



Immigrants and Precarious Employment

Latin American and Caribbean workers in the GTA



Immigrants and Precarious Employment

A Popular Education Workshop

Spring 2009

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HOW TO USE THIS MANUAL

This manual has been assembled to support facilitators, community activists, people in precarious employment and educators to make change around precarious employment and to develop an expanded notion about what makes a job precarious. The exercises in the manual are intended to promote reflections, discussions and even plan for actions that will result in better, more decent jobs for all. The activities are participatory and based on a popular education approach to communication and learning, drawing on the knowledge and experience of participants.

An important aspect of this manual is that each exercise has a list of objectives. These objectives drive the design of the exercises and any combination of exercises. In many ways the objectives are what are important versus the exact particulars of an exercise design. Exercises can and should be adapted and changed to fit the context they are being done in, but objectives usually remain (such as “to introduce key concepts of precarious work”). If you are combining different exercises in the manual think of combinations in terms of objectives.

The activities are presented in an order that can be done as a three-and-half to four-hour workshop for up to 25 participants. However, the exercises can also be combined in different ways, allowing for shorter workshops (1.5 hours) to all day sessions that finish with planning activities. The suggested planning activities can be found in Appendix E. There are suggested workshop models in Appendix F.

In some cases there are options for an exercise, such as two introduction exercises and the Optional Action Planning Activities you will find in Appendix F. Each workshop you do will be unique and your available time will fluctuate. You should tailor your session appropriately and you can use Appendix B to use or adapt various models of workshops corresponding to different durations. For example, if you have enough time for Action Planning you may wish to use Action Analysis Charts (Appendix F – Activity 10g) in addition to the What’s Happening Chart (in Activity 10a). Alternatively, if you have little time you could use a faster Action Planning Activity such as Top Two Actions / Next Steps (Appendix F – Activity 10c).

The manual has four sections: Introduction and Orientation, Workshop Activities, Participant Kit, and Appendices. The section *Participant Kit* can be photocopied in its entirety as a handout for participants.

The *Appendices* also contain some support materials that you will need. Each exercise lists the materials required for the exercise and key items for photocopying can be found here. These extra exercises can be used when a group has an opportunity to develop and implement action plans as a group. The planning exercises presume that the group has gone through other exercises in the manual examining precarious employment.

PREPARING FOR THE WORKSHOP

1. Room Set-up: the best set-up for this participatory workshop is a circle of chairs. People will not need table top surfaces to write. However, if people are seated behind tables, a circle is still advisable.
2. Accessibility: consider the needs of the workshop participants. It is strongly recommended that the space be wheelchair accessible. Also consider whether providing food, childcare, bus fare (e.g. tokens) will make the workshop more inclusive and engender greater attendance and participation of people who might otherwise be unable to participate.
3. Communication needs: everyone has different needs in terms of communicating with the group. This is especially true for people with difficulty seeing and people with other kinds of disabilities (such as hearing loss). Consider how best to support these needs. Establishing guidelines is one place for this (See Activity 3: Agenda / Objectives)
4. Recommended maximum # of participants: the participatory process of this workshop works best for between a dozen and 25 participants. Larger numbers may necessitate fewer activities or a longer period of time.
5. Handouts:
 - The section *Handouts for Participants* can be photocopied as a participant kit. Additionally you may want to prepare an agenda handout for your session.
 - And you should also make either two or three copies of the reading copy of the Power Play (Appendix C).
 - Add any other handouts that are relevant for your session.
6. Supplies: Review the supplies you will need for each activity. You will find them listed in each activity description as “What you Need.” In addition to photocopied handouts you will need:

<ul style="list-style-type: none"> • Flip chart paper • Markers • Sticky notes – 3 colours (3” x 5” or 4” x 4” is best) 	<ul style="list-style-type: none"> • Pencils or pens • Name tags (optional) • Masking tape – regular • Masking tape – light tack (i.e. “painter’s” tape) 	<ul style="list-style-type: none"> • Copies of: <ul style="list-style-type: none"> • Participant kit (1 per person) • Quotes posters (1 set) • Jobology forms (many) • Decent Job Pie (many) • Reading version of Power Plays (i.e. large type) 3 copies
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MODEL WORKSHOP Plan

1.	00:00	5	Welcome and Acknowledgements
2.	00:05	15	Quotes / Intro
3.	00:20	5	Agenda / Objectives
4.	00:25	5	Framing the Workshop
4.	00:30	15	Power Play – Act I
5.	00:45	40	Jobology: History of Work
6.	01:25	15	Mini-lecture: Overview of Precarious Work Research
	01:40	10	Break
7.	01:50	40	The Precarious Work Wheel or How Precarious is this Job?
8.	02:30	15	Power Play – Act II
9.	02:45	30	What's Needed to Reduce or Eliminate Precarious Work? - What's Happening Chart
10.	03:15	5	Evaluation
11.	03:20	5	Wrap-up / closing
	03:25	0	Adjourn

ACTIVITY 1 WELCOME AND ACKNOWLEDGEMENTS

Objective

- To convene and focus the group in a welcoming manner
- To acknowledge and thank the organizers and funders

Time 5 minutes

What you need

- Name tags (optional)
- Markers
- Agenda on Flip Chart paper
- Participant handouts

What to do

1. Either lay out the participant handouts where people will take a seat or hand them out as people arrive, or hand them out during this introductory step.
2. Welcome everyone to the workshop and announce that we will get underway at this time.
3. Either do a quick go-around of names or use the quotes posters activity (see Activity 2 which follows) for people to introduce themselves.
4. Explain that following introductions we will look at the agenda, objectives and framing of the workshop
5. Thank the organizers of the workshop and acknowledge the Immigrants and Precarious Employment Public Outreach Project who developed the workshop design with the assistance of the Catalyst Centre. The **Immigrants and Precarious Employment Project** examined the opportunities and challenges faced by immigrants in the new, knowledge-based economy. The project interviewed 300 workers from Latin American and the Caribbean who arrived in the GTA between 1990 and 2004.

Facilitator Notes



ACTIVITY 2a INTRODUCTIONS using BUSES

Objective

- ❑ energize a group
- ❑ examine and share knowledge about the make-up of the group

Time 10 - 15 minutes


What you need

- ❑ nothing

What to do

1. Explain to the group that you are all at a very chaotic bus station where the busses have different destinations than what you are used to. The facilitator will call out the destination (category) of the busses and everyone is to quickly self-organize to "get on the bus that *matches* their destination".
2. Start with a simple category that everyone is likely to share and be comfortable with such as eye colour or zodiac symbol (assuming most people are familiar enough with the zodiac). Once the facilitator calls out the category everyone must find those people in the group who match their choice and form a small group. E.g., for eye colour, all brown-eyed people must find each other, all blue-eyed must find each other and so on.
3. Once the chaos has settled, the facilitator can call for attention and do a go-around to ask what exactly the groups are. You can also take a moment and ask participants to introduce themselves to each other in their bus.
4. Bus destinations (categories) to use:
 1. Number of languages spoken
 2. Number of countries in which you've lived
 3. Number of siblings
 4. Number of jobs held at the same time
5. Additional categories if you have the time:
 1. Country (or continent or province/state) of birth
 2. Decade of birth
 3. Number of children

Facilitator Notes

 *Keep the game moving fast; if some people have failed to find their fellow bus-riders, use the go-around to unite them.*

- 👉 Some people will probably ask for a definition of one or more categories. Remember that this game allows people to self-organize, therefore, they can, if they wish, create their own definition. Encourage this if necessary.*

- 👉 This game is not about judging people's abilities, therefore, when participants ask if they must be fluent in a second or third language to justify joining a group, the facilitator can respond that it is up to them to determine their ability.*

ACTIVITY 2b INTRODUCTIONS using QUOTES

Objective

- ❑ to learn names of participants
- ❑ to learn a little bit about each other
- ❑ to introduce the topic of the workshop using quotes and definitions addressing key issues

Time 10 - 15 minutes


What you need






- ❑ Copies of quotes posters

What to do

1. Copy onto coloured paper (if possible) a selection of the quotes posters that you will find in Appendix H.
2. Tape a selection of quotes to the walls around the room. Make sure you have a good diversity of quotes from different sources (consider gender, class, race, age, culture, etc.). You might also want to include quotes that are controversial in order to spark discussion.
3. As participants arrive, many will naturally be attracted to reading the posters. Facilitator should watch for this and, if necessary, as participants settle in, recommend that participants take a moment to read some of the quotes.
4. When the group is ready to begin ask participants either to choose one quote that they connect with – either because they agree or disagree with it or, if they prefer, share an expectation for the workshop (i.e. something they hope to get out of the session). They can refer to the quotes handout in their participant kits. The facilitator should read out two or three as examples and model introducing themselves with a quote. PLEASE NOTE: tell people that if they have chosen one of the longer quotes that they should simply refer to it and NOT read it out – this will take too much time. Shorter quotes can be read out.
5. Ask each person to introduce themselves and to read the quote they chose and explain in a few words why. This should only take one or two minutes each.
6. You can point out to participants that all the quotes on the wall are in their handout package (see Appendix A).

Facilitator Notes

 *Be aware of participants' language and visual abilities.*

-  *The facilitator could read out some sample quotes to introduce the activity to people (this could help with people for whom English is a second, third or fourth language and for people who have difficulty reading).*
-  *Do not post quotes too high on wall (as this may prevent some people from reading them) – Chest-height is a reliable guide.*
-  *Consider the needs of people with difficulty seeing. While a person who is visually-impaired will likely already have means of meeting their communication needs, this activity can be greatly assisted if someone reads the quotes out loud. People could be paired up. Also, if you know in advance that you will have participants who are visually impaired you can offer to send all the handouts electronically in advance of the session.*
-  *It can be helpful to have an additional set of the posters that you can pass around the group and which people can select to read.*
-  *The quotes, especially controversial ones, may inspire or provoke a great deal of discussion. It is usually good to keep introductions quick in order to keep the energy moving early in an event. Be aware of potential controversy and worthwhile discussion and should you need to move things along, remind participants that there will be time and space during the workshop to get more deeply into the issues.*

ACTIVITY 3 AGENDA / OBJECTIVES

Objective

- ❑ to orient people to the process of the session
- ❑ to establish positive group behaviours

Time 5 minutes

What you need


- ❑ Agenda on Flip Chart paper
- ❑ Objectives on Flip Chart paper
- ❑ Sample “Guidelines” (see below) on Flip Chart paper (optional)

What to do

1. Review the agenda for everyone.
2. Review the Objectives of the workshop:
 - a. **To develop an expanded notion about what makes a job precarious**
 - b. **To share research and present a framework for understanding precarious work**
 - c. **To support agency staff and individuals in precarious work to understand and organize to reduce or eliminate precarious work**
 - d. **To connect agency staff and individuals in precarious work with existing campaigns and organizations to move towards decent work**
3. If needed, you can tell participants that next step after the agenda is to go more deeply into the objectives and purpose of the workshop. We will spend a few minutes “framing” what we will be covering.
4. If some participants shared expectations in the introductions (i.e. see Activity 2 - Quotes Intros), then you could point out where those expectations will best be met.
5. In reviewing the agenda you could ask if there are any questions. Do your best to explain how the agenda can serve people’s needs and expectations.
6. At this point it can also be a good idea to introduce some guidelines for respectful communication (see Reference Sheet 1 on next page).

7. NOTE: Reference Sheet 1 has many suggested guidelines – make a selection of the few that you think will be most helpful. For example:
 - a. speak for yourself; don't volunteer other people to speak.
 - b. share the available time
 - c. turn off cell phones and pagers during the meeting.
 - d. don't interrupt when someone else is speaking

Facilitator Notes

-  *You need to be cautious how much you let the agenda discussion open up. There is not much room for changing things. Most questions and concerns that participants will raise can be respected with more explanation of what will happen during the workshop. If someone raises an issue that is not included in the agenda, one possible response is that that point becomes part of the next steps discussion.*

REFERENCE SHEET 1

Guidelines for Respectful Communication

Some useful guidelines for participation include:

- Respect that there are different abilities to communicate in the group.
- Respect that there are different cultural ways to communicate in the group.
- If uncertain how to assist a person to communicate, ask the individual how they would like to proceed with a situation (for example, how would a person like to have their messages communicated).
- Be mindful of the disabilities (visible and invisible) that some participants may have. E.g. Regarding visual disabilities, flip chart notes should always be read out loud.
- Listen more.
- Speak for yourself; don't volunteer other people to speak.
- Turn off cell phones and pagers during the meeting.
- Don't interrupt when someone else is speaking.
- If the process is unclear ask the facilitator (or a fellow participant) to clarify.
- Respect the process.
- Minimize cross talk.
- Take your turn to speak.
- Listen actively.
- Speak from your experience as much as possible.
- Take responsibility for your own participation.
- Offer assistance to the process, if appropriate.
- Look at the person to whom you are speaking.
- Be aware of using acronyms and other jargon that may need translation or explanation for other group members (i.e. Take responsibility for the language you use).
- Give space for people who haven't spoken yet; your point may be shared by someone else.
- Try to think about what you are going to say before speaking.

ACTIVITY 4 FRAMING THE WORKSHOP

Objective

- to give participants a sense of the content that will be covered
- to introduce some key concepts including “precarious employment”, “decent work” and strategies.

Time 5 minutes

What you need

- Optional: A flip-chart page with some key words written large, e.g.
 - ☞ “Precarious” or “Precarious Employment”
 - ☞ “Decent” or “Decent Employment”
 - ☞ “Dimensions” or “Multi-dimensional”

What to do

1. Review the “introductory comments” on Reference Sheet 2 and highlight those points that you feel are necessary to emphasize in order for participants to feel comfortable proceeding with the workshop. This is an initial opportunity to share definitions of “precarious employment” and “decent employment”.
2. Explain that there are a few initial things we need to emphasize before we start to go more deeply into all this.
3. Feature those points that you have decided are most important to emphasize in order for people to have a confident sense of what the workshop will cover.
4. You can also repeat once or twice that the workshop will be a chance to go into more depth on various issues.

Facilitator Notes

- ☞ *It can be helpful to use a highlighter marker to highlight those points on Reference Sheet 2 that you feel are most important to emphasize.*
- ☞ *It can be helpful to write some key words in large letters on a FlipChart page and to which you can refer as you feature various points.*
- ☞ *If you have two facilitators it can be more interesting for participants if the facilitators trade off making key points.*
- ☞ *CAUTION: If you feel it necessary to use the entire script of “Introductory / Framing Comments” on Reference Sheet 2 this could take a full 10 minutes and can even go up to 15 minutes if you are not careful. Be mindful of the time and adjust as you need to. And remember that this step is about establishing some confidence in the workshop and the terms that will be used while the rest of the workshop is the chance to more deeply into things.*

REFERENCE SHEET 2

Notes for Introductory / Framing Comments

- This workshop is about jobs and work.
- Jobs are changing, often for the worse.
- And in this workshop we can have a dialogue about how we can all work for better, decent work and jobs.

- Work, having a job, is important. It provides income, identity, and self-esteem.
- When a person comes to Canada from another country, the identity and status tied to their work life is disrupted.
- When you have a job you hope that you will be in a work setting where you are treated with decency, where your skills and effort will be recognized; that you will be treated with respect and that you will have opportunities to learn new things, move up, get a raise, etc. And, assuming you want this decent job, that you can count on having it for a long time.
- But we know that the available jobs today rarely offer these qualities.
- Jobs that immigrants get are often dirty, dangerous and temporary.
- They undermine self-esteem.
- You just take the job to survive.

- We will be talking about how work has become more unstable and more insecure – in other words more “precarious”.
- Precarious work means work that is unstable and insecure, with limited rights and benefits, and little control over how work will be carried out or under what schedule.
- It pits workers against each other to undermine full time permanent employment.
- Today’s secure full time job could be tomorrow’s temporary contract.

- We hear a lot about how the new economy provides “flexible jobs” where workers have tons of choice about how they work and organize their lives.
- But when you look closer, you see that a lot of jobs are just less secure, and less supportive of meeting people’s needs.
- Again, this means they are more precarious. They are unstable and insecure.

- This workshop will also explore how we can support more decent work.
- Decent work means work that is (relatively) secure, stable, with social and legal protections, and with some control over how work is carried out.
 - According to the International Labour Organization, Decent Work involves opportunities for work that is productive and delivers a fair income, security in the workplace and social protection for families, better prospects for personal development and social integration, freedom for people to express their concerns, organize and participate in the decisions that affect their lives and equality of opportunity and treatment for all women and men. Decent work can be understood as the opposite of precarious work, and as a goal to strive for individually and collectively.

- We will look at different factors that make jobs precarious, like
 - short-term contracts
 - or no contracts
 - like home based work
 - like piece work
 - like being paid in cash
 - not having benefits
 - or control over your schedule
 - not having a union
 - not being given a set wage or hourly wage
 - and other dimensions of a precarious job.

- Like rats these dimensions travel in packs.
- We often see jobs that have many of these dimensions that make them precarious
- There isn't simply one thing that makes a job precarious.
- Many things are usually working together
- We call these "dimensions" because a job can be precarious for different reasons.
- When you add up these dimensions for different jobs you can compare how precarious one or another job is – you can compare both the number of dimensions and the kinds of dimensions connected to a job.
- For example, a day labourer in construction is probably paid in cash, has no contract, or union, may not know when she or he will find work when the day is over, has no benefits, etc.; a frontline worker on a fixed short-term contract has benefits and a fixed schedule but will be out of work in six months time or a year.
- You can also see how the same job can become more precarious over time – for example, a full-time position can be split into two part-time jobs – a union job can be subcontracted to a temp agency. So over the years it becomes harder for a growing number of people to secure decent work.
- It's a package deal, and a bad deal.
- But this isn't a workshop about bad news.
- Precarious work is bad news.
- BUT we also know that people, groups, neighborhoods, organizations, and sometimes even different levels of government are working to make the situation better and to create and support more decent jobs.
- Decent jobs that provide a livable wage, benefits, predictability of work and schedule and more.
- We will share with each other things we are doing and strategies we know others are doing to advocate for decent jobs.

- Sometimes those strategies are switching jobs, or taking language classes, attending a resume clinic, or filing a complaint against an employer
- And there are others strategies we can identify and discuss.

- This is just a quick overview of what we are going to get into in a lot more depth in the workshop including:
 - more specifically defining “precarious employment”
 - showing and discussing some changes in employment based on some recent research
 - and hearing from participants.

ACTIVITY 5 POWER PLAY

Teeter Totter Park Talk: a play of precariousness

Objective

- ❑ Share information about precarious work by starting with something concrete to people's daily lives. Use of performance to aid in remembering information, expose participants to pro/con arguments and have some fun.
- ❑ To promote the sharing of experience
- ❑ To share some facts and statistics

Time

15 minutes (5 min. to read, 10 min. to share in large group)

What you need

- ❑ Three reading copies of power play (14 point type for easier reading – see APPENDIX C),
- ❑ Stickies or name tags with one tag for “Nanny” , “Temp Worker” and “Self-Employed”

What to do

1. You will find the script for the Power Play in Appendix C.
2. This activity happens in two parts: 5 minutes to read the play out loud and 10 minutes for a group discussion.
3. Explain that we will be looking at precarious employment and decent work. We want to share a picture of what precarious employment looks like, what some of the assumptions are that people make about employment, and look at some of the reasons precarious employment exists. We will start with some entertainment – a show, like a short radio play. Explain that we call this a “power play” and the one being used today was prepared for this workshop. This play serves to bring up some issues we will be dealing with during the day. There are 2 acts and we will start now with Act 1.
4. Explain that the text draws on interviews with people experiencing precarious employment and their words are in bold. Sometimes the bolded words are a combination of a few people.
5. Ask if there are a couple of people who would like to volunteer to read one of the roles. The facilitator should read one role and two participants could take on the other roles. Have the people reading for a part wear the name-tag for the part.
6. Tell participants they can read along if they want – it will be short – there are a few parts – and then we will take feedback. They will find Act I in their Participant Kit on page 5.
7. Read Act 1 (5 minutes)

8. At the conclusion, share two or three of the following questions to prompt discussion (See Reference Sheet 3 for specific facilitation suggestions:
 - a) What do you connect with in what you've heard?
 - b) How is each job precarious?
9. Discuss for 10 minutes.

REFERENCE SHEET 3

NOTES ON THE POWER PLAY

Since the Power Play uses real life interview data in the script it is a quick way to introduce key ideas and share research data. The text in bold comes directly from interviews with people who have experienced precarious employment. Usually they are direct quotations, but sometimes quotations are merged. Text that is not bolded is invented.

There are two power plays in the manual the first one introduces some key concepts and the second focuses on strategies for decent jobs.

The play “performance” will work best if participants can be encouraged to participate as readers (using the large type scripts in the appendix) You can encourage people to participate by asking if anyone wants to be “star” for a few minutes or to “have the spotlight” . Ask for different participants for each Power Play.

Encourage people to “project” (speak loudly) and add some dramatic flair.

Possible facilitation questions:

1. What did you connect with in what you heard?
2. Do the experiences of the characters seem true to you? If so, why? If not, why not?
3. How is each job precarious?
4. Who tends to hold these different jobs?
5. How have these jobs changes over time?

ACTIVITY 6 JOBOLOGY: HISTORY OF WORK

Objective

- ❑ To research participants personal and family history of jobs/work in pre- and post-migration contexts
- ❑ To identify examples of precarious work in people's histories
- ❑ To analyze and look for patterns in the changes of jobs/work across generations and time

Time **40 minutes**

What you need

- ❑ Markers
- ❑ Masking tape
- ❑ Sticky notes – two different colours
- ❑ Jobology forms in two colours (see note below)
- ❑ A large blank wall

What to do


1. Explain that this exercise allows us to look at our personal and family histories of work. The basic idea of the jobology chart is two-fold:
 1. First, to get a picture of different work that participants and their families have had over time. It helps us capture how migration in general and migration to Canada in particular might disrupt peoples' work trajectories.
 2. Second, it helps us to look for patterns in work and employment. It helps us identify similarities and differences based on period of arrival, gender, country of origin, race, age (youth, elderly); refugee migration versus more planned migrations, etc.
2. Getting the times exactly right is not necessary. We're looking for trends. So your best guess about times should be fine.
3. Put up jobology chart (see diagram on next page and Facilitator Notes); and hand out "jobology forms" (see Appendix C).
4. Explain that there are two colours of forms – one colour is for jobs held before migration and the other if for jobs held after migration.
5. Explain that the form has a place to write in "WHO" it is referring to. The "Who" that we are interested in is you and anyone in your family

whose work history you wish to share. Therefore the “who” could be filled in with any of the following:

1. Yourself
 2. Your parents
 3. Your grandparents
 4. Your children
6. Explain that multiple forms can be filled out – one per job! And think about the jobs that were held before and after migration.
 7. Divide into pairs and discuss history of jobs that have been held and/or work that has been done in your family. Think about pre- and post-migration times. What kinds of work did you and/or your parents have before coming to Canada. How did this change once in Canada. What kinds of jobs did you and/or your parents do in Canada. As you talk about parents and grandparents you can choose to feature either your maternal or paternal grandparents or both if there's enough time and space. Otherwise choose one line of ancestors to follow for this exercise .
 8. Write ONE job or type of work per sheet on the form. If a person held multiple jobs, write one job per form.
 9. NOTE: Assure participants that they need not disclose any information they do not wish to share. If, for whatever reason, they do not want to share information about their family's job history, they can use the exercise to share what they know about someone else from their community or their community in general.
 10. Post handouts on the jobology wall
 11. Ask participants to examine their contributions. And ask for initial comments.
 12. Call attention to the two colours which show us a pre- and post-migration picture. Ask for volunteers to point out their pre- and post-migration jobs and ask if they would like to tell the group from where they migrated. Ask if there is anything notable about the kinds of jobs that were held pre- and post-migration?
 13. Offer everyone coloured stickie notes (two different colours). Identify one colour to signify “jobs held by women” and one colour to signify “most precarious job”. Ask everyone to place the appropriate coloured sticky note on all those jobs held by women. Once this is done, ask for comments.

14. Ask everyone to place the appropriate coloured sticky note on all those jobs that they consider are the most precarious.
15. Review the jobology chart. See Reference Sheet 4b for notes on facilitating further discussion with jobology.
16. Note that this exercise may be useful in other discussions during the workshop. For instance, if and when the issue of the mismatch of skills to jobs arises, you can refer back to the jobology to see what information was shared and how it might bear on the discussion. Also, in the discussion of actions, links from this exercise can be made to existing advocacy campaigns and resources that frontline workers may want to discuss.

Facilitator Notes

-  *You can use the jobology wall to analyze many aspects of employment histories. Discussing and using different coloured stickydots you can draw out these patterns.*

REFERENCE SHEET 4.a.

Jobology Wall

- Prepare a wall with a vertical timeline similar to this model. (Do not make the highest date unreachable).
- Any large, blank wall will do. It is important that all participants are able both to reach it and to see it (for the purposes of discussion later).
- Decide on the timeframe and the specific years you wish to work with (this model is only a suggestion).
- Write the dates in large bold letters either on large stickie notes or on letter-sized paper and affix these to the wall you will be using.
- NOTE: You do not need to draw borders – you can leave the wall blank – participants will be mounting their jobology forms – in columns, to the left and right of the vertical timeline

	1900	
	1920	
	1950	
	1980	
	1990	
	2000	
	2009	

REFERENCE SHEET 4.b

Jobology Discussion Notes

Once the Jobology Chart is completed you can use the following questions to continue discussion. While some of these may have already come up in discussion, you can either go more deeply into one of the questions or focus on questions that have not yet been addressed.

1. What did you put up?
2. What patterns, connections, differences did you see in your family's jobology? In others' families?
3. Is there anything noticeable about the types of work labeled precarious?
4. What do you notice about jobs held before and after migration(s)?
5. What do you notice about jobs and different periods of time?
6. Is there a lot of multiple cross border migration (multiple disruptions)?
7. Is there a pattern in terms of the quality or precariousness of jobs before and after international migration; do jobs get better or worse?
8. Are the patterns different for particular groups of people:
 - a. men versus women,
 - b. white people and people of colour
 - c. immigrants from different regions and countries
 - d. English speaking immigrants versus non-English speakers

ACTIVITY 7 OVERVIEW OF PRECARIOUS WORK RESEARCH AND STRATEGIES TO IMPROVE WORK

Objective

- ❑ To share key points from the research on immigrants and precarious employment
- ❑ To present conceptual framework
- ❑ To identify concrete examples

Time 15 minutes

What you need

- ❑ Handouts of key points (in Participant Kit)
- ❑ Power Point File (assuming projection is possible)
- ❑ Projector

What to do

1. Make a presentation using the Mini-lecture notes provided in Reference Sheet 5.
2. Point out that participants have handouts (pp. 11-20) in their package that corresponds to what we will be covering.
3. If it is possible to project a slide show, prepare your powerpoint file and projector and use this to conduct your mini-lecture.

Facilitator Notes

- ✎ *It is easy for a mini-lecture to take more time than planned. It is a good idea to rehearse the lecture by reading out the text provided in a normal voice and with a pace that you are comfortable with (not too fast and not too slow). Rehearse this and time yourself. If it takes substantially more time than planned, either increase your pace (though do not go too fast – remember that some people are very likely using English as a second or third language). Or you could highlight those pieces of the research that you feel are most important to emphasize given what you know of your group.*

REFERENCE SHEET 5

Where Have All the Good Jobs Gone?

Notes for Mini-Lecture on Precarious Work & Strategies To Improve Work

- “I’m not going to find an IT job if I’m not landed. So, number one: I wouldn’t go in search of one. Number two: I accepted the fact that – OK, this is the situation for however long it takes for me to be landed, And, number three: whatever comes my way, I’ll just work with it for now.”
- These words are from one of the people who was part of the research project on precarious work.
- The work that people do in any particular country or place has always included both decent employment and precarious employment. And the struggle for decent work is one that is old as work itself.
- There has always been precarious work – work that is unstable, unpredictable and insecure. It is different from place to place, era to era. The research conducted, on which this workshop is based, looks at precisely what makes work precarious in Canada and how different groups are affected by precarious work now and over history.
- **The research shows that precarious work is MULTIDIMENSIONAL (made up of numerous dimensions) as well as SPECIFIC to the life-circumstances of particular people (in this case a special focus was made on immigrants).**
- One person’s precarious job may be so because of one combination of dimensions while another person’s has a different combination. They may be equally precarious though their circumstances may differ.
- This research addresses a number of important questions:
 - What exactly is precarious work? How do we **determine** if a job is precarious?
 - How do we **measure** precarious work?
 - How are people coping with precarious work?
 - How are people resisting precarious work?
 - What is decent work?

- How can people work together to reduce precarious work and increase decent work?
- This brief overview of the research is intended to help us together to see the particular situation of precarious work that exists in your life and how, together, we can change things. While we have touched on various examples so far (through the Power Play), it is helpful to consider the general situation in order better to understand the specifics of any particular case.
- We will share some definitions then look at two overarching aspects of precarious work and, finally, look at how people cope with and resist precarious work while struggling for decent work.
- We've introduced some of this definition previously, but here is a succinct definition from the International Metalworkers' Federation that we recommend:
 - **PRECARIOUS WORK refers to arrangements that give employers flexibility but leave workers without stable and secure work. Precarious work conditions are defined by the absence of a number of elements—not only one. Precarious work means little or no job security (short or no contract), limited or no benefits and worker protections, and not having stable and predictable hours and income. It may also mean not having enough hours and having to piece together several jobs or short contracts, and it may mean working under the table and being paid in cash. Although many precarious workers pay in to public benefits such as Employment Insurance through deductions, they may not qualify for EI and other benefits because they don't meet minimum employment requirements because of seasonal or part-time work. Precarious work may also mean 3-D work: jobs that are dirty, dangerous and difficult. Some precarious work pays well—it isn't defined by low wage levels. Precarious work arrangements are found in many jobs and sectors as arrangements become increasingly flexible for employers.**
- And it is important to keep in mind that along with our critique we need to think about what it is we are striving for. In this case it is “decent work” which the International Labour Organization defines as:
 - **According to the International Labour Organization, DECENT WORK involves opportunities for work that is productive and delivers a fair income, security in the workplace and social protection for families, better prospects for personal development and social integration, freedom for people to express their concerns, organize and participate in the**

decisions that affect their lives and equality of opportunity and treatment for all women and men. Decent work can be understood as the opposite of precarious work, and as a goal to strive for individually and collectively.

- And, while we're sharing definitions, and given the importance of positive action that we hope to see result from all this, here's another important one:
 - **STRATEGIES** refers to the way immigrants respond to precarious work both within the realm of work (for example, the search for stable employment, or the combination of multiple jobs to complete a living wage) and in terms of securing decent work.
- But a simple definition isn't enough to understand precarious work. As our research shows, precarious work is **MULTIDIMENSIONAL** – i.e. made up of many dimensions. Understanding these dimensions is like examining the ingredients of a recipe. It takes all ingredients to make a dish – though depending on the way you make your dish, the amount of each particular ingredient varies.
- Let's look at some of the dimensions of precarious work. There are eight key dimensions that the research looked at:
 1. Contract type
 2. Unionization
 3. Type of work
 4. Control over one's schedule
 5. Basis of pay
 6. Cash payment
 7. Benefits
 8. Place of work
- We will look quickly at each of these dimensions. However, it is important to keep in mind that different groups of people tend to have different experiences with precarious work – for example women and men experience it differently as do recent immigrants and newer immigrants. So, in addition to multidimensionality, precarious work also has **SPECIFICITY**.
- As for the dimensions, the first to look at is **CONTRACT TYPE**. In the power play we heard these words:
 - **“One boss ripped me off and didn't pay me what they said. I don't know, it could have been a mistake, but I didn't go back to find out.”**

- So in a precarious job there is often no contract, or perhaps just a verbal contract or a short-term contract. None of these situations provides any long term stability and can result in exploitation. A decent job (one that is not precarious) would have a long-term contract.
- A second dimension, and one that can have significant impact on contract type, is **UNIONIZATION**. A union job can provide contract stability, wage protections, worker rights and more. So we say that for many jobs not having a union contributes to a job being precarious.
- The **TERMS OF EMPLOYMENT** are yet another dimension. In the power play one character said (and this is also a quote from the research):
 - “once I became landed, and I started working for temporary employment agencies, that’s when I began to feel as I were being treated unfairly”
- So the types of employment that are precarious include: day labourer, home based workers, seasonal workers, temp agencies, unpaid family workers, part-timers, short-term contract work, self-employed with and without employees.
- **CONTROL OVER ONE’S SCHEDULE** or predictability of schedule is another dimension. Again from the research and the play:
 - “even when I get day work they also want you to work that night. And they just spring it on you – they know you work from 9-7 but then they say, “can you work late tonight”; like we don’t have a life. You know what I’m saying?”
- Without control over your schedule it can be difficult to find other work, to schedule other important parts of your life – such as schooling, childcare, etc. This is one example of how precarious work makes life, outside of work, precarious as well.
- A lot of jobs don’t have an hourly wage or a salary. Instead, the **BASIS OF PAY**, a fifth dimension of precarious work, is piece-work or one payment for a job (like payment to paint a room) or a contract. It is unstable and insecure to not have a salary or hourly wage.
- Related to this is *how* people are paid. We say if you are paid in cash it contributes to the precariousness of the job. **CASH PAYMENT** makes you more open to exploitation (like being underpaid) and is often illegal. Cash payment also relates to one other factor, benefits.

- If you are paid in cash you don't get **BENEFITS**. Of course, many waged and some salary jobs don't have benefits either. Lack of benefits adds to the precarity of the work and your life.
- And one last dimension we will talk about today is **WHERE YOU WORK** – often precarious jobs have workers doing their job in their own home or in their employers' homes. These are places that are usually difficult to scrutinize and regulate in order to ensure safe work conditions. Exploitation, of various kinds, becomes more likely in such circumstances.
- All of these **dimensions** contribute to precarious work: contract type, unionization, terms of employment, predictability of schedule, basis of pay, cash pay, benefits and place of work.
- We know that some jobs are not very precarious at all and some are very precarious. For example most management jobs come with a contract, a salary, benefits, a dependable schedule, the work takes place at an office, and wages are paid through cheques or direct deposit. We also know that a lot of day labourers work without contracts, get paid in cash, don't always know where their next job is, don't have benefits, and don't have a union.
- So, once again, precarious work is **MULTIDIMENSIONAL**.
- In addition to looking at the various dimensions of precarious work that people experience, you can add up the dimensions to get an overall score of precariousness. The score can be compared for different jobs, and you can also look for patterns to see if different groups of people tend to have higher or lower scores. The higher the score, the more precarious the job. We will apply this in our next exercise.
- So, what are immigrants doing to get by, to survive and cope with precarious work? What strategies are they using? How are people resisting the negative consequences of precarious work? How can individual immigrants connect with others in a similar situation, and with advocates and organizations that are working to address the negative consequences of precarious work? And how are people organizing to demand decent work and good jobs for all?
- The Immigrants and Precarious Employment Project found that immigrants face a number of problems at work and in settlement, that they try many things to deal with them, but not all of them work – and many of these will sound familiar to you.
- The research found that the problems people faced during their first year in Canada included:
 - 325 reported a problem with an employer or co-worker

- 23% reported discrimination
 - 19% reported a problem because of their immigration status
 - 19% reported on accent/language problems
 - 11% reported problems finding work
 - 7.9% felt they had problems b/c no Canadian experience
 - 7% experienced racism
- When asked what they did to address these problems, the responses were:
 - 18% switched jobs
 - 12% attended language classes
 - 12% networked or used their networks (for information, to improve)
 - 7% legalized or worked to legalize their status
 - 4% filed a formal complaint (against an employer or co-worker)
 - What does this have to do with dimensions and strategies?
 - If you are going to try to improve your situation or work with others for change, understanding the dimensions of precariousness can be useful. It helps you to identify what you might have in common with other workers employed by the same boss.
 - For instance, a temp agency worker has no job security and irregular hours; a full-time worker without a contract may have more hours but little job security. Recognizing that they have dimensions of precariousness in common can help to build bridges and coalitions and ensure that the employer doesn't pit the temp worker against the full-timer.
 - The idea of dimensions can also help you see different avenues that might make a job more decent, like getting a signed contract working away from home.
 - When you're talking with friends and neighbours about your jobs, the idea of dimensions of precariousness can give us common terms for judging and comparing the quality of jobs and bosses.
 - It is all about promoting decent jobs for everyone.

ACTIVITY 8 THE PRECARIOUS WORK WHEEL or HOW PRECARIOUS IS THIS JOB?

Objective

- ❑ Explore and evaluate specific jobs that participants have or have had (or know about) for how decent or precarious these jobs were or are
- ❑ Identify and analyze patterns of precariousness
- ❑ Compare the forms and degree of precariousness across jobs.
- ❑ Look for patterns in forms (specific dimensions) and degree (overall score) of precariousness for different groups (men/women, more and less recent, region of origin, etc.)

Time **40 minutes**

What you need

- ❑ Precarious Work Wheel Handout (in Participant Kit)
- ❑ Extra copies of Precarious Work Wheel Chart
- ❑ Black Markers
- ❑ Masking tape
- ❑ Large version Precarious Work Wheel Chart
- ❑ 3 sheets of paper one reading “0-2 points”, another “3-5 points” and a third “6 to 8 points” (see step 7 below)

What to do

1. Draw a large version of the Precarious Work Wheel (see Reference Sheet 6) on a piece of flip chart paper so that all participants can see it.
2. Explain that we are going to look at different jobs that you have had or know about and analyze how precarious they are, to see how far they are from being “decent work” .
3. Distribute Precarious Work Wheel handout. Point out that it features the eight dimensions of precarious work that we have already covered:
 1. **Contract Type:** No contract, verbal agreement, short-term contract. (Includes self-employed)
 2. **Union:** Not a member of a union
 3. **Employment Relationship:** Temporary, seasonal, part-time, temp agency. Not a full time worker
 4. **Control Over Schedule:** Schedule changes week to week, daily, monthly. Little or no control over schedule.
 5. **Basis of Pay:** No set, regular wages. Paid daily rate, for the job or project, piecework basis. (Not hourly or set salary)


6. **Cash Payment:** Paid in cash, personal check, or combination. (Not paid by company check or direct deposit)
 7. **Benefits:** No deductions from pay for benefits
 8. **Places of Work:** Irregular/ multiple employment sites. Work in multiple locations or no fixed location, own home, boss's home (Not at single employer site, not at home or employer's home)
4. Using the large version of the Precarious Work Wheel, describe how it is to be used. Write the job title or type on the handout in the "job title" box. Write in large block letters with a black marker (this will enable all participants to be able to read the "precarious job pie" handouts when they are posted). Using the diagram of the wheel, fill in (colour in) the pie slice with a black marker if the job you are making a picture of had (or has) the indicator. For example, if it is a NON unionized position, you colour in that pie slice. If a particular pie slice is only sometimes true (e.g. you only sometimes have control over your schedule) you can partially colour it in. So the more of the pie that is coloured in, the more precarious the job. When you are done colouring – you count up all the wedges you have coloured in for a score. Explain that you will demonstrate with two examples.
 5. Using a Precarious Work Wheel drawn on flip chart paper, illustrate the two examples you will find on Reference Sheets 6a and 6b: the construction worker, the temp clerical worker. Walk through two examples, ensuring that the scoring for each job is clear. Explain that we will talk more about the scoring later. (Alternatively, you could copy the reference sheet examples and hand them out.)

Write the job title or type on the handout in the "job title" box. Write in large block letters with a black marker (this will enable all participants to be able to read the "precarious work wheel" handouts when they are posted). Using the diagram of the wheel, fill in (colour in) the pie slice with a black marker if the job you are making a picture of had (or has) the indicator. For example, if it is a non-unionized position, you colour in that wheel section. If a particular wheel section is only sometimes true (e.g. you only sometimes have control over your schedule) you can partially colour it in. So the more of the wheel that is coloured in, the more precarious the job. Score each wheel section according to how they are filled in. Add up the overall score and write this in the appropriate box.

6. Divide the group in pairs. Ask everyone to talk with their partner about any job they have or have had in Canada that they would like to examine for how precarious it was (or is).
7. Make three columns on a wall by posting three headlines for the scores:
 1. "0 – 2 points"
 2. "3 – 5 points"
 3. "6 – 8 points"

8. In plenary, have everyone mount (with masking tape) their diagrams in the column that corresponds with their score.
9. Ask everyone to take a few minutes to look at what has been produced – you can call this a “museum” tour.
10. Ask the group to look for similarities and differences between jobs. Have them consider differences across groups of jobs. Some questions that may emerge or that can be explored include:
 - What makes some of the same jobs more or less precarious?
 - Who is more likely to hold certain jobs?
 - What aspects of precariousness do we have more influence over?
 - What are some additional indicators that we could have looked at? (e.g. workplace safety)

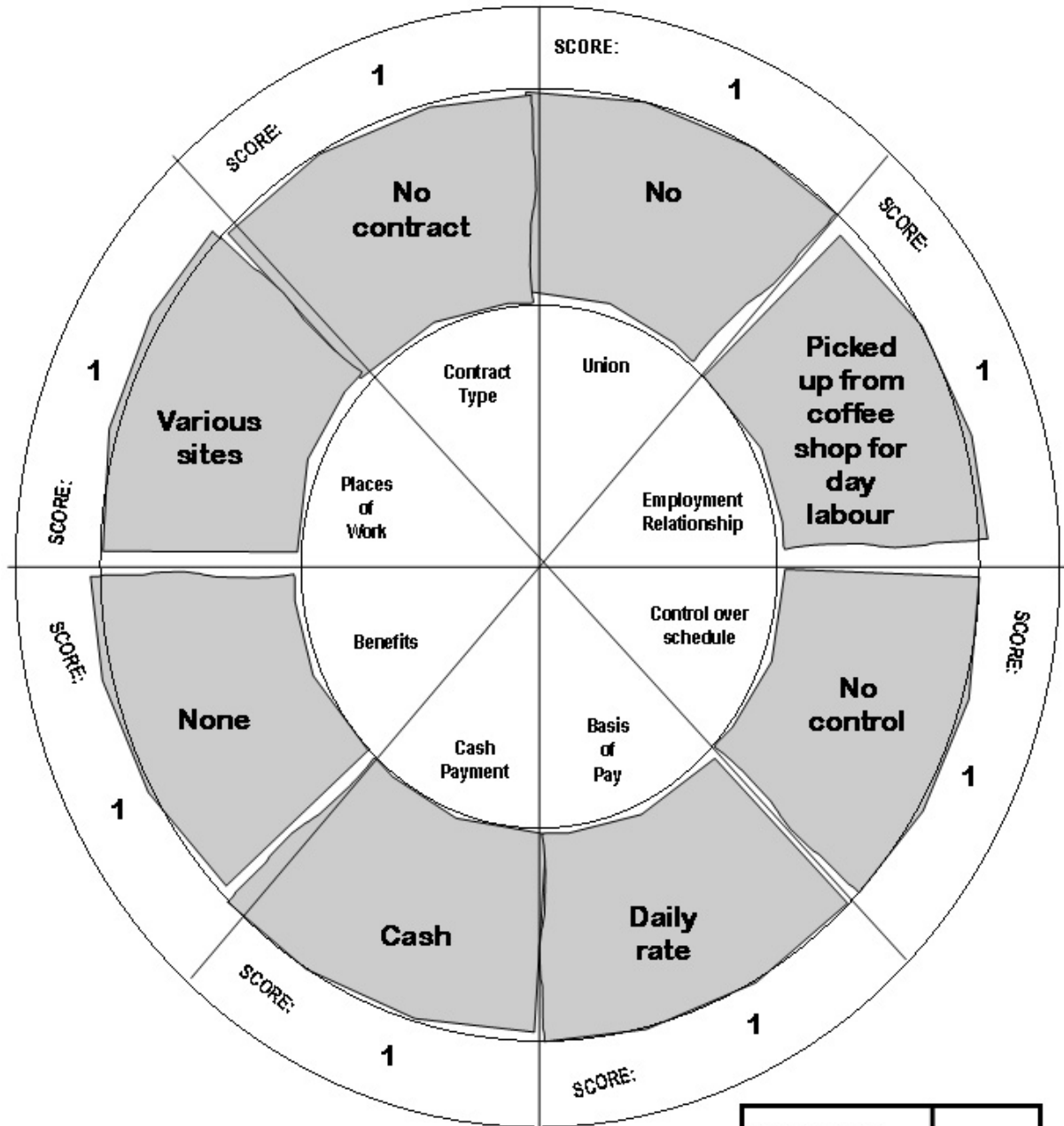
Facilitator Notes

-  *It's a good idea to take time before the workshop to try out the Precarious Work Wheel on jobs that you have held. This is a good way of seeing the possibilities for how this tool can be used as well as a good way to figure out how best to communicate the instructions.*

REFERENCE SHEET 6a – CASE 1 PRECARIOUS WORK WHEEL

JOB TITLE OR TYPE:

Day labourer - construction
Young Mexican man recently arrived immigrant



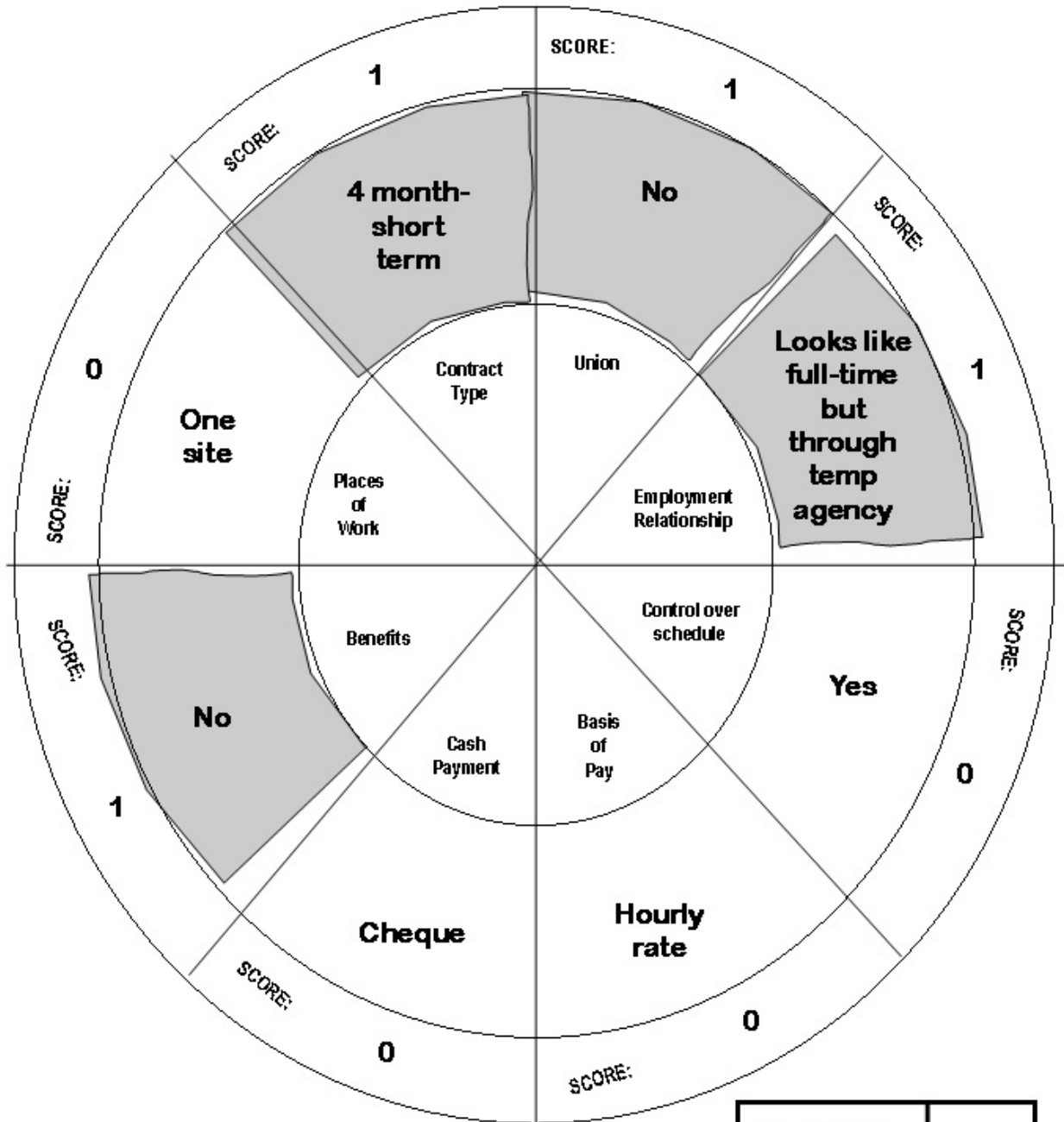
OVERALL SCORE:	8
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REFERENCE SHEET 6b – CASE 2

PRECARIOUS WORK WHEEL

JOB TITLE OR TYPE:

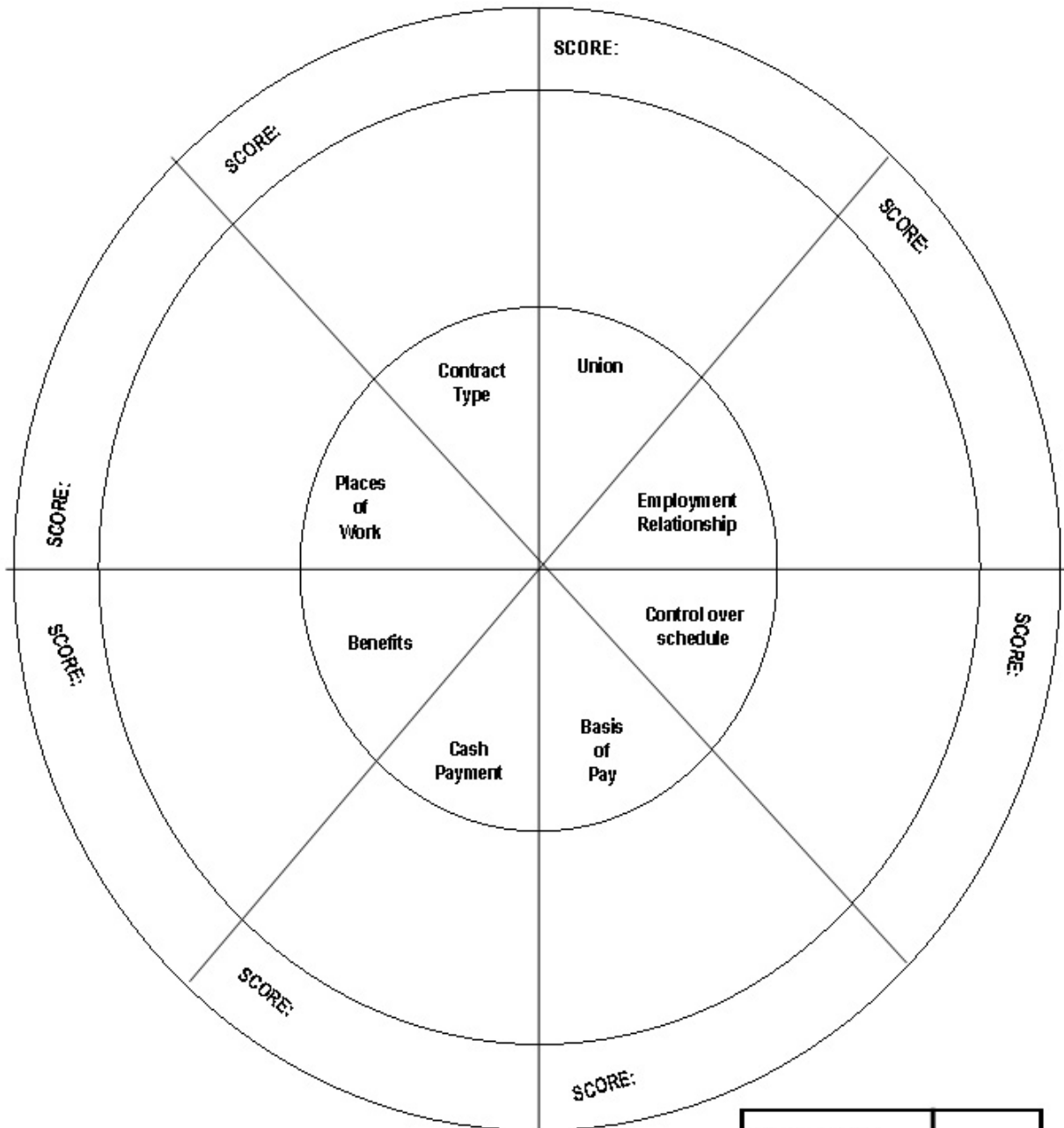
Community service worker
clerical work, temp contract, legal office (was a lawyer)



OVERALL SCORE:	4
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REFERENCE SHEET 6c - HANDOUT PRECARIOUS WORK WHEEL

JOB TITLE OR TYPE:



OVERALL SCORE:	<input type="text"/>
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ACTIVITY 9 POWER PLAY II

Objective

- Share information about actions that could be taken individually and collectively

Time

15 minutes

(5 min. to read, 10 to discuss)

What you need

- Three reading copies of power play (14 point type for easier reading – see APPENDIX B)

What to do

1. This is Act 2 of the Power Play: ***Teeter Totter Park Talk***
2. As with Act I, tell participants they can read along if they want – it will be short and then we will take feedback. Participants will find Act II in their workshop kit on page 22.
3. Ask if there are a couple of people (these could be the same as the first time around or two new people) who would like to volunteer to read one of the roles. The facilitator should read one and two participants could take on the other roles.
4. Read Act II (5 minutes)
5. At the conclusion, ask everyone to turn to a neighbour and share one or two initial impressions. Share two or three of the following questions to prompt discussion:
 - a) What did you think about what the different characters were saying?
 - b) What did you connect to?
 - c) Does this reflect your experience?
 - d) What action(s) do you think are possible in your community and workplace(s)
10. Give the small groups just 2-3 minutes.
11. Bring people back together and ask for some comments. Discuss for 7 to 10 minutes.
12. You can close this activity by pointing out that it flows straight into the next one in which we will go into more depth about what people have experienced and what they know about what causes precarious work.

ACTIVITY 10a WHAT'S NEEDED TO REDUCE OR ELIMINATE PRECARIOUS WORK?

Objective

- ❑ To share collective knowledge about how we can end/eliminate precarious work and share ideas for solutions

Time 30 minutes

What you need




- ❑ A large What's Happening Chart on the wall
- ❑ Markers
- ❑ Sticky notes – two colours – different from stickies used in Activity 6 – blue and orange are recommended, but any colours will do.
- ❑ What's Happening Chart Handout (pg 26 in participant kit)
- ❑ Stickie dots (for “dotmocracy option”)

What to do

1. Prepare and mount a large wall-chart of the What's Happening Chart – see Reference Sheet 7.
2. Explain that this activity allows us to share our collective knowledge about precarious employment and the different ways that we can work towards getting and creating more decent jobs.
3. Explain that in this exercise we are looking at two broad questions; what are people, groups and governments doing now to reduce or eliminate precarious work and what else should be done to reduce or eliminate precarious work. Participants will fill in sticky-notes with examples of action they know is happening or actions they think should happen to reduce or eliminate the precariousness of work.
4. Explain that the chart is a tool to spark our collective thinking – not to create a consensus. The goal is to get out ideas, not simply to fill in the chart, so don't worry if you have an example that might not fit perfectly or if your example can fit into more than one place – that is fine.
5. There are two colours of stickies – one colour is for what is already happening, that people know about (such as blue). The other colour is for what people think should be but is not yet happening (such as orange).
6. Ask people to start by writing down examples of things they have done to make their jobs less precarious or to find decent work or make their situation better. Use markers and write only one point per sticky – keywords or headlines are fine.

7. Provide examples for some of the squares. See some examples in the Facilitator notes.
8. Give people about 10 minutes to fill in stickies and then ask people to post the stickies on the What's Happening Chart.
9. Invite participants to have a look at the chart as they finish posting. (You can call this a "Museum Tour" – people come up and look closely at the chart the way people stroll by paintings in an art gallery.)
10. The facilitator can read out a selection of the contributions to give everyone a quick sense of what's on the chart.
11. Participants are then asked to talk about what they put up. Allow 15-20 minutes. Begin by asking people to discuss actions they have taken or they know are being done. Ask about how effective the action is/was. After a few participants have volunteered this information you can then ask if anyone wants to ask a question about something that they have seen. After a few examples, ask for some examples of what people think *should be done*. Finally, as a way of ending this step you can ask everyone if there's anything that's missing.
12. OPTION: if extra time is available, use "dotmocracy" (Appendix F - Activity 10f) to have people vote on their top 2 actions (perhaps one personal and one institutional)
13. People can then discuss why they voted on their choices. This can lead to other activities such as the priority squares or the action analysis chart (Appendix F).

Facilitator Notes

-  *It is not necessary for every person to put something in every box. You may want to stress this point telling people to fill in what they know.*
-  *Examples that you could use to model the exercise have been noted in the model on Reference Sheet 6 which you can use to note other examples that you could draw on.*
-  *It can be helpful to prepare your sticky notes prior to the session and you can stick them on this page until you need them:*

**WHAT
IS
ALREADY
HAPPENING
?**

**WHAT
SHOULD
BE
HAPPENING
?**

REFERENCE SHEET 7

WHAT'S HAPPENING CHART:

WHAT'S NEEDED TO REDUCE OR ELIMINATE PRECARIOUS WORK?

	CURRENT WORK / JOB	DECENT WORK	EDUCATION / TRAINING	NECESSITIES (of life, e.g. food, shelter, etc.)	OTHER
INDIVIDUAL			<i>going to night school for computer tech</i>	<i>Shelter: moved into cheaper apartment</i>	
AGENCIES			<i>X agency has resume help</i>		
COMMUNITY	<i>there is a union drive at my work</i>				
GOVERNMENT		<i>create better workplace safety rules</i>			

ACTIVITY 11 EVALUATION / WRAP-UP / NEXT STEPS

Objective

- ❑ To bring closure to the workshop, evaluate the process and discuss next steps.

Time 5 - 10 minutes


What you need

- ❑ Sticky notes
- ❑ Markers

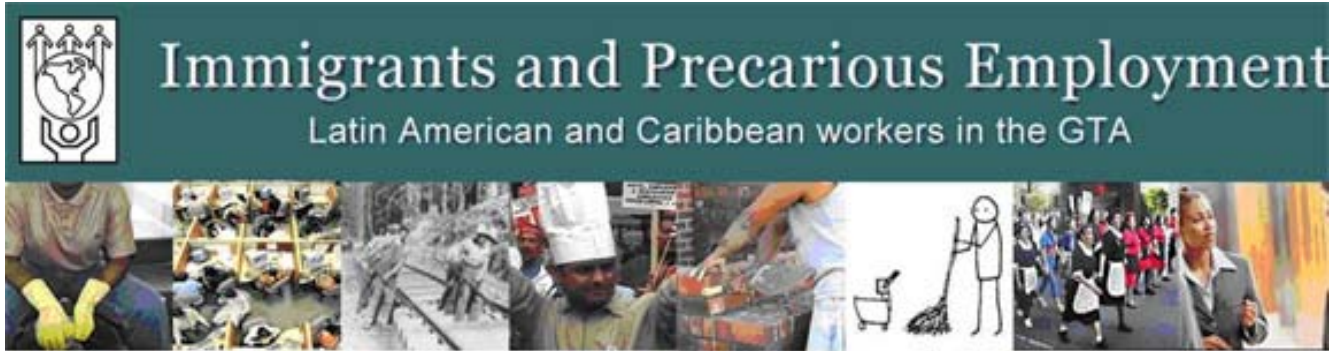
What to do

1. State that we are at the end of the session- all that's left is wrapping up and evaluating.
2. If you have the time, a quick evaluation can help bring closure to the event as well as collect some information that will help you in future workshops.
3. Choose one of these simple methods:
 - a. A simple go-around to ask participants to share one positive and one negative about the workshop
 - b. A simple go-around to ask participants to share one thing that they liked about the workshop and one thing that could have been done differently
 - c. A simple go-around to ask participants to share one thing that they plan to do following this workshop (an action they will take)
 - d. Using sticky notes, ask participants to complete one positive and one negative. You can then have them post these on flip charts that have been labeled "+" and "-"

Facilitator Notes

-  *If you have the time it helps to give participants two minutes to share with a partner (a person beside them) what you wish to learn (e.g. one positive and one negative). Having a chance to talk this out – even for one minute – increases the likelihood that they will share this in plenary. And even if they do not, they have, nonetheless taken a moment to reflect on the process. NOTE: if you give people two minutes, stick to this. It is easy for two minutes to become five. You will be interrupting conversations. But that's okay at the end of the workshop. More people will be pleased with finishing on time than annoyed with being interrupted.*

APPENDIX A:



Immigrants and Precarious Employment

A Popular Education Workshop

Spring 2009

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2. A Poverty Reduction Plan for Ontario	
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1. AGENDA

1. Welcome and Introductions
2. Agenda / Objectives
3. Teeter Totter Park Talk: Power Play – Act I
4. Our History of Work
5. Overview of Precarious Work Research
6. Break
7. The Precarious Work Wheel or How Precarious is this Job?
8. Teeter Totter Park Talk: Power Play – Act II
9. What's Needed to Reduce or Eliminate Precarious Work?
10. Evaluation & Wrap-up

2. QUOTES ABOUT EMPLOYMENT AND WORK

"The lousy thing about the LCBO is you're guaranteed no hours," says Rain Loftus, a part-time liquor store worker in London. "You can work anywhere from 40 hours to zero."

By any measure, the Liquor Control Board of Ontario is a big, rich employer. The LCBO pours \$1 billion a year in profits into government coffers, not counting the taxes drinkers pay on booze. But all that cash doesn't stop the LCBO from trying to keep its workers poor. Of the 5,400 OPSEU members at the LCBO, at least 56 per cent are casual employees. They have no health benefits and no guarantee of hours.

"Whenever there's a crunch in the budget, it's always the casual hours they come after," Loftus says. "It creates an atmosphere of fear. People won't fight things that come along for fear of being transferred or seeing their hours reduced."

Part-time workers, full-time fighters! Grassroots activists stand up for precarious workers by Randy Robinson, *Our Ontario, OPSEU 2006*

Grace Mungal, president of Local 251, works eight hours a week. "I'm seeing a tremendous growth in the number of parttimers, but they're being treated as second-class citizens," Mungal says. "What really concerns me is that they are new immigrants, they are women of colour, they are victimized. "Half of them work two to three jobs. A lot of my members live below the poverty line."

Part-time workers, full-time fighters! Grassroots activists stand up for precarious workers by Randy Robinson, *Our Ontario, OPSEU 2006*

Candy Lindsay: "A lot of women are affected by the whole issue of parttime work. For example, they can't afford childcare. This is a big women's issue, and it needs to be put on the government's agenda."

Part-time workers, full-time fighters! Grassroots activists stand up for precarious workers by Randy Robinson, *Our Ontario, OPSEU 2006*

The first duty of a human being is to assume the right functional relationship to

society -- more briefly, to find your real job, and do it.

Charlotte Perkins Gilman

When it comes to getting things done, we need fewer architects and more bricklayers.

Colleen C. Barrett

People might not get all they work for in this world, but they must certainly work for all they get.

Frederick Douglass

Always be smarter than the people who hire you.

Lena Horne

I am somehow less interested in the weight and convolutions of Einstein's brain than in the near certainty that people of equal talent have lived and died in cotton fields and sweatshops.

Stephen Jay Gould

(1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

(2) Everyone, without any discrimination, has the right to equal pay for equal work.

(3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

(4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 23 of the UDHR

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 24 of the Universal Declaration of Human Rights

God respects me when I work but He loves me when I sing.

Rabindranath Tagore

The phrase 'work-life balance' tells us that people think that work is the opposite of

life. We should be talking about life-life balance.

Patrick Dixon, in Building a Better Business (2005) p. 182

Everything in this world depends on work.

Louis Pasteur

If work were so pleasant, the rich would keep it for themselves.

Mark Twain

My grandfather once told me that there were two kinds of people: those who do the work and those who take the credit. He told me to try to be in the first group; there was much less competition.

Indira Gandhi

Experience is an asset of which no worker can be cheated, no matter how selfish or greedy his immediate employer may be.

Napoleon Hill

When a man tells you that he got rich through hard work, ask him: 'Whose?'

Don Marquis

If you don't want to work you have to work to earn enough money so that you won't have to work.

Ogden Nash

The phrase "working mother" is redundant.

Jane Sellman

Poverty is the worst form of violence.

Mahatma Gandhi

If there is no struggle, there is no progress - Those who profess to favor freedom and yet renounce controversy are people who want crops without plowing the ground.

Frederick Douglass, Abolitionist Leader 1817 - 1895

Solidarity is not an act of charity, but mutual aid between forces fighting for the same objective.

Samora Machel

3. TEETER TOTTER PARK TALK: A PLAY OF PRECARIOUSNESS

A POWER PLAY ABOUT PRECARIOUS WORK

ACT I

Scene:

The scene is a playground beside a community centre. Children are running around playing and calling to each other. Three adults sit on a bench each watching the children play and keeping an eye on those for whom they are responsible. One is a nanny (an immigrant-worker from The Philippines); one is a temp worker from Mexico; and one is a self-employed consultant in the communications industry. The nanny, the temp worker and the self-employed worker all experience different forms of precariousness.

[Bold text are quotes or adapted from quotes from interviews conducted during the research]

Characters: Nanny (from overseas; working to earn immigration points)
Temp (a worker who is relying on day-to-day temporary labour)
Self-employed (a worker who works from home on piece work)

Temp: I'm glad to see them playing with so much energy. I hope they wear themselves out so they sleep good and hard tonight.

Nanny: I know what you mean!

SE: Your kids sure seem to be pretty energetic. How long have you been their nanny?

Nanny: Only a few months. This is all very new for me.

SE: You've never taken care of kids before?

Nanny: No, no, I mean being in Canada. I have a son and a daughter back home.

SE: That must be hard. How old are they?

Nanny: The same age as these two – ages two and six.

Temp: I miss my kids when I'm working, but I feel lucky to spend today with them since I didn't get called in for work. Of course that means I'm not getting paid either.

- Nanny: Now *that* seems hard to me – you either get work or you get to spend time with your kids.
- SE: Yeah, but there’s always the evenings, right?
- Temp: **Not exactly, even when I get day work they also want you to work that night. And they just spring it on you – they know you work from 9-7 but then they say, “can you work late tonight”; like we don’t have a life. You know what I’m saying?**
- SE: Well, that’s one of the things I like about working from home – I get to see my kids more; but it’s trickier than I thought it would be. If I’m working I’m working and if I’m not working I’m not getting paid. And concentrating with kids around is hard. Still working from home is nice.
- Temp: There isn’t any kind of “work-from-home” job available for someone like me.
- SE: What do you mean?
- Temp: Well, I’m an immigrant and it’s hard to find permanent work. In my country I was a workplace trainer with my union – I have a teaching certificate. But that means less than nothing here.
- Nanny: Canadian experience is what they want to see. That’s why I’m doing this nanny work. But a friend of mine is doing volunteer work. And she says, **“if you volunteer they actually see you and they like your work; you stand a better chance of getting the job than you do trying to apply and not knowing any one at the company or being recommended.”** Of course, volunteering doesn’t pay the bills.
- SE: Yeah, it’s that old saying: “It’s *who* you know, not *what* you know.”
- Temp: I’m learning that the hard way. And I’m learning a lot of other hard lessons as well. **One boss ripped me off and didn’t pay me what they said. I don’t know, it could have been a mistake, but I didn’t go back to find out.**
- Nanny: Sometimes the work I’m expected to do is so much more than I expected and I think I should be paid a lot more - **working all those hours, no overtime, they don’t pay you over time...I guess you’re just supposed to be happy to have a job.** But I can’t say anything.
- Temp: **Sometimes, you just work through it, you work with it. And I guess that’s what I’ve done. I didn’t have time to stop and say: you know what; I’m being treated unfairly here.**

- SE: A friend of mine who is an immigrant had it bad. **He was a temp worker in pretty labour-oriented type jobs – not a great environment – always dirty and hazardous. Safety issues weren't met and of course the money was never close to what he expected. He had at least a year of those kinds of jobs.**
- Temp: **You get worse treatment being a temp employee than being a refugee. Before I was a landed immigrant, steady work was harder to find. But I didn't feel inferior; I was never mistreated in any way because of my status in Canada but, once I became landed, and I started working for temporary employment agencies, that's when I began to feel as I were being treated unfairly.** They call me a flexible worker and that's supposed to make me feel good.
- Nanny: **As a temp, whether you're landed or not, they don't respect you; you're just a number.** Like number 6.
- SE: I'm not a number. I'm a free man – at least free from having a boss. But my work *is* flexible. I like to say I'm my own boss. But to tell the truth, too often **according to the boss, you're there for a paycheck, so you just do your work and that's that...no benefit, nothing, no respect.**
- Nanny: But don't you work for lots of different people? Doesn't that mean you have lots of bosses?
- SE: Yeah, there *are* days when you could say that the new boss is pretty much the same as the old boss.
- Temp: And self-employed people don't get benefits. It's like my work, you get no long-term contracts or benefits. And with your home office you have to pay for stuff an employer normally would.
- SE: Okay, okay, you've got a point or two there. The “no benefits thing” does make things harder. And it is hard when you're self-employed to take a vacation – after all not working means not earning money. Maybe you could say that my work is more precarious than flexible.
- Nanny: I thought work was better here in Canada. But I can see that you have to take what you can get – especially if you're an immigrant. My friend has a background in IT and she told me **“I'm not going to find an IT job if I'm not landed.” So, she wouldn't go in search of one. And now she's accepted the situation for however long it takes for her to be landed and so she says that whatever comes her way, she'll just work with it for now.**
- Temp: I saw a lot of things when I worked for the union in my country. And I'm sad to see that even here in Canada you have jobs that don't pay you for the training time, or you have employers who insist on paying cash, and they pay for piece

work or hourly work depending on which is less. I feel like I'm on of those teeter-totters the kids are playing on – up and down, up and down – but going nowhere.

SE: Yeah, I know that even if you *do* work full-time at those jobs it doesn't mean you're out of trouble. Full-time isn't what it used to be.

Nanny: Assuming you can even *find* full-time work! A winning lottery ticket seems easier to get sometimes.

Temp: Looks like my kids are ready to head home.

SE: See you tomorrow then?

Temp: Your guess is as good as mine. I never know *when* I'm going to get work. I could get a job tomorrow and it could be weeks before I'm back here or I could be here every day for the next couple of weeks. I have almost no control over my schedule.

Nanny: Well, then, it's a *temporary* good-bye.

4. Jobology Forms

PRE-MIGRATION

WHO: _____

POST-MIGRATION

WHO: _____

Where Have All The Good Jobs Gone?

Precarious Work and
Strategies To Improve Work



“I’m not going to find an IT job if I’m not landed. So, number one: I wouldn’t go in search of one. Number two: I accepted the fact that – OK, this is the situation for however long it takes for me to be landed, And, number three: whatever comes my way, I’ll just work with it for now.”

Precarious work is
MULTIDIMENSIONAL
(made up of numerous dimensions) as well as
SPECIFIC
to the life-circumstances of particular people (in this case a special focus was made on immigrants).



What exactly is precarious work? How do we determine if a job is precarious?

How do we measure precarious work?

How are people coping with precarious work?

How are people resisting precarious work?

What is decent work?

How can people work together to reduce precarious work and increase decent work?

PRECARIOUS WORK refers to arrangements that give employers flexibility but leave workers without stable and secure work. Precarious work conditions are defined by the absence of a number of elements—not only one. Precarious work means little or no job security (short or no contract), limited or no benefits and worker protections, and not having stable and predictable hours and income. It may also mean not having enough hours and having to piece together several jobs or short contracts, and it may mean working under the table and being paid in cash. Although many precarious workers pay in to public benefits such as Employment Insurance through deductions, they may not qualify for EI and other benefits because they don't meet minimum employment requirements because of seasonal or part-time work. Precarious work may also mean 3-D work: jobs that are dirty, dangerous and difficult. Some precarious work pays well—it isn't defined by low wage levels. Precarious work arrangements are found in many jobs and sectors as arrangements become increasingly flexible for employers.

DECENT WORK involves opportunities for work that is productive and delivers a fair income, security in the workplace and social protection for families, better prospects for personal development and social integration, freedom for people to express their concerns, organize and participate in the decisions that affect their lives and equality of opportunity and treatment for all women and men.

STRATEGIES refers to the way immigrants respond to precarious work both within the realm of work (for example, the search for stable employment, or the combination of multiple jobs to complete a living wage) and in terms of securing decent work.



8 key dimensions of precarious work

1. CONTRACT TYPE

2. UNIONIZATION

3. TERMS OF EMPLOYMENT

4. CONTROL OVER ONE'S SCHEDULE

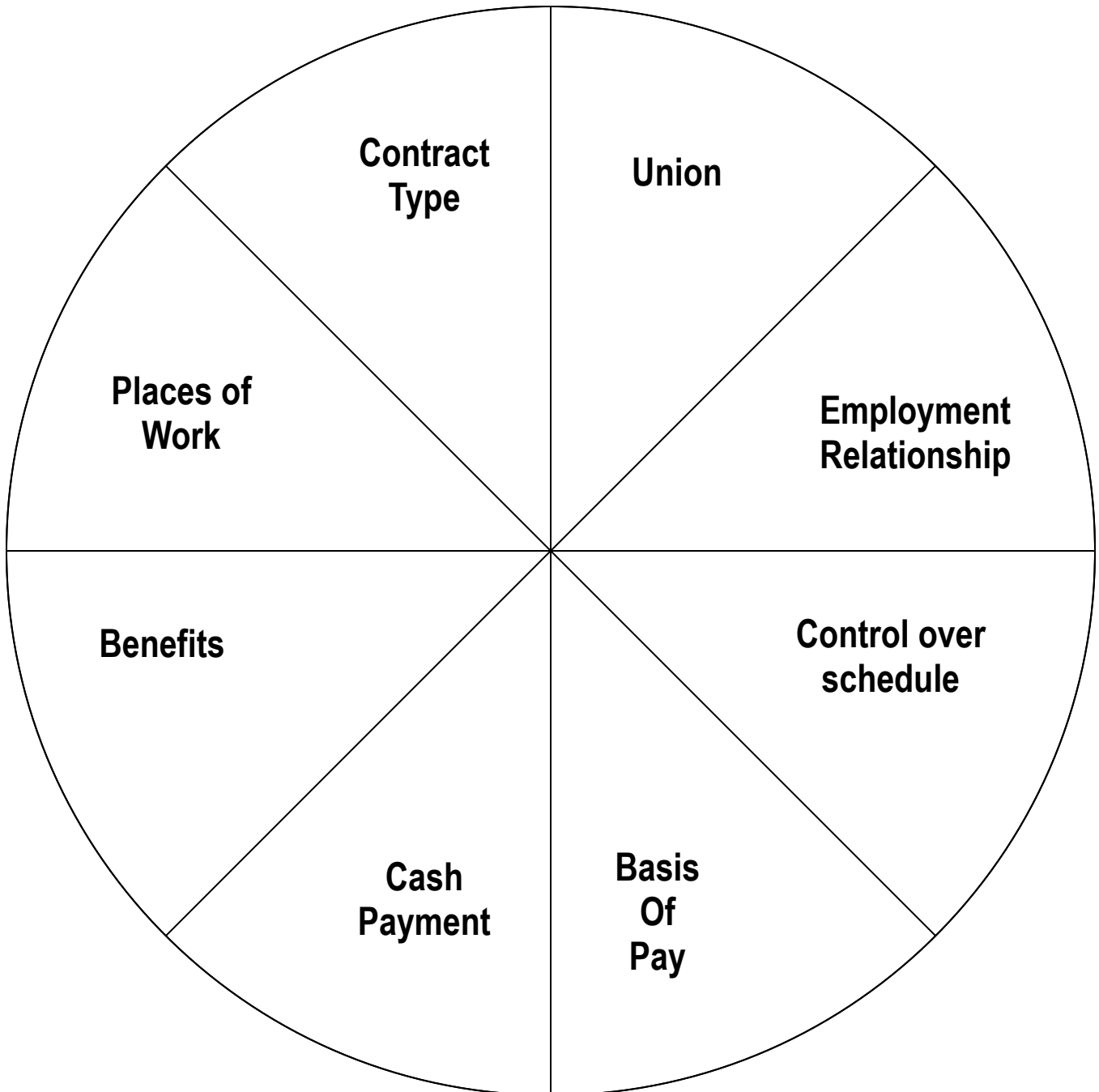
5. BASIS OF PAY

6. CASH PAYMENT

7. BENEFITS

8. WHERE YOU WORK

PRECARIOUS WORK WHEEL



STRATEGIES

**What are people doing to get by,
to survive and cope
with precarious work?**

**What strategies have
people developed to resist
the negative consequences
of precarious work?**

**And what are people
doing to find decent
work?**

**What should people
be doing?**

The Immigrants and Precarious Employment Project found that immigrants face a number of problems at work and in settlement, that they try many things to deal with them, but not all of them work – and many of these will sound familiar to you.

The research found that the problems people faced during their first year in Canada included:

325 reported a problem with an employer or co-worker

- **23% reported discrimination**
- **19% reported a problem because of their immigration status**
- **19% reported on accent/language problems**
- **11% reported problems finding work**
- **7.9% felt they had problems b/c no Canadian experience**
- **7% experienced racism**

When asked what they did to address these problems, the responses were:

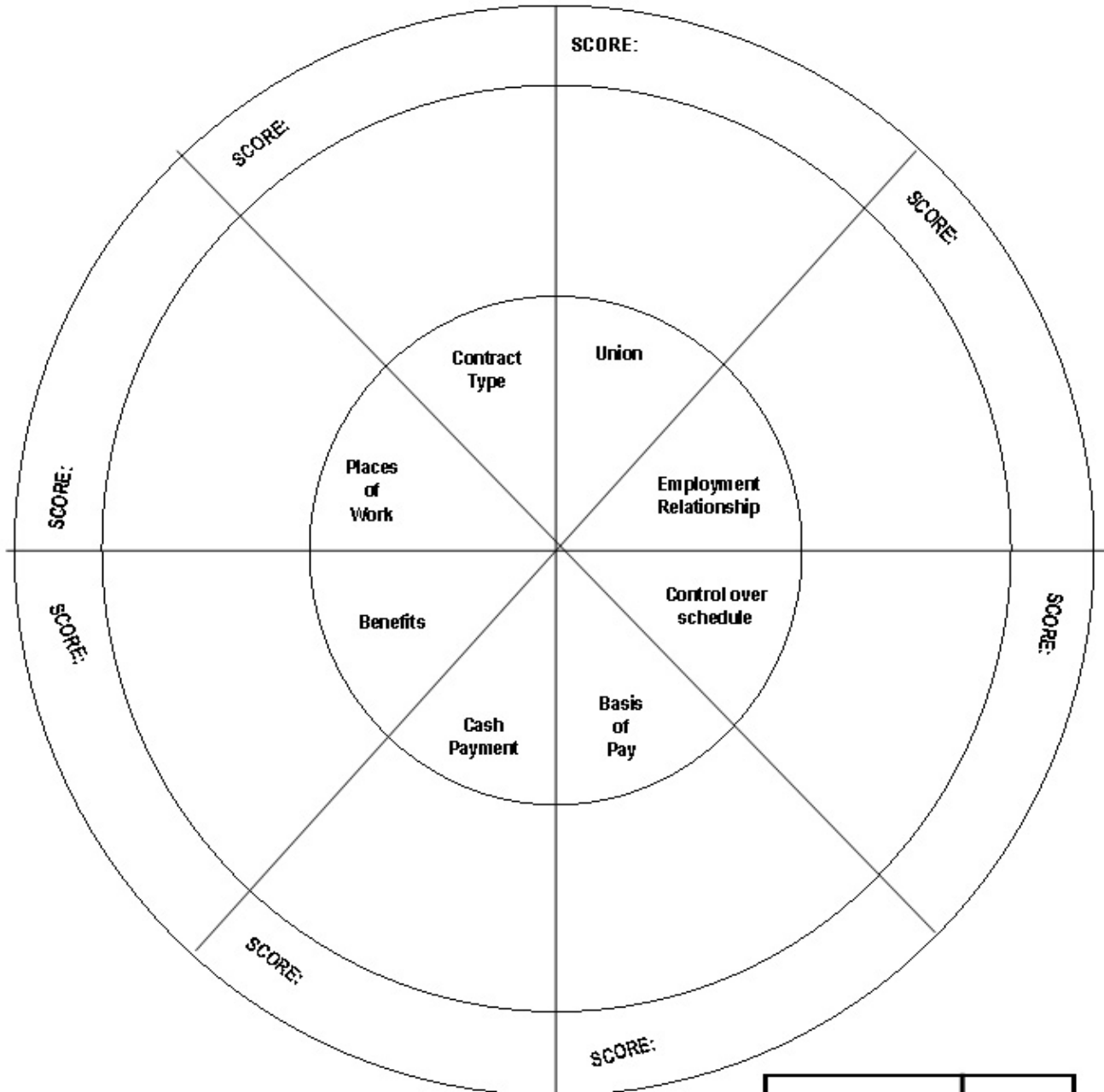
- **18% switched jobs**
- **12% attended language classes**
- **12% networked or used their networks (for information, to improve)**
- **7% legalized or worked to legalize their status**
- **4% filed a formal complaint (against an employer or co-worker)**

What does this have to do with dimensions and strategies?

6. PRECARIOUS WORK WHEEL

JOB TITLE OR TYPE:

--



OVERALL SCORE:	
-----------------------	--

7. TEETER TOTTER PARK TALK: A PLAY OF PRECARIOUSNESS

A POWER PLAY ABOUT PRECARIOUS WORK

ACT II

SCENE: The next day at the park

Nanny: I see you're taking care of your kids again today.

SE: Yeah, I decided to take a personal sick day. Unpaid, of course.

Nanny: But you have national health care, don't you?

SE: Sure, that covers most things. But it doesn't cover your salary for sick days. That would require additional benefits that only some jobs have. It's one of the things that self-employment doesn't really have.

Nanny: Look who else isn't working today.

SE: So, it looks like you didn't get called in to work this week.

Temp: That's right. I guess I *should* start buying lottery tickets more often. The odds are probably better than finding work.

SE: Well, the odds of winning are almost the same whether you buy a ticker or not.

Temp: So, how do we change the odds for getting good work?

Nanny: **A friend of mine goes to night school cause she's trying to move out of a cleaning factory situation. She works during the day and then in the evening she goes to night school to do accounting.**

Temp: When you come here, no matter what experience you have had, it seems like you have to go to school all over again. We need to do a better job about letting people know what's out there. When I first started, **friends hooked me up with jobs and I didn't really go looking. I took whatever I got, because I didn't have any other options really. I didn't know about these other places out there, help centers or whatever you call it.** I'm thinking about going to a resume workshop clinic-getting someone to help me put together my experience and background into a more sellable form.

- SE: It's crazy what we do around foreign credentials. Like that sad joke, if you need a doctor or a lawyer in Toronto, hail a cab. I know one guy who's doing survey work and he's a medical doctor from the Middle East. People say "get your degree" but more education doesn't automatically mean better decent jobs.
- Temp: It's more than just credentials. It's wages, job security, and health benefits. Unions have always been good for fighting about such things. I'm surprised that they're not stronger here in Canada.
- SE: Well, they're stronger here than most places, though I suppose that doesn't always mean much.
- Nanny: Are you in a union?
- SE: Well, I *have* been a member of a union. But I got laid off and that's when I figured out a way to work from home.
- Temp: Yeah, and I hear people talk about unions at some of the jobs I've done but I don't feel safe talking to them – even though I was a trade unionist back home and I know that the rules are different here than a lot of places; unions have legal protection and power to look out for workers.
- Nanny: The whole system should change. Look at me, I'm on a two-year work program and can't apply to become a permanent resident until my time is done. The people I live and work for are okay but if they ask me to work a 12 hour day, I can't really say "no". I have a friend who has to do this all the time. A lot of people want you to work the hard jobs but then they don't really want you to stay. I'm here to send money back and support my family. But whenever I talk about that I see that people resent this. And then I worry I won't last the two years.
- SE: It's not like it used to be, come here, work hard, and usually you could move up a bit. People haven't stopped working hard, they just stopped moving up.
- Temp: I work hard at *all* my jobs! I'd rather work hard at just one job. A job with some regular pay, some benefits, maybe even a collective agreement!
- Nanny: They talk about free trade, but you aren't free to go work where you want. The only thing free to move is stuff to sell, not the people to sell it ...
- Temp: ...or build it!
- SE: And then when you *can* move for work, families end up spread out all over chasing jobs.
- Nanny: You're telling me. And if I try to earn a little extra on the side, it can be really dangerous. Not that I have the time.

Temp: And you can't even get the jobs you are qualified to do.

Nanny: What do you think about resume workshops? I went to one at an agency in my neighbourhood to see what I could learn. And it seemed useful, even though I can't really use it until after I apply to immigrate.

Temp: I've heard of resume workshops but the only thing I've had time to do these past few years is learn English better. I suppose I should think about those workshops now.

SE: But I wonder if those workshops really change things. I can see that they would help someone like us. But there always seems to be more and more temporary work and underpaid work and more and more "work-from-home" arrangements...

Nanny: Hey, I thought you said you liked that!

SE: Well, you two have me thinking more about the lack of benefits and I'm beginning to see that yes there *are* advantages to not using your home for work.

Temp: With the tens of thousands of jobs lost recently I wonder how many more people will be forced to do things like work from home or do the temp work like me.

Nanny: I have a friend who says that volunteering at her community centre has been really helpful. She's seen a lot more people come in recently and she likes helping out. She even gets to take the workshops they give sometimes for free. She took this one workshop last week on precarious work – sounded really good. And she's made some good connections that have even got her some small jobs.

SE: That reminds me of a guy I worked with a while ago. He was from Peru and as soon as he got here, he volunteered for this non-profit. He helped them update their mailing and phone lists and made calls to dozens of agencies for a few months. He was also studying English. And after six months he got a job at one of the agencies. I was pretty impressed. Part of it was he was at the right place at the right time.

Temp: I'd *love* to do something like that. But I have to get paid work almost every day if I can. **I found that in Canada employers demand Canadian experience, not in theory, but for real; they ask you when, where and for how long you have worked. That was when I learned about volunteer work.** But how do you find the time to volunteer?

SE: Yeah, I know it's hard. But even a half a day a week can be a good investment in networking. What about connecting with one of the unions doing research on this? I know that OPSEU and CUPE have both talked about precarious work. And I bet that there's some international stuff on this as well.

Temp: I suppose it would be a good idea to learn more. But my English reading isn't so strong.

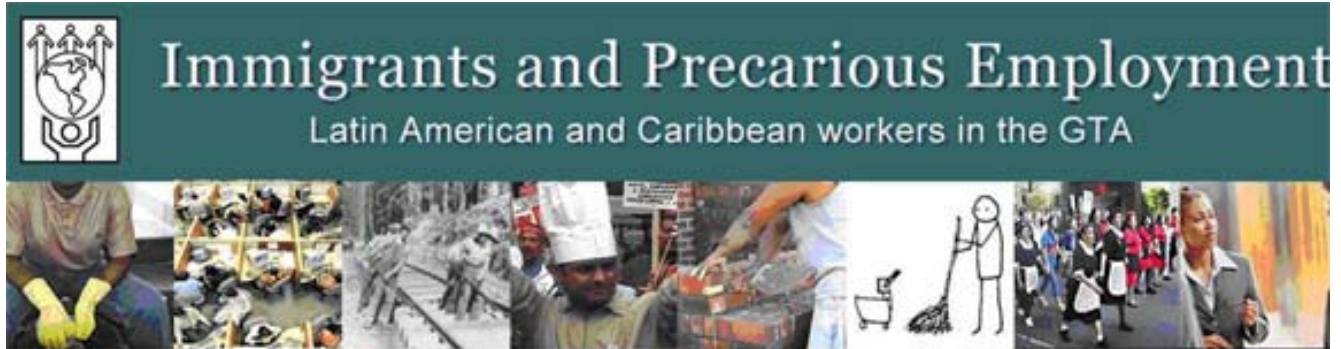
Nanny: I can help sometimes. And, you never know, sometimes they have things in multiple languages.

SE: I realize I have to learn a lot more myself. I wonder what's going on at this community centre right here? Workshop anyone?

8. WHAT'S HAPPENING CHART:

WHAT'S NEEDED TO REDUCE OR ELIMINATE PRECARIOUS WORK?

	CURRENT WORK / JOB	DECENT WORK	EDUCATION / TRAINING	NECESSITIES (of life, e.g. food, shelter, etc.)	OTHER
INDIVIDUAL					
AGENCIES					
COMMUNITY					
GOVERNMENT					



The New Economy Has Changed the Nature of Work

The New Economy is transforming labour markets and work experiences. The New Economy focuses on information technologies and the service sector, with a decline in manufacturing jobs. There is a growth in high- and low-wage occupations in the service sector, and significant loss in middle-income jobs.

The Standard Employment Relationship has been eroded

The organization and regulation of work has changed in the New Economy. Employment has become more precarious. There has been erosion in the terms of employment, stability, and schedule predictability that organize work. There are also fewer opportunities for advancement as labour markets become increasingly segmented.

- Between 2001 and 2002, part-time employment in Canada rose three times the annual growth recorded for full-time employment, yet, hourly pay for part-time work grew at only half the rate of full-time work.
- The number of temporary agencies offering part-time, low-wage work has increased from 1300 nation-wide in the early 1990s, to 4200 in 2004.
- Between 1982 and 2001, the number of immigrants who are poor in Toronto grew by 125%, in spite of higher levels of education.

Immigrant Workers Face Distinct Challenges

Recent immigrants to Canada encounter a very different landscape compared to that found by

immigrants who came to Canada during the industrial boom of the post-World War II era. That immigrant cohort experienced economic mobility, at least over time, with education and language as key determinants of their employment experiences. Education and time in Canada no longer guarantee employment stability for immigrants.

A growing segment of the new immigrant workforce enters the labour force with less than full status—as visa overstayers, refugee claimants and permanent residents with sponsorship. These kinds of status produce distinct forms of vulnerability and precariousness at work.

Factors such as the lack of information to navigate the system, the absence of social networks, and the pressure to generate financial resources to support families in Canada and at home, push workers to accept low pay work with no benefits, cash payment with no recourse if employers refuse to pay for work done; and to work multiple part time jobs to achieve income security.

The Project

The **Immigrants and Precarious Employment Project** examines the opportunities and challenges faced by immigrants in the new, knowledge-based economy. We interviewed 300 workers from Latin American and the Caribbean who arrived in the GTA between 1990 and 2004. In our research, we asked:

- How are newcomers affected by broader trends towards precarious employment?
- What strategies do they implement on the job and as families in order to meet these challenges?

- What patterns of contact (or lack of contact) with social institutions and community organizations mediate immigrants' early settlement process?

Public Outreach and Education

Our Public Outreach Project is designed to draw on the research project findings to generate and distribute knowledge of immigrant employment trajectories and early settlement strategies beyond academia. Our two main products will be:

- A policy report based on our findings
- A popular education manual on immigrants and precarious work for frontline workers at immigrant service agencies¹.

Community Working Group Partners

- Access Alliance Multicultural Health Centre
- Black Creek Community Health Centre
- Centre for Spanish Speaking Peoples
- Community Social Planning Council Toronto
- Conflict Mediation Services Downsview
- Davenport Perth
- Doorsteps Neighborhood Services
- FCJ Refugee Centre
- Mennonite New Life Centre
- St. Christopher House

Policy Working Group

- Canadian Centre for Policy Alternatives
- City of Toronto
- OCASI
- Ryerson University
- University of Toronto
- Workers Action Centre

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¹ Produced with the consulting support of The Catalyst Centre.



END CHILD & FAMILY POVERTY IN CANADA

A POVERTY REDUCTION PLAN FOR ONTARIO: What actions can you take?

The problem:

- 345,000 children are growing up in poverty in Ontario – that’s equivalent to 1 in every 8. [Statistics Canada 2005 data based on after tax income]
- In 2007, 123,600 children in our province relied on food banks.
- Someone working full time, full year at minimum wage in Ontario cannot earn enough to live out of poverty.
- The risk of poverty is higher for children in new immigrant families (47%), racialized families (32%), off-reserve Aboriginal families (33%), and children with disabilities (26%). [2001 Census]

What has the Ontario Government promised to do?

“We will build a Poverty Reduction Strategy around the Ontario Child Benefit. We will work with our partners to develop indicators and targets to measure and address child poverty. We know from experience in our wait times strategy that measurable results and targets lead to improved outcomes.”

Liberal Party platform, Sept 2007

What can YOU do to make sure this promise is kept?

- Email Premier McGuinty & your MPP to express support for the poverty reduction promise: <http://www.premier.gov.on.ca/feedback/>
- Write a letter to the Premier/your MPP saying Ontario’s plan should focus on:
 - good jobs at living wages
 - a strong social safety net
 - access to early learning & child care
 - affordable housing
 - accessible education & training.
- Participate in government consultations planned for spring 2008.
- Send a letter to your local newspaper editor explaining that we’ll all be better off with less poverty. Poverty reduction strategies are working in Quebec and Newfoundland. Ontario needs a long term plan with a minimum target to reduce poverty by 50% over 10 years.
- Meet with your MPP with Campaign 2000 materials. See www.campaign2000.ca/on/index.html

Spring 2008

MINIMUM

EFFECTIVE MARCH 31ST, 2009

WAGE \$9.50

AN HOUR

MAKE SURE YOUR BOSS MAKES THE CHANGE. IT'S THE LAW!

As of March 31st, 2009 the minimum wage in Ontario goes up to \$9.50 an hour. Workers have been pushing the provincial government to raise the minimum wage to something we can survive on. Even with the raise to \$9.50, workers are still earning about \$3000 below the poverty line. This means many of us have to work 2 or 3 jobs just to pay the bills.

We need \$10.25 today!

No one should work and still live in poverty.

We need a minimum wage that increases each year with the cost of living.

Here's what the government's plan is to raise wages in Ontario:

Minimum Wage Rate	March 31, 2009	March 31, 2010
General	\$9.50	\$10.25
Student	\$8.90	\$9.60
Liquor Server	\$8.25	\$8.90

Call the Workers' Action Centre if you are not getting paid minimum wage.

ONTARIO WORKERS NEED A FAIR DEAL!

Want to work for real change? Call the Workers' Action Centre to get involved in our campaign to improve wages and working conditions. 416-531-0778

ORGANIZING FOR FAIR EMPLOYMENT • www.workersactioncentre.org • info@workersactioncentre.org



TEMP AGENCY WORKERS ARE NOW ENTITLED TO RECEIVE

PUBLIC HOLIDAY PAY

IT'S THE LAW!



As of January 2nd, 2009, the law clearly states that temp workers have the right to Public Holiday Pay.

WHAT YOU SHOULD KNOW

What are the public holidays in Ontario?

New Year's Day, Good Friday, Victoria Day, Canada Day, Labour Day, Thanksgiving, Christmas and Boxing Day. **Family Day is February 16th, 2009.**

My temp agency tells me I am an "Elect to Work" employee and not entitled to public holiday pay.

The government passed a regulation in December 2008 that removed the rule that says people who are elect to work are not eligible for public holiday pay. The government did this to make sure that all temp agency workers get public holiday pay. Agencies can no longer deny public holiday pay to workers by saying they are elect to work.

What if my agency does not pay me for the next public holiday?

Call us to find out what steps to take and how you can calculate your public holiday pay. Discuss how we can make sure your agency pays public holiday pay to all its employees. Report agencies that don't pay to our website. All calls and online reports are confidential.

More Protection for Temps! Bill 139 – Help make it law

The Ontario government also introduced Bill 139 which includes more changes that will protect temporary agency workers. Call us to find out more about Bill 139 and how you can help make it law.

What if I'm not on assignment when a public holiday falls?

Temp agency workers that are not on assignment may also get public holiday pay. Even though you're laid off (not on assignment) you may be eligible for public holiday pay unless you refuse an assignment or tell the agency that you are unavailable for assignment when the public holiday occurs. Your public holiday pay would be based on your wages in the four weeks before the public holiday

How much should I get paid?

Your holiday pay is the total of your previous four week's earnings (including vacation pay) divided by 20. For a full-time worker this is about a day's pay. For part-time workers it will be less.

What if I work on the holiday?

You can agree in writing to either: be paid premium pay (1.5 x hourly rate) and public holiday pay OR work the public holiday at your regular rate of pay AND take another day off with public holiday pay.

www.workersactioncentre.org
info@workersactioncentre.org
416-531-0778



APPENDIX B:

Sample workshop designs

The Activities in this manual can be combined in different ways to create workshops with different foci and that are different lengths. Each Activity has detailed objectives that can aid in developing unique module combinations and, of course, each can be adapted to add new objectives.

Times for exercises listed below may be longer than in the manual, as most of the activities can be facilitated to allow for deeper and broader discussion. For example, the Jobology exercise or the What's Happening Chart could fairly easily expand to an hour each, depending on how much sharing each person does and the number and breadth of questions by the facilitators.

Each sample workshop below assumes time for introductions, but if people know each other a "check-in" of some sort can substitute.

A - 90 minute workshops

Version A

Objective: Engage participants in discussion on key concepts of precarious employment, reflect on personal and family histories of work and connect these histories to precarious employment

1. Welcome/introductions (5 min)
2. Framing the Workshop/Agenda (10 min)
3. Power Play Act 1 (15 min)
4. Jobology (50 min)
5. Wrap-up closing (5 min)
6. Evaluation (5 min)

Version B

Objective: Engage participants in discussions on key concepts of precarious employment and reflect on actions that can be taken to reduce or eliminate precarious work.

1. Welcome/introductions (5 min)
2. Framing the Workshop/Agenda (10 min)
3. Power Play 1 (15 min)
4. Power Play 2 (15 min)
5. What's Happening Chart (40 min)
6. Wrap-up closing (5 min)

Version C

Objective: Engage participants in discussions on key concepts of precarious employment, examine these concepts through jobs and explore actions that can be taken to reduce or eliminate precarious work.

1. Welcome/introductions (5 min)
2. Agenda (5 min)
3. mini-lecture (15 min)
4. Precarious Work Wheel (50 min)
5. wrap up closing (5 min)
6. Evaluation (10 min)

B - 3 hours

Version A.

Objective: Engage participants in discussions on key concepts of precarious employment, examine these concepts through jobs and explore actions that can be taken to reduce or eliminate precarious work.

1. Welcome/introductions (5 min)
2. Framing the Workshop/Agenda (10 min)
3. Power Play Act 1 (15 min)
4. Jobology (50 min)
5. Precarious Work Wheel (35)
6. Power Play Act 2 (15 min)
7. What's happening Chart (45 min)
8. Wrap-up closing (5 min)
9. Evaluation (5 min)

Version B.

Objective: Engage participants in discussions on key concepts of precarious employment, examine these concepts through jobs and explore actions that can be taken to reduce or eliminate precarious work.

1. Welcome/introductions (5 min)
2. Agenda (5 min)
3. Power Play Act 1 (15 min)
4. mini lecture (15)
5. Jobology (40 min)
6. Precarious Work Wheel (35)
7. Power Play Act 2 (15 min)
8. What's happening Chart (40 min)
9. Wrap-up closing (5 min)
10. Evaluation (5 min)

C - All day workshop (7 hours with breaks)

Objective: Engage participants in discussions on key concepts of precarious employment, examine these concepts through jobs and personal stories and explore actions that can be taken to reduce or eliminate precarious work, including developing detailed plans for collective and individual action.

1. Welcome and Acknowledgements (5 min)
2. Introductions (5 min)
3. Agenda / Objectives (5 min)
4. Framing the Workshop (10 min)
5. Power Play – Act I (15 min)
6. Jobology: History of Work (40 min)
7. Mini-lecture: Overview of Precarious Work Research (15 min)
8. Break (15 min)
9. Precarious Work Wheel (45 min)
10. Power Play – Act II (15 min)
11. lunch break 60 min
12. What's Happening Chart? (50 min)
13. Top Two Actions (15 min)
14. Priority Squares (20 min)
15. break (10 min)
16. Action Analysis (70 min)
17. Wrap-up/closing (10 min)
18. Evaluation (15 min)

APPENDIX C:**TEETER TOTTER PARK TALK:
A PLAY OF PRECARIOUSNESS****A POWER PLAY ABOUT PRECARIOUS WORK****ACT I****Scene:**

The scene is a playground beside a community centre. Children are running around playing and calling to each other. Three adults sit on a bench each watching the children play and keeping an eye on those for whom they are responsible. One is a nanny (an immigrant-worker from The Philippines); one is a temp worker from Mexico; and one is a self-employed consultant in the communications industry. The nanny, the temp worker and the self-employed worker all experience difference forms of precariousness.

[Bold text are quotes or adapted from quotes from interviews conducted during the research]

Characters: Nanny (from overseas; working to earn immigration points)

Temp (a worker who is relying on day-to-day temporary labour)

Self-employed (a worker who works from home on piece work)

Temp: I'm glad to see them playing with so much energy. I hope they wear themselves out so they sleep good and hard tonight.

Nanny: I know what you mean!

SE: Your kids sure seem to be pretty energetic. How long have you been their nanny?

Nanny: Only a few months. This is all very new for me.

SE: You've never taken care of kids before?

Nanny: No, no, I mean being in Canada. I have a son and a daughter back home.

SE: That must be hard. How old are they?

Nanny: The same age as these two – ages two and six.

Temp: I miss my kids when I'm working, but I feel lucky to spend today with them since I didn't get called in for work. Of course that means I'm not getting paid either.

Nanny: Now *that* seems hard to me – you either get work or you get to spend time with your kids.

SE: Yeah, but there's always the evenings, right?

Temp: **Not exactly, even when I get day work they also want you to work that night. And they just spring it on you – they know you work**

from 9-7 but then they say, “can you work late tonight”; like we don’t have a life. You know what I’m saying?

SE: Well, that’s one of the things I like about working from home – I get to see my kids more; but it’s trickier than I thought it would be. If I’m working I’m working and if I’m not working I’m not getting paid. And concentrating with kids around is hard. Still working from home is nice.

Temp: There isn’t any kind of “work-from-home” job available for someone like me.

SE: What do you mean?

Temp: Well, I’m an immigrant and it’s hard to find permanent work. In my country I was a workplace trainer with my union – I have a teaching certificate. But that means less than nothing here.

Nanny: Canadian experience is what they want to see. That’s why I’m doing this nanny work. But a friend of mine is doing volunteer work. And she says, **“if you volunteer they actually see you and they like your work; you stand a better chance of getting the job than you do trying to apply and not knowing any one at the company or being recommended.”** Of course, volunteering doesn’t pay the bills.

SE: Yeah, it’s that old saying: “It’s *who* you know, not *what* you know.”

Temp: I'm learning that the hard way. And I'm learning a lot of other hard lessons as well. **One boss ripped me off and didn't pay me what they said. I don't know, it could have been a mistake, but I didn't go back to find out.**

Nanny: Sometimes the work I'm expected to do is so much more than I expected and I think I should be paid a lot more - **working all those hours, no overtime, they don't pay you over time...I guess you're just supposed to be happy to have a job.** But I can't say anything.

Temp: **Sometimes, you just work through it, you work with it. And I guess that's what I've done. I didn't have time to stop and say: you know what; I'm being treated unfairly here.**

SE: A friend of mine who is an immigrant had it bad. **He was a temp worker in pretty labour-oriented type jobs – not a great environment – always dirty and hazardous. Safety issues weren't met and of course the money was never close to what he expected. He had at least a year of those kinds of jobs.**

Temp: **You get worse treatment being a temp employee than being a refugee. Before I was a landed immigrant, steady work was harder to find. But I didn't feel inferior; I was never mistreated in any way because of my status in Canada but, once I became landed, and I started working for temporary employment agencies, that's when I began to feel as I were being treated**

unfairly. They call me a flexible worker and that's supposed to make me feel good.

Nanny: **As a temp, whether you're landed or not, they don't respect you; you're just a number.** Like number 6.

SE: I'm not a number. I'm a free man – at least free from having a boss. But my work *is* flexible. I like to say I'm my own boss. But to tell the truth, too often **according to the boss, you're there for a paycheck, so you just do your work and that's that...no benefit, nothing, no respect.**

Nanny: But don't you work for lots of different people? Doesn't that mean you have lots of bosses?

SE: Yeah, there *are* days when you could say that the new boss is pretty much the same as the old boss.

Temp: And self-employed people don't get benefits. It's like my work, you get no long-term contracts or benefits. And with your home office you have to pay for stuff an employer normally would.

SE: Okay, okay, you've got a point or two there. The "no benefits thing" does make things harder. And it is hard when you're self-employed to take a vacation – after all not working means not earning money. Maybe you could say that my work is more precarious than flexible.

Nanny: I thought work was better here in Canada. But I can see that you have to take what you can get – especially if you're an immigrant. My friend has a background in IT and she told me **“I'm not going to find an IT job if I'm not landed.” So, she wouldn't go in search of one. And now she's accepted the situation for however long it takes for her to be landed and so she says that whatever comes her way, she'll just work with it for now.**

Temp: I saw a lot of things when I worked for the union in my country. And I'm sad to see that even here in Canada you have jobs that don't pay you for the training time, or you have employers who insist on paying cash, and they pay for piece work or hourly work depending on which is less. I feel like I'm on of those teeter-totters the kids are playing on – up and down, up and down – but going nowhere.

SE: Yeah, I know that even if you *do* work full-time at those jobs it doesn't mean you're out of trouble. Full-time isn't what it used to be.

Nanny: Assuming you can even *find* full-time work! A winning lottery ticket seems easier to get sometimes.

Temp: Looks like my kids are ready to head home.

SE: See you tomorrow then?

Temp: Your guess is as good as mine. I never know *when* I'm going to get work. I could get a job tomorrow and it could be weeks before I'm

back here or I could be here every day for the next couple of weeks. I have almost no control over my schedule.

Nanny: Well, then, it's a *temporary* good-bye.

TEETER TOTTER PARK TALK:

A PLAY OF PRECARIOUSNESS

A POWER PLAY ABOUT PRECARIOUS WORK

ACT II

SCENE: The next day at the park

Nanny: I see you're taking care of your kids again today.

SE: Yeah, I decided to take a personal sick day. Unpaid, of course.

Nanny: But you have national health care, don't you?

SE: Sure, that covers most things. But it doesn't cover your salary for sick days. That would require additional benefits that only some jobs have. It's one of the things that self-employment doesn't really have.

Nanny: Look who else isn't working today.

SE: So, it looks like you didn't get called in to work this week.

Temp: That's right. I guess I *should* start buying lottery tickets more often. The odds are probably better than finding work.

SE: Well, the odds of winning are almost the same whether you buy a ticker or not.

Temp: So, how do we change the odds for getting good work?

Nanny: **A friend of mine goes to night school cause she's trying to move out of a cleaning factory situation. She works during the day and then in the evening she goes to night school to do accounting.**

Temp: When you come here, no matter what experience you have had, it seems like you have to go to school all over again. We need to do a better job about letting people know what's out there. When I first started, **friends hooked me up with jobs and I didn't really go looking. I took whatever I got, because I didn't have any other options really. I didn't know about these other places out there, help centers or whatever you call it.** I'm thinking about going to a resume workshop clinic- getting someone to help me put together my experience and background into a more sellable form.

SE: It's crazy what we do around foreign credentials. Like that sad joke, if you need a doctor or a lawyer in Toronto, hail a cab. I know one guy who's doing survey work and he's a medical doctor from the Middle East. People say "get your degree" but more education doesn't automatically mean better decent jobs.

Temp: It's more than just credentials. It's wages, job security, and health benefits. Unions have always been good for fighting about such things. I'm surprised that they're not stronger here in Canada.

SE: Well, they're stronger here than most places, though I suppose that doesn't always mean much.

Nanny: Are you in a union?

SE: Well, I *have* been a member of a union. But I got laid off and that's when I figured out a way to work from home.

Temp: Yeah, and I hear people talk about unions at some of the jobs I've done but I don't feel safe talking to them – even though I was a trade unionist back home and I know that the rules are different here than a lot of places; unions have legal protection and power to look out for workers.

Nanny: The whole system should change. Look at me, I'm on a two-year work program and can't apply to become a permanent resident until my time is done. The people I live and work for are okay but if they ask me to work a 12 hour day, I can't really say "no". I have a friend who has to do this all the time. A lot of people want you to work the hard jobs but then they don't really want you to stay. I'm here to send money back and support my family. But whenever I talk about that I see that people resent this. And then I worry I won't last the two years.

SE: It's not like it used to be, come here, work hard, and usually you could move up a bit. People haven't stopped working hard, they just stopped moving up.

Temp: I work hard at *all* my jobs! I'd rather work hard at just one job. A job with some regular pay, some benefits, maybe even a collective agreement!

Nanny: They talk about free trade, but you aren't free to go work where you want. The only thing free to move is stuff to sell, not the people to sell it ...

Temp: ...or build it!

SE: And then when you *can* move for work, families end up spread out all over chasing jobs.

Nanny: You're telling me. And if I try to earn a little extra on the side, it can be really dangerous. Not that I have the time.

Temp: And you can't even get the jobs you are qualified to do.

Nanny: What do you think about resume workshops? I went to one at an agency in my neighbourhood to see what I could learn. And it seemed useful, even though I can't really use it until after I apply to immigrate.

Temp: I've heard of resume workshops but the only thing I've had time to do these past few years is learn English better. I suppose I should think about those workshops now.

SE: But I wonder if those workshops really change things. I can see that they would help someone like us. But there always seems to be more and more temporary work and underpaid work and more and more “work-from-home” arrangements...

Nanny: Hey, I thought you said you liked that!

SE: Well, you two have me thinking more about the lack of benefits and I'm beginning to see that yes there *are* advantages to not using your home for work.

Temp: With the tens of thousands of jobs lost recently I wonder how many more people will be forced to do things like work from home or do the temp work like me.

Nanny: I have a friend who says that volunteering at her community centre has been really helpful. She's seen a lot more people come in recently and she likes helping out. She even gets to take the workshops they give sometimes for free. She took this one workshop last week on precarious work – sounded really good. And she's made some good connections that have even got her some small jobs.

SE: That reminds me of a guy I worked with a while ago. He was from Peru and as soon as he got here, he volunteered for this non-profit. He helped them update their mailing and phone lists and made calls to dozens of agencies for a few months. He was also studying English. And after six

months he got a job at one of the agencies. I was pretty impressed. Part of it was he was at the right place at the right time.

Temp: I'd *love* to do something like that. But I have to get paid work almost every day if I can. **I found that in Canada employers demand Canadian experience, not in theory, but for real; they ask you when, where and for how long you have worked. That was when I learned about volunteer work.** But how do you find the time to volunteer?

SE: Yeah, I know it's hard. But even a half a day a week can be a good investment in networking. What about connecting with one of the unions doing research on this? I know that OPSEU and CUPE have both talked about precarious work. And I bet that there's some international stuff on this as well.

Temp: I suppose it would be a good idea to learn more. But my English reading isn't so strong.

Nanny: I can help sometimes. And, you never know, sometimes they have things in multiple languages.

SE: I realize I have to learn a lot more myself. I wonder what's going on at this community centre right here? Workshop anyone?

APPENDIX D:

Jobology Forms

The following pages can be photocopied
and then cut.

Make multiple copies.

Copy the different forms
onto different colours of paper.

PRE-MIGRATION

WHO: _____

PRE-MIGRATION

WHO: _____

POST-MIGRATION

WHO: _____

POST-MIGRATION

WHO: _____

APPENDIX E:

Headlines for What's Happening Chart

The following pages can be photocopied
and then cut so you can tape the
headlines on the What's Happening Chart
(or, if you want, to save the chart space) on the wall
above and beside the chart.

CURRENT WORK / JOB

DECENT WORK

**EDUCATION &
TRAINING**

NECESSITIES

(of life, e.g. food, shelter, etc.)

OTHER

INDIVIDUAL

AGENCIES

COMMUNITY

GOVERNMENT

APPENDIX F:

Optional Action Planning Activities

- ACTIVITY 10b PRIORITY SQUARES**
- ACTIVITY 10c TOP TWO ACTIONS / NEXT STEPS**
- ACTIVITY 10d BRAINSTORMING & NEXT STEPS**
- ACTIVITY 10e CLUSTERING REPORT BACK**
- ACTIVITY 10f DOTMOCRACY**
- ACTIVITY 10g ACTION-ANALYSIS CHARTS**

ACTIVITY 10b PRIORITY SQUARES¹

Objective

- Prioritize ideas based on their impact and effort

Time

30 minutes

What you need

- Large paper with priority square grid
- Stickies
- Black Markers
- Masking tape


What to do

1. Explain this exercise will help the group analyze ideas that have been proposed (such as those from the What's Happening Chart). Participants may wish to select their top one or two ideas to put into the Priority Squares. Another option is to take all the suggestions and have the group discuss each one collectively.
2. Explain that unlike the What's Happening Chart this exercise depends on group agreement about how much an impact a proposal will have and the amount of work it entails.
3. Show and explain grid (see Reference Sheet 8). This grid represents four categories:
 1. *Easy to do and results in major improvement [implemented now]*
 2. *Easy to do but results in only a minor improvement [implemented now]*
 3. *Difficult to do but results in major improvement [requires detailed planning]*
 4. *Difficult to do and results in minor improvement [item discarded]*
4. Explain that there will be disagreement about what is "minor" or "major" or "easy" and "hard" so that when doing the exercise participants should be explicit as possible with their key suggestions (things that yield results).
5. People may wish to get into pairs to discuss their ideas and where on the grid they think they go. This can also be completed in small groups.
6. Ask each person (or group) to put their stickies on the grid, discussing why they think it belongs where they put it.

¹ This exercise is adapted from "Priority Squares" in *Facilitation At A Glance* by Ingrid Bens, 1999 AQP/Participative Dynamics/GOAL/QPC

7. Discuss the priorities and consider next steps. An exercise like “Action Analysis chart” may be required for suggestions that are placed in grid 3 (and possibly some for grids 1 and 2).

Facilitator Notes

-  *This exercise works well to cut reduce a long list of options but further discussion may be required to identify final priorities. Priority Squares should be used by a group that is going to be working as a group or a group making recommendations as a group.*

REFERENCE SHEET 8

PRIORITY SQUARES

	Easy to do	Difficult to do
Major Improvement	Category 1	Category 3
Minor Improvement	Category 2	Category 4

ACTIVITY 10c TOP TWO ACTIONS / NEXT STEPS

Objective

- ❑ To generate action suggestions that participants could take individually or together with others including any local agencies who support them
- ❑ To be systematic about creating change
- ❑ To prioritize and plan next steps

Time **10 - 20 minutes**

What you need

- ❑ Sticky notes
- ❑ Markers
- ❑ Flip Chart paper

What to do

1. Start by affirming that a number of action steps have already been mentioned, referred to or implied in the discussions thus far. Now we want to be more systematic and thorough in looking at what could be done, both individually and with others.
2. Form pairs and ask each pair to discuss and identify two concrete actions that could be taken to end poverty. Create new stickies, with one action suggestion on each stickie.
3. Distribute sticky notes and markers.
4. If there's only a few minutes left then have people share their sticky notes with the group and discuss them with what time is left before you close the workshop. If you have 10 minutes left then you can have people share their stickies using the "Clustering Report Back" (see Activity 10e).
5. To conclude this exercise, you could ask people which suggestion they are personally most interested in. Which could they see themselves doing immediately? And/or which do they feel is most urgent to recommend that the government do?
6. Or, if time permits you could prioritize next steps using Dotmocracy (Activity 10f)

ACTIVITY 10d BRAINSTORMING & NEXT STEPS

Objective

- To generate suggestions of actions that participants could take individually, and together with others (including any local agencies who support them)

Time

20 - 40 minutes


What you need


- Sticky notes
- Markers
- Flip Chart paper

What to do

1. If the What's Happening Chart activity generated goals or actions that the group wants to focus on then you could form small groups according to those goals.
2. Ask participants to self-select to form a small group to focus on one goal or action from the What's Happening Chart. Make sure the groups get no bigger than five people. If more than five people want to focus on an issue, suggest that they form two groups.
3. Ask each small group to identify the next two to four steps that need to happen for their chosen goal or action.
4. Suggest that the group may wish to start with a brainstorm of possible steps for five minutes (you can refer to Appendix J: Four Guides for Brainstorming). And then decide on which next steps they would recommend. Note these on flip chart paper.
5. In the full group, each small group can report their recommendations.
6. If time permits you could prioritize next steps using Dotmocracy (Activity 10f)

Facilitator Notes

 *Brainstorms may start off slowly – don't let your nervousness about this show. It is very rare that a brainstorm does not work*

 *Brainstorming works best when it is done quickly and lightheartedly. Humour helps keep ideas flowing.*

 *The following four guidelines are helpful in brainstorming:*

a. QUANTITY: the more ideas produced, the better. The group records all of the participants' ideas as they come up. This does not mean that every idea will work or prove totally useful, but it is

a way to bring as many good ideas or combinations of ideas as possible out into the open. It also means that everyone can participate, no matter what their level of “expertise” in a particular problem.

b. PLAY-GIARIZE or build on each other's ideas – even including those from fields totally different than the one the group is looking at. “Stealing” ideas is taboo in a culture that puts so much emphasis on private property, yet groups need ways to develop ideas (problems, solutions, plans) together.

c. WILD IDEAS help the generation process. These ideas are often just slightly off the norm, and yet they can “threaten” the status quo – that’s why they’re labeled wild.

d. NO EVALUATION OR CRITICISM until the brainstorming is finished. This guide, perhaps the most difficult to follow, can make sure you produce as large as pool of ideas as possible. One of its many side effects is that it makes sure participants don’t use evaluation as a means of controlling or judging other people’s ideas. It also makes the skill of evaluation explicit rather than leaving it as a submerged process.

ACTIVITY 10e CLUSTERING REPORT BACK

Objective

- ❑ To report back from action discussions by clustering responses.
- ❑ To analyze similarities, differences and trends in the actions suggested.

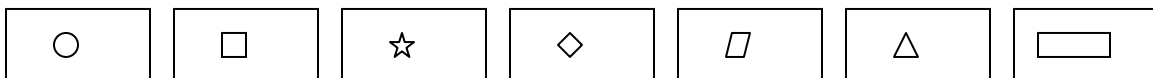
Time 10 - 20 minutes

What you need

- ❑ Sticky notes
- ❑ Markers
- ❑ A Clustering Wall and Clustering Columns

What to do

1. Clustering Wall: Choose a wall that is visible to the whole group and where the group can post sticky notes. If the wall is not good for sticky notes, mount a few pages of flip chart paper with masking tape onto which the sticky notes can be stuck.
2. Prepare 6 or 7 sticky notes with symbols, and post them in a horizontal line, a bit higher than average eye level (between 5 and 6 feet). The purpose is to group sticky notes with similar ideas together under each heading. Point out that the symbols have no inherent meaning; they are arbitrary. For instance:



3. Explain that for the report back, the first person will put their sticky note under any one of the symbols they choose – For the first person to do this it does not matter where it goes. But the second person now has the choice to put their sticky under one that is already posted *if the idea on it connects in some way*, or they can put their sticky under a different symbol if it represents a different idea. (Note for people that if the idea on the sticky note connects with multiple columns they can simply choose the column where they feel it fits best.)
4. The columns of stickies will grow as people connect them. If the columns are all filled and someone has a new sticky that they feel doesn't connect to any existing columns, you can simply add a blank sticky (or quickly draw a new symbol) to create a new column. This is rarely necessary as 6 or 7 is most often the maximum number of columns a group needs.
5. As people post their stickies they will often refer to the columns with informal names such as, “the learning’ column” or “get media attention” column, etc...
6. Once everyone has posted, you can review the columns, reiterate that some sticky notes belong in multiple columns and ask the group for comments about what they see posted.

7. You can then, all together, create heading titles (or affirm the informal names) for each of the symbols. E.g. “pester politicians”, “hold public event”, “get media attention”, “actions in the community”, etc.

ACTIVITY 10f DOTMOCRACY

Objective

- To prioritize goals and actions.

Time

10 minutes

What you need

- Markers, or
- Sticky dots

What to do

1. Explain to participants that we will narrow our focus by seeing which issues the group thinks and feels are most important. Dotmocracy is a straw poll process to get an initial read on a group's priorities. It is a way to move a discussion forward. And it is not the same as decision-making. Dotmocracy merely shows us what the group has the most energy for.
2. Depending on the number of issues from which to choose you can give participants two or three dots (votes). If you have between 10 and 20 issues give participants two dots and for over 20 issues give them three dots.
3. Each participant is given a marker and is asked to put one of their dots next to the issue that they are the most excited about working on RIGHT NOW. (Remind them that this is a straw poll and not a decision).
4. Once everyone has placed their dots, tally the dots and read out the items that have gotten the most dots. Ask the group if this is a fair representation of what the group would like to see happen. Discuss.
5. If time permits, participants can be formed into planning groups – one for each top issue. The task would be to propose the next steps that should be taken on that issue. These could be reported on in the full group.

ACTIVITY 10g ACTION-ANALYSIS CHARTS

Objective

- To plan for action based on a long and short term goal and sharing and analyzing both what supports and hinders the short term goal

Time

40 – 60 minutes

What to do

- Markers
- Masking tape
- Action Analysis Charts drawn on flip chart (one for each small group)

What to do

1. Explain that we will use a chart to come up with specific action ideas or “next steps for action.
2. Show everyone the Action-Analysis Chart that you have drawn on a sheet of flip chart paper. See Reference Sheet 9.
3. The main long-term goal for this analysis is “Reducing or Eliminating Precarious Employment”. We will identify short-term goals which we will analyse in order to come up with some action steps.
4. Short-term goals could come from a brainstorm or you could suggest a few short-term goals that you feel represents the group’s interests
5. Form small groups of about 3 to 5 people each. People could vote with their feet and choose a chart with a short-term goal that they favour.
6. They can start their analysis by listing things that “support” or “hinder” the short-term goal. Emphasize that these are things that they know about already. If they want to list something that they are unsure about (i.e. it neither hinders nor supports, as far as they know), then they can post it under the middle column “unknown/uncommitted”.
7. After the group has worked for 20 minutes tell them to think about the last level of the chart: ACTION. Urge them to think about next steps that they can take with respect to the things that they have listed above.
8. For the report back, ask each group to report their action steps.
9. Often there are numerous next steps listed and, if a few small groups have formed to do charts then it is possible that anywhere between a dozen and two dozen next steps are being proposed. At this point prioritization is very helpful and you could apply Dotmocracy (see Activity 10f).

REFERENCE SHEET 9

ACTION-ANALYSIS CHART

long term goal:	Reducing or Eliminating Precarious Employment		
short term goal:			
What exists (i.e. what do we already have or know) that SUPPORTS the short term goal?	unknown / uncommitted	What exists (i.e. what do we do or what do we lack) that HINDERS the short term goal?	
Based on what we've written above what ACTIONS could we take to advance the short term goal?			

*APPENDIX H:***PRECARIOUS WORK QUOTES POSTERS**

The following pages can be photocopied
and displayed as posters around the workshop room.

Using a variety of colours of paper makes the posters
look more noticeable.

“The lousy thing about the LCBO is you’re guaranteed no hours,” says Rain Loftus, a part-time liquor store worker in London. “You can work anywhere from 40 hours to zero.”

By any measure, the Liquor Control Board of Ontario is a big, rich employer. The LCBO pours \$1 billion a year in profits into government coffers, not counting the taxes drinkers pay on booze. But all that cash doesn’t stop the LCBO from trying to keep its workers poor. Of the 5,400 OPSEU members at the LCBO, at least 56 per cent are casual employees. They have no health benefits and no guarantee of hours.

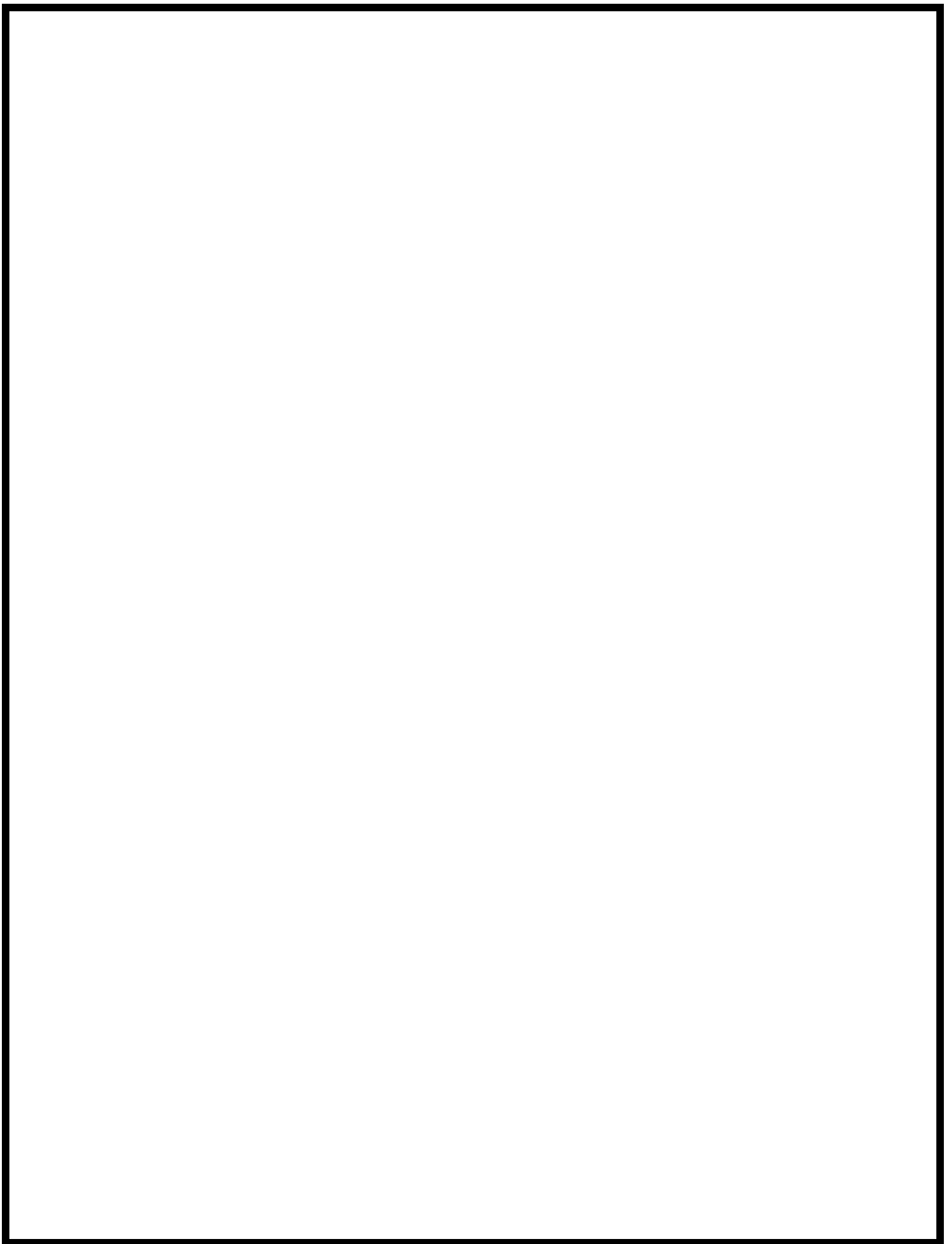
“Whenever there’s a crunch in the budget, it’s always the casual hours they come after,” Loftus says. “It creates an atmosphere of fear. People won’t fight things that come along for fear of being transferred or seeing their hours reduced.”

Part-time workers, full-time fighters! Grassroots activists stand up for precarious workers by Randy Robinson, *Our Ontario*, OPSEU 2006



Grace Mungal, president of Local 251, works eight hours a week. “I’m seeing a tremendous growth in the number of parttimers, but they’re being treated as second-class citizens,” Mungal says. “What really concerns me is that they are new immigrants, they are women of colour, they are victimized. “Half of them work two to three jobs. A lot of my members live below the poverty line.”

Part-time workers, full-time fighters! Grassroots activists stand up for precarious workers by Randy Robinson, Our Ontario, OPSEU 2006



Candy Lindsay: “A lot of women are affected by the whole issue of parttime work. For example, they can’t afford childcare. This is a big women’s issue, and it needs to be put on the government’s agenda.”

Part-time workers, full-time fighters! Grassroots activists stand up for precarious workers by Randy Robinson, Our Ontario, OPSEU 2006



**The first duty of a human being
is to assume the right functional
relationship to society -- more
briefly, to find your real job, and
do it.**

Charlotte Perkins Gilman



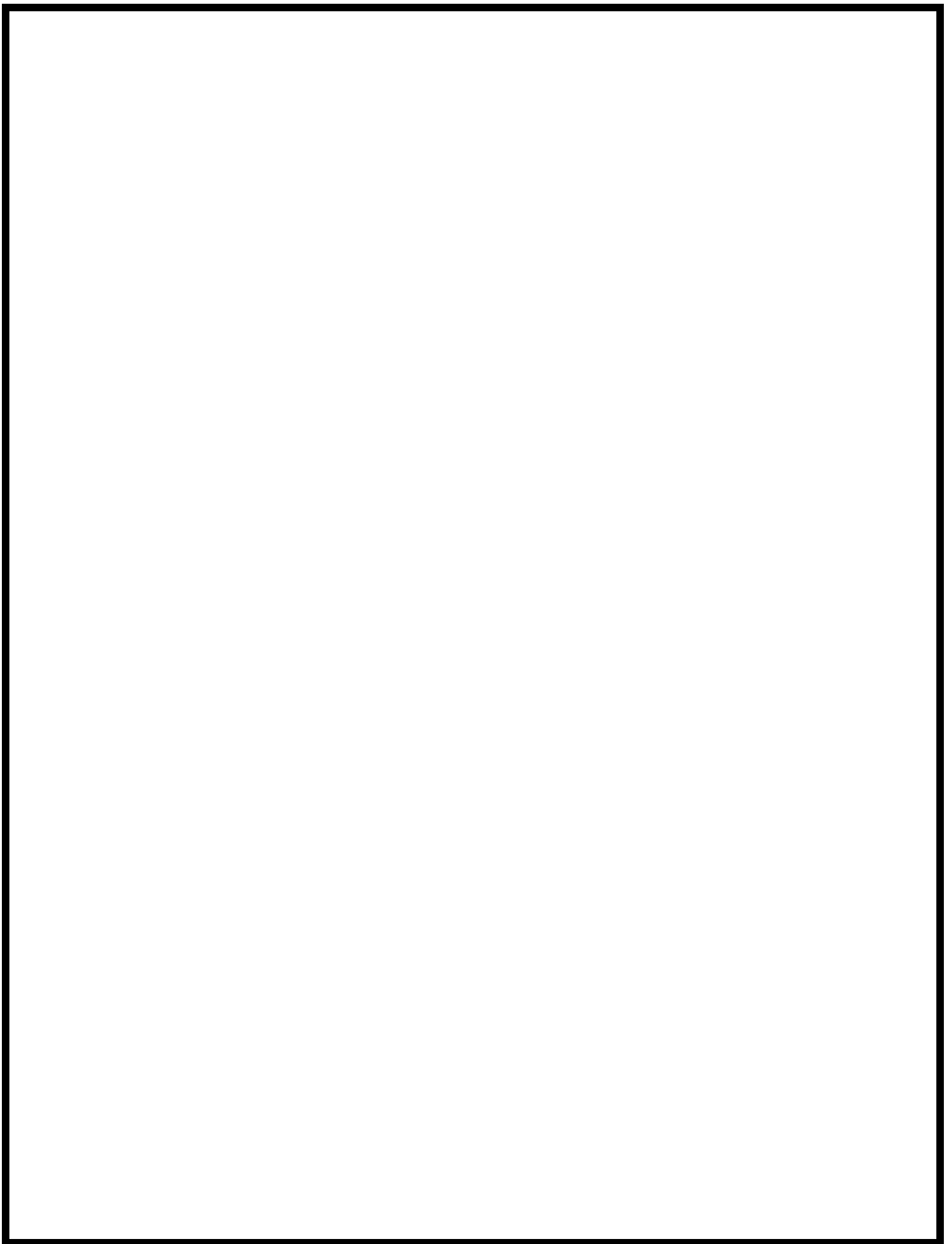
**When it comes to getting things
done, we need fewer architects
and more bricklayers.**

Colleen C. Barrett



People might not get all they
work for in this world, but they
must certainly work for all they
get.

Frederick Douglass



**Always be smarter than the
people who hire you.**

Lena Horne



I am somehow less interested in the weight and convolutions of Einstein's brain than in the near certainty that people of equal talent have lived and died in cotton fields and sweatshops.

Stephen Jay Gould



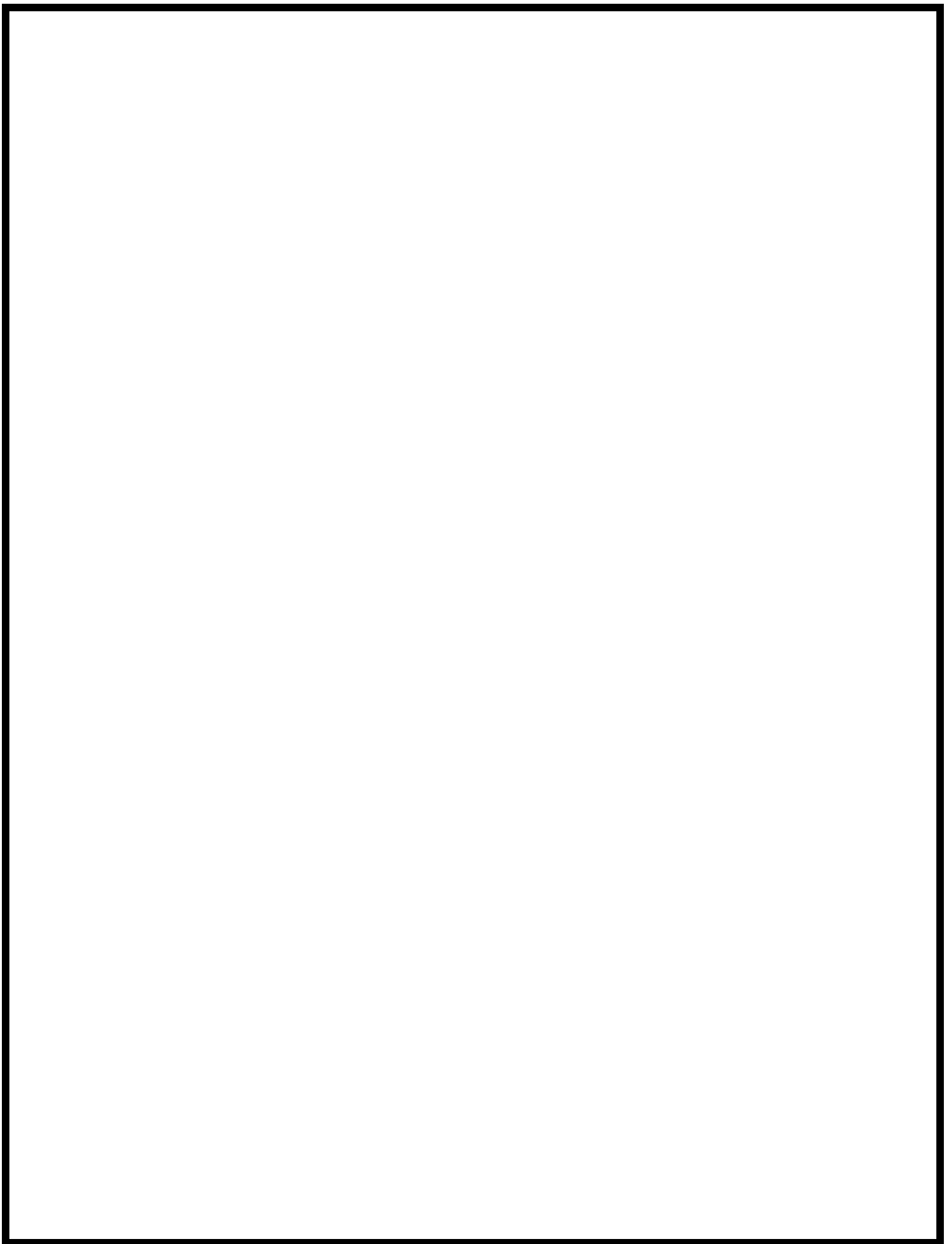
- (1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
- (2) Everyone, without any discrimination, has the right to equal pay for equal work.
- (3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
- (4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 23 of the Universal Declaration of Human Rights



**Everyone has the right to rest
and leisure, including reasonable
limitation of working hours and
periodic holidays with pay.**

Article 24 of the Universal Declaration of Human Rights



**God respects me when I work
but He loves me when I sing.**

Rabindranath Tagore



The phrase 'work-life balance' tells us that people think that work is the opposite of life. We should be talking about life-life balance.

Patrick Dixon, in Building a Better Business (2005) p. 182



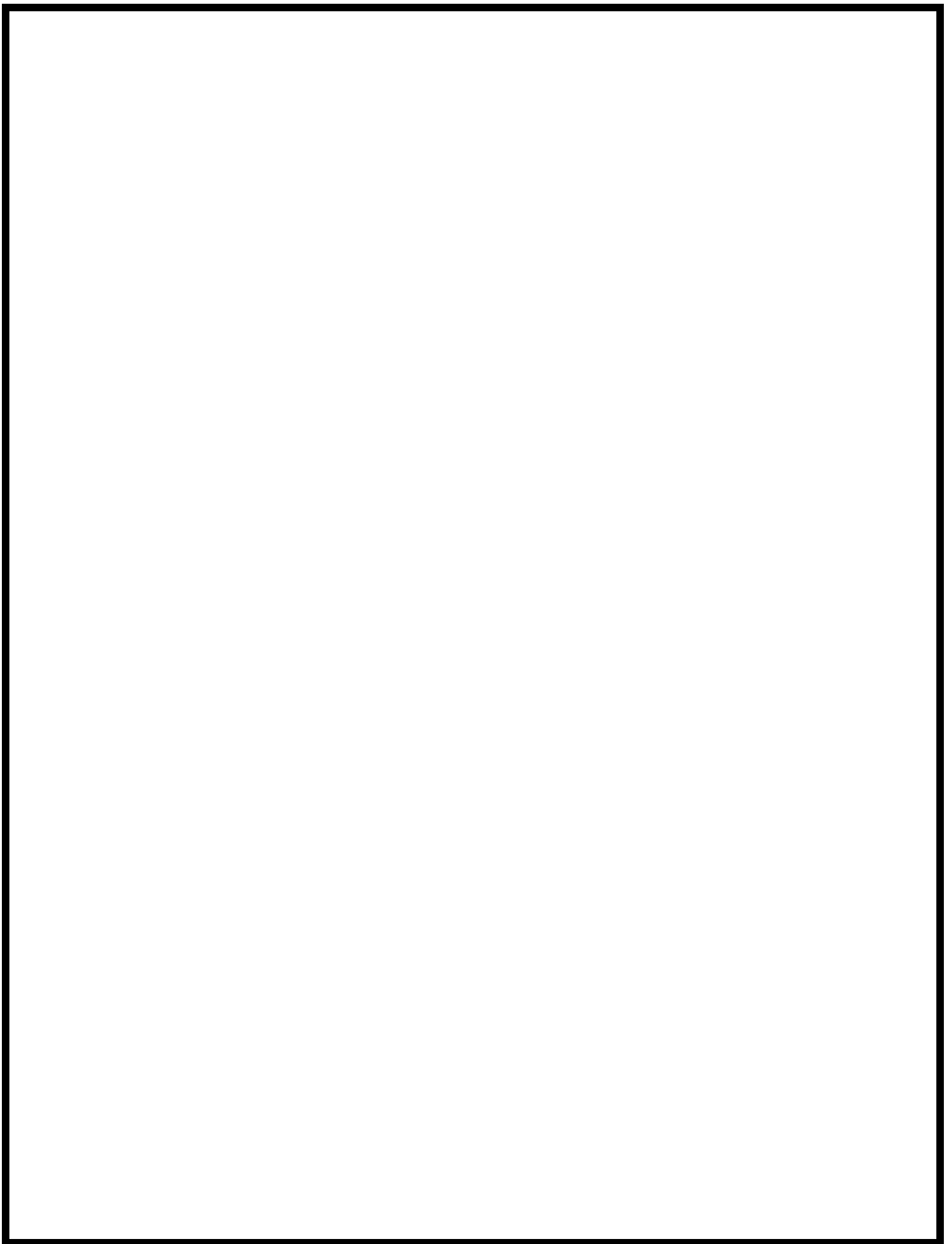
**Everything in this world depends
on work.**

Louis Pasteur



**If work were so pleasant, the rich
would keep it for themselves.**

Mark Twain



My grandfather once told me that there were two kinds of people: those who do the work and those who take the credit. He told me to try to be in the first group; there was much less competition.

Indira Gandhi



**Experience is an asset of which
no worker can be cheated, no
matter how selfish or greedy his
immediate employer may be.**

Napoleon Hill



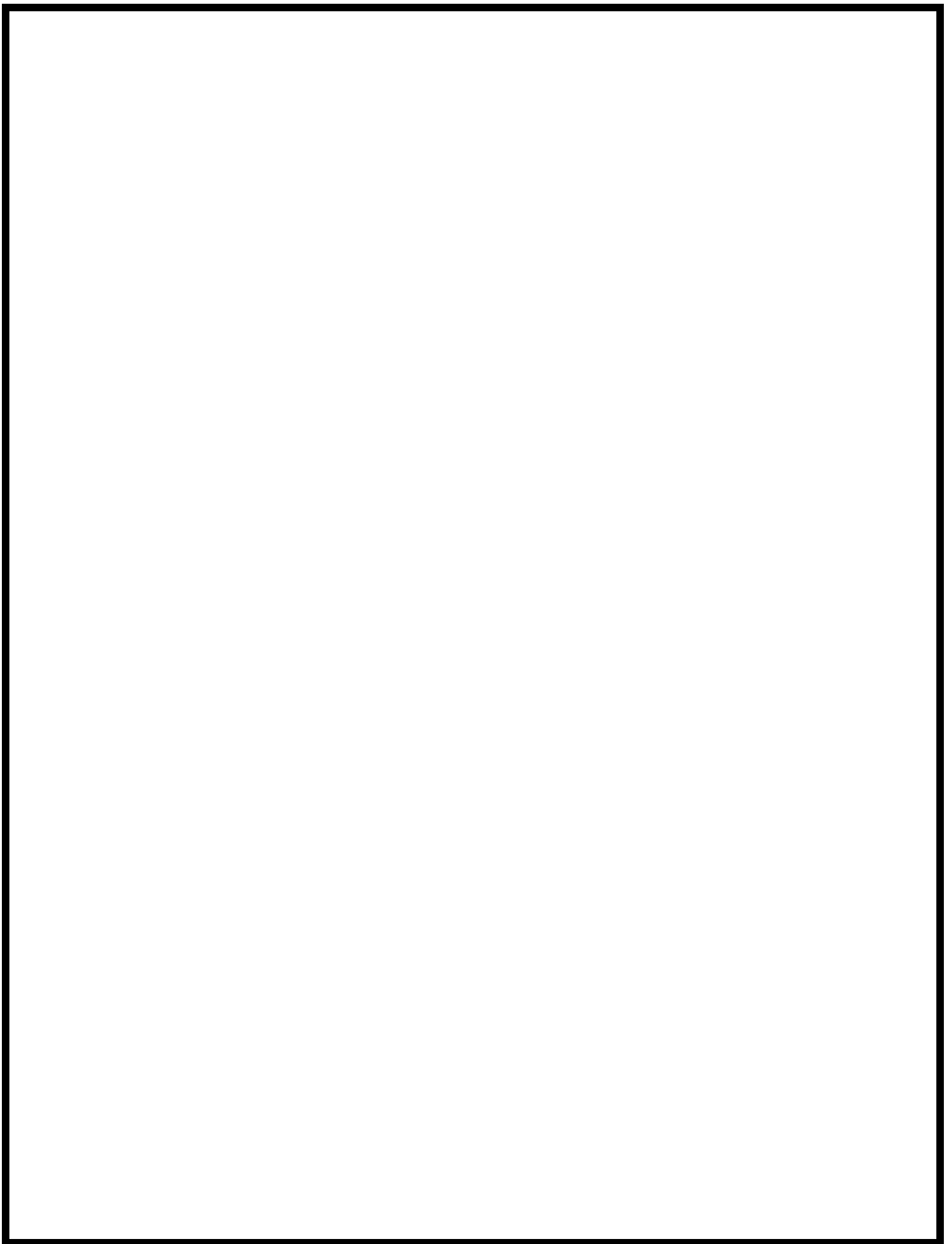
**When a man tells you that he got
rich through hard work, ask him:
'Whose?'**

Don Marquis



**If you don't want to work you
have to work to earn enough
money so that you won't have to
work.**

Ogden Nash



The phrase "working mother" is
redundant.

Jane Sellman



**Poverty is the worst form of
violence.**

Mahatma Gandhi



If there is no struggle, there is no progress - Those who profess to favor freedom and yet renounce controversy are people who want crops without plowing the ground.

Frederick Douglass, Abolitionist Leader 1817 – 1895



**Solidarity is not an act of charity,
but mutual aid between forces
fighting for the same objective.**

Samora Machel

