

## Introduction

This programme has been designed specifically by the **ITF women's department** to assist affiliates to train both male and female transport workers at all stages. The two stages of training cover women's activism, leadership, strategic planning, organising, collective bargaining and communication.

The materials are designed to be portable. They can be delivered in a range of settings not just in a classroom style. Each component includes detailed notes so an experienced facilitator should be able to deliver them. Each stage takes around six hours to be delivered and the facilitator's notes detail timings for specific components.

These components aim to increase the knowledge and awareness of participants. They do not address the development of their skills. Affiliates may choose to run one of these stages alongside an organising course, a negotiations skills course or another skills-based programme. Affiliates should note that each set of components focuses upon distinctly different audiences, so it would not be appropriate to move the same group of participants on stage 1 then 2.

If you require support with the delivery of these components or need more information, please contact the **ITF women's department** by emailing [women@itf.org.uk](mailto:women@itf.org.uk).

This pack contains two separate sections for each module:

1. Activity materials for participants that outline tasks and outcomes
2. Facilitator notes and handouts to assist facilitators with the structure and delivery of each module

These packs are available to access and download through the **ITF website** and links will take you through each set of components appropriately.

Throughout the programme you will find references to the following publications as the modules have been designed to take place in conjunction with the ITF organising women transport workers and campaigning agenda.

- **ITF women transport workers making a difference**
- **Winning a better deal for women - Maritime women's best practice guide**
- **ITF 42nd Congress proceedings Mexico City**
- **ITF strategic campaign manual**
- **ITF women's handbook**
- **ITF organising manual**

The **ITF women's department** hopes that this programme will be a practical tool for affiliates to support more women transport workers to become leaders and strengthen their unions.

The ITF would like to thank Dr Elaine Bernard, Director of the Harvard Trade Union Program, for her invaluable support in the development of this resource for unions.

## General

Each component can be run on its own, with other selected modules or as part of a longer course, eg a 1-to-3 -day course. Timings of the components are suggested in the facilitator's notes and some activities may take longer depending on interpretation and the involvement and interest of participants.

If one session develops good learning and overruns – providing it's relevant – let it reach a natural conclusion; time can be taken from other sessions or breaks. The suggested timings of the stages are based on delivery in one language. If you intend to deliver the modules in multiple languages with translation, you should allow more time.

## Icebreakers

The purpose of icebreaker exercises is to introduce participants to each other and the expectation is to share a little information about themselves to make them feel comfortable to participate in the course. Icebreakers are not included in the components, but facilitators are encouraged to look at the examples below and select appropriate ones (or others they may have used from past experience) in order to create a relaxed environment that is conducive to learning. Here are some examples:

### 10 minutes with icebreaker task:

The facilitator briefly introduces him/herself, what union they are from, what job they do, his/her union background and confirms which course the participants are on. The facilitator then introduces the icebreaker they have chosen from below

#### 1. Name chains game

Person A introduces him/herself to the group

Person B then introduces him/herself and person A to the group

Person C then introduces him/herself, person B and person A to the group

This goes on until everyone has introduced each other and finishes with the facilitator

#### 2. Activist line up

Form a line based on your length of time as a union activist – speak to your fellow participants to find out their name, which union they're from and how long they have been a rep. The most experienced should then sit with the least experienced and so on throughout the line. Once everyone is sat down they should quickly say their name, which union they're from and how long they have been an activist

#### 3. Who are you?\*

Ask the person next to you their name, what union they're from, what their role is, what organisations they're involved in other than their union and what they hope to learn from the training and why. Your partner should then ask you the same questions. Both of you should feedback the answers from your partner to the plenary group – so listen carefully!

#### 4. A fact about me\*

You introduce yourself to the group by stating your name, position in the union, one thing you'd like to change about your union and one fact about yourself. This goes on until everyone has introduced each other and finishes with the facilitator

## 6. Yes/No\*

In pairs, interview your partner using questions to which the other person will answer only yes or no. Try to find out why they think the union is important and what led them to join it. Swap over and, once completed, introduce your partner to the group

## 7. My secret skill is...\*

Interview the person next to you. Find out their name, where they are based, what they do, a secret skill they have (for instance; tying a cherry stalk into a knot with only their tongue, belly dancing, keepy-uppies with a football) and the last time they volunteered for something. Be prepared to share this with the rest of the group by introducing your colleague

## 8. Quick fire\*

Everyone stands in a circle. The facilitator stands in the middle and starts by saying 'my name is X and I came on this course because X' and then points to someone, they then have to say their name and why they came on the course and then point to someone who does the same, after four or five goes the facilitator intercepts it and says 'my name is X and I joined a union because X' and points to someone else who hasn't already answered. The facilitator can jump in with other statements to make it more interesting and ensure that everyone has been introduced

## 9. Where are we?

Participants have to arrange themselves in a line with the person who lives closest to the training venue at one end and the person who lives furthest at the other, with everyone else in order in between. They then introduce themselves ending with the facilitator introducing her/himself and saying how far s/he had to come

## 10. What we have in common

In groups of five you are to find 10 things you all have in common with each other, excluding items of clothing and body parts. Once the time is up share your list with the rest of the group

## 11. The worst job I ever had was...\*

Introduce yourself, which union you're from, what job you do now and tell the group what the worst job you ever had was and why

*\*Please note with these icebreakers you could change the questions so participants share different things about themselves, but be aware that questions should not encourage delegates to share anything too personal with the course.*

# Review and an action they will take away

This is an important part of every course and facilitators should encourage the participants to review what they've learnt and also take action(s) back to their workplaces. Facilitators should adjust the timings of these sessions accordingly. For instance, if you have run two components as a one-day course, then you should make sure there is enough time for participants to review both components and also take away several actions from each one. Here are a few suggestions of how you could run these sessions:

### 1. Review learning: 20 minutes

#### Resources: Flipchart paper and paper

The facilitator asks participants to shout out what they've learnt about the subject areas they've covered in the components today and they write it down on the flipchart. Once everyone has shared what they've learned, the tutor asks the delegates to pick three\* actions that they will take back to their workplace and write it down on a piece of paper.

### 2. A postcard to myself: 20 minutes

#### Resources: Postcard

The facilitator should hand out a postcard to everyone, ask them to write their home or work address on it and then to write down three\* actions from the course they should take when they get back to their workplaces. The facilitator should then collect the postcards back in and inform the delegates that they'll post them out in a month.

### 3. Action to take away: 20 minutes

#### Resources: Paper

The facilitator asks the participants to look at their notes and write down on their paper three\* actions they will take back to their workplace. The facilitator then asks for volunteers to share their action points with the course and asks them why they've chosen that action.

*\* This figure could be decreased or increased as the tutor sees fit.*

## Support and resources

At the end of the course you should inform participants there are other components available and any details about what they are and when they are being run. Of course if the women's development programme components are part of a one- or two-day course during which the other modules will be delivered, you do not need to highlight this.

This is also a good opportunity for the facilitator to encourage participants to keep in touch to provide support and advice to each other, as well as offer information on what else is available, such as the ITF regional office or the ITF women's department. Participants can contact them by emailing [women@itf.org.uk](mailto:women@itf.org.uk). The facilitator might also want to mention any support materials/reading that is available in the local language.

## Feedback sheet

Participants should also be asked to complete a feedback sheet (example attached) at the end of the course with their views on what was/was not useful. If participants are taking part in a course over several days covering various components, they should only be given one feedback sheet in the final session of the course.

Both the ITF and facilitators should use the feedback provided by participants to ensure that the current training package and future ones – achieve the aim of supporting women transport workers to strengthen their unions.

Course attended:.....

## Feedback sheet

1. Did the training meet your expectations?
2. What did you find the most useful aspect of the training?
3. What did you find the least useful aspect of the training?
4. Was there something missing from the training? If so, what?
5. How would you improve the training?
6. Any other comments?