

DOMESTIC WORKERS ORGANIZE AGAINST VIOLENCE & HARASSMENT

TRAINING PACK



Unit 2

EQUALITY AND RIGHTS IN OUR LIFE AND WORK

Foreword and Introduction

Unit 1 Starting a DWOVH Training

UNIT 2 : EQUALITY AND RIGHTS IN OUR LIFE AND WORK

2.1 : Sex, gender and gender equality	4
• Info note 1: Sex, gender and gender equality	10
• Info note 2: Gender equality promotion	13
2.2 : What is discrimination and diversity	15
• Info note: Discrimination and diversity in domestic work	19
2.3 : Fact or opinion?	23
• Handout: Statements.....	26
• Info note: Fact or Opinion?	27
2.4 : Equality and discrimination in our life and work	28
• Handout 1: Game.....	33
• Handout 2: Small group work.....	34
• Info note: Equality and discrimination in our life and work	35
2.5 : Our rights as women and as workers	39
• Info note: Women’s rights and domestic workers’ rights	42
Sources	43

Unit 3 What is Violence & Harassment in Domestic Work

Unit 4 Protecting Ourselves from Violence & Harassment

Unit 5 Collective Actions against Violence & Harassment

Unit 6 DWO Case Work and Peer Support

Unit 7 Laws, Policies and Practices on Violence & Harassment

Unit 8 Concluding a DWOVH Training

Training Aid 1 Slide Shows for the DWOVH Units

Training Aid 2 Key DWOVH Terms

Training Aid 3 Tips for Effective DWOVH Training

Training Aid 4 DWOVH Training Planning and Preparation



Overview

This unit is about equality, non-discrimination and rights of domestic workers.

We discuss what it means to grow up as a girl or a boy, and what is gender equality.

We share experiences on the many forms of discrimination that we often have to cope with.

We look into the difference between facts and opinions.

We explore how inequalities and discrimination affect us, and what are our rights as women and domestic workers.



UNIT SUMMARY

	TITLE	AIMS	TIME (MINS)
2.1	Sex, gender and gender equality	<ul style="list-style-type: none"> ■ To identify the difference between sex and gender (biological and social characteristics) ■ To become aware of gender roles, norms, biases and stereotypes, and realize that we can change these ■ To define gender equality between women and men 	90
2.2	What is discrimination and diversity	<ul style="list-style-type: none"> ■ To experience power and powerlessness ■ To identify main grounds of discrimination against domestic workers ■ To appreciate respect and diversity among people 	90
2.3	Fact or Opinion?	<ul style="list-style-type: none"> ■ To distinguish between facts and opinions ■ To identify gender stereotypes in domestic work 	60
2.4	Equality and discrimination in our life and work	<ul style="list-style-type: none"> ■ To identify common inequalities and forms of discrimination against domestic workers ■ To discuss equality and empowerment and why we want it in our life and work 	120
2.5	Our rights as women and as workers	<ul style="list-style-type: none"> ■ To know our rights as women and as workers ■ To voice and express our rights as women and as workers 	90



TOTAL TIME : 7 HOURS 30 MINUTES – 450 MINUTES



KEY MESSAGES

We want equality, We want to stop discrimination against us, because we are girls and women in a women's job. Our job is important and in demand! We want respect for the value of our work. We have dignity and rights as women and as workers. We fight for our individual and collective empowerment.

- We want **gender equality**: Equal rights, opportunities, treatment and power of women and men in life and at work. Gender roles, norms and stereotypes constrict and constrain women more than men. But: These are not set in stone, they can and do change all the time, and they can change fast if people want to.
- **Domestic workers** are **often discriminated** because they are women and because they have a different race, color, ethnicity, nationality, class, caste or religion than their employers. Discrimination **poisons** us, our personal and work relations and the communities and societies we live in. Respect for the human dignity of all, no matter who we are, is essential for our health and happiness in life and at work.
- We need to know the **difference between facts and opinions** on sex, gender, different races or ethnicities, colors, religions and on domestic work. We need to check and find proof that information is true before believing it. When we believe opinions and think they are facts, we fall victim to deception and fake news.
- We want to **stop discrimination**. We want **gender, race and class justice**. We want equality to reach our full potential and goals in life: Equal rights, opportunities, treatment and power in our life and at work.
- We will **fight for our rights as women and as workers**. Together we are strong. We can empower ourselves and our sisters in solidarity with others.



Training Organization

- If you want to do only one training activity on Equality and Rights in our Work and Life, do **Unit 2.4**: Equality and discrimination in our life and work.
- If you want to do this unit in 3 half-day activities on off-days do:
 - **Unit 2.1**: Sex, gender and gender equality, and **Unit 2.2**: Discrimination and diversity in domestic work
 - **Unit 2.3**: Fact or opinion?, and **Unit 2.4**: Equality and discrimination in our life and work
 - **Unit 2.5**: Rights of domestic workers as women and as workers, and choose another activity, like **Unit 3.1**: About power
- If you want to train DWO leaders or members to become trainers in a residential workshop, you can do 4 activities per day.



2.1 : Sex, gender and gender equality

90 minutes

	Aims	<ul style="list-style-type: none"> • To identify the difference between sex and gender (biological and social characteristics) • To become aware of gender roles, norms, biases and stereotypes, and realize that we can change these • To define gender equality between women and men
	Participants	<ul style="list-style-type: none"> • Domestic worker leaders • Domestic workers
	Room Arrangements	<ul style="list-style-type: none"> • Step 1: Big open space to move and run around • Other steps: Seating in big or small groups
	Materials	<ul style="list-style-type: none"> • Two flipchart papers on flipchart stands or a wall on one side of the room • Markers in three colours • Roll of marking tape or chalk
	Training Aids	<ul style="list-style-type: none"> • Slide show 1: Sex, gender and gender equality • Slide show 2: Gender equality promotion (for interested leaders and members) • Info note 1: Sex, gender and gender equality • Info note 2: Gender equality promotion (for interested leaders and members)



Session Plan Steps

1.	Drawing game	Relay race ¹	20 minutes
2.	Characteristics of women and men	Discussion in big group	20 minutes
3.	Is it sex or gender?	Quiz	15 minutes
4.	Changes towards gender equality	Q&A in big group	30 minutes
5.	Key messages	Conclusion	5 minutes

¹ Adapted from: ILO, Trainers' manual, Women workers' rights and gender equality: Easy steps for workers in Cambodia, Bangkok, 2004; ILO, Rights, responsibilities and representation, 3-R Trainers' kit, Empowerment for children, youth and families, Bangkok, 2006



Preparation

- Read and discuss the Info note with others so that you fully understand it.
- For step 1:
 - Find an open space of at least 3 by 6 meters.
 - On one end of the empty space, place 2 flipchart papers on flipchart stands or pin 2 flipcharts to a wall with a distance of around 1 meter between the 2 flipcharts.
 - On one flipchart write the word 'WOMAN' and 'MAN' on the other. (Write 'GIRL' and 'BOY' if the participants are children.)
 - Mark a START line with masking tape or chalk on the floor about 2 meters away from each flipchart.

SESSION PLAN

STEP 1	DRAWING GAME	RELAY RACE	20 MINUTES
--------	--------------	------------	------------

- Say: We are going to **find out what is sex and gender, what are gender roles, norms and stereotypes, and what is gender equality**. We start with doing a race. Show the 2 flipchart papers on the walls or flipcharts for everybody to see, and explain: One flipchart has the title WOMAN and the other has the title MAN.
 - Divide the group into 2 teams by calling out 1 and 2 in turn. Say: All the number ones are team 1 and the number two's are team 2.
 - Ask the teams to line up in a row, with the first person of each team standing behind the START line. [Do not give out the markers until the rules of the game are explained and understood.]
- Explain the rules of the game:
 - One team will draw a **WOMAN (GIRL)** and the other team will draw a **MAN (BOY)** as fast as possible. The drawings will be a full drawing of the person from head to toe.
 - It is a race: On the START signal, the first person from each team starts by drawing **one line** without lifting the marker and then runs back to hand over the marker to the second person who adds a **new line**, and so on.
 - Each team member should get the chance to draw. Draw one line and then pass the marker to another person. Do this as fast as you can!
 - Each team aims to show that the drawing is a WOMAN (GIRL) or a MAN (BOY).
 - The team that has made the clearest drawing will be the winning team.
- Give one marker to the first person in each group and give the START signal. After several minutes say: There are only a few minutes left to draw your WOMAN or MAN. This will keep the spirits high and sets a quick pace.
- Stop the drawing competition when you see that the drawings have several clear physical and social characteristics of a man and a woman respectively: breasts for a woman; beard and Adam's apple for a man; the sexual organs; a woman's pregnancy or a baby on her back or arm; bulging muscles in the arms of a man; differences in clothes and hair styles.



Tip for Trainers

If participants draw only clothes and no biological characteristics, give them a hint such as "If you remove the clothing, what will you see of the body?" However, be sensitive to the participants' customs. If they are too shy to draw sexual organs, do not push them. If some biological differences such as breasts, beard, are clearly drawn, that is enough.

STEP 2	CHARACTERISTICS OF WOMEN AND MEN	DISCUSSION IN BIG GROUP	20 MINUTES
--------	----------------------------------	-------------------------	------------

- Ask everyone to come back to their seats and discuss the drawings together: Ask the participants:
 - **Are the images clear? What is similar, what is different?**
 - **What are the characteristics of the BOY (MAN) drawing?**
 - **What are the characteristics of the GIRL (WOMAN) drawing?**
- Write down the characteristics on the side of each drawing.
- Go through the characteristics besides each drawing one by one and ask: Can the other sex have the same biological and social characteristics?
- Mark the characteristics that participants say can be changed. For each characteristic, ask if the other sex can have the same. Examples: Can a boy wear skirts and a man have long hair, can a girl play soccer and a woman be a police officer and so on? Once many characteristics have been marked, ask:
 - **Which characteristics belong to just one sex only?** (Biological features such as sexual organs, pregnancy, mustache, beard, and Adam’s apple.)
 - **What kind of characteristics can not be changed?** (Biological sex characteristics that are influenced by hormones and genes that people are born with.)
 - **What kind of characteristics can both sexes have?** (Social or gender characteristics that people are not born with but later develop or learn in life such as outer appearances and personality; family, professional and social roles.)
- Explain the concepts of sex and gender:
 - **‘Sex’** is about **biological characteristics**: They are assigned to us at birth based on the genitals we have. It is about the biological characteristics of men and women, determined by a person’s genes. For example, only men produce sperm. Only women produce eggs and can become pregnant. Biological sex differences usually do not change (unless people want to change their sex through operations and hormones).
 - **‘Gender’** is about **social characteristics**: The roles that women and men have in the family, at work and in society, and the ideas, norms and values that people have about women and men. Girls and boys are socialized, and learn to grow up as women and men, respectively.
- Ask: In your society, what ideas exist about the **‘ideal woman’** (femininity) and the **‘ideal man’** (masculinity)? Write the responses on a flipchart and after several ideas have been aired, say: Every society teaches women and men how to behave, and has ideas on: what women/men can do and can not do; what women/men should and should not do; and what women/men are capable of doing. Often, **ideas** about women/femininity and men/masculinity are **not in line with reality**. For example, women are known to be the ‘weaker sex’ in many societies, but many women domestic workers are physically stronger than their male employers.
- Ask: **In our own language(s)**, do we have different words for these biological (sex) and social (gender) differences between women and men? After some discussion, **agree with participants how to name the two different concepts in the language(s) we use**. (For example, people can use biological women/men and social women/men differences or they may find it easier to use the term sex in their own language for biological features, and use the term gender in English for social features and differences between men and women.)

STEP 3	IS IT SEX OR GENDER?	QUIZ	15 MINUTES
---------------	-----------------------------	-------------	-------------------

- Tell participants that we will do a quiz to check if we understand the difference between sex and gender. I will read some statements: some statements are about ‘sex’ (biological) and others are about ‘gender’ (social). Students will say ‘SEX’ when the statement is about ‘sex’ (S), and ‘GENDER’ when it is about ‘gender’ (G).
- Test one or two statements to make sure everybody understand the concept, then go through the following statements one by one:
 1. Women can get pregnant. (S)
 2. Men have short hair; women have long hair. (G)
 3. Women breast feed babies. (S)
 4. Men domestic workers are gardeners and drivers. (G)
 5. Women and girls should obey men. (G)
 6. Men have more facial and body hair than women and an Adam’s apple. (S)
 7. Women domestic workers cook, clean and care for people. (G)
 8. Men are leaders. (G)
 9. Women have monthly periods. (S)
 10. Men usually have a lower voice than women. (S)
- If you hear both Sex and Gender as answers to one statement, start a discussion and ask the group to reconsider: is it biological: something that people are born with. Or, is it social: something that people have learned and been taught in their family and society.



Tip for Trainers

If some participants keep insisting that a social, gender characteristic (G) is a biological sex characteristic (S), just put both and say: Most of us agree that this is a social and not a biological issue. But not everyone agrees, so we put both. Some of us may want to think it over. Some of us may find it difficult to believe that things that we have been taught from a very young age are not a biological fact, but a social norm. We will discuss this further.

STEP 4	CHANGES TOWARDS GENDER EQUALITY	Q&A IN BIG GROUP	30 MINUTES
---------------	--	-----------------------------	-------------------

- Start a Question and Answer (Q&A) discussion. Say, we are now going to discuss gender equality and we start with asking: **What are gender roles and what are gender norms?** After a few responses, say: **Gender roles** are the **activities that women and men actually do. Gender norms** are the **collective ideas**, perceptions (understanding) and expectations on the ideal woman (femininity) and the ideal man (masculinity): **What women and men do and can not do, should and should not do, and are capable of doing.**
- Say: If you compare the time of your grandparents, parents and your own generation now, **what changes have there been in the gender roles (what women and men do) and gender norms?** (The ideas on what women and men can and can not do, should or should not do or what they are capable of doing in your family, community or society in earlier times and now) Ask volunteers to give examples.
- After some examples, ask: **How do gender roles and norms vary between different groups in a country and between countries?** (such as the rich and the poor, or different religious or ethnic groups.) Ask volunteers to give examples.

- After examples from the group, say: Gender roles and gender norms **can and do change over time**. There are also many differences in gender roles and gender norms **between groups and societies**. In some groups, cultures and societies gender norms are very strict, in others they are more flexible. Gender roles often vary a lot, depending on personal characters or when changes happen, like death, conflict or disaster. Gender norms also change but often slower.
- Say: In every society there are many biases, prejudices and stereotypes about women and men. Ask: **What are examples of gender bias, prejudices and stereotypes?**
- After some responses, say: Gender bias, prejudices and stereotypes are **widely held, fixed and oversimplified ideas, opinions, and feelings that people have about women and men**. They generally **limit the opportunities** that women and men have in work and in life. They are **unfair** and often **harmful**.
- Say, let us now look at the effects of gender roles, norms and stereotypes on women and men in our groups and societies. Ask: In our groups and societies:
 - Who has more **workload**, women or men?
 - Who has more **freedom and opportunities**?
 - Who has more **decision-making power**?
 - Are workload, opportunities and power of women and men different between the **rich and the poor**?
- After sharing ideas and examples, conclude:
 - Generally, **women** have **more workload** than men, and **men** have **more freedom, opportunities and decision-making power** than women in most societies and in all social classes.
 - Generally, in rich families, girls and women have more freedom and opportunities than women and men in poor families, but rich men have more freedom and opportunities than rich women.
 - In most societies steady progress is being made in providing more chances and opportunities to girls and women. However, this **progress is slow and uneven, and the global COVID-19 pandemic has been reversing gender equality gains**, and hit domestic workers hard: Many lost their job or working hours. Few had access to health care, unemployment benefits and other social protection measures and many more faced violence & harassment².
- Ask: **So how shall we define gender equality?** Make a list of the responses of the group on a flipchart or board, and discuss and introduce the definition of equality between women and men: **Gender equality** is about **equal rights, opportunities, treatment and power** of women and men in life and at work. **It is about women and men enjoying:**
 - **The same human and workers' rights**
 - **Equal opportunities and treatment, value, respect, voice and representation**
 - **Fair distribution of workload, decision-making power and income.**

2 ILO, *Making decent work a reality for domestic workers, Progress and prospects ten years after the adoptions of the Domestic Workers Convention, 2011 (No. 189)*, Geneva, 2021, ILO, *World Employment and Social Outlook*, Geneva, 2022, Oxfam, cited in Thomson Reuters Foundation, 'A striking blow' COVID-19 costs women \$800 billion in lost income, News, 29 April 2021; World Economic Forum, *Pandemic pushes gender equality back a generation*, News, 30 March 2021; UNDP, *COVID-19 global gender response tracker*

STEP 5	KEY MESSAGES	CONCLUSION	5 MINUTES
--------	--------------	------------	-----------

- Conclude by asking and repeating the following key messages with the group:
 - What is the difference between sex and gender? Sex is about biological differences. They are universal and do not change. Gender is about social differences between women and men. They are learned, change over time and vary widely between people and groups of people.
 - Are the gender roles, norms and stereotypes fair for women? NO! Gender roles, norms and stereotypes constrict and constrain women more than men.
 - Can we change this? YES! Gender differences and relations are not set in stone. They can and do change all the time. They can change fast if people want to.
 - What do we want? We want gender equality! Equal rights, opportunities, treatment and power of women and men in life and at work.



Tip for Trainers³

Participants may ask and want to discuss the **‘third sex’, sexual orientation and gender identity**, or plastic surgery and sex change operations. In such cases, start a discussion with the group.

- ▼ While it has been a long held belief that there are only two sexes (woman and man) in nature, understanding of ‘sex’ continues to be updated by scientific discoveries. Research has revealed that the **biological sex a person is born with, involves not just the two male and female sexes but all variations between them**. Some children are also born with both female and male organs.
- ▼ Sex is defined by our genitals (sexual organs) and by our genes, chromosomes, hormones, and other sex characteristics. **Sex change surgery and technology can change the physical differences** between women and men but the **biological reproductive abilities** that people are born with still **cannot be changed**. Surgeons can change the shapes of breasts, remove the Adam’s apple, and construct new sexual organs. However, a transwoman, who was born as a boy, cannot grow an ovary, get pregnant or produce breast milk, and a transman, who was born as a girl, cannot produce sperms.
- ▼ **In many societies, gender roles and norms** on what women and men can and cannot do, should and should not to do are **flexible and not fixed**: People do not have to follow them if they do not fit who they are or want to be. Gender is fluid and exists on a spectrum. The gender someone identifies with may not match the sex they were given at birth and there are many ways that people can express their gender identity or personal sense of their own gender. However, in **other societies, gender roles and norms are quite rigid**.
- ▼ In all societies there are children and adults who find out that they have a **different sexual orientation and gender identity** from the majority. Most children become sexually interested in the other sex, but girls can also become sexually interested in other girls, and boys in other boys. Or, they are sexually attracted to both sexes. Some children or adults find they have been born in the wrong body, so some women want to become men and some men want to become women.
- ▼ Gender norms in many societies favor sexual relations and marriage between a man and a woman. Like women, **people with sexual orientations and gender identities** who do not conform to the gender norms in their family, community and society, **are often treated unequally in life and at work**.
- ▼ People’s **sexual orientation and gender identity are about both sex and gender characteristics**. People are not and should not be reduced to their reproductive functions – that is, we as humans exist not only to reproduce but we are members of society whose **roles are defined by many factors beyond our biological sex**. See also next **Unit 2.2**: What is discrimination and diversity.

³ See for example, Claire Ainsworth, “Sex redefined,” Nature, 18 February 2015; and ITUC, [Facilitator guide, Train the trainers toolkit on the ILO Violence & harassment Convention \(No. 190\) and Recommendation \(No. 206\)](#), 2021

i Info note 1: Sex, gender and gender equality

What is the difference between sex and gender?

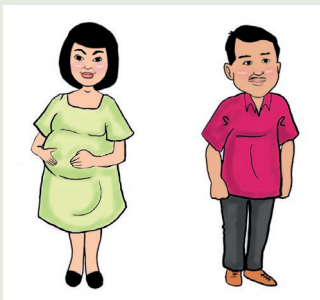
The **sex we are born with influences our chances in life**, alongside other important characteristics like our race, color, socio-economic class or caste. From the moment we are born, all societies assign different roles, attributes and opportunities to boys and girls. **Girls learn how to act like a woman** and **boys learn how to act like a man** (like, girls have to be cute and boys should not cry).



Gender differences, like the roles of men and women in the family, may **seem natural** to many people **because everyone learns** about them **from a very young age**. BUT: Gender differences are not caused by nature and biology. They are ideas developed by people in their societies and **these ideas can and do change**.

What is sex and what is gender?

- **Sex** is about **biological characteristics** of women and men. Examples: Only women can give birth and only men have sperms. The biology of the body:
 - Is the **same all over the world**
 - Is **difficult to change**.



- **Gender** is about the **social characteristics and relations** between women and men
- Ideas about gender differences are **learned, vary widely** within and between societies and **change over time**
- **Gender norms** determine what:
 - Women and men **can** and **can not do**
 - Women and men **should** and **should not do**
 - Women and men are **capable of doing**.



- Nowadays, people usually do not but can make some changes to the sex they were born with. However, people can and do **change gender characteristics and relations in the family, community and society** if they think that these are not just and fair. **Most societies** have started to become **more gender equal** over the last 100 years, although changes are slow and uneven.
- In many societies there is more **freedom** for women and men **to decide** how they want to express their gender identity or personal sense of their own sex and gender. In other societies, gender norms continue to be very strict especially for women, and for people who do not conform to gender norms.



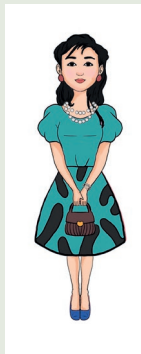
It is useful to analyze the actual contributions of girls/women and boys/men, and the ideas in people's minds on what they should be like, can and cannot do and should and should not do. There is often a big difference between what people actually do (facts) and what people think they should be doing (opinions). See also **Unit 2.3: Fact or opinion?**

What are gender roles, norms, biases and stereotypes?

Gender roles are about the **activities that men and women actually do**. Gender roles can be **flexible or strict, and change over time**. For example, in many traditional families the roles of men and women are different, with men working outside the house and women working for the family at home. In other families, the roles of women and men have become more similar, with women earning the main family income and men sharing some of the household and family care work.

Gender norms are the **collective ideas** and perceptions (understanding) that people have on **what men and women should do, should be like and are capable of doing**. Gender norms influence how women/girls and men/boys behave or express themselves, including the way they talk and dress, as well as the opportunities and chances that they have in work and in life.

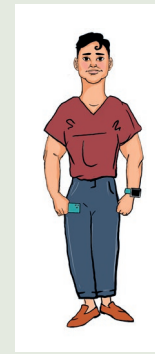
Gender roles and gender norms **can and do change over time** in every society. There are also many differences in gender roles and gender norms **between groups and societies**. In some groups, cultures and societies gender norms are very strict, in others they are more flexible. Gender roles can vary a lot, depending on personal character or when changes happen, like death, war or disaster. Gender norms also change, usually slower but sometimes quickly, if people want to.



Femininity and masculinity

In every culture and society, people usually have different ideas and expectations on **how women should act** (the ideal woman, or femininity) and **how men should act** (the ideal man or masculinity).

In many societies, women should be **feminine**: beautiful, cute, obedient and good housewives, and men are expected to be **masculine**: strong, brave and leaders of the family and community. These ideas are often restrictive and not in line with reality. They limit the potential and may not reflect the actual contributions of women and men alike.



All human beings distinguish between different groups of people. People commonly favor their 'own group', and develop biases against people who are 'different' and belong to another group. All **human beings have bias and prejudices**, as it enables them to quickly jump to conclusions when faced with new information. However, this **hampers people's ability** to take **fair decisions based on evidence**.

Gender bias, prejudices and gender stereotypes are **widely-held, fixed and oversimplified opinions or feelings that people have about women and men** and what they can and can not do, should and should not do, and what they are capable of doing. For example, women can not be good leaders or men can not be good nurses. These **limit the opportunities that women and men have in their life and work**.

Gender biases and stereotypes are often proven false, as they are not based on reality and facts. Gender biases and stereotypes are often **unreasonable and unfair** because **what is on the outside** (a person's sex or color) is only a small part **of what a person is**. They are **harmful and amount to employment discrimination** if they put the livelihoods and jobs of other people in danger.

How do gender roles, norms and stereotypes affect us?

In every society, gender roles, norms and stereotypes **influence people's chances and opportunities in life and work**. They are learned. They are not innate or 'natural'. Children begin to observe, absorb and **internalize** gender roles and norms from their homes, where boys/men and girls/women typically have different responsibilities and roles in various aspects of life, like who's taking care of the baby, doing housework, who works outside, and who takes decisions. In this way, **collective norms become personal values**: Women and men start to behave in the ways that they are expected to behave and, in turn, will teach these gender norms to the following generations.

In some societies **gender roles and norms** are **very strict** and in others, they are **more flexible**. Where gender roles and norms are more fluid and flexible, many children, youth and adults behave in ways that do not match the stereotypes associated with their gender. For example, many women enjoy playing sports, and lead companies and organizations. Similarly, many men enjoy interpersonal relationships, and want to be free from constant pressures to achieve and be brave.

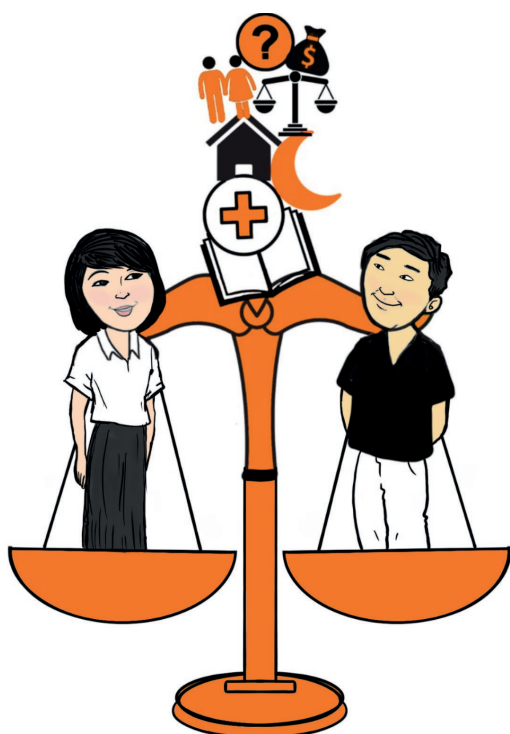
Rigid and strict gender roles and norms affect how people treat each other and contribute to intolerance, hatred, contempt, prejudice and **violence & harassment** against girls and women (misogyny), homosexual (homophobia) or transgender people (transphobia). People who fall outside the norm of heterosexual relationships are often marginalised in society. People who do not fit gender norms, may be teased, isolated, or threatened.

Women generally suffer more from gender bias, prejudices and stereotypes in societies, because the **gender relations between women and men are not equal**. Most of us still live in **patriarchal societies**, where **women** have **fewer rights and resources** than men. In a patriarchy, men have all the power, women have none or very little, and are the property of men. Men rule and women have to obey.

Pure patriarchies have become rare, but paternalistic ideas are still common. In most countries, men are the norm and have more power, and **women** have a **second-class status** in all spheres of life and work. **Women do the bulk of the work** as they do most of the **unpaid work** for their family and have to **earn money** because they are responsible for making sure there is **bread on the table** for their families. They have less time for rest and relaxation. Their **work** is often **invisible and undervalued**, and they have **no or little voice** in public life.

Most societies have enshrined **equality between women and men in the law** and started to become **more egalitarian over the past 100 years**, but many problems still exist, when it comes to sharing of workload and decision-making power at home, and having equal voice and representation in workplaces, communities and societies.

What is gender equality and what is women's empowerment?



- **Gender equality** is about **equal rights, opportunities, treatment and power** of women and men in life and at work. It is about women and men enjoying:
 - The same **human and workers' rights**
 - Equal **opportunities, treatment, value, respect, voice and representation**
 - Fair distribution of **workload, decision-making power and income**.
- **Gender equality promotion** is not about gender wars. It is about **changing gender, norms, relations and systems in patriarchal societies** that abuse and hurt women. It is about ensuring equal outcomes and equal shares between men and women, so that all persons are treated with dignity and allowed to **develop to their full potential**. This leads to a **higher quality of life for all**.
- **Gender equality** does not mean that women and men need to become the same. Women and men **can be and are different**, but they should have **equal rights, opportunities, treatment and power in their life and work**. The way people are treated, and how their work is valued, should not depend on their biological functions and patriarchal gender norms.
- **Women's empowerment** is needed to overcome the negative effects of gender discrimination, and achieve gender equality. **Women's empowerment** is about becoming **strong and self-confident**, and **gaining the power** to do what you want and to control what happens to you. Women need to **come up for their rights through individual and collective actions** with gender-sensitive men **to fight for more equal and fair societies for all!** See also **Unit 2.4:** Equality and discrimination and **Unit 4.5:** We empower!



Info note 2: Gender equality promotion

The information below is for (new) domestic worker leaders, who want to know more about gender equality promotion:

1. **Core messages** are useful for overcoming gender resistance among men and women, and for convincing them to contribute to gender equality campaigns. Share and discuss these messages whenever your audience involves men in domestic work and the community, or when it is also important to reach out with anti-violence messages to husbands and fathers of domestic workers.
2. **Gender equality** promotion describes how women's organizations and advocates have to overcome the institutional resistance of, mostly male, powerholders and push for structural changes in law and in practice to realize equal rights for women and men in families, institutions and societies worldwide.

1. Core messages for involving women and men in gender equality promotion

- **Achieving gender equality is the responsibility of all!** Gender equality promotion requires **inputs from both women and men**. Agreement needs to be built in families, workplaces and societies on a fair balance between roles and responsibilities of men and women at home, in workplaces, communities and societies.



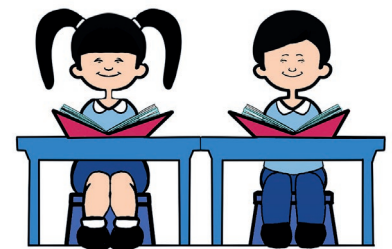
- **Promoting gender equality will benefit all in society.** Sometimes resistance against gender equality exists because of the **fear** that advancing women means taking away something from men. But: gender equality does not mean more power for women and less power for men. It is **empowering for both sexes and leads to a better quality of life for both**.

- **Gender equality promotion and women's empowerment** is not only the **right thing to do**. It is also the **smart thing to do**. It is not only just and fair to involve women and men equally in development. It also makes good economic and business sense to utilize all talents and resources in families, communities, workplaces and societies.

2. Gender equality promotion and women's empowerment

Gender equality and uplifting the position of women remains the goal, but the strategies and approaches to reach this goal have been fine-tuned over the years, because progress has been slow. In the 1970s and 80s it was emphasized that equal opportunity by itself is not enough. Specific measures are needed to eliminate the inequalities and unequal chances that women have to cope with. Many development organizations, therefore, introduced the concept **gender equity** (fairness, justice⁴) to **reach the goal** of gender equality.

Gender equity is about **equality of outcomes and results**. It is about the **fair and just** treatment of both sexes that takes into account their different needs because of cultural barriers and (past) discrimination of specific groups. It is a means to ensure that girls and boys, and women and men have equal chances not only at the starting point but also when reaching the finishing line.



4 The ILO defines gender equity as fairness of treatment for women and men, according to their needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities, in ILO, *ABC of women workers' rights and gender equality*, 2nd Edition, Geneva, 2007



The difference between gender equality and gender equity can be illustrated by the **fable about a stork and a fox**.⁵

‘Once upon a time there were a stork and a fox. The fox invited the stork to its house for dinner. Food was served in a dish, so the stork with its long beak could not eat it.

The following day, the stork invited the fox to its house for dinner. Food was served in a long vase, so the fox with its short tongue could not eat it.’

The tongue of the fox and the beak of the stork are both used for eating but have different shapes and require different feeding methods, represent different needs of people. This story illustrates that sometimes even when equal opportunity is made available (the food is served to both), the outcome may not necessarily be just and fair or equitable (each animal’s method of eating is not suitable for the other).



By the time women and men have grown up in patriarchal societies, the opportunities and difficulties they have had in their life may have resulted in very different life and work situations. Women’s biological capacity means **child bearing** and gender norms mean that they do **most of the household, family and community care work**, and have **income earning duties**. The effects of multiple types of discrimination, because of gender, race and class, pile up and weigh women down.

Special measures (positive or affirmative action) are often needed to enable women and other discriminated groups to overcome the effects of gender biases and past discrimination in patriarchal societies. Examples of positive action are quota for women’s representation in decision-making.



Gender justice was introduced in the 80s by women’s organizations from the global South to counteract some of the negative effects of the gender mainstreaming approach that had been adopted by many development agencies. The gender justice approach seeks to change the **unequal power relations between men and women**. It is about the ending of, and the provision of redress (compensation, support and services) for inequalities between women and men that result from the subordination of women to men. Priorities are:

- Advancing women’s rights and access to resources on an equal footing with men
- Building women’s **voice** and **‘agency’: Ability to make choices**
- Increasing **women’s representation** in policy and decision-making institutions in the social, economic and political spheres
- Making these **institutions responsive and accountable to women**.

Since the adoption of the Sustainable Development Goals for 2015-2030, the aim is to achieve the twin goals of **women’s empowerment and gender equality** by tackling the root causes of inequality and speed up changes through **gender transformation**.⁶ The focus is on:

- Changing the **power dynamics and structures** that serve to keep and maintain **gender inequalities** to achieve gender equality and protect **women’s rights**
- Engaging people and powerholders in analyzing, questioning and **challenging inequalities in power and privileges** between persons of different genders to free everyone from harmful and destructive norms
- Requiring people, organizations and institutions to develop and implement **gender-responsive laws, policies, practical measures, budgets and organisational structures**.
- Working at **many different levels** for changes in individuals, families, workplaces, communities, institutions and societies.

⁵ GAD/C, Gender awareness handbook, Phnom Penh by Gender and Development for Cambodia (GAD/C: Phnom Penh, 2001).

⁶ University of Oxford and the Global Change Data Lab, *Our world in data*, [Goal 5: Gender equality – SDG tracker](#)



2.2 : What is discrimination and diversity⁷



90 minutes

	Aims	<ul style="list-style-type: none"> To experience power and powerlessness To identify main grounds of discrimination against domestic workers To appreciate respect and diversity among people
	Participants	<ul style="list-style-type: none"> Domestic worker leaders Domestic workers
	Room Arrangements	<ul style="list-style-type: none"> Steps 1 and 3: Big open space to move and walk around Other steps: Seating in a big circle or in small circles
	Materials	<ul style="list-style-type: none"> Step 1: Cards, papers or sticky tapes, half in one color and half in another color, one for each participant Step 3: Sheets of paper, one for each participant
	Training Aids	<ul style="list-style-type: none"> Slide show: Discrimination and diversity in domestic work Info note: Discrimination and diversity in domestic work



Session Plan Steps

1.	Rules of the game	Roleplay in big group	30 minutes
2.	What is discrimination	Q&A in big group	30 minutes
3.	Diversity	Fruit salad game	15 minutes
4.	Diversity	Discussion in big group	10 minutes
5.	Key messages	Conclusion	5 minutes



Preparation

- Read and discuss the Info note with others.
- For step 1:
 - Prepare labels: Select cards or sticky tapes in two different colours, one color for half of the participants and another color for the other half. Select ‘neutral’ colors (for example, green and yellow) that have no specific political or religious meanings to the group.
 - Write the rules of the game on a flipchart.
 - For step 3: Draw or write names of 5 or 6 types of fruits used to make fruit salad in the country/ies where participants are from, on sheets of paper: One fruit per sheet, for example, 4 mango’s, 4 papaya’s, 4 apples, 4 strawberries, 4 cucumbers, 4 pineapples, or 4 banana’s. Make sure you have as many sheets as there are participants in the game and shuffle them, so that the same fruits are not next to one another.

⁷ Adapted from: ILO, [Equality and non-discrimination at work in East and South-East Asia, Training package: Guide and Exercise and tool book for trainers](#), Bangkok, 2011; [Exercise and tool book for trainers](#)



Tip for Trainers

Unit 2.2 discusses how the lack of power of many domestic workers results from and leads to discrimination. Keep the session clear and simple, stay close to the experiences of participants and focus on the main points. See also **Unit 2.4: Equality and discrimination in our life and work**, **Unit 3.1: About power**, **Unit 7.2: Working in our own countries: How can we make the laws work for us!** and **Unit 7.3: Working in other countries: How can we make the laws work for us!**

SESSION PLAN

STEP 1	RULES OF THE GAME	ROLEPLAY IN BIG GROUP	30 MINUTES
---------------	--------------------------	------------------------------	-------------------

- Link the session to the previous session and say: In this session we will **experience power and lack of power and discuss discrimination and diversity**. We start with a roleplay: Rules of the game.
- Give half of the participants a green label and the other half a yellow label and tell them to show their label at all times during the game. Tell participants that in this game they will have to behave according to the rules for the color of their label: They are ‘green people’ if they have a green label, and they are ‘yellow people’ if they have a yellow label.
- Hang the flipchart paper or slide with the rules of the game on a wall in a place where participants can see it when moving around the training room, and explain the rules of the game:

RULES OF THE GAME:	
Green people:	Yellow people:
<p>Are very shy and used to obeying powerful people:</p> <ul style="list-style-type: none"> ● May not dance, sit on chairs and may not drink anything. ● May not be together in one place with more than one other person. ● Have to obey any ‘yellow’, and do what a ‘yellow’ wants. ● May not talk to any ‘yellow’ unless spoken to. 	<p>Are very powerful and arrogant, they want others to obey them.</p> <ul style="list-style-type: none"> ● May dance, sit on chairs and drink anything. ● May join others freely. ● May give orders to a ‘green’ and order ‘greens’ around. ● May talk to anyone in the room freely.

- Start the roleplay: Tell participants to walk around, meet and talk with each other in line with the rules of the game. If domestic workers who play ‘the yellow people’ are not playing their role as arrogant masters, tell them to play their role better: They have to order green people to do things for them. During the exercise observe the behavior of the ‘greens’ and the ‘yellows’ and take note of differences between the ‘yellow’ and ‘green’ groups (domineering – submissive, loud – silent, arrogant – insecure, arrogant – angry).
- After 10 minutes stop the roleplay. Say: We are now going to change colors. All greens become yellows and all yellows become greens. Tell each green to give their card to a yellow and tell each yellow to give their card to a green. Quickly repeat the rules for the green and the yellow people and start the game again.
- After 10 minutes stop the roleplay. Thank everyone for playing the roles of ‘green and yellow people’ with a group applause and ask people to return to their seats.

STEP 2	WHAT IS DISCRIMINATION?	Q&A IN BIG GROUP	30 MINUTES
--------	-------------------------	------------------	------------

- Ask participants how they felt about the game and what they learned:
 - **How did it feel to be a ‘yellow’ or a ‘green’?** [*Terrible to be a ‘green’, better to be a ‘yellow’.*]
 - **What was the best/worst thing about being a ‘green’ or a ‘yellow’?** [*For ‘greens’: No power, demeaning, degrading to have to obey a yellow and do what they want. For yellows: Powerful, we can do what we want and order the ‘greens’ around.*]
 - **What do you think of these rules?** [*Unfair, abuse of power, oppression.*]
- Briefly share your own observations on the behavior of ‘greens’ and ‘yellows’ during the roleplay. Say: In this roleplay we experienced how it feels to be part of a superior group (yellow) and an inferior group (green). In many societies, people are ‘labeled’ and ‘graded’ according to characteristics which they can not change. Often, men are worth more than women, and people with lighter skin are graded higher than people with darker skin. People who are treated as ‘second class human beings’ face many prejudices and discrimination in life and at work.
- Ask: **Can you give examples of prejudices and discrimination against domestic workers?** Ask a few volunteers to share, and write key words on the board. Say: From these examples, who can share **what are prejudices and what is discrimination?** Get some responses, write key words on a board, and develop the definitions using the Info note:
 - **Prejudices are widely held, fixed and oversimplified ideas, opinions and feelings** about a person or group of persons, thinking that those who are not like us, are a different and lesser form of human beings. Prejudices lead to discrimination.
 - **Discrimination is about making an unfavorable decision about a person, based on the group, class or category to which a person belongs.** It is about disadvantaging people, because of a personal characteristic, like their sex or the color of their skin, that they can not change and that is not their fault. It is unfair and unreasonable, because it is based on opinions, not on facts.
- Ask: **What is discrimination at work?** Get some responses, write key words on a board and say: It is about **unequal opportunities and treatment of workers that result in disadvantages for these workers in their job**, in job recruitment or promotion.
- Ask: **Why are women domestic workers discriminated?** [*For example, because they are women; because they are young or old; because they have a different race, ethnicity, color, nationality, class, caste or religion than their employer; because they are from a rural area; because they are lesbian or bisexual, or because they have a (presumed) disability or health condition, like pregnancy.*]
- Say: We call these **grounds of discrimination**. List them on the board with the group using the Info note [*Sex and gender; age; race, ethnicity and color, including indigenous and tribal peoples; socio-economic class, caste; rural or urban origin, social or national origin; occupational category; birth, nationality and migrant status; religion and creed; political opinion and/or anti-union discrimination; sexual orientation and gender identity; ability and health conditions; pregnancy, family status and responsibilities.*]
- Ask: **What happens if domestic workers experience many grounds of discrimination at the same time?** Get responses from the group, use the Info note and say: Many domestic workers experience discrimination at work or at home not only because they are women but also because of their class, color, background, or other grounds. Experiencing many grounds of discrimination at the same time means the **negative effects come together, build up, increase and intensify**.
- Ask: **What effects does discrimination have on us, our relations with others, and our society?** Write key words of volunteers’ responses at the personal, relational and societal level on a board. [*Us: We feel powerless and become smaller and smaller. We start to feel unworthy and don’t trust ourselves. We treat ourselves with disrespect. In our relations: Discrimination poisons relations between people in the family and at work. It often leads to violence & harassment, and it can become impossible to cooperate. In society: When there is a lot of discrimination, large parts of the population are treated unfairly and live in poverty, while a few have all the power and benefits. This leads to lack of trust, insecurity, violence and unrest.*]
- Conclude by saying: **Bias, prejudices and stereotypes lead to discrimination and disadvantaging persons**, not because of their actual abilities, but on the basis of the negative ideas we have about the group they belong too. We have to **train ourselves to check our biases and prejudices** whenever they come up and **make sure we do not discriminate other people ourselves**.

STEP 3	DIVERSITY	FRUIT SALAD GAME	15 MINUTES
--------	-----------	------------------	------------

- Say: We are now going to do a **game to understand why respect for differences between people is important**. Give each participant one fruit sheet and ask them to stand in a large circle. Ask everyone to put their sheet on the floor. Make sure that persons with the same fruit are not standing next to one another.
- Announce the rules of the game:
 - I will call out the names of the fruits written on the cards. When the name of a fruit is called, all the persons standing behind a card with that name must run and change places with one another.
 - When I say **'fruit salad'**, everybody must change places. However, the 'mangos' can only go to a 'mango' place and 'pineapples' can only go to a 'pineapple' place, and so on. The participants cannot change the type of fruit they have, but must change place with another person who has the same fruit.
- Start the game by calling out the first fruit. Repeat several times, so people have to run around quickly. Finish when everybody has changed places at least a few times.

STEP 4	DIVERSITY	DISCUSSION IN BIG GROUP	10 MINUTES
--------	-----------	-------------------------	------------

- After finishing the game ask the participants whether any of them can guess why this exercise is used to discuss equality among people. Take a few guesses and have some discussion before explaining.
- Explain the reasons for doing the exercise:
 - Fruit salads with different fruits are popular among people in most countries, because people enjoy the combination of the different tastes of the different fruits. The term 'fruit salad' is also used to describe a society where many different ethnic groups live together. For example, Malaysians and Singaporeans call their societies with people of Malay, Chinese, Indian and many other ethnic origins 'a rojak' or 'rujak' (fruit salad) society'. In the Pacific, a family with parents of different ethnic origins, and their children are also called a fruit salad.
 - Similar symbols like a 'salad bowl' or a 'mosaic' are used elsewhere to describe a family, community, workplace or society, where people from different sexes and backgrounds (colors, classes, religions) come together.
- Ask: **What is diversity?** Diversity is about recognizing that **no one culture or group of people is superior to another and that everyone is unique, and has value and dignity**. It is about respecting differences and trying to understand one another.
- Ask: What are **advantages or disadvantages of differences between** ('fruit salads' of) **people**. After some responses, conclude with the group: Disadvantages: difficulties to understand each other, nicer to stay with people who are like ourselves, easier to trust our own people. Advantages: learn new things, more creativity and better problem solving.
- Ask: **Why is diversity important in the workplaces of domestic workers?** After some responses, conclude with the group: Domestic workers and their employers need to respect each other and each others' differences. This is essential to establish good working relations and a healthy work environment, and to enable domestic workers to do a good job.

STEP 5	KEY MESSAGES	CONCLUSION	5 MINUTES
--------	--------------	------------	-----------

- Conclude with the following key points:
 - We are discriminated for many reasons: because we are women and often have a different race, color, class, origin or caste, religion or nationality than our employers.
 - Discrimination at work is about unequal opportunities and treatment in our jobs.
 - Discrimination poisons us, our homes, our jobs and the societies we live in.
 - We need to respect differences and try to understand one another.



Info note : Discrimination and diversity in domestic work⁸

The IDWF as a global federation of domestic workers affirmed at its 2nd Congress in Cape Town in 2018:

- To stand against any abuses of human rights and discrimination in our workplaces, in the communities and in the society.
- The right of domestic workers to be free from discrimination based on gender, race, colour, creed (faith or value system) ethnic origin, caste system, gender identity, sexual orientation, religion, ability, family status and age.
- Our commitment to the principles of human rights, anti-discrimination and inclusion. The diverse membership representation of our global federation must be protected, promoted and embraced.⁹

What is discrimination?

Discrimination is **caused by bias, prejudices and stereotypes**: Widely held, fixed and oversimplified ideas, opinions and feelings about a person or group of persons. All people have biases and prejudices as it is natural for people to feel sympathy and accept things that are 'familiar', and like people who are 'similar' to oneself. Research shows that all people have biases and prejudices to some extent. However, biases and prejudices become a problem when they make us think that those who are not like us are a different and lesser form of human beings. Then, we start to negatively judge persons, not on their actual abilities but on the basis of the negative ideas we have about the group they belong to.

Discrimination is about making an unfavourable decision about a person, based on the group or class the person belongs to. It is about treating a person or group of persons differently in a way that is worse than the way people are usually treated, because of prejudices and stereotypes about the group that the person belongs to. It is **unjust, unreasonable and unfair**, because it is based on opinions and not on facts.

Discrimination is about **disadvantaging people** because of a **personal characteristic**, like their sex or the color of their skin, that they can not change and that is not their fault. Examples: A child can not control whether it is born as a black or white girl or boy from a poor or a rich family. A deaf or blind person has not freely chosen to have such a disability. Gender discrimination happens when people do not elect a woman as leader, because they think women make bad leaders. Race discrimination happens when people of one race get paid more than people of another race for the same or a similar job because people of one race are considered more suited for certain jobs, or can be paid less.

Discrimination at work is about unequal opportunities and treatment of workers that **result in** disadvantages for these workers in their job, in job recruitment or job promotion. Discrimination in employment is about:

- **Differences in treatment**, like different pay for women and men or between national and migrant workers doing the same or a similar job or another job but with similar job responsibilities (equal value).
- **Exclusion from an opportunity**, like rejecting a person with a good voice and a lame leg for the job of a radio announcer who can do this job perfectly well with a lame leg.
- **Preference given**, like restaurants recruiting young women only to sell and serve food and drinks to customers, men only to supervise the waitresses, and older women only to wash the dishes and clean the toilets.

When checking whether unequal opportunities and treatment amount to discrimination or not, the most important question to ask is: **What are the results of the discriminatory act?** Discrimination can be **direct**, like a job advertisement stating 'only men can apply for this job'. But it can also be **indirect**. For example, in some countries both women and men can apply for jobs like a police officer, a fire rescue worker or a manager. However, when the job advertisement says "More than 1.50 meters in height", this is **indirect** discrimination against women, because women are generally less tall than men.

⁸ Adapted from: ILO, *Equality and non-discrimination at work in East and South-East Asia, Training package: Guide and Exercise and tool book for trainers*, Bangkok, 2011; *Exercise and tool book for trainers*

⁹ Resolutions, adopted by the 2nd IDWF Congress 2018, Cape Town, South Africa

Similarly, entrance examinations are often held only in the majority language in a country. This amounts to hidden discrimination against ethnic minority or migrant worker groups who are usually less fluent in the majority language. For more information, see **Unit 7.5**: What type of discrimination is it?

Grounds of discrimination

Most common grounds of discrimination are:

- Sex and gender
- Race, ethnicity and color, including indigenous and tribal peoples
- Socio-economic class and origin: This includes grounds like rural origin, caste, occupational category, birth, nationality and migrant status.
- Religion and creed
- Political opinion, for example, anti-union discrimination
- Age
- Sexual orientation and gender identity
- Ability and health conditions such as infectious diseases or disabilities
- Family status (pregnancy and family responsibilities).



Experiencing multiple (intersecting) forms of discrimination

Exposure to discrimination is usually **not a one-off, stand-alone isolated event**, but happens to people **many times**, often from the day they are born and throughout their life and work. Women domestic workers often do not only face discrimination in their job because they are women. They may also have a different race, ethnicity, color, socio-economic class or caste, political opinion, nationality, religion, social or rural origin than their employers. This increases the risk of prejudices and discrimination.

Experiencing many grounds of discrimination, such as gender, color and class, on top of one another, means the negative effects come together and build up (intersect or intertwine). Persons who experience **discrimination on multiple grounds** often find themselves in a vicious spiral of **increasing and intensifying** (cumulative) **disadvantages**. For example, a rural woman from an ethnic group with a stutter may find it very difficult to find and hold a decent job with good pay as domestic worker in the capital, even if she is perfectly capable of doing the work.

Effects of discrimination on people, relations and societies

The effects of discrimination are very harmful to people, personal relations and societies at large:

- **At the personal level**, discrimination violates a person's dignity, because it reduces a person to a single characteristic, which is often something s/he cannot change. A domestic worker is a woman, and also a daughter, a mother, a lover, a friend, a singer, a worker, an organizer or a leader. Repeated negative experiences of unfair treatment at work and in life, can mean we become discouraged. We start to feel more and more powerless and become smaller and smaller. We feel unworthy and don't trust ourselves. We may treat ourselves with disrespect or take anger out on ourselves.
- **In our relations**: Discrimination can poison relations within families and workplaces, and often leads to violence & harassment. When powerholders in families and workplaces are insecure and lack trust, they often take out their irritations on those with the least power, the wife and children in the family or the domestic workers in the household. The ones on the receiving end feel that the accusations or treatment are demeaning and unfair, but often find they can not do anything about it. This strains personal and working relationships and leads to hostile family and working environments.
- **In society**: Peaceful societies are just societies, where everyone is protected and has to abide by the law that is the same for everyone. When there is a lot of discrimination in a society, large parts of the populations are treated unfairly and live in poverty, while a few have all the power and benefits. This structural inequality leads to distrust, insecurity, non-cooperation, lack of safety, violence, and unrest.

Discrimination against women domestic workers

Common forms of discrimination faced by women domestic workers are:

- **Unequal and disrespectful treatment, violence & harassment because of discrimination based on their gender, color, ethnicity, race or class.** Women domestic workers are often looked down upon because they are women working in a low-status job who usually belong to another socio-economic class and have another race, color, religion, nationality than their employers. This easily leads to demeaning treatment, labor exploitation, violence & harassment.
- The fact that many women can **only find a job as domestic worker** is also a sign of **gender discrimination** in the labor market. Due to gender stereotyping in societies, women have access to a more limited range of jobs and occupations, with lower pay at lower levels than men. Women tend to be concentrated in informal and atypical occupations, such as domestic work, that are not covered by any protective labor and social protection laws and regulations.
- **Gender discrimination in pay.** Men are often getting paid more than women if they have the same job, or a job of equal value: This is also true in domestic work. Female cooks often earn less than male cooks. Also, the job responsibilities of a male security guard and a female child carer are comparable – of equal value – but security guards often earn more than child carers.
- **Pregnancy discrimination.** Many domestic workers of reproductive age may not get a job because they may become pregnant, or they may face immediate dismissal when they do. Migrant domestic workers, especially, are often forbidden to get married or pregnant (even if this is prohibited by law in many countries).
- **Family status and responsibilities.** Women with (young) children may also find it hard to find a job. Many employers are reluctant to hire women of reproductive age because they believe that mothers are less competent at work, because they have to look after their own family too. When hiring domestic workers, many people ask job applicants at the job interview about their personal situation, like whether they have a boyfriend or not, are planning to have children or not. This is discrimination in recruitment and is prohibited in many countries.
- **Sexual orientation and gender identity (LGBTI+).** Domestic workers with different sexual orientations and gender identities are often discriminated because they do not conform to the social norm of hetero sexuality between women and men.
- **Anti-union discrimination.** In many Asian countries local and/or migrant domestic workers are not allowed to join, form or lead trade unions, for example, in Bangladesh, Cambodia, Macao, Malaysia, Singapore and Thailand, and in many countries in the Arab region. For more information see **Unit 7.2:** Working in our own countries: How can we make the laws work for us! and **Unit 7.3:** Working in other countries: How can we make the laws work for us!

What is diversity?¹⁰

Many people consider their own country, race, class, sex or religion to be superior over all others. The belief that our own human rights are more important than the human rights of others is common and problematic: It leads to discrimination and inequalities within and between countries. Diversity is about recognizing that **no one culture or group of people is superior to another**, just because it is 'our culture or group'.

Diversity is about understanding that each of us and everyone else has **value and dignity** where ever s/he comes from, whatever s/he does, and whatever age, color, gender, class, caste, religion or political opinion or anything else s/he has. We are the same but at the same time we are different because we have different experiences as an individual and as a member of the groups and society we belong to. We need to respect each other and each others' differences. **Respect for diversity** and **the human dignity of all** is essential for happy and healthy homes, workplaces and societies, where everyone has equal chances to contribute and benefit.

¹⁰ Adapted from: [Queensborough Community College, Definition of diversity](#), New York; [Training ABC, 10 Ways to respect diversity in the workplace](#), not dated

Diversity is about **wanting to understand** each other. It brings in new ideas and experiences, and people can learn from each other. It is important to protect and support diversity, so that we can create successful, cooperative, and caring communities that discourage prejudice and discrimination and value respect and equality. Diversity means more than just acknowledging and/or tolerating difference. Diversity is **something to do and to practice**. It involves:

- Understanding and appreciating that people from different sexes and ethnic groups **need each other**, depend on each other and that all human beings depend on the natural environment and need to respect mother earth.
- Recognizing that **discrimination means privileges** for some and **disadvantages** for others.
- Practicing **mutual respect** for qualities and experiences that are different from our own.
- Understanding that diversity includes not only ways of being but also ways of knowing.
- **Building alliances** across differences so that we can work together to eradicate all forms of discrimination.
- Bringing in **different ideas** and perspectives leads to **better problem-solving**.
- Working in **diverse teams** is a chance to **experience new things and people**.

Employers and workers in workplaces and in organizations, like DWOs, need to find ways to respect diversity in the workplace. Here are some **tips** to ensure non-discrimination and diversity at work:

- We all have biases. It's a natural result of our life experiences. Take a moment to reflect and write down what our own biases are and how we should not allow these biases to discriminate others or affect the way we behave towards others.
- Get to know someone different. Take a genuine interest in someone with a different background. Start a conversation with finding common ground in an area that does not offend cultural or other sensibilities.
- Invite inputs from everybody, when solving a problem or starting a new project. A wide range of experiences from people with different backgrounds makes for better solutions and projects.
- Respect and give time-off for important national or religious holidays. Most employers respect and give time-off for important national and religious holidays in their country. Respect and time-off for important religious or other holidays of migrant domestic workers is also important.
- Avoid language that demeans a particular group of individuals. For example, avoid calling women girls or cuties, and avoid jokes that offend different genders, races, ethnicities, religions or cultures.
- When hiring or promoting workers, do so on the basis of merit only. Skills, abilities, experience, knowledge and results are important in our decisions. Do not let biases or stereotypes affect the process.



2.3 : Fact or opinion?¹¹



60 minutes

	Aims	<ul style="list-style-type: none"> To distinguish between facts and opinions To identify gender stereotypes in domestic work
	Participants	<ul style="list-style-type: none"> Domestic worker leaders Domestic workers
	Room Arrangements	<ul style="list-style-type: none"> Steps 1, 2 and 4: Group seating Step 3: Space to move around in the room
	Materials	Flipchart paper, markers and masking tape
	Training Aids	<ul style="list-style-type: none"> Handout: Statements: Fact or opinion? Info note: Fact or opinion?



Session Plan Steps

1.	Difference between facts and opinions	Quiz	10 minutes
2.	What's a fact, what's an opinion?	Q&A	10 minutes
3.	Fact or opinion	Quiz-game	25 minutes
4.	Analysis and key messages	Discussion in big group	15 minutes



Preparation

- Read the Info note for this session and make sure you understand the difference between a 'fact' and an 'opinion' so you can explain it in step 2.
 - A **Fact** is the same and correct for everyone. It can be proven to be true or false by evidence. It can be tested, observed or measured.
 - An **Opinion** is a point of view, judgement, feeling or belief of someone about something. An opinion is subjective: A person can change their opinion and different people have different opinions.
 - **Prejudices and biases** are opinions that are often presented as facts.
- Step 3: Read the handout with the statements for the game. It aims to help participants develop their capacity to think and analyze ideas and practices that harm women and domestic workers in their community, at their workplace and in society. Prepare for the game as follows:
 - Select and prepare in advance the 20 statements in the handout, or delete some and write new statements that are relevant to the group. Depending on the amount of time available and the ability of participants to absorb, you can choose less statements from the list.
 - Cut up each statement, give each a number (1 – 20) and roll or fold it. Put all rolls in a box.
 - Finally, on 3 blank A4-size sheets, write the words 'FACT' on one sheet, 'OPINION' on another and 'DON'T KNOW' on the last one. Pin the sheets on the wall in 3 different corners of the room.

¹¹ Adapted from: ILO, [Rights, responsibilities and representation: \(3-R\) Trainers' kit, Empowerment for children, youth and families, Book 3](#), Bangkok, 2006; ILO, [Equality and non-discrimination at work in East and South-East Asia, Guide](#), Bangkok, 2011; Colorado State University, [Distinguishing Fact, Opinion, Belief, and Prejudice](#), in Writing@CSU, not dated

SESSION PLAN

STEP 1	DIFFERENCE BETWEEN FACTS AND OPINIONS	QUIZ	10 MINUTES
---------------	--	-------------	-------------------

- Link the session to the previous session and say: In this session we will discuss the **difference between facts and opinions**. We start with some examples. I will read out a statement and you will tell me if it is a fact or an opinion.
- Go through 6 example statements that are close to the participants' reality, for example:
 1. Asian people have black hair. [F]
 2. Asian people have very beautiful hair. [O]
 3. I like my job as domestic worker. [O]
 4. Most domestic workers are women. [F]
 5. Domestic workers are very good carers. [O]
 6. Many domestic workers job have very long working hours. [F]
- Ask the group to identify which statements are facts and which are opinions. Once identified, put the statements of facts and opinions on a flipchart side by side as follows:

FACT	OPINION
1. Asian people have black hair.	1. Asian people have very beautiful hair.
2. Most domestic workers are women.	2. I like my job as domestic worker.
3. Many domestic workers have very long working hours.	3. Domestic workers are very good carers.

STEP 2	WHAT'S A FACT, WHAT'S AN OPINION?	Q&A	10 MINUTES
---------------	--	----------------	-------------------

- Brainstorm with participants on the definitions of a 'fact' and an 'opinion', using the Info note. Ask and discuss: How can you tell:
 - **What is a fact?** A **fact** is the same and correct for everyone. It can be proven to be true or false by evidence. It can be tested, observed or measured. Example: The sun is hot: We can test the temperature of the sun and prove that it is hot.
 - **What is an opinion?** An **opinion** is a point of view, judgement, feeling or belief of someone about something. Opinions are often attempts to draw a conclusion from facts, but they are not based on facts but on people's views, feelings or tastes. Opinions are subjective: People often change their opinion and different people have different opinions. Opinions are often not based on facts, but on **prejudices and biases**: Half-baked opinions, based on insufficient or unexamined facts. For example, the statement 'The main reason for rape is that women dress sexily' is an opinion not a fact, because it has been proven time and again that this is not true.
 - **What is the difference between a fact and an opinion?** A fact is the same for everyone because it has been proven to be true. Opinions can not be proven to be true or false. Opinions differ a lot between people, and people can change their opinions easily. Facts can also change but only if new information or evidence becomes available. Example: We now know the earth is round. Centuries ago many people thought the earth was flat.
 - **If you are not sure if a statement is a fact or an opinion, what do you do?** You need to find more information.
 - **Why is it important to know if a statement is a fact or an opinion?** We make better decisions if we know if something is a fact or an opinion. It is dangerous to mix up opinions and facts. Opinions that are not based on facts but on prejudices, bias and stereotypes about women and domestic workers, lead to discrimination against these groups.

STEP 3	FACT OR OPINION	QUIZ-GAME	25 MINUTES
---------------	------------------------	------------------	-------------------

- Ask everyone to stand up. For young and adult domestic workers who may not be able to read well, find 1 or 2 participants who can read well, or a trainer, to read the statements to them.
 - Clear the room to make enough space for people to run around.
 - Ask participants to draw one roll each from the box. If there are not enough statements for everyone, tell the others they can still join the game.
 - Ask who has statement No. 1 and tell the person to read the statement loudly for all to hear. Everyone should decide whether the statement is a fact, an opinion, or that they do not know, and then run to the wall which has the sign of their choice ('FACT', 'OPINION' or 'DON'T KNOW').
 - Ask for statement No. 2 and repeat the process, for statements No. 3, No. 4, and so on.
- For each statement, ask participants the reason why they think the statement is a fact or an opinion. Ask the opposing sides to convince the 'DON'T KNOW' group to their positions, but keep it brief. It's fine if there are participants at all 3 walls for every statement. Make sure to keep the pace.

STEP 4	ANALYSIS AND KEY MESSAGES	DISCUSSION IN BIG GROUP	15 MINUTES
---------------	----------------------------------	--------------------------------	-------------------

- Ask everybody to take their seats and start the analysis of the game.
- Analyze the statements by first identifying the facts among the statements. [*Answer keys: Statement numbers. 2, 4, 12, 14, 16, and 18 are facts.*]
- Then, together discuss the remaining statements. It is important to know the difference between facts and opinions. This will help you to **clarify and demystify** statements that are prejudiced (positive or negative) opinions about gender roles, values, norms and stereotypes in domestic work (see the Info note of **Unit 2.1**). Use the prejudices and gender-stereotyped statements as examples to point out how these are perpetuated by ideas and beliefs that are not based on facts. If many people think these ideas and beliefs are true, specific groups of people suffer from discrimination. For example:
 - Many girls do not get enough education because their parents and society believe that it is not important for them to get educated. Instead, they go out and work from an early age, first, in the home of their parents, and then, in the homes of their husbands and in-laws, and/or in the households of others.
 - Men can become addicted to alcohol because they get alcohol from a very young age. Most societies tolerate drunkenness among men, considering it 'normal or even 'manly'. Drunken men often hurt and inflict violence against their partners and women, in general. Alcohol addiction also leads to unemployment.
- Conclude the exercise with 3 to 5 key messages from the discussion. For example:
 - Facts are the same and correct for everyone. They can be proven to be true or false. They can be tested, observed or measured.
 - Opinions are points of view, judgements, feelings or beliefs of someone about something. Opinions are subjective and can easily change.
 - We need to know the difference between facts and opinions and check information before believing it!
 - Opinions, prejudices and stereotypes about gender lead to gender inequality and discrimination of domestic workers.
 - We need to always analyze the information we receive in everyday life and we often need to find out more.
 - We make better decisions when we can determine if a certain information is a fact or not.
 - When we believe opinions and think they are facts, we may easily fall victim to deception and fake news.



HANDOUT : STATEMENTS

Fact or Opinion?



Check in one of the columns for each statement.

No.	STATEMENT	FACT	OPINION	NEED MORE INFO
1	Women and girls are sweet, gentle and kind.			
2	Most men are bigger and taller than women.			
3	Real men do not cry.			
4	Only women can get pregnant and give birth to babies.			
5	Women make better parents than men.			
6	House work is a women's and girls' job, so boys and men do not need to do it.			
7	Parents prefer sons because sons are more important than daughters.			
8	Girls do not need much education but need to work and earn their living.			
9	Women always have to obey men.			
10	Men speak better and are better decision-makers than women.			
11	Women should not dress in a sexy way.			
12	About 1 in 3 women worldwide have experienced physical or sexual violence in their life time.			
13	If something goes wrong in the house where a domestic worker is employed, it is her fault.			
14	Whether a baby will be a son or daughter depends on the Y chromosome in the man.			
15	Women domestic workers should only do caring, cooking and cleaning jobs, and men domestic workers should only do driving, gardening or security jobs.			
16	The demand for domestic work is growing worldwide.			
17	Women are better cooks than men.			
18	In many countries, men get paid more than women for doing the same job. This is also true in domestic work.			
19	It is okay for men to get paid more than women because they are the providers of the family.			
20	It is okay for men to get drunk, but drunken women are ugly, have loose morals, and deserve to be beaten.			



Info note: Fact or Opinion?

How can you tell if a statement is a fact?

A fact is the same and correct for everyone. We can find out if it is true or false by evidence. It can be tested, observed or measured. Examples: The sun is hot: We can test the temperature of the sun and prove that it is hot. $2 + 2 = 4$ in calculations and mathematics. Only women can give birth. Global WHO estimates from 2021 state that about 1 in 3 of women have experienced physical or sexual violence in their life time.¹²

How can you tell if a statement is an opinion?

An opinion is a point of view, judgement, feeling or belief of an individual or group of people about something. Opinions are often attempts to draw a conclusion from facts but they are usually not based on facts but on subjective feelings, tastes or views. People often change their opinion and different people have different opinions. Some opinions are beliefs, based on faith, morality or values, They are not based on facts because no proof or evidence can be found, for example, beliefs in heaven, life after death or reincarnation.

Opinions are often not based on facts but on **prejudices and biases**. A prejudice or bias is a half-baked opinion based on insufficient or unexamined facts. Bias and prejudice lead to stereotyped thinking about a person or group of persons. For example, gender bias and prejudices lead to gender stereotypes like, women are weak, women are bad drivers. Unlike a belief, a prejudice and a stereotype is testable and can be proven true or false on the basis of facts. But people often form biases, prejudices and stereotypes or accept them from others (family, friends or social media) without questioning their meaning or testing their truth.

What is the difference between a fact and an opinion?

Opinions are subjective and often not based on proven facts. Opinions can not be proven true or false. Different persons can have different opinions about the same thing. For example, people have different opinions about riding a motorcycle: it is fun, it is fast, it is convenient, it is exciting or it is dangerous and some people may not have any opinion about it at all. If opinions are about feelings, they are not necessarily right or wrong, just different.

On the contrary, **a fact is the same for everyone, because it has proven to be true.** For example, $2+2 = 4$ and only women can give birth. Everyone can agree that dogs have 4 paws, because all dogs have 4 paws, unless they are disabled. However, **facts can change with time and circumstances, but only if new information, or evidence becomes available.** Examples: Before the invention of airplanes, trains were the fastest mode of transportation. In the past, babies could only be conceived through sexual relations between a woman and a man. Now babies can be conceived also in a laboratory.

If you are not sure if a statement is a fact or an opinion, what do you do?

Get more information and try to find out if the statement is true or false by asking or looking for proof or evidence. For example, the statement 'Domestic work is a women's job in my country' can be easily checked and will be a proven fact in most countries. But, it will be difficult to find evidence for statements, such as 'The main reason for rape is that women dress sexually' as it has been proven time and again that this is not true.

Why is it important to know whether a statement is a fact or an opinion?

Prejudices and biases against other people are opinions but they are often presented as true facts. We make **better decisions** when we can determine if a certain information is a fact or an opinion. It is **dangerous to mix up opinions with facts**, to present opinions as facts, or spread fake news because it can **disadvantage people**.

Gender and other stereotypes against women and domestic workers lead to **disrespect and disadvantaging** them in their work and life. For example, if an employer believes that domestic workers are backward women who deserve to be treated badly because they are women, and come from a certain village, country or culture (a reasonable person knows that this cannot be true), s/he would not hesitate to abuse them.

¹² See: WHO, [Violence against women, Factsheet, 2021](#)



2.4 : Equality and discrimination in our life and work

120 minutes

	Aims	<ul style="list-style-type: none"> To identify common inequalities and forms of discrimination against domestic workers To discuss equality and empowerment and why we want it in our life and work
	Participants	<ul style="list-style-type: none"> Domestic worker leaders Domestic workers
	Room Arrangements	<ul style="list-style-type: none"> Step 1: Open space for the group to move from one side of the room to the other side Other steps: Seating in the big group and small groups
	Materials	<ul style="list-style-type: none"> Step 1: Paper sheets, card or post-it notes of 2 different colors, one for each participant Other steps: Flipcharts and papers, markers
	Training Aids	<ul style="list-style-type: none"> Slide show: Equality and discrimination in our life and work Handout 1: Game: Statements on our chances and opportunities Handout 2: Small group work: Equality and discrimination in domestic work Info note: Equality and discrimination in our life and work



Session Plan Steps

1.	Our chances and opportunities in life	Game	45 minutes
2.	Gender equality and discrimination	Q&A in big group	20 minutes
3.	Equality, discrimination and us	Small group work	30 minutes
4.	Equality, discrimination and us	Reporting in big group	20 minutes
5.	Key messages	Conclusion	5 minutes



Tip for Trainers

*If **Unit 2.1** and **Unit 2.2** have been done with the group earlier, ask the participants to recall the definitions of gender equality and discrimination, rather than introducing these terms.*



Preparation

- Step 1:
 - Select 10-12 statements from the handout for the game or make new statements that are relevant for the group.
 - If you use the slide show, delete the statements that will not be used.
 - Put a basket in the middle against the wall opposite from where the game starts.
- Step 3: Check the questions for group work in the handout and adapt them to suit the needs of the group, as needed.

SESSION PLAN

STEP 1	OUR CHANCES AND OPPORTUNITIES IN LIFE	GAME	45 MINUTES
--------	---------------------------------------	------	------------

- Ask the group to form a circle in the open space. Link the session to the previous session and say: In this session, we will discuss **what are common gender and other problems of domestic workers and how we can overcome these**.
- We start with a **game to find out what are the chances and opportunities of women and men to reach their goals in their life**. Ask the group to form pairs and explain the game:
 - Ask each pair to decide who will play a girl/woman and who will play a boy/man. Give each pair a paper sheet/card/post-it note of 2 colors and ask all girls/women to put on one color and the boy/men another color for everybody to see.
 - We will all move to one side of the room. [*Walk the group to the one side.*] Ask the pairs to line up next to one another.
 - Say: Our goals in life are on the other side of the room. I am going to read out questions about the different chances each sex has to reach their goal. For example: I say: Who can become a soccer player, girl or boy? Quickly discuss in your pair: Who will have more chances: boy or girl? If boys have more chances and the girls fewer, the boys take one footstep forwards, and the girls stay where they are. If the girls have more chances than boys, they take one footstep forwards and the boys stay where they are. If the boy and girl both have equal chances, both of you, girl and boy, take one footstep forwards.
 - Say: We will do 2 examples to practice. Discuss and answer the question: **Who can become a soccer player, girl or boy?** Ask the pairs to discuss and move, and interview a few of them, why they stand where they are. Check if everyone understands how to do the game, and say: Here comes the next example question: **Who becomes older, man or woman?** Ask the pairs to quickly discuss and move: When they think women generally live longer, only the women of each pair move one footstep forwards. If they think men live longer, only the men move one footstep forwards. If both men and women generally die at the same age, both take a footstep forward. Discuss and move. Again interview a few and say: In almost all societies women generally become older than men.
 - Tell the group to all come back to the starting position and tell them we now start the game. Go through the 10-12 statements one by one, interviewing a few after each statement asking them why they stand where they are. [*Note: You can make a brief comment after the interviews, but ensure to accept all answers and don't start a discussion. When a pair can not discuss because they are too far from one other, tell them to use sign language to communicate or take the decisions alone.*]
 - Stop the game after 20-25 minutes. Tell the group to remove their sex identification sheet/card/post-it, crumple it and try to throw it in the basket.
 - Give a group applause to the participants who manage to land their crumpled paper in the basket. Ask and discuss: **Why did you win?** [*Usually, the ones who played a man are closer to the basket than those who played a woman. Those who played men in the middle have an advantage over the men far out on the sides: they are the rich men with advantages over all women and poor men.*]

- Ask the group to sit down and say: We are now going to discuss the outcome of the game. **What did you see? What did you think? What do you conclude from the game?** Invite volunteers to share their views.
- Write down the key points of their comments [*Examples of common differences: For girls/women: less rights and value; less opportunities (less education, free time and choices in life); less decision-making power and income/property but more workload than boys/men as a child, youth and adult. More violence against girls and women. Examples of similarities: Equal access to education, health care, decision-making on money or family matters. In richer families, girls have equal opportunities with boys in life, but rich and poor women can face similar constraints. In families, psychological differences also play a role. Women can be strong and men weak in families, also in patriarchal societies.*]
- After 10 minutes, highlight the answers of participants and conclude:
 - If we compare the lives of women and men in most societies, generally: Women have **less rights and value** than men. Women have **less opportunities, decision-making power and income** but **more workload** than men. Many more women suffer from **violence & harassment** by men than the other way around.
 - This has little to do with the biological differences between women and men, but is **caused by the social or gender norms in patriarchal societies** that rule that men are more important than women and that women have to obey men.
 - The main biological differences between the sexes are different sexual organs and hormones. Men have sperm and women have eggs, can give birth and breastfeed. In **patriarchal societies, men want to control women's fertility and rule over them**. From an early age onwards girls and boys learn about social, gender norms on what women and men can and can not do, should and should not do and what they are capable of doing.
 - Gender norms are very strict in some groups, cultures and religions and more flexible and fluid in others, but generally they **restrict women's rights and opportunities in life and work**.

STEP 2	GENDER EQUALITY AND DISCRIMINATION	Q&A IN BIG GROUP	20 MINUTES
---------------	---	-----------------------------	-------------------

- Say: So, if we want to have gender equality in domestic work, **what are important things that both women and men domestic workers should have equally in life and at work?** [*Who remembers from Unit 2.1?*]
- Write key words on a flipchart or board. After some responses, say: All these points are part of the definition of 'equality between women and men (gender equality)'.
- Write the definition on the board or show the slide and say: **Gender equality is about equal rights, opportunities, treatment and power of women and men in life and at work. It is about women and men enjoying:**
 - **The same human rights and workers' rights**
 - **Equal opportunities, treatment, value, respect, voice and representation**
 - **Fair distribution of workload, decision-making power and income.**
- Ask: **Are there points to add or questions?** Add any relevant points mentioned by the group, and answer questions that come up, using the Info note.
- Repeat the definition and say: There is **no perfect gender equality yet anywhere** in the world, but gender equality is enshrined in the laws of most countries and **gender equality standards are slowly improving** in many countries.
- Say: The opposite of equality is discrimination, or discrimination is the absence of equality. **Ask: What is discrimination?** [*Who remembers from Unit 2.2?*] Write key words on a flipchart or board. After some responses, explain: Discrimination is about: Unfair treatment of a person or group of persons because of bias and stereotypes about the group that the person belongs to. It is about disadvantaging people because of a personal characteristic that they can not change and that is not their fault. For example, a child can not control whether it is born yellow, red, or brown, as a girl or a boy, or from a poor or a rich family.

- Ask: **What are examples of gender discrimination?** [*Gender discrimination happens when people do not elect a woman as leader, because they think women make bad leaders.*]
- Ask: **What is discrimination at work?** After some responses, explain: Unequal opportunities and treatment of workers that result in disadvantages for these workers in their job or in job recruitment.
- Ask for examples. [*Gender discrimination in domestic work happens when men are often paid more than women while their jobs are similar or of equal value: The job responsibilities of a male security guard and a female child carer are very comparable, but security guards often earn more than child carers.*]
- Say: Discrimination happens based on gender, but there are other grounds of discrimination. Ask: **What are other common grounds of discrimination?** Write the grounds on a flipchart or board.
- After a few responses, say: There are many reasons or grounds of discrimination [*Highlight the ones mentioned by participants: Sex and gender; race, colour, ethnicity, nationality; income levels, class and caste; social or rural background; religion or creed; political opinion; sexual orientation or gender identity; migrant status; age; (dis)ability or health condition; family status.*] If we experience many forms of discrimination at the same time, we are exposed to increasing and intensifying forms of discrimination.



Tip for Trainers

Go for a break or do a few stretches or energizer with the group.

STEP 3	EQUALITY, DISCRIMINATION AND US	SMALL GROUP WORK	30 MINUTES
--------	---------------------------------	------------------	------------

- Say: We are now going to discuss inequalities and discrimination in domestic work in small working groups. Divide the group into 4 or more groups of 5-6 persons each. Introduce the points for discussion in the groups on a slide or flipchart and distribute handout 2 as needed)

From your own experience:

 1. **What are common gender biases and stereotypes about domestic work by women?**
 2. **What inequalities and discrimination do we face as domestic workers? Discuss examples and the grounds of discrimination.**
 3. **What effects does this have on us?**
 4. **What can we do to achieve equality for domestic workers?**
- Tell the groups to make a brief report of their key findings and select a reporter.
- Ask: Are the questions clear? Clarify as needed. Divide participants into small working groups of 5-6 people each. Ask them to start the discussion. Provide each group with a flipchart and markers. Give them around 20 minutes for discussion.
- After 20 minutes, tell the groups that they have another 5 minutes for discussion and the report.
- When time is up, tell the groups to stop and come back to the big group.

STEP 4	EQUALITY, DISCRIMINATION AND US	DISCUSSION AND REPORTING	20 MINUTES
--------	---------------------------------	--------------------------	------------

- Invite the reporters to the front to put up their reports on a board or flipchart stands and share the main points of their small group discussion. Each reporter has 3 minutes maximum with the first reporter focusing on question 1, the 2nd reporter focuses on question 2, and so on. Make sure that the reporters stick to the time, and tell them to share new points not yet brought up by the other groups.
- Ask the group to give a big applause for the work in the small groups. Briefly summarize the main group work outcomes, such as:
 1. **What are common gender biases and stereotypes about domestic work by women?** [*Domestic work for others in private households is associated with the unpaid but valuable household and care work done by women as ‘labor of love’ for their own families. Domestic work for others is not considered as ‘real work’ but as simple, unskilled work that women ‘naturally’ know how to do. Domestic work has a low status, a bad image and is often badly paid. Domestic workers are considered as ‘part of the family’ with a duty to put in long hours for little pay and without a job contract and benefits, like health and social protection.*]
 2. **What inequalities and discrimination do we face as domestic workers?** [Examples: **Child labor** of girls in domestic work while brothers can go to school; girls sold or tricked into domestic work as girls have little value in families; **bad treatment** of domestic workers by employers because they look down on domestic workers and want them to work all the time, long hours of work, no or little pay, unfair job dismissal, lack of respect, scolding, beating, always hungry, no sleep, violence & harassment. **Grounds:** sex and gender; race, color, ethnicity and nationality; social or rural origin; religion or creed; political opinion; sexual orientation or gender identity; age; (dis)ability and health conditions; family status.]
 3. **What effects does this have on us?** [*Angry, sad, broken, depressed, distrusting yourself and others, no confidence, feeling worthless, lonely, sick, despair, committed to fight and take action.*] Make sure to discuss: Domestic workers often experience **discrimination on multiple grounds**. This means they often have to cope with **increasing and intensifying disadvantages**.
 4. **What can we do to achieve equality for domestic workers?** [We need **gender, race and class justice** for domestic workers. We need to remove discrimination and inequalities so we are able to earn a decent living with decent work. We want to enjoy equality: The same human and workers’ rights, equal opportunities, treatment, value, respect, voice and representation and a fair distribution of workload, decision-making power and income. We need **to empower ourselves** and our sisters: Becoming stronger and self-confident, and gaining the power to do what we want and to control what happens to us. We need to **fight for our rights** through individual and collective actions with gender-sensitive men, women’s, human and workers rights activists to fight for more equal and fair societies for all.]

STEP 5	KEY MESSAGES	CONCLUSION	5 MINUTES
--------	--------------	------------	-----------

- Say: Let’s give ourselves a big applause. Conclude with the group:
 - We want to stop discrimination. We want gender, race and class justice.
 - We want equality to reach our full potential and goals in life: Equal rights, opportunities, treatment, decision-making power and income in life and at work
 - We organize and fight for our rights as women and as workers
 - Together we are strong. We empower ourselves and our sisters in solidarity with others.



HANDOUT 1 : GAME

Statements on our chances and opportunities

1. **Who can go to school, girl or boy?**
[In most countries, both sexes have equal chances to have some years of education, but in rural areas and among poor families, girls tend to have less years of schooling than boys.]
2. **Who has more household duties, boy or girl?**
[Generally, girls are expected to do more household duties than boys.]
3. **Who has more time to play outside, girl or boy?**
[Generally, boys can play outside more than girls.]
4. **Who has to look after younger brothers and sisters, boy or girl?**
[Generally, girls have to look after their younger siblings.]
5. **Who are new parents happier with, baby boy or a baby girl?**
[In some countries and groups, there is a strong preference for boy babies.]
6. **Who can decide to choose the paid work they want to do, young woman or man?**
[Men have many more jobs to choose from than women.]
7. **Who can go out flirting and playing around with the other sex, young man or woman?**
[Women have fewer sexual freedoms than men.]
8. **Who earns money for the family, woman or man?**
[All women and men work to look after their family. Men used to earn most of the family income, but increasingly women earn money too.]
9. **Who has more time to relax after work at home, man or woman?**
[Generally, women have less time to relax than men.]
10. **Who does most of the household work and family care in the home, woman or man?**
[Women do many more hours of unpaid household duties and family care than men.]
11. **Who takes the most important decisions for the family, man or woman?**
[In many countries and groups, men are expected to take the most important family decisions.]
12. **Who owns property (land, house, car), woman or man?**
[In many countries, men have more properties than women and in some countries women even can't own land or a house or have a bank account. In some countries, couples can each own property separately or together.]
13. **Who is allowed to have sex outside marriage, man or woman.**
[Women have fewer sexual freedoms than men.]
14. **Who owns a phone in a family, woman or man?**
[Men have phones more often than women, when families live in poverty.]
15. **Who can become a leader of the country, man or woman?**
[Women have less chances to become a country leader.]
16. **Who can become a religious leader, woman or man?**
[Most religions don't allow women to become religious leaders.]
17. **Who becomes a victim of violence & harassment more often, man or woman?**
[Women and children are much more likely to experience violence & harassment than men, but sometimes it also happens to men.]
18. **Who can go to the hospital when they are very sick, man or woman?**
[Usually, both sexes can go to the hospital when they are very sick, but if families are very poor, nobody can go to the hospital.]
19. **If both parents die, who gets the inheritance, daughter or son?**
[In most societies, sons get all or most of the inheritance, in other countries children all get an equal share.]
20. **Who has more power in the family, community and society, man or woman?**
[Usually men have more power than women in the family, community and society but individual and other differences can also be important.]



HANDOUT 2 : SMALL GROUP WORK

Equality and discrimination in domestic work

In the small groups, share and discuss:

- 1. What are common gender biases and stereotypes about domestic work by women?**
- 2. What inequalities and discrimination do we face as domestic workers?
Discuss examples and the grounds of discrimination.**
- 3. What effects does this have on us?**
- 4. What can we do to achieve equality for domestic workers**

Make a brief report of the key findings in your group and select a reporter to present it in the big group.



Info note: Equality and discrimination in our life and work¹³

Similarities and differences between women and men in our life and work

Birth and growing up as a child. Many families prefer to have a son rather than a daughter. Abortion and female infanticide mean fewer girls grow up than boys in many societies.

Common differences exist between girls' and boys' **access to education and training, rest and relaxation.** When resources are scarce, families tend to invest in boys rather than girls, and boys have more free time. In poor and disadvantaged communities, girls are often kept out of school to do housework for their own family. Or, they are given or sold to other households, where they often work for no or little pay, and have no chance to further their education and advance in life. This also happens to boys but much less so.

Teenage youth. When girls and boys are teenagers, gender inequalities tend to increase. Girls are often raised with the idea that they have to obey men of all ages, as well as women who are older or richer. Girls and women are also told that they have little control over their own bodies. At the same time boys are often brought up to believe that men are superior to women and that men should dominate women.

From the time they start menstruating, young women's free movement is restricted. They are kept at home, are married off or are sent out to work to help their family. Young men are encouraged to go out, get some sexual experience and explore the world. Teenage pregnancies are common in many parts of the world and most girls have to stop their education if this happens.

Choice of direction as young adult and adulthood. Many women are expected to marry as soon as possible, while men can marry later. Generally, men have a much wider range of better paid jobs available to them than women. Many women can only become domestic workers, because they have no access to other jobs, and there is a high demand for domestic work. Men are expected to work, earn income for the family and participate in public life, and they generally do little household work. Almost all women have a double workload because they combine household and family care work with jobs that earn less money than men's jobs.

During adulthood, many women become mothers. They are ultimately responsible for putting bread on the table and bringing up their children, and many become the main income earner for the family. Men are generally the head of the household, they control the family income and take the main decisions.

Middle and old age. In Asia, men and women's status increases with age, but women's status is always lower than men's: They often have to obey their father, husband and son. Women's workload remains high. Even if they stop their paid job, they look after their grandchildren. They have to keep working their whole life, and they generally have less access to social protection during their old age than men.

Gender inequalities faced by domestic workers

Generally, **women have less rights, value, opportunities, decision-making power and income, and more workload than men.** This has little to do with the biological differences between women and men but is **caused by the social or gender norms in patriarchal societies** that rule that men are more important than women and that women have to obey men. In patriarchies men control women's fertility, freedom and opportunities in life. **Gender norms** are very strict in some groups, cultures and religions and more flexible and fluid in others, but generally they **restrict women's rights and opportunities in life and work.**



¹³ Wulan, N.K., *The impacts of Covid-19 crisis on domestic workers in Asia and the intersectional approach to organizing*, in AMRC, Asian Labour Update, No 89, 2021; International Domestic Workers Federation (IDWF), *Following the money: The Kafala system and chain of domestic workers' migration*, Report of the IDWF Panel at the Global South Women's Forum, 14 December 2020, ILO, *Towards achieving decent work for domestic workers in ASEAN*, Thematic background paper for the tenth ASEAN Forum on Migrant Labour (AFML), Bangkok, 2018; ILO, *Gender equality in labour migration, policy and management, GEM toolkit*, Bangkok, 2016; ILO, *Equality and non-discrimination at work in East and South-East Asia, Training package: Guide and Exercise and tool book for trainers*, Bangkok, 2011



There are also **many, often contradictory, gender norms** and myths about domestic work. Domestic work is very **important for the welfare and well-being** of the families in the employer household and the families of domestic workers and workplaces and societies can not function without it. At the same time it is often held in **low esteem** and is **badly paid**, even when it is not seen as downright degrading.

So while domestic work for others in private households is **physically taxing and socially useful**, it is often **not considered as 'real work'**. It has a low status and bad image because it is associated in people's minds with the **valuable but unpaid household and care work done as 'labor of love' by mothers and housewives** for their own families. Domestic workers are also expected to work with love and care for many hours at little pay. The unpaid work done by women for their

families is not measured in productive work in national statistics and is often invisible. This is also true for the work done by domestic workers.

Another reason for the often, substandard employment and working conditions of domestic workers is that it is seen as **'simple', unskilled work that women 'naturally know how to do'**. This again is a gender norm and not a biological given. Only women can give birth and breastfeed but both women and men are equally capable of carrying out domestic activities. There is nothing in a woman's nature or biology that makes her especially good at housework. There is nothing in a man's nature or biology that makes it impossible for him to cook, clean or care.

Finally, domestic workers are often considered as **'part of the family'**. This means that they are expected to be available any time and to work long hours for little pay without a proper employment contract. The idea of domestic workers being 'part of the family', 'imaginary family' or 'fictive kin' is connected closely with feelings of an intimate (affective) relationship, mutual dependence and duty. **Employers often use it to justify low salaries**, don't consider themselves as employers, their domestic workers are not workers, and there is no need to recognize the employment relationship with health and social protection benefits. When the employment relationship is fair and just, domestic workers also often consider themselves part of the family. However, hard realities often prove that being part of the family is a myth. It is better if domestic workers and their employers negotiate and sign an employment contract together which is fair and just and set out the responsibilities and duties of both parties.

Discrimination against domestic workers

The low regard for domestic work among employers and the general public is not only because of gender inequalities but also because **domestic workers often come from historically, economically and socially disadvantaged communities** such as minority racial, ethnic or religious groups, indigenous peoples, or low-class, low-caste and low-income rural and urban groups. In fact, domestic work is often one of the few employment opportunities open to women from these communities. Many are also migrants, either within their own countries or internationally, and are subject to prejudices that turn them into 'second-class citizens'.

Some employers look down on domestic workers because of these differences. They consider themselves superior and domestic workers inferior. Generally, all people have biases and prejudices because people feel sympathy and accept things that are 'familiar', and like people who are 'similar' to oneself. However, **biases and prejudices become discrimination** when people, like our employers, think that we are a different and lesser form of human beings. Then, they judge us, not on our actual abilities but on the basis of the negative ideas they have about the group we belong to.

Discrimination is about:

- **Unfair treatment** of a person or group of persons because of bias and stereotypes about the group that the person belongs to.
- **Disadvantaging people** because of a personal characteristic, like their sex or the color of their skin, that they can not change and that is not their fault. For example, a child can not control whether it is born yellow, red, or brown, as a girl or a boy, or from a poor or a rich family.
- It is **caused by bias, prejudices, subjective views and opinions** about the abilities or attitudes of individuals who belong to certain groups, and not based on objective facts.

Discrimination at work is about:

- **Unequal opportunities and treatment of workers** that result in disadvantages for these workers in their job, job recruitment or job promotion.

Common grounds of discrimination against domestic workers are:

- **Sex and gender.** Domestic workers are women working in a labor- and time-intensive 'women's job' with low status and low pay.
- **Race, color, ethnicity or nationality.** They have a different skin color, come from a different race or ethnic group or have a different nationality than their employers. They are migrants from rural or tribal areas working in towns and cities in their own country or they migrate for work in another country.
- **Class and caste.** They often belong to different socio-economic classes than their employers who are generally richer and/or born in a higher caste.
- **Other grounds,** like social or rural background; religion or creed; political opinion; sexual orientation or gender identity; migrant status; age; (dis)ability or health condition; family status.

Multiple (intersecting) forms of discrimination

Multiple forms of discrimination are about the **experience of discrimination on more than one ground**. Often, women domestic workers do not only face gender discrimination in their job because they are women. They may also face discrimination because they have a different race, ethnicity, color, socio-economic class or caste, political opinion, nationality, religion, social or rural origin than their employers; or because they have a (presumed) disability.

Where grounds of discrimination come together (intersect or intertwine), such as gender, class and migrant status, or gender, rural origin and color, the risks of biases and prejudices become bigger and bigger. Persons who experience **discrimination on multiple grounds** often find that the disadvantages build up so that they have to face **increasing and intensifying (cumulative) disadvantages**. For example, a rural woman from an ethnic group with a stutter may find it very difficult to find and hold a decent job with good pay as domestic worker in the capital, even if she is perfectly capable of doing the work.

Discrimination has **bad effects on us**. Many of us have faced it since we were young, and we have internalized feelings of being small and powerless. We feel hurt, angry, sad and depressed. We become lonely, we don't trust others and have lost trust in ourselves. We may disrespect and diminish ourselves. Some of us become passive, follow orders and hope for the best. But, it is better if we start doing something against discrimination of domestic workers.

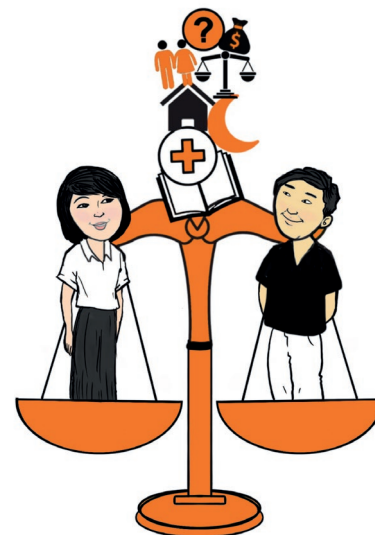
Equality and gender, race and class justice for domestic workers

We have the right to equality and freedom from discrimination. All human beings are equal before the law.

The basic human and workers' rights in international law provide for the promotion of equality and prohibition of discrimination on the grounds of our sex and gender, race, color, ethnicity, religion, class and caste, social and national origin, religion and creed, political opinion, sexual orientation and gender identity, (dis)ability and health conditions, and family status.

We want **gender equality: equal rights, opportunities, treatment and power** of women and men in life and at work. We want to enjoy:

- **The same human and workers' rights**
- **Equal opportunities, treatment, value, respect, voice and representation**
- **Fair distribution of workload, decision-making power and income.**



Equality promotion is about ensuring equal outcomes and equal shares between men and women of all colors and classes, so that all persons are treated with dignity and allowed to develop to their full potential. This leads to a **higher quality of life for all**.

Equality does not mean that we need to become the same. Women and men of different colors, classes, cultures and religions **can be and are different**, but we want to have **equal rights, opportunities, treatment and power in our life and work**. The way we are treated, and how our work is valued, should not depend on whether we are born female or male, black, brown or white in a rich or poor family.

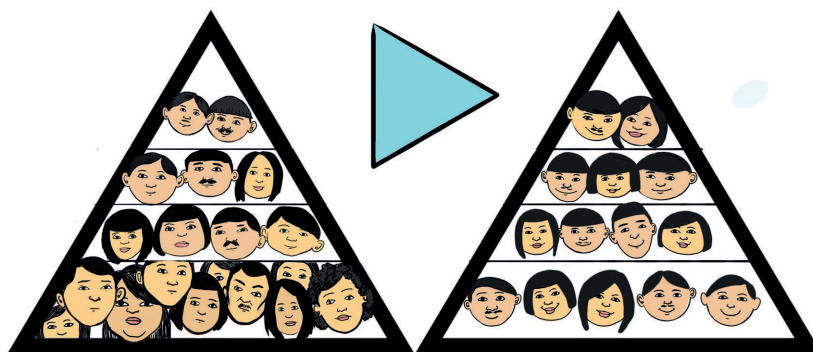
In order to overcome the effects of discrimination **we need to empower ourselves and our sisters. Empowerment is about becoming stronger and self-confident, and gaining the power to do what we want and to control what happens to us.** We need to come up for our rights through individual and collective actions with gender-sensitive men, human, women’s and workers rights activists to fight for more equal, fair and violence-free societies for all! See also **Unit 3.1** Power and domestic workers, **Unit 4.5** We empower! and **Unit 5.2** DWO actions against violence & harassment in Asia.



Over the many years of struggle, the world-wide women’s movement has identified women’s empowerment as an essential strategy for achieving gender equality. Today, many different groups and organizations are using the empowerment strategy to fight for equality and rights of discriminated people and groups.

No one can empower another: **We are the ones who empower ourselves and our sisters:**

- **Joining Domestic Workers Organizations (DWOs) and other women’s organizations** helps us to empower ourselves and to build and defend the interests of the group we belong to through individual and collective actions.
- As DWOs we need to **build alliances and join other groups fighting for equality** in solidarity, because we are stronger together.
- We need our governments and institutions worldwide to recognize us and support equality and anti-discrimination measures and processes that can nurture and advance the self-empowerment of discriminated individuals and groups.



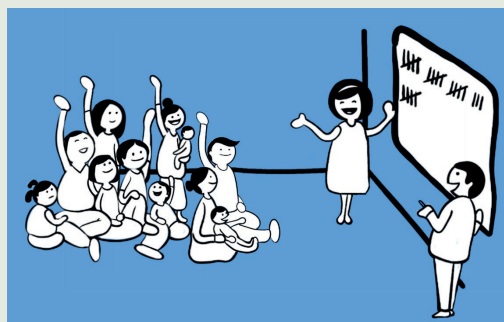
When we set our goals and take action, we want to address both our **practical and strategic needs:**

WHAT ARE PRACTICAL AND STRATEGIC NEEDS OF DOMESTIC WORKERS?

Our **practical needs** are about our basic, survival needs. Examples are: safe food, water, and shelter, sufficient income, clothing and healthcare. Meeting our practical needs is about improving our living and working conditions without addressing the root causes of inequalities.



Our **strategic needs** are about achieving equality and empowerment, and removing inequalities and discrimination. Meeting our strategic needs means fighting for decent work for domestic workers and for our rights as women and as workers and freedom from violence & harassment.





2.5 : Our rights as women and as workers



90 minutes

	Aims	<ul style="list-style-type: none"> To know about our rights as women and as workers To voice and express our rights as women and as workers
	Participants	<ul style="list-style-type: none"> Domestic worker leaders Domestic workers
	Room Arrangements	<ul style="list-style-type: none"> Steps 1 and 2: Large space for the musical chairs game Other steps: Seating in big and small groups
	Materials	<ul style="list-style-type: none"> Step 2: Music that can be turned on and off easily for all to hear Masking tape 10-12 blank A3 or A4 sheets of paper
	Training Aids	<ul style="list-style-type: none"> Slide show: Rights of women and domestic workers Info note: Rights of women and domestic workers



Session Plan Steps

1.	Introduction to musical chairs game	In big group	5 minutes
2.	Rights of women & domestic workers	Musical chairs game	35 minutes
3.	Rights of women & domestic workers	Q&A in big group	10 minutes
4.	Song making	In small groups	20 minutes
5.	Sing a song & conclusion	In big group	20 minutes



Preparation

- Set up the chairs for the musical chairs game with space in the middle and between the chairs, with one chair for each participant. Leave enough space between chairs for participants to walk in and out easily. The chairseats point outwards, so people can run around the circle and take a seat quickly.
- Select 10-16 rights of women and domestic workers from the handout, that are important for the group (ideally one right for every 2 participants). Around half of the rights should be about women’s rights, and the other half should be about domestic workers’ rights.
- Write or print each of the selected rights in big letters on a blank A3 or A4 paper (so that everyone can see the text), shuffle the papers and spread them upside down (with the text hidden) on the floor in the middle of the circle of chairs.
- If people are illiterate, select 10-12 pictures or images showing women’s and domestic workers’ rights from magazines or the internet.

SESSION PLAN

STEP 1	INTRODUCTION TO THE MUSICAL CHAIRS	IN BIG GROUP	5 MINUTES
---------------	---	---------------------	------------------

- Link the session to the previous session and say: In this session we will discuss **what are our rights as women and as domestic workers**. Invite participants to stand in a big circle around the chairs. Explain that we will do a musical chairs game to know more about the rights of domestic workers as women and as workers. Give the rules of the game:
 - When I put on the music, you walk around the chairs in a fast and elegant way.
 - When the music stops, take a seat on the chair closest to you.
 - Two persons will not find a seat because there are not enough chairs for everyone.
 - These two people will together choose one paper from the floor, turn it around, read the text, briefly explain what it means and tell the group if they enjoy this right or not. If neither of the two can explain what the right is about, others in the group can help.
 - Ask if the musical chairs game rules are clear.

STEP 2	RIGHTS OF WOMEN & DOMESTIC WORKERS	MUSICAL CHAIRS GAME	35 MINUTES
---------------	---	----------------------------	-------------------

- Say: We are going to do one test round, so that everyone understands how to do the game.
- Put on the music and say: **START**. Have participants walk, fast and elegantly around the chairs. Ask them to keep up the tempo if they walk too slowly. After they have finished one or two rounds, **STOP** the music: Participants will all find a seat.
- Say: This was the test round. We are now going to play the game but first we remove 2 chairs from the circle. Ask 2 volunteers to take 2 chairs out of the game.
- Put on the music again and say: **START**. Have participants walk, fast and elegantly around the chairs. Ask them to keep up the tempo if they walk too slowly. After they have finished one or two rounds, **STOP** the music: Participants will rush to find a seat and 2 will remain standing.
- Ask the 2 without a seat to jointly select a picture card from the middle, and explain what right it is about. *[What is the right about? Is it a right of women, or is it a right of domestic workers?]* Ask the participants to explain the right and whether they have it in their life or not? Ask the group to comment or add, and have a brief discussion.
- Ask the 2 participants to hang their picture card on a wall or flipchart for everyone to see in the next steps. Tell them that they are out of the game, and can observe it. Ask the group to remove two chairs from the circle.
- Restart the music and repeat as above until all picture cards are turned and discussed.

STEP 3	RIGHTS OF WOMEN & DOMESTIC WORKERS	Q&A IN BIG GROUP	10 MINUTES
---------------	---	-----------------------------	-------------------

- Ask everyone to sit down in such a way that they can see the 10-12 pictures on the wall or board. Start a discussion with the following questions and list their answers on a flipchart or board):
 - **What are all the pictures about?** *[The rights all women have, equal to the rights of men, and the rights of domestic workers as workers.]*
 - **What rights of domestic workers as women and as workers are generally respected in your situation?**
 - **What rights are not respected in your situation? Are these rights important?**
 - **What are the rights that domestic workers in your situation want to fight for as a matter of priority?**

- Briefly explain that the **rights of women are laid down in the UN Convention on the Elimination of Discrimination against Women (CEDAW)**, and the **rights of domestic workers are laid down in ILO Convention 189 on Decent Work for Domestic Workers**.

STEP 4	SONG MAKING	SMALL GROUPS	20 MINUTES
---------------	--------------------	---------------------	-------------------

- Tell participants that we will now develop, in small working groups, a short song, slogan, rap or chant about key rights of domestic workers as women and as workers. Each group can make a new song (slogan, rap or chant) or adapt an old one.
- Divide the participants in small groups as relevant. *[For example, people speaking the same language or from the same location together. Or some groups can focus on domestic workers' rights as women and others can focus on domestic workers' rights as workers.]* Give the signal for the groups to start.
- After 15 minutes, tell the groups they have 5 minutes to finish their song.
- When the time is up, stop the song making.

STEP 5	SING A SONG & CONCLUSION	BIG GROUP	20 MINUTES
---------------	-------------------------------------	------------------	-------------------

- Ask the small groups to sing their song one by one. The big group applauds the singers after every song.
- Conclude the session by saying:
 - We organize and fight for our rights as women and as workers. Together we are strong. We empower ourselves and our sisters in solidarity with others.
 - Repeat 5 key rights of domestic workers from the songs.

Info note: Women's rights and domestic workers' rights

Important rights of women in the CEDAW (UN Convention on the Elimination of Discrimination Against Women)¹⁴:

- Women have equal rights to education
- Women have equal rights to health care
- Women have equal right to vote
- Women and men have equal rights to be free from sex stereotyping about the inferiority and superiority of one sex over the other
- Women are equal before the law: right to own property and enter contracts
- Women have equal rights with men in marriage
- Women and men have equal rights to work and to equal pay, free choice of work, social security, and protection of health
- Women have equal rights to family benefits, financial credit and to participate in recreational activities, sports and cultural life
- No discrimination of women on grounds of marriage, pregnancy, child birth and child care.

Important rights of domestic workers in ILO Convention No.189 (C189) on Decent Work for Domestic Workers¹⁵:

- Be free from child labor, forced labor and slavery
- Establish and join organizations of their own choosing
- Equality and non-discrimination in employment
- Effective protection from all forms of abuse, harassment and violence
- Fair terms of employment and decent working conditions, and for live-in workers: decent living conditions that respect their privacy
- Clear and easy-to-understand information on their terms and conditions of employment preferably through written contracts
- Adequate pay for hours on duty
- Weekly rest period of 24 consecutive hours
- A safe and healthy working environment
- Agree with their (potential) employer whether to reside in the household or not
- Effective protection from abusive practices by private employment agencies
- Keep their identity and travel documents in their possession
- Fees charged by private employment agencies should not be deducted from domestic workers' wages
- ILO Recommendation 201 advises ILO members to ensure that no domestic worker is required to undertake HIV or pregnancy testing or to disclose their HIV or pregnancy status.

¹⁴ IDWA and WAVE, [CEDAW at a glance](#)

¹⁵ ILO, [Convention No. 189, Decent Work for Domestic Workers – Questions and answers](#), Geneva, 2011.

Sources

Ainsworth, C., *Sex redefined*, in *Nature*, 18 February, 2015
<https://www.nature.com/news/sex-redefined-1.16943>

Colorado State University, *Distinguishing Fact, Opinion, Belief, and Prejudice*, in Writing@CSU, not dated
<https://writing.colostate.edu/guides/teaching/co300man/pop12d.cfm>

Wulan, N.K., *The impacts of Covid-19 crisis on domestic workers in Asia and the intersectional approach to organizing*, in Asia Monitoring Resource Centre, Asian Labour Update, *Pandemic crisis and the working class on the continent of labour*, No 89, 2021
https://amrc.org.hk/sites/default/files/field/alu-article/files/ALU%20ISSUE%2089%20MAY%202021_26%20APRIL%202021_EDIT%20NEWEST.pdf

Gender and Development for Cambodia (GAD/C), 2001, *Gender awareness handbook*, Phnom Penh, 2001.

International Domestic Workers Federation (IDWF), *Following the money: The Kafala system and chain of domestic workers' migration*, Report of the IDWF Panel at the Global South Women's Forum, 14 December 2020
https://idwfed.org/en/resources/following-the-money-the-kafala-system-and-chain-of-domestic-workers-migration-report-of-the-idwf-panel-at-the-global-south-womens-forum-gswf-december-14-2020/@@display-file/attachment_1

IDWF, *Resolutions, adopted by the 2nd IDWF Congress, 2018, Cape Town, South Africa, 2018*,
https://idwfed.org/en/2018-congress/resolutions-adopted-by-the-2nd-idwf-congress-2018-cape-town-south-africa/@@display-file/attachment_1

International Labour Organization (ILO), *World Employment and Social Outlook*, Geneva, 2022
https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms_834067.pdf

ILO, *Making decent work a reality for domestic workers, Progress and prospects ten years after the adoptions of the Domestic Workers Convention, 2011 (No. 189)*, Geneva, 2021
https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_802551.pdf

ILO, *Impact of the COVID-19 crisis on loss of jobs and hours among domestic workers*, 2020,
https://www.ilo.org/wcmsp5/groups/public/---ed_protect/---protrav/---travail/documents/publication/wcms_747961.pdf

ILO, *Towards achieving decent work for domestic workers in ASEAN, Thematic background paper for the tenth ASEAN Forum on Migrant Labour (AFML), 25–26 October 2017, Manila, Philippines*, Bangkok, 2018
https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/documents/publication/wcms_631089.pdf

ILO, *Gender equality in labour migration, policy and management, GEM toolkit*, Bangkok, 2016
https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---sro-bangkok/documents/publication/wcms_524144.pdf

ILO, *Decent work for domestic workers in Asia and the Pacific: Manual for trainers*, by Ramos-Carbone, E., Bangkok, 2012
https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---sro-bangkok/documents/publication/wcms_184194.pdf

ILO, *Equality and non-discrimination at work in East and South-East Asia, Training package: Guide and Exercise and tool book for trainers*, by Haspels, N.; de Meyer, T.; and Paavilainen, M.; Bangkok, 2011, Guide at:

https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---sro-bangkok/documents/publication/wcms_178415.pdf

Exercise and tool book for trainers at:

https://www.ilo.org/asia/publications/WCMS_178417/lang-en/index.htm

ILO, *Convention No. 189, Decent Work for Domestic Workers – Questions and answers*, Geneva, 2011

https://www.ilo.org/wcmsp5/groups/public/---ed_protect/---protrav/---travail/documents/publication/wcms_161104.pdf

ILO: *C189 and R201 at a glance*, Geneva, 2011

https://www.ilo.org/wcmsp5/groups/public/---ed_protect/---protrav/---travail/documents/publication/wcms_170438.pdf

ILO, *ABC of women workers' rights and gender equality*, 2nd Edition, Geneva, 2007

https://www.ilo.org/wcmsp5/groups/public/---dgreports/---gender/documents/publication/wcms_087314.pdf

ILO, *Rights, responsibilities and representation, 3-R Trainers' kit, Empowerment for children, youth and families*, by Suriyasarn, B., Terhorst, R., Haspels, N., Bangkok, 2006

https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/documents/publication/wcms_108279.pdf

ILO, *Trainers' Manual: Women workers' rights and gender equality: Easy steps for workers in Cambodia*, by Terhorst, R.; Haspels, N.; Gender and Development for Cambodia (GAD/C); and Expansion of Employment Opportunities for Women (EEOW), Bangkok, 2004

https://www.ilo.org/asia/publications/WCMS_BK_PB_172_EN/lang-en/index.htm

International Women's Development Agency (IDWA) and Women's Action for Voice and Empowerment (WAVE), *CEDAW at a glance*, not dated,

<https://iwda.org.au/assets/files/CEDAW-at-a-Glance.pdf>

International Trade Union Confederation (ITUC), *Facilitator guide, Train the trainers toolkit on the ILO Violence & harassment Convention (No. 190) and Recommendation (No. 206)*, 2021

https://www.ituc-csi.org/IMG/pdf/facilitator_guide_en_web.pdf

Queensborough Community College, *Definition of diversity*, New York

<https://www.qcc.cuny.edu/diversity/definition.html>

Training ABC, *10 Ways to respect diversity in the workplace*, not dated

<https://www.trainingabc.com/10-Ways-to-Respect-Diversity-in-the-Workplace/>

Thomson Reuters Foundation, *'A striking blow' COVID-19 costs women \$800 billion in lost income*, News, 29 April 2021

<https://news.trust.org/item/20210429073049-8e92a/>

University of Oxford and the Global Change Data Lab, *Our world in data, Goal 5: Gender equality – SDG tracker*

<https://sdg-tracker.org/gender-equality#targets>

World Economic Forum (WEF), *Pandemic pushes gender equality back a generation*, News, 30 March 2021

<https://www.weforum.org/press/2021/03/pandemic-pushes-back-gender-parity-by-a-generation-report-finds/>

World Health Organization (WHO), *Violence against women*, Factsheet, 2021

<https://www.who.int/en/news-room/fact-sheets/detail/violence-against-women>