

# “Wall” Display Guide



**STARTING WITH WOMEN'S LIVES : CHANGING TODAY'S ECONOMY**



Delegates Secretariat, Salon D  
Ottawa Congress Centre, Canada  
PSI Congress  
2 - 6 September 2002

# ***“Wall” Display Guide***

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# Welcome to the "Wall" Display



## Side 1: Welcome to the "Wall" Display

You will find here a step by step description of a workshop methodology called the "Wall". Use your guide to read the translation of text at each station. You can also make some notes using the extra pages at the end of this guide.

## Side 2: Starting from Women's Lives: Changing Today's Economy

We start from the stories in our everyday lives to undertake a gender analysis of globalization and identify actions the union can take.

Here you will find a few of the responses that women have made in workshops sponsored by PSI and its affiliates.

1. PSI Inter-American Women Leaders Seminar,  
Panama City, Panama  
October 2000
2. PSI Asia Pacific Women Leaders Seminar,  
Seoul, South Korea  
October 2001
3. PSI-JC Women Leaders Seminar,  
Tokyo, Japan  
December 2001
4. Canadian Union for Public Employees  
(CUPE)  
Fifth National Women's Conference  
Ottawa, Canada  
November 1998
5. British Columbia Government Employees  
Union (BCGEU)  
Kilowna, B.C., Canada  
October 2001



*As you walk through the display, consider how you or women in your country would respond to questions asked at each panel.*



## ***What happens in a "Wall" Workshop?***

### **Side 1: Education to empower**

- The fundamental aim is to empower women to improve their living conditions.
- It is a process that is democratic where teacher and students learn together.
- Learning involves a high level of active participation by everyone.



We use a spiral to illustrate key moments in the methodology.



This workshop follows the spiral:

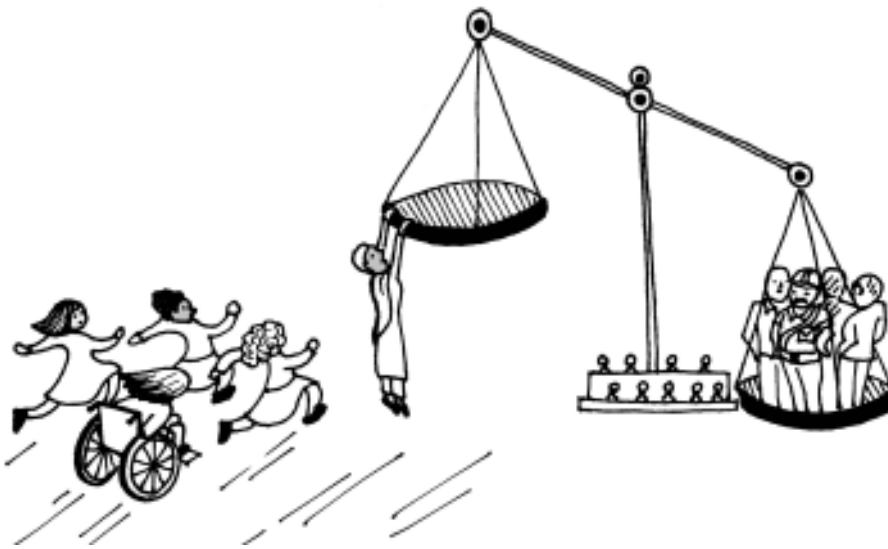
- 1.** The workshop begins with women sharing their experiences of changes in jobs and social services.
- 2.** The group identifies differences and similarities in their experience.
- 3.** That experience is analyzed and new information and theory shared in a number of areas: how women are affected differently from one another and from men; who benefits from the current economic model; the link to globalization.
- 4.** The workshop moves to action: a recognition of women's power, signs of hope for the future and actions women are taking or can take together.



## Side 2: Gender Analysis

Women's experiences and contributions are often invisible in economic analysis.

In this workshop, women's experience is made visible by focusing on some key elements of a gender analysis.



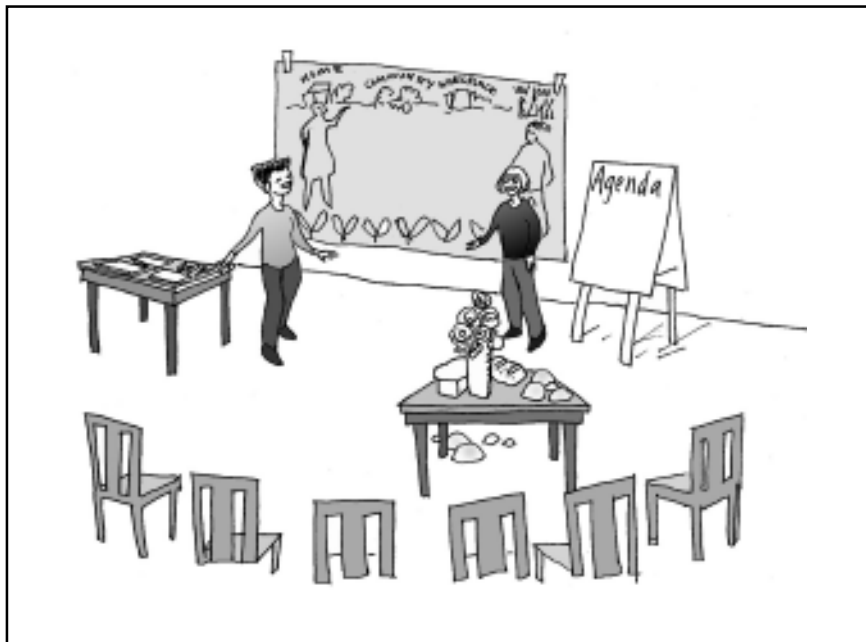
***Gender Analysis seeks to tip the balance toward equality by:***

- making women's experience visible
- looking at both paid and unpaid work
- recognizing women's work tends to be undervalued, invisible and underpaid
- exploring differences between women and men
- realizing there are differences in power and privilege among women due to race, class, sexual orientation, ability, religion, age and country
- affirming women's power
- strengthening women's leadership



### Side 3: Starting the Workshop...

- Imagine yourself in a room set up with chairs arranged in a semi-circle.
- You are seated with 20 other women, waiting for the two facilitators to begin the workshop.
- There is a large blank paper Wall (about 9 feet long and 6 feet tall) on the wall facing you which looks like this:



*Workshop set-up*



Continue on to the next panel to see what happens...



## ***Changes to Social Services and Jobs***

### **What We do:**

We begin by naming ways that social services and jobs have been changing over the past ten years.

Key changes are written on turquoise coloured stones and posted.



### **What We Learn:**

#### ***Changes to SOCIAL SERVICES in the last 10 years***

(on turquoise stones)

- Reduced publicly funded health services
- Cuts to public education
- Privatization of public services
- Reduced social security benefits
- Housing costs increased
- Fewer unemployment benefits
- Tuition fees increased
- Training programs privatized
- Less access to legal assistance
- Women's programs cut

#### ***Changes to JOBS in the last 10 years***

(on turquoise stones)

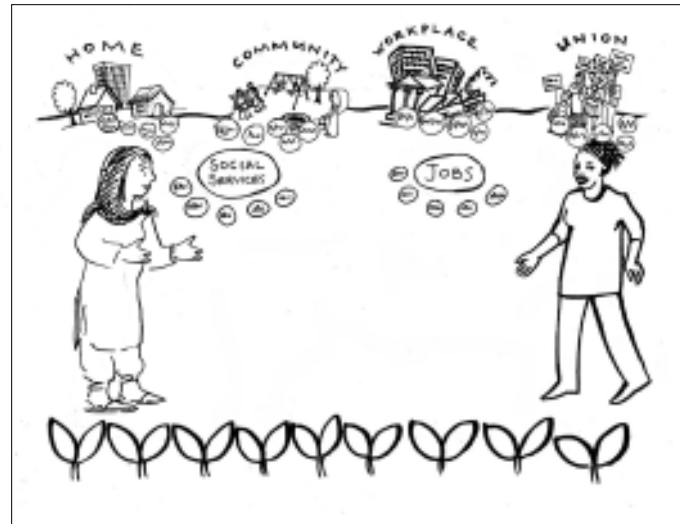
- From public to private
- Increase in informal sector
- Loss of good, unionized jobs
- Less job security: casual and contract
- Increased workload
- More part-time
- New jobs either highly skilled or low paying
- Weakening of maternity protection
- Erosion of collective bargaining
- Weakened health and safety legislation



## Sharing Our Experiences

### What We do:

- We divide into four groups: home, community, workplace and union.
- In each group, women share how they are experiencing the impact of changes to social services and jobs in that area of their life.
- Experiences are summarized on coloured paper stones;
- In plenary, each group shares and posts their stones on the top of the Wall.
- After all have posted, participants identify patterns and draw lines to show connections. We usually observe that stress and violence runs through the four areas.



### What We learn:

#### **Home - pink stones**

- Increased migration
- Family breakdown
- Loss of economic independence
- Family lacks needed social services
- Increase in family violence
- Women work harder in caring for family

#### **Community - green stones**

- Loss of sense of community
- Insecurity
- Less community participation due to longer work hours
- Increase in social violence
- New diseases due to increased migration
- Increase in child labour

#### **Workplace - blue stones**

- More demands on workers for fewer benefits
- Workers become redundant when not re-trained
- Poor health, poor performance
- Occupational "anger" and stress
- Need to take "second" job
- Increased harassment and corruption

#### **Union - yellow stones**

- Women have less time to be activists
- Reduction in membership
- Loss of solidarity and unity
- State violence and intimidation against unions
- Weakening of bargaining power
- Women's leadership diminished



## Women's Work

### What We do:

#### Side 1: Women's Triple Role



- This is a chance to have some fun while learning about the nature of women's work in the global economy.
- Participants are introduced to the term "triple role" – the multiple roles that women play in the home, community and workplace, and, for union activist, in the union.
- Small groups are given a scenario in which a woman is doing three things at once. Each group prepares and presents the scenario to the others, using only gestures, no words. One scenario might be:

#### ***Baby's Burping***

*As you had an important meeting at work today, you wore your new blouse. After picking up your baby at your mothers, you went straight to a community meeting to discuss cuts to education. You are raising your hand to make an important point, when your baby burps on your new blouse that you know you had better wipe off immediately. You find yourself:*

- *Juggling your baby*
- *Trying to wipe off the stain*
- *While keeping your hand in the air to make your point*

- This leads into a discussion about the amount of work that women do and how it is often unpaid, underpaid and undervalued. Some key statistics are shared...



## Side 2: Women's Unpaid Work

- Women do \$11 trillion of unpaid work worldwide each year.
- Globally, women dedicate an average of 37 hours a week to household and community work.
- A large part of food production is carried out by women doing unpaid work.
- Women's unpaid labour absorbs the shock of economic changes as it replaces paid labour.
- As jobs are lost in the public services where women have predominated, women are expected to provide those same services with their unpaid work in home and community.





### Side 3: Women's Work - Underpaid and Undervalued

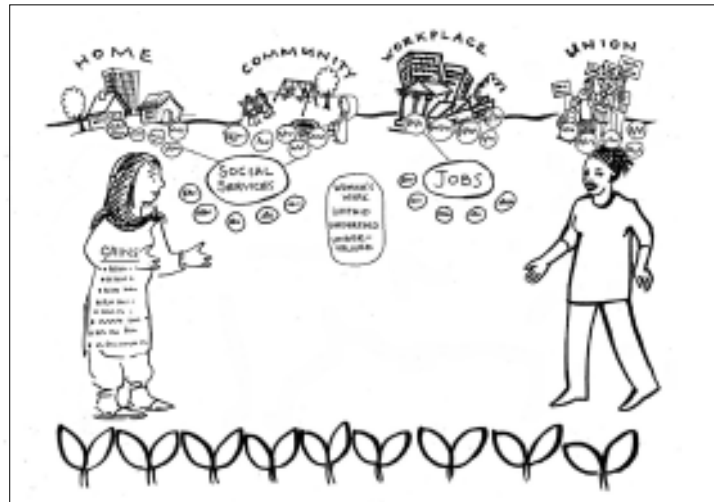
- Women make up half the world's population, own less than 1% of the planet's wealth, perform 70% of the work hours and receive only 10% of the world's income.
- Globally, women earn an average of 75% to what men earn doing comparable work.
- Most workers in the informal economy are women, where there is no job security.
- Worldwide, women hold only 14% of the managerial positions, and less than 6% of senior management positions.





## On the Wall:

- The facilitator places a purple stone in the centre of the Wall:  
**WOMEN'S WORK: UNPAID, UNDERPAID, UNDERVALUED**  
and points out that the current global economy depends upon this in order to function.
- We then identify gains women have made toward achieving equality and valuing of women's labour. Ideas are written on the woman figure to the left.



## What We Learn:



### Gains

1. Paid parental leave
2. Challenging domestic violence
3. Women in leadership
4. Equal pay for work of equal value
5. Sexual harassment legislation
6. Increase in women's self-confidence
7. Allocation of funds for women's programs
8. Growth of women's organizations
9. Pay equity case
10. Right to vote
11. PSI Women's Seminars
12. Accounting of women's unpaid work



## How We Are Affected Differently

### What We Do:

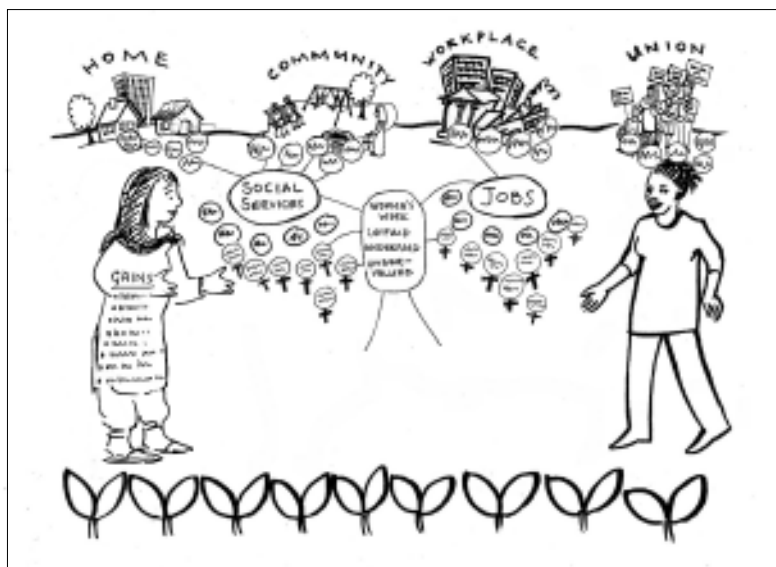
We divide into four small groups:

Two groups discuss:

- “How are women affected differently than men by these changes?” Ideas are written on purple women-symbols-shaped stones.

Two groups discuss:

- “How are women in equity-seeking groups (single mothers, young or older women, women of colour, recent immigrants, women in poverty, etc.) affected by these changes?” Ideas are written on light purple women-symbols-shaped stones.
- In plenary, everyone shares and posts their women-symbol-shaped stones. The facilitator helps the group draw connections.





## What We Learn:

### Under Changes to Social Services

*How are women affected differently than men by these changes? (Purple Stone)*

- Women assume tasks, when services disappear
- Most community volunteers are women
- Women manage family budgets
- Women more likely to experience violence

*How are women in equity-seeking groups affected by these changes? (Violet Stone)*

- Women in violent situations feel trapped.
- Single mothers lack needed supports
- Young women can't access education
- Immigrant women are more isolated

### Under Changes to Jobs

*How are women affected differently than men by these changes? (Purple Stone)*

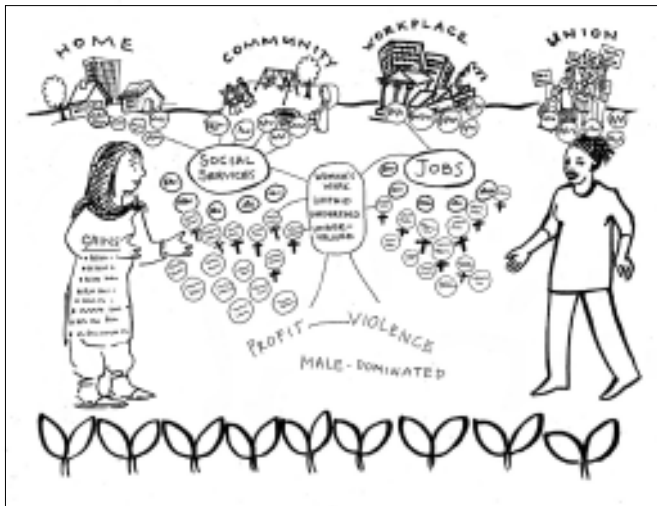
- Women volunteers used to replace jobs held by women.
- Men may sense they have failed as providers.
- Women lose jobs where most likely to be unionized
- Women more likely to experience sexual harassment

*How women in equity-seeking groups are affected by these changes? (Violet Stone)*

- Women in developing countries are deeper in poverty
- Women of colour experience racism
- Immigrant women first to lose jobs
- Young women work in unsafe, insecure conditions



## Why is This Happening?



### What We Do:

- We work in small groups to discuss, "Why is this happening?". Ideas are written on gold coloured stones.
- In plenary, groups post and explain their stones.
- The facilitator helps participants to draw connections and identify key ideas. Key words are written on the Wall and fact sheets on aspects of globalization are shared.
- The facilitator invites the group to look at the entire Wall and asks: "What does this make you feel?"

### What We Learn:

#### Why is this happening? (Gold stones)

- Men hold more power
- Structural Adjustment
- Women's unpaid work is invisible, so can be expanded
- Because we go along with it
- Downsizing the state
- Racism
- Free Trade
- Privatization
- WTO Rules
- Few women leaders in unions
- Corporate profits over people





# Who's Got the Power?

## What We Do:

1. Everyone is given a card with the name of an individual or institution on it, and asked to line up across the room according to how much the person on her card benefits from this Wall;

Discussion follows in the line-up about who benefits, what power the different women in the line have to change the Wall, and where their power comes from;



2. The facilitator points out that there are three kinds of power:

|                      |  |
|----------------------|--|
| <b>power- over</b>   | one person or group has power over another person or group. Ex. racism, sexism.  |
| <b>power- within</b> | inner strength, self-confidence, sense of determination or a spiritual source.   |
| <b>power- with</b>   | solidarity, sisterhood, community. We increase our power as we join with others. |

3. Participants are asked:

*What would happen to this Wall if we, as women, were to withdraw our PAID and UNPAID labour tomorrow?*



4. The group is then asked:  
*Who are your allies?*



Bimi Templeton



5. We end by asking the group:

*Who's got the power?* which evolves into a change **CHANT**



***"Who's got the power?"...***  
***"We've got the power!"***

### What We Learn:

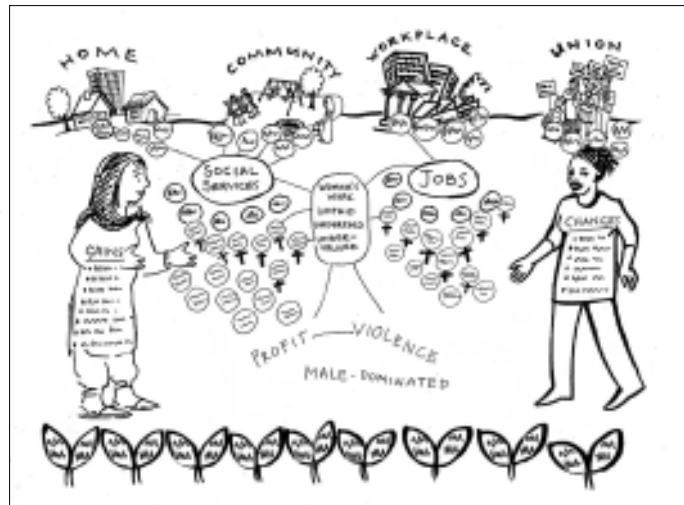
- Globalization, as it is experienced today, cannot function without exploiting women's labour.
- We have power to make a difference.
- Joining together with women and men locally, nationally and internationally we can make a difference.



## Moving to Action

### What We Do:

- Facilitator explains the leaves on the bottom represent signs of hope that have the potential to grow up this Wall and transform it.
- We identify actions currently underway in the unions that are signs of hope and write them on the leaves.
- Participants brainstorm changes needed to challenge the Wall.
- Ideas are listed on the woman on the right side of the Wall.



### What We Learn:

#### **Signs of Hope**

(leaves across the bottom)

- Education on sexual harassment
- Women's right to own land
- Changes to labour laws
- Equal Pension Rights
- Pay Equity Campaign
- Gender Mainstreaming Policy- PSI
- No to Violence Against Women
- World March of Women
- Training Seminars
- Maternity Protection Campaign
- Demanding a Living Wage
- Gender Equality Amendments - PSI Constitution
- Trade Union Education for Young Women

#### **Changes Needed**

(written on woman to the right)

- Women have to make their voices heard
- Educate our families on these issues
- Actively participate in policy
- Break down barriers of culture and tradition
- Be supportive of each other
- Celebrate our victories
- Create more women's networks
- Inter-regional and international solidarity
- More women elected to leadership
- Education for men on gender issues
- Improve implementation of ILO Conventions
- Lobby governments



## Actions We Can Take



- We meet in small groups to identify concrete actions that union women can take.
- Ideas are written on bright pink women figures.
- Either individually or as a group, everyone shares their action ideas, writes them on the women figures and posts women figures on the Wall.
- Next steps for following up on ideas are discussed.
- We look at what we have learned and identify next steps.
- We close on a celebratory note with singing or chanting slogans.





## ***Adapting the “Wall”***

The Wall has been adapted to address particular issues and to work in a mixed-gender setting.

### ***Union Women Leadership Seminar Central Unitaria de Trabajadores – CUT Colombia - August 2000***

The Wall methodology was adapted for the Colombian context using four main stones: Crisis of Governance , Neo-liberal Economic Model, Armed Conflict and the Role of Social Organizations. The Wall which was built over five days, by women union leaders, used the symbol of a woman's uterus in the centre.

### ***PSI-JC Women Leader Seminar Japan - December 2001***

The Wall was adapted to fit the Japanese context for a seminar attended by 44 women and 8 men.

### ***Canadian Labour Congress, Privatization Conference Canada - March 2001***

In these mixed-gender workshops, the Walls started with four centre stones: Jobs, Social Services, Privatization and De-Regulation.

### ***Non-Union Groups***

In Vietnam, El Salvador and Nicaragua, the national nursing associations, in partnership with the Canadian Nurses Association, utilized a Wall that focused on health care and nursing.

***Thank you for taking a walk through the Wall. We invite you to consider how such a tool may be useful to your union.***



Facilitator Guides of this methodology are available in French and English and can be purchased.

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Changing Today's Economy***  
By Suzanne Doerge and Bev Burke, 2000

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