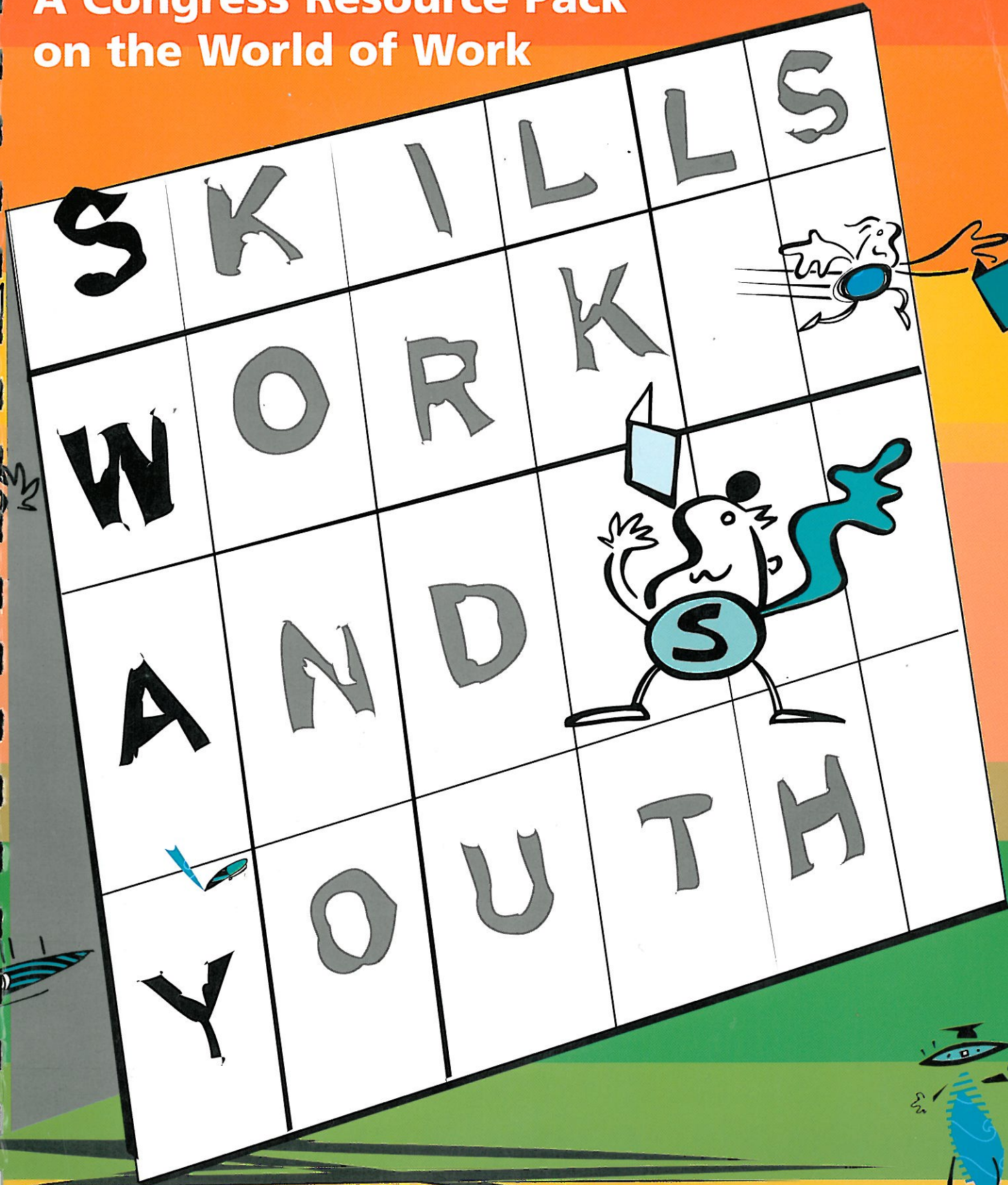


A Congress Resource Pack on the World of Work



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Foreword

Skills, work and youth is a very suitable title for this project. Today's young people equipped with modern skills and caring values will develop a prosperous and fair society in Ireland. For the first time since our State was founded, it is now possible for every young person to expect a job here when they leave school or college. This is a very welcome development after decades of enforced emigration and mass unemployment.

The longer young people spend in education or training the greater their chances of getting a better job. Of course there are exceptions. We all know someone who dropped out of school and went on to own a multi-million pound business or to become a top celebrity. As in many areas in life, the exception only seems to prove the rule. All research shows that there is a direct relationship between qualifications and quality of employment.

The big number of jobs on offer to young people, sometimes at attractive rates of pay creates its own pressure to drop out of education. One of the aims of SWAY is to make students aware of the need to think about the longer-term implications of making decisions based on short term attractions. The rapid growth in part-time employment among post primary students makes it necessary for them to be aware of their rights and responsibilities at work. This educational package also aims to develop that awareness.

There is a strong emphasis in this package on fair play at work, social justice in Ireland and solidarity with young people in other countries. Conflict, harassment and bullying in the workplace are dealt with as well as health, safety and welfare issues. This programme aims to develop the skills and awareness of students through activities, group work, discussion and case studies based on experiences in the workplace. Trust and mutual respect are encouraged through teamwork and co-operative learning.

As well as a variety of written materials for students and teachers, the resource pack contains an interactive CD ROM. Use of the World Wide Web as a source of information and ideas is encouraged. Becoming familiar with the latest communications technologies is an important part of preparing them for the modern world of work. The team involved in preparing this programme has succeeded in producing a package that is both student friendly and teacher friendly.

Congress is pleased to support this worthwhile project. We very much appreciate the contributions and hard work of so many people both inside and outside Congress, especially Kay O'Brien of Colaiste Eoin in Finglas. We are confident that this educational package will be a very valuable resource for students and teachers.



Peter Cassells

Peter Cassells
Irish Congress of Trade Unions
February 2000

Introduction

SWAY is an educational package for use with 15 to 18-year-old post primary students. SWAY is supported by the Irish Congress of Trade Unions and the project aims to prepare young people for the world of work.

The SWAY programme works at developing skills and creating awareness of the world of work through use of activities, discussion, role-play and case studies based on experiences in the world of work. Students are encouraged to work individually and in groups, and the material is accessible to students at all levels, irrespective of academic ability.

The overall aim of the resource pack is to introduce young people to the world of work with a particular emphasis on rights and responsibilities, health, safety and welfare, the exploitation of young people and justice for, and solidarity with, young people in other parts of the world.

It contains Information, Handouts, Worksheets, Case Studies and Assignments for use by

- Tutors in Youthreach Centres
- Facilitators in Youth Clubs

Teachers of:

- Transition year students
- Leaving Certificate Applied students.
- Leaving Certificate Vocational students
- SPHE Social Personal & Health Education Teachers.
- CSPE Civic Social and Political Education Teachers
- Guidance Counsellors
- Geography teachers.

The pack consists of six sections focusing on the:

- 1 World of Work
- 2 Workers' Rights
- 3 Health and Safety
- 4 Conflict in the Workplace
- 5 Young People and Unions
- 6 Solidarity with Young Workers Worldwide.

Guidelines for teachers

Teachers can use the material in their own individual way and adapt, change and choose sections to suit their classroom and teaching approach. The main emphasis should be on facilitating discussion and conclusions and developing communication and inter-personal skills. This process of working together, sharing ideas and information is crucial to the success of the programme. Some teachers may wish to dip into various sections and choose what is relevant for their students while others may choose to work through a module or a series of modules in its entirety. Students are also encouraged to get involved in action activities by talking to and interviewing people outside the classroom and organising awareness events for students and others outside the classroom. A Student Evaluation Form is provided at the end of each module for students to recap and focus on what they learned and what they could improve on.

Information, handouts, worksheets and case studies can be easily photocopied. The time required to get through the range of exercises will depend on the group's ability, motivation and the teacher's approach.

The majority of worksheets, handouts, case studies and assignments in this resource pack encourage students to work together in pairs or small groups. There are many suggestions for assignments, projects, surveys, action projects, discussion and debate throughout the resource pack. There is also reference to a wide range of websites for use by teachers and students to access further information, carry out research and make contacts and enquiries.

Student involvement is expected. Many of the action projects, group work exercises, websites, suggestions for contacting companies and individuals and conducting interviews, encourage initiative, self-motivation and an opportunity for students to work on their own as well as in groups.

The overall emphasis is on participation discussion and group work. Trust, co-operation and mutual respect are necessary for groups to function well, therefore it may be necessary to pay special attention to building teamwork and co-operation.

USE "Geese as our Guides" on the next page for an exercise to promote teamwork and co-operation.

Geese as our Guides!

This exercise could be used as a warm up exercise for a group who are just getting together or to encourage co-operation and team work regarding any of the exercises in the resource pack.

Divide students into groups of 4. Encourage students to work with students they do not normally work with. You could decide on how the groups form by counting 1 2 3 4 and ask all the 1's to go together etc. After each step pause for a minute or two and record the comments from the groups on a flipchart or board. Come back into a large group and summarize the points you would like to make about working together.

Ask the group to read and respond to the following information.

Geese fly in a V-like formation. Those who have studied their flight pattern have discovered some interesting facts:

As each goose flaps its wings, it creates an uplift for the bird who is following behind. It is estimated that by flying in this formation geese are able to fly 70% farther than if each goose flew on its own.

What could your group learn from this information?

Take a note of the points made by the groups.

If a goose falls out of formation it immediately feels increased drag and resistance. It gets quickly back into formation to take advantage of the power of the goose in front.

What could your group learn from this?

Take a note of the points made by the groups.

Geese take turns being the lead goose flying at the point of the V. When the lead goose tires it moves back in the formation and a new goose moves into the lead position.

What could your group learn from this?

Take a note of the points made by the groups.

The geese at the rear of the V honk. They do this for two reasons. Firstly, the honking encourages the geese up front. It also lets the lead goose know where the tail end of the formation is.

What could your group learn from this?

Take a note of the points made by the groups.

When a goose is sick or injured it goes down to the ground. Two other geese pull out of the formation and join the one in trouble. They stay with it until it is well enough to fly or it dies. Then the two or three go forward on their own until they find and join another V formation.

What could your group learn from this?

Take a note of the points made by the groups.

Having completed this exercise what could you agree to do to create your own special way of working together?

The information and exercises may be used in either of two ways:

Standard Classroom Approach

- Set the agenda
- Set out the main activity
- Sum up the main points from the session

The Workshop Approach

- Structure the classroom in groups of four, with the students facing each other. Research indicates that students' co-operative activities work well in this setting and the quality of discussion improves when students face each other. Break up students randomly to encourage further co-operation and to avoid cliques. For example, a group of 24 could be divided up by having students count 1 to 6 six times, all the 1s in one group, all the 2s in another and so on up to six.
- Start sessions with a short introductory talk introducing the topics
- Use handouts as the basis for discussion, group work and written work

Brainstorming

Brainstorming is a good way to get a topic started and to get students thinking.

- Accept all ideas without criticism and record on a flipchart or board without comment.
- Encourage students to say whatever comes to mind within reason and if it is appropriate.
- Try not to dismiss silly or outrageous comments unless they are offensive or disruptive.
- Set a time limit of a few minutes
- Brainstorming should only be used for a very short space of time.

Webs

- Creating webs is another way of getting a discussion or ideas started.
- Circle a core word or statement on a flipchart or board and link up all the relevant words and ideas circling out into a web.

Group work in the classroom.

- Suggest to students to get together quietly and peacefully.
- Avoid cliques or dominating individuals in one group.
- Try and ensure that everyone makes a contribution, get a chance to speak and are listened to.
- Keep checking in with groups as they may stray from the topics.
- Aim to bring discussions to a close and don't let it go on too long.
- Allow time for a general discussion and conclusion at the end.
- Aim to create a safe relaxed space, where students can voice opinions confidently. speak at the same time.
- Encourage listening, positive communication and an appreciation of difference.
- Try to support shy or timid students. Ensure that everyone gets an opportunity to participate in some way.
- Involve students in setting the ground rules for working on these topics as it may increase their sense of responsibility and commitment to them.
- Ensure that the ground rules encourage mutual respect, courtesy, listening, no interrupting, and no jokes at others' expense, no labelling or put-downs.
- Emphasise that everyone has a right to privacy.
- Do not accept inappropriate behaviour such as physical aggression, bad language, shouting or swearing even in the retelling of a story or incident.
- Keep groups small. Start with pairs and increase to four.
- Set students specific tasks. This could be a way of encouraging quieter students to get involved and keeps structure on the work in progress. Assign tasks such as: Timekeeper, note taker, organiser, team leader, spokesperson, reporter, recorder, chairperson, observer, or any other roles you may wish to create!
- Students may have particular skills i.e. artistic, using e-mail or the Internet, word processing or special contacts. Ask and encourage them to use these resources if at all possible.
- Display group and individual work such as projects, posters, e-mails or any other relevant information in the room where the students work. If students decide to organise particular events such as a Health and Safety Awareness Day or Justice and Solidarity Day or Ethical Trading Day all students in the group should be involved in some way, however small.

- Encourage students to keep a folder with examples of their work handouts and worksheets. This could be submitted for grading and assessment and as a record of what they achieved.
- Students could be encouraged to decorate the room with samples of their work
Parents of students are often a useful resource. They may be able to provide an extra hand, sponsorship, leaflets, documents, extra materials, expertise, download information, suggest contacts and provide guest speakers.
- Teacher may wish to have a stock of large sheets of paper, coloured pencils markers scissors glue etc for poster work slogans and other activities suggested in the modules.

Inviting a Visitor to a class.

Inviting a visitor to a class requires careful planning and briefing.

Discuss with students the value and the reasons for a inviting a visitor to a class or the school. The SWAY project at Congress (31/32 Parnell Square, Dublin 1) organises a panel of Union officials throughout the country who are willing to visit schools and talk with groups about the union movement.

Choose a visitor that can relate well to young people in a large group.

Give the visitor ample notice and exact details regarding the visit.

Directions to the school, contact person and a telephone number.

Tell the visitor the format of the discussion or talk and check that it is reasonable for them to do. Explain how long the talk should take, the number of students in the group, their ability and their needs.

Give students responsibilities such as emailing, writing letters, making telephone calls, meeting the visitor, introducing the visitor, providing refreshments and thanking the visitor.

It is important for the teacher to confirm requests by co-signing letters or making a follow up telephone call.

Prepare questions for discussion and show the speaker the questions in advance if possible.

It may be useful in some instances to have a practice session beforehand with a teacher standing in for the visitor.

Good preparation is essential for a successful, enjoyable and informative session.

Finally, a thank you note or follow up e-mail could be appropriate.

Projects, Surveys and Questionnaires

Are useful ways to get students more involved and to improve their research, interview, communication and presentation skills. When conducting oral surveys students need to inform people who they are and what they are doing. Students need to decide whether they will ask the questions themselves or if they are going to ask people to fill in questionnaires.

They need to work out the time it takes and the numbers they want to survey.

When interviewing, it is important that students are courteous, introduce themselves properly and respect the interviewees right to decline or refuse to give information.

If students are using a tape recorder or video equipment it is important to get permission from the interviewee to use the equipment.

Again, it is important to be well prepared and a practice session in the classroom could be very useful.

At the end of the interview remind students to thank the person and in some cases it may be appropriate to send a thank you note or e-mail.

Role Play.

In role-play students are given a situation to work with. They need to have a good idea of the situation and time to discuss and think about it before role-playing the situation. On the other hand, it is important not to let discussion take over, as there may be a certain resistance to trying out a role-play.

After a short discussion ask for volunteers to take the parts of the people in the situation. Set the scene.

Get each student to take on a role, this may take some prompting, support and encouragement.

Prepare the rest of the group to observe, take notes and stay in their seats!

Allow the situation to be role-played without interruption if possible and keep it short.

Then allow time for feedback and comments and the volunteers to try again.

It may be useful to role-play the situation several times with the same group or others depending on the objective of the role-play. It is best to stop, discuss, make constructive suggestions and then try again.

Role-play is particularly useful if organised in a safe, structured way. It is especially helpful if students are practicing skills and attempting to deal with inter-personal difficulties such as conflict and bullying.

The Internet and the WWW:

There are many references to the world wide web (www) in this resource pack.
There is a startling array of information and students need to be guided towards choosing what is relevant, valid and informative.
Websites are changing rapidly from day to day and from week to week.
At the time of going to press the sites visited were relevant to the topics in the modules.

Using the Internet allows students to develop important skills such as retrieval of information and research techniques.
When students are using the Internet, it is important to check that information on the sites is relevant to the topics dealt with in the classroom.
Encourage students to write down points from an article, skim the web pages for relevant information and information to which they are interested and re-write and present the information in their own words.
Set reasonable rules for using the Internet in the class room and consult with parents if you are asking students to surf the Net as homework.

Students are also encouraged to use e-mail addresses, as they are a quick informal and inexpensive way to communicate ideas and views and to make enquiries.
Encourage students to e-mail and source information on the net, as they are important skills for the future.

Be sure to check that you and your student know the person or organisation that you are contacting by e-mail.
Advise students to think carefully about revealing any personal information, such as age, financial or family information.

Warn students not to give out identifying information such as a home or school number in a public message, chat or bulletin board on the Internet.



world of work

WORKING LIFE IN THE NEW MILLENNIUM

Aim:

- 1 To prepare students for the world of work.
- 2 To enable students gain a general understanding of the world of work.
- 3 To enable students think critically about the world of work and understand how it affects their lives, their family and the broader community.
- 4 To gain insights into changes and new developments.
- 5 To understand the importance of Information Technology.
- 6 To explore the differences between school and work.
- 7 To impress upon young people the importance of education, training and skills in the future world of work.
- 8 To elicit questions and stimulate discussions.
- 9 To provide an opportunity to develop personal skills and effectiveness.

What is Work?

When you hear the word 'work' or see it written on a page, what comes to mind? With a partner take 3 minutes to write down as many ideas/thoughts/words as possible associated with work. (there are two to get you started!)

homework

WORK

What did you learn?

What is work?

Ask a number of people today “what is work?” and you will hear a variety of responses.

1. Work is essential to men and women. People define themselves and feel valued by the work they do.
2. Work defines who we are. When a person tells us what their job is, it tells us much about their standard of living, educational qualifications and status in society.
3. Work is the energy used to increase the supply of goods and services. The type of goods and services may have changed, but we still must work to provide them.
4. Work is many different activities. There is a vast range of activities people can do and there are new types of work created every day.
5. Work is a means of getting money in our society. People exchange skills and their time for money, and we exchange money for food, a home, education and a good standard of living.
6. Work is a means of paying our way; to be idle and unemployed is frowned upon. Work gives us confidence, status and financial security.

In pairs read, think about and discuss the above statements:

What do you believe work is?

Write your own definition of work.

Use the statements above to help you

Ponder this:

What is a job?
What is work?
What is the difference?

Forms of Work






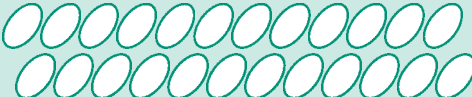


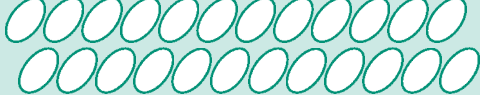
There are different forms of work. Name a person you know working in the following types of employment.

Paid full-time work -	The person's name is:	_____
	S/he works at:	_____
Part-time work -	The person's name is:	_____
	S/he works at:	_____
Casual work -	The person's name is:	_____
	S/he works at:	_____
Temporary work -	The person's name is:	_____
	S/he works at:	_____
Contract work -	The person's name is:	_____
	S/he works at:	_____
Teleworking -	The person's name is:	_____
	S/he works at:	_____
Self employment -	The person's name is:	_____
	S/he works at:	_____
Voluntary work -	The person's name is:	_____
	S/he works at:	_____
Work in the home/ housework -	The person's name is:	_____
	S/he works at:	_____
Work on a training - scheme	The person's name is:	_____
	S/he works at:	_____
Schoolwork, class work and homework -	The person's name is:	_____
	S/he works at:	_____
Aid work and development work -	The person's name is:	_____
	S/he works at:	_____

1. With a partner, name a person that you admire for the work that they do. Write a brief description of the work they do. Write down two reasons why you admire them for the work they do.
2. Here is a chart, divided into 24 sections, one for each hour of a day.

How much work do you do in any 24 hours?

Shade in how many hours you spend at:

Schoolwork	
Homework	
Housework	
Part-time work	
Sport, physical work such as digging or washing a car	
Playing music or working on a computer play station,	
Internet or E-mail	
Voluntary work	
Sleeping, eating, watching t.v., talking on the phone, watching a video.	

- How many hours are spent on work that is unpaid?
- How many hours are spent on paid work?
- How much time do you regard as non-working time or leisure time?

Interview an adult and complete a similar chart for them.
What are the differences, if any?

Discussion.

3. What is your attitude to schoolwork? Do you enjoy doing most of your homework?
4. "A student's attitude to homework, study and schoolwork is a good indicator of how s/he will do at other types of work." Do you agree or disagree?

Interview

Choose a well-known person in public life in Ireland.

Describe the work they do. Is it the work that they do that makes them well known?
(Find photographs, magazines or newspaper articles or information on the Internet.)

Survey:

Ask ten (10) people "What do you do"?

Note their response. Many people define themselves firstly by the job they do.

Why do you think this is so?

Is a job the only type of work we do?

Having completed this survey I learned:

Voluntary, unpaid work is very important in our society. Why do some people volunteer to join and work without pay in organisations such as those listed?

Working with a partner answer the following questions and suggest as many reasons as you possibly can.

Why do parents look after children in their own homes without pay?

Why do people join St. Vincent De Paul?

Why do people join Tidy Towns Committees?

Why do people volunteer as leaders in Scouts and Guides?

Why do people organise Neighbourhood Watch?

Why do people join Residents Associations?

Why do people join Amateur Drama Groups?

Why do people join the F.C.A?

Why do people join Alateen or Alcoholics Anonymous?

Why do people join Unions?

Why do young people join Youth Clubs?

How do the voluntary workers and organisations listed above benefit our economy and the quality of our lives?

Many voluntary organisations are either part or fully funded by government. They use some of the taxes that workers pay. Would you agree that people who do not pay their fair share of tax deny voluntary organisations much-needed funding to provide and improve important services? Suggest ways that people who are not paying tax could affect voluntary organisations.

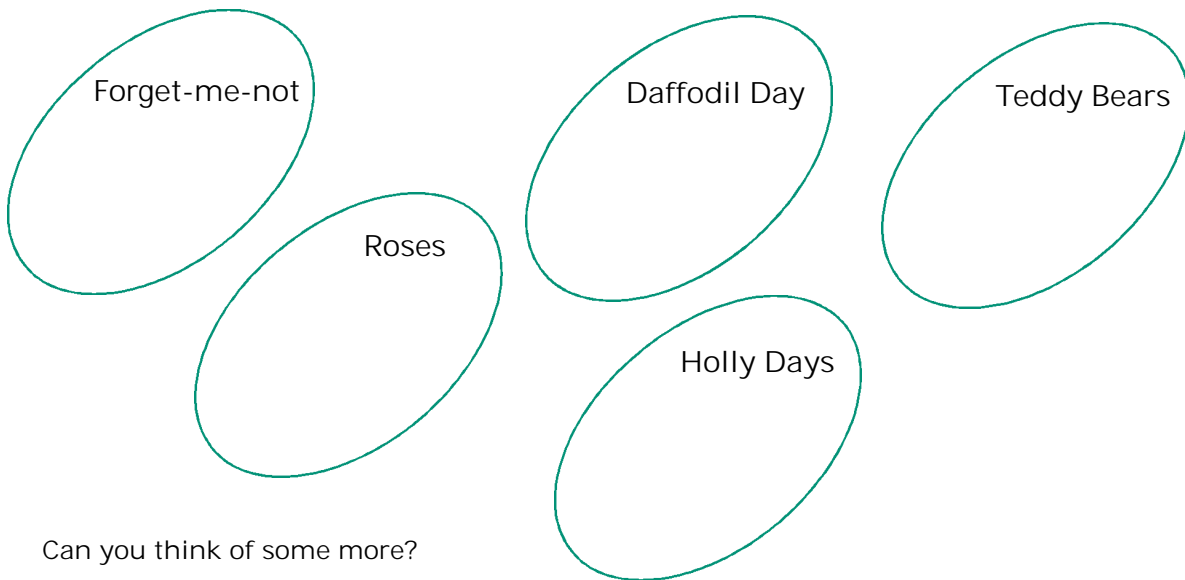
Questions

Q.1 If you were to join a voluntary organisation which one would you choose and why?

Q.2 Can you list three other voluntary organisations?

Q.3 Describe the contribution they make to society.

The following days are all associated with voluntary organisations and their fund-raising activities. Can you name the organisations associated with:



Can you think of some more?

Are celebrities associated with some of these fund raising events?

Can you think of some events that were staged to support people in need?

Can you name any artists who have donated some of the proceeds of their work to a particular cause?

Name some people who have become well known for their charity work. Name two celebrities who are well known for their support for organisations such as Amnesty International and U.N.I.C.E.F.

Questions

- (a) Have you ever been involved in voluntary work?
- (b) Would you agree that voluntary work is as important, necessary and productive as paid work?
- (c) What voluntary work would you most like to do in the future? Why?
- (d) Describe what you did.

Group work

As a group, suggest three voluntary organisations that you would like to support. Name the organisation. You may wish to find out some extra information before you make your choices. Some people in your group may wish to make a presentation about a group they are involved in.

1st Choice _____

2nd Choice _____

3rd Choice _____

Describe the work the organisations do and who benefits from it. Give reasons for your choices.

Divide into three smaller groups, each group choosing one of the above organisations. Imagine you are launching a publicity campaign to raise awareness and funds. Argue the importance of the work of your organisation. Outline the benefits to society. Point out why you should receive as much support as possible.

Why is the work of the organisation voluntary? Why is it not funded by the State?

Action project!

Read your local newspaper or newsletter.

Make a list of voluntary organisations in your area and the activities and services they provide.

Find a telephone number, address, website, e-mail or contact person.

Design a booklet or poster or fact sheet with the information you have collected.

If you have access to a computer or the Internet, use these to help you.

The work we do.

Make a list of workers under the following headings:
(Note some may be voluntary workers)

People who protect others

- 1.
- 2.
- 3.

People who influence others

- 1.
- 2.
- 3.

People who represent others

- 1.
- 2.
- 3.

People who work with facts and figures

- 1.
- 2.
- 3.

People who take care of others

- 1.
- 2.
- 3.

People who work with their hands

- 1.
- 2.
- 3.

People who teach or train others

- 1.
- 2.
- 3.

People who make a product or provide a service to others

- 1.
- 2.
- 3.

People who protect the environment

- 1.
- 2.
- 3.

People who manage organisations or businesses

- 1.
- 2.
- 3.

People who create a positive community spirit

- 1.
- 2.
- 3.

People who investigate e.g. crimes, illnesses in the body

- 1.
- 2.
- 3.

People who work on the land

- 1.
- 2.
- 3.

Are there particular categories that appeal to you?

Can you explain why?

People who create beautiful things

- 1.
- 2.
- 3.

Students working in groups of three

What would you regard as an exciting job?

(Give reasons for your choice)

- 1.
- 2.
- 3.

What would you regard as an unusual job?

- 1.
- 2.
- 3.

What would you regard as a worthwhile job?

- 1.
- 2.
- 3.

What would you regard as a boring job?

- 1.
- 2.
- 3.

What would you regard as a stressful job?

- 1.
- 2.
- 3.

Have you noticed that what is exciting or boring or stressful for one person may be the opposite for someone else.?

Each group take note of what happened and try to explain why work means different things to different people.

Changes in Working Life

Until recently most people expected full-time permanent employment at a place of work and for an employer. Their working life started at the end of full-time education and continued until retirement. This is what most workers expected from a job.

Charles Handy, author of 'The Future of Work' describes how workers in the past expected, and were required, to work for about 47 years of their lives, 47 weeks in the year and 47 hours in the week.

Can you calculate the total number of hours worked by a worker when they retire?

Some young people are now starting up their own businesses, often from home. If highly skilled or offering specialist skills they are known as consultants. For example software, fashion and graphic designers.

Others provide specialist services in research finance accounting, education and training. These workers charge a fee per day, which can be more than what they would earn per day if employed in a full-time permanent position.

Now known as 'portfolio workers' they usually work on contract and have to market their service or produce on a constant basis.

They are responsible for looking after their own tax affairs and negotiating a fee. Contract workers do not have the same security and permanency as permanent workers and some people may fear their future if they have a mortgage, children or if the economy fails.

Portfolio workers have much more flexible hours, pay less tax, and in some situations travel less. They usually have more control over their work and are their own bosses.

Discussion:

How could joining a union help young portfolio workers?

Many people who are less skilled are also employed on a contract basis and do not have the power to negotiate fees or to work from home. Unskilled and semi-skilled workers are contracted to work as cleaners, machine operators, retail operators and caterers. They may have poor working conditions, poor pay and inflexible or antisocial hours.

The fee you can charge, or the fee you are offered on contract work will depend greatly on educational qualifications, skills and experience. Do you agree or disagree?

How could joining a union help young contract workers?

Atypical Work - is it the employment arrangement of the future?

Although the traditional type of employment will still be important for many people, new work arrangements are becoming more and more common. These working arrangements are commonly known as 'atypical work' and range from the traditional forms of part-time work to newer forms of work arrangements such as special contracts and teleworking. Atypical work is usually part-time, temporary and in some cases, done from home.

Although described as atypical these working arrangements are now very typical in many organisations. There is cause for concern about some of these working arrangements and although some workers benefit from atypical work arrangements many do not.

Group work

Read the following carefully. Mark a 'P' in the box provided if you agree that it is a positive side of atypical work and an 'N' in the box provided if you believe it is a negative side of atypical work.

People have an opportunity to work where they live so there are fewer hassles in getting to and from work.

There are about three times as many women as men involved in atypical work.

Many women choose this type of work because of their responsibilities elsewhere i.e. in the home rearing children.

People have more flexibility while working.

Highly skilled and specialist workers can be their own bosses.

Atypical work is associated with low pay and job insecurity.

Many workers are not entitled to occupational benefits.

Employment laws do not protect atypical workers.

There is poor career development, training or promotion.

Working from home can lead to a better working environment

There is a low level of trade union organisation

Atypical workers can feel very isolated, with low morale and low self-esteem.

Atypical work requires less factory space and more home space

- A highly qualified person working from home can ask for high rates of pay for their time and talent.
- There can be stresses because of the unpredictability of work and income.
- Workers can be at a disadvantage when it comes to accessing services such as health care, education or obtaining a mortgage.
- The fact that many atypical workers are female creates further inequality when it comes to pay, promotion and entitlements.
- There is less opportunity to socialise and interact in the workplace.
- People can work more flexible hours and avail of flexitime arrangements
- Teleworking in particular could help revitalise rural Ireland because the work can be done from any location.
- E-mail is the new method of communication so workers can send a receive information quickly and without having to travel long distances or work away from home.

Discussion

- What are the advantages and disadvantages of working from your own home?
What are the advantages of a full-time permanent job?
What are the advantages of consultancy / contract work?
What are the disadvantages?
Why is it that consultant engineers in the computer industry can earn up to £500 a day while contract workers cleaning offices may only earn £5 an hour?

Atypical work is attractive to many people and is here to stay. Do you agree? How many of your family or friends are atypical workers? Interview them and find out from them what are the advantages and disadvantages of atypical work.

Suggest two ways that joining a union could protect the working conditions of atypical workers

Why do People Work?

If you stood out on the street and asked a random sample of people “why do you work?” or “why do you want to work?” you would hear a wide variety of responses. As we read in the previous section, work is extremely important to people. The type of work people do is also important. Many people do several different types of work at any given time but it is the work that we are paid for that is of particular importance.

Why do you work? Here are some responses to this question. On your own or in a group choose 10 statements which best explain why you think people work.

1. To avoid boredom and depression
2. To buy clothes, records, makeup and have a good time
3. Because I love meeting people
4. Because I love working with my hands
5. It's bad to be idle
6. I want to be able to go on holiday every year
7. I have bills I must pay
8. I have a standard of living I must maintain
9. Because I have to
10. I feel valued, and a worthwhile human being
11. It gives me confidence /self esteem
12. It's terrible to be unemployed
13. To contribute something positive to society
14. Something to do to feel valued / to be respected
15. I want to travel and see the world
16. I want to do something useful
17. I want to do something positive with my life
18. Because I love computers, travel, money, buying nice things
19. To earn enough to feed and clothe myself and my children
20. Job satisfaction / money.

Check with your classmates and see if you can come to an agreement about the six most common reasons for working. Ask your classmates why do they want to work and, after carrying out your research see how many reasons are similar. Would you agree that 16-year olds have different reasons for working than 36-year olds. What statements might a 16-year old make? What statements might a 36-year old make?

Survey

To find out for yourself why people work, interview either ten members of your family and friends or ten complete strangers, or both depending on how much time you have.

Remember when you are interviewing people to be polite, courteous and sensitive.

Take time to explain what you are doing and why.

Record the interviewees' responses either by:

- (a) Pen and paper
- (b) Audio tape
- (c) Video tape recorder.

The Changing Nature of Work

Working with newspapers

In order to complete this section with students, some forward planning is needed. You will need a set of national newspapers (Fridays and Sundays have comprehensive advertising for jobs) or a set of local newspapers or both. It is best if all students are working from same day newspapers. The school could purchase a class set or a few different sets. Students could purchase their own local or national paper, or both.

Note also that there is quite a different emphasis on the type of jobs advertised, depending on the choice of newspaper.

Organise groups of students to study the newspaper and complete the handouts included. Students could also work on their own if they choose.

Many jobs are advertised on the Internet. If students have access to the Internet they could click on the following:


































1. <http://www.jobfinder.ie>
2. <http://www.medical.com>

Many people find work through local radio, word of mouth, notice boards/signs on windows, FÁS and their friends.

We live in an era of great change. We are changing from the industrial era where the emphasis was on mass production, assembly line work, and each person having a specific job with little need for training or flexibility. Today we live and work in the information age, providing quality information and services. This era requires new and different skills, adaptability, flexibility and an ability to change skills through re-training and education.

Study the appointment pages and classified advertisements in the national and local newspapers. These pages are a good indicator of the type of jobs needed. Experts predict that the greatest demand for workers will be in the areas listed below.

Use the headings and find a number of jobs advertised which fit into each category. Briefly describe a few jobs in each category.

Category	Name of Job	Name of Job	Name of Job
Technology			
Entertainment			
Engineers/ Technicians			
Multimedia Services			
Customer Services			
Retailing			
Travel/Tourism/ Leisure			
Catering			
Financial Services			
Telecommunications			
Pharmaceuticals/ Healthcare			

What workers are in demand?

Are there jobs in demand not listed above?

Are jobs mentioned that you were not aware of?

Education and Skills - The Key to the Future

Having studied the appointments pages, would you agree that:

Highly skilled and well-qualified workers can look forward to a successful future? Say or write down one reason for your answer.

Young people with specialist skills and good qualifications i.e. certificate, diploma, degree, special skills training and experience will do well?
Say or write down one reason for your answer.

Unskilled and untrained workers would have a more difficult time finding employment?
Say or write down one reason for your answer.

Training and/or experience are very important for people looking for work?
Say or write down one reason for your answer.

Check the advertisements again.

What do employers offer employees?
Make a list of offers and special incentives from employers.

Make a list of atypical work from the advertisements
Look out for words such as contract, temporary, part-time and casual.

Is there any voluntary work advertised? If yes, give an example of the work advertised. If no, why do you think that there is less voluntary work advertised?

Depending on the type of job or work we choose to do, some qualities may be more important than others. We may choose work which complements the qualities we have developed through experience and/or training, or we may have to make special efforts to train or develop the qualities needed.

Study the national and local newspapers again.

This time look out for qualifications, qualities and skills required.
Make a list of the wide range of educational qualifications required.
What special skills are required?
What are the wages and salaries offered?
Is there a skill that predominates?

Here is a list of qualities that young people need to cope with the changing nature of work

- 
1. Good communication skills
 2. Interpersonal Skills
 3. Good influencing skills
 4. Good team working skills
 5. High degree of initiative
 6. Self reliance
 7. An ability to work independently
 8. Patience
 9. Discretion
 10. Willingness to take on responsibility
 11. Flexibility
 12. Adaptability
 13. Resourcefulness
 14. Commitment
 15. High level of education
 16. Creative abilities
 17. Management abilities
 18. Versatility
 19. Ability to motivate people
 20. Sense of humour
 21. Analytical skills
 22. Physical strength and dexterity
 23. Listening skills

Some qualities are more important in some careers than others.

Decide on the three most important qualities that each of the following workers needs to achieve job satisfaction:

- a nurse
- a software engineer
- a carpenter
- a sales assistant

Some people leave school early and enjoy successful and fulfilling lives. What three qualities do these people have in order to succeed?

- 1.
- 2.
- 3.

Many of us are fascinated and influenced by top athletes, pop stars, actors and celebrities. What qualities helped them get to the top of their career or profession?

Having studied the newspapers, what qualities make employees more employable?

Make a list, 1 being the most important, 2 the next most important etc.

- 
- 1
 - 2
 - 3
 - 4
 - 5
 - 6
 - 7
 - 8
 - 9
 - 10

What are your qualities?

In order to develop your confidence and self-esteem, it is important to recognise and state what your qualities are.

You will also be asked about your qualities when you apply for jobs or training.

With a class friend, or by yourself, study the list of qualities given in the previous handout.

Write five statements about yourself using the five qualities from the list that you feel apply particularly to you.

Start each statement with 'I' and complete in the present tense.

E.g. 'I have good listening skills.'

Make a list now!

1.

2.

3.

4.

5.

It is important to know what your positive qualities are and to practise writing and saying them to yourself and others.

Now read the statements to a friend in your group.

Ask your friend to read them back to you!

List three other qualities you have that are not listed above.

1.

2.

3.

Now make a list of three qualities that you would like to develop in the future.

1. I would like to _____

2. I would like to _____

3. I would like to _____

Well done!

This is the job for me!

With the help of newspapers and other sources choose a job that really interests you.

Do not put any restrictions on yourself.

Do not underestimate your ability or your potential.

What do you need to put in place to achieve your goal?

What level of education do you need?

What qualities do you have to offer?

What experience, skills and special training would you need?

What special qualities would you need to develop?

Can you explain why you choose this type of work?

With the assistance of your guidance counsellor or your teacher contact three past pupils from your school who are currently working.

Compile a set of questions you would like to ask about

- making the best of school time
- further education and training
- qualities that one needs to be successful

Changes in the World of Work

The Internet

We are now part of the digital age, where technological advance is rapid and ongoing. We talk of the 'Global Market' in contrast to local markets of the past.

We now move at a fast pace on the Information Super Highway, where delivery of product information is instantaneous. New technology associated with information gathering and dissemination, is more and more central to our everyday lives and work. Suppliers of information can be anywhere in the world if people have the technology, skills and imagination. For example an artist on Rathlin Island can sell his or her work in any part of the world without having to leave the Island!

In order to cope with this change we must learn new information-seeking skills and know how to access information using new and fast changing technology. We must learn how to do this confidently and competently. Flexibility is required and we must be willing and able to constantly adapt and learn new skills.

Did you know that Julius Reuter started his career as an information broker in 1850 with 45 carrier pigeons? As there were no telegraph wires connecting Brussels to Aachen, the pigeons were used to carry information the two hundred kilometres from one destination to the other. It took 2 hours!

What is Reuters famous for today?

What do you think the organisation uses today instead of pigeons?

One of the most dramatic changes to work and working life is the Internet – a collection of computer networks around the world which exchange information in all its forms, written, visual and audio. Every user and every site must have a way of identifying themselves and this new address is becoming a common everyday feature of our lives on television screens and in newspapers and magazines. Three important sectors of the Internet are:

Electronic Mail (E-mail)

This is the electronic version of sending a letter. For the cost of a local call you can send a written message by computer and the receiver can access it immediately or it can be stored in the computer for later. It is faster, more informal and cuts down on writing, editing and printing.

The World Wide Web (www)

www: If you have a piece of software called a browser, you can point your mouse, click and virtually go anywhere in the world! The Web is a source of information but also the new means of advertising. It is used more and more to order goods and services.

Newsgroups

This is a notice board, chat group or even gossip group. For example, if you are interested in a particular type of music or a particular pop group, you can use a newsgroup to find out some interesting or controversial news about it. You can read the text reply if you want to give your opinion or write your own article. This could be a useful way to have a problem solved or find out new information or developments in special areas.

Show your expertise!

Here are a number of web sites for you to explore!

Find out what organisation does the web site represent?

Briefly describe what information you can find from visiting the website.

Web Site	Organisation it represents	Information provided
http://www.ictu.ie		
http://www.solidarity.ie		
http://www.socialwelfare.ie		
http://www.jobs.ie		
http://www.trocaire.ie		
http://www.has.ie		
http://www.cafod.ie		
http://www.globalexchange.ie		
http://www.nike.ie		

Technology changes our lives.

In small groups come up with a number of examples of how technology is changing:

1. Music
2. Shopping
3. Outer Space
4. Food
5. Sales
6. Medicine
7. Film
8. Tourism / Culture
9. T V Entertainment
10. Education
11. Car travel
12. Money

Discuss in-groups of two or four people.

How are jobs affected by changes in technology?

How are people's lifestyles affected by these changes?

The information society could lead to the information rich and the information poor - a new form of haves and have-nots.

Can you explain how this form of inequality could happen and why?

If in the future you did not have the resources to access the Internet, nor the finances to pay for it, what disadvantages would you face?

Ponder this!

Technology has not affected some things.

The blind person still uses a white stick to find his or her way around.

Traffic congestion is a major problem in our cities despite many new developments.

Teachers still use books and chalk and students still sit examinations as they did one hundred years ago.

Two thirds of people living on the planet have not had an opportunity to hold a telephone and use it.

Interview

Using audio, video or written methods, interview one of your grandparents or an elderly person you know well and ask them to outline for you the biggest and most significant changes they have experienced in their lifetime.

Ask them about their experience of the world of work and the changes they have been through.

Here are some questions you could ask

- Did s/he work for pay?
- How did s/he get their job?
- What qualifications or training did they have?
- Did s/he like the job?
- Did they leave school early?
- Would s/he have preferred to stay on in school?
- How did s/he travel to work?
- Name three major changes that happened in their lifetime
- How did these changes affect their lives?
- Was their work and lifestyle altered by these changes?
- What did s/he have to learn about that was new, exciting and challenging?
- Looking back, what was good about the changes?
- What was lost because of the changes?
- How did they cope?
- What new skills did they learn?
- Are there some areas they wish they knew more about?
- Was their work and the type of work they did altered by the changes?

What do employers want from workers?

To do!

Make a list of employers in your local area. Whether you become an employer or an employee there are certain qualities and expectations that are expected of workers.

Imagine yourself as a personnel or recruitment manager. What would you look for when employing people? What would you expect from the people working in your business or organisation?

Study the statements that follow and rate in order of importance what you believe employers want from employees to ensure a positive and productive working environment.

(No. 1 = the most important, No. 2 = the next most important etc.)

Each group report back to the teacher / tutor with their conclusions.

Flexibility

Modern employers require workers to adapt quickly to new methods and machines. They need to be able to cope well with lots of change.

Punctuality

Time is important to employers. It costs money. Good time keeping is important to fellow workers too, as they may have to fill in for workers who are late.

Reliability and dependability

Are important to get the job done and the team working well.

Good communication and assertive skills

It is important to get on with fellow workers but also with customers and those dealing with the organisation, particularly if the organisation offers special services or goods.

Honesty

Stealing and pilfering are often treated with on the spot suspension or sacking. It is important to admit to mistakes. Making a mistake at school is very different to making one at work. It is very important to tell someone if you think or know you have made a mistake. 500 grammes of a substance instead of 100 grammes could be the difference between life and death.

Motivation and a willingness to learn, especially new skills

The world of work is constantly changing and at a rapid rate as well. The worker that is constantly learning new skills or availing of new training is benefitting themselves and their employer. A willingness to listen and follow instructions competently is also important.

Good health

Absenteeism through ill-health and injury is a major cost to the economy. Hygiene is also extremely important, for example when working with food. A good mental attitude is also necessary to perform well.

Positive attitude

At interview, most employers are looking for positive, enthusiastic, energetic workers. A positive attitude is infectious and can help a new employee to integrate and be part of a team in an easy, flexible way. The ability to socialise and work as part of a team is very important.

Appropriate appearance

Hair style, clothes, earrings, make up etc. may not be appropriate in some work environments. Workers are also required to wear special clothing or a uniform in some work situations.

Good education

Most jobs nowadays require the Leaving Certificate and perhaps further training or an apprenticeship or specialist training and experience. People with little education or who have dropped out of school can find it difficult to get a well-paid, stable job unless they can start their own business or inherit a business. This includes being a competent reader, writer and calculator.

Employers must also look after their employees

Here are some suggestions:

1. Adequate payment (wages or salaries) for the work done.
2. Safe comfortable working conditions.
3. Treat them with courtesy and respect.
4. Give adequate instructions and training.
5. Proper induction to the organisation and introductions to the staff in the company
6. Equality: No discrimination, labelling, sexism or racism.
7. Constructive feedback and constructive criticism - not offensive or insulting.
8. Clearcut rules and regulations, proper signs and equipment where needed.

Make a list of what you would expect from an employer?
Can you add to the suggestions above?

I would expect:

- 1.
- 2.
- 3.
- 4.

Can you explain what each of these terms mean in relation to work: initiative; interpersonal skills; positive attitude; safety conscious.

Read and discuss with a partner

Did you know that it is estimated that all young people currently in their twenties or younger will change jobs at least 8 times in their lives. People can expect 20 - 30 job interviews in their lives.

Did you know that this is the experience of many people in Ireland today?
I know now that I missed out on something all my life, and that was my education. My dream was to be able to sit down and write but I did not know where to begin or how to spell the words. I had some good jobs and I got through them without anyone knowing that I could not spell. I would only let myself go so far and then when I felt that someone would find out I would leave. Life went on like this. After 15 years I could pretend no longer, so I told my family and went back to school and attended an Adult Education Course. I was nervous and frightened but I am still going to the classes!

Did you know that 80% of disabled people remain unemployed although many employers are supportive of disability equality and are working closely with organisations of disabled people? But many people still have negative attitudes and there is a lack of accessibility in buildings and workplaces.

Did you know that a recent FÁS/ESRI study shows that most of the new jobs will go to those with a Leaving Certificate or other qualifications. Almost one in every three people at work now has an education qualification such as a degree, diploma or certificate.

Did you know that IBEC calls for young people to stay in education or training until they are 18? IBEC claims that 20,000 students are leaving the school system ill equipped for life and work every year. "Too many young people are leaving our school system ill-equipped for life and work, unable to understand a tabloid newspaper or read and fill in a basic form."

Key messages from FÁS are as follows:

- Employment will require more and more qualifications
- There will be increased employment in the services sector
- There are better job opportunities for those with post secondary education or specialist skills
- Female employment will increase rapidly

What statements surprised you?

What is the main message from the above statements?

Is there a piece of information that is very relevant to you?

The story of a Talented and Creative Affairs Manager

David is 25 years old and works in a rapidly expanding multimedia software localisation company. He is Talent and Creative Affairs Manager and with a team of 7 people he selects, manages and negotiates with recording studios and translation agencies across Europe. After completing his Leaving Certificate in 1991 David was offered a college place and decided to study for a diploma in Languages and Business (French and Spanish) in the Dublin Institute of Technology. Having successfully completed his diploma he took "a year out" and initially worked as an Underwriting Assistant in a large insurance firm in Dublin and then travelled to Spain where he worked as a Resort Representative for one of Ireland's leading Tour Operators. David then decided to study for his degree and went to University in Preston and completed a degree in European Business Administration and Languages. While studying for his Diploma and his Degree David worked during the weekends and holiday periods. He worked in a hamburger bar in Paris, stacked shelves in a large supermarket and worked as an assistant in the Gents Clothing Department of a large UK retail outlet. He worked part-time to finance himself during college and university and to use his work experience to enhance his language, business and customer service skills.

Until he completed his Leaving Certificate David only worked during the school holidays. While attending college David worked part-time and had to be careful that his studies did not suffer. This required determination and discipline. He feels that financially he needed to do it but it also taught him a lot about time management, prioritising and getting tasks completed. Working part-time also enhanced his social life. "I always took pride in whatever I was doing and this has stood to me in my current career". David would describe himself as a "real business head with a great interest in languages". He loves travelling and has plenty of opportunity to travel throughout Europe and the States. He feels it is always great to return to Ireland.

After completing his degree David returned to Ireland in order to find a full-time job. He worked in a Technical Support Call Centre for a large PC manufacturer on the French line. This gave him the opportunity to improve his proficiency in French and acquire knowledge in PCs and computer software. He improved his customer service skills, learned how to be extremely patient and understand the need for flexibility in the work place. David realised that this particular position was not what he wanted to do long-term and set out to find a different job. "Looking for a job requires determination and self motivation. I applied for over 50 positions, mainly from press advertisements, and through approximately 10 recruitment agencies. The Internet was not as popular at this time as it is now for job seekers. In one situation I had to go through 5 interviews for one position, 2 with the recruitment agency, 2 with different people in the prospective company and finally I had to give a sales presentation! In the end I didn't get offered the job as I was told I was too nice to sell!"

"I was initially attracted to my current employer by a newspaper article entitled 'Do you want to enter the world of multimedia?' I was asked to attend 2 interviews before being offered the position. At this time my knowledge of localisation and multimedia was quite limited. The environment I work in is constantly changing. The company has changed name four times in two years due to mergers and acquisitions. When I joined the company I was the fourth employee, two years on we have grown to 70 employees and this continues to rise. As a new industry we had the opportunity to set a blueprint for

others, this is an exciting and challenging position to be in. Initially I was prepared and willing to get involved in everything, from buying stationery and furniture for the new office to taking calls on accounts and marketing. I then moved to Project Management, which paved the way for the opportunity to set up the Talent and Creative Affairs Department. I saw the opportunity in getting involved in everything and this enabled me to acquire knowledge of all areas of the business. My attitude is 'give anything a go'. I get enormous job satisfaction from the diversity and challenges which my current position offers. I work hard; office-based work and foreign travel are intertwined. I am ambitious and enthusiastic, I get involved if at all possible and my philosophy would be never close a door of opportunity by saying 'I can't'. Look for a window of opportunity in everything you do! Qualifications are important, but are not the only criteria for success. I see qualifications as the first stepping stone and a base from which one can look for employment. I also consider further study to be beneficial and am currently studying part-time for a diploma in Applied Finance.

Discussion

- 1 Having read about David make a list of 6 qualities that he has.
- 2 What qualities do you have that are similar to David's? Don't be shy!
- 3 David worked part-time while studying at Third Level. What were the advantages for him?
- 4 What were the difficulties?
- 5 Many students work in part-time jobs and their studies suffer. How did David ensure that this would not happen to him?
- 6 What considerations do you think David bore in mind when deciding on what course to pursue at third level?
- 7 Do you think he made the right decision?
- 8 David did not study any computer-related discipline at college or University. How did he overcome this in the work place?
- 9 Would you agree that David sees education as a lifelong process?
- 10 How is he continuing his education?
- 11 What have you learned from reading this piece?
- 12 If there was one message you could take from David's story what would it be?

What can you do to ensure a positive future for yourself?

List three decisions you need to make

List three skills you need to develop

Name three qualities that you have which will benefit you

What new technology do you need to learn about?

What technological skills do you need in the future?

Interview:

With the assistance of your head teacher or guidance counsellor contact three past pupils from your school. Compile a set of questions which you would like to ask them about

- Making the best of school
- Further education or training
- Qualities needed to be successful

Preparing for work experience or your first job!

Now that you have explored the world of work in some detail and you may have some ideas about the type of work that interests you, going out on work experience is a good opportunity to explore the world of work further.

Work experience is not a part-time job but rather an opportunity to find out more about a career or an area of work that interests you.

Your work experience co-ordinator will help you make the best choice.

Here are some guidelines to help you prepare for work experience.

Check off each one as you prepare.

- Find out how to get to your work placement.
- How long will it take to get there?
- Can you walk?
- Do you need to take a bus or train?
- Will you need a lift?
- Do not give the wrong impression by being late.
- If you do happen to oversleep or you cannot get to work because of illness or other circumstances, contact the organisation or the person who is nominated to look after you. Do this as soon as you possibly can.
- For a moment imagine yourself as the supervisor and what would your impressions be if someone was expected to report to you at a certain time and they didn't.
- What would you think?
- What would be your first impressions?

Break your fast!

Many people jump out of bed have a quick shower or wash and rush out the door grabbing a cup of tea and a bite of toast as they go! By 10 o'clock they are hungry, irritable and lacking in concentration and proceed to eat sweet, sugary food at the tea break. It is most unfair to your body to treat it in this way, especially when you are facing a new and challenging situation where concentration and attentiveness are important.

Listen carefully to directions and instructions. It is important to remember that you have the right to ask for more information if you do not understand or hear instructions properly. People will almost always repeat instructions without complaining if you ask appropriately.

John was given specific instructions as to how cartons and packages should be stored. He only half listened and did not really understand because the woman giving the instructions did so very quickly. He was too embarrassed to ask her to repeat it. He went away and tried to do the job as best he could. He was upset when Jane, in an irritated tone of voice, said he would have to do it again.

What went wrong in this situation?

What would have helped to improve the situation?

During the day, introduce yourself to different people and get to know them. Try to hear what several people have to say. Avoid associating with just one person, try and get involved with groups of people and you will get a better perspective on what goes on in the organisation. Sometimes an individual may try to play a trick on you. Be alert to this unless it is very hurtful and continues over a period of time. Ignore it if it is a once off.

Wear suitable clothing – this will vary depending on the type of work you choose to do. Suitable dress may mean:

A uniform – can you give some examples of people who wear uniforms?

Special protective clothing such as hair nets, aprons, steel cap boots, helmets – can you give some examples?

Dress to be included not to be excluded.

Can you explain this statement and give examples of how a person or worker could exclude themselves by the type of clothes they choose to wear?

Allow your personality to come through but not in an abrasive or overpowering way.

Remember to dress comfortably and avoid restrictive or tight clothing. In some instances it may be unsafe to wear loose clothing and it is important to follow a dress code if required.

Observe all health and safety regulations. If you are confused or do not understand some of the regulations or feel you are required to do something which is unsafe, unhealthy or degrading contact the health and safety representative, a union representative or the Health and Safety Authority.

You have the right to be treated with courtesy and respect at all times, whether working or on work experience. Occasionally this is not the case and it is very important to talk to someone about it such as a union representative or your work experience co-ordinator.

First impressions do count!

As you walk towards reception or some person to introduce yourself or ask for information, they have in a matter of seconds formed an impression of you. Try to imagine for a moment in slow motion what goes through the other person's mind.

Study the information that follows and in small groups rank in order what you believe people first notice about other people.

- Sex
- Age
- Colour
- Appearance
- Body language
- Facial expression
- Eye contact
- Touch
- What do you notice first?

Teacher/Tutor note: Fold over before photocopying

Answers

1. Colour, 2. Sex, 3. Age, 4. Body language, 5. Appearance, 6. Eye contact 7. Facial expression, 8. Touch.

WORK EXPERIENCE

Before you embark on your work experience consider the following:

What do you want to gain/learn from work experience?

To help you, complete the following statements:

I want to _____

I want to _____

I want to _____

What arrangements will you need to make for your first day of work experience to run smoothly?

When you have completed your work experience, fill in the enclosed questionnaire.

Keep a diary of your work experience.

Report

Complete a short report on your work experience under the following headings:

1. What I learned on work placement.
2. I developed a number of skills.
3. I learned the following about the world of work.

Interview a self-employed person. Before you set up the interview make out six questions you would like to ask. Possible questions could be

- skills and qualities needed to be a successful self-employed person
- job satisfaction
- differences between being an employee and an employer
- biggest concerns and difficulties as a self-employed person.

Make a list of the most important qualities that employers value most highly. Would you value the same qualities if you were an employer?

Questions about your first day of work experience

You can use this questionnaire to

- (a) find out about work experience from another student or group of students
- (b) review your own experience.
- (c) ask someone in your group to interview you using this questionnaire and record your answers. This could be written Audio or visual!

What time did you get up at on the first morning? _____

Did you have time to have a wash and eat a breakfast? _____

What did you eat for your breakfast? _____

How did you feel? tired nervous unprepared ready

happy excited hassled (Please tick)

Did you know exactly where to go? Yes No

Please explain _____

How did you get to your work placement? bus lift walk (Please tick)

How long did it take you? _____

Did you get there on time? Yes No

What did you do if you were very early? _____

Were you worried about getting there on time? Yes No

What happened when you first arrived at your job? _____

Did you wait around until someone came and spoke to you? Yes No

Did you introduce yourself at reception? Yes No

Did you know the name and number of a supervisor? Yes No

Did someone ask if you were OK? Yes No

Did you have a letter of introduction? Yes No

How did you feel at this point? _____

(Here are some feelings that people have: Clumsy, awkward, confident, relaxed, embarrassed, didn't know what to do, didn't know what to say.)

What happened next? _____

Describe the instructions you were given _____

Did you feel comfortable and confident with what you were asked to do?

Yes No

Please explain what you were asked to do _____

Did you understand what you had to do? Yes No

Did you feel you could ask for help? Yes No

Did you need help? Yes No

What sort of help did you need? _____

Did you meet the safety representative? Yes No

Did you receive any information about safety and health in the workplace?

Yes No

Were there rules about fire, smoking, security, handling food or other?

Yes No _____

From approximately 10.00am on your first day what did you do?

Please give as much detail as possible.

At lunchtime what did you do? _____

Was there a canteen / area to eat? Yes No

Did you sit on your own? Yes No

Were there other people having a lunch break as well? Yes No

How did you feel on your lunch break? (Please tick) accepted at ease alone
confused happy (or any other word you can think of to describe how you felt)

Did you bring a lunch? Yes No

Did you go out to lunch on your own or with others? Own Others

Did you have enough money? Yes No

Did you go home? Yes No

What did you have to eat for your lunch? _____

What were people talking about at lunchtime? _____

Did you feel included? Yes No

What were the differences between their conversation and that which you would have with your school friends? _____

Were there any similarities? _____

What did people do? play a game listen to the radio read a book
play a computer game continued on working talked to a friend on a mobile

(Please tick) any other activities _____

Did anybody slag you or try to order you around? Yes No

If yes, can you describe what happened? _____

Did anyone play a trick on you? Yes No

If yes, can you describe what happened? _____

Were workers members of a union? Yes No

Did you meet a union representative? Yes No

Did s/he offer any advice or help? Yes No

What advice or help could a union representative give you?

From approximately 2.00pm to 5.00pm on the first day what did you do?

Did you have a break in the afternoon? Yes No

Were you working on your own or with others? Own Others

How did you feel? _____

What time did you finish work at? _____

How did you feel at the end of the day? (Try and think of six adjectives to describe how you felt e.g. tired, pleased with myself etc.) 1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

Were you looking forward to the next day? Yes No

If yes, what were you looking forward to? _____

If no, what were you not looking forward to? _____

How did you get on after your first day at work? Was it easier, harder, more enjoyable, very boring - please describe as best you can what happened.

What type of workplace were you in? (Please tick)

Retail: a shop

Service: a fast food outlet coffee shop restaurant

Industry - Manufacturing /Factory: warehouse production line

Office/Clerical Work: reception operating computer typing

answering telephone filing

Hairdressers:

Hotel: bar restaurant housekeeping

Other: (please specify) _____

Would you like to go back to this type of work? Yes No

If no, why not _____

What are the three biggest differences between school and work experience?

1. _____

2. _____

3. _____

What advice would you give to students who are starting their first job or work experience? _____

List three qualities you have which were useful while at work.

1. _____

2. _____

3. _____

What skills did you develop while at work?

What skills would you like to develop further? _____

Complete this section carefully

The six most important things I learned from work experience are:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Well done! You have spent some time reading discussing and learning about the world of work:

1. Make a list of four activities that you participated in:

Debate, discussion, interviews, survey, and group work

Describe what you did.

2. Describe an action plan that you had to carry out for one activity while working on this topic.

Fill in the following statements:

While working on this topic,

I learned _____

I learned _____

I learned _____

I learned _____

I learned _____

4. List four skills/talents/qualities that you were able to improve upon while working on this module.

5. Name three things that you would like to improve upon or learn more about.

6. How much time did you spend working on this topic?

7. How would you rate your level of work having completed the topic?

Good very good excellent



workers rights

YOUR RIGHTS AT WORK

The aim of this module is:

1. To create an awareness that young people have rights.
2. To explore the concept of exploitation in relation to young workers.
3. To provide information on legislation relevant to young people.
4. To encourage debate and discussion regarding how young people are treated as workers.
5. To provide case studies as a basis for role play and discussion.
6. To elicit questions and stimulate discussions.
7. To provide an opportunity to develop personal skills.

Sources of information for this module are:

Congress
31/32 Parnell Square
Dublin 1
Tel: 01 8899 7777

Your Rights at Work – Eddie Higgins and Nuala Keher

Employment Rights Information Office
Davitt House
65a Adelaide Road
Dublin 2
Tel: 01 661 4444

Did you know that?

According to the Declaration on Fundamental Principles and Rights at work supported by the International Labour Organisation and Congress you and workers both young and old throughout the world have the right:

- To seek collective bargaining for conditions of work.
- To Freedom of Association- the right to form join and organise independent unions.
- To eliminate discrimination in the workplace
- To reject forced labour and child labour, as it is a violation of fundamental rights.

As young worker in Ireland there are a number pieces of legislation that protect your rights as a worker in the workplace. The Dail enacts most of these laws and, in some cases, the Irish Government follows EU Directives, as we are members of the European Community.

In the following pages you will find a summary of these Acts. As the legislation is very complex and detailed it is important to seek advice and information if you feel the law is being broken or your rights are being ignored.

If you are a member of a union you could consult your union representative or

Congress

31/32 Parnell Square, Dublin 1 Tel: 01 8897777
website: <http://www.ictu.ie>

Congress Centres located throughout the country.

Department of Enterprise Trade and Employment

Kildare Street
Dublin 2
Tel: 01 6614444

Equality Authority

36 Clonmel Street
Off Harcourt Street
Dublin 2
Tel: 01 6670344

Employment Rights Information Unit

Davitt House
65a Adelaide Road
Dublin 2
Tel: 661 4444
website: <http://www.irlgov.ie/entemp>

A summary of legislation relevant to young people

In the workplace the following Acts can protect your rights and your conditions of employment.

Health and Safety Act, 1989

This Act protects everyone in paid employment. It also includes the employer and self-employed. The main purpose of the Act is to make work safe – physically and psychologically. See the module on Health and Safety for more information.

Protection of Young Persons in Employment Act, 1996

This Act protects young workers under 18 years of age. It provides protection on such matters as rest breaks, maximum hours, minimum age that you can work, employment records, night work and overtime.

Terms of Employment Information Act, 1994

This Act provides you with a right to written information regarding your employment contract.

Worker Protection (Regular Part-Time Employees) Act, 1991

This Act protects your rights with regard to contracts of employment, disputes, holiday entitlement and maternity leave, minimum notice and unfair dismissal.

Payment of Wages Act, 1991

This Act protects you from unlawful deductions or payments from your wages. You are entitled to an easy form of wage payment where cash is not being paid. You must receive a regular statement of wages, i.e. a payslip.

Maternity Protection Act, 1994

Whether you are working part-time or full-time you cannot be dismissed from work because you are pregnant or during a pregnancy. The maximum amount of time you must be with an employer is 14 weeks with at least 8 hours work per week.

Employment Equality Act, 1998

This Act outlaws discrimination on nine grounds – gender, marital status, family status, sexual orientation, religious belief, age, disability, race and membership of the travelling community. The Act also provides for equal pay for equal work.

Unfair Dismissals Act, 1993

This Act protects workers against unfair and unreasonable dismissal if you are employed for more than 365 days and you are aged between 16 and 66. You are not covered in some instances; for example, a FÁS apprentice, a member of the defence forces or if you are on a probationary period at work (check with a union representative of the Department of Enterprise Trade and Employment if you are unsure). You are covered from day one if you are dismissed because of union activity or pregnancy.

Protection of Young Persons in Employment Act 1996

This Act states:

- 14 year olds cannot work during school time and no more than 35 hours a week during holiday time.
- If you are over 15 you can work part time.
- A 15 year old is allowed work a maximum of 8 hours per week during term time and 35 hours per week during holiday time.

You can also work on an approved work experience programme or educational programme. You can work during the summer holidays but you must have a minimum three-week break before you return to school.

If you are under 16 you can be employed in film, theatre, sport or advertising but your parents or guardian must apply for a special licence.

If you are under 16 you are allowed work after 8am and up to 8 p.m. and no later. Under 16s must get written permission from a parent or guardian.

If you want to get a regular job you must be 16 years or older.

A 16 to 17 year old can work after 6.00a.m up to 10.00 p.m. if they have school next morning. If you do not have school next morning you can work until 11.00p.m. You must not start work the next day before 7.00 a.m.

You are entitled to two rest breaks of a minimum of 30 minutes every 4 hours as well as your lunch break

Employers must check a copy of the young person's birth certificate.

Employers must also keep a register of information about each young worker under eighteen years of age. This should include details of time when work begins and ends each day as well as the rate of pay. A young worker should also receive a contract of employment within two months.

Terms of Employment (Information) Act 1994

As an employee you are entitled to receive details of your rest periods and breaks. Your employer must provide this to you within two months of the start of employment. You are not covered if you are living in the same private house or farm as your employer or if your employer is an immediate relative.

Worker Protection (Regular Part-Time Employee) Act 1991

This Act covers you if you are a part-time worker who works at least 8 hours per week for the same employer for at least 13 weeks. It protects you with regard to holidays, maternity protection, minimum notice and terms of employment, unfair dismissal, equality, health and safety at work, payment of wages. You are entitled to a contract of employment.

Organisation of Working Time Act 1997

- This Act covers workers over 18 years of age.
- The maximum average working week is 48 hours.
- You must have 11 hours rest in every 24-hour period.
- A rest break of at least 15 minutes every 4 hours and 30 minutes up to 6 hours.

The Act also provides workers with paid leave.

All employees, full-time, part time, temporary or casuals are entitled to holiday leave and pay. If you are a regular part time employee you are entitled to annual leave of 6 hours paid leave for every 100 hours worked.

Pay for annual leave must be paid in advance of going on holidays.

You have a legal right to public holidays and they are as follows:

1st January (New Years Day)
17th March (St Patrick's Day)
Easter Monday
First Monday in May
First Monday in June
First Monday in August
First Monday in October
Christmas Day
St Stephen's Day.

You are entitled to any one of the following alternatives:

- A paid day off on the holiday itself.
- A paid day off within a month.
- An extra day's annual leave
- An extra day's pay.

If you are asked to work Sundays you are entitled to extra pay. This can be added pay or time off in lieu.

Note: You are only paid for the amount of time you would work on a bank holiday.

Payment of Wages Act 1991

This Act protects you from unlawful deductions or payments from your wages. Wages are any payment in return for work such as:

- basic pay
- bonus
- commission
- fees
- holiday pay
- maternity pay
- overtime
- shift payments
- sick leave payments
- payment in lieu of notice.

You are entitled to one of the following methods of payment: cash, cheque or direct debit transfer – this is at the employer's discretion.

You are entitled to a payslip outlining your wages and deductions.

Acceptable methods of payment would be cash, cheque from a reputable bank or electronic transfer. Payment directly to your bank account is becoming a very common way of paying wages and your employer is entitled to request your bank account number in order to do this.

Note: No employer is entitled to deduct any money from your wages, with the exception of tax or PRSI, without your prior consent.

Deductions

If an employer decides to deduct money from your wages for breakage, cash shortfall, poor work, cleaning of clothing or equipment or fines you for breaches of discipline you must be told about it in a written contract of employment. The amount must be reasonable and take into account your ability to pay.

Before money is deducted from your wages you must be given written details of the wrongdoing at least one week before the deduction is made.

Valid Deductions

These are deductions from your wages such as:

If you have a loan from your employer.

Deductions for a third party such as a credit union, a union subscription, building society, health insurance

You must give written permission for these deductions to be made.

Statutory deductions are also taken from your wages. These are deductions such as income tax, pay related social insurance (P.R.S.I.).

This Act protects you legally if your employer:

is not paying the correct amount to a the Government

is not paying it by the appropriate dates

is deducting more than the amount necessary or agreed.

The Maternity Protection Act 1994

Whether you are working part-time or full-time you cannot be dismissed from work because you are pregnant or during pregnancy. The minimum amount of time you must be with an employer is 14 weeks with at least eight hours work per week.

It is regarded as unfair dismissal if you are asked to leave work because you are pregnant. You are entitled to:

- 14 weeks maternity leave and up to 4 weeks more if you request it (You must inform your employer in writing at least four weeks before your leave is due to commence. You must produce a medical certificate stating you are pregnant)
- The right to return to work
- The right to paid time off work to attend ante-natal and post-natal medical appointments. (You must show proof and apply in writing for it)
- The right to health and safety leave in certain circumstances if your workplace poses any danger to you while pregnant or breast-feeding. (Dangers could be solvents, chemicals or lifting). Pregnancy should not be considered as sick leave, as being pregnant and breast-feeding are normal healthy conditions.

A pregnant woman is entitled to job protection and the usual conditions of employment during leave.

The Act does not give you the right to maternity leave payment.

(see claiming benefits for more information.)

Claiming Benefits

Every person over 16 is issued with a personal Revenue and Social Insurance number. This is shown on a special card issued to you when you are sixteen. Your R.S.I. number is very important.

Do you have an RSI number?

Your R.S.I number is important if you need to visit the tax office or social welfare office.

All employees should pay PRSI.

If you are 16 years old or over you are liable for PRSI contributions if you are working

PRSI pays for the following:

- Social Insurance, for example Social Welfare Benefits, such as Maternity and Unemployment Benefit, Injury Benefit and Pensions.
- Health contributions to help pay for health services.
- An employment levy to help pay for employment assistance and training schemes
- You are entitled to any or all of the above in certain circumstances if you have paid a certain amount of PRSI contributions.

Two important documents record your PRSI contributions as well as your tax contributions. These documents are P45 and P60.

What is a P45 used for?

What is a P60 used for?

When you start work you should be asked for your RSI number and this applies whether your work is casual, part-time or full-time.

Self employed persons earning more than £2,500 should also pay PRSI.

Maternity Benefit

You can claim Maternity Benefit if:

- You have made 39 or more social welfare contributions.
- Payment of maternity benefit is about 70% of your average weekly income.
- It can be paid to you by direct payment into your bank or building society or a cheque can be posted to you every week. You should apply at least 10 weeks before your baby is born.

You can get a claim form from your local Social Welfare office.

When you are returning to work, you must inform your employer four weeks before you intend returning. While on maternity leave you are entitled to all rights as if you were at work, For example, annual holidays, public holidays, incremental movements up the pay scale, maintenance of your position and status at work

Health and Safety Benefit

This is a payment for employed women if they are pregnant, have recently had a baby or are breastfeeding and cannot continue at their employment because of a risk to their health and safety and have been granted health and safety leave by their employers. Certain risks are solvents, chemicals, lifting or night work. A doctor must certify that the risk poses a health and safety danger to the mother while she is pregnant or breast-feeding.

If you are given health and safety leave by your employer you are entitled to benefit if you have paid a certain amount of PRSI. It depends on your earnings and is paid weekly by cheque.

Note: These benefits are only available to you if your employer deducts PRSI payments from your wages.

What happens if you don't pay PRSI?

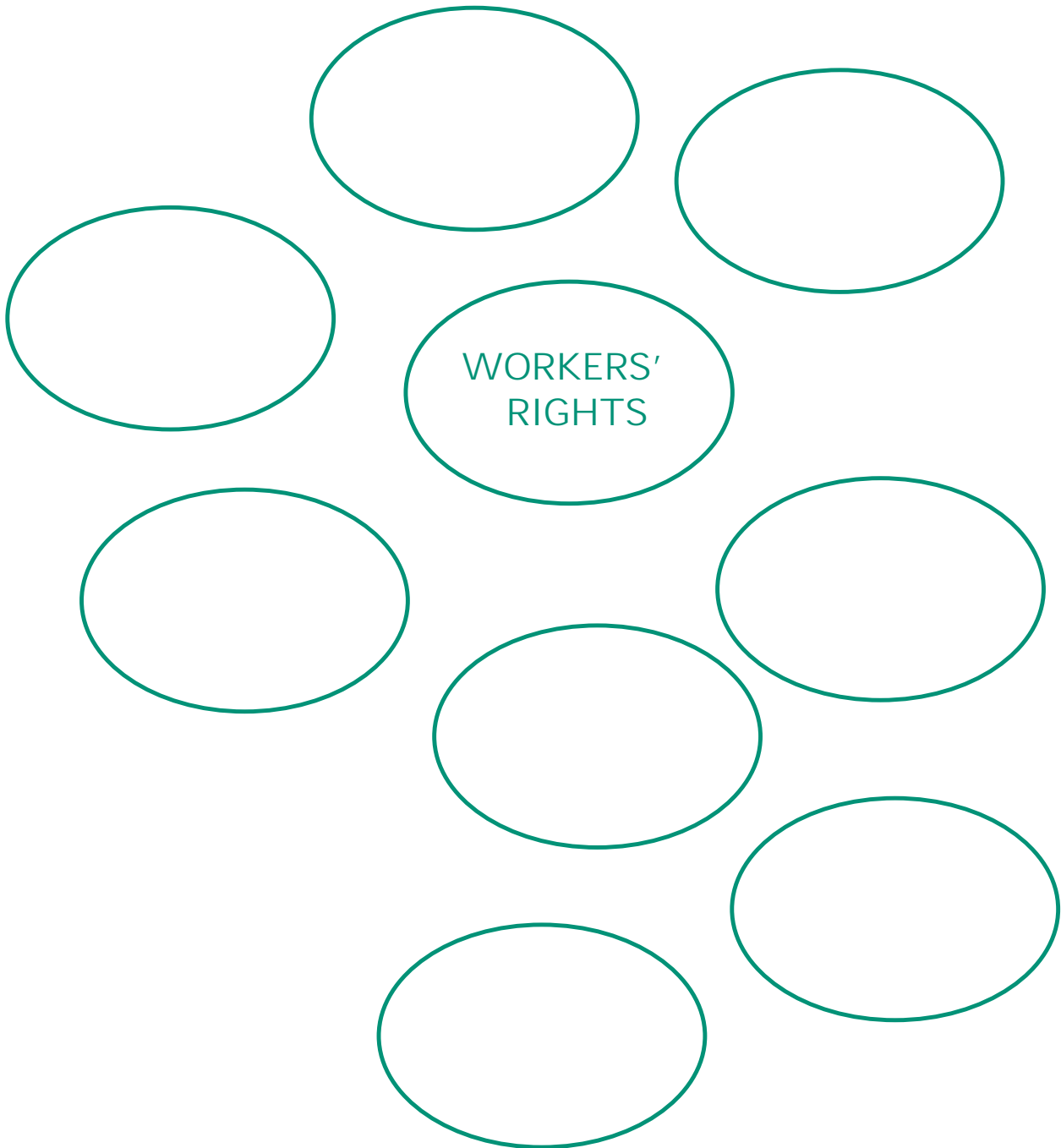
Injury Benefit

This is a weekly payment made to you if you are unfit for work due to an accident at work or because you have contracted a disease due to the type of work you do, i.e. contact with physical or chemical agents. In order to qualify for this benefit you must be in insurable employment, i.e. pay PRSI. Injury benefit is also paid weekly by cheque for up to 26 weeks starting from the date of the accident or illness. If you are still unable to work after that period you may be entitled to disability benefit.

All work accidents do not result immediately in illness or disablement, so in such a case and to safeguard your future right to benefit, you should declare on a special form that the accident happened at work.

WORKERS' RIGHTS

These days we hear a lot about rights, human rights, citizens' rights and workers' rights. When you see the words "workers' rights" written down what immediately comes to mind?



In the above spaces write down as many words as you can that you associate with workers' rights.

What does workers' rights mean to you?

Here is a brief summary of the articles in the Declaration of Human Rights

Study them carefully

As a young person preparing to leave school and join the world of work choose six of these rights that are extremely important to you.

EVERYONE

Is born free and should be treated in the same way with equality and dignity

Has the right not to be discriminated against on any basis, for example colour, sex or language.

Has the right to live and to live in freedom and safety

Has the right to liberty/freedom

Has the right to security of person. No one should be tortured or should suffer from cruel and inhuman treatment.

Has the right to recognition as a person before the law.

Has the right to ask for legal help when their rights are not respected.

Has the right not to be imprisoned unjustly.

Has the right to a fair trial.

Has the right to be innocent until proven guilty.

Has a right to privacy.

Has a right to travel within, to and from their own country.

Has a right to asylum.

Has a right to nationality.

Has a right to marry.

Has a right to own property and things.

Has a right to freedom of thought conscience and religion.

Has a right to freedom of opinion and expression.

Has a right to meet with others.

Has a right to take part in government and vote.

Has a right to social security.

Has a right to work and join a union.

Has a right to rest and leisure.

Has a right to an adequate standard of living and medical help.

Has a right to go to school.

Has a right to take part in their community's cultural life.

Is entitled to the opportunity to enjoy the rights of this declaration.

Must respect the rights of others.

No one can take away any of the rights of this declaration.

What rights are important to workers in the Declaration of Human Rights?

Here are a number of statements regarding Young Workers Rights.

In the boxes provided, rank in order of importance what you believe to be (1) the most important and (2) the next most important etc, all the way to the end.

I have the right to be treated with dignity and respect regardless of age, sex or race.

I have the right to clean, safe conditions of work.

I have the right to a fair wage for the work I do.

I have the right to join a union if I wish to do so.

I have the right to maternity leave and the right to breast-feed my baby if I wish to do so.

I have the right to holiday pay and adequate overtime pay and I also have the right to refuse overtime.

I have the right to a payslip and a contract of employment.

Are there any other rights you would like to add ?

Are there any rights mentioned that are not important ?

If we have rights we also have responsibilities

Make a list of responsibilities that you have as a young worker.

Design your own Worker's Charter

Use the following words to help you:

Contract, Right of Association, Maternity/Paternity/Sick Leave, Adequate Pay, Healthy and Safe Environment, Equality, Holiday Pay, Social Insurance, Hours of Work, Respect.



Group discussion and debate:

Why should I pay tax?

You have a friend real or imagined who is working regularly and earning a good income but s/he does not believe in paying tax or P.R.S.I.

Set out the arguments you would make to convince them of the benefits of paying a fair share of tax?

Are there benefits for everyone if we pay a fair share of tax?

What are the benefits for the country?

Why is it important to pay P.R.S.I.?

What problems could arise for a young worker if an employer did not pay P.R.S.I.?

Fill in this worksheet as best you can

My name is: _____

As a young worker I have the right to:

Because I have Rights, I also have Responsibilities:

My name is: _____

My responsibilities are:



Sweet shop pay leaves Marie bitter

Marie, 16 works almost 20 hours a week in a newspaper/sweet shop. That means she is unable to do her homework on Monday and Wednesday evenings and she has very little time for study at the weekends.

Marie (not her real name) is aware that her job is interfering with her studies – she blames it for having to drop down to Pass Maths recently.

HOLIDAYS

But she wants the money to finance two holidays in the United States and Greece this summer and to pay for her social life.

“It can interfere with school life and after school activities. My parents do not think I should be working as many shifts as I do but I just argue that they aren’t going to give me £80 a week,” she said.

BATTLE

Her net pay tends to be about £77 a week for four hours on two week nights,

an 8.5 hour shift on Saturday and a five-hour shift on Sunday.

Marie had to fight for months before her employer raised her hourly rate from £2.50 to £3.50. She doesn’t get paid for her hour lunch break on Saturday or staying late to close up the shop.

“Our responsibilities have been greatly increased but we don’t get any extra money. We have to do the tills and lock the shop but we aren’t paid for that,” she said.

On Mondays and Wednesdays, she simply doesn’t do her homework or she stays up until 1am or 2am if she has to finish an essay.

“Sometimes I take half a day on Thursday to catch up,” she said.

BETTER RATE

Marie and the other young people who work in the shop have also had difficulties getting holiday pay. She said she would have left long ago except for the friendships she has made working in the shop.

Marie’s younger brother gets a better hourly rate and conditions in his job in McDonalds but she prefers the atmosphere where she works. Her employer is rarely there – he works from another shop.

Marie is planning to drop her job when she goes into sixth year so she can concentrate on her Leaving Cert.

DROPPED GRADE

But for the moment she is happy to work even at the evident cost to her education.

“I have dropped a grade recently and gone to Pass Maths even though I would be well able for honours if I really wanted to do it.

CAREER

It is a question of priorities. I’m hoping to do well enough in other subjects,” said Marie who wants a career in Public Relations. Hopefully, she will not regret her priorities as a 16-year-old in years to come.

Imagine it is the end of term and Marie’s parents have received her school report. It states she is very mature and has great ability and lots of potential but she is falling behind in her work at school. Her report also shows that her attendance has dis-improved greatly, especially on Thursdays.

In groups of four:

Write a dialogue and role play the discussion between:

- Marie and her parents and
- Marie and her best friend.

In pairs:

Describe two ways that Marie is being exploited?

Is Marie’s part-time work affecting her education? How will it affect her future career?

What are Marie’s priorities? Are your priorities similar or different?

Will her decision to work while at school affect her Leaving Certificate results and her study?

If her net pay is £77 per week is her employer deducting PRSI?

What are the disadvantages of not paying PRSI?

How could a union representative help?

Read the information on Protection of Young Person’s Act, 1996.

Read John's story.

John was 16 on June 6th last year. He is a 5th year student studying for his Leaving Certificate Applied. During the school year he worked part-time for a well-known restaurant. He worked Thursdays after school 5 p.m. to 10 p.m. and Saturdays 12 am to 12 midnight approx. This summer he will be 17 and plans to work full time five days a week. He will work as a cashier and will receive three days training before he starts the job. He will also work as a waiter when needed. He will work a minimum of eight hours a day but he will not know exactly what hours or times until the day before, as the restaurant will employ him according to their needs. He plans to stop working completely at the end of August and return to his studies full-time. Last summer the manager was disorganised when it came to telling him what day or hours he was needed and often was not there to pay him at the end of the weekend. As a result he did not receive his wages regularly. Tipping was also a problem. He had to pool his tips but felt some people who did not work as hard as others and ended up getting more than they deserved.

For Discussion

This summer John expects to be paid £3.75 per hour.

Is this a fair rate for what he is expected to do?

When John was 16 how many hours per week was he working?

Was it within the legal limits?

When John finishes work in September to return to school what is he entitled to regarding holiday pay?

If he is asked to work a public holiday in August what are his entitlements?

If he works Sundays what are his entitlements?

Because John is under 18 years of age his employers must fulfil a number of things.

With a partner make a list of what his employer is legally bound to do.

Read the information on the Maternity Protection Act, 1994.

Read Marie's story.

Marie is 17 and discovered three months ago that she is pregnant.

She worked part-time in a well known retailing store and had been working there since she was 16. She used to work one evening a week and all day Saturday, a total of 10 hours every week. She was paid £4 an hour and had PRSI deducted from her wages every week. In the mornings she suffered from nausea and one morning when she arrived late she told her supervisor that she was pregnant. Not long after she noticed a change of attitude to her but she tried to tell herself that she was over-reacting, as she could not quite figure out exactly what was happening.

She felt she was being watched more and she was asked to do more work, such as lifting and carrying goods from the stores and tidying up the clothes. Comments were made about her appearance and that she always looked tired and unwell although she didn't feel this way. One of the managers commented on her appearance and that she was not as neat and tidy as was required. She found this hurtful and unsettling and began to feel less confident and more self-conscious. Her hours of work were also changed. She had always worked on Saturdays but now she was asked to work evenings and Sundays. This did not suit her at all as she found it very difficult to cope with her schoolwork. Although no one at work said they did not want her to work and many of her colleagues were helpful and supportive, nevertheless she decided to quit her part time job even though she had not intended to so for some time.

She felt that management had changed their attitude to her and the only reason she could give was her pregnancy. She had been getting on really well with the store managers prior to her pregnancy. She did take any sick leave or holiday leave and she was rarely late.

Did you know that:

Constructive dismissal is the creation by an employer of conditions so intolerable that the employee feels compelled to resign from the employment.

Do you believe this is what happened to Marie?

Give at least one good reason for your conclusion.

Why do you think her immediate supervisors changed their attitude to her?

Did Marie overreact?

What could she have done differently?

If she remained at work was she entitled to pregnancy leave?

What holiday leave was she entitled to?

In pairs discuss:

What are Marie's rights in this situation?

What law could have protected her?

How could a union representative help?

Discuss in small groups:

If you had a friend in this situation what would you suggest they should do?

Who could she contact for assistance and support?

Assignment

Find out more about your rights by contacting:
The Employment Rights Information Office,
Davitt House,
65a Adelaide Rd. Dublin 2.
Tel: 6614444.
Website: www.irlgov.ie/entemp

or by reading 'Making Welfare Work For You' (a guide to benefits and entitlements to support people in work) published by
Congress,
31-32 Parnell Square,
Dublin 1.
Tel: 01 8897777.
Social Welfare www.welfare.ie or
www.dscfc.ie

Am I being treated fairly?

Teacher/tutor could ask students to adopt the roles of the people in the stories that follow and facilitate a discussion on the questions that follow each piece.

Students could also script a drama piece using the situation outlined as a central theme if time permits. The stories that follow are a focus for discussion and debate and it would be useful to have an outline of the relevant legislation at hand

Am I being treated fairly ?

Patrick's story.

One person in your group volunteer to read or role-play the following piece.
You will also need handout Summary of Legislation Relevant to Young People.

My name is Patrick. I am fifteen years old. I work most Saturdays from nine o'clock to six and I am usually paid £20 cash. Sometimes it is a bit less and sometimes a bit more. My uncle owns the butcher's shop where I work so he pays me. He puts his hand in his pocket and gives me twenty pounds. He says I can train as a butcher with him when I leave school.

Sometimes I work on Wednesday afternoons if the shop is busy. He rings me at lunchtime and asks me to come in. This means that I miss my swimming club or sometimes a football match. My parents are unhappy about that. I am always asked to work Wednesdays when there is an international soccer match on because two of the permanent staff are football fanatics and want to take the time off to travel to the match. I love soccer too and would love to go to the matches with them. I like the job and I get on well with the customers and my workmates.

Discussion

- Is Patrick being treated fairly ?
- Make a list of ways that you believe Patrick could be treated better.
- Is Patrick's employer breaking the law ?
- What rights does Patrick have ?
- Does Patrick know his rights ?
- Who, if anyone, could help him improve his position ?

Debate

Exploitation - What is your definition?



Is Patrick being exploited? Do you agree or disagree?
Give reasons for your opinion.

Am I being treated fairly?

One person in your group to read or tell this story. You will also need a summary of the legislation relevant to young people.

Sarah's story.

My name is Sarah. I will be 16 next September. Sometimes my older sister gets me a cleaning job on Saturdays and Sundays, cleaning in a large hotel in the city centre. I usually work from 8 a.m. to 5 p.m. approximately both days. I take a break at 10 o'clock for ten minutes and at around 1 o'clock for about 40 minutes to have a roll or sandwich for lunch. Sometimes I buy a drink in the hotel coffee shop and we are allowed to sit and eat there if it is not too busy, otherwise we eat in a small room where all the cleaning materials are stored. I rarely take a break in the afternoons because I have too much to do I must finish everything before I leave. I get a cheque for £55 for the two days work. I work hard and the supervisor is pleased with my work. She contacts me on the Friday if she needs me. It is great to get so much money into my hand and I am allowed to spend it all on clothes, shoes or CDs for myself. I really like being financially independent!

Calculate how much Sarah earns per hour.

Is this a fair wage for the hours of work and Sunday work? Discuss

Study the summary of legislation

How is Sarah's employer breaking the law?

Discussion

Is Sarah being exploited?

What is your opinion?

Do you think her schoolwork will suffer?

Am I being treated fairly?

Geraldine and Kevin's story.

My name is Kevin. I have finished my Junior Certificate and I am in transition year. I work in a restaurant bar at the weekends, serving drinks and meals, collecting glasses and cleaning up after the bar closes. I work from 8.30 pm to about 12.30 am at night, depending on what needs to be done.

I am paid £15 for the night and sometimes on Saturday night if there is a good crowd I can earn as much again on tips. If I make a mistake with the float I must pay from my wages and I must wear a white shirt, a bow tie and black pants that I had to buy myself. I walk home after work.

My name is Geraldine and I work in the same restaurant bar as Kevin. I attend the same school as Kevin and we are in the same class. I told him about the job as I got it three weeks before him. I usually work from about 8.30 pm to 12.30 am. I also do the same job as Kevin, serving drinks, food and collecting glasses and cleaning up. I wear a white blouse and black skirt that I bought myself and if I lose part of my float I must repay it from my wages. I am paid £12.50 and also make some money on tips especially if there is a special event or holiday and people are celebrating. I am paid less than Kevin is and when I complained I was told girls earn more on tips and that I don't have to do as much cleaning but I don't agree. Once I was asked to clean the gents toilets but I refused because I did not have the proper equipment and there were men who could do it. If I was asked again I don't know if I would refuse because they might let me go. My parents only allow me to work on Saturday nights and they collect me from work because there is no bus and the restaurant bar is a fifteen-minute walk from my home.

Discussion

Do you think Geraldine is discriminated against?

What type of discrimination is it?

If Geraldine was working in a full time employment what law could protect her?

If Geraldine is asked to clean the gents' toilets again what could she do?

What are the concerns regarding Health and Hygiene here?

Do you believe Kevin and Geraldine are paid a fair wage for the work they do?

Is there a recommended minimum wage for young workers?

Conduct a survey and find out how many students in your school or centre, are working part-time ?

Find out the average wage they are paid per hour.

How could a trade union representative help?

Employment Equality Act 1998

This Act outlaws discrimination on nine grounds - gender, marital status, family status, sexual orientation, religious belief, age, disability, race, membership of the travelling community. The Act describes discrimination as the treatment of one person in a less favourable way than another person is, has been or would be treated. The Act outlaws discrimination by employers, advertising, employment agencies, training organisations or discrimination by trade unions. The Act also provides for equal pay for equal work.

The Equality Authority was established to eliminate discrimination on the grounds mentioned and to promote equality of opportunity. The Director of the Equality Authority and Equality Officers make sure the law works. If you have a complaint you can contact them. There is no charge for their assistance or advice.

They can be contacted at 36 Clonmel Place, off Harcourt Street, Dublin 2.
Tel: 01 6670344

What is discrimination?

With a partner write down what you believe discrimination is

Discrimination is: _____

What is equality of opportunity?

With a partner write down what you believe equality of opportunity is.

Equality of opportunity is: _____

What is sexual harassment?

With a partner write down what you believe sexual harassment is.

Sexual harassment is: _____

Other types of harassment are: _____

Use a dictionary or ask your teacher /tutor to help if you are not sure.
Compare and contrast your definitions with others in your group.

Minimum Wage

Ireland will have a legal minimum wage agreed and put in place by April 1st 2000. Various groups have campaigned for a legal minimum wage for some time.

Those who are most at risk from low pay and exploitation are:

- Young workers, part time workers and women over 45.
- The initial rate that is suggested for a national minimum rate is £4.40.
This is based on 2/3rds of median earnings and takes into account employment, overall economic conditions and competitiveness.
- The target date to implement this by law is April 1st 2000.
- A separate rate for under18 is set at 70% of the full rate.
70% of £4.40 would be £3.08
- A separate training rate is also planned for job entrants who have no experience and regardless of age. This reduced training rate would apply to first time job entrants, apprentices and trainees.

This would work on a sliding scale:

First time employees would be paid 75% of the full rate.

80% in the second year

90% in the third year.

In order to prove that employers are providing training, a written statement outlining the type and duration of training must be included in the employee's terms and conditions of employment. If this statement is not provided, the employer will be required to pay the full rate.

Note: A legal minimum rate does not mean that employers will pay no more than this to employees. At present many employers pay higher rates. A legal minimum rate ensures that employers who might want to exploit workers by paying very low wages cannot do so.

Your Rights - Match the Word Worksheet

Read and Match the correct description with the correct word. Write the correct words from the list at the end.

1. This Court hears disputes between unions and employers and between employees and employers:
2. This body was established in 1999 to work towards eliminating discrimination based on sexual orientation, race, marital status, religion, age, gender, being a member of a travelling community, disability:
3. An employer creates conditions so difficult and intolerable for an employee that s/he resigns from their job:
4. This sets down in writing how allegations of misbehaviour are dealt with:
5. The minimum number of people required to attend for a meeting to be properly taking place:
6. This person deals with grievances an employee may have with an employer. This person will deal with complaints about wages, unfair dismissal, maternity protection and discrimination. The meeting is informal and you can bring a parent a friend or a union representative to support you:
7. If you are a member of a union and you are asked to vote for industrial action you are entitled to use a ballot paper placed in a ballot box:
8. This is a form of disciplinary action where the employee is instructed to leave his or her place of work so that an investigation can be carried out. It may be with or without pay:
9. A written statement outlining your working conditions, rights, responsibilities and entitlements. It must be given to you within two months of starting work and you will be asked to sign a copy:
10. The lowest levels of pay which should be paid to a worker. A rate of £4.40 is proposed for Irish workers and is due to be implemented on April 1st 2000. Under 18's will be legally entitled to 70% of this rate:

Words to match are: (a) Minimum Wage, (b) Secret Ballot, (c) Employment Contract, (d) Labour Court, (e) Suspension, (f) Disciplinary Procedure, (g) Equality Authority, (h) Quorum, (i) Constructive Dismissal, (j) Rights Commissioner.

Young People Working

Eoin's Story

Eoin is 16 years old. He is studying for his Leaving Cert and plans to go to college to study business. Eoin applied for a summer job in April after the Easter holidays and was offered a job immediately. Even though he was going to school, he decided to take up the offer as it was near the summer holidays and this was his first year of studying for the Leaving Cert.

He was asked to work:

Tuesday evening from 5 o'clock to 8 o'clock

Thursday evening from 5 o'clock to 10 o'clock

All day Saturday from 8 o'clock to 8 o'clock with a 1 hour break for lunch and two 15 minute breaks.

Every Sunday from 3 o'clock to 7 o'clock.

He was paid £2.60 an hour and he was asked for his RSI number and received a payslip. He was allowed 4 weeks tax-free. He was told to open a bank account and his wages would be paid into that.

Eoin worked in the Butchery Department, where he was required to serve the customers and clean up the general area, the equipment and the machines. The management held a meeting with staff warning them that inspectors were likely to call and advised them to be on the alert regarding hygiene. Eoin was required to wear a white shirt (he provided this himself) and a bow tie, hat and butcher's apron which were provided by the company. Two months after starting with the company he had not been offered a contract of employment, he was getting tired and found it increasingly difficult to get up in the morning. He had less time to study for his end of year exams, he had stopped football training and had missed some matches because he had to work on Saturday mornings.

He really liked earning his own money and enjoyed the freedom it gave him to spend it as he pleased. He loves sportswear and sports shoes and spent some on new clothes. There was a particular brand that he wanted to buy and, as his parents refused because of the cost, he purchased it himself.

Discussion in pairs.

What laws have the company broken?

Hints – Contract, Safety, Working Time.

Why is it important to give your RSI number to an employer?

Why is it important to get a payslip?

When Eoin finished work to return to school what was he entitled to?

Eoin's Story (continued)

Role Play

Imagine you are Eoin.

Three students (one act as observer) role play Eoin and the supermarket manager.

Ask for a contract of employment from the manager (you may wish to write a possible dialogue first)

Eoin arrives late to work on Saturday morning having played a football match. The manager, frustrated and annoyed, tells him not to bother taking off his jacket.

Role play what happens next?

You could also role play or write a dialogue of what could happen between:

Eoin and his teachers who note a disimprovement in his work rate

Eoin and his friends/girlfriend who rarely see him

Eoin and his parents, who cannot get him out of bed to go to school.

Young people working

Brian's Story

Brian did not like school. He loved English, Home Economics and being with his mates, but was often in trouble, so he decided to leave just before completing his Junior Certificate. He had missed a lot of time from school for various reasons, but late into 2nd Year, when he was 14, he started to help the driver deliver curries for a local take-away. He started work at around 8 o'clock at night and worked for four, five or six hours depending on demand. Weekends were particularly busy. As Brian missed school regularly it got more and more difficult for him to catch up with his subjects. He felt older and different and did not feel included. Work had changed him.

How do you think work had changed him?

When he decided to leave school he worked as much as he could in the delivery job. In the beginning he didn't mind the work but as he got more and more work, and as he worked later and later and never knew when he would finish, he got bored and tired and lost interest and enthusiasm.

The money he earned (£2.50 per hour) was poor and, as he had left school, his mother expected a contribution for food and he was expected to buy his own clothes and shoes. The owner also said he would teach him to drive, as one of his ambitions was to learn to drive. Part of him regretted leaving school and part of him felt he no longer fitted in. Finally, the van driver changed and Brian started work with a new driver whom he did not get on with. Now he is unemployed and wants to start and catch up on his education but is not sure what to do.

Where can he go? He did not pay PRSI. He did not get a payslip nor did he pay tax. He did not receive holiday pay or overtime pay for working Sundays or Bank Holidays. He did not receive a contract of employment. He did not learn to drive. He is not receiving unemployment benefit.

What can Brian do to improve his situation?

Role Play

Role-play the following people. What suggestions and advice might help?

Brian's friend who is still at school

What do you think Brian's friend is saying to him?

His mother

His father

What do you think his mother and father are saying?

The van driver

What might the van driver say to him?

The owner of the take-away

An advisor about getting back into education or training and financial assistance.

What suggestions would you have to make?

If Brian was your friend how would you help him?

Sorcha's Story

Sorcha is 16 years old. She is the eldest of a family of five. Her mum is a lone parent in poor health. When she started second level school she really liked it, especially some of her subjects (such as maths and economics) and the new friends she made. She helped her mother a lot, doing the shopping and organising the family meals, buying food and clothes and organising the family budget. She also looked after her younger brothers and sisters, getting them ready for school etc.

Friday was a particularly difficult day for Sorcha as she had to do messages for her mother and missed the time from school. In the beginning, she missed the afternoons but when she was very tired or had a lot of work to do and she also tended to get a lot of homework on Fridays, she often took the day off. As time went on it became more and more difficult to keep up with schoolwork and it was difficult to explain to others, especially teachers, what life was like for her. Everyone else seemed to be doing all right and she didn't want people to know about her problems.

When she was 16 she started work in a local lounge and found she was missing more and more time from school. She was ordered about a lot in the pub and finally left as she was asked to clean up with poor equipment and no help. She realised that this was not the type of work she wanted to do and decided to return to school again. It was very difficult and despite encouragement and support she felt she had fallen too far behind and had lost a sense of belonging in her class.

Sorcha now works for a catering company. She doesn't mind the work and feels the pay is OK, especially if she works on Sundays and does overtime. Nevertheless, she is very disappointed that she did not manage to do her Leaving Certificate, she has lost her confidence and feels she is a failure. This year her classmates sit for their Leaving Certificate examinations and she wishes she could be doing it too. Meeting some of her former classmates she feels isolated, different and excluded from so many events such as debbs, graduation ceremony, summer holidays together and lots of friends talking and sharing on their mobiles and e-mails. She dreams and fantasises about passing her Leaving Certificate some day.

Role Play

Organise role play around Sorcha meeting her friends and talking about what is happening for them while doing the Leaving Certificate..
How does she feel?

Many people leave schools without doing examinations and have very successful lives and careers.

Do you know some people who did this?

Are there well known people who left school without qualifications- musicians, politicians, footballers, business people, celebrities, models?

What helped them succeed and why?

Complete this section carefully

The six most important things I learned about workers' rights are:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Well done! You have spent some time reading discussing and learning about the workers' rights:

1. Make a list of four activities that you participated in:

Debate, discussion, interviews, survey, and group work

Describe what you did.

2. Describe an action plan that you had to carry out for one activity while working on this topic.

Fill in the following statements. While working on this topic

I learned _____

I learned _____

I learned _____

I learned _____

I learned _____

4. List four skills/talents/qualities that you were able to improve on while working on this module.

5. Name three things that you would like to improve on or learn more about.

6. How much time did you spend working on this topic.

7. How would you rate your level of work having completed the topic

Good very good excellent



health &
safety

HEALTH, SAFETY AND WELFARE AT WORK

This module aims, through the medium of discussion, worksheets, exercises and information. to :

1. create an awareness of the importance of safety in the work environment;
2. help students recognise hazards in working environments;
3. create an opportunity for students to appreciate the importance of safe working practices;
4. know the rights and responsibilities of employees and employers;
5. understand some of the terminology relating to health and safety;
6. understand basic safety legislation and the role of the Health and Safety Authority.
7. elicit questions and stimulate discussions
8. provide an opportunity to develop personal skills

Resources

Congress

31/32 Parnell Square, Dublin 2

Tel: 8897777 <http://www.ictu.ie>

The Health and Safety Authority has a variety of leaflets and booklets which could be a useful addition to working on this module.

10 Hogan Place, Dublin 2. Tel: 6620400

<http://www.has.ie/osh>

There are also a number of regional offices.

The Health Promotion Unit can provide a wide range of information on issues such as smoking, lifting posture, eyesight, hearing and other health issues. The unit can be contacted at

The Department of Health and Children,
Harcourt House, Dublin 2.

Tel: 6354000 <http://www.doh.ie> e-mail queries: health.irlgov.ie

or

Irish Cancer Society – Health Promotion Section

Tel: 6681855

or

Irish Heart Foundation, 4 Clyde Road, Dublin 4

Tel: 6685001 <http://www.irishheartfoundation.ie>

Also available on C.D. (Safety Health and Welfare at Work) from
The National Parents Council Post-Primary,
Marino Institute of Education,
Griffith Avenue,
Dublin 9
Tel: 8570522

Some of the tasks outlined in this module and the worksheets provided could be used as material for a Health and Safety Awareness Day at the school.

- Parents could, if given adequate notice, provide examples of safety booklets and safety statements for discussion and use in the classroom.

Safety Health and Welfare at Work Act 1989

At the end of a working day a person should be able to enjoy a full, active, social and family life.

The most important law to protect workers is the Safety Health and Welfare at Work Act 1989. This Act is an important piece of legislation that refers to everybody in paid employment including the employer, self-employed and employees. The main purpose of the law is to make work safe.

The Act requires consultation with the workforce on matters of Safety, Health and Welfare.

Employers must ensure a safety representative is appointed from the workforce.

In consultation with employees, the employer must publish the name or names of people with responsibility for safety and health in the workplace.

S/he must also prepare a Safety Statement in consultation with employees. The Safety Statement must include identification of workplace hazards, dangers and risks, plus regulations for the safe operation of equipment machinery.

Employers must ensure that equipment is safe and workable.

Employees are obliged to avoid causing injury to themselves or others.

Employees are required to report dangers in the workplace to the employer and make use of clothing and equipment provided for health and safety reasons.

All workplaces are required to have an anti-bullying policy as part of their Safety Statement. Procedures should be clearly laid out and consistently implemented.

Ireland's laws on health and safety are administered and enforced by The Health and Safety Authority

Concern as accidents at work account for 66 deaths in year

By Tim O'Brien

SIXTY-SIX people were reported killed at work during 1998, a 40 per cent increase on 1997, according to figures issued by the Health and Safety Authority (HSA) yesterday. The highest number of deaths, 27, was in the farming sector. There were 22 in the construction industry and six in the fishing industry. Manufacturing accounted for two deaths.

Of the 66 people killed, 31 were self-employed.

The HSA pointed out that the figures for the self-employed indicated that it was difficult for the authority to send a message to people about "the duty of care to themselves".

The figures were just the tip of the iceberg in terms of the total number of

accidents and occasions of ill-health at work, according to the director-general of the HSA, Mr Tom Walsh.

He described the 27 deaths in the farming industry, including six children, as completely unacceptable. The causes of the farm deaths were the obvious ones, he said, "for example, eight deaths were from transport equipment, five from falling objects, three deaths caused by animals and three from machinery".

Mr Walsh said that the authority would continue its random inspections, which he acknowledged would reach only a limited number of farms. The HSA's view was that farm bodies such as Teagasc should make a renewed effort to advise farmers on safety.

He said that the authority welcomed the recent proposals from the Minister for the

Marine, Dr Woods, to improve safety in the fishing sector.

A total of 17 deaths occurred in the mainstream construction sector, of which eight resulted from falls from heights. Other fatalities involved collapsing walls, burial in trenches and transport accidents. A further five died in construction maintenance work, three from falls and two in accidents involving machinery.

According to Mr Walsh, the fact that there were no deaths in the construction in the Dublin area, compared to nine in the previous two years, was "a glimmer of hope".

Next year, he said, the authority would continue to meet representatives of the industries concerned and produce advisory literature for employers and workers.

Death toll in the workplace rises by 40pc

By Aideen Sheehan

There has been a 40pc rise in workplace deaths this year, reversing the downward trend of previous years, the Health and Safety Authority (HSA) revealed yesterday.

Sixty-six people died in the workplace this year, 55 of them in the high-risk sectors of farming, fishing and construction. This compared with 48 deaths in 1997 and was the highest level since 1995 and the second highest in the last seven years.

The stark figures were only the tip of the iceberg however as many others were injured or became ill through work, said Tom Walsh, Director General of the HSA.

The grim tally raised questions about whether employers were losing sight of their legal and moral obligations to keep people safe and healthy at work, he said.

"Are employers and workers themselves taking chances in the booming

economy? Are deadlines and work targets too tight to allow jobs to be finished safely?"

It was "completely unacceptable" that in farming alone 27 people, including six children, had been killed this year, almost double the 15 who died in 1997, said Mr Walsh.

The causes of death on farms had been very obvious and unavoidable, with eight deaths from transport equipment such as tractors, five from falling objects and three caused by animals.

CONSTRUCTION

Seventeen deaths took place in construction in 1998, eight of them involving falls from heights while others were caused by collapsing walls, trenches and transport accidents. The fact that no workers died in construction this year, compared with nine the previous two years, showed what could

be done when industry shouldered a greater responsibility, Mr Walsh said.

The authority would keep a very high level of vigilance in the capital next year because so much of the building boom in concentrated there, but industry chiefs on small scale developments must also wake up to their responsibilities, he said.

ENFORCE

Six people died in the fishing industry and the authority welcomed measures by the Marine Minister to improve safety in this sector.

However, as 31 of those killed were self-employed it was difficult to enforce safety standards, Mr Walsh said.

"The self-employed must undertake every job as carefully as if their lives depended on it," he added.

The authority will publish guidelines on health and safety problems posed by the millennium bug early next year.

Group discussion

How many people were reported killed at work in 1989?

Who issues figures on accidents and deaths at work?

Who is responsible at national level for health and safety.

How many accidents occurred in farming?

How many accidents occurred in the construction industry?

How many people died in the fishing industry?

How many self-employed workers were affected?

What are the problems faced by the self-employed?

Summarise Mr Walsh's comments.

What is your reaction to this information?

Can you list the three high-risk sectors for accidents?

Assignment.

Find out about more recent examples of accidents and injuries in local and national newspapers. For an update on accidents and injuries at work visit the Health and Safety Authority Website at <http://www.has.ie/osh>

Each year approximately 17,000 people are injured at work.
Injuries cause pain, suffering and loss to employers and employees.
Most accidents can be predicted and can usually be prevented.
There are laws to protect your health and safety at work and you must also take care to obey the safety at work regulations.
Employers have a responsibility to look after their own and their employees safety by providing a safe place to work in and a safe way to get in and out of a building.

The Safety, Health and Welfare at work Act 1989 requires all employers to prepare safety statements in writing for their work placement.
A safety statement is a very important document. By writing up a safety statement you can check out possible accidents and put in place ways of preventing them.

To write up a safety statement, employer and employees must identify any hazards i.e. anything that could potentially cause harm in the workplace.

Hazards can be divided into categories such as physical, chemical, human, biological and transport.

Hazards can also be described as high risk, medium risk, or low risk.

Assignment

Prepare a Safety Statement

Divide into groups.

With assistance from teacher/tutor draw up a Safety Statement for one or a number of departments in the school building, depending on time constraints.

Each group could take a particular section or all students could focus on one department, for example, the Home Economics Department.

Provide each student with a sample Safety Statement and request them to complete it. Alternatively, students could design their own Safety Statement.

Questions that need to be asked are:

Are there any physical hazards?

Are there any chemical hazards?

Are there any human hazards?

Are there any biological hazards?

Are there any movement hazards?

Guidelines for Safe Practice at Work

The main duties of employers towards health and safety in the workplace are as follows:

- Ensure, as far as it is reasonably practicable, the health safety and welfare at work of all employees
- Identify hazards to safety and health and provide a safe and healthy place to work in
- Eliminate bullying/harassment in the workplace
- Proper guards must be fitted to dangerous machinery
- Establish safe work practices
- Machines must be serviced regularly and kept in good working order
- Provide personal protective equipment where necessary
- Machines and chemicals must be used, stored and transported safely
- Provide as much advice, information, training and supervision as is possible to ensure health and safety of employees
- Employer must provide safe entrances and exits
- Employer must provide a written safety statement and bring it to the notice of all employees
- Adequate lighting and ventilation and heating at 16°C must be provided
- Toilets and washrooms must also be provided
- The employer must ensure that the firm's activities do not place the health and safety of visitors at risk from dust, chemicals, noise, fumes and fire.

Guidelines for Safe Practice at work.

As an employee:

- Treat any training you receive seriously - it is there to protect you!
- Do not undertake tasks you have not been properly trained to do.
- Take reasonable care to avoid injury to oneself and others
- Avoid horseplay or inappropriate use of equipment
- Do not use equipment that you have not been trained to use
- Follow the regulations that apply in your workplace
- Stop and think!
- Ask questions!
- Report anything that could be potentially dangerous
- Co-operate to make your workplace safe
- Make proper use of personal protective equipment
- Behave in a sensible responsible manner
- Do not engage in bullying or harassment at any time
- Do not misuse or abuse anything that would make your workplace unsafe for your colleagues
- Make proper use of all machinery tools and substances

If your work isn't safe speak immediately to your supervisor, the safety representative or a union representative.

If there is no action, call the Health and Safety Authority in confidence. They will provide advice, information and prompt action

Smoking in the workplace

Read the following information.

Many people spend a large part of their working lives working with others in a working environment.

Can you give some examples of working environments?

Most workers nowadays want their homes and their workplaces as free as possible from health risks and hazards. It is now acknowledged that smoking and passive smoking is a significant health risk, therefore a smoke free atmosphere is now the norm for most people.

It is important that you know and understand the reasons for smoke free policies in any organisation you may work in as a student or an employee. There may be a ban on smoking or a partial ban on smoking for a number of reasons.

- Health reasons
- Fire safety
- Hygiene
- Legislation
- Product image reasons
- The organisation itself is a promoter of health
- Dealing with the public
- Positive image to customers or the market in general

Role Play

Imagine you are given responsibility for deciding on a non-smoking policy in your workplace. A number of colleagues have volunteered to work on a committee with you to implement a fair and reasonable policy in the workplace.

You and your colleagues have different opinions and attitudes to smoking and your task is to come up with an agreement regarding a non-smoking policy in the workplace, which is acceptable to everyone and obeys the present legislation.

Your place of work is a retail store. There is a brisk trade in leisurewear such as tracksuits and shirts and kits for various teams are sold in the shop. The company logo places an emphasis on health and fitness and sponsors various sports events. The main area of the company is floor space to sell the product, there are individual offices, a meeting room, a small canteen and rest area, toilets and washing facilities, fitting rooms, a small display area assigned to the sporting events and personalities that the company sponsors. There is an open area to the front of the store for parking and there is a small landscaped area near the entrance to the building where there is limited seating.

There are 14 people working in the company, 6 who are smokers. Two are very heavy smokers and have on several occasions tried to stop, the other 4 need to smoke at break times and lunch breaks. They are not particularly interested in stopping and feel they need to smoke when they have their breaks.

Another four people on the staff used to smoke but have stopped for various reasons and range from having given up smoking twenty years ago to just a few months ago. One worker, a non-smoker, is pregnant, one is a severe asthmatic and one worker, who is nearing retirement, is prone to respiratory problems.

The Task

Your task is to set out a no smoking policy for the retail store and the people working there.

People

Divide your class group into groups of four. The four people are a manager, a safety representative, a union representative and a sales assistant. Of the four people one is asthmatic, another is pregnant, one is a heavy smoker and another is a non-smoker! You may also appoint an extra person as a neutral observer to take notes and report back to the main group.

Your brief is to set out a no-smoking policy for the store. You must suggest four proposals that your group would like to put forward.

Time

The meeting is held at lunch hour so you have approximately 30 minutes to come up with some suggestions. The staff may wish to continue discussions at a number of meetings and this will have to be agreed.

Possible discussion points or agenda for the meeting:
You must decide:

- What type of smoking ban would be fairest to the staff.
- Should there be a ban on smoking in all areas or in certain areas?
- Should people be allowed to smoke in the canteen or on the seats outside the entrance?
- At certain times and restricted to certain areas?
- What rules for (a) the shop floor (b) shared offices?
- What rules for meetings and in the meeting room?
- What rules for (a) corridors (b) lifts (c) toilets (d) washing areas?
- What impression might smoking give to customers, especially if the company's logo is emphasising health and fitness?
- How would you offer support for people who want to stop?
- Would you hand out information from various organisations such as the Irish Heart Foundation, The Irish Cancer Society the Health Promotion Unit? (Addresses and Websites are at the beginning of this module)

- How would you deal with people who broke the rules or ignored the rules?
- How would you go about finding out everyone's view, opinions and suggestions?
- What guidelines or signs would you suggest for visitors to the premises?
- Should the view of non-smokers take priority?

Discussion or Debate

In the interests of everyone's health there should be a total ban on smoking in all workplaces.

Do you agree or disagree?

Working in a Shop

Many young people work part-time in shops and stores. Customer safety is very important, and so too is the safety of people working in the workplace.

Here is a list of hazards that workers need to be alert of while working in a shop, store or supermarket or similar workplace.

After each hazard:

- (a) Describe a possible injury or accident that could occur
- (b) Suggest one way the accident or injury could be prevented.

	Accident	Prevention
Wet floors pools of water:		
Mats on floors:		
Water:		
Fruit:		
Steps/stairs:		
Containers of oil:		
Boxes left around:		
Cigarettes:		
Cooking facilities left on:		
Vandalism and robbery:		
Heavy loads:		

Objects falling or dropping:		
Meat slicers:		
Rotisseries:		
Sharp knives:		
Steam / hot water:		
Cold rooms:		
Changing bulbs, loose wires, faulty sockets:		
Christmas lights:		
Signs:		
Cleaners, chemicals, paints and glues:		
Handbags:		

Working on a Farm

Did you know that over 30% of accidents on farms involve children and young people? Study the list that follows, each item listed is very familiar on a farm and anyone working on a farm or visiting a farm could have access to all or some of the items and animals listed.

Using the list name some hazards one could expect on a farm.

What accidents could happen? What injuries could occur?

- Pesticides
- Sheep dips
- Weedkillers
- Fertilisers
- Silage
- Slurry pits
- Tractors, trailers
- Other vehicles
- Farm buildings
- Hay sheds
- Bales of straw
- Cattle crushes
- Bulls
- Sick animals
- Calving cows
- Dogs
- Ladders
- Roofs
- Wet ground
- Gates
- Mouldy fodder and feedstuffs

Group work

In groups of four, work out some advice and information you would give to someone visiting a farm.

Your primary aim is to ensure that the visitor has a pleasant and safe visit to the farm.

Write a funny and entertaining story or poem about life on a farm, pointing out as many dangers as possible that the farmer may meet in a day's work.

Working on a Construction Site

Did you know that over 100,000 people are employed in construction in Ireland and, as you read this, the figure is rising.

Some points to note!

- Safety equipment and helmets do prevent injury and death
- The first week on site is the most dangerous
- Accidents are more frequent at the end of the day
- Small building jobs are the most risky
- Trainers and runners are not suitable footwear on site

Hazards on a Construction Site

Read the following handout and in pairs answer the questions

1. Ladders- how could accidents occur? _____

2. Lifting – what are the dangers? _____

3. Roofs – what are the dangers? _____

4. Transport – dumper trucks, cranes etc – what must workers watch for? _____

5. Scaffolding – what are the dangers? _____

6. Power tools – what is the greatest risk to workers using them? _____

7. Excavation work – what are the dangers when digging holes, trenches, foundations etc?

8. Electricity – what could happen and how? _____

9. Dust, paint, asbestos, welding cements – what are the risks? _____

Using your answers from the previous questions try and identify at least twelve (12) common hazards for workers on a construction site.

Imagine you have been elected safety officer on site.

- What advice would you give to a young person about to start work on the site?
- What rules would you put in place to ensure the safety of everyone on site.
- What guidelines and instructions would you give to visitors to the site?
- What would be your biggest concerns on a day to day basis?
- What protective clothing would workers need to wear at all times?
- What would you say or do to a worker who consistently refused to wear a hard hat or proper boots?

Prepare a safety statement outlining the hazards and the steps needed to ensure safety on the site.

Design one poster with a specific warning.

Print up one rule which all workers and visitors should observe.

Make a simple safety rulebook, which could be given to employees on a construction site.

Students may be able to get a copy of a rulebook from a parent working in an organisation and this could be used to get the project started.

Students could also make a simple booklet for a retail store a laboratory or any other work area they may have visited on work experience.

Personal Protective Equipment

Personal Protective Equipment is used to protect people against hazards that are unavoidable. P. P. E. should only be worn or held if the hazards cannot be eliminated, minimised, isolated or a barring on entry to the hazard zone made. Employers are required to issue protective equipment by law.

P. P. E. should be the last line of defence against risks.

True

False

There are disadvantages to wearing P. P. E.

- It only protects the wearer from the risks.
- It can restrict movement and mobility.
- It can restrict breathing and visibility.
- It can cause skin irritation and discomfort to parts of the body such as the ears.

Protective Equipment.

Match a worker with Protective Equipment

Worker	Type of Protective Equipment needed
Welder	
Boner	
Workers in a deep-freeze room	
Fisherman/woman	
Landscape gardener/farmer	
Fire-fighter	
Spray painter	
Pneumatic drill worker	
Refrigeration plant worker	
Saw milling operator	
Mast erector	
Surgeon	
Detective Garda	
Ground staff at an airport	
Life boat rescuer	
Nurse taking blood	
Cleaner using toxic cleaning materials	
Scaffolder	
Excavator and earthworkers	
Shipbuilder	
Roofer	
Miners	
Civil engineers	
Furnace worker	

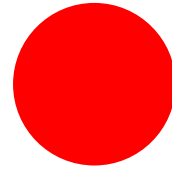
Finally can you give other examples?

Safety Signs

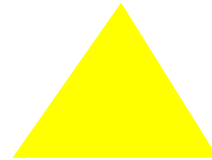
Safety signs provide important information in the workplace. They are used to draw your attention quickly to objects and situations capable of causing hazards for you at work.

Four colours are used:

Red for prohibition and fire equipment
(signs are usually disc shaped)



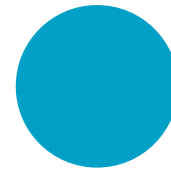
Yellow for caution (signs shaped as triangles)



Green for positive action (signs are usually rectangles or squares)



Blue for mandatory (signs are disc shaped)



Note for Teacher/Tutor

Three colour versions of a number of safety signs are provided.
Teacher/tutor could:

- introduce students to the different signs and guide them through the information provided;
- use handouts to help students recognise the signs;
- ask students to write correct word provided at the bottom of handout under each sign to reinforce the information;
- ask students to look out for warning signs around them on the streets, building sites, school, shops, household goods etc.

BLUE SAFETY SIGNS: MANDATORY

Match the correct sign with the correct warning in words



1



2



3



4



5



6



7



8



9

Make a list of places where you would see these signs

Teacher/Tutor

If you want students to work out signs for themselves, fold over before copying or displaying

1. Eye protection must be worn
2. Safety helmet must be worn
3. General Mandatory Sign
4. Ear protection must be worn
5. Respiratory Equipment must be used
6. Safety overalls must be worn
7. Safety boots must be worn
8. Safety gloves must be worn
9. Face protection must be worn

RED SAFETY SIGNS: PROHIBITION

Match the correct sign with the correct warning in words



1

2

3



4

5

6



7

8

9

Make a list of places where you would see these signs

Teacher/Tutor

If you want students to work out signs for themselves, fold over before copying or displaying

9. Fire hose 8. Ladder 3. Fire extinguisher 6. Emergency fire telephone 2. No smoking
1. Smoking and naked flames forbidden 5. Pedestrians forbidden 4. Do not extinguish with water 7. Not drinkable

YELLOW SAFETY SIGNS: CAUTION! POSSIBLE DANGER

Match the correct sign with the correct warning in words



1



2



3



4



5



6



7



8



9



10



11



12

Make a list of places where you would see these signs

Teacher/Tutor

If you want students to work out signs for themselves, fold over before copying or displaying

1. Flammable matter 12. Strong magnetic field 9. Danger, electricity 6. Laser beam
3. Toxic matter 2. General danger 4. Corrosive matter 7. Beware, load overhead 10. Oxidant material 11. Non-ionising radiation 8. Beware, industrial trucks 5. Radioactive matter

Match the definition with the correct word

The second one is done for you!

- | | | | |
|----|--------------|---|--|
| 1 | Hazard | A | Numbness in arms, tingling or pain in fingers and wrists while working long hours at a keyboard. |
| 2 | Exposure | B | Cancer producing substance. |
| 3 | Risk | C | Wears away or destroys gradually |
| 4 | Accident | D | Irritating or inflammatory to the skin. |
| 5 | Ergonomics | E | An event unexpected that causes injury or damage. |
| 6 | Toxic | F | The technology of fitting the workplace to suit the requirements of the people who work there. |
| 7 | Carcinogenic | G | Causes physical discomfort to the body internally or externally. |
| 8 | Corrosive | H | Responsible for implementing the law and protecting the health of the public. |
| 9 | E. H. O. | I | Anything that could cause harm. |
| 10 | Dermatitic | J | Caused by poison, poisonous |
| 11 | Irritant | K | Leaving a person unprotected. |
| 12 | R. S. I. | L | Expose to the chance of injury, ill-health or other dangers . |

1	2	3	4	5	6	7	8	9	10	11	12
	K										

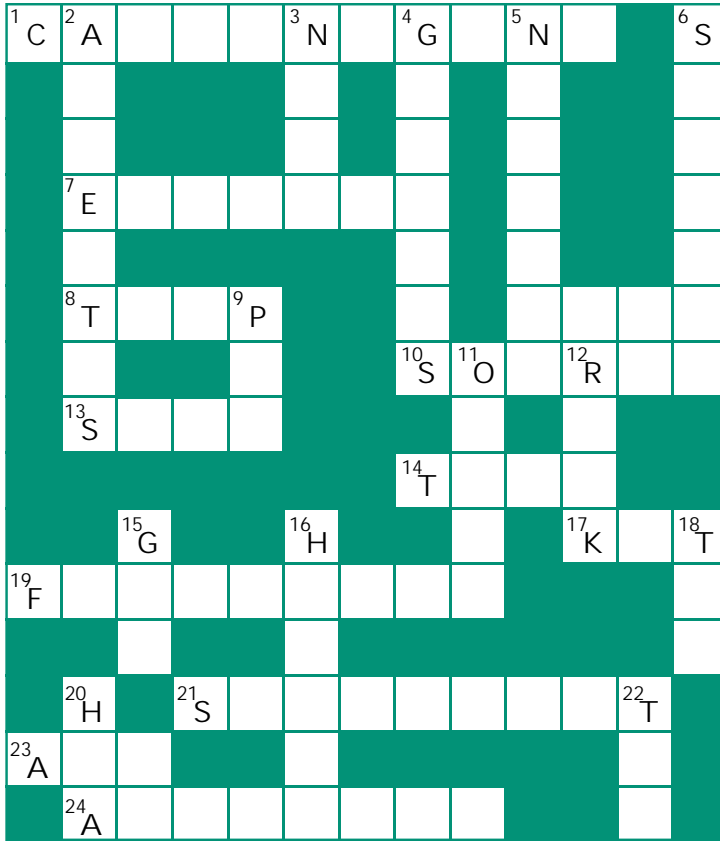
Quiz on Safety and Health and Welfare at Work

The Health and Safety Authority provides information and advice to employers and employees and self-employed on all aspects of workplace health and safety. The Safety, Health and Welfare Act was passed by Government in 1989.

Tick true or false to the following statements

	True	False
1 The ideal temperature for working in is 16°C	<input type="checkbox"/>	<input type="checkbox"/>
2 An employer in the workplace must provide adequate eating facilities.	<input type="checkbox"/>	<input type="checkbox"/>
3 An employer in the workplace must provide clean toilets and washing facilities.	<input type="checkbox"/>	<input type="checkbox"/>
4 Cold rooms must open from the inside.	<input type="checkbox"/>	<input type="checkbox"/>
5 In 1998, 66 people were killed in accidents in the workplace.	<input type="checkbox"/>	<input type="checkbox"/>
6 High risk sectors for accidents at work are farming, construction, and fishing	<input type="checkbox"/>	<input type="checkbox"/>
7 The Health Safety and Welfare at Work Act requires all employers to prepare a safety statement in writing for their workplace.	<input type="checkbox"/>	<input type="checkbox"/>
8 The Health and Safety Authority looks after the wages and salaries of workers in the workplace.	<input type="checkbox"/>	<input type="checkbox"/>
9 Mandatory warning signs are round in shape and are blue and white.	<input type="checkbox"/>	<input type="checkbox"/>
10 Emergency signs are green and white and usually rectangular in shape.	<input type="checkbox"/>	<input type="checkbox"/>
11 A hazard is anything, which potentially can cause harm; such as ill-health, injury or damage to property	<input type="checkbox"/>	<input type="checkbox"/>
12 Hydrogen Sulphide (sewer gas) has a smell similar to rotten eggs.	<input type="checkbox"/>	<input type="checkbox"/>
13 Tinnitus is a disease caused by over exposure to tin.	<input type="checkbox"/>	<input type="checkbox"/>
14 A person working in a confined space such as a tank, and deprived of oxygen for more than four minutes is likely to suffer brain damage.	<input type="checkbox"/>	<input type="checkbox"/>
15 It is acceptable to wear soft shoes on a building site.	<input type="checkbox"/>	<input type="checkbox"/>
16 Never transfer chemicals into lemonade or beer bottles..	<input type="checkbox"/>	<input type="checkbox"/>
17 An accident is an unplanned event, which may result in injury or death.	<input type="checkbox"/>	<input type="checkbox"/>
18 Hygeia is the name of the Greek Goddess of Health.	<input type="checkbox"/>	<input type="checkbox"/>
19 Most accidents in construction involve trips, slips and falls.	<input type="checkbox"/>	<input type="checkbox"/>
20 P.P.E . should be the last line of defence against risks.	<input type="checkbox"/>	<input type="checkbox"/>

Crossword



Clues Across

- 1 Another word for cancer causing substances (13)
- 7 Protects ears from noise (7)
- 8 Loss of balance caused by something in your way (4)
- 10 The best place to control noise (6)
- 13 Where dermatitis occurs (4)
- 14 Safety boots protect these! (4)
- 17 Every workplace must have one of these (3)
- 19 Capable of catching fire easily (9)
- 21 This safety document is required by law and every employer and employee must have one (8)
- 23 If in doubt, its the best way to get information (3)
- 24 An unplanned or unwanted event (8)

Clues Down

- 2 A dangerous substance found in brake pads and ceilings (8)
- 3 Easy to step on! (4)
- 4 A type of P.P.E. (7)
- 5 A widespread and common hazard (5)
- 6 We need this to recover from noise (7)
- 9 Chips and hot oil in this - be careful (3)
- 11 A layer in the stratosphere, protects from radiation (5)
- 12 The likelihood, great or small, that someone could be harmed (4)
- 15 Can be a dangerous odourless material (3)
- 16 Anything that can potentially cause harm (6)
- 18 A place to dump solid material - a waiter might expect one too! (3)
- 20 Consult for further information on health and safety (3)
- 22 Do not wear loose and hanging near machines (3)

Environmental Health Officers

There are approximately 250 officers responsible for implementing the majority of Irish legislation relating to the environment and the effects of environmental hazards on the health of the public.

EHOs check for:

- Pollutants such as lead, nitrogen oxides, carbon monoxide, smoke and sulphur dioxide.
- The quality of bathing water: beaches, swimming pools, jacuzzis.
- The quality of drinking water - all results of the monitoring are available to the public.
- Accommodation - they carry out building surveys to check if houses and flats are fit for human habitation. They check for fire safety, electrical safety, dampness, overcrowding, ventilation etc.
- Food safety - They must ensure that all food and drink offered for sale to the public is fit for human consumption. They check food manufacturing and retail premises and offer advice. They investigate cases of food poisoning and food borne illnesses and also consumer complaints.

EHOs ensure food is adequately labelled and ingredients and additives are labelled as required by the law. EHOs police public areas where smoking is prohibited by law. They determine the environmental impact of new industrial developments in an area at the planning stage. They check and control burial grounds. They ensure public decency is upheld.

They check port health and monitor port traffic for possible breaches in the law. They check hygiene and safety at rock concerts and other public gatherings. They provide hygiene advice and training.

The Environmental Health Officers Association is at 9 Aston Quay, Dublin 2. They may be able to give the name of someone who would talk to a group about environmental health issues. Make sure to plan your talk well in advance and think out questions that you would like discussed.

Talk to your guidance teacher about qualifications and training needed to become an Environmental Health Officer.

Discussion

Environmental Health Officers may have visited your local area over the last few years. Can you suggest possible checks that they may have carried out in your local area.

Make a list of things you would like checked in your local area by an Environmental Health Officer.

Group Activities

1. Study the fire drill instructions in your school.
Make sure you know the exits and exit routes.
What colour are the signs for exits and exit routes?
2. Practise making an emergency phone call for an ambulance, the gardai, the fire brigade.
Would you know the telephone numbers?
What would you do?
Draw a diagram of three fire-fighting signs. Don't forget to use the right colour!
3. Find out the work of the Safety Representative in your school.
With their permission, set out a series of questions you would like to ask him/her.
4. Choose three of your teachers and interview them about safety in their departments.
What are the main hazards for students and teachers?

Case Study 1

Accident on a Construction Site

On a building site a young worker was walking across the roof of a multi-storey building which was under construction. The roof was to have a skylight designed to give natural light to the stairwell. It was a concrete roof and an opening had been left where the skylight would later be fitted.

Safe working practice in such situations would involve placing timber over this opening, nailing it down and writing HOLE in red paint. This was not done on this occasion. When rain water from the roof began to pour into the stairwell a young worker was asked to spread a layer of plastic across the roof to keep out the rain. Another young worker could see that the roof was covered in plastic and assumed that it was safe. When he stepped on to the opening, he fell to his death.

In groups of four discuss the following questions:

- Who was responsible for this accident?
- How could it have been avoided?
- How do you think the worker who spread the plastic felt?

Case Study 2

Safety in the Office

A large city centre office contains work areas on the ground floor and the first floor. A tearoom and canteen is located on the ground floor.

A practice developed where staff working on the first floor would bring tea or coffee upstairs to consume at their desks. On the day of the accident a person unknown spilled tea or coffee on the upper steps of the stairs. A young female staff member slipped on these steps and fell to the bottom of the stairs injuring her back severely.

- Who was responsible for this accident?
- Could the accident have been avoided?
- How?

In groups of four imagine you are a group of workers in the company.

- Who do you think the person unknown might be?
- What questions would you want to ask?
- What recommendations would you make for the future?
- Why is it that workers are not using the tea room and canteen?
- What do you think the employer's response might be?

Case Study 3

Tidying up

A young person on work experience in a large computer company was sent to the storeroom to tidy it up.

There were a number of containers stacked in the storeroom, some with warning labels on them.

The containers stored oils, paints, general cleaning materials, hydrochloric acid, caustic soda and cyanide.

A number of containers that have been previously opened are left on the floor of the storeroom.

Discussion

What are the possible hazards for the young person working in the storeroom?

Hints: skin; poison; inhalation.

What questions should the young person ask before tidying up or moving the containers?

What questions might s/he need to ask others? Who could s/he ask?

Is protective clothing or special equipment needed in this situation?

How in your opinion could the student approach this task?

Case Study 4

Doire, a 17-year-old student, worked as a lounge assistant in a pub. A couple of her friends worked there too.

As part of her work Doire was required to bring food to and from the cold room.

One day her workmates locked Doire into the cold room and left her there for 2 hours. This was a common practice, especially for new employees.

She was wearing light clothing, a short sleeved shirt and a skirt. In the end another worker opened the door and let Doire out. While she was locked in the cold room Doire ate some apple pie and her workmates thought this was very funny and ridiculed her as a result.

Doire left the job later that day and did not return to it again.

Discussion

How do you think Doire felt?

What safety measures could have ensured that this did not happen?

What would you do if you saw this happening?

What would you do if someone tried to do this to you?

Do you think Doire was right to leave?

What do you think should happen to the people who did this?

Health and Safety in the Food and Catering Industry

Many young people are employed in the food and catering industry, often on a temporary or part time basis. Hygiene and safety in the food industry is extremely important and irresponsible behaviour can have huge implications such as prosecution, instant dismissal, food poisoning and even death. Personal hygiene is a very important indicator of a young person's suitability to work in the food and catering industry. Good personal hygiene also prevents dermatitis - a difficult and troublesome skin condition caused by improper handling and use of cleaners and chemicals.

John and Sarah are interested in working in the food catering industry. John wants to be a chef and Sarah hopes to set up her own business organising events for companies and other organisations. Both students opted to participate in work experience in a large catering company. Sarah and John had an appointment to meet the Health and Safety Manager on the first morning they were due to start their work experience. She briefed them about:

- developing a safety conscious attitude
- personal hygiene
- proper dress code
- food contamination and foreign bodies
- bacteria and food poisoning
- customer relations.

Both John and Sarah had taken particular care of their appearance and personal hygiene before they arrived at their placement. The Health and Safety Manager requested them to read the dress code carefully. John wore a very small stud in his nose and his jeans were clean and neat. He also wore his high quality trainers. He had a small cut on index finger which had almost healed.

Sarah wore earrings. She used hair clips to hold back her long hair and she wore several rings on her hands. She had long nails, which she took very special care of and polished them the previous evening.

Sarah and John had to make a number of changes to their dress and appearance before starting work experience.

Read the dress code on the next page to find out the changes they need to make.

DRESS CODE

Read a copy of the Dress Code that the Health and Safety Manager gave to Sarah and John and complete the exercises that follow.

Uniform

The company believes that the appearance of all staff is very important. You will be provided with uniform, safety shoes and a name badge on commencement of employment and it is company policy that all staff wear a uniform. Each employee must sign when they receive their uniform. These uniforms remain the property of the company at all times, and should be returned when you leave the employment of the company. The maintenance of the uniform is your responsibility, and you should ensure that it is kept in good condition and is presentable at all times. Uniforms may not be worn outside of working hours. Should you mislay your uniform, you will be responsible for its replacement.

In order to comply with safety and hygiene regulations, the following standards will apply to all staff.

Male Dress Code Policy

Hair:	Well groomed and short.
Uniform:	The current corporate uniform should be adhered to at all times.
Shoes:	All members of staff must wear safety shoes.
Socks:	Black or navy socks - only when wearing dark trousers.
Facial:	Clean - aftershave is not permitted.
Jewellery:	Wedding rings only.
Nails:	Short and clean.
Name badges:	Must be worn by all staff.

Female Dress Code Policy

Hair:	Well groomed. Hairnets must be worn at all times.
Uniform:	The current corporate uniform must be worn at all times.
Shoes:	All members of staff must wear safety shoes.
Tights:	Tights should be neutral / flesh coloured.
Socks:	Coloured tights are not allowed. Socks black or navy.
Make-up:	Keep it simple and subtle. Perfume is not permitted.
Jewellery:	Weddings rings only.
Nails:	Short and clean. Nail varnish is not permitted.
Name badges:	Must be worn by all staff.

Personal Hygiene

As you are working in the food and service industry, your appearance and personal hygiene are of vital importance, both from a safety and personal point of view. Personal hygiene is your responsibility. As well as wearing your correct uniform each day, any illnesses, skin diseases, stomach trouble, eye, ear, nose or throat infections must be reported to your manager. Certain illnesses will require a doctor's certificate stating that you are fit to return to work. All cuts, burns and abrasions must be covered. Food is easily contaminated, so you must wash your hands regularly throughout the day. Smoking is forbidden in food areas and may be prohibited on some sites.

Work for you to do!

- Read the Dress Code carefully. What, in your opinion, are the most important points made in the Code?
- Make a list of the changes to their dress and appearance that John and Sarah must make before working in the company.
- Proper food handling is a priority with the company. Can you explain why this is so?

Did you know that food poisoning is a killer?

Many of the people killed by food poisoning are elderly and young people can suffer for up to 72 hours with sickness before recovering.

Can you explain why it is very important for hospitals, nursing homes, crèches and restaurants to have high standards of food hygiene and safety?

Golden Rules for handling food.

John and Sarah were given a list of 'golden rules' when handling food. Using the words provided make out a list of guidelines when handling food. Your Home Economics teacher can help you check that they are correct.

Water proof dressings - The rule is:

Infections - The rule is:

Head covering - The rule is:

No smoking - The rule is:

Wash hands - The rule is:

Do not touch! - The rule is:

Clean equipment - The rule is:

De-frosting - The rule is:

Cooked food - The rule is:

Danger zone - The rule is:

Temperature/degrees C - The rule is:

Wiping cloths - The rule is:

Spillages - The rule is:

Disposal of waste - The rule is:

Animals - The rule is:

Food contamination - The rule is:

Foreign bodies - The rule is:

Noise-Induced Deafness

“Until you have lost some or all of your hearing you have no idea what you will be missing.”

Pause for a moment and listen to all the sounds you can hear - those nearby and those further away.

Many people through ignorance, recklessness and carelessness have permanently damaged their hearing and deeply regret this loss.

Sandra and Liam were mad about music. They both learned to play guitar and as soon as they could afford it, they purchased electric guitars with amplifiers. They played them as loud as they possibly could without offending the neighbours too much. Two of their friends who also sang and played often joined them. They practised and played as often as they could. Sandra worked as an apprentice fitter in a large, noisy engineering company and Liam was a trainee chef in a large hotel. Soon they felt confident enough to start their own band. Sandra and Liam's parents allowed them the use of their garage where they practised and played and dreamed of being rich and famous some day.

When Sandra was not playing her guitar she loved to go to discos and, if she had the money, rock concerts. She stayed as close as possible to the stage and the huge amplifiers so that she could really see and hear what was happening. Liam was not very interested in discos or concerts and rarely went. Sandra and Liam and their two friends were thrilled when they were asked to play a few gigs and as a result began to establish a name for themselves and eventually had a slot on a regular popular national T.V. programme.

Enquiries and bookings began to filter in for some local events but to Sandra's dismay and discomfort she began to have difficulty hearing the music unless the sound was up to full volume. She also experienced a ringing sensation in her ears, which was diagnosed as tinnitus. She had suffered permanent damage to her hearing. Over a period of two years her hearing was permanently damaged and she also realised that her career choice, if the band did not work out (she was an apprentice fitter) was no longer possible. Sandra also lost much of her confidence and was constantly straining to hear and understand what her friends and others were saying.

Liam too came to realise that his hearing was also impaired. An audiogram revealed that his ability to detect sound at different frequencies had dis-improved. His plans to be a chef were also affected.

Study the following chart.

What level of decibels (approximately) were Sandra and Liam exposed to?

Source	Intensity in decibels
Army rifle.(undefended ears)	160 decibels
Passenger jet plane at 30 metres.	150 decibels
Disco close to loudspeaker	120 decibels
Pneumatic drill (unprotected ears)	115decibels
Very noisy factory	100 decibels.
Symphony orchestra (peak)	100 decibels
Motorcycle at 8 metres	90 decibels
Hi-fi stereo equipment	80 decibels
Loud conversation	70 decibels
Light traffic at 30 metres	50 decibels

Did you know?

- If you work where noise is measured at more than 85 decibels you are advised to wear ear protection.
- Noise measured at over 90 decibels can seriously damage your hearing.
- If your colleague in the work place has to shout loudly for you to hear him or her then it is likely that your hearing will be damaged.
- Forty of every hundred workers who have worked all their lives at high noise levels (90 decibels) will at the age of 65 years find it difficult to hear other people talking. Some will even be deaf!
- Prolonged exposure over 90 decibels can lead to permanent tinnitus and deafness. It is recommended that 85 decibels and lower are safe but prolonged exposure at lower levels may also be harmful.

Make a list of workers who are susceptible to noise-induced deafness –

That is where the delicate hair cells in the inner ear (the cochlea) are permanently or temporarily damaged by constant loud vibrations.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Read the story about Sandra and Liam again and in groups of 3 or 4 discuss and answer the questions that follow.

What levels of noise were Sandra and Liam exposed to?

Explain how Sandra was exposed to more noise than Liam.

Were they above the legal limit for work when they played their gigs?

Sandra's deafness is incurable and could have been prevented.

What should she have done?

How could Liam have protected his hearing?

How did their damaged hearing affect their personal lives and their futures?

Perhaps you know of people in a similar situation right now. What would you say to them?

Do you protect your hearing?

If your hearing is impaired how might it affect your future?

Find out more about

The cochlea
Decibels.

Did you know that all workers who are exposed to 85 decibels or more are entitled to have a hearing test at their employer's expense. This test must include a special test of hearing called 'Audiometry'. This test must be carried out in suitable quiet conditions with specified equipment, by a person properly trained to do the test.

Student project.

Is there a Safety Representative in your school?

- Make a list of questions that you as a group would like to ask the Safety Representative.
- Elect two people in your group to interview him or her.
- Give the questions to the Safety Representative and make an appointment to meet him or her at a suitable time.
- Report back to your group what you learned.

Student project

Do you have a part time job?

Do you know who the Safety Representative is at your workplace?

- Compile a list of questions that you would like to ask and at a convenient time.
- Interview the Safety Representative in your place of work and report back to your group what you learned.

Group Work

Safety Meeting in Progress!

Bridget Souhan owns and manages a garage and shop in a midlands town. She employs three mechanics full-time and two sales assistants to run the shop and supervise the petrol pumps. She also employs three students from the local post primary schools on a part time basis. The shop and petrol pumps are open late and supply groceries, newspapers, coal, briquettes and gas. Two other men work part-time at the garage: John repairs punctures and Brian helps with the lifting and loading of fuel. Brian also keeps an eye on the electronically operated car wash and provides assistance where necessary.

Break into group of five people representing the staff of Bridget Souhan's garage.

Out of the group, appoint two people to observe without interrupting, take notes and report back at the end of the meeting. They are outside observers and do not get involved in the actual meeting.

The group must

- (a) Appoint a safety representative. Why is it important to have a safety representative?
- (b) Identify hazards dangers and risks. Make a list and decide hazards that must be given priority.
- (c) Prepare a simple safety statement on how to improve safety and health and welfare in the shop and garage.
- (d) Agree on one safety slogan that could be written up in poster style in the garage for customers to see.

The Effects of Accidents

Accidents affect:

- The person who has the accident
- The organisation where the accident happened
- The people or person directly responsible
- Working team or group
- The country, the government and the taxpayer.

Here is a list of the effects of accidents on people, organisations and the country.

- Pain and suffering
- Loss of earnings
- Extra expense
- Disability / Inability to work
- Unable to take up leisure activities
- Lowering of self-esteem
- Has to depend on friends and family
- Loss of a trained skilled experienced worker
- Time lost by the worker
- Time lost by others out of sympathy or curiosity
- Time lost due to discussions and meetings as a result of an accident
- Time lost by people investigating the accident
- Damage to materials or equipment
- Replacement of materials or equipment
- Insurance costs
- Legal action
- Loss of contracts or reputation.
- Worry and stress
- Recriminations
- Guilt
- Extra work - training, writing reports, meetings
- Loss of credibility, reputation or status
- Shock
- Anxiety
- Fear
- Anger
- Personal grief
- Low morale
- Effects on work rate and motivation
- Social welfare expense
- Hospital and health care
- Working days lost
- Disability pensions, death benefits and compensation.
- Lives deeply affected and requiring counselling and support

The Effects of Accidents

Using the information on the previous page fill in the following.

Make a list of ways accidents affect the person

1. _____
2. _____
3. _____
4. _____
5. _____

Make a list of ways accidents affect an organisation.

1. _____
2. _____
3. _____
4. _____
5. _____

Make a list of ways accidents affect the person directly responsible.

1. _____
2. _____
3. _____
4. _____
5. _____

Make a list of ways accidents affect a team or group of workers.

1. _____
2. _____
3. _____
4. _____
5. _____

Make a list of the costs of accidents to the taxpayer and the country.

1. _____
2. _____
3. _____
4. _____
5. _____

On day one, when you start your work experience, you should find out:

- The way out of the building
 - Who is responsible for first aid?
 - How can you get to them?
 - Where is the nearest fire alarm point?
 - Where is your fire assembly point or assembly point?
 - What the fire alarm sounds like
 - The meanings of all safety notices in your work area
 - Who is the Safety Representative for your department
-
- Draw a diagram of an emergency exit/escape route. What colour should it be?
 - Draw a diagram of a First Aid post. What colour should it be?

If you are unsure or need more information contact:
Health and Safety Authority at <http://www.hsa.ie/osh>
Tel: 01 614 7010

A New Employee in the Workplace

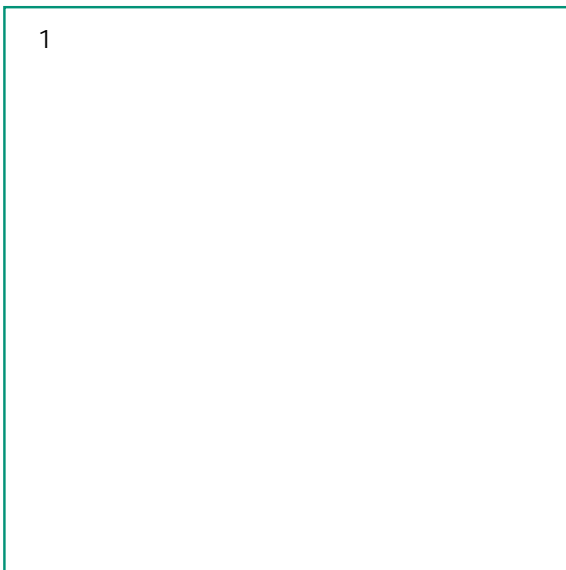
In-groups of two or three or on your own imagine you were given the task of introducing a new employee to the workplace. As well as describing the type of work that s/he will be doing, you must also provide advice and information on health, safety and welfare.

Write up a simple one-page information sheet outlining the main points on safety and health that a new employee should know about.

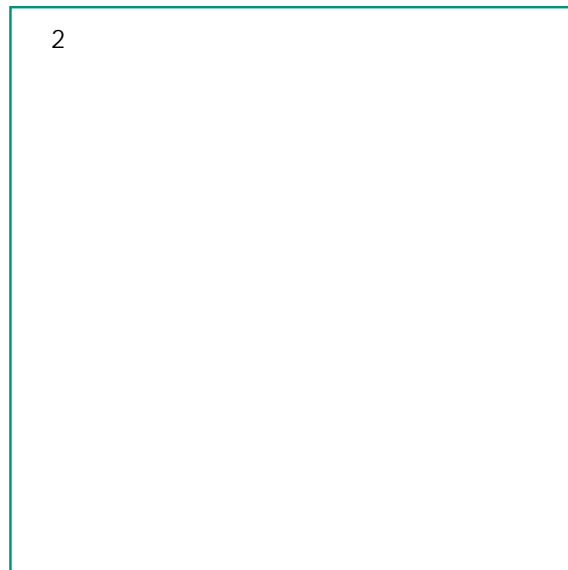
What would be your priorities and why?

What four warning signs do you feel should be displayed prominently in the workplace. Draw a diagram of each one.

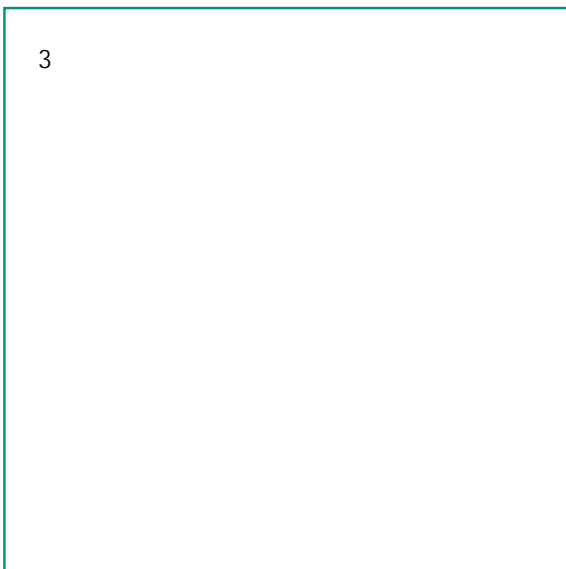
1



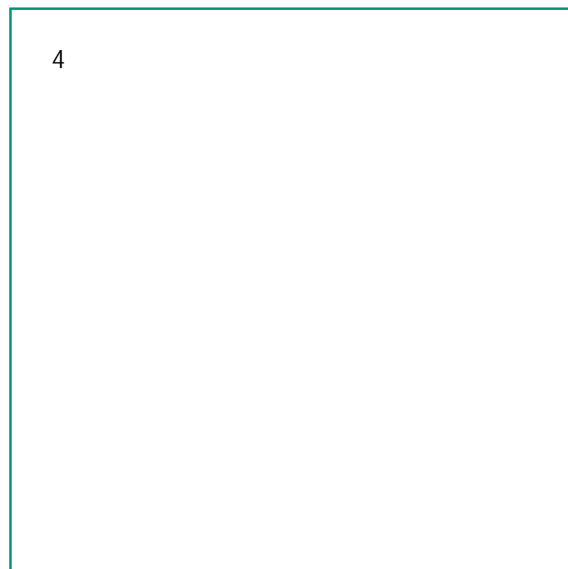
2



3



4



Complete this section carefully

The six most important things I learned about health and safety are:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Well done! You have spent some time reading discussing and learning about health and safety:

1. Make a list of four activities that you participated in:

Debate, discussion, interviews, survey, and group work

Describe what you did.

2. Describe an action plan that you had to carry out for one activity while working on this topic.

Fill in the following statements. While working on this topic

I learned _____

I learned _____

I learned _____

I learned _____

I learned _____

4. List four skills/talents/qualities that you were able to improve on while working on this module.

5. Name three things that you would like to improve on or learn more about.

6. How much time did you spend working on this topic?

7. How would you rate your level of work having completed the topic

Good very good excellent



conflict in
the workplace

DEALING WITH CONFLICT / BULLYING

The aim of this module is:

- 1 to create an understanding of conflict and to create an awareness of bullying / harassment in the workplace
- 2 to explore ways of dealing with conflict, harassment and bullying in the workplace
- 3 to provide information through handouts, discussion and worksheets
- 4 to explore the concept of self-esteem, assertiveness and personal rights.
- 5 to elicit questions and stimulate discussions
- 6 to provide an opportunity to develop personal and interpersonal skills

“Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light not our darkness that most frightens us.

We ask ourselves ‘Who am I to be brilliant, gorgeous, talented and fabulous?’
Actually, who are you not to be?”

Marianne Williamson

Understanding Conflict

Read the following statements and decide whether you strongly agree, don't know or strongly disagree with them.

To vary the exercise students could stand on an imaginary line numbered 1 to 10.

Ask the question: Where do you stand?

1. for strongly agree,

5. for don't know, and

10. for strongly disagree.

Strongly Agree

Don't Know

Strongly Disagree

1

5

10

1 In every conflict there is a winner and a loser.

2 It's ok to slag people off about how they look or what they do if you're just joking.

3 Conflict should be avoided at all costs.

4 If you lose a disagreement you lose face.

5 Young men and young women have different ways of dealing with conflict.

6 Young men cause more conflict than young women.

7 It's important to stand up for what you believe in even if other people do not agree with you.

8 Stand up for what you believe in even if other people might harm you.

9 If someone hits you, you should hit back.

10 When you are disagreeing with someone don't let him or her see how you feel.

Discussion

What did you learn from this exercise?

Were you surprised at what happened?

Were there statements that you had very strong feelings about?

Was there any disagreement?

How did you respond?

How did the group respond?

In groups of 2 or 4:

List 5 negative things about conflict.

List 5 positive things about conflict.

Assignment

- Keep a diary of conflicts that you observe, read about or see on T.V. during the next week.
- Remember conflict can range from a shouting match between two people to war in any part of the world.
- Collect examples from newspapers and magazines and record examples from T.V. programmes and the news. Don't forget to distinguish between real and imaginary conflicts.

Behaviour Types

Human behaviour can be roughly placed in four categories.

These are:

Aggressive

Assertive

Manipulative

Passive

No one person will behave entirely as described in these groups and depending on our level of self esteem, we can move from one type of behaviour to another.

Read the descriptions of behaviour types in the handout given to you by your teacher/tutor and in the space provided name the type of behaviour.

Name the groups whose behaviour is affected by low self-esteem.

Name the groups that are more likely to bully people. Why?

Which group is most likely to be bullied? Why?

Which group is least likely to be bullied? Why?

What group has the highest level of self-esteem. Why?

People who behave badly are not necessarily bad people

Many people who bully others feel inadequate and have low self-esteem. Bullying is a type of behaviour they have learned in order to cover up these feelings. This is not to excuse the behaviour but it is helpful to know this if we want to confront and deal with bullying. A person who fights, shouts, calls names, insults and harasses or abuses another person is using the wrong tools, and that in turn leads to inappropriate behaviour. Our aim could be to learn the right skills that can lead to appropriate behaviour.

* In pairs make a list of useful skills that help us behave appropriately.

What skills do you use to interact well with people?

* Note – teacher/tutor could tease these questions out by making a list on the board or flipchart and then ask students to do the exercises

Types of Behaviour

The 'Aggro' group tends to lack confidence and are often insecure, although their behaviour would suggest the opposite. 'Aggros' tend to see every suggestion from someone as a challenge to their authority or their position. They do not take kindly to people disagreeing with them and will always try to be right. They are envious of other people's abilities, success and popularity. They like to have their own way always and will go to great lengths to ensure no one is better than they are. 'Aggros' love taking credit for other people's work but will rarely take the blame if things go wrong. They have a tendency to get into fights easily, call people hurtful names, and shout insults at people, use swear words and hit people if they do not get their way. People react in a number of ways when they are in their company:

- (a) try to stay on their side;
- (b) challenge their behaviour;
- (c) ignore them if they can;
- (d) some people avoid them because they are afraid of them.

'Aggros' want to have power over people at any cost.

This type of behaviour can be described as: _____

The 'Bow Now' group have low self-esteem. Unfortunately for them the aggros can spot them a mile away and feel very comfortable picking on them, hassling and harassing them. The 'Bow Now' group feel they are unfortunate and that everyone is out to make life difficult for them. They find it difficult to make decisions and will bow to others easily and without question, whether the decision is in their best interest or not. They find it difficult to take pride in their work and they find it awkward to compliment or praise their efforts. They are self-doubting and put themselves down a lot. They are often seen as too nice and people lose their patience with them at times. They can be easily blamed, made scapegoats for others, and often have difficulty defending themselves. The 'Bow Nows' believe they don't have any power and give their power to others.

This type of behaviour can be described as: _____

The 'Tut Tut' group are a deceptive bunch! They are experts at deceiving themselves and others. They are also adept at controlling and manipulating others. On the surface they appear to think highly of people but if you observe closely you will see that they sneer, make smart comments and use others as the butt of their jokes. They can make others feel very guilty if they refuse a request or to get involved in one of their projects. They are experts at gossiping, preferably in small groups just out of earshot of the intended victim. They are also likely to isolate those they do not want in their group and withhold important information if they can. If confronted about their behaviour they are quick to deny any wrongdoing. They can ease themselves out of a situation leaving others puzzled, confused, guilty and in many instances ill at ease. The 'Tut Tuts' want power over people but try to do it by manipulating people.

This type of behaviour can be described as: _____

The 'Okos' are a decent bunch. They respect the people they are dealing with because they tend to have high self-esteem. They can accept themselves, faults and all, and they come over as genuine, open and friendly. They are often amusing, spontaneous and fun-loving, but rarely so at the expense of others. They don't need to put others down and they don't need to win at all costs to feel good about themselves. They love to get involved in a good match or debate but they do not need to destroy others' reputations or characters. They are able to take responsibility for themselves, are clear about what they want and can say no when it is necessary. They do not depend on others for approval or praise. They have minds of their own and can stand on their own two feet. People quickly get to know where they stand with the 'Okos'. They have a strong sense of feeling powerful within themselves and they don't need to abuse it or give it away to others.

This type of behaviour can be described as: _____

Conflict Resolution

Most of us want to use conflict in a constructive way. We do not want it to escalate out of control, but sometimes we are not aware that this is what is happening. Most of us want to resolve the conflict speedily and avoid escalation. If a conflict escalates, people become more and more angry and frustrated and distanced from each other.

Read the following examples of an escalating conflict and then discuss in pairs or groups of four.

Or two people volunteer to role-play the situation and follow with a discussion.

Sean was rushing through a door at work when he collided with Dara, who was carrying a tray of cream cakes. The tray and the cream cakes crashed to the floor.

Sean: "I'm sorry I didn't see you."

Dara: "You stupid fool! What do you think you are doing?"

Sean: (raising his voice) "I never saw you!"

Dara: "Why don't you watch where you are going?"

Sean: (getting defensive) "I'm sorry it was an accident."

Dara: (getting angry as he looks at the mess on the ground) "You must be blind as well as stupid."

Sean: "I'll help you clean it up."

Dara: "I'm not cleaning it up. You can do it yourself. You caused the problem."

Sean: (raising his voice) "I didn't mean it. You can clean it up yourself!"

Dara: (shouting) "Do you know what you are? You are a walking disaster!"

Sean glares at Dara and pushes past him.

- How would you describe the behaviour of the two people involved in this conflict?

Discussion

What starts the conflict between Sean and Dara?

- (a) bumping into him;
- (b) calling him a stupid fool.

Who is responsible for the conflict escalating? Why?

Imagine Sean and Dara are on a conflict escalator.

Describe the steps as best you can that lead to an escalation of the conflict.

Draw a diagram of an escalator and mark in each step in the escalation as you see it.

Suggest how Dara and Sean could de-escalate the situation.

What positive action could you take if you were Sean?

What positive action could you take if you were Dara?

Aisling and Aoife

Aisling and Aoife are craft workers making leather goods.

Aisling lent Aoife some of her new tools to help her complete an order.

The next day Aoife walked over to Aisling's work area and abruptly left her tools on the work bench.

Aoife: "Those tools are useless! They destroyed the leather I was working on."

Aisling: (surprised) "What do you mean they are useless. I just bought them."

Aoife.: (sarcastic) "Well you made a bad buy. My work is destroyed."

Aisling: (raising her voice and getting angry). "Excuse me. I did not make a bad buy. You didn't use them properly, that's your problem! "

Aoife: (getting madder and raising her voice loudly) "Are you trying to say I can't do my work? I'm telling you those tools are a dead loss!"

Aisling: (sarcastically) "Cop on to yourself Aoife! You're just making excuses for your shoddy work."

Aoife: (shouts at her) "What? You have a nerve talking about shoddy work. People won't even order your work."

Aisling: (shouts even louder) "Look who's talking! You get one order and you can't even use the tools!"

Aoife turns on her heel saying: "I'm getting out of here" and slams the door behind her.

- How would you describe the behaviour of the two people involved in this conflict?

Discussion

Who is responsible for causing the conflict?

Why did it happen?

What could Aisling and Aoife have done to stop the escalation?

What constructive action would you take if you were Aisling?

Imagine Aoife and Aisling are on a conflict escalator

Describe step-by-step how the conflict escalates.

Draw a diagram of a conflict escalator describing each step on the escalator.

How could Aisling and Aoife de-escalate the situation?

Before continuing to the next exercises point out to students that, in order to cope with destructive conflict, we need to have high self-esteem, behave assertively and know our rights. Go through the following exercises with students and when they have been completed ask students to return to Sean, Dara, Aisling and Aoife's disagreements and re-enact them in a more positive and constructive way. Teacher /tutor could then take real life situations and practice role playing what happened at all times, aiming to come to a constructive conclusion. Preparation work could include a mini lecture on assertive skills, self-esteem, expressing feelings constructively:

Bullying is about Power

A person or group may bully because of:

- feelings, such as envy
- a desire to feel superior or better
- a dislike or fear of difference, such as religion, sexual orientation or race
- low self-esteem.

Bullying is a type of harassment and is described as repeated verbal or physical aggression.

Bullying is not meant to include the occasional arguments or rows that arise in workplaces from time to time.

Bullying is not having a joke or a laugh or teasing someone once or twice.

Bullying is not about taking orders or directions from a supervisor or a manager or a trainer or tutor or a teacher.

Bullying is unfair, excessive and ongoing.

Bullying is persistent, psychological violence exerted on one individual by another or by a group.

Bullying is about power over others – it is a negative form of power. Positive power is about getting people to work on and achieve common goals

In pairs, read the following examples of bullying.

Choose five examples from the list that are familiar to you.

- 1 Spreading malicious rumours that have no basis in fact.
- 2 Preventing the person from speaking or stating their opinions.
- 3 Cutting them out of conversations, shouting someone down, telling someone to shut up.
- 4 Name calling, gossiping, ridiculing and labelling.
- 5 Isolating and excluding a colleague for example at break time, lunchtime or social outings.
6. Providing too much work, no work or meaningless work
7. Causing physical abuse or threatening abuse.
8. Shouting or swearing at others in the workplace in front of others or privately.
9. Getting aggressive over unimportant matters or for no reason at all.
10. Telling offensive jokes, writing letters, notes, e-mails, graffiti, displaying offensive pictures or posters.
11. Unwanted touching, pushing or physical assault.
12. Staring, leering, pointing fingers, shaking fists, spitting.
13. Making invalid and unreasonable criticism of one's appearance, dress sense, physique, accent, or work.
14. Refusing a person their breaks, annual leave, training or promotional opportunities.
15. Placing unreasonable demands on a person, checking a person's work unreasonably, never being satisfied with what is done, setting impossible tasks.
16. Withholding important information regarding decisions, plans, interviews, promotional opportunities or references.
17. Watching a person to find faults in their work or cause a fight.

Are some examples more common than others?
Can you add other examples?

Bullies Thrive on Fear

Bullies don't bully everyone. Some of us are more likely targets than others.
Fear is food for bullies.
Power is their quest.

Power within you is their enemy.

Bullying may occur in front of other people and they may be too afraid to support the person in case they become the next target.
Bullying may take place where there are no witnesses and the person is afraid to make a complaint because they fear they may not be believed and the bullying may get worse.

- People are afraid they will not be believed.
- They are afraid that they are seen as weak, not able to do the job, have not got the ability to cope with the job.
- That if they tell someone in a higher position they will take the bully's side.
- That they are imagining things or that others will see their reaction as trivial or too sensitive.
- Men are afraid that they will be seen as soft and not macho.
- People are afraid to complain in case they suffer more harassment, dismissal or constructive dismissal.
- People do not want to get the other person into trouble or cause them to lose their job.

Do not suffer in silence.
Do not allow others to suffer.

The effects of bullying are wide-ranging and distressing.

Physiological effects are:

- Headaches and nausea, butterflies in the stomach
- High blood pressure
- Loss of appetite
- Fatigue
- Shaking, sweating
- Tiredness

Psychological effects are:

- Depression
- Mood swings
- Anxiety
- Panic attacks
- Crying
- Irritability
- Loss of self-esteem
- Loss of interest or motivation

Behavioural effects are:

- Withdrawn personality
- Person begins to rely on drugs alcohol tranquillisers or cigarettes
- Irritated and distracted behaviour
- Clumsiness
- Making mistakes
- Forgetfulness
- Loss of confidence

The workplace is also affected:

- Absenteeism on the part of the person who is bullied
- Loss of production or service
- Workers are unhappy, tense and fearful
- If a case of harassment or bullying is taken to court there are legal costs
- Medical costs, such as sickness and injury pay
- Bad publicity for the organisation and its staff

Dare to be Different

David is 17 and loves music and fashion. In his spare time he plays in a band and loves to colour his hair and wear way-out clothes. For the summer holidays he got a job working in a large manufacturing company in the packaging department. He liked the work, was paid well and made friends quickly with most of the workers in the department.

Soon after he started working in the department he got into a disagreement with Pat his supervisor, an older man who reprimanded him for not packing the goods in the correct manner. David did not like the way he shouted at him but decided to apologise for the mistake and avoid any further conflict. Pat, with a couple of his mates, began to mock and laugh at David, mimicking his walk, calling him names and generally picking up on what he said or did and turning it into a big joke or a laugh. David did not know whether to laugh or cry and began to feel more and more stressed at work. Pat started to watch everything he did and criticised the slightest mistake and the more this continued the more David lost his confidence and made even bigger mistakes.

A month after starting the job David was deeply unhappy and was contemplating quitting the job. He began to feel insecure, said very little to anyone and lost his sense of fun. Pat, who had an opinion about everything, was intolerant of black people and in particular refugees. David was very friendly with a Bosnian refugee family and he was terrified Pat would find this out and give him an even harder time. David was also very distressed and upset that he could not speak up for his refugee friends. The rest of Pat's workmates seemed to ignore him or just laugh when he started going on about things. A few of the workers could see he upset David and told him to pay no heed to him, as this was his style for as long as they could remember. One morning he was sitting in the canteen at break time and mentioned that he did not like Pat to Siobhan. As he began to talk he found himself telling her the whole story. Siobhan, who was also the union representative, was very concerned and said she would see what she could do. Siobhan rang her union headquarters for advice and arranged to meet David at lunchtime the following day.

Before starting this discussion you may wish to re-cap on the three previous sections:

- Bullying is about power
- Bullies thrive on fear
- If you are bullied at work

Discussion

In groups of four discuss the following:

Do you think that Pat was bullying David?

What advice and information was Siobhan able to give David?

What actions could David take?

What would you do?

How would you describe Pat's behaviour - Assertive, Passive, Manipulative or Aggressive?

Why do you think Pat behaved in this way towards David?

David decided to confront Pat about his behaviour and Siobhan agreed to accompany him. David was nervous and shaky but he was determined to explain how hurt and humiliated he felt.

Role-play David and Siobhan confronting Pat about his behaviour.

How do you think Pat responded?

The Brightest and the Best

Deirdre is 18 years old. She loved her part-time summer job in a large busy office. She was intelligent, self-assured and creative. She got on extremely well with the manager and was given a lot of responsibility, interviewing prospective customers, contacting clients, attending meetings and getting involved in decision making. She was very interested in information technology and was keen to develop her knowledge and skills in this area.

As she left to complete her final Leaving Certificate year the manager of the company told her to contact them when she finished her Leaving Cert. and this she did. She passed her Leaving Cert. with very good grades and the company offered her a full-time job with an excellent salary and opportunities to continue training and acquiring further skills. Deirdre was very happy to accept this offer.

After a few months working full-time Deirdre began to notice that one employee in particular was hostile to her. Aine was assigned to check particular sections of Deirdre's work. When Deirdre asked her to check her work she found that her requests were ignored and her work put to one side. After this happened several times Deirdre decided she had to say something to Aine as she was feeling under constant pressure to meet deadlines. She explained to her that she felt that Aine was not checking and passing her work for her on time and this was putting her under pressure. She explained too that the manager was getting impatient with the delays and asked her if she was coping with the work she was being asked to do. Aine became very aggressive and a blazing row occurred with Aine shouting that she had enough to do and Deirdre feeling that Aine was not supporting her. From then on Aine checked her work but there was hardly a civil word between them and Aine would criticise Deirdre for the slightest mistake.

As time went on Deirdre began to feel excluded and noticed that other workers were not as open and friendly towards her. She also wondered if she was imagining it. No one else in the office had witnessed the argument and Deirdre had not spoken about it to anyone. She did not want to get Aine into trouble and she was afraid she might make the situation worse for herself. She felt that Aine was gossiping and finding fault with her behind her back because of what a few people said to her in the course of her work.

Deirdre began to feel miserable and dreaded going to work. She began to doubt herself and started finding it difficult to sleep at night. She was also getting very irritable and distracted and began looking at newspaper ads and the internet for another job. She felt hurt confused and totally unsure of herself.

Then one day she found herself sitting alone in the canteen and when one of her colleagues approached her and asked her if she was o.k. She burst into tears and told her the whole story.

Discussion

Would you regard this as a bullying incident?

Give reasons for your opinion

How is Deirdre being bullied?

Imagine you are that colleague.

In groups of four decide what you could do to help her and improve the situation for her at work.

Here are some words to guide you:

Confidentiality. Listen. Write. Letter. Meeting Manager. Inadequacy. Union. Third Party. Facts. Account. Counsellor. G.P. Health and Safety Statement.

Contact :

- Congress for a leaflet on bullying.
- The Health and Safety Authority for information on how to deal with bullying.
- IBEC for Guideline 20 Harassment and Bullying in the Workplace.

The Law

Did you know that:

There are three pieces of legislation that can protect the worker from harassment at work.

The Safety, Health and Welfare at Work Act 1989 states that:

‘It shall be the duty of every employer to ensure, so far as it is reasonable and practical, the safety, health and welfare at work of all employees’.

The Employment Equality Bill 1998 specifically deals with harassment in the workplace. Harassment is prohibited in relation to gender, age, marital status, family status, sexual orientation, race, religion or membership of the travelling community.

Harassment will not be tolerated whether it is perpetrated by the employer, employee, client or customers.

The bill defines harassment as:

‘Any act or conduct which is offensive, humiliating or intimidating on a discriminatory ground including spoken words, gestures or the production, display or circulation of written words, pictures or other materials’

The Unfair Dismissals Act 1993 allows you to take legal action if you feel you have been dismissed due to unreasonable behaviour.

Did you know that:

Constructive dismissal is where someone has not been dismissed but they have been placed in a situation by their employer, or with the support of their employer, where working life is intolerable and they feel they have no option but to leave. If other employees harass an employee and s/he decides to leave and claim constructive criticism, this is not possible. The employer must have colluded with the harassment or in some way failed to take reasonable steps to prevent it.

Did you know that:

An employer may be held to be vicariously liable for any harassment that takes place in the workplace. This means that an employer is liable for the actions of an employee in the course of his or her employment, regardless of whether the actions were carried out with the employer’s knowledge or approval. It is important for employers to have taken reasonable steps to prevent bullying/harassment in the workplace so that they are not held to be vicariously liable for the actions of employees.

Bullying and Harassment in the Workplace

In recent years we have become more and more aware of the effects of bullying and harassment of people, be they at school or at work. Modern workplaces do not condone or tolerate bullying and harassment. An employee found guilty of bullying or harassment will be disciplined and in some cases dismissed.

Decide if the following statements are true or false.

A person who makes a complaint about bullying or harassment or a person who reports bullying and harassment and cannot be victimised or dismissed.

True False

Victimisation is regarded as a serious offence.

True False

Harassment can occur as an isolated incident or over a period of time.

True False

Bullying is abuse. It causes distress and gives gratification and power.

True False

Disagreements can escalate in to situations of bullying and harassment but all disagreements are not bullying and harassment.

True False

Here are descriptions of six forms of harassment :

Bullying; Religious discrimination; Disability; Victimisation; Sexual harassment; Racial discrimination.

Match the description with the appropriate word

- 1 This is behaviour that is unacceptable, unsolicited, personally offensive and fails to respect the rights of the individual. It is abuse of power by one person over another. The person feels threatened, humiliated, patronised and intimidated. It causes distress and stress and can make a person's working life very difficult.

This behaviour is: _____

- 2 Displaying flags to provoke, writing negative slogans or graffiti, singing songs, making statements and freezing out a person because of their religion.

This type of behaviour is regarded as: _____

- 3 Threatening, embarrassing, humiliating and offending a person by staring, making sexual comments or jokes, and suggestions. Making contact of a sexual nature, using nicknames, displaying page 3s or pornographic material to cause offence.

This behaviour is known as: _____

- 4 Making a person feel threatened, disadvantaged, unwelcome or humiliated because of the colour of their skin, their race, their ethnic origin or their nationality. This could include gestures, facial expressions, jokes based on race, graffiti, remarks, comments, physical aggression or assault, nicknames, offensive letters or leaflets.

This behaviour is known as: _____

5. Mimicking a person, ignoring a person, assuming a person is stupid, weak or incapable because of a disability. Making fun, inappropriate comments, moving a wheelchair without permission, hiding a person's disability aid and playing practical jokes at the person's expense.

This is harassment because of: _____

6. This occurs when a person is treated less favourably than another because s/he has raised a complaint, rejected advances, is a member of a union, puts forward a different point of view, exposes corruption or wrongdoing.

This behaviour is known as: _____

Give Yourself A Boost!

Do the following exercise on your own or with a partner that you know well and trust.

One of the ways to raise your self-esteem is to remind yourself on a regular basis of your positive gifts and qualities. It is also a good way to re-assure yourself if you have been in a difficult situation or you are preparing for interview or examinations.

Write 'I am' in front of each word and decide if this usually applies to you, or just sometimes.

If you find you are ticking 'Sometimes' on a regular basis take note and pay attention to developing and affirming these qualities if you want to maintain high self esteem.

	Usually	Sometimes
Tolerant	<input type="checkbox"/>	<input type="checkbox"/>
Confident	<input type="checkbox"/>	<input type="checkbox"/>
Creative	<input type="checkbox"/>	<input type="checkbox"/>
Emotional	<input type="checkbox"/>	<input type="checkbox"/>
Clever	<input type="checkbox"/>	<input type="checkbox"/>
Flexible	<input type="checkbox"/>	<input type="checkbox"/>
Intelligent	<input type="checkbox"/>	<input type="checkbox"/>
Supportive	<input type="checkbox"/>	<input type="checkbox"/>
Likeable	<input type="checkbox"/>	<input type="checkbox"/>
Thoughtful	<input type="checkbox"/>	<input type="checkbox"/>
Happy	<input type="checkbox"/>	<input type="checkbox"/>
Loveable	<input type="checkbox"/>	<input type="checkbox"/>
Responsible	<input type="checkbox"/>	<input type="checkbox"/>
Active	<input type="checkbox"/>	<input type="checkbox"/>
Unique	<input type="checkbox"/>	<input type="checkbox"/>
Light-hearted	<input type="checkbox"/>	<input type="checkbox"/>
Sensitive	<input type="checkbox"/>	<input type="checkbox"/>
Artistic	<input type="checkbox"/>	<input type="checkbox"/>
Kind	<input type="checkbox"/>	<input type="checkbox"/>
Modest	<input type="checkbox"/>	<input type="checkbox"/>
Interesting	<input type="checkbox"/>	<input type="checkbox"/>

Did you find this exercise difficult?

- Can you explain what you found difficult?
- Most people are very self - critical and judge themselves harshly.
- Did you find yourself doing this?
- Are there other positive statements you could make about yourself.

Write 6 statements from the previous exercise in the space above that you consider to be the important for you?

For You To Do!

- Begin to think well of yourself.
- Write and say positive things about yourself.
- Accept compliments.
- Accept praise from others.
- Give yourself credit where credit is due.
- Stop knocking yourself or running yourself down. The worst put-downs are often the ones we do to ourselves!
- Accept support and help from family friends and those in a position to assist you, such as teachers, tutors, union representatives

Personal Rights

Read the following statements.

Rank in order of 1 to 10 what are the most important rights for you, particularly in the world of work

- I have the right to be treated with respect.
- I have the right to express my feelings and opinions and the right to stand up for my opinions as long as I do not harm or offend others.
- I have the right to say no or refuse a request if I feel it is not in my best interest.
- I have the right to make a mistake. I can learn from my mistakes.
- I have the right to change my mind.
- I have the right to say I don't understand and ask for more information.
- I have the right to be treated fairly as an intelligent and capable human being regardless of sex, race or religious orientation.
- I have the right to be treated with dignity at all times regardless of my qualifications, age, sex, religion or race.
- I have the right to do my work without being bullied or intimidated.
- I have the right to a safe healthy workplace.
- I have a responsibility to treat others as having all of these rights too.

- If you were to choose one statement that is important in the workplace which one would it be?
- Read or state that right aloud for the rest of your group to hear.
- Design a poster or charter stating the rights that are important for you and your group as workers. You could also refer to the declaration of Human Rights and the section on Worker's Rights.

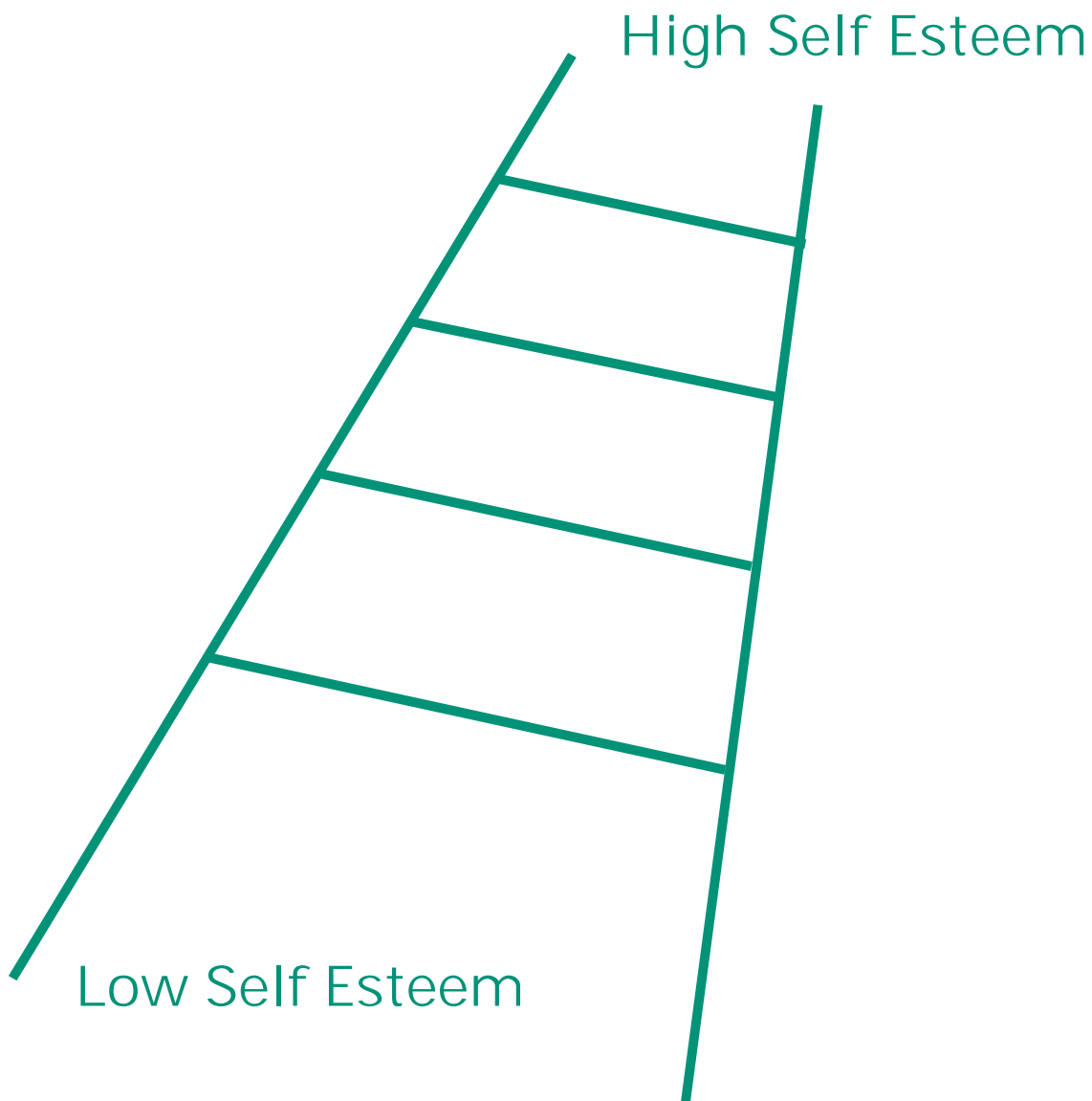
Self-esteem

Self-esteem is our ability to recognise our value and our worth. It is our ability to accept ourselves and learn from our mistakes. It is the quality of our relationship with ourselves.

Where are you on the ladder of self-esteem?

Study the list of words that follow. These are words that describe high and low self-esteem. Place the ten words that best describe high self-esteem at the top of the ladder and the ten words that best describe low self-esteem at the bottom of the ladder.

Insecure, self respecting, envious, responsible, dishonest, good communicator, blaming, open, physically rough, see others as equals, loud, fair, self doubting, optimistic, indecisive, spontaneous, see others as less than themselves, genuine, dislike themselves, honest, belittling, intelligent, sarcastic, co-operative, self-critical, confident, pessimistic, accepting.



Remember we can move up and down the ladder of self-esteem depending on events and experiences in our lives.

Under the headings listed below, list those events that you believe help raise our self-esteem and those events that can lower our self-esteem.

Here is a list of possible events and experiences:

Promotion, bullying, changing to a new job, being criticised unfairly, retraining, passing examinations, learning a new skill, making good friends at work, organising an event for your colleagues, receiving a bonus, being 'slagged', a work mate shouting and swearing at you, left sitting on your own at break time, made to do all the dirty messy jobs, paid a poor wage for the amount of work done, unemployed, confronted a work mate who was nasty to a colleague, caught smoking in a non smoking area, stole some chocolates, called a meeting to discuss an important issue, received an injury at work, had a row with a supervisor.

Events/experiences that can Boost self-esteem	Events/experiences that can Lower self-esteem
1. Promotion	1. Caught smoking in a prohibited area
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Complete this section carefully

The six most important things I learned about conflict and bullying are:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Well done! You have spent some time reading discussing and learning about conflict and bullying:

1. Make a list of four activities that you participated in:

Debate, discussion, interviews, survey, and group work

Describe what you did.

2. Describe an action plan that you had to carry out for one activity while working on this topic.

Fill in the following statements. While working on this topic

I learned _____

I learned _____

I learned _____

I learned _____

I learned _____

4. List four skills/talents/qualities that you were able to improve on while working on this module.

5. Name three things that you would like to improve on or learn more about.

6. How much time did you spend working on this topic?

7. How would you rate your level of work having completed the topic

Good very good excellent



young people
& unions

Young people and Unions

The aims of this module are:

- 1 Explore the origins of unions
- 2 Look at how unions have developed
- 3 Look at how unions are structured in Ireland
- 4 Provide advice and information on joining a union.
- 5 Explore the role of unions in the workplace and how they represent workers.
- 6 Explore the work of a union representative.
- 7 Emphasise the importance of young people to the union movement and the benefits of the union movement for young people.

Sources of information

1. Congress
30/32 Parnell Square,
Dublin 2.
Tel:(01) 8897777
e-mail: congress@ictu.ie
<http://www.ictu.ie>
2. Understanding trade Unions Yesterday and Today
Published by Congress.
- 3 What people think of unions.
Results of a national Survey for the Irish Congress of Trade Unions.
- 4 International Trade Union movement.
click on to

<http://www.icftu.org>
<http://www.cosatu.org.za>
<http://www.hk-labour.org.hk>
<http://www.labourstart.org>
<http://www.ictu.ie>

Young people are important to unions

In the year 2000, half of the world's population is under 20 years of age. It is not surprising therefore that young people are important to unions world wide. Unions are willing to support young people by defending their rights, or if they are experiencing unemployment, exclusion and exploitation.

Common concerns for young people world-wide are:

1. The nature of their work contracts (they are often casual and temporary),
2. Low wages and working time that is long with antisocial hours. Workers in some parts of the world are forced to work overtime.
3. Exploitation. Young People and in particular young women, black people, refugees and young people with disabilities are often exploited, discriminated against or the first to be laid off employment.

Unions campaign and work for workers on issues such as:

1. Better pay for low paid workers.
2. Exploitation of workers in Ireland and in other parts of the world.
3. Better employment laws.
4. Health Safety and welfare of all workers.
5. Education for all regardless of age race or gender.
6. Improving industrial relations by negotiation, conciliation and solving disputes.
7. Campaigning for peace in Ireland.
8. Supporting people with disabilities.
9. Discouraging racism, supporting refugees, the traveller community and people who are long term unemployed and campaigning against inequality in general.
10. Improving conditions of employment and rights for part time workers.
11. Lobbying for reform of tax laws.
12. Campaigning for improved childcare services.
13. Ensuring that labour laws are properly enforced.
14. Negotiating with governments and employers on national pay deals and partnership agreements.

Discussion

In groups of 2 or 4

- What are the issues that concern young people at work in Ireland?
- Organise a survey or discuss with your friends and classmates the issues that concern you as a young person in Ireland today.
- Choose 6 issues from the list on the previous page that you feel are important to you as a young person.
- How could joining a union help in dealing with the issues listed by you and your friends?
- Is there an issue not mentioned that you feel that the unions should focus on?

Congress welcomes suggestions and comments from young people

As a group, decide on a number of issues that are of particular concern to young people. E-mail or send a letter to Congress Youth Section expressing your views and offering suggestions to improve the lives and working conditions of young people.

Write to Congress Youth

Congress
31 32 Parnell Square,
Dublin 2.

You could also e-mail

congress@ictu.ie
They also welcome your comments and suggestions.

Action Project.

Congress provides a panel of speakers who visit schools to answer your questions and provide advice and information and facilitate debate and discussion about the Union movement.

Prepare a set of questions that you would like to ask a Union Official and invite him/her as a guest speaker to visit your group.

Make sure to give a reasonable amount of time for the speaker to take time off work and ask your teacher to telephone, e-mail or write to confirm your invitation.

Guest speakers can be contacted at:

The S.W.A.Y. project
Congress,
31/32 Parnell Square,
Dublin 1.
Telephone (01) 8897777

Unions in Ireland – The Early Struggle

The role that unions play in Ireland has been the subject of many debates over the last number of years. For many people the word 'union' conjures up images of strikes and disputes. However, the reality is much different. Unions are vehicles which allow workers to influence the nature of their work and the organisations they work in.

- When you start work what will you expect?
- What are your hopes?
- What are your fears?

The origins of unions can be traced back many years and in 1994 Congress, the representative body of unions in Ireland, celebrated its 100th birthday. Most people now accept that unions have a very useful role to play in our society. However this was not always the case.

One hundred years ago, organising a union in Ireland was a very dangerous activity. This is still the case for many workers in some parts of the world. Union members could easily be sacked. With no dole or social welfare to fall back on, the loss of a job meant even worse poverty for a family than that in which they already lived.

If it was such a risk to join a union why did so many people decide to do so? People lived in very difficult conditions. Their motivation can probably be best understood by looking at the conditions in which they lived. For instance, Dublin in the early part of this century was very much a divided city.

On the one hand a small minority of people enjoyed an extremely comfortable lifestyle, and lived in large houses with servants and plenty of food. The living conditions of the Dublin working class, especially the families of unskilled workers, were totally different. About 80% of the families in the city lived in only one room while another 5,000 had only two rooms. An inquiry into housing conditions in Dublin in 1914 reported that 37,500 people lived in houses which were unfit for human habitation. Often as many as ninety people had to use one tap in an outside yard and it was common to find only one toilet which was also used by people passing on the street.

The working situation was very bad in Dublin, especially for unskilled workers. They had to work hard and as the unemployment rate was very high they had to take whatever work they could get, no matter how badly they were paid. If they objected they knew that there were many other people who would be glad to take their place.

Michael O'Connor's story.

Michael O'Connor lived in one room in a large tenement house with his wife Mary and their two children. Michael worked on the docks in Dublin. It was 1912 and the working conditions on the docks were very poor. On most days Michael had to queue with the other labourers to see if the foreman was going to give him work. While he did get work on most days, there were some days when he got no work at all.

Conditions at work were dangerous and Michael had no comeback if he got injured. If he got ill he did not get work and there was no assistance if he could not work because of injury or illness.

Michael heard that Jim Larkin was going to speak at a meeting of dock labourers and he decided to go along.

Michael listened to Larkin's powerful argument. Michael joined the union a few weeks later, full of enthusiasm and hope. In 1913 he was one of the first workers sacked by his employer for being a member of the union. When Michael was sacked he lost the only means he had of feeding his family. Michael could get his job back if he left the union. Mary, while she is very supportive of Michael, is worried about the children with no income coming into the home.

In pairs or groups of 4:

Imagine you are Michael and Mary

Create a drama piece or write a story.

Include a conversation between Michael and his employer before and after he joined a union.

Include a conversation between Michael and Mary about their concerns for their family and their future.

Include a conversation between Jim Larkin the union leader and Michael's employer.

If you were Michael what would you do?

What are the similarities between Michael's situation and the situation for some workers in other parts of the world today?

Did you know that:

According to statistics issued by International Confederation of Free Trade Unions (ICFTU):
123 union activists were murdered in 1998

1650 were attacked or injured

21, 427 were sacked for trade union activities

Latin America is the most dangerous continent for unionists; 98 trade unionists were murdered in Colombia, seven in Bolivia and three in Ecuador. In Colombia, union members from every sector were murdered and thousands more received death threats.

The ICFTU was founded in London in December 1949. Today it represents 124 million workers worldwide in 123 affiliated organisations in 143 countries and territories.

To find out more visit the ICFTU website @ <http://www.icftu.org> or

<http://www.ICTU.solidarity.ie>. Here is an excerpt from an open letter from

<http://www.ethicaltrade.org> directed at a large transnational organisation.

The main points are as follows:

- Workers in suppliers' factories are overworked and subjected to abusive management practices.
- Wages remain low. In Indonesia workers are expected to work in excess of 65 hours a week for less than \$1 U.S. dollar per day.
- Products are sourced from countries where worker and human rights, including the right to join unions, are repressed.
- Workers who speak out about conditions are punished and or dismissed. Recently a young worker described conditions to a television station only to find herself demoted, given impossible jobs until she was finally forced to resign her job. This unfortunately is not an isolated incident.
- Workers in Hong Kong complain that if they are late for work or do something wrong, they can be struck by supervisors.
- It was also reported recently by the Hong Kong Industrial Committee that a supplier's factory had inadequate fire safety.
- The factory had anti-theft cages on the windows blocking one of the main escape routes for workers.
- Workers are expected to work until 2 or 3 am during peak periods and it is very dangerous for young women workers to travel home when they finish at this time.
- A union official distributed codes of conduct to workers in a factory in Indonesia. He was later fired many believe because of his union activities.
- In El Salvador workers are beaten and intimidated and struggle to survive on subsistence wages. Workers were subjected to systematic verbal abuse if they did not work hard enough. They did not have the right to join a union and some workers were dismissed for trying to organise one.
- In Indonesia, soldiers were deployed in and around the factory during wage negotiations.
- The military are frequently called in to factories in Indonesia not to protect workers but to prevent strike action and ensure that workers stay on the job during times of industrial unrest.
- Many of our children's toys, our sports shoes and our clothes with well known brand names are made in China, a country where workers are sent to prison or 'educated' in labour camps if they try to organise independent unions.

For more information and further updates click on to <http://www.ethicaltrade.org>.

Read Hasina's Story.

Hasina is 22. She is a sewing machine operator in Bangladesh. Getting to her straw and bamboo hut in the capital city Dhaka is an adventure. It stands on a raised earth mound in the middle of an evil smelling marsh.

Hasina is an optimistic, smiling young woman dressed in a striking pink and orange sari. She lives here with her husband and his parents and her four-year-old daughter Yasmin. Hasina and her husband, who works in the same factory, are both clandestine union activists.

She says : "Normal hours are 8.00am to 5.00pm. After that we work until 9.00 or 10.00 p.m. but sometimes we have to work all night. We make nightdresses and trousers. We work seven days a week – today is my first day off in two months. My relationship with my daughter is very weak. I leave home when she's asleep and she is already asleep when I get back at night. At the end of the month my take home pay is about £19. I don't like the hours but what choice is there? Sometimes I feel tired and ill after a 13 hour shift. Things are better for women because of the garments. Earning our own money has given women some kind of freedom. Now I can help support my family. In the old days, women like me were afraid because we had to depend so much on our husband and family. We had to obey, whatever. Now we have more confidence. We talk to our co-workers, we feel freer in society than we were."

As Hasina talks, Yasmin starts to play on the family sewing machine. She looks remarkably competent, but Hasina says : "I wouldn't want my daughter to work in the garment factories. Our life is so hard here, I want to educate her so she can work in something else – anything."

In groups of 2 or 4

Give reasons why Hasina and her partner want to join a union.

Would you want to join a union in her situation?

To find out more, visit the CAFOD website at <http://www.cafod.org.uk>

Jim Larkin

Jim Larkin worked with the working class people of Dublin. He was convinced that by joining together the ordinary workers of Dublin City could improve their lives and their future.

Jim Larkin was born in Liverpool in 1876. His parents had emigrated there from Ireland in search of employment. He began work when he was only eleven years old and he worked in a number of different jobs. While working on the docks he joined the National Union of Dock Labourers (NUDL) He was very good at organising people and he got hundreds of Dockers to join the union. Soon he got a job working for the union for which he was paid £4 a week. He was an excellent public speaker.

Everywhere he went he made a great impression on people, encouraging them to join a union and to campaign for their rights. He did not get on with some people and he was often angry and impatient. He was always on the side of the worker.

Larkin's ability to organise workers into a union was remarkable. His success however did not go unnoticed by employers. They became more and more concerned and were anxious to stop the spread of unions. The strongest opponent of Larkin in Dublin was an employer called William Martin Murphy. He was determined to put a stop to Larkin's union activities.

W. M. Murphy knew that the only way to prevent Larkin was by organising the employers in the same way that Larkin had organised the workers and by getting them to act together. The struggle between the union and Murphy came to a head in 1913. William Martin Murphy was born in Bantry Co. Cork, in 1848. His father owned a building contracting business but he died when William was only 19 years old. William took over the family business. He worked very hard and had great talent and the business flourished. He owned or had an interest in such businesses as Cleary's Department Store, The Imperial Hotel, the Irish Independent and the Dublin Tramways Company.

He hated his workers to disagree with him and, as the owner of the Dublin United Tramway Company, he sacked members of the ITGWU who had refused to sign a pledge to leave the union. At the same time he persuaded the other employers in Dublin to take similar action against union members. This tactic was aimed at depriving people who were members of the union of employment and to starve people out of the union. The struggle between the union and Murphy lasted for a number of weeks and in that time food was sent to the workers in Dublin by union members in Britain and elsewhere. However the events of 1913 firmly established unions and even though the workers then did not immediately achieve all their aims, ordinary people did get a sense of what could be achieved by acting together.

Today there are employers in Ireland and in other parts of the world who do not want workers to join a union.

Why do you think this is so? It is generally accepted that workers should be allowed to join or form a union if they wish to do so?

In groups of 2 or 4

Choose a number of well known companies in Ireland.

Find who the chief executive is and write or e-mail him or her and ask questions such as:

Are workers members of a union or unions

What % of workers are in a union or unions?

What are his/her views on unions? Include any other questions you would like to ask in order to find out more about modern employers' attitudes to workers joining unions.

Organise a debate:

The motion is: "with the emergence of almost full employment, considerable economic prosperity and strong labour laws there is no longer any need for unions!"

In 1913 many workers in Ireland and England sent food and money and support to the workers. This gesture of solidarity was very important to the workers.

Can you think of examples in recent times where workers have supported workers in other parts of the world or in Ireland with a gesture of solidarity?

Hints! *Apartheid *Toys *Bananas *Nurses. If you are stuck refer to the justice and solidarity section!

Today unions still work for justice and solidarity and highlight the many difficulties workers face in Ireland as well as in other parts of the world.

This is Pedro's story.

Pedro works on a plantation. He earns about £100 per month. Some workers can earn as little as a dollar a day.

Pedro works long hours; often eleven hours a day and some of the time in unbearable heat. The company wants to maximise profits. It permits unfavourable working conditions which threaten the health and lives of the workers. The main reason for this is to keep costs down. Overtime is compulsory and Pedro's friends have been fired when they refused to work overtime because of illness or family commitments.

Work is not safe for Pedro and his fellow workers.

They are particularly concerned about pesticide poisoning and have difficulty getting proper information about safety and health. Pesticide poisoning can lead to cancer, infertility, birth defects, damage to liver and kidneys.

Accidents are common on the plantation. Workers do not wear protective clothing while spraying pesticides.

Workers are hired on short term contracts ie three to six months. This means they do not have legal rights and they are easily sacked.

Women are often harassed and discriminated against. There are no safe places for women to leave their children while they work.

Young people are found working in the plantation instead of going to school. They work to help increase their families wage to a better level.

Pedro and his workmates would like to join a union but dismissal for organising or even joining a union is a common occurrence and although Pedro wants to change his working conditions and fight for his rights he is also fearful that he will be fired from his job and then his family may suffer.

If he was unemployed he would have great difficulty getting another job and there is no financial support from the state. If he has no work he and his family cannot survive.

What products that you buy on a regular basis originate on plantations in different parts of the world?

Is the ILO declaration of fundamental rights for workers implemented by Pedro's employer? (See Workers Rights section)

What rights are denied to Pedro and his family?

How could organising a union help Pedro and his colleagues?

How could you support Pedro and his colleagues?

How could joining a union here in Ireland assist Pedro?

What are the similarities between Pedro's situation today and Michael's situation in 1913?

Are there similarities with young people working in Ireland today?

What does solidarity mean to you?

How could you through joining a union help workers in other parts of the world?

Click on to <http://www.ictusolidarity.ie> for more information on solidarity.

Unions in Ireland – Today

Nowadays conditions for workers have certainly improved but unions still have a critical role to play in supporting and campaigning for better conditions for workers. However like many other organisations, unions have had to adapt and change to meet the new challenges. In Ireland today there are just over 60 unions. Some unions such as SIPTU, Mandate and IMPACT resulted from mergers between unions to provide greater unity and strength. The number of people in unions has risen although not as fast as the growth in employment. In 1999 almost 800,000 people in Ireland are members of unions and membership of unions continues to increase.

I.C.T.U. recently surveyed workers and asked their reasons for joining a union:

Here are a number of reasons given:

- 'Unions create unity among staff to deal with issues and problems'
- 'Unions provide job protection'
- 'To have job security and to help protect a job'
- 'In case workers rights are ignored or abused'
- 'To make sure that there is fair treatment at work'
- 'There is support in numbers if there is a particular problem that needs to be sorted out'
- 'It helps fight for a decent wage at work'
- 'Joining a trade union helps ensure safety regulations are put in place'
- 'In case people get sacked for the wrong reasons'
- 'For protection and solidarity regarding pay negotiations'
- 'To protect my rights'
- 'To save jobs'
- 'To ensure fairness in the workplace'
- 'You can speak your mind and get your views across without being sacked'
- 'The more people there are in a union the stronger workers are when it comes to an agreement over pay rises'
- 'There is someone there to stand up for you'
- 'If anything was to happen in work there is someone to turn to'
- 'Unions help workers know their rights regarding work'
- 'To connect with and support workers in other parts of the world'
- 'I can get help with making a complaint'
- 'I can be part of encouraging justice equality and peace in Ireland'

Discussion:

Decide with a partner on 6 reasons why you would join a union.

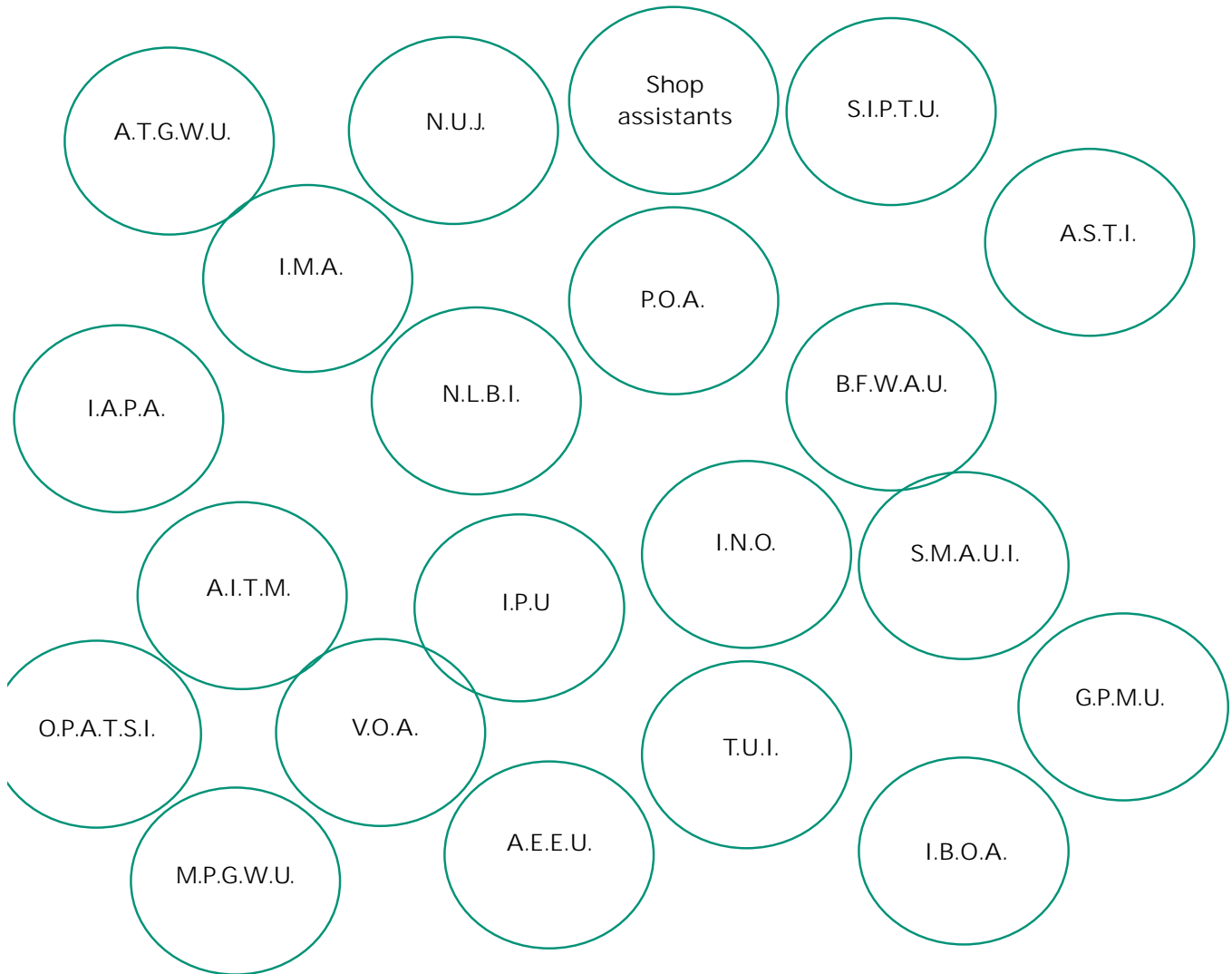
Why do you think young people should consider joining a union?.

As a young worker what would you like unions to do for you?

Do you think as a student in part time employment, you should have the right to join a union?

Unions in Ireland represent workers across a variety of different occupations.

Match abbreviations with unions listed:



Veterinary Officers Association Irish Nurses Organisation Mandate Services Industrial Professional Technical Unions

Irish Print Union Teachers Union of Ireland Prison Officers Association National Union of Journalists

National League of the Blind in Ireland Sales Marketing and Administrative Union of Ireland

Irish Airline Pilots Association Bakery and Food Workers Amalgamated Union Irish Bank officials Association

Association of Irish Traditional Musicians Association of Secondary Teachers Ireland Graphical Paper and Media Union

Marine Port and General Workers Union Amalgamated Engineering and Electrical Union

Amalgamated Transport and General Workers Union Irish Medical Association

Operative Plasterers and Allied Trades Society of Ireland

Discussion.

Is there a union that could represent you?

Is there a union that could represent your career choice when you leave school?

Make a list of jobs that those nearest to you in your family do.

What unions could represent them?

A number of your classmates may be working part-time.

What union could represent them?

Survey:

Find out how many people you know are members of trade unions.

What are their reasons for being a union member?

Match an occupation with a Union!

Here is a list of occupations. In pairs, match an occupation with a union, or unions, from the list of unions in Ireland provided on the next page. There may be more than one union member representing some occupations.

Complete the worksheet by filling in the name of a union opposite an occupation

Occupation	Union
Nurse	
Shop Worker	
Electrician	
Computer Programmer	
Factory Worker	
Cleaner	
Bank Worker	
Civil Servant Journalist	
Carpenter	
Doctor	
Teacher	
Technician	
Chef	
Waiter/ Waitress	
Actor/ Actress	
Vet	
Printer	
Construction worker	
Prison Officer	
Baker	
Plasterer	
Airline pilot	
Butcher	
Technician	

Unions Affiliated to Congress

Union	Phone
Amalgamated Engineering & Electrical Union (AEEU)	01 475 0129
Amalgamated Transport & General Workers' Union (ATGWU)	01 873 4577
Association of Higher Civil Servants (AHCS)	01 668 6077
Association of Irish Traditional Musicians (AITM)	01 280 0295
Association of Secondary Teachers, Ireland (ASTI)	01 671 9144
Bakery & Food Workers Amalgamated Union (BFWAU)	01 878 7074
Building & Allied Trades Union (BATU)	01 830 1911
Civil & Public Service Union (CPSU)	01 676 5394
Communication Managers' Union (CMU)	01 836 3232
Communications Workers' Union (CWU)	01 836 6388
Cork Operative Butchers' Society (COBS)	021 504151
Electricity Supply Board Officers' Association (ESBOA)	01 676 7444
Federated Union of Government Employees (FUGE)	01 878 7057
Graphical, Paper & Media Union (GPMU)	01 269 7788
Guinness Staff Association (GSA)	01 453 6700
Irish Air Line Pilots' Association (IALPA)	01 844 4900
Irish Bank Officials' Association (IBOA)	01 475 5908
Irish Federation of Musicians & Associated Professions (IFMAP)	01 874 4645
Irish Federation of University Teachers (IFUT)	01 661 0910
Irish Medical Organisation (IMO)	01 676 7273
Irish Municipal, Public & Civil Trade Union (IMPACT)	01 874 5588
Irish National Teachers' Organisation (INTO)	01 872 2533
Irish Nurses' Organisation (INO)	01 676 0137
Irish Print Union (IPU)	01 874 7320
Irish Veterinary Union (IVU)	01 497 1160
MANDATE	01 874 6321
Marine, Port & General Workers' Union (MPGWU)	01 872 6566
Manufacturing Science Finance (MSF)	01 676 1213
National League of the Blind in Ireland (NLBI)	01 874 2792
National Union of Journalists (NUJ)	01 874 8694
National Union of Sheet Metal Workers of Ireland (NUSMW)	01 874 5701
Operative Plasterers & Allied Trades Society of Ireland (OPATSI)	01 830 4270
Prison Officers' Association (POA)	01 662 5495
Public Service Executive Union (PSEU)	01 676 7271
Sales, Marketing & Administrative Union of Ireland (SMAUI)	01 878 7070
Seamen's Union of Ireland (SUI)	01 836 3500
Services Industrial Professional Technical Union (SIPTU)	01 874 9731
Teachers' Union of Ireland (TUI)	01 492 2588
Technical, Engineering & Electrical Union (TEEU)	01 874 7047
Transport Salaried Staffs' Association (TSSA)	01 874 3467
Union of Construction, Allied Trades & Technicians (UCATT)	01 873 1599
Veterinary Officers' Association (VOA)	01 668 6077

You may have noticed that there is more than one union to represent workers in some occupations. Why do you think this is so?

Discussion

Give two reasons why there might be more than one union for an occupation.

List two or more unions that represent the same types of workers.

Two unions have been thinking about merging for sometime and you have been asked to advise them on the matter. What reasons would you give to encourage two or more unions to merge.

Joining a Union

Young people decide to join unions for a number of reasons.

Young workers decide to join a union because they realise that it is easier for a group of workers to achieve better working conditions than an individual acting on their own. Better working conditions might include better contracts, better working time, better wages, an opportunity to train or get further education, an opportunity to improve workers rights and to develop a sense of solidarity and unity.

A recent national survey showed that most people support unions and their work and young people surveyed said that they would join a union if they were given an opportunity to do so.

Here's what you do.

If you start working in a workplace where there is already a union representing the workers, and you wish to join the union, you will only have to make contact with the workplace representative who will organise for you to join the union. In the case of a new employee the local union representative will probably make contact with you directly when you start work. S/he will give you information about the union and if you wish to join the union representative will give you an application form to complete.

If you decide that you wish to join a union and there is no union in that workplace it is important to try and identify the union that represents workers in that sector of employment. You could contact Congress and they will advise you on the most appropriate union or unions.

One of the most frequently asked questions about union membership is how much will it cost. Some unions have a fixed weekly subscription (£1.85 for example), while others levy a percentage of earnings. Most unions also have reduced rates for part-time workers and most unions have a further reduced rate for members who become unemployed but want to remain members of their union.

In most workplaces where a union represents workers there will also be an arrangement where the union subscription will be deducted directly from wages. Like all other deductions from wages (with the exception of tax and PRSI) you must give permission for that deduction to be made.

Representing Workers in Work.

One of the important aims of unions is to improve conditions for workers in their workplaces. This means that unions help you to get things you are entitled to or help you when you have been deprived of your rights as a worker. Unions have been successful in securing better wages and increased holidays for workers all over the country. They have campaigned for and secured better and safer workplaces. Unions have negotiated arrangements with employers that ensure that workers get paid when they are out of work sick.

In order to do this effectively workers elect a union representative. The representative informs the manager in the workplace of the problems or grievances that the workers may have. S/he then tries to make agreements with the manager to solve the problem or improve the situation. If the local representative is unsure what to do or needs support and guidance a full time official from the union is available to give professional advice and support.

It is accepted that the role of a union representative in the workplace is very important. There is a Code of Practice that outlines the rights that a union representative has in seeking to represent workers.

Grievance Procedures

In many workplaces it has been also recognised that in order to manage industrial relations in a way that causes the least disruption, it is necessary to establish a procedure that allows for problems to be dealt with in an organised way. These procedures are often called grievance procedures.

In order for a grievance procedure to work it must contain a number of specific items. It must name the manager who is responsible for answering the grievance. It must state the timeframe in which he or she must do so. It must outline what is to be done if the issue is not resolved in the workplace.

Better Relationships

Unions also develop positive relationships with employers that give workers a greater say in how their work is organised. Unions are concerned that workers in many jobs have not been able to work to their full potential because they are simply given a list of tasks to do and not allowed to have any input in to how these tasks might be done.

Unions argue that workers have the right to have a greater say in their workplaces. It is often workers who understand best how to get things done. Unions are now seeking agreements with employers that give workers the opportunity to have a greater say in what they do and how they do it.

Assignment

Using the list provided on page 15, identify a number of unions that you might have reason to join and write, e-mail or telephone and find out how much it would cost and what services/support they offer members.

A Union representative.

Sandra is 24 years old. She works as a merchandiser, full-time, in a well-known department store. When she left school she worked for two and a half years in another branch of the same store in another part of the city. She was transferred to another branch where the management told her that they wanted a union free zone. Sandra had already experienced the benefits of union membership and contacted a union official who supplied her with recruitment forms that she handed out to all the workers. Soon a number of workers joined the union and they remain in membership. Sandra was elected union representative. Workers are full-time, flexi-time and part-time and all are entitled to join the union. She informs people about the union, tells them the cost per week and gives them an application form

The majority of young people working in the store are part-timers.

Sandra says that young workers face three common difficulties.

1. Young people are often denied their breaks and are not told when they start work what breaks they are entitled to.

According to the Protection of Young Persons Act 1996, young people under 18 years of age are entitled by law to:

- 30-minute rest breaks after 4 hours work.
- Maximum working day: 8 hours.
- Maximum working week: 40 hours.

Young workers are often told that if they don't take a break they will get off early and all the other workers will not lose out either.

Young people under 18 are not allowed to work after ten o'clock but many stores now stay open until ten o'clock and many pubs and restaurants do not close until after 12 midnight. This means many young people are working beyond the legal time allowed by law.

2. Young people are often paid very low wages, as low as £1.75p an hour.

Some young workers are left short in their pay packets and often do not have the confidence or the information and advice to know what they should do.

Workers who are due bonuses or vouchers are often paid for the week with the least hours worked. A young worker might have worked an above average number of hours every other week but this fact would be ignored. Workers are more inclined to accept vouchers than cash because if they opt for cash they will be taxed on the total amount. Sandra recommends that all young workers keep copies of their pay slips and if they are not getting one they should find out why not.

Who benefits from the arrangement of giving vouchers as a bonus?

Why is it important to keep your pay slip?

3. Sandra is concerned that young workers do not have the confidence to stand up for themselves and insist on being treated with courtesy and respect. In return, she finds that sometimes the young people do not treat others with courtesy and respect. In some cases young workers who have a grievance or wish to make a complaint are reluctant to do so without the support of someone else. Sometimes union representatives are not allowed to go with the worker. Sandra believes this is unfair and should be changed. What would you do if you found yourself in such a situation?

Sandra works hard at her job, enjoys it and believes strongly in the right of workers to join a union if she so wishes.

She has many positive qualities, some of which are important in a good union representative.

Look at the list that follows and decide on the six most important qualities that are required to be a good union representative in the workplace.

1. The ability to see everyone as your equal.
2. Articulate
3. Fearless
4. Patient
5. Trustworthy
6. Courageous
7. Determined
8. Willing to argue a case
9. Assertive
10. Good communication skills
11. Be able to listen to both sides of a story, see different points of view and get the truth (because sometimes people tell lies!)
12. Be willing to back down and admit you are in the wrong.
13. Outspoken.
14. Capable of dealing with bullying and intimidation.
15. Be able to negotiate and manage conflict.
16. Believe strongly in justice and equality for everyone.
17. Accept that sometimes a compromise is the best solution.

What ten qualities would you choose and why?

Are there other qualities you would add?

From your experience and talking to friends and family, find out the most common problems union representatives have to deal with.

Would you consider joining a union and acting as union representative in your workplace?

Imagine that in your workplace there is an election for a local union representative, design a poster to promote your candidacy.

When do I get a break?

John is 17. He works part-time in a well-known clothes store. He works Thursdays or Friday nights, Saturday or Sunday and sometimes both days.

His time at work is calculated by clocking in and he can only do so when he is just about to start work. He is paid £4.25 an hour.

He approached the store manager and asked about getting part-time work. He was asked to fill in an application form but he was not asked for his birth certificate. He was then sent to the personnel section where he was interviewed by Gerri who told him he had the job and to start immediately. John was introduced to Mary, a full-time worker who was expected to train John and continue doing her own work. Mary did not receive any extra pay or training for this work and as the workers were regularly changing and moving on, this represented quite a considerable part of her job. In the meantime John was left standing on the shop floor wondering what should he do? He was told to sort and code merchandise but had no idea what he was supposed to do! John worked all day Saturday and Sunday. No one asked him did he get a break and the second day when he asked he was told "later". When he asked again, he was told he would get off at 10 o'clock if he didn't take a break. This did not happen and John left work at 10.30 without any proper break, bewildered and confused about what he should do.

Look up the Organisation of Working Time Act, page 3 in Workers Rights.

How many breaks is John entitled to?

Role-play what might happen as the week goes on and John begins to find his feet in the workplace.

How could a union representative help John if he was a member of a union?

What would you do if you found yourself in a similar situation?

How could the personnel section improve the situation for a young worker starting in the workplace?

Working on the till

Aoife started work in a large supermarket in her local town. She was asked to work on the till in the grocery department.

She was trained by a manager for about one and a half hours and then she was left all day to work on her own. At the end of the day the manager checked the till and it did not balance. Aoife was called into the office and a very irate and aggressive manager asked about the money that was missing. She tried to explain that she found it difficult to get everything right as she had only started that day and had received very little training. She was scolded and warned severely that it was not to happen again.

She left the office hassled, upset and nervous about the next day.

A week later, at the end of a very busy Saturday, Aoife's till did not balance again. She was again called to the office, verbally warned and a report put in her file. She was told that if it happened again she would be sacked and she would not receive a recommendation or reference from personnel.

She was very upset and felt that there was a reasonable explanation for the imbalance in the till. Also it was a very small amount of money.

A week later after a hectic day's work Aoife's till did not balance again. She had received no extra training or help since the day she started. Again Aoife was called to the manager's office but this time she asked the union representative to accompany her.

The union representative pointed out that Aoife had received inadequate training, that she had not received her proper breaks and had even difficulty getting off the till to go to the toilet! She also argued that a note suggesting that she was untrustworthy should not be put on her file.

She also pointed out that Aoife felt nervous and apprehensive about her work and did not get any satisfaction out of what she was doing.

Discussion

In pairs or groups.

What are the advantages of having a union representative in the above situation?

Imagine you are the manager of the store. Discuss what your concerns would be in this situation. What pressures are you faced with?

Role Play

What would you do if:

- A you were the manager?
- B you were the union representative?
- C you were Aoife?

Personal telephone calls are not allowed!

Jane worked in a large department store for a couple of months before she went to college.

While she was working her grandmother died unexpectedly and her parents immediately contacted her place of work.

Her grandmother's home was a three-hour drive from where her parents lived.

Her parents wanted to leave immediately and made arrangements with her older brother to take her to her grandmother's home later in the day.

Jane's father rang her place of work and asked to speak to Jane. He was informed that Jane was not allowed take personal calls but that a message would be passed onto her.

Jane's Dad accepted the situation and left specific instructions for Jane to go to her brother's home as soon as possible.

Jane never got the message.

Discussion.

In groups of four

Discuss what you think happened next.

How do you think Jane and her family felt.

What do you think was the reason why the person who took the telephone call did not tell Jane?

Is it fair that young workers are not allowed personal telephone calls?

Why do you think this rule is in place?

What might be the concern for a business owner or manager?

Imagine you are a group of young workers working with Jane and you see this rule is causing problems.

How could you go about changing and improving the situation?

How could a union representative help?

In groups of six.

Set up a meeting between four young workers, a union representative and the manager of the store to discuss the situation and make suggestions for changes.

What improvements or changes would your group agree on?

I need to go to the toilet!

Grainne and Bill work at very busy cash desks in a financial institution. They have been warned that they must not leave without someone replacing them, particularly if there are customers waiting to be served. Both of them are getting more and more concerned that some workers are not being allowed go to go to the toilet when they need to. They make a request and are ignored or told to hang on until someone can take their place. Grainne who needed to go to the toilet urgently requested relief and one hour later was still waiting.

What would you do if you found yourself in this situation?

Grainne and Bill decided to call a meeting to voice their concerns with the manager. They asked the union representative to join them.

As a Group, role-play what happens at the meeting.

Different people take on the role of manager, supervisor, union representative, Grainne, Bill and other workers.

What might the concerns of the manager and supervisor be?

What are the concerns of Bill and Grainne and the other workers?

What agreement could the meeting come to?

The right to join a union!

Deli Stores is a chain of medium-sized supermarkets owned by Miriam Hurley. The chain comprises four supermarkets; two in Dublin, one in Galway and one in Limerick. Each store has a manager and that manager is responsible for the day-to-day running of the store. Miriam Hurley's son Bob manages one of the shops. Bob has recently hired a number of young people on a part-time basis who notice they are all being paid different rates of pay and that there are irregular deductions from their wages.

After work one evening a group of the employees were having a chat about the conditions and pay and they could come up with no reason for the differences in wages or why some people had more money stopped than others. They decided that two of them would go and talk to Bob the next day. Mark and Susan volunteered.

The next day Mark and Susan went and spoke to Bob who said that he would look into the issues raised. However, at five-o clock Mark and Susan were called to Bob's office and told that they were being let go and they would be finished working on Friday. Bob gave no explanation and he insisted that he was within his rights.

Mark and Susan called the rest of their friends together and told them what had happened. One of their friends Kevin had heard in school that the union might be able to do something for them. It was agreed that they would find a union and a union official that would help. When they went down to the union office they met with Gerry, who told them that he would go and speak to Bob the next day. Gerry arrived in the store and Bob spoke to him and told him that he would think about what had been said.

The next morning when all the employees arrived at the store it was closed. Bob came out and he told the workers that unless they all agreed not to have anything more to do with the union they would all be sacked like Mark and Susan, the two ring leaders.

Gerry the union official has called a meeting of all employees in Deli Stores to consider what to do next.

Organise your group as if you were at the union meeting

At this meeting you as a group of workers will need to make some important decisions.

- Elect a chairperson, a secretary and set up a procedure so that anyone who wants to speak and offer suggestions will get an opportunity to do so.
- Imagine you are a young worker at this meeting!
- What would you want to say to Mark and Susan?
- What would you want to say to Gerry the union official?
- What suggestions would you want to make?

Jenny's story

Jenny has just completed her education. She passed her Leaving Certificate Applied and then completed a Post Leaving Certificate Course in Hotel Catering. She has just started work as a chef in a busy West of Ireland Hotel. None of the kitchen staff are members of a union but Jenny made up her mind that when she finished training and started a job she would join a union. When she asked about a union she was told there was no interest. People worked long hours, as the hotel was very busy and as a result were paid bonuses usually at the end of the month. Those who did not work Sundays and a number of late nights were not paid extra bonuses and it appeared everyone was happy with this. Jenny noticed that staff were moved around and asked to do different jobs depending on demand. First of all she had to find out what union she could join. How could she find out? Use the list on page 15 to help you decide the union that would best serve her needs. Should she join it confidentially as an individual or should she try and motivate others to join with her?

What do you think?

Could she ask a union official to come and talk to the workers?
How could she organise this?

As a group, imagine you are the workers at the hotel. One student volunteer is to take the part of Jenny, others are workers who support joining a union and workers who don't. Appoint another student to act as a visiting union official. Each person take time to prepare and argue their points. You could also invite a speaker from the SWAY panel to take the place of the union official. Details are on page 3.

Settling Disputes

If a dispute cannot be solved among the people in the workplace a third party can step in and give assistance, discuss the case and offer their opinion on what would be the best way of solving the dispute.

The Government has established a number of bodies to do this.

The Labour Relations Commission provides assistance in solving disputes. It provides a conciliation service with an expert mediator who seeks to resolve the differences between the parties. Conciliation is a process that aims to narrow differences between the two parties in a dispute. For instance a group of workers may claim that they are entitled to an increase in wages of 10%, while the Company could be only prepared to concede about 4%. It is the job of the mediator to move the parties off their position and towards one another, so in the example above they might end up settling on a 6% increase.

In some circumstances, they may provide a Rights Commissioner who can hear the issues between the parties in private. The Rights Commissioner is a very useful service as it provides an inexpensive means of having a neutral person examine the dispute between an employer and a worker. The Rights Commissioner is different from the conciliation service in that he or she would normally deal with disputes where an individual, as opposed to a group of workers, was in dispute with their employer. Meetings are informal and free of charge. If you are under 18 years of age, a parent or guardian or a union official can also take the case for you.

If it is not possible to solve the dispute using the Conciliation Service or the Rights Commissioner, the services of the Labour Court may be used. The Labour Court could be described as a court with three judges. One judge representing workers, one representing the employers and one independent judge. While the Labour Court conducts more formal proceedings than either the Conciliation Service or the Rights Commissioner, it is different from legal courts. Nobody has to swear an oath unless it is dealing with a dispute connected with specific laws which it has responsibility for, such as equal pay or opportunities. In general the Labour court makes recommendations which are not legally binding. Despite this, the vast majority of recommendations made by the Labour Court are accepted by unions and employers. This is because of the status and respect given to the Labour Court by both unions and employers.

Participation in all of the above services is voluntary. There is also an additional tribunal where workers can, in some instances, seek a legal outcome to their grievance. The Employment Appeals Tribunal is similar to the Labour Court in that it is made of three people, one from each side and one independent chairperson. However, because it deals with issues of rights, it is required to take sworn evidence, which in turn makes it much more formal.

The Employment Appeals Tribunal will deal with disputes about terms of employment, minimum notice, unfair dismissals, redundancy payments, maternity protection, treatment of regular part-time employees and wages.

If you have a dispute about your Holiday entitlements or you feel you are not being treated fairly regarding your holidays you can contact the Employment Rights Section of the Department of Enterprise, Trade and Employment.

They will also give you advice and support regarding other issues as well.

If you are concerned about your P.R.S.I. or your insurance at work you can contact the Department of Social Welfare for advice and assistance.

If you are concerned about your health, safety and welfare at work you could contact the Health and Safety Authority, where you can get advice and assistance.

Remember it is your right to get support, advice, assistance and protection when necessary.

Remember too that the time limit in which you can refer a dispute is usually six months.

Find out!

- 1 Who is the current chairperson of the Labour Court
- 2 Find out the name of at least one Rights Commissioner that you could contact as an individual or through a union if you had a difficulty at work.
- 3 Where is the Employment Appeals Tribunal based?
- 4 What is the address, telephone number and e-mail for the Employment Rights Information Unit.
- 5 Where is the Equality Authority based? What is the EA's address, telephone number and website address?
- 6 Which Government Department has responsibility for Industrial Relations?
- 7 Who is the current Minister for Enterprise, Trade and Employment?

Sharon's Story.

Read the following:

Sharon Dobson works in a company in Athlone. The company manufactures electronic equipment. She has worked there for almost six years and she got this job immediately after leaving school. Sharon enjoys the job and has been promoted a couple of times. However, in the last number of months, things have become a little difficult.

Sharon works on an assembly line. The Company has recently given the man working next to Sharon an increase in wages. Sharon is upset about this as she is doing the same work as Tom, yet he is getting more money. She has said this to Tom but he has said that it is none of his business and does not want to be involved. Sharon raised the issue with her supervisor who said the issue of Tom's pay is a matter for Tom and the company and she told Sharon to mind her own business. Sharon felt she had no alternative but to raise the issue with the union.

The local representative says that she was unaware of the situation, however she felt that Sharon was entitled to equal pay but she was not sure. She promised to check this out and advise Sharon.

You are the local representative in Sharon's job. Before you get back to Sharon you need to get the following information?

- 1 If Tom is being paid more than Sharon, how might Sharon find out what Tom is being paid?
- 2 Can the company pay Tom more if he is doing the same work as Sharon? Give reasons for your answer.
- 3 What is the law regarding equal pay?
- 4 If you do not know how would you find out?
- 5 What advice would you give Sharon?

Congress of Trade Unions

Although unions have specific interests that will be important to the members they represent (e.g. teachers), unions also have many interests in common which they pursue at a national and international level. In order to do this effectively, the unions in Ireland have established a common organisation that will work with them in pursuing these objectives. This common organisation is the Irish Congress of Trade Unions (Congress).

The policies pursued by Congress are influenced directly by decisions made by union representatives. Every two years Congress holds a conference attended by about 600 representatives from all unions. Policies are decided and recommendations are made at this conference. Actions to be taken over the following two-year period are overseen by the Executive Council of Congress which is elected by secret ballot at the biennial conference.

Examples of Actions:

Seek legislation to protect young workers from exploitation or discrimination.
Lobby the Government about the levels of tax paid by workers.
Negotiate National Wage Agreements on pay and conditions of employment as well as on a broad range of economic and social issues.
Make submissions to Government on Budget Policy, education, health, disability, social welfare, unemployment and other policies.

The objectives of Congress are set down in its Constitution. Congress is concerned with:

- DEMOCRACY i.e. protecting your right to be a member of a union and to negotiate improvements to your working and living standards.
- EQUALITY i.e. protecting your right to be treated equally in all aspects of employment opportunity and to create a working environment with no barriers based on colour, ethnic or national origins, politics, race, religion, sex or age.
- NEGOTIATION and PROMOTION of social and economic policies and programmes reflecting the needs and interests of workers and people who are unemployed in Ireland.
- PARTICIPATION i.e. establishing your rights to have a say in how your work is done and to influence decisions regarding the future of your company or service organisation.
- PROMOTION of co-operative relations with unions and union federations and congresses in other countries.
- CO-OPERATION with other types of union congresses and democratic organisations - support aims, actions and policies intended to strengthen justice, peace and freedom.

In groups of three or four

Decide on an issue over which you would like to have some influence. Imagine that your group is a union and you would like Congress to take the issue up.

Write or e-mail a short letter to Congress outlining the issue, the difficulty that is being encountered by your group, what you want to achieve and at least one suggestion on how this difficulty could be overcome.

Unfair dismissal

Read the following examples of problems encountered by workers, union officials and representatives in workplaces recently.

Angela works in a supermarket in the Midlands. Recently she refused to carry out instructions from a manager who then dismissed her.

She believed the manager had started to make unreasonable requests as she was looking for an excuse to dismiss her. She was attempting to establish a union in the workplace in order to improve wages and conditions.

Discuss

- a) What you think happened next?
- b) What would you do?

Eamonn applied for the position of a wine chargehand in a large supermarket in Galway. He has an excellent personality and work record and several years' experience working in another section of the store. Eamonn has a beard and he was told that in order to get the job he would have to shave off his beard.

Discuss

- a) What you think happened next?
- b) What would you do?

Suzette worked as a bartender in a very well known nightclub in Dublin for over two years. A new manager arrives in the club. He verbally and physically abuses her in the presence of other management and staff. The abuse was racist in tone. She decided to leave the job, as she was very distressed at what had occurred.

Discuss

- a) What you think happened next?
- b) What would you do?

Mary applied for a job in a well-known chain store in Cork. Four days after she started work the manager discovered that another member of her family was working in the same store.

- a) What you think happened next?
- b) What would you do?

A summary of what actually happened is provided in the next handout. Names and locations have been changed.

What actually happened.

Angela's Story.

Angela took her case to the Employment Appeals Tribunal who ruled that she was unfairly dismissed. The company claimed that she refused to carry out instructions and was dismissed as a result. The Tribunal did not accept the company case. They ruled the way the instructions were given, the time it was given at and the type of request was unreasonable and her refusal to do so did not, in the opinion of the Tribunal, 'constitute reasonable grounds for summary dismissal'.

This means that workers are entitled in certain circumstances to refuse to carry out unfair or unreasonable management instructions.

A meeting was also held with a union official to discuss union recognition and other issues of concern to workers in the supermarket.

At the time of going to print, the employer had refused to meet the union but the union 'was determined to pursue the matter until the members' grievances have been addressed'.

The union continues to serve the interests of Angela and others in the Supermarket.

Angela was awarded £2,000 to compensate for her unfair dismissal.

Eamonn's Story.

Eamonn declined to cut off his beard and was supported by his union.

The union took his case to the Labour Relations Commission, pointing out in evidence that one of the people who had interviewed Eamonn for the job was also bearded.

The union also argued that a female applicant for the job would not have been asked to change her hairstyle.

An Equality Officer agreed and awarded Eamonn £750 pounds compensation.

Suzette's story.

The Employment Appeals tribunal upheld Suzette's case and accepted that she was 'constructively dismissed' (given no option but to leave her job). They found in the circumstances that it had been reasonable for her to leave her job and as a result they did not consider her re-instatement appropriate.

Her former employers were not represented at the hearing.

She was awarded £5,000 compensation.

Mary's story:

Mary was dismissed from her job when it was discovered that her son also worked in the store.

She took her case to the Labour Court with the support of her union.

She stated that she was not aware of a company rule at the time that prohibited employment of two people from the same family.

She also said that the rule had not been mentioned at her job interview.

It was also claimed that she had been promised a transfer to another branch – which did not happen and that local management in the store were not aware of a bar on same family employment.

The court said it was 'extraordinary' that the presence of the worker's son warranted dismissal and that this rule was not mentioned in the employee handbook.

The court recommended £750 compensation.

Equality – A Key Priority for Unions

Young women work longer hours than young men. Their hours of work are more flexible, and often their work is invisible and not regarded as important.

Young women are often working in low-paid, low-status jobs. Segregated into particular types of employment, in many instances they work part-time and anti-social hours because of poor childcare provision.

Since 1982 Congress has developed programmes aimed at improving women's conditions of employment and their participation in unions.

Discussion

In groups of four.

Ponder this

What are the specific or particular needs of young women at work?

On a large sheet of paper jot down as many points as you can!

Think about equal pay for equal work, access to all levels of education and training, social attitudes, sexism, violence towards women, media and marketing images of women, cultural expectations,

Ponder this

What are the specific or particular needs of young men at work?

Jot down on a large sheet of paper what you regard as the needs of young men.

Is it more time with their children? The right to give up work for a while?

Greater access to caring profession such as nursing? The right to work in the home.

Greater health protection?

How do these needs differ from those of young women?

What are the barriers that prevent more young women running their own businesses, managing schools, working as consultants, airline pilots, managers in retail stores, politicians, computer programmers and professional golfers?

What are the barriers that prevent more young men from working: as childcare workers, as sales assistants in a boutique, in the home, as top fashion models.

Why do most workplaces decide not to provide a crèche or playschool for parents of young families?

Do colleges and schools provide crèche facilities for young teachers and students?

Discussion:

What can schools do to promote equality between young people?

People with Disabilities

It is generally estimated that one in ten of the population have some form of disability in their lifetime, either lifelong or acquired. Many people with disabilities do not have jobs. Some disabled people who have succeeded in getting jobs find that they may not be considered for promotion or included in work training programmes.

Unions oppose all forms of discrimination and actively promote the rights of people with disabilities. In 1987 a Committee on Disability was established to promote the interests of people with disabilities in unions and advise Congress on policy particularly in the areas of employment and training. In 1990 the Committee published the Congress Disabled Person's Charter of Rights. The Charter sets down 18 fundamental rights to ensure that people with disabilities enjoy full equality in the workplace and in society.

- It aims to encourage people with disabilities to apply for jobs.
- It aims to ensure the workplace is accessible to workers with a disability.
- It aims to open up training and career opportunities.
- It aims to gain the support of all workers to promote the rights of people with a disability.
- It aims to achieve equal terms and conditions of employment.
- It aims to ensure full participation for all workers with a disability in all union activities.

In groups of 4.

Design and write up your own Charter of Rights for all workers including young people young women and people with a disability. Agree on 10 important rights that everyone should have.

In pairs

Make a list of traditional jobs for women.

- Make a list of traditional jobs for men.
- How is this situation changing.
- Why is it important that unions and Congress support change in this area?

In pairs

- 1 Give three reasons why women might find it hard to work or get promotion in some jobs or professions.
- 2 Suggest ways that this situation could be changed.

In pairs

- 1 Give three reasons why people with disabilities often have difficulty getting work, travelling to and from work and getting promoted at work.
- 2 Suggest ways that this situation could be changed.

Unions and Young People

Congress considers the opinions of young people to be very important. Congress also recognises that young people need to be given the opportunity and the freedom to be able to speak out on issues that directly affect them. It was for this reason that the Congress Youth Charter was developed.

The Congress Youth Charter was developed by young people in unions and other organisations working with young people. It sets out the issues that the Congress Youth Committee campaigns for.

Here is the full text of the Congress Youth Charter:

- Every young person must have the right to a job. The right to work must be supported by an acceptable statutory minimum wage.
- Every young person must have equal access to all levels of the educational system.
- Every young person must have the right to relevant training with decent levels of income. Young people studying should also receive acceptable levels of income.
- Young people should have access to the full range of health and welfare benefits.
- Health education, including the areas of relationship and sexually transmitted diseases, should be freely available for young people. Support programmes should be available for young people caught up in drug or substance abuse.
- Exploitation of young people must stop. Adequate health and safety measures should be put in place immediately. Legislation to ensure an end to drug abuse should be enacted.
- Every school leaver should be made fully aware of their rights as workers. Legislation to ensure an end to abuse of young people should be enacted.
- Young people have the right to participate at every level of society. The union movement can set a good example for young people by enabling them to participate fully at all levels within the union structure.
- Unions, Government and relevant bodies should work vigorously to protect minors from the dangers of alcohol, drug and sexual abuse, and access to pornographic and violent material.

To campaign for these rights, Congress has established a Youth Committee. This committee is made up of young people who come together regularly to discuss issues that are relevant to young people and to make plans for improving the situation for young people in Ireland, especially in the workplace.

Congress also organises a major Conference for young people every two years. At this conference delegates have their chance to influence Congress and develop and suggest policies and actions. Find out more by contacting Congress Youth, 31/32 Parnell Square, Dublin 1.
Website: <http://www.ictuyouth.ie>

Read the Charter carefully.

Is it a fair representation of the needs of young people in Ireland right now?

Divide into groups and discuss the issues that you believe are of most concern to young people today.

Then agree on a number of points and write up your own Rights Charter.

How does it differ?

What are the similarities?

What recommendations would you see as the most important for you right now?

Send a copy of your Rights Charter to the Youth Committee of the Irish Congress of Trade Unions for consideration.

The address is 31 /32 Parnell Square, Dublin 1.

Discussion and debate.

The union movement is based on three important principles:

Justice, Equality and Solidarity.

Explain in your own words what these words mean to you.

Unemployment among young people used to be the biggest concern in Ireland.

Exploitation of young people in low paid unskilled work is now the major challenge for unions.

Would you agree?

At the moment a great deal of wealth is being created in Ireland.

However it is being divided unfairly.

Would you agree or disagree?

More and more wealth is being created with less and less labour.

Where do human beings fit in?

How could unions help?

Many social and economic policies are decided, with little or no contribution from young people.

How could joining a union help change the situation?

Did you know?

Many young people are employed on a temporary or casual basis.

According to Congress, young people, particularly young women in certain sectors such as textiles, clothing, footwear, retailing, catering, hairdressing and in some small businesses, are paid low wages.

This happens in many parts of the world and you will find out more about it in the Justice and Solidarity section .

Click on to <http://www.ictu.ie> to find out more.

Ireland and the U.K. are the only two countries in the European Community that do not guarantee a minimum wage for all workers. Ireland hopes to legalise a minimum wage in April 2000.

Why is it important that there is a legal minimum wage

Find out more by contacting <http://www.ictu.ie>

Low wage earners often have poor health care, poor housing, poor education qualifications and less time to spend on leisure and exercise.

They suffer from low status, low self esteem and social exclusion.

How could a union and membership of a union change the situation of low paid workers?

Membership of a union has the potential to give you a voice:

For yourself

For others

For those in other parts of the world.

Having read about, talked about and discussed the union movement, explain how this can happen.

Perhaps you have a Student Council in your school.

What have you learned about unions that could be applied to a Student Council?

Debate the motion!

"You are still more likely to be better off if you are a man rather than a woman."

Projects for you to do!

Take a look at as many newspapers as you can over a period of time. Make a collection of headlines and articles related to unions and comment on the issues and the stories that hit the headlines. Comment too on the way unions are represented in the media.

Write to the three largest unions in the country - SIPTU, Mandate and IMPACT and ask for a copy of their magazines and some information about recruitment.

Contact for Additional Information

Congress
31/32 Parnell Square
Dublin 1

Phone: (01) 8897777
Fax: (01) 8872012
Email: congress@ictu.ie
Website: <http://www.ictu.ie>
<http://www.ictu/solidarity.ie>

The Labour Relations Commission (works to improve industrial relations)
Tom Johnson House
Haddington Road
Dublin 4

Phone: (01) 6609662
Fax: (01) 6685069
Email: info@lrc.ie
Website: <http://www.lrc.ie>

The Labour Court
Tom Johnson House
Haddington Road
Dublin 4

Phone: (01) 6608444
Fax: (01) 6608437

The Department of Enterprise Trade and Employment, (makes sure that the labour laws are implemented eg Protection of Young Persons Act, Organisation of Working Time Holidays Act etc.)
Kildare Street
Dublin 2

Phone: (01) 6312121
Fax: (01) 6627136
Email: info@entemp.ie
Website: <http://www.entemp.ie>

The Employment Appeals Tribunal
Davitt House
Adelaide Road
Dublin 2

Phone: 01 6614444 or LoCall 1890 220222
Fax: 01 6764810

Complete this section carefully

The six most important things I learned about unions are:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Well done! You have spent some time reading, discussing and learning about unions:

1. Make a list of four activities in which you participated:

Debate, discussion, interviews, surveys and group work.

Describe what you did.

2. Describe an action plan that you had to carry out for one activity while working on this topic.

Fill in the following statements. While working on this topic

I learned _____

I learned _____

I learned _____

I learned _____

I learned _____

4. List four skills/talents/qualities that you were able to improve on while working on this module.

5. Name three things that you would like to improve on or learn more about.

6. How much time did you spend working on this topic.

7. How would you rate your level of work having completed the topic

Good very good excellent



solidarity
with young
workers
worldwide

JUSTICE AND SOLIDARITY

Aim of this Module

1. Explore the concept of exploitation
2. Create an awareness as to how young workers could be exploited
3. Provide information on child labour
4. Create an awareness of the power of young people as consumers.
5. Create an awareness of young workers in the developing world and deal with exploitation in the following areas: clothes, shoes, toys, coffee, bananas, footballs.
6. Highlight the conditions of toy workers as an example of a globalised industry.
7. Action projects are suggested and students are provided with worksheets, questionnaires and information for discussion and debate.
8. Stimulate debate and discussion.
9. Develop personal and interpersonal skills.

Sources of information for teachers and students

Solidarity – Congress

<http://www.iol/solidarity>

<http://www.icftu.ie>

Hong Kong Labour Express

<http://www.hk-labour.org.hk>

China Labour bulletin

<http://www.china-labour.org.hk>

International Union of Food, Agricultural, Hotel, Restaurant, Catering, Tobacco and Allied Workers Associations

<http://www.iuf.org>

Confederation of South African Trade Unions

<http://www.cosatu.org.sa>

Trocaire

<http://www.trocaire.org>

Clean Clothes Campaign

<http://www.cleanclothes.org>

Fashion Victims

CAFOD

<http://www.cafod.org.uk>

OXFAM

<http://www.oxfamirl.org>

Babymilk Action

<http://www.babymilkaction.org>

Babymilk Action - Ireland

Contact Gillian Ryan

Babymilkaction@tinet.ie

Bananawatch

P.O. Box 5206 Dublin

E-mail [bananas @pobox.com](mailto:bananas@pobox.com)

<http://www.agoranet.be>

Young people are powerful consumers!

Before a teacher / tutor embarks on this section, it would be useful to ask a student or students to record a series of ads as featured on T.V.

Look out for advertisements for jeans, trainers, clothes, coffee, toys and bananas and footballs as these products are dealt with in the following exercises.

Students could also collect magazines and copies of ads in newspapers etc. Note the age and race of those portrayed in the advertisements.

The overall aim is to highlight the difference in what is portrayed in the ad and what happens where the product originates in the factory or plantation.

Also the contrast between the vast amounts spent on advertising and paying famous people to endorse a product and the amounts paid to workers in the factories.

Also to highlight the contrast between the notions of power, freedom, love and confidence portrayed in the ads and the oppression, lack of power, exploitation and injustice in the lives of the workers who make the products.

Read the following statements

Would you agree that exploitation is:

- When you have to work in hazardous, overcrowded conditions
- When you are overworked and exhausted
- When you are unable to go to school or are too tired to go to school
- When you are earning money just to feed and clothe your family
- When you are working long hours for very little money
- When you are forced to work to pay off a debt for your family
- When you are forced to leave school and work because other members of your family cannot find work
- When you are paid less for doing the same work which is also done by adults
- When your employer denies you your rights and ignores the law regarding health and safety, minimum wage, working time or pregnancy leave.

These statements apply to many young people in many different parts of the world.

Do any of these statements apply to you?

Do any of these statements apply to your friends?

Read the newspaper article from the Irish Times 23/2/99 on the next page.

How many of the above statements apply to the young people interviewed?

Would you agree that child labour and exploitation is not:

- Work experience properly supervised
- Helping with housework
- Helping on the family farm
- Earning some money after school or during the holiday period.

Lots of work, lots of play

Transition Year students talk about their part-time jobs

At 15, Cherry has an expensive taste in clothes. She is hoping to get a job in the local Dunnes Stores next summer but doesn't anticipate spending any of her earnings there.

Last summer, she looked after to children, aged four and seven years, for a month. She was paid £100 a week for working from 8.30am to 6pm. "I didn't want to dip into the £400 but I spent about £150 on clothes and Christmas presents."

Meanwhile, she would like to work part-time during term time. "I'm trying to get some babysitting but my parents won't allow me to babysit anyone I don't know." Cherry has filled out an application for Spar. She asked if she had to be 16 to get a job. "Well, yeah," she was told, "but I wasn't. They said, put down your real birthday and we'll give you a job anyway."

At present, she gets £5 a week pocket money and "a fair bit of money for clothes. If I did have a job in Spar, I'd get less. I'd like to work and know I'm earning the money myself. Then, my parents can't say I'm

wasting it."

Conor, now 16, worked as a kitchen porter in a hotel last summer. He was paid £3.50 an hour and really enjoyed it although he had no set hours and was called in to work at a moment's notice. The money went to buy clothes and CDs.

He worked in a wholesale business on Wednesdays and Saturdays – from 1 pm to 7.30 pm – for two months before Christmas. Paid £3 an hour, he didn't enjoy the work as much, packing shelves and pricing items. Now, he is actively seeking part-time work and says most of the boys in his class are working.

"A friend of mine works as a lounge boy and comes to school knackered. Then he has to go and work after school again." Others work in McDonalds and, although the pay is reasonable, the slugging isn't worth it, he says.

"I delivered papers for years but the pay was dreadful. I was paid £5 or less for delivering 300 papers – that would take about three hours." Conor anticipates working through Transition Year and Fifth year but will give up

work for his Leaving Cert year.

At 16, Niamh babysits most Friday, Saturday and Sunday nights. She earns £2.50 to £3 an hour and usually works from 7 pm to 2 am at the latest. This limits her opportunities to socialise, but she wants the money for clothes. She is also saving up to pay for a school trip to Paris which will cost £280.

Just about everybody in her class babysits she reckons, and about half her class works part-time in newsagents and supermarkets. She ensures she is home by midnight on Sundays and says: "It's fine. I'm used to it. I'm OK on Monday mornings. Everyone has a problem getting out of bed for school."

Sarah, 15, also babysits at weekends and gets paid from £2 to £3 an hour. At weekends she may work until 2 am on Fridays and Saturdays but will work only until 11pm during the week.

"I try to save the money but I end up going to the cinema or to town on Saturday... I end up spending it on rubbish. I'm trying to save for new clothes and runners."

Next year, when she's in fifth year, she hopes to get a part-time job in Roches – "you have to be 16 and I couldn't be bothered pretending."

Sarah says lots of her friends work in a local hotel as lounge girls. They work very late hours and don't look older than their 15 years, she says. The employers don't care.

Ann, 16, coached in a sports camp last summer, earning £50 a week and working mornings only. "I loved it," she says. She babysits one night each weekend, from 8 pm to 1am and one night during the week, until 11.30 pm.

"It has no effect on school," says Ann. "I'm in the fourth year and it's not very stressful." Again, she uses the money to buy clothes. As to working in Leaving Cert years, she says: "I don't think you should stop yourself just because you have exams. You make yourself more stressed."

Her parents prefer her to work weekends, but Ann prefers working during the week as this leaves her free to go out at weekends.

- Check the statements on the previous page
- Give two examples of exploitation from the newspaper article
- How is working life interfering with some young people's education?
- How are employers breaking the law? (Check Protection of Young Persons Act etc.)
- According to this article, what do young people spend their money on?
- Is this, in your opinion, a fair or biased account of how young people spend their money?
- Write a letter responding to this article, describing your experience and whether you disagree or agree with the contents of the article

Action Project

Interview a grandparent or an older person you know and ask them about their working life.

You could make a videotape or an audiotape or compile a report with photographs and quotes and report what you found out to your group.

Before you hold the interview decide on the questions you would like to ask and remember that they may choose not to discuss some things.

Find out:

- What age they left school at and why
- The work they did and the hours they worked

Did you know?

In the past, married women were not allowed to stay working once they got married and women were paid less for doing the same job as men.

Women were forced to give up work if pregnant and single women who became pregnant were sacked or forced to resign their jobs.

Read the story of Rosa on the next page and you will find that many young women face a similar situation today.

Rosa's story

Rosa works in a Maquiladoran factory situated along the Mexican border with the U.S. Investors come to the Maquiladoras because they can pay very low wages to Mexican workers, without paying local taxes, right on the doorstep of the U.S market. Half a million workers assemble televisions, clothing and car parts in the Macquiladoras and up to 80% are women. They usually work for ten years from 16 to 26 and after that they are dismissed without any benefits. To get a job they must prove their age and prove they are not married or pregnant. Employers are interested in passive, docile, obedient workers who are not likely to cause trouble or organise into groups such as a union.

Workers health and safety is often ignored in the Macquiladoras. Fire safety and warning instructions about dangerous machinery or toxic chemicals are written only in English. Many women cannot read and do not understand English.

Health problems are very common. Workers suffer from spinal and back problems, strained eyesight, damaged lungs from dust, fainting and illness from toxic fumes and problem pregnancies from toxic chemicals. Young workers work long hours without a break and in some factories the women have to pay rent for their seats. Toilets are placed a long way from where they work and if they delay, money is deducted from their wages. If a worker is sick for more than three days, it is probable that they will be sacked.

Most workers are not given contracts and hiring and firing happens all the time. The law states that workers should work only 8 to 10 hours but this rarely happens and some young women work up to 18 hours and are therefore constantly tired. There is no minimum wage and wages can be as low as £1.50 a day. This is barely enough to buy food.

There is some hope though. Many people are beginning to highlight the situation and express their concerns. Organisations such as Unions, Trocaire and CAFOD are working towards highlighting and creating awareness as well as providing support training and funding to set up health committees, training groups and campaigns.

Workers are encouraged to try and improve health and safety, educate people about their rights, get involved in local elections and provide support for women who have lost their jobs because they are no longer seen as productive.

Imagine you are Rosa and you have come to Ireland to highlight your situation

- Make a written, oral or visual presentation of what you would like to say.
- Suggest actions that young people could take, bearing in mind that boycotting is not an option, unless requested by Rosa and her colleagues.
- What could young Irish consumers do that would help her situation and that of other workers in similar situations around the world?
- Imagine Rosa makes your favourite pair of jeans. Make a list of ten changes you would like to see in Rosa's factory so that you can buy your jeans and she can have a better life.
- Click on <http://www.cleanclothes.org> for ideas and information

Assignments

Workers and young children are exploited for their work in many parts of the world.

Investigate the conditions of:

- A young worker in a Nike shoe factory in Vietnam
- Workers in shoe factories in Brazil
- A young worker in a toy factory or a garment factory in China
- Young children in Pakistan stitching footballs for the clubs and schools in US and Europe
- Women workers in Ireland past and present
- Workers in cotton mills 100 years ago.

Sources of information on the net are:

http://www.solidarityictu.org	http://www.iuf.org
http://www.trocaire.org	http://www.unicef.org
http://www.cafod.uk.org	http://www.caa.organ/
http://www.cleanclothes.org/index.htm	http://www.action4corpacct.org/
http://www.globalexchange.org	http://www.icftu.org/english

Did you know that ICFTU is the world's largest union body, representing 125 million members in 141 countries? Find out more at www.icftu.org/english

Worksheet

Article 32 from the Convention on the Rights of the Child states that every young person has the right to protection from economic exploitation and work that is hazardous, interferes with his/her education or harms his/her health or physical, spiritual moral and social development.

In small groups or pairs decide whether you agree or disagree with the following statements. Elect a person to speak about a statement that you strongly agree with or disagree with and your reasons for doing so.

1. Exploitation of young people will continue until poverty is wiped out.
I agree with this statement and my reasons are:

I disagree with this statement and my reasons are:

2. Young people should, in all circumstances, be at school and not working.
I agree with this statement and my reasons are:

I disagree with this statement and my reasons are:

3. Parents who allow their children to work (a child is someone under 16 years of age) instead of going to school should be severely punished.
I agree with this statement and my reasons are:

I disagree with this statement and my reasons are:

4. Young people choose to work while at school. It's their choice and no one forces them.
I agree with this statement and my reasons are:

I disagree with this statement and my reasons are:

5. More young people would have a good education and fewer problems if they did not work while attending school.
I agree with this statement and my reasons are:

I disagree with this statement and my reasons are:

Child Labour

Some facts on Child Labour

- 250 million children between the ages of 5 and 14 are currently working (ILO)
- At least 120 million of these are working full-time.
- Most work on farms, plantations, as domestic workers or in the informal sector, hidden and unprotected.
- Millions more work in factories and workshops.



Child Labour

Banana Plantations, Philippines

At Soyapa Farms, school children work in the fields and packing sheds to supply Dole with bananas for export. The children work for two hours before school, return to the fields for four hours and work eleven hours on Saturday. Many families have been forced to pull their children out of school altogether.

The former rice growers who pooled their land to form the Soyapa Farms banana plantation have individual contracts to sell their bananas to Dole at a low price. Similar deals are made with other farmers who pooled their land in order to supply Dole. This arrangement has locked farmers and their families into poverty and debt. One farm worker, Nerita Baylosis, recently explained to a journalist the children on this plantation work because their families can't survive without the wages they earn.

Did you know that:

- The banana is the fifth most important food crop in world trade.
- It is a multi-billion dollar business which directly and indirectly affects the livelihoods of several million people.
- The vast majority of plantation workers and small banana farmers are finding it harder and harder to survive.

Discussion

What could you do as a consumer of bananas to change the lives of the families at Soyapa Farms for the better?

The following are some facts about the banana industry

- One in four banana workers is hospitalised with poisoning from pesticides in Costa Rica each year.
- Plantation workers in Latin America earn as little as 5% of the final price of a banana, for working a 12-13 hour day.
- Too old at 25 – some plantations fire people as young as 25 and replace them with younger people because they are cheaper and are less likely to know their rights.
- The Windward Islands in the Caribbean rely on banana exports for up to 60% of their export earnings and a third of all employment.
- Small farmers in the Windward Islands are being squeezed out of the market by competition from cheaper plantation bananas.
- The EU is the biggest market for bananas in the world.
- Bananas are our favourite fruit – every man, woman and child eats on average 40 bananas each per year.
- 70% of the world trade in bananas is controlled by three companies – Chiquita, Dole and Del Monte.
- Irish company Fyffes is the fourth biggest banana company in the world.

For you to do

- 1 Write to Chiquita / Dole / Del Monte / Fyffes (Mr Neil McCann) voicing your concern about how workers are treated in banana plantations.
- 2 Write to your local MEP voicing your concern about the working conditions of banana workers and ask them to raise the issue in the European Parliament.
- 3 For more information, click on(a) <http://www.solidarityictu.org> (b) <http://www.trocaire.org> (c) <http://www.agoranet.be>
- 4 Compare information on:
<http://www.fyffes.org>
<http://www.chiquita.org>
<http://www.dole.org>
<http://www.delmonte.org>

Child Labour

The following information is provided by Mr Jannes Hutahaen, of Pondokan - a labour rights group in Indonesia (excerpt from Asian Labour update).

Pondokan carried out an investigation into the practices of employing child labour in local toy and toy related factories. At a Mattel factory producing dresses for Barbie dolls it confirmed that the factory violated international standards concerning child labour as well as Indonesia's laws relating to child labour. The factory, a textile mill, employed child labour under 15 years old. Children worked one of two shifts, from 8.00 am to 3.30 pm or from 4.00pm to 11pm. Workers were given a 30 minute rest during each shift. According to Indonesian law children are not allowed to work more than 4 hours per day and employing children at night is illegal.

The employer at the factory did not provide educational benefits for the children. The factory considers child workers to be in training for the first nine months. While working in the factory the workers cannot claim any wages, or other benefits like health, during this time. If the child worker cannot meet the set targets during this time, their work will be terminated without compensation. Child workers are also forced to work on Sundays, holidays and at night during the job training period. During this nine-month training period they are free daily labour. Wages were below the legally required minimum. Child workers had no wage card so they did not know their standard minimum wage or the amount of overtime worked and paid for. Child workers were asked to pay for labour insurance but the factory did not give the workers insurance cards. Therefore when a worker fell ill or had an accident at work they had to pay the medical costs themselves.

The factory did not provide gloves for the workers and night workers were given one egg and a glass of milk. There was no transportation and they had to find their own way home at night. Child labourers are required to purchase a uniform - a T-shirt with the company logo and a scissors and sewing equipment.

What is your reaction to this information?

*Disbelief? *Anger? *Surprise? *Indifference?

Is there something you could do to help improve the situation for these young workers?

Some people argue that the toys manufactured in this way should be boycotted. This is not always the best option.

Why do you think this is the case?

Mattel and Hasbro are the world's largest toy companies. Click on to <http://www.hasbro.org> and <http://www.mattel.org> and contrast the information you find on the website with what you read here.

Justice and Solidarity in a globalised world

Transnational Corporations. What are they?

Many of the young workers you will read about in this module work for organisations that are known as transnational corporations. These companies operate in more than one country at a time and have a powerful economic and political influence in the world. Many of your favourite brand name products have been manufactured by transnational corporations or are sourced from suppliers controlled by transnational corporations.

Transnational corporations distribute much of the food and household products your family buys.

The toys and games that your little or sister or brother plays with are made by transnational corporations.

Many transnational companies have more power economically than the countries they operate in. The combined income of General Motors and Ford, the two largest car companies in the world, far exceed the Gross Domestic Product (GDP) for all of Africa below the Sahara.

Japan's top six companies are nearly equivalent to the combined GDP of all of South America.

Fifty-one of the largest 100 economies in the world are corporations. Transnational corporations hold ninety per cent of all technology and product patents worldwide.

Transnational corporations are involved in 70% of World Trade. 30% and more of this trade is 'intra firm'. This means that the trade occurs between units or parts of the same company.

There are over 40,000 transnational corporations in the world at present. While these corporations become more and more global in reach and influence, 90% are based in the Northern Industrialised countries. Profits and control are also in these countries even though the workers, suppliers and supplies are in the poorer, less industrialised parts of the world. For example, the majority of sports shoes manufactured in Vietnam and Indonesia and many of children's toys are manufactured in China.

More than half of all transnational companies come from five nations: France, Germany, the Netherlands, Japan and the United States. These companies account for most of the world's industrial capacity, technological knowledge and international financial transactions.

They mine, refine and distribute most of the world's oil, petrol diesel and jet fuel. They build most of the world's oil, gas, hydro-electric and nuclear power plants. They extract most of the world's minerals from the ground.

They manufacture and sell most of the world's cars, airplanes and communication satellites, home electronics, chemicals, medicines and biotechnology products. They harvest most of the world's wood and make most of its paper. They grow many of the world's agricultural crops, while processing and distributing much of its food.

Transnational corporations have a strong influence over the domestic and foreign policies of the northern industrialised governments, including the Irish Government, that hosts them. Some transnational corporations will try and get around laws and regulations of a country, for example the legal minimum age for workers, working hours, the right to collective bargaining or the right to join unions. Health and Safety laws are often ignored and workers are exposed to dangerous chemicals and pesticides.

Some transnational corporations are becoming less and less accountable to governments in countries and many governments are torn between the need to provide employment for people and ensuring that even their basic rights are respected as outlined by the ILO.

These rights are:

- The right to collective bargaining for conditions of work
- The right to freedom of association to form, join and organise independent trade unions.
- The right to eliminate discrimination in the workplace.
- The right to reject forced labour and child labour.

Transnational corporations, together with their host governments, are re-organising world economic structures – through a series of intergovernmental trade and investment agreements.

Have you heard of:

- The General Agreement on Tariffs and Trade (GATT)?
- The World Trade Organisation that was created to enforce GATT's rules?
- The North American Free Trade Agreement?

These treaties allow for globalisation to grow and develop and it allows for international corporate investment and trade to flourish across the Earth.

Group Work

Collect a selection of ads that you really like.

Make a collage of all the companies that you regard as transnational.

- How many of your favourite brands of jeans and sport shoes are manufactured by a company that operates in more than one country?
- How much of the chocolate and snacks and drinks you consume are made and supplied by transnational corporations?
- Who makes your little brother's or sister's toys?
- If these companies have a powerful influence on politics and dominate economics and technology how do you think they affect workers lives and the environment?

Favourite Brand Names

When you buy your jeans and runners or other goods, what influences your decision?

Rank in order of importance as honestly as you can!

(1 for the most important reason, 2 for the second most important etc.)

I want to be fashionable like my friends.

I like the look.

I feel comfortable and confident in these clothes.

All my friends wear these labels.

My favourite sports team or sports star or celebrity endorses it.

The price is good.

There are good wages and working conditions for the people making them.

The manufacturers have a policy to protect the environment.

The workers are not exploited and they have the right to join a union.

I saw the advertisement and I like it.

It helps me feel included.

Everyone else is wearing these brands and I don't want to be different.

Other reasons:

Where are your favourite products made?

(You may need some time to check labels and ask questions)

My personal stereo and TV were made in _____

My jeans were made in _____

My favourite brand of trainers were made in _____

My shoes were made in _____

My favourite jacket was made in _____

My club purchases footballs made in _____

My favourite football club uses footballs made in _____

My family eats bananas from _____

I drink coffee made in _____

I drink tea made in _____

My baby brother or sister's favourite toys are

1. _____

2. _____

3. _____

They were made in _____

My favourite place to shop in is _____

Most of the goods I use are made in

1. _____

2. _____

3. _____

What % of the goods listed above was manufactured in Ireland? _____

Having completed the above were you surprised by what you found out?

Questionnaire Worksheet

Moving along the rails shopping for clothes, looking for the right size, colour or design, do you ever stop to think about the faces behind the labels?

Were your jeans, or that special occasion outfit made by a young Chinese woman living in barrack-like accommodation over the factory where she works?

Did a Bangladeshi woman struggling to raise a family on 63 pence for a 12-hour day stitch that summer dress?

Use this Questionnaire, or design your own, to find out the origin of some of your clothes.

- Check the labels to see where your clothes i.e jeans, shirt, jacket, were manufactured. Ask your family and friends to check labels, too.

Were they manufactured in Ireland, England, Europe, Turkey, Bangladesh, Indonesia, India or China?

- How much will you spend on clothes this year?

£100 £150 £200 £250 £300 Other

- How many pairs of jeans do you own?

2 5 10 More

- What are your favourite brand names?

First choice: _____

Second choice: _____

Third choice: _____

- Where were your jeans manufactured? _____

How much did your favourite pair of jeans cost? _____

How many sports shirts do you own?

2 5 10 More

- What are your favourite labels?

First choice: _____

Second choice: _____

Third choice: _____

- Where were your shirts manufactured? _____

- How much did your favourite shirt cost _____

- What are your favourite places to shop? _____

Choice No.1. _____

Choice No.2. _____

Choice No.3. _____

Choice No.4. _____

Choice No.5. _____

Choice No 6. _____

Visit the shops and find out where the majority of clothes are manufactured.

Report back to your class on what you learned.

My Favourite Pair of Jeans

In groups of four, fill in the following worksheet.

My favourite brand name is: _____ They cost: _____

Did you know that approx. 32% goes to the retailer? 32% = _____

V.A.T is 18% 18% = _____

Transportation/Importation 11% 11% = _____

Raw materials/cotton 13% 13% = _____

What % is left? _____ = _____

This is distributed among the workers who made the jeans.

How much approximately will they share making your pair of jeans? _____

My name is Maria and I work in a large factory making jeans for a well-known, international jeans company. The work is hard, we have a quota to meet every day and the work is repetitive. The place where we work is very basic, the lighting isn't great and sometimes when you have to work overtime, your eyes can be so sore you can barely see. Jobs are scarce and I badly need the money from the work even though it's not very much. Even when I get sick I must turn up for work because if I didn't I would lose my job.

I rarely speak to supervisors. They stand around to make sure we are working as hard as we can. They give us two breaks to go to the toilet and lunch is often eaten at our workstations. Recently some of the women have been trying to set up a union. They are trying to get as many as possible to join up and they have asked me. I think a union is a good idea, it might be able to do something for us but I am scared to join because I will lose my job and what will I do then?

Should Maria join a union?

When buying your jeans how could you support someone like Maria?

Working Life for some – It's like this

Did you know that many of the young workers who sew your jeans and tracksuits, assemble your shoes or trainers have a working life similar to what is described here?

Living conditions

- Usually dormitories, the vast majority of workers being young female migrants, aged between 14 and 22.
- Twelve to a room, with six bunk beds and a single fan.

Place of work

- A poorly ventilated factory.
- People faint from noxious fumes.
- Breathing problems are common.
- Sore eyes and skin problems are common.
- Working with glue causes dizziness, vomiting, ulcers.
- There is often a thick acidic smell in the air of shoe factories.
- Workers apply the glue to toys or shoes by hand.
- Often there is no obligation to meet health and safety rules.
- Workers are not registered, therefore they do not get sick pay or holiday leave.
- Workers are not allowed to join a union and run the risk of instant dismissal, violence and intimidation should they try.

Punishment and Fines

- Workers are reluctant to complain for fear of punishment or being fired.
- They are forced to work long hours and overtime is compulsory.
- Wages and deposits are held.
- Young workers are fined for taking too long to go to the toilet or for taking long breaks.
- Talking to a stranger could result in instant dismissal.

Physical Abuse

- Workers are beaten by security guards for yawning; not working fast enough; reluctance to work overtime; wearing their work permit in the wrong place.
- Young people are not allowed to speak to each other at mealtimes.
- They are constantly watched by security men.
- They are fined if they do not walk in the correct lines to canteens and dormitories.

Discussion

- How would you feel if you were a young worker in this situation?
- What could you do to ensure young workers like yourself in other parts of the world have a better working life?
- How are young workers treated in Ireland? Are there any similarities?
- How can young people protect themselves against exploitation?
- How could you help young workers in other parts of the world who are exploited?

Your Shoes

Make a list of the different types of sports shoes you can buy.

- What sports shoes/trainers are the most popular with your group?
- Why do people buy the brand names mentioned?
- Why do young people buy the most expensive brands?
- Make a list of shops where your favourite sports shoes/trainers are sold
- Check your sports shoes/trainers and note where they were made.

Divide into groups of six.

Each student in the group takes on a role.

- 1 You are a factory worker. You are involved in operating machinery, stitching materials, assembling and checking the finished shoe.
- 2 You are a sub-contractor. You have a contract from a well-known shoe company. You own factories and you give work to workers to do in their homes.
- 3 You are an administrator. You are responsible for renting office space, shipping the finished product around the world and payment of export duties.
- 4 You are a materials supplier. You are responsible for supplying rubber, plastic, leather adhesives, glues, chemicals and rope. These materials are imported from another country.
- 5 You are the manager of a well-known multinational sports shoe company such as Nike, Reebok, Adidas, Puma or Hi-tec. You are responsible for research and development, promotion, advertising, sales and distribution.
- 6 You are the owner of a retail shop that specialises in selling sports shoes and trainers. Your costs include premises, rents and sales staff.

For the purpose of the exercise, agree that on average a pair of sports shoes/trainers sell at £50. Each member of the group must argue for their share of the £50.

You will find that some negotiating will need to happen and that some people will present a stronger case than others.

Note the arguments that each person makes.

Each person agrees on what they believe is a fair price.

Fill in the following chart

We believe a fair share for the worker in the factor would be	£
We believe a fair share for the sub-contractor would be	£
We believe a fair share for the administrator would be	£
We believe a fair share for the materials supplier would be	£
We believe a fair share for the sports company would be	£
We believe a fair share for the shoe shop retailer would be	£

Your teacher/tutor will tell you the approximate amounts that each section actually gets.
*(Teacher/tutor see bottom of page)

Discussion

Who does the creative, exciting work?

Who does the hard, less interesting work?

Who gets paid more?

Is this fair?

Who needs to be paid more?

What about the sales assistant in the retail shop?

Are there similarities between him or her and the young worker on the factory floor or in their home making the sports shoe?

*Before photocopying, fold back here – reveal these figures when the above exercise is complete.

45 workers in the factory share £1.19. Sub-contractor's profit is £0.85. Cost of materials is £6.56. Admin and overheads is £2.00. Company costs and profits is £16.39. Shop costs and profit is £23.00.

This exercise adapted from CAFOD Exercise in Fairground Magazine Issue 12 Autumn 1997. CAFOD's internet address is <http://www.cafod.org.uk>

Your Voice Can Make a Difference!

Did you know that Nike is the biggest sports shoe manufacturer in the world?

Phil Knight, its boss, is the sixth richest man in the United States with \$ 5.2 billion in stock options.

The situation in Tae Kwang Vina factory outside Hoh Chi Minh City is very different. Workers are paid just over \$2 dollars per day, well below the \$4 level needed to meet basic needs.

Dara O'Rourke, an environmental researcher at the University of California, badly hurt Nike's image when he exposed unsafe conditions in one factory in Vietnam in 1997. He made public an inspection report about the factory, prepared for Nike's internal use but leaked by an employee.

The report stated 77% of the factory's workers reported respiratory problems; employees worked 66 hours per week; several rooms with heavy equipment had dangerously high levels of noise and the temperature of the plant often exceeded 98°. Many workers did not wear ear plugs and the cotton gloves and masks that workers used were inadequate. Conditions were cramped and privacy non-existent. It also emerged that workers were not allowed outside the factory without a special pass being signed.

Due to the publicity and protest that happened as a result of this information reaching the public, Nike have been forced to improve working conditions - most notably improving air quality in the factory. Petroleum based chemicals used in adhesives, solvents and primers included toluene which causes damage to the liver, kidneys and central nervous system.

Acetone causes respiratory problems. Dusty Kidd, Nike's Director of Labour Relations and responsible for 37 Nike footwear factories in Asia, said the factory had cut down its use of petroleum-based chemicals and replaced them with water-based chemicals. Every pair of shoes had 340 grams of petroleum based chemicals three years ago and in 1999 it was 70 grams.

He said converting to water based chemicals had cost millions of dollars but 30% less are needed per shoe, and as a result Nike's operating costs had been cut by \$10 million dollars per annum.

Your voice can make a difference -

not just in this company but in many others too.

Write a letter or e-mail to Phil Knight of Nike, congratulating the company on improvements and asking more questions about freedom of association, wages and will the company allow independent monitors to investigate conditions in the factory.

For more information:

Contact Irish Fair Trade Network at <http://www.iol.ie/~theiftn/>

Click on to Global Exchange at <http://www.globalexchange.org>

To e-mail a message to Nike: <http://www.compugraph.com/clar/alerts/nike> or write to Phil Knight, Chief Executive Officer, Nike at 1 Bowerman Drive, Beaverton, Oregon USA 97005

You could also write to Reebok, the second largest sports shoe and sports wear manufacturing company. Many employees of this company work in similar conditions. Indeed, rival shoe companies produce side by side in the same Asian factories.

Did you know that Nike pays world famous basketball player Michael Jordan \$6 million to endorse its products?

Nike also pays a great deal of money to Ronaldo and the Brazilian football team to endorse its products. Can you name others?

Take a look at the range of shoes / runners in your favourite shoe store and check where they have been manufactured.

(You may find in some instances that there is no indication as to where the shoes / trainers / beach shoes were manufactured.)

Study the Doonesbury cartoon.



- What is the message of this cartoon?
- How would you describe the tone?
- Could Michael Jordan do something positive about Nike workers' conditions?

Pedro's Working Life

It is very possible that someone manufactured your shoes in Brazil.

Here is an account of Pedro's working life.

Pedro has worked in the largest shoe factory in Ivoti in Brazil since he was 14. He earns £130 a month but says this is a very poor wage for the work he does.

New machinery means more work. New laser machines can cut 40,000 pairs of flip-flops / beach shoes in an hour. Salaries stay the same and the pressure to produce more and more is always increasing. Membership of a Union is virtually nil.

"Everyone is unhappy with the conditions and the low wages, but nobody complains because losing your job is so dreadful. The women have the hardest time because they work on the sewing machines and the bosses nag them constantly. Even if a woman is six months pregnant she is often scared to ask for a toilet break because she will lose production time."

Pedro wants to learn new skills but there is no training at the factory. "Even if I get more specialised work here it wouldn't affect my wage. I would still be working with chemicals, with the same pains in my arms."

Pedro feels trapped. There is no other work. "My dream is to get a piece of land, build a small house and start my own family. Here I will always be an unskilled shoe worker on a low wage."

Workers in Ireland are protected by several different pieces of legislation.

- Using the legislation that you have read about in the previous section, suggest what laws are being broken and what needs to change to improve Pedro's working conditions.
- What legislation could protect the young people if it was enforced?
- What could you do to ensure that Pedro keeps his job but manages to get the education, training and financial support that he longs for?

Did you know that

- A reporter in a shoe factory in China observed that “a thick acidic smell hit my nostrils. I felt dizzy and nauseous. As I looked around I saw rows and rows of women with sallow complexions busily working away.”

Women on China's assembly lines earn 15p an hour. China is one of the world's biggest shoe manufacturers.

How much does a worker earn for a 10 hour day at this factory?

- In the Philippines, shoemakers who are regularly exposed to benzene thinner chemicals run a high risk of contracting cancer of the blood, anaemia and leukaemia. Working with glue can cause long term neurological damage, eye, nose and throat complaints.
- Asia is one of the fastest growing areas of manufacture. Competition from Asia drives down prices in Brazil and work is often sub contracted out to home workers and sweatshops where the state laws are not enforced creating even more hazardous and difficult conditions for workers.

Exercise

What to look for when you buy your favourite brand of sports shoe.

Adidas, a well known shoe company, advises you to look for

- Fit
- Cushioning
- Support
- Traction
- Weight
- Flexibility

before you purchase your sports shoe!

Having investigated the working conditions of shoe workers, what would you look for which would help improve their conditions of work?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

- Design a poster with a catchy slogan supporting better conditions for shoe workers.

Assignment

Football

In 1996 the International Confederation of Free Trade Unions exposed the fact that children as young as seven years of age were being used to sew footballs which were then marketed as official FIFA products. These children were paid 30p per football for footballs which would sell for £50 each in sports shops around the world.

- How many footballs are used by your school, your club or you yourself during the year?
- Where are your footballs made?
- Do you know how they were made?
- Do you know who made them?
- What is the country of origin of your football?
- Do you know what conditions were like for the young worker who assembled or stitched the footballs?

The Football Association of Ireland (FAI) and the Irish Congress of Trade Unions fully endorse the FIFA Code of Labour Practice. This Code of Practice ensures that goods endorsed by FIFA are produced in workplaces which comply with the following basic conditions:

- No use of child or forced labour.
- All workers are treated equally regardless of sex, race, colour, religion, political opinion, nationality or social origin.
- Workers must have the right to be represented by a union of their choice.
- Workers are given secure employment, decent wages and conditions.

Write to Bernard O'Byrne, Chief Executive, F.A.I., 80 Merrion Square, Dublin 2 asking for details and information on how the FAI implements the FIFA Code of Labour Practice

Babies before Business

Tendai lives in South Africa, in a rural area about 60 kilometres from the nearest town. Each morning and evening she walks about three kilometres to the bore hole to collect water which she carries home in a special carrier on her head, her 6 month old baby Nynsha sleeping soundly on her back.

Nynsha almost died. Having managed to get to the local clinic 15 kilometres away to have her baby, a 'nurse' offered Tendai free samples of baby formula. The packet had a beautiful smiling baby and as Tendai wanted the best for her son she started using the formula.

Returning home with her baby Tendai faced several difficulties. Water was always scarce. Wood was scarce to make a fire to boil water. Tendai could only afford one bottle and artificial teat. Baby Nynsha became fussy, cranky and confused as Tendai continued to breast-feed and bottle-feed her baby. The baby developed gastro-enteritis, probably because the bottle was not cleaned well enough, and almost died. When the free samples were finished Tendai had to travel to the local town to purchase some more with the small amount of cash she had. She began to halve the recommended amounts of formula in an effort to feed her baby and eventually realised she would have to abandon bottle feeding her baby and revert to breast-feeding exclusively.

Tendai was lucky, she was able to continue breast feeding her baby because her ability to produce breast milk had not stopped completely. Sadly other mothers are not so lucky, and their babies die of disease or malnutrition.

A breast-feeding monitoring group, formed in conjunction with Oxfam, Christian Aid, Save the Children and others, reports that a number of companies including Nestle, Gerber, Mead Johnson, Nutria and Wyeth have been distributing marketing literature and giving free samples of formula to hospitals, clinics and to mothers in Bangladesh, Poland, Africa and Thailand.

Free samples, especially those handed out by health professionals, are a particularly insidious form of promotion. A mother can easily switch from breast to bottle, but from bottle back to breast is a very different matter. She must continue to use substitute milk to keep her baby alive if her own milk production has ceased and this can happen within a week.

Did you know that:

The World Health Organisation (WHO) estimates that 1.5 million infants die around the world every year because they are not breast-fed. Where water is unsafe a bottle-fed child is up to 25 times more likely to die as a result of diarrhoea than a breast-fed child.

This is why the World Health Assembly adopted the International Code of Marketing of Breastmilk Substitutes in 1981. The code aims to protect breast-feeding and to ensure the safe use of breastmilk substitutes when these are necessary.

Evidence shows, however, that companies continue to break the marketing code and other relevant resolutions which have been adopted since. Infants continue to die needlessly.

Baby Milk Action is a non-profit organisation which aims to save lives and to end the avoidable suffering caused by inappropriate marketing of breastmilk substitutes.

For more information contact

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

Assignment

- Find out more about breast-feeding and how breast-feeding works.
- Make a list of advantages of breast feeding, especially for someone like Tendai who does not have access to water or money to buy formula.
- Explain why the practice of promoting baby formula in poorer, less-developed countries is unethical.
- Find out how much a tin of formula costs in your local supermarket and how much it costs to feed a baby on formula for at least six months.

Did you know that:

- Nestle is the world's biggest food manufacturer, with 495 factories in 77 countries and a portfolio that ranges from baby foods to pet care and from chocolate to mineral water.
- Its world famous brands include Nescafe, Crosse & Blackwell, Perrier and Spillers, among many others.
- The group also holds a major interest in the cosmetics company L'Oreal.
- Write to Nestle voicing your concerns about the effects of free samples of baby formula to children and mothers who do not need it. (It is important to point out here that Nestle is not the only company that is involved in this practice, but is a company very well known to young Irish people because of the wide range of chocolate products it sells).

Write to:

Peter Braebeck, CEO Nestle Irl Ltd
Blessington Road, Tallaght, Dublin 24
Tel: (01) 4512244

Or Head Office:

Nestle SA,
Avenue Nestle 55,
Case Postale 353,
Switzerland CH 1800 Vevey

The first breast-milk substitute was sold in the mid-1860s by Henri Nestle, a chemist in Frankfurt. Nestle still continues to manufacture breast-milk substitutes as well as many other products.

- Write to An Bord Bainne and the Department of Agriculture and make enquiries about where Irish powdered milk products are exported to. Do they have a policy about breast milk substitutes/powdered milk?
- Which Irish companies if any sell breast-milk substitutes and if so where are the products sold?

What could you do?

- Contact your nearest Women's Hospital or Clinic and ask if companies hand out free samples to Irish mothers.
- Ask about the policy of the hospital towards breast-feeding.
- Refer back to Module No. 2 and find out what are mothers' rights regarding breast-feeding and work.

Find more information at <http://www.iuf.org> or www.unicef.org (babies before business)
And <http://www.babymilkaction.org/>

In Ireland contact Gillian Ryan via e-mail at babymilkaction@tinet.ie

Fair Trade Coffee

Read the letter to the Irish Times on the next page and answer the following questions.

	True	False
Coffee is the world's most traded commodity.	<input type="checkbox"/>	<input type="checkbox"/>
We drink about 1.5 million cups per year in Ireland.	<input type="checkbox"/>	<input type="checkbox"/>
7 million Third World farmers depend on it as their only source of cash income.	<input type="checkbox"/>	<input type="checkbox"/>

List 5 problems that face coffee farmers.

1. _____
2. _____
3. _____
4. _____
5. _____

- What are 'coyotes'?
- How do you help small coffee producers if you buy Fair Trade coffee?
- Could you buy Fair Trade coffee or tea in your locality?
- Ask your local supermarket or shop to sell Fair Trade tea and coffee
- Encourage your family to buy and try it.
- With the help of your Home Economics or Catering teacher organise a fair trade tasting of food and drinks.
- Design a leaflet and distribute it to fellow students about Fair Trade and Fair Trade products

Where can you buy coffee with a Fair Trade Mark?

Find out by contacting Fair Trade Mark Ireland: 117 Lower Camden Street, Dublin 2.
E-mail fair.mark@pobox.com Tel/fax: (01) 4753515.

Fair trade in coffee

Sir, – A frothy little article, “the Coffee Question” (Weekend, March 27th); invites a response. In part, the article was a review of a coffee table book, ‘Coffee-A Gourmet’s Guide’ by Mary Banks, and in part it was a personal odyssey by the author, Lance Contrucci, through some of the coffee shops of Dublin. Each to his own odyssey. However, your readers might like to consider two others: the odyssey of the people who actually grow coffee and a less onerous one, what people in Ireland can do about it.

After oil, coffee is the world’s most valuable traded commodity and we drink about 1.5 billion cups every year in Ireland. Most coffee is grown by small farmers in Third World countries; around 7 million Third World farmers depend on it as their only source of a cash income.

Some of the problems facing small coffee farmers:

- an international trading system ensures that coffee processing, which adds value, is done in rich importing countries;
- local middle men, called ‘coyotes’ in Latin America, who are often local money-lenders as well, are able to buy coffee at prices that don’t even cover

the cost of production.

- coffee speculators in London and New York where 90% of coffee deals don’t actually involve the exchange of any real coffee.
 - the concentration of the coffee business in the hands of some half-a-dozen multinational food companies and roasters which buy more than two thirds of coffee exports;
 - the weather (El Nino, Hurricane Mitch)
- With an independent consumer guarantee, the Fairtrade Mark, it is now possible for any of us to take a coffee odyssey that involves justice for producers in the Third World.

For example, we could start at the James Joyce Centre in North Great Joyce’s Street for a cup of Bewley’s Direct, a Fairtrade Mark coffee bought from a small coffee farmer’s cooperative in Colombia, Guatemala, Honduras and Mexico. Then we could amble out to All Hallows College, Drumcondra, and try a cup of Robert Roberts Fair Trade, which comes from a cooperative in Costa Rica. Coming back into town we could have lunch in Trinity College where the college catering authorities recently decided all of its coffee will have a Fair Trade Mark. And

in the evening we could have an after dinner Fair Trade Mark coffee in Poco Loco Restaurant, Parliament Street, before dropping into Whelan’s bar in Wexford Street on our way home for a cup of either Bewley’s Direct or cafédirect.

The Fair Trade Mark is awarded to products that are bought on internationally agreed Fair Trade terms. The coffee farmers get a guaranteed minimum price – which has been as much as twice the world market price – as well as a premium which they can use for community development projects like building schools.

All the main supermarkets in Ireland have indicated their support, so, if the products are not on the shelves all individual consumers have to do is ask the management to stock them.

Most coffees give you a lift. Some also restore pride and renew hope. The Fair Trade Mark is supported by all the main Third World charities in Ireland. –

Yours etc.

PETER GAYNOR
Irish Fair Trade Network
Lower Camden Street,
Dublin 2

Action Project

You have learned that many of the goods that you buy have been produced for large multi-national companies in poorer countries where production costs are very low. You have learned too that costs are often low because the workers who produce these goods suffer low pay and appalling working conditions.

Boycotting these goods is not the solution unless requested by the workers and their union.

- Use your power as a consumer to bring about change.
- Write a letter, send a card, design a poster or compile an information leaflet, create a slogan with the aim of highlighting fair and ethical trade for workers who make your favourite things.
- Encourage companies to implement a Code of Practice such as the Model Code of Practice recommended by Congress.

Here is a sample text you could send in a letter, on a post card or by e-mail.

Dear Shop Manager,

I enjoy buying goods in ----- . However, I have learned a lot recently about how young workers are treated in many factories which make products that I like to buy. I want to shop ethically and therefore I would like a guarantee that the people who make the goods you sell are treated properly. Can you assure me that your suppliers in Third World countries are not working in dangerous, unhealthy conditions for very low pay?

Please tell me:

Does your company have a Code of Conduct that states how workers rights are to be protected?

Does your company recognise the right of workers to join or form independent unions?

If you have a code of conduct, is it independently monitored and are the results disclosed to the public?

I look forward to your reply.

Thank you for your attention.

Model Code of Practice

This is the Code of Practice that Congress recommends.

Freedom of Association and Collective Bargaining: The supplier should recognise the rights of workers to form and join independent unions, inform them of their rights and enter into collective bargaining agreements with them.

Equality of Treatment: Workers need access to jobs and training on equal terms, irrespective of gender, age, ethnic origin, colour, marital status, sexual orientation, political opinion, religion or social origin. Physical harassment or psychological oppression, particularly of women workers, must not be tolerated.

Wages: Pay should be paid in cash, direct to the workers, prompt and in full. Information relating to wages should be available to workers in an understandable form. Wages should exceed industry averages or legal minima and be at least sufficient for basic needs.

Working Hours: Normal hours should not exceed 48 per week, or less if national minima require. Overtime should be voluntary, limited to no more than 12 hours per week and paid according to national legislation. Workers should have at least 24 consecutive hours of rest per week and at least three weeks of paid leave a year.

Health and Safety: Suppliers should provide free and climatically appropriate protective clothing and equipment and comply with internationally recognised health and safety standards, particularly as regards pesticide use. Workers and their organisations must be consulted, trained and allowed to investigate safety issues. There should be regular monitoring of workers' health and safety and reliable transport to and from work.

Security of Employment: Suppliers should employ workers long term on the basis of negotiated, legal, written contracts which are signed by workers and employers.

Employers should give at least as much notice to employees as they demand from them.

All the provisions of this code should apply to part-time, short-term and casual workers.

Social Security: Suppliers should ensure that workers are included in all appropriate state or private security provisions especially invalidity, injury, maternity and old-age benefits.

Environment: Suppliers should minimise water consumption, avoid contamination of the local environment, decrease chemical use and abide by the FAO Code of Conduct on pesticides.

Facilities: Companies should supply drinking water, provide clean toilets and offer creche facilities. Where housing is provided, it should comply at least with ILO Convention 100, Articles 85-88.

Employment of Children: No children under 14 (or the legal minimum or school leaving age if higher) should be newly recruited. Children under 18 should not work at night or in hazardous conditions.

Forced Labour: No forced labour of any description should be used.

Implementation: This Code of Practice should be monitored by an independent body, trusted by all parties. Worker representatives should be involved in the development of standards appropriate to the local situation and in the verification process. It should be translated into local languages and prominently displayed in the place of work.

This Code was developed in consultation with the Fair Trade Foundations, the International Union of Food and Agriculture Workers and Christian Aid partner organisations across the world.

- 1 Make a list of companies that sell your favourite products and your family's favourite foods (concentrate on sports shoes, jeans, shirts, toys, bananas and coffee). Each person in your group choose a particular company and then write a letter and include the Code of Practice recommended by the ICTU. Find out if conditions laid down in the code are adhered to by factory owners, suppliers and retailers.
- 2 Make a list of well-known Irish employers. Each member of your group choose one employer. Write a letter and include the Code of Practice as recommended by the ICTU. Find out if employers in Ireland adhere to this Code of Practice especially with young workers. Compile a report of your findings for your school magazine, noticeboard or local magazine.
- 3 Organise an awareness day in your school or centre to highlight the conditions of young workers and children in poorer parts of the world.
- 4 Organise an ethical shopping campaign asking retailers to do all in their power to ensure that there is a proper code of conduct for the factory owners and that it can be independently monitored at any time. Use the one provided in this module.
- 5 Use your customer power to call on multinationals in particular to play fair with workers and with you. Write a letter, e-mail, make enquiries when you shop, post a card (design one yourself!).
- 6 Each year around December 8th – International Human Rights Day – Congress, in conjunction with others, organises an ethical shopping awareness campaign. Contact Trocaire at <http://www.trocaire.org> or Congress at <http://www.ictu.ie> for further information.
- 7 Organise a drama piece based on a story of a young Irish person who is exploited and a young worker in another part of the world. Highlight the differences and the similarities.
8. Write a poem or compose a song highlighting injustice and exploitation. For inspiration use Labe Sifre's 'Something Inside So Strong'.
- 9 Design a poster encouraging young people in your school or centre to think of, and support the young workers who made their jeans, runners, personal stereos, video games, coffee and bananas.
- 10 Organise a Fair Trade promotion of tea or coffee at a lunch break, open day, parents' day or with the help of your teachers during class time.

Contact: Irish Fair Trade Network
 17 Lower Camden Street, Dublin 2
 for advice and information.
 (01) 4753515 or iftn@connect.ie

- 11 Visit websites for more ideas and information. Sources of information on the 'net are:
- <http://www.solidarity.ictu.ie>
<http://www.iuf.org>
<http://www.trocaire.org>
<http://www.unicef.org>
<http://www.cafod.uk.org>
<http://www.caa.orgau/>
<http://www.cleanclothes.org/index.htm>
<http://www.action4corpacct.org/>
<http://www.icftu.org/english>
12. Write a piece for your school magazine on a topic which you feel strongly about, having completed this module. You could, if you wish, write to your local or national newspaper highlighting the position of young workers in poorer parts of the world.
13. Organise a puppet show featuring Barbie, Mickey and Minnie Mouse, Action Man and other top-selling toys. Create a dialogue where the toys speak for those who stitched, sewed or assembled them. Highlight the toymaker's working day and his/her working life.

No doubt you want to support young workers and improve their conditions of work

Here are some suggestions:

- Join and support campaigns organised by ICTU Solidarity and Trocaire.
- Ask questions in the shops where you buy your goods –
 - Who checks the conditions of worker?
 - Can workers join a union if they wish?
 - How much are they paid?
 - Is there a code of conduct in place?
 - Can it be monitored by independent monitors?
- Use the 'net to ask questions and express your views and send messages of support to young workers.
- Remember boycotting, except in the case of companies distributing breastmilk substitutes, is not recommended unless requested by the young workers themselves.
- Protest and express your concern by writing letters (see example provided), sending e-mails, asking for copies of companies Codes of Practice (see example recommended by ICTU) and compare and contrast with those in place by retailers such as Dunnes Stores, Hasbro, Mattel, Marks and Spencers, Next, Smyth's Toys etc. Pass on information to your family and friends.
- TNCs (i.e multi-nationals) do not like negative publicity. Consider the million of pounds/dollars paid to advertise and promote their products!
- Remember you can influence those who employ young workers in other parts of the world to make your jeans, sports shoes, C Ds, electrical goods and your little brother or sister's favourite toy.
JUST DO IT!

Complete this section carefully

The six most important things I learned from this module are:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Well done! You have spent some time reading discussing and learning about justice and solidarity.:

1. Make a list of four activities that you participated in:

Debate, discussion, interviews, survey, and group work

Describe what you did.

2. Describe an action plan that you had to carry out for one activity while working on this topic.

Fill in the following statements. While working on this topic

I learned _____

I learned _____

I learned _____

I learned _____

I learned _____

4. List four skills/talents/qualities that you were able to improve on while working on this module.

5. Name three things that you would like to improve on or learn more about.

6. How much time did you spend working on this topic.

7. How would you rate your level of work having completed the topic

Good very good excellent