs for the medical treatment of the family member are very high so the woman goes again to the money lender.
- Finally, draw an arrow to close the circle. This will be a never-ending story because the woman has no earnings so she can not pay back her “loan” to the money lender by any other means than by working more.

Step 3

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

Step 4

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

Step 5

- Summarize the things done and learned during this session.

Notes for the trainer

After the first questions explain briefly that *bonded labour* usually is the result of a debt that needs to be paid back to a person in the form of unpaid labour. So the people are “bonded” to the person and often the only thing they get is food.

Forced labour means any work or service that someone is forced to do under the menace of a penalty and against his or her will: People are forced to do any kind of work and often are kept in captivity. Sometimes these people are forced to do illegal activities and they get punished when caught instead of their boss. People, vulnerable to forced labour conditions, are undocumented migrant workers, hill tribes, and rural migrant workers.

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

In the Labour Code 1997 article 15 states that forced or compulsory labour is absolutely forbidden and article 16 states that hiring of people for work to pay off debts is forbidden.

Explain the “circle of debt” as the most common reason why people end up in bondage or forced labour. People should, if possible, avoid taking loans in this way because they are easily cheated.

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

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

Related sessions and briefing notes

4.6 Child labour

[Briefing Note 9](#) Violation of Rights at Work: File a Complaint

4.8 Homeworkers

Objectives

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

Target group

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

Material

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

Exercise

Step 1

- Ask the group if they can explain what home work is
- Explain briefly what home work is

Step 2

- Show the “game” board. Introduce Avy and Dina:
 - Avy is a woman of 34 years; she is a mother of three children. Her husband is a construction worker and she sews clothes at home for a subcontractor at her own house
 - Dina is also 34 years and also has three children. Her husband works as a construction worker and she works in a factory sewing clothes
- Explain that the first picture under the two women stands for the workplace and ask who provides the workplace to Avy and who to Dina: the employer or the worker herself

- Place a green fiche when the answer is the employer and a red fiche when the answer is the homeworker. If the answer is partly the employer and partly the homeworker place both a red and a green fiche. Place the fiches under the women at both sides of the drawings
- Do the same for the next picture: materials like cloth, thread and needles. Place fiches
- Do the same for the electricity, toilet and water. Place fiches
- Do the same for: food, drinks and snacks. Place fiches under the women
- Ask the participants what they see so far

Step 3

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

Step 4

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

Notes for the trainer

After the participants came up with descriptions of home workers explain what a homeworker is according to ILO Convention 177 on Home work.

Home work is:

- Production of goods for an employer, subcontractor, middleperson or agent
- In exchange for remuneration
- At a place of the worker's own choice, often the worker's own home

Home work is not:

- Unpaid work carried out for own family
- Paid work carried out for an employer in his/her home (domestic service)
- Self-employed person producing for the market at own risk (business woman/entrepreneur)

There is often a mix-up between a homeworker and a self-employed person because some people do both in practice. Make sure that this does not happen in the exercise. Explain clearly that a homeworker produces goods by order for a boss and for a certain amount of money. The boss can be an employer, a middle person, a subcontractor or agent. There is a written or verbal contract between the boss and the homeworker and the risk is for the boss.

The main differences between a homemaker and a self-employed person are as follows:

Homemaker

less risk if regular orders come in
working for boss
own/others' equipment
raw materials: self or employer

Self-employed

own risk where to sell
own boss
own equipment
raw materials: self

When it is clear what a homemaker exactly is you can continue the exercise.

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

During the card placing it becomes clear that the position of Avy is more difficult than of Dina.

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

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

In **terms of money** the homemaker has higher costs:

- Providing (part of) the material herself
- Provides own electricity and water
- Provides own equipment.

In **terms of flexibility** it can be that the homemaker is better off, because:

- Household duties can be combined with income earning work
- The work can be done at hours the homemaker wants to work

Support to homeworkers is needed but difficult to provide. This group of workers is not always easy to reach because they work in a premise of their own choice, often their own home. Organizing them makes them much stronger. Think about their improved bargaining position or access to credit (see session 4.4 Right to Organize for more details).

Related sessions and briefing notes

4.3 Equality at Work

4.4 Right to Organize

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

4.9 Migrant Workers

Objectives

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

Target group

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

Material

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

Exercise

Step 1

- Divide the group in 4 to 6 teams, depending on group size, on average 4 persons in a group:
 - If participants are illiterate and only one trainer is available, play this game in plenary: Every team gets one fiche and represents one player in the game
 - It is better if each team of 4 to 6 players receives a copy of the game and each person gets a fiche and plays the game. If your participants cannot read the stories accompanying each square, one co-trainer should be allocated to each team to explain the stories
 - When the participants are able to read you can divide them into groups of maximum 6 persons and let them play the game on their own
- First explain the rules of the game in plenary. Participants should get a copy of the following pages: 'story and questions for each square' so they can read it when they play the game. Explain the rules **before** handing out the game otherwise participants do not concentrate on your explanation
- The rules in general:
 - Play with one dice only
 - All fiches should be placed at the START
 - The one who throws the highest number with the dice may start
 - In the first move it is not allowed to have two fiches at the same square
For example: if the first player throws 3 he or she places their fiche on square number three. When the second player also throws 3 the player will have to throw again until (s)he gets another number
 - Move only one square in a turn. If there is an arrow shown in the square with a number behind it, it means that this is the next move for the next turn

For example: the first player throws 3, discuss the situation shown at square 3 and make the move to 8 in the next turn without throwing the dice

- Sometimes the number is the same as the square; this means that the player has to wait one turn. After waiting one round, throw the dice again and move accordingly
- When there is no number mentioned the player should throw the dice in the next turn and count the steps to the next square
- When a player comes on a new square the co-trainer or one of the participants will explain what happened and the group will have a **brief** discussion about the situation. Make sure the discussion stays with the specific situation
- The game ends when the happy or sad end is reached by all players or when people get bored

Step 2

- After all groups have come to the end or at least one person of each group has reached the end you can discuss the game in plenary. Invite some people to tell about the “journey” they made during the game. What kind of work they did and how they found it, what difficulties they faced and how their story ended. Summarize the main difficulties migrants face when they go somewhere to find work. A good way of doing this is to ask one person of each team to tell about the “journey” the team made during the game. What kind of work they did and how they found it, what difficulties they faced and how their story ended.

Notes for the trainer

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

Explain that many people migrate to look for a better life, income and work elsewhere. You have to be careful if you migrate, especially if you are alone. Do not trust anybody and if you get into trouble, try to find help. Life as a migrant worker can be fun but also difficult: far from home and family in a strange environment and maybe you do not understand the language. Often you will find out that your new life is not as good as you thought it would be. Often migrants do not tell anything about their problems when they visit their home. They only talk about the good things and try to send money to their family. As a result other people want to migrate as well because they only hear the good things and they want to have a better life as well. It is better if the migrant is honest, in this way people are in a better position to decide: comparing positive and negative things. In order to prevent problems, migrants should try to make sure that everything is well arranged beforehand and written down on paper. Migrants should keep originals and copies of official papers such as passport, identity card, work permit and aim at following the existing regulations.

Story and questions for each square:

Square 1: The migrant arrives at the bus station and a relative is waiting, they go to the house of the relative at 9 in the next turn.

Questions: What can be a reason for leaving the village?
Do they think this is a good start in a strange city?
What would they do in this situation?

Square 2: The migrant arrives at the bus station and is not sure what to do, a stranger comes to meet the migrant and offers a job, the migrant decides to go with him or her. They go to 7 in the next turn.

Questions: What can be a reason for leaving the village?
Do they think this is a good start in a strange city?
What would they do in this situation?

Square 3: The migrant arrives at the bus station and a person of the broker's office is waiting for him/her. The migrant already paid a lot of money to the broker who promised to arrange a job abroad for 3 years. The air ticket and insurance are all paid for already. They go to the office at 8 in the next turn.

Questions: What can be a reason for leaving the village?
Do they think this is a good situation?
Do they trust brokers?
What kind of jobs do they offer?
What would they do in this situation?

Square 4: The migrant arrives at the bus station and a friend is waiting. They go to 13 in the next turn.

Questions: What can be a reason for leaving the village?
Do they think this is a good start in a strange city?
What would they do in this situation?

Square 5: The migrant arrives at the bus station and does not know where to go. (S)he needs to wait one turn before continuing the game.

Questions: What can be a reason for leaving the village?
Do they think this is a good start in a strange city?
What would they do in this situation?

Square 6: The migrant went to a dormitory and is sharing a room with 6 others. Tomorrow (s)he will start looking for a job.

Questions: What can be a reason for leaving the village?
Do they think this is a good start in a strange city?
What would they do in this situation?

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

Questions: Does this happen often?
What can you do about it?

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

- Questions:** What is happening here exactly?
Do you trust these people?
What would you do in this situation?
- Square 9:** Your relative takes you to his/her house. (S)he knows a job for you at a garment factory, next turn you go to 10.
- Questions:** What do you think of this situation?
- Square 10:** You found a job at a garment factory. It is hard work, you are often forced to do “voluntary” overtime and the payment is bad.
- Questions:** What do they think of this situation?
What would you do in this situation?
- Square 11:** You are working for a very rich family as a domestic worker. They pay a good salary and you have one day a week off. However, you do not like the job: when your employer is out, her son always comes to you and forces you to sleep with him.
- Questions:** What do they think of this situation?
What would you do in this situation?
- Square 12:** It was very difficult to find a job, you are working as a street vendor at the moment, selling vegetables.
- Questions:** What do you think of this situation?
What would you do in this situation?
- Square 13:** You went with your friend. At the moment you have dinner at one of the food stalls in the street close to his/her place. Your friend knows a rich family where they are looking for a domestic servant. (S)he will introduce you there. Next turn go to the family at 11.
- Questions:** What do you think of this situation?
What would you do in this situation?
- Square 14:** Something really awful has happened. You are infected with HIV/AIDS because you had unsafe sex. Next turn you go to the hospital (20)
- Questions:** How can this happen?
What can you do in this situation?
How can you prevent such situation?
Can you stay in your job now?
- Square 15:** An accident happened while you were working and you broke your arm. Next turn you go to the hospital at 20.
- Questions:** Who has to pay for this according to the rules?
Why?
What happens in real situations?
What can you do about this?
- Square 16:** You got pregnant from your employer/supervisor who forced you to sleep with him. You have three options:
1. Quit the job and go back to your village (back to start)
 2. Go to an NGO for help (next turn to 19)
 3. Keep quiet and wait one turn before continuing
- Questions:** How could this happen?
What to do in situations like this?
What are the problems you face if you keep the baby?
What are the problems you face if you go back to your village?
What else can you do?

What do you think will happen to this migrant girl?
How can you prevent such a situation?

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

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

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

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

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

Questions: What do you think of getting help from an organization?
Do you think there should be a complaint made at the police?

Square 20: You are in the hospital. Tell the doctor what happened. Someone at the hospital understands your problem and gives you the address of an NGO. Next turn you will go there (to 19).

Questions: What do you think the doctor will say?
Who do you think has to pay for the bills?

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

Questions: What kind of problems do you face?
What can you do about this?

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

Questions: Why did this happen?
What would you do in such a situation?

Square 23: You found some friends who are in more or less the same position as you are. It is really nice to talk to them so far from home. You can support each other and that makes you feel good.

Questions: What do you think about this?
How can you make this happen?

Square 24: With friends and colleagues you decide to protest against the unfair treatment at work. Unfortunately the employer gets very angry, punishes you, and the protest does not make a difference.

Questions: What kind of unfair treatment can they think of?
What types of protest can a migrant undertake in such situations?
Which types will be most effective?

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

Questions: What do you think of this action?

Square 26: It is festival time and you took some holidays to visit your family in your home village. Go to START immediately and return the next turn to this square before proceeding.

Questions: What do you think the migrant worker will tell at home?
Will (s)he tell all problems in detail?
Why or why not?
What do you think of this?

Square 27: The end (1): you found a real nice partner, who supports you in all the things you do. You live together and are really happy. Good luck!

Square 28: The end (2): a terrible thing happened: you died because of AIDS, a real sad end.

Square 29: The end (3): you found good friends, and return to your family which you can support. Good luck!

Related sessions and briefing notes

4.3 Equality at Work

4.7 Loan, Debts and Forced Labour

4.10 Trafficking

4.14 Sexual Harassment

Briefing Note 6 Rights, Laws and Rules

4.10 Trafficking

Objectives

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

Target group

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

Material

- This manual

Exercise

Step 1

- Read the following story:

Chantha, born and raised in a poor family from Kompong Cham, works as a prostitute. A female relative tricked her into coming to Phnom Penh on the promise of a job in a restaurant where she could earn two to three *chi* (1*chi*=3.75 grams) of gold per month. Instead, she was locked up in a brothel in the Boding slum and forced to serve clients. For three months, she still believed she could escape, not realizing that she had been sold. When she finally demanded to be set free, she was told by the brothel owner that she would have to pay for her freedom and this would be very expensive. She would have to work hard and earn a lot in order to repay the sum of money given to her relative. Fearing further beatings, she obeyed the brothel owner.

Step 2

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

Step 3

- Summarize the main points discussed during the session

Notes for the trainer

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

- 'Trafficking in persons' means the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the **threat** or **use of force** or other forms of coercion, of abduction, of fraud, of deception, of the **abuse of power** or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person, for the purpose of exploitation. Exploitation shall include, at a minimum, 'the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs'.
- The consent of a trafficking victim to the exploitation shall be irrelevant where any of the means mentioned above, such as the abuse of power, have been used.
- The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered "trafficking in persons" even if this does not involve any of the means mentioned above.
- "Child" shall mean any person less than eighteen years of age.

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

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

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

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

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

The strategies traffickers often use are:

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

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

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

A good way of fighting trafficking in all its forms is group formation within the community. Motivate others to fight the problem. Be aware of people who make promises that sound too nice to be true, warn others if such persons show up. Inform children and youth that they should be aware of persons who make nice promises and that they should not go with strangers whatever they promise.

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

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

Contacts

Cambodian Women's Crisis Centre (CWCC) telephone: (023) 982 158, or mobile numbers 012 787 509 and 012 947 186. Agir pour les Femmes en Situation Precaire (AFESIP) can be contacted at (023) 884 123 or (023) 368 644. The Ministry of Interior has special police trained to intervene in cases of sexual exploitation. Their 24-hour hotline number is (023) 720 555⁵.

Related sessions and briefing notes

4.9 Migrant Workers

Briefing Note 6 Rights, Laws and Rules

⁵ *Handbook on Women's Empowerment through Legal Awareness, Gender and Development for Cambodia (GAD/C)*, 2002, Phnom Penh, Cambodia

4.11 1. Time to Work, Overtime and Leisure Time - Formal Sector Workers

Objectives

- To become aware of the differences in activities and use of time between men and women
- To know the rules on work time, overtime and holidays
- To discuss the problems with overtime
- To discuss measures that can be taken to solve the problems

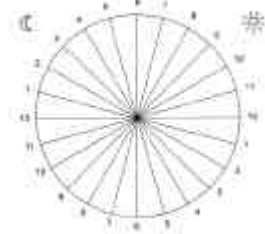
Target group

- Both men or women together or separately
- All ages
- All educational levels
- Formal sector workers
(When your group is a mix of formal and informal sector workers combine this exercise with the next exercise)

Material

- 4 photocopies of the 24 hours clock (picture No. 51). Enlarge it by photocopying if you want
- 4 sets of coloured pencils

24 hours clock (picture No. 51)



Exercise

Step 1

- Divide the group into 4 groups each with men or women only. Give each group a clock and a set of coloured pencils
- Explain the participants that they have to fill the clock with the coloured pencils to show the working day of a specific person. You can ask them to take their own situation. This is the best option if your participants is very mixed, i.e. different type of workers, give the groups the following assignment:
 - group 1: a female government official
 - group 2: a male government official
 - group 3: a female factory worker
 - group 4: a male factory worker

- Explain the meaning of the 4 colours:
 - green = work
 - yellow = rest period during work and leisure time after work
 - red = household activities like cooking, shopping and washing
 - blue = sleeping
- Give them 15 minutes to discuss and colour the clock

Step 2

- Compare and discuss the results of the 4 groups in plenary using the following questions
 - Are there any differences between the groups in terms of working hours?
 - If so, what are the main differences?
 - Why are these differences there?
 - Is this fair?
 - Are there any differences between the groups in terms of time spent on household activities?
 - If so, what are the main differences?
 - Why are these differences there?
 - Is this fair?
 - Are there any differences between the groups in terms of leisure time?
 - If so, what are the main differences?
 - Why are these differences there?
 - Is this fair?

Step 3

- Explain the rules about working time and rest time according to the Labour Code 1997
- Count the green 'hours' in the clock
- Ask the groups if this is the same for all days
- Explain the term 'overtime'. And ask if the participants work overtime:
 - if yes, how often?
 - how many hours?
- Explain the rules about overtime according to the Labour Code 1997
- Ask the participants whether these rules are applied at their workplace
- Discuss working time and overtime issues using the following questions:
 - Is there an agreement between the employer and workers?
 - Is this written or oral?
 - What does it say about working time and overtime?
 - What happens in practice?
 - Do women work more overtime than men?
 - If so, do they know why?
 - Do they face problems with overtime?
 - What type of action can they undertake when they do not agree?

Step 4

- Ask the participants about their holidays (weekly and yearly)
- Explain the rules for holidays according to the Labour Code 1997
- Compare the rules with the situation of participants: what are the main problems?
- Think of actions that can be undertaken to fight against injustice regarding working hours

Step 5

- Summarize the things done and learned during this session

Notes for the trainer

After filling the clock the differences in activities are most probably as follows:

- household activities: women do most of the household activities
- working hours: women work longer hours than men because they are more involved in household activities. Although this is mostly unpaid work it takes many working hours!
- leisure time and social interaction: men socialize in their free time with others, women have less time available and combine this with other activities like looking after the children

There are a number of concepts and rules that should be clear to the workers after this session. These are: working hours, rest period, overtime, overtime pay and holiday. A brief description of these concepts and rules is given in the following paragraphs.

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

Problems that most probably will come up in the discussion about overtime are:

- If you protest you will be skipped from the list of working overtime
- Workers want to work overtime because most of them need the money
- They will transfer you to another department if you complain
- The employer will just fire you and get other workers
- Workers are required to work overtime, but are not paid accordingly
- The excuse of the employer will be that all overtime work is done on a voluntary base

It is difficult to find a solution to these situations. Make clear that if they want to take action they should do it in an organized way, with a trade union for instance. Solidarity is a very important thing if people want to advocate and fight for their rights.

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

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

Complaints can be made to MOSALVY with support from the Trade Union or go to an NGO and ask if they can help you to prepare the case.

Tip:

Invite a resource person to the session who is familiar with the laws in detail.

Working hours

This is clearly mentioned in article 137 of the Labour Code 1997: the number of hours worked by workers of either sex can not exceed eight (8) hours per day, or forty-eight (48) hours per week.

Make clear that when people are working in shifts, a shift should not take longer than 8 hours and that the total working time in one week should not exceed 48 hours. All hours that are worked more in shifts should be paid as overtime.

Rest period

There are no official rules regarding rest time in the Labour Code 1997

Overtime and overtime payment

If workers are required to work overtime for exceptional and urgent jobs, the overtime hours shall be paid at a rate of fifty per cent (50%) higher than normal hours. If the overtime hours are worked at night or during weekly time off, the rate of increase shall be one hundred per cent (100%) (Labour Code 1997, chapter 6, section 2, article 139). Night is defined as the period from 22:00 to 5:00.

Weekly rest

Weekly time off shall be a minimum of twenty four (24) consecutive hours. All workers shall be given in principle a day off on Sunday (Labour Code 1997, chapter 6, section 4, article 147). In some categories of work, it is allowed to give the weekly day off through a rotating system, examples are: hospitals, hotels, restaurants, publishers of newspapers, enterprises supplying electricity or water.

Holidays

In chapter 6 of the Labour Code 1997, sections 5, 6 and 7 deal with paid holidays, paid annual leave and special leave.

Paid holidays

Paid holidays are fixed in advance on a yearly basis by the Ministry in charge of Labour. These paid holidays do not break off the length of service required to obtain paid annual leave, nor do they reduce this type of leave. In case the public holiday coincides with a Sunday, workers will have the following day off. Time off for holidays can not be a reason for reducing wages.

Paid annual leave

Unless there are more favorable provisions in collective agreements or individual labour contracts, all workers are entitled to paid annual leave to be given by the employer at the rate of one and a half work days paid leave per month of continuous service. The length of paid leave as stated above is increased according to the seniority of workers at the rate of one day per month for every three years of service.

Special leave

The employer has the right to grant a worker special leave during the event directly affecting the worker's immediate family. If the worker has not taken yet his or her annual leave, the employer can deduct the special leave from the worker's annual leave. If the worker has taken his or her annual leave already the employer can not deduct the special leave from the worker's annual leave for next year.

Related sessions and briefing notes

4.20 Occupational Safety and Health

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

4.11 2. Time to Work, Overtime and Leisure Time - Informal Sector Workers

Objectives

- To become aware of the differences in activities and use of time between men and women
- To discuss the problems of long working days
- To discuss measures that can be taken to solve the problems

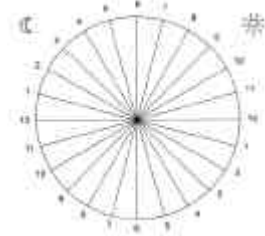
Target group

- Both men or women together or separately
- All ages
- All educational levels
- Informal sector workers
(When your group is a mix of formal and informal sector workers combine this exercise with the previous exercise)

Material

- 4 photocopies of the 24 hours clock (picture No. 51) from the previous exercise. Enlarge it by photocopying if you want.
- 4 sets of red, green, blue and yellow pencils

24 hours clock (picture No. 51)



Exercise

Step 1

- Divide the group into 4 groups: each of men or women only. Give each group a clock and a set of coloured pencils
- Explain the participants that they have to fill the clock with the coloured pencils to show a working day of a specific person. The best option is to ask them to use their own situation, especially when the participants have a low education and are more or less involved in the same type of activities. If the participants are well educated or involved in all types of activities, give the groups the following assignment:
 - group 1: a female agricultural worker
 - group 2: a female street vendor
 - group 3: a male agricultural worker
 - group 4: a male street vendor

- Explain the meaning of the 4 colours:
green = working hours
yellow = rest period during work and leisure time after work
red = household activities like cooking, shopping and washing clothes
blue = sleeping
- Give them 15 minutes to discuss and complete the clock

Step 2

- Compare and discuss the results of the 4 groups in plenary using the following questions
 - Are there any differences between the groups in terms of working hours?
 - If so, what are the main differences?
 - Why are these differences there?
 - Is this fair?
 - Are there any differences between the groups in terms of time spent on household activities?
 - If so, what are the main differences?
 - Why are these differences there?
 - Is this fair?
 - Are there any differences between the groups in terms of leisure time?
 - If so, what are the main differences?
 - Why are these differences there?
 - Is this fair?

Step 3

- Count the green 'hours' in the clock
- Ask the groups if this is the same for all days
- Compare the number of working hours with the official maximum of 8 hours for formal sector workers:
 - Do informal sector workers work more hours?
 - If yes, how many more?
 - What are the problems with working so many hours?
 - If not, why do they work less?

Step 4

- Ask the participants about their holidays (weekly and yearly):
 - Do they take a day off in a week?
 - If yes, when and why?
 - If not, why not?
 - Do they take some days off during the year?
 - If yes, when and why?
 - If not, why not?
 - What would they like as ideal situation?
 - Is that possible?
 - If yes, how?
 - If not, why not?

Step 5

- Summarize the things done and learned during this session

Notes for the trainer

- After filling the clock the differences in activities are most probably as follows:
- household activities: women do most of the household work

- working hours: women work longer hours than men because they are involved in both household activities and economic activities
- leisure time and social interaction: men socialize in their free time with other men, women have less time available and combine this with other activities like looking after the children

Most probably participants will start with giving their normal working day, i.e. the working day according to what they *think* is normal. The facilitator should question this situation: is this the case every single day, or are there days that they do work more hours? Eventually the participants will come up with stories about long working days and problems related to this.

Problems that most probably will come up in the discussion about long working hours are:

- They need the money
- They are forced to work long days
- It is not possible to finish the set target in a shorter working day

It is difficult to find a solution to these situations. Make clear that if they want to take action they should try to do it in an organized way within a group. Solidarity is a very important thing if people want to advocate and fight for their rights.

Important: Explain the participants also what they should do in case something happens with a worker due to working long days. When this exercise was tested with formal factory workers some stories came up about terrible accidents with workers who were very tired because they worked many hours overtime. Accidents at the workplace can happen with informal sector workers as well and in some cases other persons can be held responsible for that. When an accident happens and you go to see a doctor, take a witness with you and make sure that the doctor clearly states in his or her report that the accident happened because you were too tired due to working too many hours. This can help you to get compensation if someone can be held responsible for the accident.

Related sessions and briefing notes

4.20 Occupational Safety and Health

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

4.12 Workers with Family Responsibilities

Objectives

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

Target group

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

Material

- This manual

Exercise

Step 1

- Explain to the participants that you are going to tell them a story and that everyone is playing a role in that story
- Assign the following roles:
 - Pisei
 - Pisei's husband
 - 2 little children
 - Grandmother (Pisei's mother)
 - 2 neighbours
 - Friend of Pisei's husband (1 or 2)
 - Employer or supervisor in factory
 - Bus driver
 - Shopkeepers (2 or 3)
 - Colleagues from Pisei and colleagues from her husband (rest)
- The setting should be as follows:
 - Pisei, her husband and children are at one side of the room
 - The neighbours are next to them
 - The grandmother is a bit further away
 - In between the neighbours and the grandmother the shopkeepers take a place
 - In front of the shopkeepers there is a bus stop where the bus driver takes a seat
 - At the other side of the room is another bus stop in front of the factory where the employer will be and where the colleagues will take place
 - The friends of Pisei's husband are hanging around somewhere
- You will tell a story about a day of Pisei and when the participants hear that the situation of Pisei is similar to their own situation, they will play their role accordingly. Let them use a bit of fantasy but don't make it too long

- The story:
 - It is 5:30. Pisei gets up and gets dressed. She wakes the children and gets them dressed as well. While the children are playing, Pisei prepares breakfast. Her husband wakes up, gets dressed and all together they eat their breakfast. Pisei brings her children to their grandmother while her husband talks a bit with the neighbours
 - When Pisei returns from her mother they both go to the bus stop and take the bus to the factory where they work
 - They do their work till break and have lunch in the cafeteria of the factory with their colleagues
 - When the working day is over Pisei hurries to get the bus to go home to pick up the children at her mothers house. Her husband goes home after talking to his colleagues
 - Pisei, with the children on the way home, does some shopping in the market area next to the bus stop
 - At home she prepares dinner, while her husband plays with the kids. They have dinner together and after dinner Pisei brings the children to bed
 - Pisei does the dishes and some cleaning while her husband goes out to watch TV with his friends
 - They both go to bed at 22:00 hours

Step 2

- Discuss the day of Pisei very briefly and pay some attention to the mood of the actors during the story. Why were they happy, sad or angry? Keep the discussion brief

Step 3

- Ask all participants to take their place in the original setting again
- Tell the story again but introduce the following problem: the mother of Pisei becomes very ill. She can not take care of her grandchildren anymore and needs care herself.
- The story changes to:
 - It is 5:30. Pisei gets up and gets dressed. She wakes the children and gets them dressed as well. While the children are playing, Pisei prepares breakfast. Her husband wakes up, gets dressed and all together they eat their breakfast. Pisei brings her children at their neighbours but this is no permanent solution
 - Pisei is very worried about her mother. She pays her a short visit to wash her and to bring some food. Her husband takes the bus to work
 - After visiting her mother Pisei also takes the bus to the factory where a very angry supervisor is waiting for her. She explains the problem and starts working till break. She is very tired because she did not sleep so well due to her worries about her mother. She makes a mistake in her work and the supervisor becomes angry again and shouts that she will be fired if she makes one more mistake
 - When the working day is over Pisei and her husband take the bus home. Pisei goes straight to her mother and prepares a meal for her. She does some shopping on her way home, picks up the children and starts cooking. Her husband is a bit angry because she is too late with dinner and he is very hungry
 - After dinner Pisei brings the children to bed and goes to her mother again to see if she needs anything and puts her into bed. The friends of her husband come to their house
 - When she comes home her husband is already asleep and after doing the dishes Pisei also goes to bed

Step 4

- Discuss the story with the participants using the following questions:
 - What do they think of the changes in Pisei's life?
 - How did all persons feel?
 - What would they do if they were Pisei?

- What do they think of the role of the husband?
- Do they think it will be advantageous for the husband if he helps Pisei?
- Do they think the reaction of the boss is fair?
- Do they think it will profit the employer if he helps Pisei?
- Can they think of a solution?
- Do they face similar problems sometimes?
- If yes, what do they do?

Step 5

- Explain very briefly the ILO Convention 156 about Workers with Family Responsibilities
- Discuss it with the participants using the following questions:
 - What do they think about the Convention?
 - Do they think measures can be taken at their work to solve problems like Pisei faces?
 - Can they think of a type of action or strategy they can follow to discuss these problems at work?

Step 6

- Summarize the things done and learned during this session:
 - Sharing household activities and caring for sick or elderly among the household members can solve many problems.
 - Employers who take measures for workers with family responsibilities will also be better off: a happy worker is a better worker.

Notes for the trainer

During this session it should become clear that many women carry what is commonly referred to as the “double burden” (a full day at work and a full day at home). Women are more vulnerable to various forms of discrimination because they have to deal with responsibilities at home like taking care of dependent children and the elderly⁶. Employers often display discriminatory attitudes, like in Pisei’s case: to say that she will be fired if she can not handle the situation.

Measures to promote equality of opportunity and treatment for women in employment are not likely to achieve their goal if large numbers of women have to give up their jobs because of family responsibilities.

Convention 156: Workers with Family Responsibilities

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

The Cambodian Government did not yet ratify this Convention. However, the Labour Code 1997 states in Chapter 6, section 8, article 186: managers of enterprises employing a minimum of one hundred women or girls shall set up, within their establishments or nearby, a nursing room and a crèche. If the company is not able to set up a crèche on its premises for children over eighteen months of age, female workers can place their children in any crèche and the charges shall be

⁶ *Modular Training Package – Women Workers’ Rights*, Module 3, 2.8, ILO Geneva, 1994

paid by the employer. ILO experience has learned that it is better not to make the provision of child care facilities obligatory only for companies with many women workers as this leads to discrimination in access to employment against women in practice.

Another provision given in the Labour Act 1997 is the possibility of special leave (chapter 6, section 7). The employer has the right to grant a worker special leave during the event directly affecting the worker's immediate family (see session about time to work, overtime and leisure time for more details about special leave).

The fact that only these two provisions are mentioned in the Labour Act 1997 does not mean that workers can not ask their employers for other measures to support workers with family responsibilities. Possible measures can be:

- Change of attitude: to encourage sharing family responsibilities between men and women
- Provision of parental leave
- Provision of leave for sick family members
- Facilities for the elderly
- Flexible working arrangements

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

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

Related sessions and briefing notes

4.3 Equality at Work

[Briefing Note 7](#) Decent Work, Workers and their Rights

[Briefing Note 9](#) Violation of Rights at Work: File a Complaint

4.13 Maternity Protection

Objectives

- To become aware of the rights related to maternity

Target group

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

Material

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

Dangerous situations:

Working at night, overtime or holidays
(picture No. 52)



Carrying heavy loads
(picture No. 53)



Working with dangerous chemicals
(picture No. 54)



Time for breastfeeding
(picture No. 55)



Important provisions for pregnant women at work:

Changing to appropriate work
(picture No. 56)



Medical benefits (including maternity leave)
(picture No. 57)



Place to rest or to breastfeed during work
(picture No. 58)



Provision for other facilities like a day-care centre
(picture No. 59)



Unfair treatment:

Termination of job because of pregnancy (picture No. 60)



Exercise

Step 1

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

Step 2

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

Step 3

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

Step 4

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

Step 5

- Fold a corner to the front of the cards with the following situations:
 - Carrying heavy loads
 - Termination of job
 - Reducing working hours to be able to breastfeed
 - Provision for other facilities like a day-care centre (explain that this is only for enterprises with more than 100 women/girls)
 - (Medical) benefits (this includes maternity leave)The corner will be yellow

Step 6

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

Step 7

- Summarize the things done and learned during this session. Give a summary of the provisions on maternity protection that are covered by the law. When many of the participants work in the informal sector and are not covered by the law, summarize their main concerns and how these may be addressed in practice

Notes for the trainer

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

For informal sector workers:

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

Most countries provide maternity protection in their laws but the types of protection vary greatly. In Cambodia the rules related to pregnant female workers are given in the Labour Code 1997, and the Constitution following the UN Convention to Eliminate Discrimination against Women (CEDAW). The main measures are:

- Women workers have the right to 90 days maternity leave on half pay
- It is prohibited to fire a woman because of pregnancy

- During the first two months after returning to work they are only allowed to perform light work and to carry a maximum of 5 kg.
- Enterprises with a minimum of 100 women or girls should establish a nursing room and a daycare centre
- One year from date of birth, breastfeeding mothers are entitled to one hour per day during working hours to feed their babies

Although article 187 of the Labour Code 1997 states that a regulation should be issued by the Ministry in charge of Labour detailing the conditions for setting up and supervising the breastfeeding room and the day-care centre, such a regulation has yet to be issued.

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

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

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

Related sessions and briefing notes

4.3 Equality at Work

[Briefing Note 8](#) Health Rights and Work

[Briefing Note 9](#) Violation of Rights at Work: File a Complaint

4.14 Sexual Harassment at Work

Objectives

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

Target group

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

Material

- This manual for the stories

Exercise

Step 1

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

Thida is 26 years old and works in a factory, 6 days a week. She likes her work and has nice colleagues. It is hard work but Thida has a high productivity. She earns enough money to send her children to school and that makes her happy. A couple of weeks ago the supervisor of her group was replaced with a man she really does not like. Every time when he comes to check her work he comes really close and touches her body which she does not like. The first time he did this, she became angry but then he said that her work was not good and that he would deduct an amount from her salary. Now Thida keeps quiet. She hopes nobody notices it because she is afraid to lose her job. She does not like her work anymore but she needs the money, so what can she do?

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

Step 2

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

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

Step 3

- Discuss the 3 main types of sexual harassment briefly:
 - sexual assault and rape
 - sexual blackmail
 - creating a hostile working environment
- Summarize the different types and forms of sexual harassment and give a definition of sexual harassment

Step 4

- Ask the group to think about the effects of sexual harassment. Let them think about effects on the victim, the enterprise and society
- Discuss what kinds of action can be undertaken to prevent sexual harassment and provide assistance in cases of sexual harassment

Step 5

- Summarize the things done and learned during this session

Notes for the trainer

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

Definitions used in laws, codes, policies, court decisions and collective agreements throughout the world may differ in details, but, generally contain the following key elements:

- conduct of a sexual nature and other conduct based on sex affecting the dignity of women and men, which is unwelcome, unreasonable, and offensive to the recipient
- a person's rejection of, or submission to, such conduct is used explicitly or implicitly as a basis for a decision which affects that person's work or prospects for work
- conduct that creates an intimidating, hostile or humiliating working environment for the recipient

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

- Quid pro quo (meaning 'this for that') harassment forces a worker to choose between giving in to sexual demands or losing a job or job benefits. Because quid pro quo harassment can only be committed by someone with the power to give or take away an employment benefit, this form of sexual harassment constitutes an abuse of power. This type of sexual harassment is also referred to as 'sexual blackmail'.
- Unwelcome sexual advances, requests for sexual favours or other verbal, non-verbal or physical conduct of a sexual nature can also poison the work atmosphere and limit the

adequate performance of workers. Therefore the creation of a hostile working environment is usually included in definitions of sexual harassment⁷.

Sexual harassment may take place between men and women but can also take place between persons of the same sex. Because it often has to do with power relations the harasser often has a higher status than the victim. This explains partly why so many women are a victim. Women are concentrated in low-paid and low-status jobs. The majority is working in traditional 'female' jobs like typists, secretaries, nurses, maids or has low-status jobs in factories. Women are vulnerable to sexual harassment because of their low economic and social status.

Different forms of sexual harassment:

- sexual assault and rape at work
- physical harassment: including kissing, patting, pinching or touching in a sexual manner
- verbal harassment: such as unwelcome comments about a person's appearance, private life or body, insult and put-downs based on a person's sex
- gestural harassment: sexually suggestive gestures, such as nods, winks, gestures with the hands, fingers, legs or arms, licking of lips
- written or graphic harassment: sending pornographic pictures through e-mail, putting up pin-ups or addressing unwanted love letters to an employee
- emotional harassment: behaviour which isolates, is discriminatory towards, or excludes a person on the grounds of his or her sex

Examples of effects⁸:

For victims:

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

For enterprises:

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

For society:

- Loss of capable and confident human resources
- Encourages sexual violence, rejection, fear, moral indecencies and very low respect and value of life in society
- Negative changes in social traditions, norms and values

⁷ From: *Action against sexual harassment at work in Asia and the Pacific* by Nelien Haspels, Zaitun Mohamed Kasim, Constance Thomas and Deirdre Mc Cann, Bangkok, ILO, 2001, p.17, p.147

⁸ Based on: *Report on National Seminar on Action Against Sexual Harassment at Work*, Malaysia, 2001, jointly organized by Department of Labour, Ministry of Human Resources, Malaysia and International Labour Organization Bangkok and Geneva Offices.

- Creates family problems

Factors discouraging sexual harassment:

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

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

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

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

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

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

Sexual harassment in the laws

According to the Labour Code 1997, chapter 6, section 8, article 172 all forms of sexual violation (harassment) are strictly forbidden.

The provisions to the judiciary and criminal law and procedure applicable in Cambodia during the transitional period mentions the following under the heading sexual assault/harassment:

A person who assaults/harasses another person whose sex is the same or different, through touching or other acts related to sexual manners must be imprisoned for 1 to 3 years.

If the sexual assault is made by cheating, violence, intimidation, if the victim is under 16 years old or if the perpetrator is in the position of more power over the victim, the punishment must be doubled.

A person who tricks a minority person to serve in prostitution or exploits benefits from the prostitution, even though he/she is working voluntary, must be punished from 2 to 6 years in prison.

Related sessions and briefing notes

[4.15 Reproductive Health Rights](#)

[4.16 Domestic Violence](#)

[4.17 Rape](#)

[Briefing Note 8 Health Rights and Work](#)

[Briefing Note 9 Violation of Rights at Work: File a Complaint](#)

4.15 Reproductive Health Rights

Objectives

- To become aware of reproductive health rights

Target group

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

Material

- This manual

Exercise

Step 1

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

Assignments for the role plays

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

1. A boy and a girl who are in love. The boy is trying to convince the girl to sleep with him but she does not want this (right to maintain freedom and body safety)
2. A girl of about 15 years old who asks her mother, a doctor or someone else information about different methods for birth control but the person says that she does not need to know all those things because she is still too young (right to receive information, right to have a private life)
3. A woman who will get married and wants to have information about birth control. She does not get it because she is not married yet, although she plans to marry soon (right to receive information, right to have a private life, right to have family planning)
4. A single woman who wants to have information about birth control methods. She does not get it because she is not married (right to have a private life, right to receive information about family planning methods)
5. A couple disagreeing about having a third child. They already have two children of 1 and 2 years old. The last pregnancy was not without danger for the woman (right to have family planning, right to maintain freedom and body safety)
6. A mother who is complaining to her daughter because the daughter is already married for 5 years and still does not have a child (right to have family planning, right to have a private life)
7. An older relative complaining to a woman of around 30 years of age who is not married yet and only thinks about her career (right to have a private life)

8. A pregnant woman who is under pressure of her employer to return to work within a month after the delivery otherwise she will lose her job (right to build up a family, right to non-discrimination)
9. A newly married woman (or a sex worker) who has to negotiate with her husband (or a client) because he wants to force her to have sex without a condom (right to maintain freedom and body safety)

Step 2

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

Step 3

- Summarize the discussion and stress once more the importance of the reproductive health rights and emphasize that discrimination based on reproductive health issues is not allowed
- Emphasize during the discussion the importance of discussing this topic within the family, with friends and also colleagues.

Notes for the trainer

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

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

Reproductive health rights are human rights:

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

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

- **Right to maintain freedom and body safety**, this implies that each individual is entitled to control one's sex life and reproduction, which includes the right to give consent for medical intervention only when being clearly informed.
- **Right to have the highest possible health standard**, this means the right to receive medical treatment of the highest possible quality, which includes the right to be protected from

dangerous practices, and the right to receive unbiased information leading to decision making after being fully informed.

- **Right to have family planning**, this means that each individual is entitled to decide freely and responsibly about the number and spacing for bearing children.
- **Right to get married and to build up a family**
- **Right to have a private life**, this means that you have the right to choose freely and confidentially whether you want to have children or not and when.
- **Right to receive information**, this means that everybody, including teenagers and singles, are entitled to receive information about family planning.

The situation in Cambodia regarding reproductive rights is a bit difficult due to different reasons. First of all there is a large unmet demand for contraceptive methods. Despite some modest improvements in recent years family planning services are still limited. Furthermore, there is little discussion about contraceptives between spouses. However, contraceptives seems to be acceptable in principle and most women say they have sole or joint decision making control over the use of contraception⁹.

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

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

Make clear to the participants that discrimination is not allowed based on reproductive health-related issues. It is mentioned in the Constitution: article 46.2 states that a woman shall not lose her job because of pregnancy. Women also have the right to take maternity leave with full pay and with no loss of seniority or other social benefits (See exercise 4.13 for more details about the rules regarding maternity protection).

Related sessions and briefing notes

4.13 Maternity Protection

4.16 Domestic violence

4.17 Rape

4.18 Abortion

4.20 Occupational Safety and Health

Briefing Note 8 Health Rights and Work

⁹ Cambodia Country Gender Assessment, draft report World Bank, January 2003

4.16 Domestic Violence

Objectives

- To define 'violence'
- To become aware of the rights women have regarding domestic violence

Target group

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

Material

- This manual

Exercise

Step 1

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

Step 2

- Make a distinction between what participants consider to be severe and less severe forms of violence.
- Tell or remind them of the story about Ratha (session 4.1): She was beaten by her husband quite regularly. One time she hurt her arm very seriously but was not allowed to see a doctor.
 - Do they think this is a severe form of domestic violence?
 - What would they do if they would be in Ratha's case?
 - What can you do to help a friend or relative in such a case?

Step 3

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

Step 4

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

Notes for the trainer

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

In Cambodia a draft law on the prevention of domestic violence is with the National Assembly, but it has not yet been passed. This draft gives the definition of domestic violence and, for instance, the responsibilities of the chief of commune and the police. The penalties for all forms of violence are given in detail. Please check this draft law before doing the session and check when it passes in the National Assembly.

The Criminal Law 1992 of the UN Transitional Authority in Cambodia (UNTAC) gives penalties for the following forms of violence:

- Battery with injury: imprisonment of 2 months to 2 years depending on the injury (article 41)
- Rape: imprisonment of 5 to 10 years (article 33)
- Indecent assault: imprisonment of 1 to 3 years (article 42)

We all know that legally speaking, all forms of violence are a criminal offence. When you are threatened or hurt, do not let matters rest, you should go to the police immediately to protect yourself and gather evidence to be used in proving the truth. Remember: you can bring to court the person(s) who violated your rights. If you have questions concerning the laws, there are women groups that can give advice in this matter¹⁰. These groups include: (1) CWCC (Cambodian Women's Crisis Centre), (2) AFESIP (Agir pour les Femmes en Situation Precaire), (3) CWDA (Cambodian Women's Development Association) who all have 6 services (shelter, counseling, legal assistance, investigation, health services and skill training), (4) CCPCR (Cambodian Centre for the Protection of Children Rights) who has 5 service (shelter, legal assistance, investigation, health, skill training), (5) CWLD (Cambodian Women League for Development) who has 4 services (legal assistance, investigation, health, skill training), (6) LICHADO (Cambodian League for the Promotion and Defense of Human Rights) who has 4 services (Counseling, legal assistance, investigation and health), (7) ADHOC (Cambodian Human Rights and Development Association) and (8) LAC (Legal Aid of Cambodia) both have 3 services (counseling, legal assistance and investigation), (9) WDA (Women Development Association) who has 3 services (counseling, legal assistance and health).

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

What are the results of violence?

For the individual:

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

¹⁰ From: *Guide to Stop Violence Against Women*, brochure from some NGOs, Bangkok, 2001

At work:

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

In the community:

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

Related sessions and briefing notes

[4.15 Reproductive Health Rights](#)

[4.17 Rape](#)

[4.18 Abortion](#)

[Briefing Note 6 Rights, Laws and Rules](#)

[Briefing Note 8 Health Rights and Work](#)

4.17 Rape

Objectives

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

Target group

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

Material

- This manual

Exercise

Step 1

- Explain the group that you like to discuss the problems around rape
- Ask the participants if they can explain what rape exactly is
- Explain that rape is an extreme form of violence
- Explain the description of rape given in the Penal Code and ask the group if they agree with this description
- If not, what would they like to change?

Step 2

- Divide the group into 3 or 4 groups of about 5 persons each
- Ask each group to prepare a role play about a rape case
- Each group has to show its play in plenary
- Discuss the situations of the role plays briefly:
 - Does it happen often?
 - Do they know why?
 - What can you do against it?
- If you consider that doing role plays is not appropriate, ask the groups to discuss the facts and myths about rape given in the Notes for the Trainer. Reconvene in plenary and discuss the facts and myths using the above questions

Step 3

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

Step 4

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

Step 5

- Summarize what to do in case of rape and possibilities on how to prevent it

Notes for the trainer

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

Rape in the Penal Code

Rape is any sexual act involving penetration carried out through violence, coercion or surprise.

Anyone who rapes or attempts to rape another person of either sex is guilty of rape and shall be liable to imprisonment for a term of five to ten years.

If rape is accompanied by threats with a weapon, or if it is committed on a pregnant woman or a person suffering from an illness or mental or physical infirmity, or by two or more offenders or accomplices, or if it is committed by anyone in a position of authority over the victim, the punishment shall be a term of imprisonment of ten to fifteen years.

If it happens

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

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

Often these men will not pick on women with umbrellas in their hands, or other similar objects that can be used from a distance as a weapon. If someone is coming towards you, yell out loudly at him "Stop!" or "Stay back!". If you carry an object able to use as a weapon, hold it out. Show that you are not afraid to fight back and you are not an EASY target.

As a self-defense mechanism, if someone is following you on the street or in a garage or is with you in an elevator or stairwell look him in the face and ask him a question. Now you have seen his face and could identify him in a line-up and you lose appeal as a target.

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

What to do after a rape

A Khmer proverb says "a ripped skirt should not be further torn". This means that once damage has been done, it is not useful to cause more harm by letting everyone know about it. Women who are raped suffer further pain of having people look down on them as if they were responsible for the crime. Therefore, many women who are raped do not report the crime to the police or authorities. They think people will blame them. Their families are ashamed. Sometimes their families agree to accept money in compensation for the suffering and do not report the crime. This is a terrible consequence for the victim for the rest of her life.

If women who are raped do not report the crime, the rapist may continue to rape other women without fear of punishment. If women do not report the crime, it is like saying that the crime itself is not very important. The society should support the victim and demand that the rapist face punishment¹¹.

It is very important that you can prove the rape:

- You have to go to a hospital where a doctor will examine you and complete a medical report. Ask for a copy. You **should not wash yourself or the clothes** you were wearing before going to the police and hospital. If you do so, you will wash away the evidence. Go immediately to the police. All evidence like torn clothes should be kept.
- After a rape, you should go to the police station, take a friend with you, to make up a report. You have to ask specifically to press charges. This step is often forgotten so most rape cases can not be criminally charged. Always ask for a copy of the police report.
- It is better not to go alone to the hospital and police. Go with a friend or even a group, it is more safe, you have moral support from your friends and it gives you more strength and power. The best thing to do is to go immediately because of the proof that is needed.

Problems¹²

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

There are a number of problems related to the application of the law:

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

¹¹ *Handbook on Women's Empowerment through Legal Awareness, Gender and Development for Cambodia (GAD/C)*, 2002, Phnom Penh, Cambodia

¹² *Rape: sexual violence in the patriarchal Society of Thailand (1985-1995)*, by Dr. Amornsiri Sansuratkul, Wanee B. Thitprasert and Suphawadee Petrat, 1997, Friends of Women Foundation, Bangkok.

Facts and myths about rape

Myth: Rape only happens in slums and places that are the source of crime

Fact: Rape can happen in any public or private place

Myth: Rape only happens to teenagers

Fact: Rape victims are between 4 months and 95 years old

Myth: Rape happens because women dress revealingly

Fact: Women who dress politely also get raped

Myth: If a woman resists she can not be raped

Fact: If you are threatened by a knife or gun you do not have much choice because you do not want to die

Related sessions and briefing notes

[4.15 Reproductive Health Rights](#)

[4.16 Domestic Violence](#)

[4.18 Abortion](#)

[Briefing Note 6 Rights, Laws and Rules](#)

[Briefing Note 8 Health Rights and Work](#)

4.18 Abortion

Objective

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

Target group

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

Material

This manual

Exercise

Step 1

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

Step 2

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

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

Step 3

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

Step 4

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

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

Step 5

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

Step 6

- Ask the group what differences they can find between the two stories (answer: unwanted sex versus wanted but unsafe sex with the result of becoming pregnant):
 - For whom do they feel more sympathy and why?
 - Do they think it is an easy decision for women to go for an abortion?
 - Why or why not?

Step 7

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

Notes for the trainer

The following definition of abortion is given in the Abortion Law: Abortion is the termination of pregnancy by medical means or by any means.

Abortion Law

There is a separate law on abortion in Cambodia. All pregnant women can ask for an abortion from a medical person when the following criteria are met:

- the pregnancy is less than 12 weeks

Or, if it is more than 12 weeks:

- the pregnancy is abnormal, growing unusually or creates a risk to the woman's life
- after birth the child can have a serious incurable disease
- in the case that the woman has been raped

In any case the abortion must be requested and accepted by the pregnant woman. Counseling must be provided to the pregnant woman about possible dangers and all records must be kept confidentially. If you are younger than 18 years of age your parents or guardians can make the request.

The abortion can be performed only in hospitals, health centers, clinics, public or private maternities that have been authorized by the Ministry of Health and only by medical doctors or medical assistants or midwives who have been authorized by the same Ministry.

An abortion is a serious, invasive medical operation. Each year, many Cambodian women die or are seriously injured by illegal or improper abortions. This law gives you a choice about whether to continue your pregnancy or not but more importantly it gives you protection. An abortion by someone who is not qualified and in a place which is not authorized to perform abortions may kill you.

You should know that someone who performs abortion illegally can be imprisoned for between one month and one year, and if the abortion results in illness or disability of the pregnant woman, they can be imprisoned for as long as ten years.¹³

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

Men and women have their responsibilities. Making love without any preventive measure when you do not want to become pregnant is not wise. It is no solution to think that you can just have an abortion when you become pregnant. It is the responsibility of both men and women to get information about family planning and to buy and use a contraceptive to prevent an unwanted pregnancy if you are not planning to start a family.

Your local health centre or the local office for Women's and veterans' Affairs will provide family planning and birth spacing services. If you are pregnant and choose to terminate the pregnancy, consult a doctor and ask about the nearest place which is authorized to perform abortions. All records related to the abortion must be kept confidential. If someone breaks this rule of confidentiality, they will be punished with a severe fine and the private clinic will be closed down.

Related sessions and briefing notes

4.15 Reproductive Health Rights

4.16 Domestic Violence

4.17 Rape

Briefing Note 6 Rights, Laws and Rules

Briefing Note 8 Health Rights and Work

¹³ *Handbook on Women's Empowerment through Legal Awareness, Gender and Development for Cambodia (GAD/C)*, 2002, Phnom Penh, Cambodia

4.19 HIV/AIDS and Work

Objectives

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

Target group


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

Material

- Draw a traffic light on a flipchart paper: red-orange-green
- Cards showing the following situations (the colour in the brackets is the correct traffic light sign for each picture) (HIV/AIDS awareness, picture No. 61):
 - using public toilet (green)
 - having sex with condom (green)
 - having sex without condom (red)
 - kissing (green)
 - sharing needles (red)
 - shaking hands with HIV/AIDS infected person (green)
 - drinking alcohol (green)
 - sharing razor blades (orange)

Situation card:

HIV/AIDS awareness (picture No. 61)

Exercise¹⁴

Step 1

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

Step 2

- Put the traffic light at a place where everybody sees it
- Explain that red means: stop immediately with what you are doing; orange: think twice before you do it; and green: you can do what you want to do
- Show the cards one by one and ask the participants whether the traffic light should be on red, orange or green if they do not want to run the risk to become infected with HIV/AIDS
- Ask them why they have decided on each colour and if everybody agrees on it
- See the tip for group work in the Notes for trainers, if you have the time to do this exercise in smaller groups, followed by discussion in plenary

Step 3

- When all cards are placed start a discussion using the following questions:
 - How can you get infected with HIV/AIDS?
 - Which behaviour is risky regarding HIV/AIDS infection?
 - What can you do to make the risk as small as possible?
 - How do you recognize someone who is infected?
 - How can you take care of people who are infected?

Step 4

- Tell the participants the following story:

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

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

¹⁴ Based on the exercise "Stop, Think, Go" in: *Friends tell Friends on the Streets* by Greg Carl and Nonthathorn Chaiphech, Thai Red Cross AIDS Research Centre, Bangkok, 2000

Step 5

- Explain briefly the Code of Practice of the ILO and make the link to the story of Chenda and Sao. The employer does not have the right to ask for the test, he can not fire her if she happens to be infected
- Mention the 10 key principles one by one and discuss them briefly. The discussion following the story has to make clear that a worker infected with HIV has the same rights as a worker who is not infected. Try to link the 10 key principles (see page 136) to the situation at their work or in their community

Step 6

- Summarize the discussion and emphasize that people having HIV/AIDS have the right to be treated equally

Notes for the trainer

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

Tip for extension of this session with group work:

When you have enough time, you should consider splitting the session into two separate sessions: one about HIV/AIDS (step 1 to 3) and one about HIV/AIDS at work (step 4 and 5).

You start the first session with group work. Divide the group into smaller groups of 5 to 6 persons and give each group a set of the pictures. Give all groups a photocopy of the form provided in this manual at the end of this exercise. Ask them to complete the form by putting a cross under each picture next to the correct colour of the traffic light. Explain the situations on the cards briefly and make sure that they interpret the drawings in the same way. This means that they should not think about what can happen next, for example, with the persons kissing (i.e. unsafe sex) but just focus on the kissing.

Put an enlarged form on the wall and make an inventory of the results from all groups in the form. Ask them why they decided to put the picture with the colour. Put the pictures next to the correct colour of the traffic light and start the discussion. Give a brief summary of the discussion and continue with the story in the second session after a short break.

What is HIV/AIDS

AIDS - the Acquired Immune Deficiency Syndrome - is the late stage of infection caused by a virus, the Human Immunodeficiency Virus (HIV).¹⁵

A person who is infected with HIV can look and feel healthy for up to ten years or more before signs of AIDS appear. But HIV steadily weakens the body's defense (immune) system until it can no longer fight off infections such as pneumonia, diarrhea, tumors and other illnesses. All of which can be part of AIDS. Unable to fight back, most people die within three years of the first signs of AIDS appearing, if they do not receive medical treatment.

How do you get infected?

AIDS is mainly a sexually transmitted disease. Most HIV infections have been transmitted through unprotected sexual intercourse with someone who is already infected with HIV. HIV can also be transmitted by infected blood or blood products (as in blood transfusions), by the sharing of contaminated needles, and from an infected woman to her baby before birth, during delivery, or

¹⁵ Based on the information available on the website of UNAIDS: www.unaids.org

through breast-feeding. HIV is not transmitted through normal, day-to-day contact.

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

Prevention

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

Who is infected?

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

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

- *Both men and women who work as prostitutes* are more likely to be infected with HIV because they have many sexual partners, and many clients prefer to have sex without a condom. Any one of these partners could have been infected with HIV and transmitted HIV during sex.
- *People who inject drugs* are also more likely to be HIV- positive, because the virus spreads easily through injections using needles and syringes contaminated with HIV- infected blood.
- *Men who have sex with men* have a greater chance of becoming infected with HIV than do men who have sex only with women. This is because HIV is more likely to pass from an infected person to another person during anal sex than during vaginal sex. This is because anal sex can injure or tear the delicate lining of the anus and rectum, and bleeding from these injuries allows the virus to pass more easily into the body.
- *Women are at high risk of infection*, because of biological, social and economic reasons:
 - the lining of the vagina can be torn easily through rough or violent penetration
 - women often have a low social and economic status, especially if they are young and poor. Thus, it is difficult for them to negotiate safe sex with their partner.

Possible ways of caring for a person with AIDS

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

HIV/AIDS at work

HIV/AIDS is a workplace issue because:

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

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

There are 10 key principles mentioned in this Code:

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

Related sessions and briefing notes

4.20 Occupational Safety and Health

Briefing Note 8 Health Rights and Work

Briefing note 9 Violation of Rights at Work: File a Complaint

4.20 Occupational Safety and Health

Objectives

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

Target group

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

Material

- Cards showing unhealthy and dangerous situations at work (enlarge them by photocopying if you want):

Carrying heavy loads
(picture No. 53)



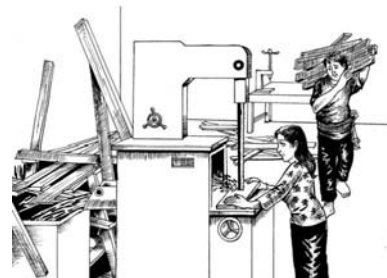
Working with dangerous chemicals
(picture No. 54)



Dirty restrooms not enough toilets for women
(picture No. 62)



Working with dangerous machines
(picture No. 63)



Working in a very noisy area
(picture No. 64)



Working in a very dusty working hall
with bad ventilation (picture No. 65)



Working at home sitting in a bad position
(picture No. 66)



Exercise

Step 1

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

Step 2

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

Step 3

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

Step 4

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

Notes for the trainer

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

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

Occupational health and safety are important for women and men alike. Women who are pregnant or are breastfeeding need specific protection while they are carrying or weaning a baby. Men's reproductive functions also need to be protected. In addition, young workers (between 15 and 18 years), and women above 18 are not allowed to carry the same heavy loads as men above 18 years.

A few examples of what can happen if working conditions are not safe:

- On February 17, 2003, about 45 employees of Flying Dragon Cambodia garment factory in Phnom Penh were hospitalized after losing consciousness because of extremely hot conditions, poor ventilation and chemical substances in the air. The factory spokesperson denied that poisonous chemical substances were stored in the factory or were being used by workers. Nevertheless, it was reported that the factory owner would pay for all medical fees resulting from the fainting spells.
- And something similar: almost 170 employees of a knitting factory fainted in 1999 after the production room was filled with new chemically treated fabric.

In Cambodia the Office of Occupational Safety and Health is one of the units of the Occupational Health Department under MOSALVY. Their activities are to supervise working environments and working conditions. This is also the place where complaints should be made.

An important source for rules on occupational safety and health are found in various Prakas (ministerial orders). There are Prakas on:

- safe-sitting and working space, N° 053 MOSALVY, dated: 10/02/2000
- the distribution of liquids, N° 054 MOSALVY, dated: 10/02/2000
- proper restrooms, N° 052 MOSALVY, dated: 10/02/2000
- air circulation and cleaning of the working environment, N° 125 MOSALVY, dated: 15/06/2001
- maximum weight lifted by human labor, N°124 MOSALVY, dated: 15/06/2001
- conditions and duties of health service of the enterprise, N° 139 dated: 28/06/2001
- working atmosphere and temperature, N° 147 MOSALVY, dated: 11/06/2002
- work-related accidents and formula for compensation and level of disability, No. 243 MOSALVY, dated: 10/09/2002
- solid waste management (sub-decree)
- air pollution and noise (sub-decree)

It will be very helpful for the facilitator to ask for a copy of these regulations from MOSALVY and read these Prakas before doing this session. In this way you will be able to give more detailed

information to the workers. Another option is to invite a resource person to the session who is familiar with all laws and regulations on occupational safety and health issues.

The following section gives brief explanations of the situations that are provided on the pictures:

Carrying heavy loads

Workers should be protected against the dangers of carrying heavy loads. In Prakas no. 124 Lifting Weights by Manual Labour the following weights are given for different groups:

Description of weight	Men		Women	
	Aged 15+	Aged 18+	Aged 15+	Aged 18+
Carrying individual load	12 kg	50 kg	6 kg	25 kg
Single wheel cartload	32 kg	80 kg	forbidden	40 kg
3 or 4 wheel cartload	48 kg	120 kg	24 kg	60 kg

Pregnant women doing heavy work

The same Prakas states that pregnant women or women who have just returned to work after delivering a baby or an abortion, during the following 2 months, are not allowed to carry loads more than 5 kg.

Working with chemicals (industry, agriculture)

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

Prakas no. 125, issued on 15 June 2002 concerning Ventilation and Clean Atmosphere in the Workplace deals with the emission of dangerous substances, including gas, toxic fumes and dust by factories, and with the storage of toxic materials.

The Ministry of Environment is preparing a sub-decree on Management of Poisonous Chemicals but it has not yet been issued.

Dust

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

Prakas No. 125, Article 4 states that workplaces that cannot prevent or avoid dangerous levels of noise and dust must provide individual workers with protective gear which must be maintained in good order. Article 5 warns that failure to comply with these provisions will result in punishment (or fine) as set out in Chapter 16 of the Labor Law.

Working with dangerous machines

Dangerous machines are, for instance, sawing machines, hydraulic presses, milling machines, grinding machines, etc. The machines should be well maintained and the electricity transmission line should be in good condition.

Working in a very noisy area

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

Working with machines that make a lot of noise will damage your hearing. You should wear protection when working in noisy areas. Ask your employer to provide hearing protection; of course this should be of good quality, otherwise it does not help. This is mentioned in Prakas 125, article 4, see under dust.

Ergonomics

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

Where to complain

When a worker likes to complain about occupational safety and health issues he or she can go to the Office of OSH which is part of the Ministry of Social Affairs, Labor, Veterans and Youth. Another option is to go to the trade union if you are a member. In rural areas (and in urban areas in the case of workers without a contract), local officials will receive a complaint from workers and may or may not act on those complaints. You will have a higher chance that action will be undertaken, if you organize in a group and lodge a complaint. Direct compensation is the most common method of dealing with accidents stemming from dangerous workplaces.

Related sessions and briefing notes

4.13 Maternity Protection

4.14 Sexual Harassment

Briefing Note 8 Health Rights and Work

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

Briefing Note 1 Training Methods

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

Plenary Discussions

Discussions in plenary are important to:

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

Group work

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

The division of participants for the group work exercises is of major importance and should not be left to the participants themselves or to chance. The trainers should divide the participants into balanced groups. Criteria to be taken into consideration are: language ability, sex, background, grade, area of expertise, age. Sometimes it will be useful to group participants by common

characteristics for example rural-urban, country or ethnic origin, by sex, or organization. In other instances, it will be useful to have a mix of experience and background in each group.

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

If the subject under discussion is very new or controversial, you may need one co-trainer or facilitator to assist each group. However, whenever possible, let the group work on their own, at least part of the time to stimulate their active involvement.

The points below enable you to structure the discussion:

Before the group work:

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

During the group work:

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

Reporting back:

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

Summarizing reports:

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

Role plays

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

- Interviewing
- Negotiating
- Taking part in a meeting.

Compared with other training methods, role plays can offer particular benefits. Role plays:

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

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

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

Case studies or stories

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

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

Evaluation

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

- identify whether the workshop is meeting the aims
- consider the suitability of the workshop content and structure
- judge the relevance and usefulness of materials used during the workshop
- assess the adequacy of the organizational and administrative arrangements.

If the workshop continues for several days, it is advisable to review progress and ask for comments at the end of each day or at the beginning of the next day. A final verbal evaluation should be carried out at the end of each workshop. In addition, the use of brief written evaluation questionnaires is recommended when testing out new training materials or conducting training of trainers' workshops.

Briefing Note 2 Gender Equality¹⁶

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

- Equality between women and men, or gender equality refers to the equal rights, responsibilities and opportunities of men and women, girls and boys. Gender equality is not a “women’s issue”, it concerns men as well.
- Equality in rights means that women and men have the same rights as human beings and workers: All people have a right to fulfil their basic needs, to be treated with respect, not to be exposed to violence in whatever form and to be given chances to development.
- Equality in responsibilities and opportunities does not mean that women and men need to become the same, but that the division of labour and distribution of resources, benefits and decision making power is fair and just, i.e. women’s and men’s responsibilities and opportunities will not depend on whether they are born male or female. Example of inequality: if two persons are equally hungry, giving one enough food to still the hunger and the other only half of the portion.
- Lessons from experience indicate that women and men both contribute to:
 - Economic growth
 - Human development
- However, worldwide the experience is that there are inequalities:
 - Women share a major proportion of work but their work is invisible and less rewarded
 - Women’s workload is larger
 - Women have less access to education and training
 - Women are under-represented in leadership and management
- As a result women’s views, interests and needs are often not met
- Investment in both men and women is crucial for sustainable socio-economic development. It gives high returns in:
 - Families
 - Whole society
- Equality between women and men is both a human rights issue and a precondition for sustainable people-centred, social and economic development. Thus, promotion of gender equality is not only the right thing to do but also the smart thing to do, because it leads to a better quality of life for everybody. As work takes place everywhere, the ILO promotes gender equality at work, in the community and in the house

¹⁶*Report of Workshop on Participation of Indigenous Men and Women in Development* (11-13 December 2000, Chiangmai, Thailand), Nelien Haspels, ILO/EASMAT, 2001.

Briefing Note 3 Basic Gender Concepts and Definitions¹⁶

Sex Refers to **biological differences** between men and women that are universal.

Gender Refers to **social differences** between men and women that are learned, change over time, and vary widely within and between societies. Gender refers to the opportunities associated with being born as a man or a woman, and to the relations between women and men, boys and girls, as well as the relations between women and those between men in any given social context.

In most societies, there are differences and inequalities between women and men in the responsibilities they are given, the activities they do, the workload they have and in access to and control over resources and in decision-making opportunities.

Gender is a socio-economic variable to analyse:

- roles and responsibilities
- constraints and opportunities, and
- needs of men and women

Gender is an important variable (or classifier) in society. Gender is affected by other variables such as age, class or caste, race and ethnicity, and by the geographical, economical, political and cultural environment.

Gender roles The different activities that men and women **actually do** (e.g. women do housework, men are leaders).

Gender roles often illustrate and are reinforced by gender values and stereotypes but they can and do change, often faster than stereotypes and values.

Changes in gender roles often occur in response to changing economic, natural or political circumstances, including development efforts, economic restructuring or other nationally or internationally based forces.

The gender roles of men and women within a given social context may be flexible or rigid, similar or different, and complementary or conflicting.

Gender values and norms Ideas that people have on what women and men **should** be like and what activities they should do (e.g. women should be charming, men should be brave).

Gender stereotypes	Ideas people have on what men and women are capable of and what they can do (e.g. women are better housekeepers, men are better leaders).
Gender gap	The extent of inequality between men and women, for example, in workload, access to or control over resources or benefits, education.
Gender issue, concern or bias	Any aspect of gender relations that relates to inequalities or imbalances between the position of men and women.
Gender equality	<p>or equality between women and men, refers to the equal rights, responsibilities, opportunities, treatment and valuation of women and men:</p> <ul style="list-style-type: none"> • in employment • in the relation between work and life <p>Gender equality does not mean that women and men need to become identical, but that women's and men's rights, responsibilities and opportunities, the way they are treated and their work is valued does not depend on whether they are born male or female.</p> <p>Gender equality includes:</p> <ul style="list-style-type: none"> • the same human and workers' rights • equal value and fair distribution of: <ul style="list-style-type: none"> - responsibilities and opportunities - workload, decision making and income. <p>Equality between women and men leads to a better quality of life for all. It is both a human rights issue and a precondition for sustainable people-centered, social and economic development.</p>
Practical gender needs	Arise from the actual conditions which women and men experience because of their sex and the gender roles assigned to them in society. These are often related to women as mothers, homemakers and providers of basic needs, and are concerned with inadequacies in living and working conditions, such as food, water, shelter, income, health care and employment. For women and men with low income, these needs are often linked to <i>survival strategies</i> . Addressing them only perpetuates the disadvantaged position of women or men in their societies. It does not promote gender equality.
Strategic gender needs	The strategic gender needs of women refer to the subordinate position of women to men in society, and relate to the empowerment of women. They vary according to the particular social, economic and political context in which they are formulated. Usually they concern <i>equality issues</i> such as enabling women to have equal access to job opportunities and training, sharing of family responsibilities, equal pay for work of equal value, equal rights to land and other assets, prevention of

sexual harassment at work and domestic violence, and freedom of choice over childbearing.

Men usually also have strategic gender needs. Boys and men in many societies are taught to be dominant, take the lead in most spheres of life and repress their feelings. In combination with lack of good role models, this can lead to the wrong channelling of energy in the form of aggressive, pushy behaviour and violence towards children, women or other men. The strategic gender needs of many men relate to stimulating their 'caring' role.

Addressing these needs involves a slow and gradual process of changing attitudes and practices in societies.

Briefing Note 4 Key Principles for the Promotion of Gender Equality ¹⁸

Key principles for the promotion of gender equality are:

1. Achieving gender equality is not a 'women's concern' but the responsibility of all in society

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

2. In case of pronounced imbalances, gender-specific measures are needed to address inequalities and advance the status of women in society

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

3. Promoting gender equality will benefit all in society

Sometimes a fear exists that advancing the position of women means that something is taken away from men. However, the promotion of gender equality does not imply giving more power to women and taking away power from men. The promotion of equality between women and men is empowering for both sexes and leads to a win-win situation for both. 'Power-over' which refers to a situation of subordination on the one hand and domination on the other, is unjust and detrimental to development because of the unequal exchange it entails. A win-win situation is created by advocating:

- power-to: creative and enabling type of power, people's empowerment
- power-with: group power, the whole is greater than the sum of its parts.
- power-within: spiritual strength, self-confidence

4. Gender equality needs to be 'mainstreamed', i.e. addressed in all development programmes and at all stages of the programming cycle

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

¹⁸Training of trainers' (TOT) *Manual on Gender Equality at Work in Viet Nam*, Briefing Notes for Participants, Nelien Haspels, ILO Bangkok, 2001.

In other words, the main strategy for the promotion of gender equality is **gender mainstreaming**. The following definition was adopted by the UN in 1997¹⁸:

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

5. Address practical and strategic gender needs

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

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

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

¹⁸ United Nations Economic and Social Council (ECOSOC): Agreed Conclusions E/1997/L.30, p.2)

Briefing Note 5 Gender Planning: Steps for Action²⁰

Step 1: Carry out a gender analysis

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

Step 2: Give equal chances to men and women

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

Step 3: Give women a voice

- listen to women in the family and in meetings
- organize meetings in a place and at a time that women can attend
- setting up of women's committees is good, if women are not allowed to speak in mixed gatherings or meetings. This enables them to gain confidence, for example in public speaking
- ensure women's representation in mixed committees. Keep in mind that only one or a few women is not enough. Generally, the male/female ratio of representation should range between 40 and 60 per cent. A handy ground rule is to ensure a representation rate of around 30 per cent of each sex as a minimum; otherwise it becomes difficult for those in the minority to effectively have a voice. When the aim is to increase women's role in decision making, for example in project steering committees, or in training of trainers' activities: allocate two-thirds of the available positions for women and one-third for men.

Step 4: Address gender inequalities

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

²⁰Report of Workshop on Participation of Indigenous Men and Women in Development (11-13 December 2000, Chiangmai, Thailand), Nelien Haspels, ILO/EASMAT, 2001.

Briefing Note 6 Rights, Laws and Rules

1. Human Rights

Human rights are basic and absolute rights that a person has by being a human being. They recognize the vulnerability of the human being in civil, political, economic, social and cultural processes and provide protection. Every human being has these rights but the extent to which they can be enforced in practice varies from country to country.

At the international level most but not all of these human rights have been described in the UN Universal Declaration of Human Rights (1948).

Other international instruments which set out basic human rights are:

- the UN Convention on the Elimination of All Forms of Racial Discrimination (1963)
- the UN Covenant on Civil and Political Rights (1966)
- the UN Covenant on Economic, Social and Cultural Rights (1966)
- the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW) (1979).
- the Convention on the Rights of the Child (CRC) (1989)
- the UN Convention on the Rights of Migrant Workers and their Families (1990)

1.1 ILO instruments

Eight ILO conventions have been identified by the ILO member States as being fundamental to the rights of human beings at work, irrespective of levels of development of individual member States. These rights are a precondition for all the others in that they provide for the necessary implements to strive freely for the improvement of individual and collective conditions of work

Freedom of association:

- Freedom of Association and Protection of the Right to Organize Convention, 1948 (No. 87)
- Right to Organize and Collective Bargaining Convention, 1949 (No. 98)

The abolition of forced labour:

- Forced Labour Convention, 1930 (No. 29)
- Abolition of Forced Labour Convention, 1957 (No. 105)

Prohibition of discrimination and promotion of equality:

- Discrimination (Employment and Occupation) Convention, 1958 (No. 111)
- Equal Remuneration Convention, 1951 (No. 100)

The elimination of child labour:

- Minimum Age Convention, 1973 (No. 138)
- Worst Forms of Child Labour Convention, 1999 (No. 182)

Maternity protection is a basic workers' right which is vital to women workers, their children and societies. The most recent Maternity Protection Convention No.183 was adopted in 2000.

For indigenous people ILO Convention 169 is especially relevant.

It is commonly accepted that basic human rights described in international declarations and conventions cannot be denied to any human being and governments cannot deny these rights to their citizens without justification. For example, everybody has the right to life. In case of war, soldiers from the enemy can be denied this right but not civilians. At the international level it has been agreed that no country can exclusively rely on the sovereignty principle to infringe on the basic human rights of its citizens (UN, Agenda for Peace, 1992). This is still a politically sensitive

issue but consensus on this agreement is growing worldwide, in an increasing number of countries, irrespective of their level of development.

However application of basic human rights, laid down at the international level and in national laws and rules is often problematic as rights can only be enforced when there is a remedy i.e. a law, legal rule or procedure and a working judicial system (courts and application machinery). This is a problem in many countries. One of the more recent new mechanisms to provide vulnerable groups with a means to protect their basic human rights is the set up of National Human Rights Commissions in many countries.

1.2 Women's Human Rights

The United Nations Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) is another significant instrument. This Convention was adopted by the General Assembly in 1979 to reinforce the provisions of existing international instruments designed to combat the continuing discrimination against women. It identifies many specific areas where there has been significant and substantial discrimination against women, for example in regard to political rights, marriage and the family, and employment. In these and other areas the Convention spells out specific goals and measures that need to be taken to facilitate the creation of a global society in which women enjoy full equality with men and thus full realization of their guaranteed human rights²².

Women's human rights, laid down in international human rights are often violated because cultural and social norms imply that they are second class citizens. Therefore there is sometimes a reluctance (i) to grant women and men equal rights in all spheres of life and/or (ii) to apply existing laws. Examples of the first category are countries where the national laws do not provide for protecting women from rape, or where women are not entitled by law to own property or land. This type of direct discrimination against women by law is becoming less common, but some forms of discrimination still exist, for example rape within marriage is not recognized within the national law in Thailand. In Cambodia, the Domestic Violence Law drafted by civil society organizations and the Ministry of Women and Veteran's Affairs (MOWVA) was already approved by the Royal Government of Cambodia in June 2002 and has been sent to the National Assembly. However in the draft, rape within the marriage is not recognized as a crime.

The second problem that existing laws are not applied is still very common in all countries worldwide. For example: laws in most countries forbid rape by outsiders and indicate women have rights to property, but these laws are not enforced in practice. For instance Women's Rights to property in Cambodia are fully protected by the national laws: Article 44 of the Constitution stated that "All persons, individually or collectively, shall have the right to ownership", Article 32 of the Family Law (1989) stated that "A husband and wife have equal right to use, obtain interests and manage the joint property" and article 70 of the same law indicate that "If there is no agreement, each spouse takes only his/ her own property which he or she had prior to marriage and any property which he or she has received by inheritance, gift or devise, during the existence of the marriage. In addition to these, each spouse is entitled to receive one-half of the joint property" and Article 5 of the Land Law (2001) stated that "No person may be deprived of his ownership, unless it is in the public interest", however in real situation most women still suffer from the property issues. The reasons are: There are (1) Little protection by the law; (2) Weak enforcement of the law; (3) Traditional custom (Problem of heritage succession): most people do not have custom to having land titles.

It is, therefore, very useful to educate women on the laws and rules in their country, as well as on women's rights as defined in the international human rights standards, so that women:

²² <http://www.unhcr.ch>

- (i) firstly, understand that the problems they face are not individual problems but exist in many countries world wide, and
- (ii) secondly, are provided with the tools to advocate for change.

2. National Legal Rights

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

2.1 Constitution

Each country has a Constitution in which the fundamental rights of citizens are guaranteed. These rights are guaranteed to all citizens, usually regardless of their sex, race, ethnicity, caste, religion or status.

The following rights are mentioned in the Constitution of the Kingdom of Cambodia:

1. the right to equal treatment
2. the right to life, personal freedom and security
3. the right to vote
4. the right to form/join an organization
5. the right to express yourself freely
6. the right to protection against violence and unfair treatment
7. the right to freedom to travel
8. the right to freedom of religion
9. the right to ownership
10. protection of the rights of children

2.2 National laws

Civil rights are rights to personal liberty which protect persons against arbitrary interference from the government or society. Common civil rights are the rights to family life, choice of language, freedom of expression and freedom of association. Civil rights are commonly laid down in national constitutions, and some, but not all of them are set out in civil codes. For example, the right to freedom of expression is a fundamental human right and a civil right, in other words applicable to all citizens. However, this right is usually not addressed in the civil codes of countries. Generally, the protection of freedom of expression is guaranteed in the Constitution and breaches are covered under the Penal Code.

The Civil Code is a compilation of rights and duties which citizens have towards each other. Civil codes usually set out rules on marriage, inheritance law or descendency. Civil codes do not necessarily directly protect human rights. For example, many civil codes stipulate that marriage creates a legal entitlement to affection and living together. This is not a human right per se but deals with the relations between citizens, in this case married couples.

2.3 Rules and regulations

In addition to the national laws such as the Penal Code, the Civil Code and the Labour Code there are government rules and regulations, called Prakas in Cambodia. These provide detailed descriptions of some rights in the national laws. Examples are the Prakas on Occupational Safety and Health issues, in which the minimum safety rules for the workplace are defined.

3. Cultural and social norms and values

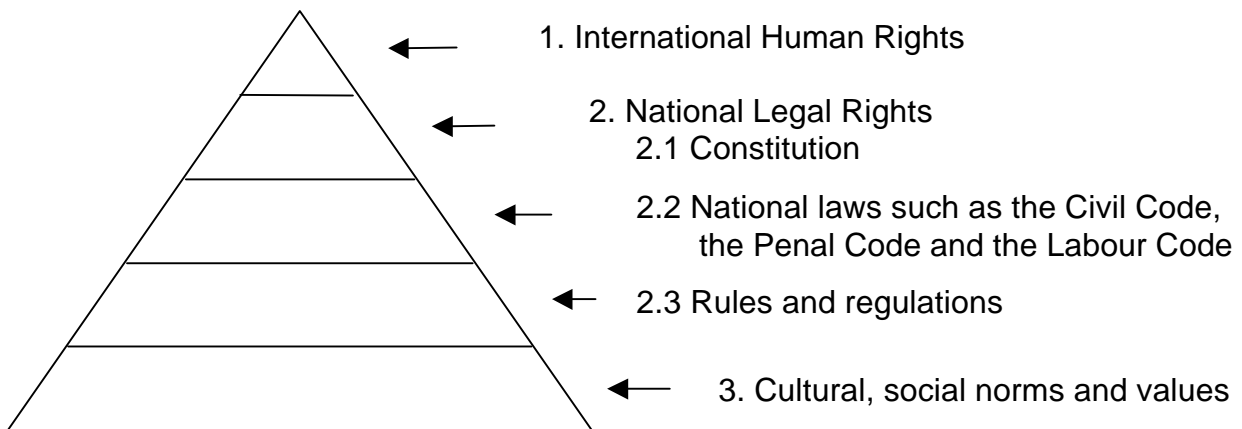
Cultural norms and values underlay the hierarchy of rights and often determine whether the rule of law is followed.

Sometimes there is a conflict of interest in respecting rights. For example, the 'right to development' for all citizens cannot be met by many governments due to the different political stake holders within that government and their willingness to distribute the benefits of development.

In addition, different ethnic or other minority groups may have a different world view from the dominant groups in that society. For example, most persons rate the right to life of humans higher than that of animals, but this is not a universal idea.

4. Rights hierarchy

A 'rights' pyramid can be established as follows:



This rights hierarchy is based on European legal systems adopted by most but not all countries. For example, in some Islamic countries religious laws form the top of the pyramid. In other countries a 'common law' also exists based on traditional customs.

Briefing Note 7 Decent Work, Workers and their Rights

Decent Work

The primary goal of the ILO is to promote opportunities for women and men to obtain decent and productive work in conditions of freedom, equality, security and human dignity.

How can the goal of promoting decent work be achieved? In the work of the ILO it is seen as the combination of four strategic objectives:

1. Achieving fundamental principles and rights at work
2. Creation of greater employment and income opportunities for women and men
3. Enhancing the coverage and effectiveness of social protection
4. Promoting social dialogue

Gender and development have been defined as crosscutting issues to be mainstreamed in all ILO activities.

What is a Worker?

The promotion of opportunities for women and men to obtain decent and productive work is a challenging task because of the diversity in types of work. All workers should be reached: The fundamental principle is that all those who work, both women and men, have rights at work. This means wage workers in formal enterprises, but also the self-employed, casual and informal workers, as well as the hidden, predominantly women workers in the care economy and in the domestic scene²³.

There is not yet a consensus, although it is growing, on the above-mentioned definition of workers. Often, there is a misunderstanding about 'workers'. People only think about wage workers in formal enterprises and the public sector when talking about workers. But everyone who works is a worker, whether they work as civil servant, informal sector worker, casual worker, homemaker or as a house-wife or house-man. This misunderstanding can lead to excluding the most vulnerable groups like informal sector workers, homemakers and domestic workers from policies and workers' rights. It should be clear that these groups are also workers and have rights at work as well.

Rights at Work

All those who work, both women and men, have rights at work.

In Cambodia rights at work are written down in the Labour Code 1997. Cambodia ratified 12 ILO Conventions (see annex about the ILO and the session about rights at work). This means that Cambodia formally accepts those Conventions and is legally bound to apply the Conventions. Laws and regulations are adopted or modified in order to apply the Conventions. Furthermore, the Conventions must be applied not only in law, but also in practice.

²³from: *A Partnership of Equals*, ILO Geneva, 2000

Gender Equality at Work

Equal rights, responsibilities, opportunities, treatment and valuation for men and women

- in employment
- in the relation between work and life

Briefing Note 8 Health at Work²⁴

This briefing note deals with health-related problems that impact on work. It provides background information on stress, drugs, HIV/AIDS and violence in addition to the different health-related exercises that are already discussed in the manual in the following sessions:

4.20 Occupational Safety and Health

4.14 Sexual Harassment at work

4.13 Maternity Protection

4.19 HIV/AIDS and Work

4.15 Reproductive Health Rights

4.16 Domestic Violence

4.17 Rape

4.18 Abortion

Introduction

Managing emerging health-related problems at work

Stress, tobacco, alcohol and drugs, HIV/AIDS and violence all lead to health-related problems for the worker and lower productivity for the enterprise. Taken together they represent a major cause of accidents, fatal injuries, disease and absenteeism at work.

Why are these problems addressed together?

- They are inter-related: reducing or eliminating one can reduce the incidence and severity of the others
- They cost the enterprise a great deal of money
- Their current and future impact affects not only work but also the community

Stress

Stress – What is it

The warning signs of a person under excessive stress are of both physical and psychological nature. Physical symptoms range from headaches to loss of appetite, constant tiredness and high blood pressure. Psychological symptoms include irritability, sensing failure, lack of concentration and difficulty in making decisions.

Stress - Who is at risk

All workers suffer from stress and all occupations are affected to some extent. Although people react differently to stress, practically no one is immune and anyone can suffer from stress at given moments in his or her working life.

Does stress affect men and women in the same way?

Stress at work affects both men and women. However, women are often faced with the additional burden of combining family and work responsibilities. Due to occupational segregation, women often find themselves in jobs where there is a heavy workload combined with little decision making autonomy or participation. These two factors result in women often having to deal with more stressful situations than men.

²⁴from: SOLVE, ILO InFocus Safework, Geneva, 2001

What are the results of stress?

For the individual:

While some stress is normal and necessary, negative stress activates a variety of physical and emotional symptoms that can lead to more serious diseases such as burnout, emotional exhaustion or even suicide, if the situation lasts.

At work:

Stress may result in poor quality of work, low productivity, high turnover and absenteeism. It also negatively affects creativity, innovation, learning and knowledge.

In the community:

Stress may eventually result in unemployment, psychological and physical problems that strongly influence an individual's social position. Stress and violence together cost the community between 1% to 3.5 % of Gross Domestic Product.

What measures can be taken?

To reduce stress, the causes of stress at work should be first examined. Attention should be paid to the following main stressors:

- Combination of workload and time pressure
- Capacity of the individual to respond to the demands
- Social support in the working environment

Tobacco

Tobacco – what is it

Tobacco is becoming a leading cause of death worldwide, causing more deaths than HIV, maternal mortality, automobile accidents, homicides and suicides combined. Some 4 million people developed tobacco-related illnesses in 2000. By 2030, 10 million people will die each year with 70% of these deaths occurring in developing countries. More people die from environmental tobacco smoke than all other regulated occupational substances combined.

Tobacco – who is at risk?

Anyone who smokes or is exposed to environmental tobacco smoke is at risk.

Is tobacco a gender issue?

While both male and female smokers suffer significant health risks as the result of smoking and of exposure to environmental tobacco smoke, women suffer greater risks of smoking-related diseases. In addition, smoking has a damaging effect on women's reproductive health, and women who smoke during pregnancy subject themselves and their developing fetus and newborn to additional risks.

What are the results of smoking?

For the smoker:

Processed tobacco contains nicotine, a substance more addictive than heroine or hashish per gram weight. Tobacco smoke contains toxic chemical compounds including all 5 known human carcinogens. Major health risks for the smoker include: cancer, heart diseases, strokes, emphysema, pulmonary infections and osteoporosis.

For the non-smoker.

Environmental tobacco smoke contains the same carcinogens and toxic chemicals that smokers inhale. Exposure to environmental tobacco smoke increases the risk of cancer, heart diseases, strokes, emphysema, pulmonary infections and osteoporosis. There is no safe level of exposure to environmental tobacco smoke.

At work:

Tobacco smoke increases the risk of occupational diseases in coal mining, and working with pesticides, rubber and petroleum and cotton and wood dusts. Tobacco smoke aggravates the impact of asbestos, ethanol, silica, radiation, cadmium and arsenic. Smoking and exposure to environmental tobacco smoke have a negative impact on productivity and increase sick leave, insurance costs, accidents and risk of fire while decreasing worker morale.

What measures can be taken to reduce the risk?

Effective measures to reduce the risks of exposure to smoking are often at no or little cost and may include:

- Obtaining information from local or national organizations about the dangers of smoking and of exposure to environmental tobacco smoke and distributing this information to all workers.
- Elimination the exposure of non-smokers to environmental tobacco smoke.
- Banning smoking at work
- If necessary, identifying specific enclosed and separately ventilated areas where workers can go to smoke and to which non-smokers do not need access.

Alcohol and drugs

Alcohol and drugs – what is it?

The use of alcohol and drugs can threaten the health and safety of workers, of co-workers, and of the general public. While certain work-related characteristics such as shift work, travel away from home and stress and boredom may increase the use of alcohol and drugs, the work culture and availability of alcohol and drugs at work are also significant factors which can increase or decrease the use of these substances.

Alcohol and drugs – who is at risk?

Workers who use alcohol and drugs are at greater risk of health and safety problems at work and at home. Co-workers and the general public who come into contact with a worker under influence of alcohol and/or drugs are also at increased risk of injury.

Is the issue of alcohol and drugs a gender issue?

While fewer women than men drink, women become more intoxicated than men after drinking the same amount of alcohol, even when differences in body weight are taken into account. In addition, chronic alcohol abuse takes a heavier physical toll on women than on men.

What are the results of using alcohol and/or drugs at work?

For the individual:

The use of alcohol can cause liver damage, heart disease, certain forms of cancer, stomach ailments, diseases of the central nervous system and irreversible brain damage. The use of drugs can cause elevated heart rate and blood pressure, respiratory failure, convulsions, cardiovascular problems including strokes and heart attacks, certain forms of cancer and liver and kidney impairment. Alcohol and drugs can also decrease concentration and coordination and result in altered perceptions and emotions.

At work:

The use of alcohol and drugs can increase the number of accidents, injuries, and death. It can lead to absenteeism and can impair judgment and performance resulting in poor performance resulting in poor work and decreased competitiveness and enterprise viability.

In the community:

Depending on the occupation, alcohol and drug use can directly harm the general public. For example, work in the transportation sector, law enforcement, medical professions, fire service and hazardous installations including nuclear, chemical and biological, has the potential for causing great public harm.

What measures can be taken to reduce the risk?

Effective measures to reduce the risks of alcohol and drug use are often at no or little cost and may include:

- Obtaining information from local or national organizations about the health and safety risks resulting from the use of alcohol and drugs and distributing this information to all workers.
- Requiring all workers to report to work free from the influence of alcohol and illicit drugs and to report the use of prescription and non-prescription drugs.
- Eliminating the availability of alcohol during work hours and breaks and eliminating or restricting the use of alcohol and non-approved drugs during mealtimes.
- Providing information on enterprise and/or community resources available to help workers with an alcohol and/or drug problem.

Violence

Violence - what is it?

Violence can be both physical and psychological. It may involve repeated actions that alone may be relatively minor but cumulatively may cause serious harm. Violence ranges from homicide and physical attack to bullying, mobbing, victimization, sexual and racial harassment.

Violence – who is at risk? Are women more exposed than men?

Sex, age and precarious employment are the main factors that increase worker's risk of suffering from violence at work. At work, women are particular at risk of violence because they are concentrated in many of the high-risk jobs such as teaching, social work, nursing and other health care, as well as in banks or shops. The continued segregation of women in low-paid jobs, while men predominate in better-paid, higher status jobs, also contributes to the problem. Nevertheless, men tend to be at greater risk of physical assault, while women are particularly vulnerable to incidents of a sexual nature such as harassment. Younger workers are particularly vulnerable to victimization at work due to their lack of experience. Precarious employment and job security can lead to situations where a worker becomes a victim of a violent act, but does not dare to report it, for fear of losing the job.

What are the results of violence?

For the individual:

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

At work:

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

In the community:

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

What measures can be taken to reduce the risk?

Violence is not an isolated individual problem but a structural, strategic issue rooted in wider social, economic, organizational and cultural factors. The response therefore needs to be directed at the causes rather than the effects. It should concentrate on the adoption of preventive, systematic and participative interventions.

HIV/AIDS

HIV/AIDS – what is it?

HIV (Human Immunodeficiency Virus) is the virus that causes AIDS (Acquired Immune Deficiency Syndrome). Most people with HIV will develop AIDS as a result of their HIV infection.

The only way to determine whether someone is infected, is to test for HIV-antibodies. Similarly, one can not rely on the symptoms to establish that a person has AIDS. The symptoms of AIDS are similar to the symptoms of many other illnesses.

HIV - Who is at risk?

The HIV-virus is passed from one person to another through blood-to-blood or sexual contact. Most of those infected are between 15 and 50 years of age.

Is HIV/AIDS a gender issue?

A number of gender-related risk factors increase women's exposure to HIV and impairs their ability to protect themselves from infection. These factors include:

- Behaviour, such as the inability to negotiate use of condoms, refuse unprotected sexual intercourse or demand divorce
- Culture, such as different expectations regarding sexual roles, fidelity and marriage or harmful traditional practices
- Socio-economic conditions, such as inadequate access to health care and unequal educational and economic opportunities

What is the impact of HIV/AIDS?

For the individual:

On average, HIV-positive individuals develop AIDS within 10 years of being infected unless appropriate medical intervention occurs. Where a person is know to be HIV-positive, he or she is frequently the subject of stigmatization, discrimination or even hostility, particularly when little understanding of HIV/AIDS exists in their living and working environment.

As a consequence workers may be forced to leave their jobs as a result of discrimination as well as sickness.

At work:

As HIV/AIDS affects the economically active population, many enterprises will be confronted with increased labour costs and a decline in productivity.

In the community:

HIV/AIDS leads to slowing down economic growth and great pressure on public spending for health services and social security. It systematically undermines the gains and decades of investment in human resources, education and health.

What measures can be taken to reduce the risk and impact?

Safe sex should be promoted among the sexual active population and people should be made aware that there is no risk of infection from casual contact.

Enterprises should concentrate action on establishing a workplace programme to:

- Raise awareness among workers about HIV/AIDS and focus on preventive measures
- Zero tolerance for discrimination related to HIV/AIDS status

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

This briefing note is of special relevance to workers, covered under the Labour Code, in other words formal sector workers. It specifies the rules for solving problems at workplaces such as factories and companies in the private sector. Informal sector workers, and the groups excluded from this legislation may find the information useful as it illustrates the process of the steps to take in conflict resolution and the settlement of disputes.

Rights of workers are formulated in the Labour Code 1997. Article 1 defines to which workers the law applies:

This law applies to every enterprise or establishment of industry, mining, commerce, crafts, agriculture, services, land or water transportation, whether public, semi-public or private, non-religious or religious, whether they are of professional education or charitable characteristics as well as the liberal profession of associations or groups of any nature whatsoever.

This law shall not apply to:

- Judges of the Judiciary
- Persons to a permanent post in the public service
- Personnel of the police, army, military police,
- Personnel serving in the air and marine transportation
- Domestic or household servants, unless otherwise expressly specified under this law

The last two categories however, are entitled to apply the provisions on freedom of union under the law.

In case of any violation of rights at work, workers who are protected by the Labour Code 1997 (see above) can complain. The procedures are different for individual and collective disputes. A brief guideline is given below.

1. Individual dispute

Try to solve the problem first within the enterprise:

- if there is a grievance procedure in the enterprise: follow this procedure
- go to your direct supervisor
- go to the management of the enterprise
- go to your trade union

If this does not solve the problem you can file a complaint with:

- a conciliator of the Ministry of Social Affairs, Labour Vocational Training and Youth Rehabilitation (MOSALVY). This is a voluntary procedure, the Ministry acts as an intermediate and cannot force anything. The procedure is free of charge.
- The Court, this can be a second step but you can also go straight to court. The process is lengthy and can be expensive. It may be difficult but can be the only option to expose a 'wrong' and justify a 'right'. Landmark judgements by courts have led to real changes in society, due to their effects on public awareness and societal debate on what a country stands for or strives for.

2. Collective dispute

It can be easier for a group of workers with a common problem to file a complaint. In a group you are always stronger than alone. Again the first step is trying to solve the problem within the enterprise. If this does not work you can:

- file a complaint through trade unions which will perform as representative to negotiate, on behalf of employees' interests, with the employers
- start a conciliation procedure of the Ministry of Social Affairs and Labour. In case of non-conciliation the next option is:
- bring the case to the Arbitration Council. This Council will only take into consideration the non-conciliation cases of the Ministry. The decision will be given within 15 days. The decision has binding power if neither of the parties files an opposition against the decision within 8 days. In case of opposition, the decision will be nullified; this means that one of the parties can still go to court or, for instance, the workers can decide to strike.

Workers in the Informal Sector

At present, workers in the informal sector, for instance, domestic workers, homeworkers and agricultural workers are not appropriately protected by the law. In order to enhance their bargaining power, they should be encouraged to set up their own groups in the form of informal groups, trade unions, associations, cooperatives, housewives' or professional collectives.

The right to set up such groups is recognized in the Constitution for all Cambodian citizens.

Briefing Note 10 Introduction to the International Labour Organization

About the International Labour Organization

The International Labour Organization (ILO) was founded in 1919 upon three basic ideals:

1. promotion of peace through social justice
2. recognition of collective rather than isolated solutions
3. development of the notion that no country should gain competitive advantage over others through the application of sub-standard working conditions²⁵

In 1946, the ILO became the first specialized agency associated with the United Nations (UN). Each specialized agency has its own area of competence and the ILO's competence lies in the world of work and employment. It has its own constitution and membership and its own organizational structure, budget and staff. As of March 2003, there are 175 ILO member States.

A unique feature of the ILO as compared to other international agencies is its tripartite structure. Employers' and workers' representatives participate in the ILO's work on an equal basis with representatives of their governments.

The International Labour Organization and Gender Equality

Gender equality is a fundamental human right and an essential condition for achieving effective democracy. The ILO Constitution affirms, "*all human beings, irrespective of race, creed or sex, have the right to pursue both their material well-being and their spiritual development in conditions of freedom and dignity, of economic security and equal opportunity*".

Countries are increasingly committed to the promotion of equality of opportunity and treatment between women and men in the world of work. But governments, employers' and workers' organizations and other civil society organizations face difficulties in making the principles and provisions of international instruments effective in national law and practice. They often seek information from the ILO on the different approaches taken in various parts of the world to give practical effect to gender equality principles²⁶.

The ILO has approached the fundamental principle of equality of opportunity and treatment between women and men in three main ways:

1. as a matter of **human rights** and essential condition for achieving effective democracy. The fight against discrimination on the basis of sex is considered as a fundamental issue in protecting human rights
2. as a matter of **social justice**, by improving women's access to employment and training and their conditions of work and social protection
3. as a matter of **sustainable development**, by promoting the participation of women in decision making and their involvement in shaping development and labour policies and practices that adequately respond to equality objectives

The policy instruments available to the ILO to promote equality for men and women in the world of work are:

²⁵ *Briefing Kit Gender Issues in the World of Work*, ILO, Geneva, 1995

²⁶ [e.quality@work](#): an information base on equal employment opportunities for women and men, ILO, Geneva, 2001

International Labour Standards: a set of conventions and recommendations, which constitute the normative context of ILO action concerning women and men workers.

Declarations and Resolutions: concerning ILO gender-specific action, which define the key areas to combat discrimination against women and the priority issues to be addressed by the ILO.

International Labour Standards

Setting international labour standards has been one of the principal means of the ILO since its creation in 1919 to promote social justice in the world of work. The International Labour Conference adopts international labour standards, after consultation with all ILO's member States. The conference is a tripartite body composed of government, employers' and workers' delegates.

The conventions and recommendations cover practically all aspects of human labour: employment, conditions of work, social security, industrial relations, safety and health, equal opportunities, non-discrimination and other workers' rights. As of July 2000, there are 183 conventions and 193 recommendations.

Conventions:

- International treaties with binding power
- Open to ratification by ILO member States
- In ratifying a Convention, a State formally accepts the convention and is legally bound to apply it
- The country will, if necessary, adopt new laws and regulations or modify the existing legislation and practice
- The country must apply the convention not only in law, but also in practice

Recommendations:

- Not open to ratification
- Lay down general or technical guidelines to be applied within countries
- Often supplement conventions

Four main ILO conventions that are crucial for gender equality promotion are:

No. 100: Equal Remuneration Convention, 1951

No. 111: Discrimination (Employment and Occupation), 1958

No. 156: Workers with Family Responsibilities, 1981

No. 183: Maternity Protection, 2000

Declarations and Resolutions

Other policy instruments are declarations and resolutions. The Declaration of Philadelphia, adopted during the International Labour Conference held in 1944 in Philadelphia, USA redefined the aims and purposes of the ILO. This Declaration includes the following principles:

- Labour is not a commodity
- Freedom of expression and of association is essential to sustained progress
- Poverty anywhere constitutes a danger to prosperity everywhere
- All human beings, whatever their race, creed or sex, have the right to pursue both their material well-being and their spiritual development in conditions of freedom and dignity, of economic security and equal opportunity

The 1998 ILO Declaration on fundamental principles and rights at work reaffirms the commitment of all member States of the ILO to the fundamental principles and rights, which are applicable to all countries by the very fact of their membership in the Organization, even if they have not ratified the corresponding conventions. The elimination of discrimination in respect of employment and occupation is a fundamental right.

Cambodia and the International Labour Organization

The Cambodian Government has ratified 12 ILO Conventions by August 2003:

- C4: Night Work (Women), 1919, ratified in 1969
- C6: Night Work of Young Persons (Industry), 1919, ratified in 1969
- C13 White Lead (Painting), 1921, ratified in 1969
- C29: Forced Labour, 1930, ratified in 1969
- C87: Freedom of Association and Protection of the Right to Organise, 1948, ratified in 1999
- C98: Right to Organise and Collective Bargaining, 1949, ratified in 1999
- C100: Equal Remuneration, 1951, ratified in 1999
- C105: Abolition of Forced Labour, 1957, ratified in 1999
- C111: Discrimination (Employment and Occupation), 1958
- C122: Employment Policy, 1964, ratified in 1971
- C138: Minimum Age, 1973, ratified in 1999
- C150: Labour Administration, 1978, ratified in 1999

(See exercise 4.2 Rights at Work for more detailed information)

Glossary

Abortion	is the termination a pregnancy by medical means or by any means (Cambodian Abortion Law)
Benefit	is something that helps people or gives them an advantage, like an income, food for eating or sale, knowledge, power, status or recognition.
Bonded labour	is usually the result of a debt that needs to be paid back to a person in the form of unpaid labour. So the people are “bonded” to the person and often the only thing they get is food.
Child	according to the Cambodian law all persons below the age of 15 years are children.
Child labour	is all work which is harmful to a child’s health and development.
Civil rights	are rights to personal liberty which protect persons against arbitrary interference from the government or society. Common civil rights are the rights to family life, choice of language, freedom of expression and freedom of association. Civil rights are commonly laid down in national constitutions, and some, but not all of them are set out in the Civil Code.
Constitutional rights	are fundamental rights of citizens guaranteed (of almost all countries). These rights are guaranteed to all citizens, usually regardless of their sex, race, ethnicity, caste, religion or status.
Convention	International labour conventions are international treaties which are open to ratification by ILO member States. When a State ratifies a convention, the country pledges to apply its terms and provisions in law and practice.
Direct discrimination	refers to any distinction, exclusion or preference based on sex which has the effect of nullifying or impairing equality of opportunity or treatment in employment or occupation. The distinctions, exclusions or preferences may have their origin in law (de jure) or in practice (de facto) and are made explicitly or implicitly to the detriment of one sex over the other.
Domestic violence	all forms of violence are domestic violence if they happen within the family.
Equal remuneration	means that women and men who do the same type of work or who do jobs of a different kind but of equal value should get the same pay without any discrimination based on sex. Equal <i>remuneration</i> does not only mean that the basic wage or salary of men and women should be the same, but also that there should be no discrimination based on sex in the payment of allowances and benefits, paid directly or indirectly by the employer to the worker in cash or in kind.

Family welfare and well-being	refers to achieving social, economic and cultural development of all members in the family without discrimination by sex or age. Family welfare and well-being will improve if more resources and benefits come to the family, not only money and material assets but also knowledge and awareness. If you know more you have easier access to different kinds of services for instance, just because you know where to go.
Forced labour	means any work or service that someone is forced to do under the menace of a penalty and against his or her will.
Gender	refers to social differences and relations between men and women. Gender roles are learned, change over time, and have a wide variation both within and between cultures. These differences and relationships are social constructs and are learned through the socialization process.
Gender equality	<p>or equality between women and men, refers to the equal rights, responsibilities, opportunities, treatment and valuation of women and men:</p> <ul style="list-style-type: none"> • in employment • in the relation between work and life <p>Gender equality includes:</p> <ul style="list-style-type: none"> • the same human and workers' rights • equal value and fair distribution of: <ul style="list-style-type: none"> - responsibilities and opportunities - workload, decision making and income.
Gender roles	are <i>learned</i> behaviour in a given society, community or social group, in which people are taught to perceive activities, tasks and responsibilities as male or female. Gender roles vary by age, race, ethnicity, culture and religion and by geographical, economical and political environment. They are context-specific and <i>can be changed</i> .
Home work	is the production of goods or the provision of services to an employer, subcontractor, middle person or agent in exchange for remuneration. It is performed under an arrangement whereby the work is carried out at a place of the worker's own choice, often the worker's own home (ILO).
Human rights	are basic and absolute rights that a person has by being a human being. They recognize the vulnerability of the human being in civil, political, economic, social and cultural processes and provide protection. Every human being has these rights but the extent to which they can be enforced in practice varies from country to country.
Indirect discrimination	refers to apparently neutral situations, regulations, or practices, which in practice result in unequal treatment of persons with certain characteristics. It occurs when the same condition, treatment or criterion is applied to everyone, but results in a disproportionately harsh impact on persons on the basis of

certain characteristics or who belong to certain classes with specific characteristics such sex, and is not closely related to the inherent requirement of the job.

Migration

is the movement of people from one place to another. It is either internal (from one section of the country to another, e.g. rural-urban), or external (from one country to another). Migration may be temporary or permanent.

Migrant worker

person who migrates because of work, from the rural to the urban areas within a country (internal migration) or from one country to another country (external migration).

National legal rights

those rights which are defined by national laws in each country, usually consisting of constitutional rights, rights laid down in national legislation such as the Penal Code, the Labour Code and the Civil Code and rules such as government regulations

Rape

having sexual intercourse with anybody against her or his will.

Ratification

in ratifying a Convention, a State formally accepts it and is therefore legally bound to apply it. The country will, if necessary, adopt new laws and regulations or modify the existing legislation and practice to support the Convention. It must apply the Convention not only in law but also in practice, and provide regular reports on its application to the International Labour Office.

Recommendation

international labour recommendations are not open to ratification but lay down general or technical guidelines to be applied within a country. They often provide detailed guidelines to supplement principles set out in Conventions, or they may provide guidance on subjects which are not covered by the conventions.

Reproductive health

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

Resource

is everything people need to carry out an activity like: *tools* to work on the land, *food* to eat, *education* to learn, etc. *Persons* are also regarded as a resource, because a friend or a community member can be very useful in, for instance, solving

a problem or getting information. *Organizations* can be a resource in the sense that they can provide technical inputs or give credit, for example.

Sex

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

Sexual harassment

means unwanted conduct of a sexual nature, or other conduct based on sex, affecting the dignity of women and men at work. This can include unwelcome physical, verbal or non-verbal conduct (European Commission's Council Resolution)

Trafficking in persons'

shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person, for the purpose of exploitation. Exploitation shall include, at a minimum, 'the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs (Palermo Protocol on trafficking 2000)

Youth

are young persons between 15 and 24 years, who become adults at 18 years when they can vote.

Worker

all those who work, both women and men. This includes wage workers in formal enterprises, but also the self-employed, casual and informal workers, the hidden, predominantly women workers in the care economy or in the domestic scene, irrespective of whether they are paid or unpaid.

List of Useful Organizations

National Level:

Royal Government Cambodian Human Rights Committee:

Address: #274, Monivong Blvd, Sangkat Boeung Raing Khan Daun Penh, Phnom Penh
Phone/ Fax: (855) 023 211 162

For Assistance on Issues concerning Violence against Women

[Cambodian Women's Crisis Center \(CWCC\)](#)

Address: # 42, Street 488, Phsar Doeum Thkov, Chamkarmon, Phnom Penh
Phone/Fax: (855-23) 982158
E-mail: cwccct@forum.org.kh

[Violence Against Women and Children of Cambodia \(VAWCC\)](#)

Address: # 117, Street 113, Boeung Keng Kang II, Chamkarmon, Phnom Penh
Phone/Fax: (855-23) 219563
E-mail: ekpraneith@hotmail.com

[Cambodian Human Rights and Development Association \(ADHOC\)](#)

Address: #1, Street 158 Okghna Troeung Kang, Boeung Rang, Daun Penh, Phnom Penh
Phone: (855-23) 21 86 53/ (855-23) 98 29 07
Fax: (855-23) 21 72 29
E-mail: adhoc@forum.org.kh

[Agir pour les Femmes En Situation Precaire \(AFESIP\)](#)

Address: #25, Street 94, Boeung Kak 2, Tuol Kork, Phnom Penh
Phone/Fax: (885-23) 88 41, (885-23) 36 86 44
E-mail: afesip@forum.org.kh

[Cambodian Centre for the Protection of Children Rights \(CCPCR\)](#)

Address: # 8, Street 113, Boeung Kak, Tuol Kork, Phnom Penh
Phone/Fax: (885-23) 88 08 02 , (885-23) 15 83 23 15, (885-23) 36 33 16 / 012 96 73 85
E-mail: ccpcr@forum.org.kh

[Cambodian Women League for Development \(CWLD\)](#)

Address: # 19, Street141, Veal Vong, 7 Makara, Phnom Penh
Phone: 011 81 39 98/ 011 81 70 98/ 012 88 99 20

[Cambodian Women's Development Association \(CWDA\)](#)

Address: # 19, Street 242, Boeung Prolit, 7 Makara, Phnom Penh
Phone: (855-23) 21 04 49
E-mail: CWDA@bigpond.com.kh

[Legal Aid of Cambodia \(LAC\)](#)

Address: :43, Street 306, Boeung Keng Kan 1, Phnom Penh
Phone: (855-23) 36 07 08/ 012 88 54 93
Fax: (855-23) 21 22 06
E-mail: lac@bigpond.com.kh

Women Development Association (WDA)

Address: #69 DO+1, Street 97, Group 31, Phum 5, Sangkat Psar Doeum Tkov, Chamcar Morn, Phnom Penh

Phone: (885-23) 72 08 07

Cambodian League for the Promotion and Defense of Human Rights (LICADHO)

Address: #103, Street 97, Boeung Trabek, Phnom Penh

Phone/Fax: (855-23) 36 09 65/(855-23)36 49 01

E-mail: licadho@camnet.com.kh

HAGAR

Address: # 53D, Street 242, Veal Vong, Phnom Penh

Phone: (855-23) 42 67 48

FRIENDS (Mith Samlanh)

Address: # 215, Street 13, Chey Chumneas, Phnom Penh

KHEMARA

Address: Ottaravadei Pagoda, national road 5, Mittapheap village, Russei Keo district, Phnom Penh

Phone: (855-23) 430 620/ 012 92 72 79

E-mail: khemara@camnet.com.kh

Khmer Women Cooperation for Development (KWCD)

Address: # 187 Eo, St 19, Chey Chumneas, Daun Penh, Phnom Penh

Phone: 012 866 617/011 94 69 75

NYEMO (Nyemo Cambodia)

Address: #14 abnd 33, St 310, Boeung Kengkang 1, Chamcar Morn, Phnom Penh

Phone: (855-23) 21 31 60/21 69 44

Urban Sector Group (USG)

Address: # 210 c, Street 63, Beng Kengkang I, Chamcar Morn, Phnom Penh, Cambodia

Phone: (885-23) 72 11 88/ 012 85 92 26

E-mail: usg@forum.org.kh

For HIV/AIDS-related Issues

National Center for Health Promotion (NCH)

Address: #168, Sihanouk Blvd, c/- UNDP, P.O Box 877, Phnom Penh

Phone: (855) 023721 153

E-mail: unaidscmb@online.com.kh

Khmer HIV/AIDS NGO Alliance (KHANA)

Address: # 25, St 71 Boeung Keng Kong 1, Chamcar Mon, Phnom Penh

Phone: 023 211 505

Fax: (855) 023 214 049

E-mail: khana@online.com.kh

Medecins Sans Frontieres France (MSF-France)

Address: # 5, St 156 Psar Depot P.O Box 845, Phnom Penh

Phone: 023 880 674 / 023 883 156

Fax: 023 880 380

Email: msffr@online.com.kh

Cambodian HIV/AIDS Education and Care (CHEC)

Address: # 11AEo, St 248 Sang Kat Veal Vong Khan 7 Makara, P.O Box 636, Phnom Penh
Fax/Phone: 023 217 030
E-Mail: chec@online.com.kh

ILO HIV/AIDS Workplace Education Programme

Address: # 160, Small Street 3, Sangkat Tonle Basak, Khan Chamcarmon, Phnom Penh.
Phone: 012 909 968
E-Mail: unaidscomb@online.com.kh

For Labour-related and Rights Issues

Trade Unions:

Free Trade Union of Workers of the Kingdom of Cambodia (FTUWKC)

Address: #28B, Street 222, Sangkat Boeung Reang Khan Done Penh, Phnom Penh
Phone/Fax: (855) 023 216870
E-mail: FTUWK@forum.org.kh

Cambodian Union Federation (CUF)

Address: #18A, street 112, Sangkat Phsar Depo III, Khan Tuolkok, Phnom Penh
Phone/Fax: (855) 023 367889
E-mail: CUF@online.com.kh

National Independent Federation of Independent Trade Unions (CFITU)

Address: #45, street 63, Sangkat Boueng Keng Kong I, Khan Chamcarmon, Phnom Penh
Phone/Fax: (855) 023 213356
E-mail: CFITU@online.com.kh

National Independent Federation Textile Union of Cambodia (NIFTUC)

Address: #59B, street 432, Sangkat Tuol Tum Poug II, Khan Chamcamon, Phnom Penh
Phone: (855) 023 219239, 012 824 640
E-mail: 012824640@mobitel.com.kh

Cambodian Industry of Food Union Federation (CIFUF)

Address: #428CEo, Street 310, Sangkat Boeung Keng Kang 3, Khan Chamcarmon, Phnom Penh
Phone: (855) 012 868 352

Coalition of Cambodia Apparel Workers Democratic Union (CCAWDU)

Address: #6C, street 476, Sangkat Tuol Tum Poug II, Khan Chamcamon, Phnom Penh
Phone: (855) 023 210 481
E-mail: C.CAWDU@forum.org.kh

Cambodia Labour Union Federation (CLUF)

Address: #788, street 474, Sangkat Beoung Trabek, Khan Chamcamon, Phnom Penh
Phone: (855) 012 866 682
E-mail: 01286682@mobitel.com.kh

Cambodia Workers Labour Federation of Trade Unions (CWLFTU)

Address: # 241, Street 110, Sangkat Wat Phnom, Khan Daun Penh, Phnom Penh
Phone: (855) 012 785 890

[Cambodian Construction Worker Trade Union Federation \(CCWTUF\)](#)

Address: Siem Reap District, Siem Reap Province

Phone: (855) 012 935 593

E-mail: angkor_khmer@online.com.kh

[Cambodian Union Federation of Building and Wood Workers \(CUFBWW\)](#),

Address: # 18A, Street 112, Phsar Depo III, Khan Tuol Kork, Phnom Penh, Cambodia

Phone: (855) 012 738 539

[Khmer Youth Federation of Trade Union \(KYFTU\)](#)

Address: # 58, Street 365, Opposite Ruong Chak Bey Chaon, Sangkat Teuk Laak, Khan Tuol Kork, Phnom Penh

Phone: (855) 011 975 670

[Democratic Thoamear Union Federation \(DTUF\)](#)

Address: # 226, Phum Knor, Sangkat Prek Leap, Khan Russey Keo, Phnom Penh

Phone: (855) 012 941 662

[Federal Unions of Solidarity \(FUS\)](#)

Address: # 263, Street 107, Sangkat Boeung Prolit, Khan 7 Makara, Phnom Penh

Phone: (855) 012 942 657

[Trade Union Workers Federation of Progress Democracy \(TUWFPD\)](#)

Address: Street 197, Chong Thnal Khang Lech, Sangkat Tekthla, Khan Russey Keo, Phnom Penh

Phone: (855) 012 941 662

Others:

[Bar Association of the Kingdom of Cambodia \(BAKC\)](#)

Address: BAKC, P.O. Box 1587, Phnom Penh, Cambodia

Phone: (855) 023 217 575

E-mail: BAKC@forum.org.kh

[American Center for International Labour Solidarity \(ACILS\)](#)

Address: #89, Street 313, Sangkat Boeung Kak II, Khan Tuol Kork, Phnom Penh, Cambodia

Phone: (855) 023 881 561

E-mail: acils_cam@online.com.kh

[Legal Aid of Cambodia \(LAC\)](#)

Address: # 43, Street 306, Sangkat Boeung Keng Kang I, Khan Chamcarmon, Phnom Penh, Cambodia.

Phone: (855) 215 274

E-mail: lac@online.com.kh

[Cambodian Labour Organization \(CLO\)](#)

Address: # 425, Street 310, Sangkat Boeung Keng Kang II, Khan Chamcarmon, Phnom Penh

Phone: (855) 023 218 132

E-mail: CLO@forum.org.kh

For General Information and Referral Services

Gender and Development for Cambodia (GAD/C)

Address: #4, St. 294, Sangkat Tonle Bassac, Khan Chamcarmon, Phnom Penh

P.O Box 2684 or CCC Box 128

Phone: 012 828289

Tel/Fax: (855-23) 215137

e-mail: gad@online.com.kh or gad@forum.org.kh

Cooperation Committee for Cambodia (CCC)

Address: # 35, street 178, Phsar Thmei III, Daun Penh, Phnom Penh

Phone: (855-23) 214 152

Fax: (855-23) 216009

E-mail: info@ccc-cambodia.org

References

Action Against Sexual Harassment at Work in Asia and the Pacific by Nelien Haspels, Zaitun Mohamed Kasim, Constance Thomas and Deidre McCann, International Labour Office, Bangkok, 2001

A partnership of equals, Bureau for gender Equality, ILO Geneva, 2000

Cambodia Country Gender Assessment, draft report World Bank, January 2003

Child Labour – An information Kit for Teachers, Educators and their Organizations, ILO, Geneva, 1998

Equality@work an information base on Equal Employment Opportunities for Women and Men, ILO Geneva, 2001

Friends tell Friends on the Streets by Greg Carl and Nonthathorn Chaiphech, Thai Red Cross AIDS Research Centre, Bangkok, 2000

Gender Issues in the World of Work, ILO Gender Training for ILO Staff and Constituents for the Promotion of Equality for Women Workers, INT/93/MO9/NET, 1995, Geneva

Gender Equality at Work, Various Briefing Notes, Nelien Haspels, BAO/EASMAT, ILO Bangkok, 2001-03

Handbook on Women's Empowerment through Legal Awareness, Gender and Development for Cambodia (GAD/C), 2002, Phnom Penh, Cambodia

Modular Training Package – Women Workers' Rights, ILO Geneva, 1994

Operational Manual for the Thai Police in Combating Child Labour, Pilot Project conducted by the National Police Bureau, 1998

Rape: sexual violence in the patriarchal Society of Thailand (1985-1995), by Dr. Amornsiri Sansuratkul, Wanee B. Thitiprasert and Suphawadee Petrat, Friends of Women Foundation, Bangkok, 1997

Report on National Seminar on Action Against Sexual Harassment at Work, Malaysia, 2001, jointly organized by Department of Labour, Ministry of Human Resources, Malaysia and International Labour Organization Bangkok and Geneva Offices.

Report of Workshop on Participation of Indigenous Men and Women in Development (11-13 December 2000, Chiangmai, Thailand), Nelien Haspels, ILO/EASMAT, 2001

The Oxfam Gender Training Manual, p.183, Oxfam, UK and Ireland, 1994

Training Package for Awareness Raising about Legal Rights, Workers' Rights and Gender Equality, Trainers' Manual, Rosalinda Terhorst, ILO Kathmandu, 1999

SOLVE, stress, tobacco, alcohol and drugs, HIV/AIDS and violence, ILO InFocus Safework, Geneva, 2001

Copyright International Labour Organization 2004 First published – July 2004

Publications of the International Labour Office enjoy copyright under Protocol 2 of the Universal Copyright Convention. Nevertheless, short excerpts from them may be reproduced without authorization, on condition that the source is indicated. For rights of reproduction or translation, application should be made to the Publications Bureau (Rights and Permissions), International Labour Office, CH-1211 Geneva 22, Switzerland. The International Labour Office welcomes such applications.

Libraries, institutions and other users registered in the United Kingdom with the Copyright Licensing Agency, 90 Tottenham Court Road, London W1T 4LP (Fax : +44 20 7631 5500; email: cla@cla.co.uk), in the United States with the Copyright Clearance Center, 222 Rosewood Drive, Danvers, MA 01923 (Fax: +1 978 750 4470, email: info@copyright.com) or in other countries with associated Reproduction Rights Organizations, may make photocopies in accordance with the licences issued to them for this purpose.

Nelien Haspels and Rosalinda Terhorst

Women Workers' Rights and Gender Equality: Easy Steps for Workers in Cambodia
Bangkok, International Labour Office, 2004

English version:

Print: ISBN 92-2-115974-4, Web version, pdf: ISBN 92-2-115975-2

Khmer version:

Print: ISBN 92-2-815974-X, Web version, pdf: 92-2-815975-8

The designations employed in ILO publications, which are in conformity with United Nations practice, and the presentation of material therein do not imply the expression of any opinion whatsoever on the part of the International Labour Office concerning the legal status of any country, area or territory or of its authorities, or concerning the delimitation of its frontiers.

For information on how to obtain this publication, write to the Regional Office for East Asia and the Pacific, 11th floor, United Nations Building, Rajdamnern Nok Avenue, Bangkok, 10200 Thailand; fax: +66 2 288 3062; e-mail: libroap@ilo.org. For the web version, visit our web site: www.ilo.org/asia/library/pubx.htm. Catalogues and lists of forthcoming ILO publications are available free of charge from the same address.