

DOMESTIC WORKERS ORGANIZE AGAINST VIOLENCE & HARASSMENT

TRAINING PACK



Training Aid

3

TIPS FOR EFFECTIVE DWOVH TRAINING

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Training Aid 4 DWOVH Training Planning and Preparation



Training Aid

This training aid gives guidance and tips for planning and doing DWOVH trainings.

We discuss training principles and practices that have proven to lead to successful training.

We explain what trainers can do to train better.

We share tips on how to promote equality, empower women and children and address the needs of violence victims and survivors in the training content and in the group training processes.



Key Message

Everyone can learn to train successfully with interest, commitment, study, practice and some tips. Knowing how to train is useful for us because we need to raise awareness, train and motivate many to join us in saying YES to equality and NO to violence & harassment against domestic workers.



Training Organization

- These training tips are for domestic worker leaders and organizers who want to develop their training skills.
- They can be used:
 - during DWOVH training of trainers (TOT) workshops in learning-by-doing practice and coaching activities with DWO trainers
 - during DWOVH training with domestic workers who will share DWOVH information and skills with other domestic workers
 - for self-study and as a quick reference guide before doing a DWOVH or other training.

3.1 Successful training principles and practices

In DWOVH training we apply the following training principles and practices that have proven to lead to successful training:

1. Ensuring respect, relevance, safety and fun
2. Focus on communication, dialogue and participation
3. Learning-by-doing with our body, heart and mind
4. Using the experiential learning cycle
5. Mixing training methods
6. Applying the 20-50-90 rule
7. Adapting to group size and dynamics
8. Keeping the pace in training.

1. Ensuring respect, relevance, safety and fun

Always ensure that the domestic workers who come to a DWOVH training are at the **centre of the training**. It is their needs and interests that the training wants to address. As DWOVH trainers we must create an atmosphere that is friendly, safe, supportive and engaging for our participants.

Respect for each person and the **diversity** this brings in a group, are key for creating a safe environment in which people feel valued and want to learn and share. Every person has ideas and something to share, whether they are young or old, women or men, black, brown or white, rich or poor and have a lot or little education. Encourage everyone to contribute and praise participants for every good effort.

Like other adults learners, we have **many years of experience**:

- We come to training with established values, beliefs and opinions. We learn best when we can draw on our own knowledge and experience.
- We want to learn about things that are relevant to us. We want to solve problems. We relate the training to our own lives and find it most useful if we can use it immediately.
- We have a deep need to be self-directing. We are in charge of our own life and we are responsible for our own learning.
- We need respect and have pride. We must treat each other as equals and with respect.
- We want to feel safe and free to express our ideas. We need to know that our contributions are valued.
- We need a break often. Adults tend to concentrate less than children, because the subjects are not totally new to them.

Be flexible and adapt the training to the participants' needs and expectations. Remember that different people have different interests and ways of learning.

Keep in mind that **learners are responsible for their own learning**. At the same time **trainers must be accountable** to the learners: Their learning needs must be met, and the training must be relevant and useful to them.

Include many activities like games, songs and physical exercises in the training, because they energize us. We often have to work many hours for our employers and our families, or we may combine work with school and study. As a result, we may have **little time and energy** to participate in anything else. **Training, therefore, needs to be interesting and fun. Recreation and relaxation** are vital to loosen up our bodies and open our hearts and minds.

2. Focus on communication, dialogue and participation

Good communication, free exchange of information and active participation are key for successful training. Note that all learning in groups is both:

- A **collective process** of sharing experiences, knowledge and skills
- An **individual process** of self-development.

Effective learning happens when there is **two-way communication** and **open dialogue** between people: When there is a lot of interaction between trainers and learners, and between learners. Our role as trainer is to share knowledge and help learners identify their individual and collective needs, priorities and potential, so that they have the tools to develop themselves and their organizations. Trainers are both **teachers and facilitators of learning**, and **also learn from participants**.

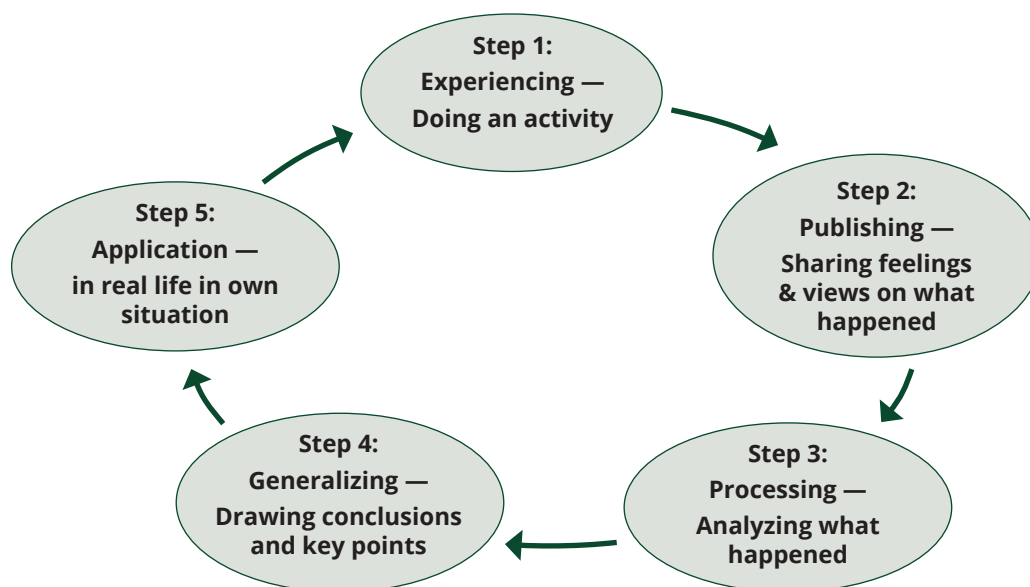
Active participation by everyone is key to success in every training. We learn the most when we become actively involved.

3. Learning-by-doing with our body, heart and mind

People learn better when they can **use their bodies, hearts and minds** and engage **all their physical, intellectual, emotional and social skills** by doing, feeling and thinking during the training. **'Learning-by-doing'** training methods have powerful learning effects because participants use all their skills and learn at many levels.

4. Using the experiential learning cycle¹

Every training activity is usually done **in a specific order and systematic and logical flow**, known as the experiential learning cycle. This flow is built into every session as follows:



The cycle flows as follows:

- We do a **practical activity** engaging our body, heart and mind
- We **share our feelings** and views on what we did
- We **analyze** what happened
- We **draw conclusions** and key learning points for future use
- We **remember** the things that are important to us and **apply them** in our work and life.

¹ Adapted from: GTZ, *International CEFE Manual*, 1998

During the 'doing' when playing a game or solving a riddle or problem, participants use their body, heart and mind. After these activities, they learn both with their heart (sharing feelings and emotions) and their mind (analytical thinking to draw conclusions and key learning points for the future).

Teachers, lecturers and trainers who are unfamiliar with **participatory learning-by-doing methods** may think they are for entertainment only. However, these methods are not only fun, but have proven to **have powerful learning effects** for people of all ages and all levels of education.

Many trainers **have to learn how to do participatory training**, because they have been trained in giving lectures and presentations only. Also, if the trainers are not sufficiently skilled and disciplined, participants may end up having fun with the 'doing', but don't learn anything from it, because trainers do not help them to analyze and draw out the 'theory', or the conclusions and key messages for use in real life.

5. Mixing training methods

It is good to **use many different methods** during training events. No single one is better than the others. Each method has advantages and disadvantages and is suitable at different stages of every training session. A regular change of training methods and pace (the speed at which something is done or happens) will keep participants interested and ready to learn.

Presentations are **essential** in any training but they must always **be brief**, because the attention span of all learners starts to waver after 15 to 20 minutes. Traditionally, presentations or lectures were the main form of teaching. Teaching through lectures, also known as 'feeding the duck', is still quite common. For large groups, lecturing continues to be the main instruction method. This type of training usually has a lot of content, and is mostly about using our mind and brains.

Presentations are most effective when the **trainer knows the technical subject well** and can **present it in a dynamic and entertaining way**. Presentations must be **to-the-point and short** and be combined with participatory training methods for effective learning. Ways to give a successful presentation are:

- Use visual aids.
- Tell stories and give many examples that participants can recognize and relate to.
- Make a joke or ask the group a question or to do something else. Raising hands to express agreement or disagreement is an easy way to keep participants active.
- Always do a question and answer (Q&A) discussion at the end of a presentation.

Participatory training methods invite us to:

- Use our body and stay active and interested throughout the training
- Think about new ideas
- Experience new feelings
- Try and act out different things in the safe training environment
- Apply the new knowledge, tools and skills to take action in our own life and work after the training.

A range of **participatory training methods** have been developed to stimulate learners to become active participants in their own learning: Doing physical exercises and games, brainstorming ideas, analyzing case stories, roleplaying, and combining individual work and reflection with collective discussions and analysis in smaller and larger groups.

Main participatory training methods are:

- **Asking open questions** – that can not be answered by a 'yes' or a 'no' answer – invites us to think and find our own answers from our own experience. Closed questions – that can only be answered with a 'yes' or a 'no' – are suitable only to take decisions after things have been discussed and analyzed already.
- **Brainstorming** is about opening up our minds and discovering many different ideas. Brainstorming works best in a big group of around 20 people. The main aim is to create as many ideas as possible in a free, quick flow without judgments. In a brainstorming, all ideas are valid and no ideas are rejected. Usually, the ideas are screened after the brainstorming and the best ones are selected for follow-up.

- **Buzz groups** of 3-4 persons or **pair discussions** of 2 persons facilitate exchange of ideas, feelings, opinions and analysis in a more intimate setting. Pair discussions allow the most speaking time for everyone to express their views.
- **Case stories** are 'real life' or imaginary stories that are shared with participants through story telling, reading, watching and listening about things that have happened or could happen. Participants then discuss and analyze a story together in small groups often with some guiding questions. In this way groups find out how to go about solving problems and developing ideas for further action.
- **Energizers** are mostly physical exercises to warm up, refresh and relax participants at the start of every training activity or during longer training sessions.
- **Games, like quizzes, puzzles or competitions** enable participants to have fun, do new things, look at things in different ways or practice new skills. They create energy and enthusiasm in the room.
- **Roleplays** enable learners to act out an experience and solve a problem as in real life. They can increase self-confidence and have an empowering effect on the players. **Participation** in a roleplay must **always be voluntary**. Tips for facilitating a roleplay:
 - Give brief but clear instructions to the players, and give them some preparation time.
 - Stop the roleplay when no new information is coming up and the roleplayers start repeating themselves (usually after a few minutes).
 - After stopping the roleplay, thank the roleplayers with an applause by the big group for playing their roles. Make sure to **'de-role'** the players: Everyone needs to understand that the players played a role and did not play themselves. This is especially important for roleplayers who played 'bad' roles, like abusive employers or husbands.
 - Start the discussion by asking the roleplayers how they felt playing the role. Then discuss and start the analysis of what happened in the roleplay.
- **Small group discussions** enable participants to find solutions to problems and allow them more speaking time. Tips for facilitating small group discussions:
 - **Change the composition of the small groups often** throughout the training to enable everyone to work with many others in different small group settings. Avoid the same group formations, where some always speak and others always keep quiet.
 - Explain the discussion points or guide questions in the big group before dividing the group in small groups to save time. [*Otherwise the same thing may need to be explained in each small group.*]
 - Give the groups some time to settle down to work, but make sure you are available to answer any questions of the small groups.
 - After 10-15 minutes walk around, check on the progress of the small groups, and distribute flipchart papers and markers.
 - 5-10 minutes before the end of the small group work, remind the groups to finish their group discussion and do the reporting.
 - The small groups then present their findings in the big group to share further knowledge and experiences. **Divide the reporting time among the small groups**, ensure every small group gets an equal chance to present (part of) their findings and ask other small groups to add new information only. [*It is not cost-effective to have all groups report all their findings as it takes a lot of time and people get bored.*]
- **Q&A (questions and answers) discussion in the big group** often follows small group work towards the end of a training activity to analyze issues, draw conclusions and discuss the way forward (key terms, concepts and strategies, problems and possible solutions, different perspectives, advantages and disadvantages of actions or strategies) in more depth. Brief Q&A discussions can also be done after the energizer at the start of a training session to introduce or remind the group about a few key concepts before the main group training activity.

6. Applying the 20-50-90 rule

Learners remember **more** when they hear and see visuals at the same time and **best** when they can practice and use the new information. People remember:



10 per cent of what they **read**



20 per cent of what they **hear**



30 per cent of what they **see**



50 per cent of what they **hear and see**



70 per cent of what they **say**



90 per cent of what they **say and do**.

7. Adapting to group size and dynamics

The size of groups influences the **training dynamics**. A large group means more diversity in talents, knowledge and skills, but less chance for effective participation from all. A smaller group size allows for more active participation but a more limited range of contributions.

The group size should generally not be more than 25, if everyone is to have a chance to participate actively and equally. Between 26 to 35 participants is still manageable, but they will need to be divided in smaller groups more often. This means covering less training subjects.

The group size varies at every stage of the experiential learning cycle in each training activity. It starts with an energizer and a brief introduction in the big group. Then participants carry out a task (game, case story, roleplay). Sharing feelings, analysis and drawing lessons and key messages follows in the big group.

Group size and participation patterns	
3-6 people	Everyone speaks
7-10 people	Almost everyone speaks. Quieter people say less.
11-18 people	5-6 people speak a lot, 3-4 other join in occasionally.
19-30 people	3-4 dominate.
30+ people	Little participation possible

8. Keeping the pace in training

In training processes, pace is about **adapting the speed of the training** to suit the participants and their learning process. It is about progressing at the same speed as the group, not too quick and not too slow.

Trainers check the energy levels of the group in the training room and adapt the training pace accordingly throughout the training. The energy can range from high to low and from positive to negative. With practice, trainers automatically 'tune in' to the participants, the training environment and the group dynamics. They develop a **radar for changes in energy levels and what to do about it**, if the energy drops or becomes heavy or negative in the training room.



















Some **tips for keeping the pace** are to:

- Ensure that there is enough clean **air** (oxygen) in the room and that the **temperature, light, sound and seating are right** for the participants.
- Start and conclude training activities **on time**, or ask permission of the group to continue.
- Stop presentations if they go on for too long (15 minutes maximum). Check the presentation time of resource persons, other trainers, small group presenters and yourself.
- **Give time** if people want to share individual or collective traumatic or other important experiences from their heart.
- Energy levels differ during the day, for example, discuss new and challenging subjects in the morning when participants are active. Always set aside **enough off-time for participants**: at minimum 1 hour for lunch and rest during morning and afternoon sessions and have 30 minutes breaks between sessions. Ensure that training lasts no longer than 6 hours in total for participants per day.
- If energy levels in the group are low, **do an energizer**, make some jokes, sing a song together or have another break so people can relax. If energy levels are often low or negative, discuss this with participants at the earliest opportunity to clear the air.



HANDOUT:

11 Success principles and practices for DVoVH training

Key words	Explanation						
1. Respect	✓ We feel respected and feel like equals						
2. Relevance	<ul style="list-style-type: none"> ✓ The training must meet our needs in our real life and work ✓ We learn better by drawing on our own knowledge and experience. ✓ We are motivated to learn things that are important to us 						
3. Immediate use	<ul style="list-style-type: none"> ✓ We tend to have a problem-solving orientation to learning ✓ We relate learning to our own lives and find it most useful if we can apply the new learning immediately 						
4. Safety	✓ We need to feel that our ideas and contributions will be valued – that they will not be ridiculed or belittled						
5. Fun	<ul style="list-style-type: none"> ✓ We learn better when we enjoy ourselves ✓ We include many activities like games, songs and physical exercises in training, because they energize us. 						
6. Responsibility	<ul style="list-style-type: none"> ✓ We are responsible for our own learning ✓ As trainers we are accountable to our learners: Their learning needs must be met, and the training must be useful to them 						
7. Dialogue	<ul style="list-style-type: none"> ✓ Adults learn better when they can share information with others. ✓ Learning must be two-way communication and learners enter into a dialogue with the trainers and each other 						
8. Encouragement	✓ We make sure to praise learners for every good effort						
9. Learning-by-doing with our body, heart and mind	<ul style="list-style-type: none"> ✓ We learn better if we follow the order and flow of the experiential learning cycle: <ul style="list-style-type: none"> ○ Experience and do new things ○ Share our feelings about it ○ Think and analyze it ○ Draw conclusions for taking action in our life and work 						
10. The 20/50/90 rule	<ul style="list-style-type: none"> ✓ We like learning by doing because we remember: <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"> 10 % of what we read</td> <td style="text-align: center;"> 20 % of what we hear</td> </tr> <tr> <td style="text-align: center;"> 30 % of what we see</td> <td style="text-align: center;"> 50 % of what we hear and see</td> </tr> <tr> <td style="text-align: center;"> 70 % of what we say</td> <td style="text-align: center;"> 90 % of what we say and do.</td> </tr> </table> 	 10 % of what we read	 20 % of what we hear	 30 % of what we see	 50 % of what we hear and see	 70 % of what we say	 90 % of what we say and do.
 10 % of what we read	 20 % of what we hear						
 30 % of what we see	 50 % of what we hear and see						
 70 % of what we say	 90 % of what we say and do.						
11. Pace	<ul style="list-style-type: none"> ✓ We adapt the speed of the training to suit the participants and their learning process, not too quick and not too slow ✓ We 'tune in' to the energy in the group and the training room, and adapt the pace of training accordingly. 						

Adapted from [Budget smart – Financial education for migrant workers and their families: Training manual](#), ILO: Bangkok, 2011

3.2 What makes a successful trainer?

Our tasks as trainers

- Freely share our knowledge and skills
- Facilitate the learning process of the participants
- Act as role model and change agent.

Skills of a good trainer

- Listening and speaking skills
- Teaching and facilitation skills
- Expertise on the subject
- Empathy and social skills
- Capacity to create an enabling and safe training environment.

Make sure from the start that you are:

- Approachable so that participants feel safe to ask questions and come to you, when they do not know **something** or something bothers them.
- **Gentle and firm at the same time.** Especially at the beginning of the training, some participants will want to be sure that they can safely share their views and feelings, and be treated with respect without being made fun of – being gentle gives them this trust. At the same time participants want guidance. They want to learn new things, and need clarity and decisiveness from the trainer to steer the group in the right directions. Otherwise, the training environment becomes messy, and people start to feel insecure or bored. This is where your firmness comes in.

As trainer and facilitator you must be able to **communicate effectively**. Listening skills are vital. Speaking has to be limited but WHAT you say needs to be LOUD and CLEAR, and EASY to UNDERSTAND.

A good trainer and facilitator:

- Asks open questions
- Records key points on a flipchart or board for all to see
- Triggers the interest of participants and motivates them
- Summarizes the main points and key messages after each training activity.

Personality, skills and experience contribute to becoming an effective trainer and facilitator. These skills can be learned and improved. **'Practice makes good'** so the more we do it, the easier it becomes. Participants often describe a good trainer as being:

- Friendly, positive and sincere
- Self-confident and responsible
- Enthusiastic and open-minded
- Creative with a good sense of humor
- Knowledgeable about the subject
- Well organized
- A good communicator and facilitator.

A **good communicator** and **facilitator** knows how to:

- Listen well
- Speak slowly and use easy language and terms that participants can understand well
- Use non-verbal cues such as the right body language (like, how to stand and move around the room) and make eye contact with participants
- Be fair and respectful to all participants
- Encourage diverse points of view and participation from everyone
- Be alert, notice and respond to participants' changing needs
- Take control and let go as necessary.

Our role as trainer & facilitator changes **at each stage of the experiential learning cycle:**

- **At the start of the training** – both in the training as a whole and in each session – the **trainer takes control** because participants are unfamiliar with the training contents and methods and the group dynamics are not yet formed. Some participants may feel uncertain or shy about participating. At this stage the trainer's role is to direct the training and make participants feel at ease by creating a friendly, supportive and fun learning environment.
- **When the participants are comfortable**, the trainer stimulates active participation and encourages them to take the lead. At this stage **the trainer is a facilitator** who only guides the group process and keeps the time.
- After participants have carried out a task, contributed and shared their experiences and feelings, the **facilitator returns back to the trainer's role** and helps participants to switch from action to reflection and analysis, and finally, to draw out the key messages for use in real life.

Our role as trainer and organizer

Another very important quality of an effective trainer is **organizational skills:**

- All training activities require careful preparation, organization and time management. This is especially true for participatory training and when a new type of training is done for the first time.
- Prepare well **before** every training activity. **Good preparation is half of the work** of every successful training.
- Manage time and keep the pace. Check when participants are ready for the next step.

Trainers do not need to be 'experts' in all topics discussed during a training. Participants need to learn how to find new information by themselves. The trainer has a role as '**sign post**', showing the participants how to learn and giving them directions on where to go.

It may also be useful to invite external **resource persons** to join sessions on specific subjects. When external experts are invited it is important that the trainer remains in charge of the session. Ask the resource persons beforehand to be brief and to ensure that enough time is reserved for interaction between the participants and the resource persons for Q&A, and for practical exercises which allow participants to apply what they learned.

Some tips for trainers

- At the start of the training, **discuss and agree** with participants **on the training rules**, the do's and don'ts, and stress the importance of respect for all.
- The best way to become a good trainer and facilitator is to **learn-by-doing**.
- **Don't worry about making mistakes**. Every session can always be better. Think only about what could be done better and improved the next time.
- **You don't need to know everything**. If you don't have an answer, tell the group you don't know. If the question or point is relevant to the training, ask whether others in the group know or say that you will look it up and share later.
- **Remain flexible and relaxed** if things don't go as planned. Planning and rules are good but we will often need to adapt.

3.3 Gender training tips

Gender equality is an essential building block in any training on equality, violence & harassment. **DWOVH trainers need to understand what gender equality is about** (See **Unit 2**. Equality and Rights in Our Life and Work) and how to integrate it throughout the training in a relevant and effective way.

Why gender equality in DWOVH training design?

Ideas on the value, roles and responsibilities of women and men exist in all cultures and societies, and gender relations are often far from equal with **women having more workload and less power than men**. This has negative effects on the chances and opportunities girls and women have in life, especially when families live in poverty:

- Low-income parents tend to invest more in the education and future of boys than girls.
- Women face heavy, double workloads due to the combination of paid and unpaid duties.
- Women are excluded from making important decisions for themselves, in the family, in communities, in organizations, and in societies.
- Many girls and women face mobility constraints, and are more exposed to violence at home, at work and in the public domain.

This is especially **true for us, domestic workers**, who are mostly women working outside of our own home in the households of others. We often face double discrimination, as women and as workers. We have a job that is very valuable but has a low status, because it is considered a 'women's job' that is, an unskilled job that women are 'naturally fit to do'.

Gender bias and discrimination are **pervasive** throughout societies. Gender bias and discrimination **grow from gender norms and stereotypes** on what women and men:

- can and cannot do,
- should and should not do
- are capable and not capable of doing.

As domestic workers, we often face discrimination not only because we are women in a women's job. We may have to cope with **double, triple or more grounds of discrimination**: We often have a different race, color, ethnicity, social origin or nationality than our employers. We are migrants from rural areas in cities or from other countries. We may come from groups in poverty, because we belong to the lower castes or low-income classes in society or are indigenous peoples.

In many countries **gender bias and gender-based violence & harassment** are not acknowledged. Wherever and whenever gender discrimination is seen as 'normal' or 'part of our culture', the problem **is ignored** by government, employers, and by many men and also well-to-do women **in society**.

The **agencies** that regulate domestic work who should provide public services to us, or where we turn to for help, are generally **male-dominated**. These organizations often lack the commitment or expertise to provide us with quality services. When gender inequality is pronounced and exists everywhere in society, we may even face further violence & harassment from the agencies that should protect and defend us.

For all these reasons, as domestic workers, we are at **high risk** of encountering violence & harassment including gender-based violence and sexual harassment. When designing and organizing training against violence & harassment of domestic workers, **we need to know about gender equality** and **organize our training** in such a way that **all domestic workers can come to** and **actively participate** in our training.

Gender tips for DWOVH training planning and design

- ✓ **Identify** the specific gender **inequalities that may exist** among the domestic workers in your organization or area. Here is a checklist:
 - o Are there only women and girls, or also boys and men in domestic work?
 - o If both sexes and all ages are found among domestic workers, who needs training the most?
 - o What is the extent of gender inequality among domestic worker families, in the employer households, in the community and society in general?
 - o Are there laws to promote equality and fight discrimination in the country? If yes, how are these implemented in practice?
 - o Can women and men talk about gender-related issues, sex and sexual matters, violence & harassment on equal terms and openly?

- ✓ **Decide** whether women and men domestic workers can be trained together or require separate training on equality, violence & harassment. **Separate training for women and men in domestic work** is needed when:
 - o There is strict gender segregation in the society.
 - o Cultural, religious or other customs discourage or prohibit girls and women to speak up in the presence of men and boys.
 - o There is a need to develop and build up the confidence and capacity of women and girls, and encourage them to speak freely among themselves.
 - o Gender equality, sexuality, violence & harassment are sensitive topics that girls and women feel shy about and don't want to discuss with the other sex.
 - o Separate training for women-only and men-only groups is ideally followed by training in mixed-sex groups as inequalities between men and women require changes in attitudes and behaviors of both sexes. Married domestic workers who live in their own home will often want to have training for their husbands too.
 - o It may be better to train children younger than 14 years separate from adults, and also to train girl and boy domestic workers separately. See next **section 3.4** Tips for working with child domestic workers.
- ✓ When training is provided to both sexes, **set targets** for the participation of women and men among the participants and the training team. See **section 4.2** Selecting trainers and participants in **Training aid 4** for more information on how to set such targets.
- ✓ **Women domestic workers** often face **practical obstacles** to participate in training. Check and arrange the following:
 - o Select training times and places to make it possible for them to participate.
 - o Ensure safe transportation, venues and accommodation.
 - o Allow women to bring their own or the employers' children to the training and arrange for and budget child care as possible.
 - o When girls or women are not allowed to travel alone, invite them in pairs or small groups, and arrange and budget for safe transportation.

Gender tips for the training content

- ✓ Identify the **gender perspectives** of participants at the **early start of the training** by carrying out a quick '**gender scan**' of their perspectives and views. You may encounter **resistance**, usually although not always, from men of all ages, from well-to-do women, who never experienced discrimination themselves or from (usually older) women who have been socialized to gender discrimination their whole life and have become 'guardians of patriarchal traditions':
 - o Gender is a sensitive subject for some because it is related to deepheld, personal values and norms in society on what women and men can and can not do.
 - o People may feel threatened about changing existing roles, patterns and power relations.
 - o **Unit 1.1** Introduction to DWoVH training program and participants has an exercise to carry out a quick scan of participants' gender perspectives and set the scene for effective gender training in an attractive and non-threatening way.
- ✓ Avoid jargon, **keep it simple and to-the-point**. The concepts, definitions and strategies for gender equality promotion are straightforward and easy-to-understand:
 - o Everyone in society, irrespective of their educational level, has ideas on what is fair and just.
 - o Appealing to these feelings of social justice and common sense when discussing what is right and what is wrong is much more effective than getting into academic discussions and elaborate 'gender jargon'.
- ✓ **Avoid creating a divide between women and men**. Do not stereotype all women as victims and all men as aggressors and wrongdoers as it is misleading and not true. Gender equality promotion is not about fighting a gender war. Women need feminist men: They are very effective gender promoters and can overcome resistance from other men.
- ✓ **Resist** making **sweeping generalizations** and **ensure respect** for women and men.

- ✓ Design and provide **training** that is **relevant to the day-to-day life and work** of women domestic workers.
- ✓ Highlight gender problems from the **female and male perspectives**.
- ✓ Use **language that addresses all sexes and genders**.
- ✓ **Fight all grounds of discrimination at the same time:** Besides sex and gender, often also race, color, ethnicity, caste, origin and migrant status, and other grounds as needed. Fighting against gender discrimination will only be effective if the other forms of discrimination that domestic workers face, are also taken into account and addressed.

Gender tips for the training process

- ✓ Ensure enough **'speaking time'** for both sexes, and **'voice'** for those who are silent:
 - o Men will usually be more used to speaking in public and tend to respond faster and talk longer. If this happens, request the speakers to be brief.
 - o Women are often shy, especially when there are men in the room.
 - o Encourage women to speak up by telling the group that we now, or first, want to hear what women have to say.
 - o Women can also be too talkative and dominate the discussion. If this happens, ask them to stop doing so and give the floor to others.
 - o Ensure that women's perspectives are being heard and acknowledge inputs and viewpoints of women and men in starting and concluding sessions.
- ✓ Ensure **respect for the opinion of all, but especially for those in a minority position**. Also ensure **full respect** of everyone **for people who don't want to share their experience**, because they may find it too personal or too traumatic to do so.
- ✓ **Do not assume automatic solidarity among women.** Women are not all the same and they are not automatically loyal to one another. They will usually be more loyal to men and women from their own racial or ethnic, religious or cultural group and income class than to women from other backgrounds. For example, domestic workers often find that female employers take the side of their husbands, even if these abuse and harass the domestic workers in the household.
- ✓ **Women will often – but not always – be promoters of gender equality:**
 - o Men but also women may find gender training threatening, if they are afraid that it will take power or something else away from them rather than lead to a situation that benefits everyone.
 - o But, women from all walks of life actively promote gender equality for the simple reason that they share gender-related constraints and problems with other women.
- ✓ **Address sexist jokes** immediately and proactively:
 - o If participants feel threatened by a subject they may start to make sexist or racist jokes, or use derogatory language about and/or towards women or others in the group.
 - o As trainer you have to address this type of behavior immediately, otherwise it will become worse.
 - o If the use of sexist, racist or other unacceptable language or behavior was included in the list of training rules and do's and don't's agreed at the start of the training, remind everybody of this. If it was not discussed earlier continue with the next point.
 - o Ask the person in question whether they really believe what they say and why they believe this.
 - o Ask other participants whether they agree or not and start a discussion on the subject. Facilitate the discussion which may turn contentious but will also serve to 'clear the air'. Usually, this works out fine, because people generally have no doubt when there is no respect for one another, and basic human rights are being violated.
 - o If obnoxious behavior persists, say clearly and firmly that disrespectful behavior is not tolerated in the group.
 - o At the end of the session, make sure to add 'No sexism, No racism' and prohibition of other unacceptable language or behavior to the list of training rules. See **Unit 1.2** Expectations, contributions, training rules and feedback.

3.4 Tips for working with child domestic workers

Child domestic workers tend to come from the **least privileged and most marginalized groups in society**. They are often **looked down upon** and stigmatized because of what they do, who they are and where they come from.

Many tend to expect less ability from them because of their low social status and lack of education. While many child domestic workers may not be able to read, write or do sums, they generally have lots of **experience and survival skills**. They have feelings, views and opinions but may be scared to express them. They can also be withdrawn and hostile to strangers, if they have experienced violence and abuse.

Child domestic workers are generally **difficult to reach**. It may be difficult to contact them, especially if they live in the place where they work. Challenges are:

- They often have very limited freedom and time
- You may need to get permission from their employers and/or parents.

Trainers need to find **creative methods** that will help child workers to express themselves and perform tasks in the process of their learning. Attention to their **well-being, relaxation and recreation** is vital. Include many creative activities like drawings and games, sports and outings whenever possible.

Even when children are identified clearly as the priority group for an activity, adults tend to think and do things **for them**, rather than **with them**. This means that children are often not asked for their opinion or invited to voice their concern. Older children and youth are sometimes given opportunities to participate in activities that are considered suitable for them such as awareness-raising campaigns or data collection, but younger children tend to have **little chance to have a real say** on issues that affect their life.

It is important to make sure that **children of all ages have a chance to participate**. Younger children have concerns different from those of older children. It is sometimes more effective and necessary to conduct separate training for different age groups, for example:

- If you want more meaningful participation and more in-depth input from children and youth, separate them from adults.
- It may be necessary to separate the girls and the boys.

To **encourage children's participation**, make sure that:

- The training program and the sessions are brief, maximum 1 hour per session. The younger children are, the shorter attention span they have.
- The training methods are interesting and stimulating with many interactive games and fun methods of delivery.
- There is not too much information to overwhelm them.
- The information is practical and relevant to their real life.
- The language is simple and easy to understand. Use simple words and training aids.
- The training aids and materials are attractive and memorable. Do many games and use many visual aids.

3.5 Tips for working with people in groups

In DWOVH training it is essential that both trainers and learners use a communication style that is in line with the **values and principles of participatory training**. These are:

- An open-minded and sharing attitude
- Respect for others
- Interest in diversity and different experiences
- Engaging in a critical review of opinions of ourselves and others
- Willingness to change.

It is not always easy to follow the above principles. Many people are not used to participatory training, and have never learned in that way. They may not be used or interested to listen to other opinions or do not like to question their own ideas.

Training on gender, race, equality, human rights, violence & harassment can be **sensitive because it touches upon issues that are close to our heart**. Some people may be shy or fearful. Some may find it difficult to listen and respect other points of view, especially if these oppose their own deep felt feelings and beliefs, or if they feel challenged or if they fear that they will lose power. Some may start to feel uncomfortable and threatened by the subject, the trainer or other participants. Some may even want to take over or obstruct the training.

Trainers are responsible for **safeguarding** a constructive, friendly and safe **learning environment** for everyone, and ensuring that the training stays on course. As mentioned earlier, trainers need to be **'tuned in'** to the participants, the training atmosphere and the group dynamics. If you feel there is something not right in the training environment or the group, you need to find out what is happening and do something about it quickly, otherwise it may become bigger. This may sound difficult to new trainers but is usually quite straightforward. Below are some **tips for spotting potential difficulties and addressing them**.

Shyness and silence

At the start of training, some participants may be very shy and silent. As a trainer you may become worried, but there may not be a need for that. There are many **reasons** why girls and women, or other discriminated groups are shy and silent in groups:

- **Socialization and education:** In many societies, girls and women or other groups have been told, time and again from a young age onwards that they should be quiet and silent, and they have been punished if they are not. So many girls and women, and other discriminated people internalize such instructions: They listen and obey, but they are afraid to express their views. They are always willing to please and they do not speak up for themselves.
- **Talking about sex is taboo** in many societies. For girls and women, it is often considered secret, private and shameful, something to keep to yourself or only whisper about with your best friends and not to discuss openly in a group. Boys and men are encouraged to learn about sex and discuss it openly with their peers, to experiment with sex and boast about it, especially if they belong to the privileged classes. This has to do with ideas about femininity and masculinity: Girls and women must remain virgins until marriage while boys and men can go out and have sex from a young age onwards. The showing of sexual violent acts of men towards women and even children has also become quite common in pornography which is widely consumed on social media by many from a young age onwards. This has also meant that sexual aggressive acts by men towards women, and sometimes even children, continue to be accepted in too many families, communities and societies.
- Experiencing **violence & harassment is very humiliating and painful**. It hurts the respect and dignity of those subjected to it. Victims often bury such feelings deep in their hearts, so that they do not have to remember and relive the incidents again and again.
- Experiencing violence & harassment also causes **shame and guilt**. Girls and women are often blamed when something goes wrong, and punished for it. In the case of sexual violence & harassment, especially, women are blamed for causing the offense, just because they are women.

Here are some **tips on how to deal with shy and silent participants**:

- Do not worry, especially at the start of training. Many participants may be silent but **they listen**. There is no rush for everyone to speak at the beginning, and there are always participants who want to speak. Concentrate on creating a warm and safe learning environment with the exercises in this training pack.
- **Tell your own story** (be brief). Participants open up and start to trust you and others, if you as a trainer share something personal on handling something difficult like a sexist joke or being unfairly blamed for something.
- After a few sessions, **encourage shy participants to talk and to help you** by taking on easy tasks, such as keeping time, distributing or collecting cards or forms. This builds their self-confidence because they feel that they are needed and actively contribute to the training.
- **Never force participation on people**. Never ask participants to do something that they do not want. Always ask for volunteers in roleplays. Never appoint a person to play a role as victim or abuser. Let the small groups preparing a roleplay decide themselves on what to do, who will do it and how to play the role. If participants do not want to do a roleplay, they can create something else to express their message.

Caring for violence victims and survivors

- **Keep an eye on people** who remain shy, silent or withdrawn in other ways, who start to cry or are unhappy during the sessions, or who, all of a sudden, stay away from sessions. Many of your participants will have experienced violence & harassment, and be hurt by it. If you see someone sad, try to comfort her and ask her if she wants to talk to you or someone else about it.
- **Victims and survivors of violence & harassment** have often been subjected to activities that are considered **shameful**. Especially if they are girls and women, they may well have been blamed for the abuse that they have been subjected to. This can make people shy to share experiences. You, as a trainer, need to respect this at all times, and not push anybody to share things that they don't want to share with others. Tell participants they can always come to see you in private and discuss things they find difficult or sensitive.
- **Avoid jumping to conclusions and being judgemental**. When we have a lot of work and are too busy we tend to start thinking for participants for their own good, because we have heard similar stories and think we know what they have to do. This is counterproductive. People who seek help don't need others to think for them. Our role as trainers is to provide information and a safe space so they can order their mind, and decide for themselves.
- When people want to **share painful experiences** during the training, you need to **give them the time and space to do so** and may have to adapt your training plan. You need to be attentive to victims' needs, provide them with support and warmth, and encourage the rest of the group to do the same.
- Domestic workers who have experienced violence & harassment, including gender-based violence & harassment, will be **traumatized** by these events and may suffer from physical, psychological or other damage. Training and working with them will need extra care during the training, and they may **need further help**. If you are not trained as a counselor, doctor or psychologist and if you think that they have difficulties that you cannot deal with, try to refer them to other individuals or organizations that are competent and able to help them.

Diversity and universal human rights

DWOVH training is about **gender relations and abuse of power** between women and men, between workers and employers, and within society as a whole. Discussions on these issues can be controversial, because they relate to the fundamental values that we hold. These values are shaped by our economic and social class, culture, tradition, religion and political opinion. Therefore, they profoundly affect our private lives and relations, our families, communities and societies.

You can expect some **tension** arising when participants come from different backgrounds or nationalities or **when inequalities** among the sexes, ethnicities or religions **are pronounced**. For example, some men may find gender training threatening. There may occur disrespectful treatment against people of the lower classes or castes, or mistrust between groups of people with different nationalities, languages or religions.

In many societies there are also established social hierarchies. For instance, in Asia, **gender, age and status hierarchies** are widely observed. This means that in public settings:

- Women and girls tend to be quiet and men outspoken.
- Children and youth are expected to listen to and obey the older generations.
- People with lower status let those with higher status speak first and usually will not contradict people with a higher status.

Differences of opinion are unavoidable if you train people on gender equality, human rights and decent work for domestic workers. These differences can be a **valuable training opportunity**. In the protected training environment, space can be created and respect built among people from different backgrounds, who generally would never exchange views. When men, for example, learn about the women's perspective by imagining that they are women and women learn about the men's perspective, a start is made with building mutual understanding and respect.

As trainers and facilitators who drive the group dynamics, **our style of training** will play a role here:

- It is important to make participants feel that we are **fair and neutral**.
- Give everyone an **equal voice**.
- **Sometimes there are no 'right' and 'wrong' opinions**. Here it is important to listen to one another and in the end participants may 'agree to disagree'.
- When it concerns different opinions on human, women's and children's rights, we need to **stand firmly with the people or groups whose rights are not respected**.

Do's and don't's for trainers

During the training, it is useful to observe the following rules:

- **Do not dismiss or belittle participants' comments**, and avoid embarrassing any of them by flatly saying that they are 'wrong'. **Respond** to sincere comments with positive, respectful statements even if you do not agree with them. Using 'masked' positive response such as "I agree with you, *but ...*" can sound condescending and insincere and create distrust and resentment. Positive response statements are: "I understand ... *and ...*", "I respect ... *and ...*", "I appreciate ... *and ...*"
- After acknowledging participants' views and feelings (step 2 in the experiential learning cycle), start a discussion on the issue at hand and invite other opinions. **There are often no absolute right or wrong answers**. The goal of the discussion in participatory training is usually not to find one absolute correct answer or to reach agreement on everything, but to explore several possibilities, hear different opinions, find alternative solutions to a problem and **decide with participants on what is fair and just**.

Preventing unrest

In general, individual frustrations or group **dissatisfaction can be prevented** or minimized if the trainer or training team:

- Conducts the training in an **open, fair and respectful** way.
- Discusses **participants' expectations** of the training at the start.
- Sets **group rules together** at the start of training.
- Gets **feedback from the group** by doing brief training evaluations every day.

Some **tips for dealing with group conflicts** are:

- When you see an argument or conflict developing, **calm the atmosphere** with a joke, tell the persons to listen to each other and work it out together and take a break to dissolve tension and clear the air as needed.
- If the conflict has **nothing to do with the training** content or process, ask participants to **discuss it in their own time** and bring the focus back to the discussion.

- If the conflict is **related to the training** content or process, for example, gender relations, **bring it out into the open, and discuss what is fair and just** (see previous **Section 3.3** Gender training tips).
- Make sure all participants are treated with **respect** and have **equal opportunities** to be heard.
- Use **fun games and exercises** to ease tensions and build group relations and solidarity.
- Divide participants up in **different smaller groups** during the training mixing participants of different backgrounds. This stimulates interaction and can create solidarity.
- If you know which participants have a conflict with one another, especially those with personality clashes, avoid putting them to work in the same group.
- Change the composition of smaller working groups frequently and divide cliques up, so that everyone has a chance to meet others.

Dealing with difficult behavior

In every training workshop, there may be persons who seek special attention or may behave in a disruptive or anti-social way. Sometimes they know that their behavior is disruptive, while others may not be aware that what they are doing is not helpful. Examples of difficult and disruptive behaviors are: Talking too much and dominating the discussion, always joking around and trying to be funny, disregarding the ground rules set by the group, regularly contradicting the trainer without sound arguments or introducing issues that take the training process off course.

Generally, persons who display such behaviors feel threatened by the training. Or, they want to get individual attention from the trainer because they want to be recognized as someone special, intelligent or important. Only seldom is it because they dislike the trainer. Here are some ways to deal with such behavior:

- As soon as you notice that a person is trying to disrupt the training, talk to the person individually and try to diffuse – in a polite and respectful way – any frustration or problem.
- If the disruptive behavior persists, ask someone who has a personal relationship with the person to act as an intermediary to address the problem.
- In discussing the disruptive behavior with the person (in private or in public), clearly spell out the specific negative effects of his or her behavior. Avoid making the person feel that s/he is being personally disliked or attacked.
- Give the person a specific responsibility in the training to focus her or his energy.
- In exceptional cases, ask the person to bring up his or her problem to the group and have the group resolve it together. But keep in mind that this approach can be threatening for the person, may waste valuable training time and be counter-productive.

It is possible that a conflict may be beyond your ability to resolve. In rare cases, if a conflict is so severe that it seriously disrupts the training, you may need to ask the individual(s) or group who cause the disruption to leave. Fortunately, in most cases conflicts can be reduced to a manageable level and resolved during the training.

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