

FIU-Equality Training of elected union representatives for greater equality



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Introduction to FIU-Equality


FIU-Equality, the unions' internal equality training programme, is a partnership between the three trade unions 3F, HK (the Union of Commercial and Clerical Employees in Denmark) and Dansk Metal (the Danish Metalworkers' Union). FIU-Equality provides training, primarily to elected union representatives, with the aim of creating greater equality in the labour market, within the unions and in society at large.

FIU-Equality's objective is to train and develop elected union representatives so that they can carry out activities in the workplace to realise the unions' equality policy goals. This includes working to prevent and combat discrimination and differential treatment, while creating space for diversity and inclusion in the labour market, both within the unions and in society at large.

Activities for elected representatives and union members are developed, planned and carried out to secure and develop their job functions and positions of trust based on knowledge about gender and cultural understanding. FIU-Equality focuses primarily on gender and ethnic equality, but other areas of focus include discrimination based on disability, religion, age and sexuality.

FIU-Equality works with the **skills** required to realise the adopted equality policy, while also working to change the **mindset and inexpedient/unconscious routines** that prevent realisation of the adopted equality policy.

At FIU-Equality, we consider inequality to be socially constructed and therefore changeable. Thus we conduct multifaceted efforts, as "starting out at one end of the problem" is unrealistic. Inequality as a whole is seen as the result of a complex web



of intertwined oppressive mechanisms. For example: men's and women's unequal distribution of parental leave contributes to the wage gap between men and women.

Read more about FIU-Equality at: www.fiu-ligestilling.dk

Focus on the elected representatives

FIU-Equality's efforts focus on the elected representatives in LO (Danish Confederation of Trade Unions) member unions; most of our courses, projects and training programmes are primarily targeted to shop stewards and working environment representatives.

FIU-Equality is part of LO's internal union training organisation, FIU, which works to equip elected union representatives with the best possible skills and tools to perform the tasks involved with their positions of trust.

Elected union representatives are the cornerstone of LO, as they have the majority of contact with members in the workplace. Therefore, they are key when it comes to creating inclusive, equal and diverse workplaces. They have their finger on the pulse and can implement measures such as equal pay checks, initiatives for improving the balance between family and work, improving cultural understanding among co-workers, or changing a working culture to make it inclusive for LGBT (lesbian, gay, bisexual and trans) people. The unions' policies on equality and diversity can only be realised with the aid of these elected representatives.




Equality policy focus areas

Equal representation of women and men

Equal representation is a major challenge in the unions¹, as in society at large. Women in the unions are underrepresented as presidents of union locals and in union/LO executive committees and central boards. Women are better represented in the unions that have a majority of women members, but even in these unions women are underrepresented at the highest levels.

FIU-Equality's efforts in this area include assertiveness and leadership training for minorities and women, as well as courses in feminist leadership for both women and men. FIU-Equality also works to collect knowledge and tools to improve representation, e.g. network initiatives, mentor programmes and use of social media.



Women account for 48% of all members in the LO member unions. However, women only account for approx. 34% of LO's shop stewards. Women's representation at the unions' congresses, the LO congress and the central boards is approximately 30%. In the unions with an executive committee, women account for less than 20% of all committee members. Two out of the 19 executive committee chairs are women. Approximately 18% of the union local presidents are women.

Source: LO documentation 2003/1.



Materials:

- Organising women in the unions. A guide with good tips and advice. Written by Cecilie Volfing, Susanne Fast Jensen and Anette Wolthers, published by FIU Equality, 2012.
- The Women's Blue Book, published in 2007, 2008, 2009, 2010 and 2011 by FIU-Equality. Edited by Susanne Fast Jensen.
- The new ruling techniques – an update of five. Edited by Susanne Fast Jensen et al, published by FIU-Equality, 2007.
- Equality and diversity. Written by Anette Wolthers, published by FIU-Equality, 2007.

The gender-segregated labour market and educational system

Until just a few years ago, Denmark had one of the most gender-segregated labour markets in the EU, but many new EU member states from Eastern Europe have since pushed Denmark down the list.² Nevertheless, Denmark still has a very gender-segregated labour market. Women typically work in the municipal sector as caregivers and office staff, and in jobs with a high level of routine tasks, while men typically work in the private or state sectors in the fields of construction, IT and engineering, in jobs most characterised by development, and in management positions.³

Gender segregation begins at the time when young people make educational choices. 65% of girls and 45% of boys choose an upper secondary education. A majority of girls choose the linguistic upper secondary programme, while boys are more likely to choose the technical upper secondary programme. An equal number of boys and girls choose the mathematical upper secondary programme. When choosing a professional training

² Source: Bettio, F., Verashchagina, A.: Gender Segregation in the Labour Market: Root Causes, implications and policy responses in the EU, published by EGGE - European Commission's Expert Group on Gender and Employment, 2009.

³ Information and figures in this section are taken from the report: The gender-segregated labour market. A quantitative and qualitative study. Published by SFI, 2006.




education, girls are more likely to choose a medium-length education programme, while a majority of boys choose a vocational education programme. When choosing fields, the division becomes even more pronounced; girls choose care sector professions, office professions and the humanities, while boys work in the more artisanal trades, engineering and IT.

Significant factors in the gender-segregated labour market include the different expectations of the sexes and traditional ideas about what men and women are good at. Women are expected to be primarily responsible for practical and emotional care in the family and thus to prefer jobs with regular hours, routines and operational functions. Men are still considered the main providers and are expected to prioritise their careers and the workplace's needs over the family, while seeking development-related tasks. Women are seen as unifying and social, with an attention to detail. Men are considered to be good at engineering, with a flair for machines and physical work.

FIU-Equality's efforts in this respect are particularly focused on combating stereotypes about men's and women's abilities and skills, and the jobs that men and women are capable of holding. This work is conducted through courses and conferences that present new knowledge and options for breaking gender stereotypes in young people's educational choices.

Equal pay

Despite the facts that Denmark has one of the highest labour market participation rates for women, Danish women and men have the same level of education and the Danish law on equal pay is more than 30 years old, women still earn less than men. In the LO/DA (the Confederation of Danish Employers) sector, the relative difference in hourly



wages between men and women is 15.4%, while the difference for salaried employees is 19.7%.⁴

Unequal pay can be partially explained by the gender-segregated labour market and the lower value attributed to female-dominated professions than male-dominated professions, regardless of education level. Other contributing factors include the greater likelihood of men to hold management positions, the gender-specific differences in work function, and education. But when these “explained” differences are offset, there is still a 4.3% pay gap (7.4% for salaried employees) between men and women.

Gender responsibility and division of labour in the family is a significant factor in the pay differences. Women provide the majority of care for children, take the majority of parental leave and are more likely to have part-time work. A study (LO documentation 2004/1) shows that the unequal division of labour in the family means that women with children are less likely than men (and women without children) to be seen as “good employees” who prioritise and adapt to the workplace, which is reflected when pay is set individually. The same study shows that women with children are subjected to gender discrimination in pay negotiations and in their everyday work, e.g. their careers being “put on hold”, not receiving wage adjustments before and during parental leave, and denial of pay raises due to “child-friendly” working hours. This form of discrimination contributes to the gender pay gap.

Shop stewards play an important role in ensuring a fair pay system, e.g. by demanding openness, transparency and better information about appeals options. Thus, equal pay is an important focus area for FIU-Equality. FIU-Equality’s equal pay activities focus on presenting elected union representatives with pay statistics and background knowledge about the connection between gender roles, the gender-segregated labour market and equal pay cases. These activities also seek to equip elected union representatives with an understanding of wages and pay systems from a gender perspective, and to provide training in gender-neutral job assessments. There is also a focus on training elected

⁴ Figures in this section taken from LO documentation 2004/1, p. 31.



representatives in recognising equal pay cases by providing instruction and practical exercises relating to the law and legal issues.


Materials:

- Social relationships at the workplace and equal pay – become an agent for good relationships in your workplace. Written by Jo Krøjer, published by FIU-Equality, 2013. Available in Danish and English.
- Equal pay for equal work – regardless of gender. A step-by-step guide. Translated from English by Jan Halfdan Petersen, published by FIU-Equality and ILO, 2011.
- The unions and equal pay over 100 years. Written by Anette Eklund, Tanja Sprenger and Anne-Lise Rasmussen, FIU-Equality and 3F, 2010.
- Men in “women’s professions”. Written and published by FIU-Equality, 2010.

Cultural understanding and ethnic equality

The Danish labour market has become more ethnically diverse and the share of LO members with a non-Danish ethnic background is on the rise. In 2007, 7.1% of LO’s nearly one million members had a non-Danish ethnic background and in 2013 this figure was 8.5%.⁵ Around 70% of these ethnic minorities had a non-western background. This places new demands on shop stewards for cultural understanding and knowledge of intercultural communication (communication between people with different cultural backgrounds). This is important when it comes to representing the ethnic minorities’ interests, ensuring smooth cooperation at the workplace, and organising ethnic minorities.

There are also challenges with ethnic minorities’ political representation in LO and its member unions. Members with a non-Danish ethnic background comprise 8.5% of total membership, while the share of shop stewards and working environment



representatives with a non-Danish ethnic background is approximately 3%. Representation of ethnic minorities among elected representatives in the unions and federations has not been studied, but there is little doubt that they are also under-represented in this area, as these representatives are often recruited from among shop stewards.

Therefore, FIU-Equality conducts activities aimed at equipping ethnic minorities to run for elected positions or to otherwise play an active role in the unions.

Measures to prevent and combat discrimination and differential treatment are also a part of the efforts to achieve ethnic equality. This includes direct and indirect discrimination, as well as structural discrimination. Direct discrimination is, for example, when an employer refuses to hire a person due to the person's ethnic background. Indirect discrimination is, for example, when an applicant is forced to take a Danish language test at a level that is higher than necessary to perform the work. There may also be unconscious discriminatory structures in the unions that keep ethnic minorities from achieving elected positions.

FIU-Equality works to equip elected representatives with an awareness and ability to combat and crack down on the various types of discrimination.

FIU-Equality's efforts for ethnic equality also include training in culture, the concept of nationality and traditions, pitfalls for minorities and majorities, theories of integration, ethnic equality, diversity and knowledge about the consequences of stereotypes and prejudice. In addition, shop stewards are trained to be bridge builders, create community across cultures and prevent prejudice, harassment and discrimination. FIU-Equality also conducts training courses on negotiating collective agreements that include and account for minorities' traditions, culture and needs. FIU-Equality has a network for ethnic minorities who are active in the unions – read more in the section on networks.



Materials:

- Diverse union and member organising – A guide with good tips and advice for elected representatives. Written by Kristine Esrom Raunkjær and Susanne Fast Jensen, FIU-Equality, 2013.
- Catalogue of ideas for diverse HR work by elected representatives. Written by Kristine Esrom Raunkjær and Susanne Fast Jensen, FIU-Equality, 2013. Available in both Danish and English.
- Equality and diversity. Written by Anette Wolthers, FIU-Equality/3F, 2006.

The Danish model and union organising for ethnic minorities and migrant workers

Denmark is known for its special “Danish model”, by which the labour market is regulated via collective agreements between employees and employers and where the level of union membership is high. Meanwhile, the labour market is regulated by law to a much lesser degree. In Denmark, employees are largely protected by the fact that they are unionised and only to a lesser extent by legislation. In many cases, labour migrants and ethnic minorities do not have the same knowledge as ethnic Danes about how the Danish labour market works and their labour rights. Therefore, they are at risk of mistreatment, violation of their rights and subjection to social dumping – which also puts added pressure on Danish pay and working conditions. Therefore, dissemination of knowledge to ethnic minorities and labour migrants about the Danish labour market and unions is a focus area at FIU-Equality.



Materials:

- The union and the Danish model ensure your rights, FIU-Equality, 2012. Available in Danish/Polish, Danish/Filipino, Danish/Spanish, Danish/Urdu, Danish/Tamil, Danish/Arabic and Danish/Thai.
- Diverse union and member organising – A guide with good tips and advice for elected representatives. Written by Kristine Esrom Raunkjær and Susanne Fast Jensen, FIU-Equality, 2013.

Discrimination

FIU-Equality works broadly to prevent and combat discrimination in the workplace. This includes discrimination in hiring practices, pay and working conditions, and termination, as well as discrimination in the form of a non-inclusive workplace culture.

These efforts seek to teach elected representatives about relevant legislation such as the “Act on Equal Treatment” and the “Act Prohibiting Discrimination in the Labour Market”, equipping them to identify and act on cases of discrimination. There is also a focus on how elected representatives can work to create an inclusive and discrimination-free workplace culture.

FIU-Equality has also worked with diversity management and diversity-related personnel policies (HRM) as methods of preventing discrimination.

Materials:

- Catalogue of ideas for diverse HR work by elected representatives. Written by Kristine Esrom Raunkjær and Susanne Fast Jensen, FIU-Equality, 2013. Available in both Danish and English.
- Space for all of us. A guide for elected representatives on creating an inclusive culture in the workplace. Written by Susanne Fast Jensen and edited by Anette Wolthers, FIU-Equality, 2010.




- The new ruling techniques – an update of five, FIU-Equality, 2007.
- Equality and diversity. Written by Anette Wolthers, published by 3F/FIU-Equality, 2007.

Paternal leave

Parental leave and parenthood is one of the areas where there is still a high degree of inequality. Fathers have far from the same parental leave rights as mothers, and fathers only take approximately 7.5% of all parental leave taken in Denmark.⁶

In addition to the unequal leave granted by law, imbalance in the distribution of parental leave is also due to cultural barriers affecting men, women, the workplace and society. These barriers, combined with the lack of earmarked rights for fathers, puts men in a difficult negotiating position in both the home and at the workplace if they would like to take longer parental leave. Mothers are still largely seen as the primary parent in society. Perhaps as a result of these ideas, coming fathers may doubt their abilities as a father, they may find it more difficult to negotiate parental leave with their employers, it may be more costly to the family for them to take leave because they earn more money, the mother may not be inclined to share the available leave with the father, or fathers may think that it is “easiest” to leave the care of the young child to the mother.

FIU-Equality’s efforts in this area seek to spread knowledge and share tools that can motivate fathers to take advantage of their parental leave rights and mothers to see the benefits of them doing so. For example, elected representatives are trained in the development of personnel policies to promote fathers’ use of parental leave.

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- ● ● ● Four weeks of parental leave with unemployment benefit before birth and 14 weeks of parental leave with unemployment benefit after birth are earmarked for the mother, and only two weeks are earmarked for the father (or co-mother). Thirty-two weeks of parental leave with unemployment benefit are available to be shared between the parents. Fathers in the other Nordic countries take more parental leave than Danish fathers. In Sweden, they take 23.7% of parental leave, in Iceland 34.5%, in Norway 27.5% and in Finland 9%.

Source: Committee report on earmarked parental leave, the Ministry of Employment, 2013.

Materials:

- Both parents' baby, both parents' leave. Guide to how elected representatives can support fathers' rights to parental leave. Written by Kristine Esrom Raunkjær and Susanne Fast Jensen, FIU-Equality, 2014.

Cohesiveness between working and family life

Cohesiveness between working and family life is essential for all employees, but especially to ensure that parents have the same opportunities as others in the workplace. If working life cannot be combined with a family life, this indirectly excludes mothers and fathers from thriving and pursuing a career. As women often take the greatest responsibility for children and the home, and there are more single mothers than single fathers, a workplace with poor opportunities for combining working life and family life indirectly discriminates against women. Meanwhile, it also prevents men from taking a larger share of responsibility in relation to children and the home.



FIU-Equality's efforts focus on conveying knowledge about relevant personnel policies that can give employees good opportunities for picking up and dropping off children at day care institutions, flexible rules in relation to children's sick days, dental visits, flexible working hours, etc.


- ● ● ● Women spend an average of $3\frac{3}{4}$ hours per day on household work, while men spend an average of $2\frac{1}{2}$ hours. Women with children spend nearly $4\frac{1}{2}$ hours a day, while men with children spend $2\frac{3}{4}$ hours per day on household work. Men spend almost one hour more on paid work than women. Source: How men and women spend their time – on time-related equality in Danish families. Mette Lausten and Karen Sjørup, SFI, 2003.

Materials:

- Do you have a good balance between family and working life? Edited by Karin Skolnik and Peter Hamborg Faarbæk. FIU-Equality, 2007.

Men and health

Danish men live 3-5 fewer years than Danish women and are not good at detecting, listening to and reacting to disease symptoms. They contact the healthcare system too late, do not take adequate advantage of prevention programmes and do not receive sufficient treatment for physical and mental diseases. Men are more likely than women to be employed in dangerous jobs such as construction work, police, military, agriculture, fishing, mining, industry and transport, and men account for 92% of all accidents in the workplace. Meanwhile, men have a more unhealthy lifestyle and they smoke, drink and overeat more than women.



FIU-Equality works to spread knowledge about inequality in health and the insufficient medical treatment men receive. In cooperation with the unions, FIU-Equality has also developed workplace-based health projects that aim to study and improve employees' health.

Materials:

- Gender and our health – materials for courses and discussions about health, gender and society. Written by Peter Tygesen and Peter Hamborg Faarbæk, FIU-Equality, 2011.
- Inequality and gender in health. FIU-Equality, 2013, on the basis of the project “Inequalities in health”.

LGBT rights (rights for lesbian, gay, bisexual and transgender people)

39% of gay and lesbian people in Denmark have experienced discrimination at their current workplace, according to a study by the journal *ugebrevet A4* in 2005. This discrimination takes a variety of forms, including: unpleasant insinuations, the feeling of being left out, harassment, lack of promotion and firing.

Meanwhile, transgender people have difficulty finding a job of any kind – it is estimated that only a small percentage of those who are able to work actually have a job.

A culture should be established at the workplace in which bi, gay and transgender people feel secure enough that they can be just as open about their sexuality or gender identity as their heterosexual colleagues. A 2011 study by Q-factor shows that people who are open about their sexuality and gender identity at their workplace feel better and have higher job satisfaction than people who keep their sexuality and gender identity secret.




Therefore, a discrimination-free and secure working environment for LGBT people is a focus area for FIU-Equality. FIU-Equality holds conferences and after-work meetings on LGBT people's conditions in the labour market, the needs of rainbow families for work-family balance, and how the unions can play an active role in improving the situation for LGBT people. FIU-Equality has had a network of LGBT members and activists with an interest in the LGBT community, whose activities included organising FIU-Equality's participation in Copenhagen Pride.

Stress and psychological working environment in a gender and diversity perspective

Everyone experiences stress in relation to work, but differences and inequality relating to gender, ethnicity and sexuality shape these stress-related experiences differently for men, women and minorities. Studies show that the amount of stress hormone in the blood drops when men come home from work, while it increases for women (with children) when they arrive home.⁷ Women's two-fold work – paid work and domestic work – contributes to raising their stress levels.

Inequality – and not being valued equally – can be a stressor in itself. It is stressful to feel that one is not good enough. This can affect anyone who is far down in the hierarchy, the majority of whom are minorities and women (in addition to some men). Ethnic minorities can be subjected to stress in situations that are not stressful for ethnic Danes. For those who do not speak fluent Danish, a high working tempo where Danish language skills are essential may be stressful.

The psychological working environment and workplace culture also affect stress levels. A workplace culture where employees have to manage themselves increases the risk of somebody "burning out". Harassment can also contribute to stress, and minorities are particularly vulnerable.



Therefore, FIU-Equality trains elected representatives to be stress counsellors at their workplaces, providing an understanding of how different groups can be particularly vulnerable and how different situations may be experienced differently depending on gender, sexuality and ethnicity.

Domestic violence

Nearly 100,000⁸ people in Denmark are affected by domestic violence, either as victims or perpetrators. The majority of domestic violence victims are women and children; approximately 28,000 women are subject to violence and approximately 22,000 children witness or are subjected to violence in the home. Approximately 28,000 men commit violence against their current or former partner. 8,900 men are victims of violence and in an estimated two-thirds of cases the victim has a male partner. There are no Danish studies of violence in lesbian relationships – however, LOKK (National organisation of women’s shelters in Denmark) reports that lesbian victims also turn to the women’s crisis centres.

FIU-Equality has a particular focus on the workplace as a venue for preventing and addressing violence. Studies show that domestic violence also extends to the workplace and that 83% of female victims find that the violence affects their work situation. Some have experienced threats or harassment from the perpetrator at the workplace, some have been prevented from going to work, some have quit their jobs due to the perpetrator’s harassment, and violence causes higher rates of sickness absence and reduced desire to actively participate in the workplace. Therefore, FIU-Equality has a particular focus on training shop stewards and colleagues to be aware of co-workers who are victims of domestic violence and how they can support these victims and the perpetrators to escape from the violent situation. There has also been a focus on eliminating the taboos regarding violence, making it easier for domestic violence

8 All of the figures in this section come from the book “Domestic violence – on prevention and handling domestic violence in the workplace” by Chris Pool.

9 <http://www.danner.dk/2012/07/04/vold-i-lesbiske-forhold-er-tabu/>



victims to seek help at the workplace and for elected representatives and colleagues to help these victims.

One approach has been to examine personnel policies that can be implemented at the workplace to give domestic violence victims the opportunity to escape from the violence. Read more about personnel policies in the section of the same name.

Materials:

- Domestic violence – on prevention and handling domestic violence in the workplace, Chris Pool for FIU-Equality, 2012. Available in Danish and English.

Prostitution and trafficking

Prostitution and the negative consequences for individuals and society are part of the inequality between men and women. Significantly more men buy sex from female prostitutes than women who purchase sex from male prostitutes. This disparity is a self-perpetuating result of a view of women as inferior and simply a commodity. Meanwhile, this issue is surrounded by a wide range of myths such as “prostitution is the oldest profession” and “if it’s something that women themselves choose, society should not interfere”.

Through conferences, presentations at courses and after-work meetings, FIU-Equality seeks to raise awareness of the reasons that prostitution exists, the social consequences and the relationship between prostitution and society’s view of women and gender norms. Additional areas of focus include human rights, trafficking, crime and the underground economy associated with prostitution.



Work methods

Course activities

FIU-Equality's principal activity is to offer courses of varying duration. Some courses extend over a year, while there are also training programmes in modules that can be taken over a number of years, as well as one-day courses and after-work meetings. Below is a description of a number of courses that are characteristic of FIU-Equality's activities.

Female opinion formers

One way of working to increase female participation and representation is FIU-Equality's "Female opinion formers" training course. Women receive training, inspiration and practical exercises to strengthen their communication skills and arguments, thereby ensuring they can get their message through to the public – be it in writing, speech or social media.

The latest addition is a female opinion formers training course for women with non-Danish ethnic backgrounds.

Goodbye to Mrs. Nice

Goodbye to Mrs. Nice is a course and a method designed to teach women to put aside the "niceness" and restraint that is often a part of female socialisation. "Power is not something you get, but something you take" – therefore, participants in this course learn to set their own agendas so that they are met with respect and taken seriously by other people. At the same time, they get inspiration to be brave, trust in themselves and dare to put aside their niceness.



Communication courses

The ability to communicate is essential when seeking to express one's views and create changes in the workplace. Similarly, knowledge about gender and other power structures, and how they are related to communication, is vital to ensuring powerful communication that reaches the desired target group. Therefore, FIU-Equality offers a wide range of courses on communication throughout the year, including:

- Training in, and knowledge about, the ruling techniques originally developed by the Norwegian researcher Berit Ås and later refined by FIU-Equality and many others.
- Training in, and knowledge about, communication, power structures and inclusion/exclusion mechanisms.
- Training in communication with different target groups: women, men, ethnic minorities, leaders, colleagues, media, unions, family, etc.
- Training in giving presentations and getting a message through to audiences.
- Communication in a negotiation situation.
- Training in recognition of different communication forms and adapting one's own communication to the situation – both as a meeting participant and as a meeting moderator.
- Appreciative communication.

Feminist Leadership

In response to the unions' democratic problems of unequal gender representation and a lack of equality, FIU-Equality has developed courses in feminist leadership. In the training programme FLUK – the union leader training course for women (and later also men) – the aim is to give the unions' elected representatives and employees skills to lead on the basis of knowledge about gender and equality. The Feminist Leaders programme, which is for centrally placed elected female representatives and female employees, aims to promote participants' union careers, leader skills and network on the basis of knowledge about gender and equality.



Intercultural competencies

FIU-Equality has a number of different training programmes aimed at training elected representatives in intercultural competencies and cultural understanding.

For example, the “Intergration Representative” programme aims to give shop stewards the ability to:

- build bridges between different employee groups at the workplace, and to build and maintain solidarity and community, including efforts to ensure an inclusive working environment marked by mutual respect between colleagues.
- convey knowledge about the different cultural codes, norms and values to all employees and management.
- act as “union ambassadors” towards minority groups.
- to translate the “Danish model” and its importance in Danish society – as well as the way it works – to employees with different ethnic, national and religious backgrounds.

Another course in modules is the “Driving Licence for Diversity”, in which elected representatives receive training in cultural understanding, communication and organisation of ethnic minorities.

Diverse personnel policy and HRM (Human Resource Management)

When elected union representatives seek to create change at the workplace, e.g. creating a more equal culture or an LGBT-inclusive working environment, the formation of a personnel policy can be a useful tool. In a number of FIU-Equality publications, elected representatives can get inspiration regarding what a diversity and equality-oriented personnel policy can contain.

These efforts also include training for elected representatives in the use of HRM as an approach to putting equality and diversity on the agenda.



Conferences

A number of conferences are held annually for elected representatives, active union members, employees and elected representatives in union locals and other relevant stakeholders. For example, a conference is held almost every year on 8 March (International Women's Day), 21 March (the International Day for the Elimination of Racial Discrimination) and 25 November (International Day for the Elimination of Violence against Women).

Dialogue meetings


FIU-Equality holds dialogue meetings where practitioners and academics have the chance to exchange experiences and knowledge about current equality policy issues and challenges, e.g. social dumping and health inequality.

Creating a forum that brings together scholars' knowledge and elected representatives' experience has proved to be very useful in FIU-Equality's preparation of guides for elected representatives. The combination of experience and theoretical knowledge creates the opportunity for identifying new courses of action.

Network

Since its inception, FIU-Equality has built and coordinated a range of networks for equality activists and ethnic minorities, respectively, so that network participants can support each other and the effort to secure equality. The networks are distributed throughout Denmark. At present, FIU-Equality has nine networks primarily focusing on gender and equality, and six networks for union activists with a non-Danish ethnic background.

The networks offer participants a safe space to formulate and test out opinions and views, as well as to develop strategies and alliances for gaining influence in



development at the workplace and pursuing a career in the unions. In this way, the networks are an important part of getting new elected representatives and union activists (female and non-Danish) in locals and member unions.

Mentor programmes

FIU-Equality sees mentor programmes as a good way of supporting female leaders and leaders from ethnic minorities – in the unions, at the workplace and in society. A mentorship is a process of support and guidance in which an experienced person helps a less experienced person with leadership and career development. In the FLUK programmes, FIU-Equality uses mentorship as a way of preparing young and younger union activists to become leaders. FIU-Equality also has a separate mentor-mentee programme for elected representatives with non-Danish ethnic backgrounds and experienced elected representatives who want to build their intercultural skills.

Materials

- Mentor programme for women in the unions. Written by Susanne Fast Jensen and Anette Wolthers, published by LO, January 2005.
- Quick guide for mentoring at your workplace. Cecilie Volging, Anthony Sylvester and Susanne Fast Jensen, 2007.

Publications


FIU-Equality develops and prints various publications.

Based on dialogue and input from elected representatives, experts, researchers and students, FIU-Equality writes practical guides that elected representatives, teachers and others can use to facilitate change processes or equality activities at their workplace or in union contexts. Pamphlets to provide an historical overview or summary of knowledge on a given issue are also published.



The following is a list of most of FIU-Equality's publications.

- 10 tips on how to create an equal teaching environment – a guide for FIU teachers. Written by Cecilie Volfing, Caroline Øsrøm, and Susanne Fast Jensen, FIU-Equality, 2007.
- 25 questions and answers about equality. Edited by Annemarie Kruise, Susanne Fast Jensen, Margot Torp and Hanne Christensen. FIU-Equality, 2006.
- Both parents' baby, both parents' leave. Guide to how elected representatives can support fathers' rights to parental leave. Written by Kristine Esrom Raunkjær and Susanne Fast Jensen, FIU-Equality, 2014.
- Sustainable and equal transport, Michala Hvidt Breengaard, FIU-Equality, 2008.
- The union and the Danish model ensure your rights, FIU-Equality, 2012. Available in Danish/Polish, Danish/Filipino, Danish/Spanish, Danish/Urdu, Danish/Tamil, Danish/Arabic and Danish/Thai.
- The unions and equal pay over 100 years. Written by Anette Eklund, Tanja Sprenger and Anne-Lise Rasmussen, FIU-Equality and 3F, 2010.
- The new ruling techniques – an update of five. Edited by Susanne Fast Jensen et al, FIU-Equality, 2007.
- Do you have a good balance between family and working life? Edited by Karin Skolnik and Peter Hamborg Faarbæk. FIU-Equality, 2007.
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Most publications can be downloaded at FIU-Equality’s website:

www.fiu-ligestilling.dk

FIU-Equality also published “**The Women’s Blue Book**” in 2007, 2008, 2009, 2010 and 2011. The background for this publication was the imbalance in the representation of women in the unions and society at large. Every year, the publisher Krak prints a “blue book” with the so-called most important people in Denmark, Greenland and the Faroe Islands. The share of women in Krak’s blue book is very low – 5% in the first edition and 12% at present. Thus in 2007, FIU-Equality took the initiative to publish a “Women’s blue book” to raise the visibility of the achievements of important women. Download the women’s blue book here: <http://www.kvindernesblaabog.dk/>



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