

| Step 1: Contextual Analysis                                                                                                                                             |          |                                                                             |                      |                        |                                 |                              |                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------|----------------------|------------------------|---------------------------------|------------------------------|-------------------|
| Each column will allow you to record the findings for each item relating to the workplace environment, organisational culture, and the union's capacity to drive change |          |                                                                             |                      |                        |                                 |                              |                   |
| Public sector                                                                                                                                                           | services | Existent institutional guidelines on violence and harassment related issues | Organisation of work | Workforce demographics | Organisational cultural factors | Societal external influences | Union's influence |
|                                                                                                                                                                         |          |                                                                             |                      |                        |                                 |                              |                   |
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| Gender Dimension Considerations                                      |                                                                                                                            |                                                                        |                                      |
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| Each column will allow you to record the findings                    |                                                                                                                            |                                                                        |                                      |
| Workers' concentration in certain roles. Which workers, which roles? | Description of the roles in which the highest concentration of women workers and workers in vulnerable situations is found | % of women in the workforce of the sector and in the base of the union | % of women in the union's leadership |
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| <b>Step 2: Hazard Identification</b><br>Each column will allow you to record and describe the findings |                                     |                                       |
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| Existing hazards found                                                                                 | Existing gender-based hazards found | Existing intersectional hazards found |
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## Step 4: Risk Prioritisation

List the risk levels found, and determine their complexity and urgency

| Risks levels/<br>Complexity | High severity or probability | Disproportionate gendered<br>and intersectional impact | Compliance requirements<br>with ILO Convention 190. | Organisational and quality<br>impacts on public services. |
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## Step 5: Risk Elimination / Mitigation / Control Measures

List each of the prioritised risks, determine the action to be taken, and indicate how it could be implemented

| Prioritised risks/<br>Actions/<br>Implementation | Gender and<br>intersectional<br>dimensions | Elimination | Redesign | Organisational<br>controls | Administrative<br>controls | Support measures |
|--------------------------------------------------|--------------------------------------------|-------------|----------|----------------------------|----------------------------|------------------|
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