

# DOMESTIC WORKERS ORGANIZE AGAINST VIOLENCE & HARASSMENT



## Training Pack





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Domestic workers organize against violence & harassment: Training pack

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International Domestic Workers Federation (IDWF)

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### About International Domestic Workers Federation

The International Domestic Workers Federation (“IDWF”) is a membership-based global organization of domestic workers. Its goal is to build a strong, democratic and united domestic workers global network to protect and advance domestic workers’ rights everywhere. As of March 2022, IDWF has 83 affiliates from 65 countries, representing over 598,841 domestic worker members. Most are organized in trade unions, and others in associations, networks and workers’ cooperatives.

[www.idwfed.org](http://www.idwfed.org)

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### PHOTOS

Top row left : Hong Kong Federation of Asian Domestic Workers Unions (FADWU)

Top row right : Domestic Workers Rights Network (DWRN) and Sramik Nirapotta Forum, Bangladesh

Middle row left : Sandigan Kuwait Domestic Workers Association (SKDWA) and Sandigan Kuwait (SK)

Middle row centre : Network of Domestic Workers in Thailand (NDWT)

Middle row right : Sindicato Nacional dos Empregadores Domésticos (SINED), Mozambique

Third row left : Jaringan Nasional Advokasi Pekerja Rumah Tangga (JALA PRT), Indonesia

Third row right : Federación de Trabajadores y Trabajadoras del Hogar Remunerados del Perú (FENTRAHOGARP)

Page 8 : Hong Kong Federation of Asian Domestic Workers Unions (FADWU)

Page 14 : Sindicato de Trabajadoras y Trabajadores del Hogar de la Region Lima (SINTRAHOL) Perú

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# FOREWORD

We have come a long way since we started fighting for decent work for domestic workers. C189 and C190 are now international labor laws: Domestic work is work and we are workers. We have a right to fair terms of employment, and safe and decent working and living conditions. We have a right to protection from all forms of abuse, violence & harassment, including gender-based violence & sexual harassment.

Even so, we are still at high risk of violence & harassment. Most of us are women in informal women's jobs that are undervalued and underpaid. We are not protected by labor and social security laws and rules. This hit us forcefully when the Covid pandemic went around the world. Many of us lost our jobs. We were thrown out on the streets, often without pay. Or, we lost our freedom, being forced to work longer, locked up in our employers' homes. We had to cope with increasing violence at work and in our own homes.

Many of us struggled and faced very difficult times. Some of us got sick, did not recover and passed away, because of Covid 19 illnesses, violence, harassment, despair or other hardships. Here, we want to honor you, sisters and brothers. May you rest in peace.

Many of us survived. We joined our sisters in solidarity, we helped our families and many others. We earned money. We connected with our friends and family using new technology. Our DWOs have also been growing. More of us are organizing in more communities and countries to fight for our rights and protect each other.

We developed the Domestic Workers Organize against Violence & Harassment (DWOVH): Training Pack to empower many more of us to unite, raise our voice, hold our employers and governments accountable and make the laws work for us:

**We are silent no more!**

**We are women! We are workers!**

**We have justice on our side! We have power!**

**We say YES to equality and NO to violence!**

**Elizabeth Tang**

IDWF General Secretary

**Novelita Valdez Palisoc**

IDWF Executive Committee member, Asia

**Myrtle Witbooi**

IDWF President

# INTRODUCTION

## 1. What is it?

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The **Domestic Workers organize against Violence & Harassment (DVoVH): Training Pack** shares domestic workers' knowledge, experience and skills, and deepens our understanding on gender, equality, discrimination, violence & harassment, and our human and workers' rights. This will help us, as individuals and DWOs, to better organize and act against violence & harassment in domestic work.

The **aims** of the DVoVH training pack are to support domestic workers and their organizations (DWOs) to:

- Promote equality
- Protect domestic workers from violence & harassment
- Fight violence & harassment in domestic work.

The **tools** in the DVoVH training pack are:

- DVoVH **training units** for DWO leaders, organizers, trainers and domestic workers for use in face-to-face and online training:
  1. Starting a DVoVH training
  2. Equality and rights in our life and work
  3. What is violence & harassment in domestic work
  4. Protecting ourselves from violence & harassment
  5. Collective actions against violence & harassment
  6. Case work and peer support
  7. Laws, policies and practices against violence & harassment
  8. Concluding a DVoVH training.
- DVoVH **training aids** for DWO leaders and trainers:
  1. Slide shows for the DVoVH units
  2. Key DVoVH terms
  3. Tips for effective DVoVH training
  4. DVoVH training planning and preparation.

The DVoVH training pack was developed for domestic workers, IDWF affiliates, DWOs and other interested organizations and institutions in Asia and to serve as inspiration for training in other regions.

## 2. Why do we need it?

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***“Gender-based violence has been a silent killer of many domestic workers around the world as we are scared to speak out, afraid of losing our jobs. We need to lift our voices to stop this abuse.”***

**Myrtle Witbooi, IDWF President, South Africa.**

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*“Murni, 21 years old, weighed just 25 kilos when she managed to escape to a police station. She started work when she was 14. She was never paid and faced severe abuses ever since.”*

Lita Anggraini, National Coordinator, (JALA PRT or National Network for Domestic Workers Advocacy), Indonesia.

*“We are being forced to work more and harder ever day, both mentally and physically.”*

Domestic worker member, National Domestic Women Workers Union (NDWWU), Bangladesh.

*“When an employer forces me to have sex, because I am shy, I might think it is just usual.”*

Domestic worker, IDWF 2nd Congress, South Africa.

*“My employers in Tripoli didn’t follow the contract, so I told them that I wanted to quit. They took me to an agency in Zarif. At the agency they asked me ‘Why are you here?’ and started hitting me. I stayed there for 3 weeks. They didn’t give me food, just one bread. It was like a prison. I didn’t even know what time it was .. They hit me again and again, and told me that I will go back to my employer and do whatever they tell me to do.”*

Domestic worker from Madagascar, working in Lebanon.

*Our research clearly demonstrates that significant numbers of agencies are systematically charging Filipino migrant domestic workers fees well over of the legal maximum. Yet, despite this, very few are ever charged and prosecuted in the Philippines or Hong Kong.”*

Shiella Estrada, Chair, Progressive Labour Union of Domestic Workers Hong Kong (PLUDW-HK).

*“Preventing violence & harassment in the world of work means ending discrimination, promoting equality and extending economic security.”*

Self-Employed Women’s Association (SEWA), India.

According to recent ILO estimates<sup>1</sup>, there are almost 76 million domestic workers in the world, and **3 out of every 4 domestic workers are women**. Many are **migrant workers** and there are millions of **child domestic workers** under 18 years. The number of domestic workers has been on the rise for several decades everywhere.

Domestic work is ‘work performed in or for a household or households’ (ILO Convention 189 or C189). Domestic workers provide **personal and household care**. They may cook, clean, take care of children, the elderly or people with disabilities, look after the garden or pets, or drive the family car. They may work full-time, part-time or on an hourly basis, and may live in the home of the employer or elsewhere.

Domestic workers are **at high risk of discrimination and rights’ abuses**. They are not considered to be ‘real workers’, because domestic work is seen as a ‘lowly, unskilled women’s job’, which deserves little or even any pay at all. They are workers in private households, but **8 of every 10 domestic workers are in informal employment**<sup>2</sup>: They don’t have clear terms of employment. They are not or barely protected by labor laws and social protection schemes, and are usually not registered anywhere. Sometimes, they even do not have the right to organize freely.

C189 points to the **high risk of violence against domestic workers**: “... domestic work continues to be undervalued and invisible and is mainly carried out by women and girls, many of whom are migrants or members of disadvantaged communities.” It says that domestic workers are particularly vulnerable to discrimination at work and other human rights abuses (Pre-amble), and calls for **measures** “to ensure that domestic workers enjoy effective **protection against all forms of abuse, harassment and violence**” (Article 5).

1 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

2 As above.



### 3. How did it come about?

The DWoVH training pack was made by the **International Domestic Workers Federation** (IDWF) and its affiliates. From 2009 onwards we, together with the labor, women's and human rights movements around the world, actively supported and lobbied for international labor standard setting on decent work for domestic workers. In 2011, the International Labour Organization (ILO), bringing together governments, workers' and employers' organizations from around the world, adopted **Convention 189** (C189) and **Recommendation 201** (R201) to promote decent work for domestic workers.

From 2015 onwards, the IDWF and its affiliates campaigned and voiced the concerns of domestic workers in the ILO standard setting processes on violence & harassment against women and men in the world of work. In June 2019, the ILO member States adopted Convention 190 (C190), and Recommendation 206 (R206) to **eliminate violence & harassment in the world of work**.

**Organizing against violence & harassment**, including gender-based violence and sexual harassment, is a priority for the IDWF and DWOs. At the 2nd IDWF Congress in South Africa in 2018, IDWF affiliates adopted a **Resolution to Eradicate Gender-Based Violence**, to intensify its campaign and organizing work against violence for the coming years.<sup>3</sup> Since then, training, research and campaigns on gender-based violence have been undertaken with DWOs in many places.<sup>4</sup>

In Asia, an IDWF survey on gender-based violence against domestic workers was carried out among 13 DWOs in 12 Asian countries in 2017 and 2018. The survey showed that action against violence & harassment is a priority, but many IDWF affiliates felt ill-equipped to do so. The challenge to overcome gender and other biases and discrimination against domestic workers is enormous, pervasive as it is in employer households, in communities, and throughout societies in Asia.

Eight of these DWOs narrated a story of abuse against an Asian domestic worker and DWO action to obtain justice in 2019. These case stories were published in a Casebook '**Gender-based violence & harassment against domestic workers: Case stories from Asia**' in 2020.<sup>5</sup>

3 IDWF, *Resolutions: Adopted by the 2nd IDWF Congress 2018, Cape Town, South Africa, 2019*

4 See, for example, Lima A. and Nunez E., *Gender-based violence in paid domestic work in Latin America and the Caribbean: The workers' experiences, voices and recommendations to eliminate it, 2019*

5 IDWF, *Gender-based violence and harassment against domestic workers, Case stories from Asia, Hong Kong, 2020*



## 4. Summary DWOVH training content

Training Units	
<b>Unit 1</b>	<b>Starting a DWOVH Training</b> discusses how to open a training and introduce the DWOVH aims, principles and methods. We show how to introduce participants to each other and learn about their gender experiences. We share tools for ensuring a successful training: Finding out about participants' expectations and contributions to the training, setting training rules with the group and getting their feedback on the training.
<b>Unit 2</b>	Equality and Rights in Our Life and Work 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.
<b>Unit 3</b>	<b>What is Violence &amp; Harassment in Domestic Work</b> is about the main forms of violence & harassment that domestic workers can encounter in their life and work. We identify different types of power and how we can build our individual and collective power. We look into violence & harassment and child & forced labor. We share experiences on gender-based violence and violence against women. We discuss how sexual violence & harassment affect us, and how gender stereotyping increases our risks. We find out about domestic and institutional violence and how it affects us in our work and life.
<b>Unit 4</b>	<b>Protecting Ourselves from Violence &amp; Harassment</b> increases our knowledge and skills to protect and empower ourselves against violence & harassment. We discuss the effects of violence & harassment on our health and well-being, and our coping strategies. We identify how to recover and heal from trauma, and take care of ourselves. We try out how to handle power struggles. We find out what to do when we encounter sexual violence & harassment and have to deal with gender stereotypes that harm violence survivors. We exercise our breathing and our bodies to strengthen ourselves and explore ways of empowering ourselves and our sisters.
<b>Unit 5</b>	<b>Collective Actions against Violence &amp; Harassment</b> is about DWO organizing against violence & harassment. We discuss how we promote self and collective care in our DWOs. We show how DWOs in Asia protect domestic workers from violence & harassment and take strategic actions to fight against it. We share how to expand our DWO and individual networks and build alliances, how to protect our rights to our own bodies, and how we can set priorities to fight violence & harassment and promote our human and workers' rights.
<b>Unit 6</b>	<b>DWO Case Work and Peer Support</b> discusses how we and our DWOs can support violence victims to become violence survivors. We find out how we can recognize violence & harassment problems and how to respond to domestic workers who need our help. We practice our listening and communication skills, and learn about making judgements and dealing with our emotions. We develop DWO principles for case work and peer support, and share experiences on doing case work, providing peer support and reporting.
<b>Unit 7</b>	<b>Laws, Policies and Practices against Violence &amp; Harassment</b> shares DWO experiences on using the laws to protect domestic workers from violence & harassment. We learn about the types of laws against violence & harassment and how we can make these laws work for us in our own and other countries. We discuss the online sale and human trafficking of domestic workers and we identify the open and hidden types of discrimination against domestic workers.
<b>Unit 8</b>	<b>Concluding a DWOVH Training</b> shows how to successfully conclude a DWOVH training series or workshop. We discuss how to develop personal and group plans for action after the training. We introduce ways of evaluating DWOVH trainings and concluding the training with the distribution of certificates to participants who completed the training.

Training Aids	
<b>Training Aid 1</b>	<b>Slide Shows for the DWOVH Training Units</b> help participants and trainers to do the training activities and share their thoughts and feelings on key gender, equality, violence and harassment issues in small and big groups. The slides set out the DWOVH session aims and share key terms, principles and strategies for action, conclusions and key messages. They can be used during the training and distributed after the training, as needed.
<b>Training Aid 2</b>	<b>DWOVH Key Terms</b> is an easy and quick information source for trainers. It explains the meaning of the key terms that are used in the DWOVH training pack in the common A-Z alphabetical order of many languages.
<b>Training Aid 3</b>	<b>Tips for Effective DwoVH Training</b> is for DWO trainers. It discusses 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 gender equality, empower women and children and address the needs of violence victims and survivors in the training content and in the group training processes.
<b>Training Aid 4</b>	<b>DWOVH Training Planning and Preparation</b> is for DWO training organizers and trainers. We discuss how to plan DWOVH training, how to select trainers and participants and how to design DWOVH training programs. We give tips to choose the right place for the training, set up the training room, manage time, prepare for sessions and write a brief report of the training. We provide training tools that may come in handy when organizing DWOVH training.

## 5. Training principles, structure and flow

The DWOVH training pack uses the following training principles and practices that have proven to lead to successful training:

- **Ensure respect, safety, relevance and fun** during the training. **Respect** for each person and the **diversity** this brings in a group, are key for creating a **safe and stimulating training environment**. All of us have experience and ideas to share, whether we are young or old, women or men, black, brown, yellow or white. Domestic workers have **little free time**, so training needs to be **relevant, interesting and fun**. Trainers need to be **flexible** and **adapt the training** to the needs, interests, expectations and ways of learning of participants.
- **Encourage communication, dialogue and active participation**. Effective learning happens when there is 2-way communication and a free exchange of information between people who actively participate and share in the group. Learners are responsible for their own learning, and we learn the most when we become actively involved. Trainers don't lecture and 'feed' knowledge to passive participants but support everyone to share experiences and learn new things.
- **Engage the body, heart and mind**. People learn better by using their **bodies, hearts and minds**, or doing, feeling and thinking. **'Learning by doing'** methods have powerful learning effects because participants use all their senses and skills, and learn at many levels. Every unit activity is done in a **systematic and logical flow**, known as the **experiential learning cycle**: First, participants do a training activity, playing a game or solving a problem, using all their their physical, intellectual, emotional and social skills. Then, they share feelings and views, learning with their heart. Finally, they analyze, using their mind to draw conclusions and key learning points for the future.
- **Explore many training methods** and **Experiment with new ways of learning**. A regular change of training methods and pace keeps everyone interested and ready to learn. Case stories and presentations are combined with a range of participatory training methods, like energizers, brainstorming, games and roleplays. Pair discussions and small group work are mixed with analytical Question and Answer (Q&A) discussions in the big group, and individual work and reflection. Physical exercises and meditations are introduced to experience body-heart-mind balance, and increase concentration and well-being.

## 6. Designing DVoVH training programs

The design of a DVoVH training is like **building a house** with the **training unit activities as building blocks**. This structure helps trainers to adapt the training to the needs and interests of specific groups of participants, and select the most relevant training content and methods for each group.

The session plans for every DVoVH training and the training unit activities can be made shorter or longer depending on the training aims, participants' training needs and interests, expected training outcomes and the available time and resources:

- DVoVH **trainers' training** (TOT) workshops of several days include **6** training hours in total per day. Every training day is divided into **4** blocks of around 90 minutes each with 2 breaks of 30 minutes in the morning and afternoon, and a lunch break of at least 90 minutes. In this way, the training activities can be slightly extended as needed without adapting the overall time schedule.
- As domestic workers have limited time and usually only one off-day per week, DVoVH **trainings** are usually done on their off-days, organizing either 1 training unit activity of 1.5-2 hours per off-day, or 2 training sessions of 3-3.5 hours per off-day, for several weeks.

Guidance on the **organization of training** is given in the introduction to every Unit. **Example training programs** are given in **Training Aid 4** Planning and Preparation of Training. They include:

1. Short DVoVH Training
2. Basic DVoVH Training
3. DVoVH Training – YES to Gender Equality and NO to Sexual Violence & Harassment
4. DVoVH Training – Power and Organizing against Violence & Harassment
5. DVoVH Training for Violence Survivors
6. DVoVH Training for Case Workers and Peer Supporters
7. DVoVH Training for Legal Aid Workers

Below is an overview of the training content and main training methods for use by trainers who are familiar with the DVoVH training pack and want to mix and match training activities:

### DVoVH training overview: Content and main methods







Unit 1 Starting a DVoVH Training – 3 hours		Mins
1.1	Introduction to DVoVH training program and participants – <i>Introduction exercises</i>	140
1.2	Expectations, contributions, training rules and feedback – <i>Group exercises</i>	40
Unit 2 Equality and Rights in our Life and Work – 7.30 hours		Mins
2.1	Sex, gender and gender equality – <i>Drawing competition &amp; quiz</i>	90
2.2	What is discrimination and diversity – <i>Roleplays &amp; fruit salad game</i>	90
2.3	Fact or opinion? – <i>Quiz-game</i>	60
2.4	Equality and discrimination in our life and work – <i>Game and small group work</i>	120
2.5	Our rights as women and as workers – <i>Musical chairs game, song making &amp; singing</i>	90

<b>Unit 3 What is Violence &amp; Harassment in Domestic Work – 8.30 hours</b>		<b>Mins</b>
3.1	Power and domestic workers – <i>Brainstorming, pair &amp; small group discussions</i>	90
3.2	Violence & harassment and child & forced labor in domestic work – <i>Small group work &amp; warning sign exercise</i>	120
3.3	Gender-based violence and violence against women – <i>Video &amp; small group work</i>	90
3.4	Sexual violence & harassment and gender stereotyping – <i>Brainstorming &amp; roleplays</i>	120
3.5	Domestic violence and institutional violence – <i>Small group work, roleplays &amp; video</i>	90
<b>Unit 4 Protecting Ourselves from Violence &amp; Harassment – 8.30 hours</b>		<b>Mins</b>
4.1	Coping with violence & harassment – <i>Small group work &amp; loving-kindness exercise</i>	90
4.2	Healing from trauma and self-care – <i>5 senses exercise, small group work with gallery walk &amp; life energy exercises</i>	90
4.3	How to handle power struggles – <i>Grounding exercise, roleplays &amp; game in pairs</i>	120
4.4	What to do against sexual violence and harassment – <i>Small group work &amp; voice game</i>	120
4.5	We empower! – <i>Power exercise in big group &amp; creative arts in small group work</i>	90
<b>Unit 5 Collective Actions against Violence &amp; Harassment – 9 hours</b>		<b>Mins</b>
5.1	Self and collective care – <i>Trust game &amp; small group work</i>	90
5.2	DWO actions against violence & harassment in Asia – <i>Lap-sit game &amp; roleplays</i>	120
5.3	DWO and DW networking and alliance building – <i>Stringball network exercise &amp; small group work</i>	120
5.4	DWOs changing mindsets on domestic workers' sexual rights – <i>Pair discussion &amp; street theatre plays</i>	120
5.5	DWO action planning against violence & harassment – <i>Brainstorm, idea wall &amp; voting exercise</i>	90
<b>Unit 6 DWO Case Work and Peer Support – 8.30 hours</b>		<b>Mins</b>
6.1	Recognize and the first response – <i>Brainstorming &amp; roleplays in pairs</i>	120
6.2	Active listening and peer support communication – <i>Roleplays in trios</i>	90
6.3	Our judgements and emotions – <i>Sharing exercise &amp; pair discussions</i>	90
6.4	DWO principles for case work and peer support – <i>Tension releasers &amp; small group work</i>	90
6.5	Peer support conversations and reporting – <i>Big group discussion &amp; phone roleplays</i>	120
<b>Unit 7 Laws, Policies and Practices on Violence &amp; Harassment – 9 hours</b>		<b>Mins</b>
7.1	Laws and DWO actions to fight violence & harassment in domestic work – <i>Small group work with case stories</i>	120
7.2	Working in our own country: How can we make the laws work for us! – <i>Small group work with checklist</i>	120
7.3	Working in other countries: How can we make the laws work for us! – <i>Small group work</i>	120
7.4	Modern slavery and human trafficking in domestic work – <i>Video &amp; small group work</i>	90
7.5	What type of discrimination is it? – <i>Small group work &amp; video</i>	90
<b>Unit 8 Concluding a DWOVH training – 3 hours</b>		<b>Mins</b>
8.1	Next steps against violence & harassment in domestic work – <i>Individual and small group work</i>	90
8.2	DWOVH training evaluation and certification – <i>Individual &amp; big group exercises</i>	90



## 7. Lay-out of training unit activities

Every training unit activity is organized in the same way as follows:

Unit number and title	
	<b>Time</b> - gives the session duration, usually 90-120 minutes
	<b>Aims</b> – sets out what we want to achieve in the session
	<b>Participants</b> – specifies the participant profile
	<b>Room Arrangements</b> – explains how to set up the room
	<b>Materials</b> – gives a list of training materials and stationery
	<b>Training Aids</b> – lists the handouts and Info notes for the session. Participants use the handouts during the training. The Info notes are for the trainer and can be distributed to participants if they wish.



### Session Plan Steps

gives a summary of the steps in the training activity with the training content, method and duration of each step.



### Preparation

is a to-do list for the trainer **before** the session starts



### Main Text Formats

- **Bold text** = Key contents
- Regular font = Instructions for the trainers to explain in their own words to participants.
- *[italics]* = Information for the trainer to help them answer questions of participants or summarize group work outcomes in their own words.

## SESSION PLAN

gives a step-by-step guide for training delivery. In each step, guidance is given both on the training **content** and the training **process**. Key messages conclude the session as the last step in each session plan.



### Tip for Trainers

*are sometimes included to explain training content, answer questions of participants, deal with expected challenges or provide alternative training methods.*

## 8. Words of thanks

We would like to thank everyone who has contributed to the development of the DwoVH training pack. It was designed and written by Nelien Haspels and Fish Ip, joined first by Yuli Riswati, and later by Erlinda Joseph. We thank Elsa Ramos- Carbone for editing the training pack, Karen Rutgers-van Wijlen for technical support to Units 4 and 6, and Constance Thomas for technical support to Unit 7.

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## Sources

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# DOMESTIC WORKERS ORGANIZE AGAINST VIOLENCE & HARASSMENT

## TRAINING PACK



# Unit 1

## STARTING A DWOVH TRAINING

Foreword and Introduction

### UNIT 1 : STARTING A DWOVH TRAINING

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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 starting a training series or workshop on fighting violence & harassment and promoting equality for domestic workers

We discuss how to open a training and introduce the DWoVH aims, principles and methods.

We show how to introduce participants to each other and learn about their gender experiences.

We share tools for ensuring a successful training: Finding out about participants' expectations and contributions to the training, setting training rules with the group and getting their feedback on the training.



## UNIT SUMMARY

	TITLE	AIMS	TIME (MINS)
1.1	Introduction to DWoVH training program and participants	<ul style="list-style-type: none"> <li>■ To introduce the WHY, WHAT and HOW of the training on Domestic Workers Organize against Violence &amp; Harassment</li> <li>■ To familiarize the participants with one another</li> <li>■ To share gender experiences in the group</li> </ul>	110 mins + 30 mins opening ceremony = 140 mins
1.2	Expectations, contributions, training rules and feedback	<ul style="list-style-type: none"> <li>■ To identify our expectations of and contributions to the DWoVH training</li> <li>■ To set the training rules together for a successful training.</li> <li>■ To set up evaluation and feedback methods for the training</li> </ul>	40



TOTAL TIME : 3 HOURS – 180 MINUTES



## KEY MESSAGES

**Domestic workers are vulnerable to discrimination, violence & harassment because they work in informal, low status and low-pay women's jobs. Saying YES to equality and NO to violence & harassment in our jobs and lives is a priority for IDWF and DWOs worldwide.**

- In this DWoVH training we share our experiences and deepen our understanding on gender, equality, discrimination, violence & harassment, and our human and workers' rights.
- The aims of DWoVH training are to support domestic workers and their organizations (DWOs) to:
  - Promote equality
  - Protect domestic workers from violence & harassment
  - Fight against violence & harassment in domestic work.
- After the training we and our DWOs will be able to better organize and act against violence & harassment in domestic work.
- We know what to expect, we have agreed on our training rules and together will make this training a success.





## Training Organization

This unit can be used to start any DWoVH training workshop or training series with DWO leaders, organizers, trainers, members and other domestic workers.






- It is recommended to do both Units 1.1 and 1.2 in DWoVH training that spans over several training days in a workshop or a series of half-day training activities on off-days
- If DWoVH training has a duration of one day or less, do Unit 1.1 only and shorten it.



## 1.1 : Introduction to DWoVH training program and participants



110 minutes + opening ceremony of 30 minutes

	Aims	<ul style="list-style-type: none"> <li>● To introduce the WHY, WHAT and HOW of the training on Domestic Workers Organize against Violence &amp; Harassment</li> <li>● To familiarize the participants with one another</li> <li>● To share gender experiences in the group</li> </ul>
	Participants	<ul style="list-style-type: none"> <li>● Option A: DWO leaders and trainers – DWoVH training of trainers (TOT)</li> <li>● Option B: DWO members and domestic workers – DWoVH training</li> </ul>
	Room Arrangements	<ul style="list-style-type: none"> <li>● Steps 1 and 3: Space for the group to stand in a big circle and walk around</li> <li>● Other steps: Seating in big group</li> </ul>
	Materials	<ul style="list-style-type: none"> <li>● Two-piece puzzles (see below)</li> <li>● Flipchart papers or computer and slides</li> <li>● Option A: Prepare and distribute a folder to each participant at the start of the training with the following:                             <ul style="list-style-type: none"> <li>&gt; Handout on the DWoVH Training Pack</li> <li>&gt; Training program</li> <li>&gt; List of participants</li> <li>&gt; DWoVH training pack in hard or electronic copy</li> </ul> </li> <li>● Option B: Prepare and distribute a folder to each participant at the start of the training with the following:                             <ul style="list-style-type: none"> <li>&gt; Handout on the DWoVH Training Pack</li> <li>&gt; Training program</li> <li>&gt; List of participants</li> </ul> </li> </ul>
	Training Aids	<ul style="list-style-type: none"> <li>● Slide show: DWoVH training introduction</li> <li>● Handout: Introduction to the DWoVH Training Pack</li> </ul>



## Session Plan Steps

1.	Welcome song	Warm-up	10 minutes
2.	Opening ceremony	In big group	30 minutes
3.	Find the other half	Game and interviews in pairs	20 minutes
4.	Introduction of participants	In big group	50 minutes
5.	Introduction of DWoVH training aims and program	In big group	10 minutes
6.	DWoVH training principles, structure and methods	In big group	15 minutes
7.	Key messages	Conclusion	5 minutes



## Tip for Trainers

*Trainers can swop steps 1 and 2, the welcome song and the opening ceremony. Step 1 can also be done at the end.*



## Preparation

- For step 1: If you expect that participants will be too shy to sing their own songs, check if there is a popular 'short and easy' local domestic workers' song, or translate the example song in the Tip for trainers in step 1 into local language(s) before the training. Put the song's lyrics on a flipchart or slide.
- For step 3: Prepare as many pieces of two-piece jigsaw puzzles as there are people in the room, including participants, trainers and organizers. For example, if there are 20 participants and 2 trainers, prepare 22 pieces of jigsaw pieces that will make 11 pictures:
  - Use 12 old magazine pages or post cards with pictures and cut them in half.
  - Use A4 pages of different colours
  - Alternatively, pairs of different colored candies or similar items can be used.
  - Put the items in a container for distribution to the participants.
- For steps 3, 5 and 6: Prepare flipcharts or slides for the introduction of participants, and the training aims, program and methods.

## SESSION PLAN

STEP 1	WELCOME SONG	WARM-UP	10 MINUTES
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- Welcome everyone to the training. Invite them to form one big circle and say: Let us start with singing a song together. Who wants to start singing a song? Encourage participants to sing and invite the group to join the singing and clap their hands. After a few songs, finish the singing with a big applause and say: Singing together in a circle encourages communication and cooperation between people.



### Tip for Trainers

*If participants are too shy to sing, for example, because they all come from different places, the training team starts singing a song with the lyrics on a flipchart or slide:*

- ▼ *For example, on the melody of 'Father Jacob' or another easy tune that the group is familiar with, using this or another text:*  
*'We are sisters, we are sisters.  
 Welcome here, welcome here.  
 We will learn together, we will learn together.  
 Ding dang dong, ding dang dong.'*
- ▼ *After round 1 ask the group to join in singing the song, and sing 2 rounds.*
- ▼ *After learning the tune, ask participants for ideas to move while singing the song (waving hands above the head, clapping hands, swaying the hips, stamping feet). Sing the song together a few times with these movements.*
- ▼ *Or, divide the group in 4 small groups and say we will now sing the song as a canon: Group 1 sings line 1. While they move to line 2, group 2 sings line 1. While group 1 sings line 3 and group 2 sings line 2, group 3 sings line 1. Finally, group 1 sings line 4, group 2 sings line 3, group 3 sings line 2 and group 4 sings line 1. Continue the canon a few times, until the groups get it right and people have fun.*

STEP 2	OPENING CEREMONY	IN BIG GROUP	30 MINUTES
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- Training of trainers' (TOT), national, regional or international workshops often start with an opening ceremony. The responsibility for an opening ceremony lies with the main training organizers: Often the DWO leaders who invited a DWoVH trainer or training team to train their leaders, organizers and members on gender equality and how to organize and act against violence & harassment.
- Usually, one or more DWO leaders, guestspeakers and/or a DWoVH trainer will welcome the participants and open the workshop. They generally explain the background of the DWO, the reasons for DWO action against violence & harassment, how this specific DWoVH training fits into the overall DWO strategy and action plan and what is expected from the participants after the training.
- If a DWoVH trainer is asked to do an opening speech, prepare a 5-minute speech about the reasons for the DWO and IDWF action and strategies against violence & harassment, using the DWoVH Training Introduction as needed.
- Together with the training organizer, set aside **30 minutes maximum for the opening ceremony** and organize an early refreshment break to allow for informal discussions among the DWO leaders, guest speakers, the participants and the trainers.



## Tip for Trainers

At the start of a training it is vital to create an open, equal and safe learning environment, so start with games to break the ice among a group of people who often don't know each other. Some participants may feel nervous or anxious among unfamiliar people in a new situation. A welcoming, informal and friendly atmosphere puts people at ease, stimulates them to experience new things, and makes them feel part of the group.

STEP 3	FIND THE OTHER HALF	GAME AND INTERVIEWS IN PAIRS	20 MINUTES
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- Say: We start our training by **getting to know one another** with a game 'Find the Other Half'.
- Walk around the room with the bag of jigsaws or candies and ask each person (including participants, trainers, organizers, interpreters) to take one piece.
- Ask everyone to find her 'other half' with the matching piece of their jigsaw or the same candy. Explain: Each pair will interview each other for 3 minutes per person, and after the interview everyone will introduce their partner in the group.
- Explain the interview questions with a flipchart or slide:
  - **Name** – how the person likes to be called during the workshop
  - **Job** – what the person does for a living
  - **In women-only groups:** Ask everyone to share their gender experiences by completing either one or both sentences:
    - > As a woman I can or I cannot ...
    - > As a man I could or I would ...
 For example, a woman may say: "If I were a man, I would not be afraid to go out in the evening when it is dark."
  - **In training with both sexes:** Ask everyone to share their gender experiences by imagining what s/he would or could do if s/he were the other sex:
    - > For women: If I were a man I could or I would ...
    - > For men: If I were a woman I could or I would ...
- Give the START sign for the first interview and give the pairs 3 minutes for the first interview. After 3 minutes tell the pairs to switch roles and repeat the interview questions.
- Stop the discussion after another 3 minutes and ask the pairs to find a seat in the big group.



## Tip for Trainers

- ▼ *The above role reversal usually generates open and to-the-point statements. It is entertaining and sets a positive tone for the training. It provides the trainers and participants with a quick '**gender scan**' or the level of gender awareness and expertise among participants and/or possible sensitivities on this subject.*
- ▼ *If you do not want to do the role reversal, you can ask participants to share something else, for example: I like to: ... (nice or funny hobby or characteristic of the person).*



STEP 4	INTRODUCTION OF PARTICIPANTS	IN BIG GROUP	50 MINUTES
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- Invite the pairs to introduce each other to the big group, one pair at a time for 2 minutes maximum, until everyone has been introduced.
- If the participants are shy, the trainers introduce themselves with their partners first as an example.
- Keep the time and the pace in the discussions and make sure the pairs share the outcomes of the role reversal in the big group.

STEP 5	INTRODUCTION OF DWoVH TRAINING AIMS AND PROGRAM	BIG GROUP	10 MINUTES
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- Thank the participants for introducing each other and say: We have started to get to know each other and have shared our experiences and dreams about being a woman or being a man and how this may benefit or constrain our development. **We will now share the DWoVH training goals and aims, tools and methods.**
- Using flipcharts or slides, say:
  - Domestic workers are at **high risk** of discrimination, violence & harassment because they work in informal, low status and low-pay women’s jobs. Most of us are women and girls, and many of us are migrant workers or come from disadvantaged communities. **Saying YES to equality and NO to violence & harassment in our jobs and lives** is, therefore, a priority for IDWF and DWOs worldwide.
  - The Training Pack **Domestic Workers organize against Violence & Harassment (DWoVH)** was developed by the IDWF and its affiliates for **DWO leaders, organizers, trainers and domestic workers**. It shares domestic workers’ knowledge, experience and skills, and deepens our understanding on gender, equality, discrimination, violence & harassment, and our human and workers’ rights **so we can better organize and act** against violence & harassment in domestic work.
  - The **aims** of the DWoVH training pack are to **support domestic workers and their organizations (DWOs) to:**
    - > **Promote equality**
    - > **Protect domestic workers from violence & harassment**
    - > **Fight violence & harassment in domestic work.**
- Explain what are the **tools in the DWoVH training pack:**
  - **DWoVH training units** for DWO leaders, organizers, trainers and domestic workers for use in face-to-face and online training:
    1. Starting a DWoVH training
    2. Equality and rights in our life and work
    3. What is violence & harassment in domestic work
    4. Protecting ourselves from violence & harassment
    5. Collective actions against violence & harassment
    6. Case work and peer support
    7. Laws, policies and practices against violence & harassment
    8. Concluding a DWoVH training
  - **DWoVH training aids** for DWO leaders, organizers and trainers:
    1. Slide shows for the DWoVH units
    2. Key DWoVH terms

3. Tips for effective DWOVH training
4. DWOVH training planning and preparation.

- Add the specific aims of the DWOVH training as relevant. *[For example, in TOT courses say: In this training we will also learn how we, domestic worker leaders and trainers, can train other domestic workers to protect themselves from violence & harassment and to fight against violence & harassment in domestic work. For example, in DWOVH training for DWOs who want to know how to do case work: We will learn about gender equality and discrimination, what is violence & harassment in domestic work and how to provide peer support to domestic workers who need help against violence & harassment.]*
- Ask participants to look at the **training program** and briefly go over its structure and contents. There is no need to read or explain the details of the training activities at this stage. Tell the group that the program is not fixed and will be adapted to their needs and priorities.
- Option A: In TOT courses, say:
  - **The design of a training is like building a house.** The DWOVH training units are like building blocks. This ‘building block’ structure helps trainers to adapt the training to the needs of specific groups of participants, and select the most relevant **training content (WHAT to do)** and **training process (HOW to do it)** for each group. Every training can be made shorter or longer depending on the training needs of DWOs and participants and the available time and resources.
  - In this TOT we start with doing several DWOVH unit activities in the group to discuss key content and show how it works.
  - Then, participants will form small training teams, who will practice and demonstrate how to deliver DWOVH unit activities and receive feedback from the group.
  - As a result, after the TOT you will be able to go through new unit activities, select the ones that are most useful and provide DWOVH training to other domestic workers.
- Option B: In DWOVH training for domestic workers, say:
  - We will do many DWOVH activities in the group to learn about equality, how we can protect ourselves from violence & harassment and how we can fight violence & harassment in domestic work.
  - As a result, after the training you will be able to protect yourself and others better against violence & harassment and know how to share DWOVH information and skills with your sisters.

<b>STEP 6</b>	<b>DWOVH TRAINING PRINCIPLES, STRUCTURE AND METHODS</b>	<b>BIG GROUP</b>	<b>15 MINUTES</b>
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- Say: All of us have experience with training. We learn from our parents, our friends, our schools and other training. As adults and domestic workers we have learned from our experiences in our life and job. Many of us have also shared knowledge and skills with our children, or other domestic workers. Ask: **Can you remember what were your best training experiences, when did you learn a lot and why?**
- Give the group a minute to reflect. Then ask volunteers to share and write key words down on a flipchart or board. When no new answers are forthcoming, say: Many of you already know what training principles make training successful. In the DWOVH training pack we **use the following training principles and practices:**
  - **Ensure respect, safety, relevance and fun during the training.** **Respect** for each other and the **diversity** this brings in a group, are key for creating a **safe and stimulating environment** in which people want to learn and share. All of us have experience and ideas to share, whether we are young or old, women or men, black, brown, yellow or white. Domestic workers have **little free time**, so training needs to be **relevant, interesting and fun**.
  - **Encourage communication, dialogue and active participation.** Effective learning happens when there is 2-way communication and a free exchange of information between people who actively participate and share in the group. We learn the most if we become **actively involved**, and all of us are **responsible for our own learning**.

- **Engage the body, heart and mind.** People learn better by using their bodies, hearts and minds, or doing, feeling and thinking. **‘Learning by doing’** training methods have powerful learning effects because participants use all their senses and skills, and learn at many levels.
- **Explore many training methods and Experiment with new ways of learning.** A regular change of training methods and pace keeps everyone interested and ready to learn. Brief presentations are combined with a range of participatory training methods, like energizers, brainstorming, case stories, games and roleplays. Small group work is mixed with Question and Answer (Q&A) discussions in the big group. Meditations are also introduced to experience body-heart-mind balance, and increase concentration and well-being.
- Briefly, introduce and go through the 5-step structure of the **Experiential Learning Cycle** using a flipchart or slide by saying: Every DWOVH unit activity is built up in a **systematic and logical flow**, known as the experiential learning cycle. Every unit activity is done in the same order and flows as follows:
  - Step 1: We do an activity and experience a new idea or challenge.
  - Step 2: We share our feelings and views on the activity.
  - Step 3: We analyze the outcomes of the activity.
  - Step 4: We draw conclusions and key messages for future use.
  - Step 5: We apply what we learned after the training in our life and work.
- Say: We can show how the **‘learning by doing’** works in the **experiential learning cycle** with the example of sharing our gender experiences earlier. Ask: When we did the introduction of participants: **What did you learn about gender roles and gender equality.** After several responses, summarize as follows:
  - This exercise made us think and express what we can and cannot do as a woman or a man and imagine how this could be different.
  - This tells us a lot already about the gender constraints and opportunities we experienced in our life and work.



## Tip for Trainers

### Option A:

*In trainers’ training briefly discuss participants’ training experiences, relate them to the 4 main DWOVH training principles and practices and introduce the experiential learning cycle. There is no need for a long discussion here. DWOVH training principles will be discussed later in the training when the participants practice training with each other.*

### Option B:

*Step 6 can be shortened or deleted if the DWOVH training for domestic workers is very brief. However, in longer DWOVH training series or workshops, also ask the group for their best training experiences, and summarize the training principles and the flow of the experiential learning cycle. This will help participants to share DWOVH information and skills with other domestic workers.*

STEP 7	KEY MESSAGES	CONCLUSION	5 MINUTES
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- Conclude with the key messages, for example:
  - In the DWOVH training we will learn how to say YES to equality and NO to violence & harassment in domestic work.
  - Feel free to participate actively. This will help us to discover our hidden talents and creativity and increase our level of confidence and skills to organize against violence & harassment and promote equality for domestic workers as women and as workers.



## HANDOUT

# What is the DwoVH Training Pack?

### What are the DWOVH goals and aims?

The Training Pack **Domestic Workers organize against Violence & Harassment (DWOVH)** shares domestic workers' knowledge, experience and skills, and deepens our understanding on gender, equality, discrimination, violence & harassment, and our human and workers' rights so we can better organize and act against violence & harassment in domestic work.

**The aims of the DWOVH Training Pack are to support domestic workers and their organizations (DWOs) to:**

- Promote equality
- Protect domestic workers from violence & harassment
- Fight violence & harassment in domestic work.

### What are the DWOVH tools?

- **DWOVH training units** for DWO leaders, organizers, trainers and domestic workers for use in face-to-face and online training:
  1. Starting a DWOVH training
  2. Equality and rights in our life and work
  3. What is violence & harassment in domestic work
  4. Protecting ourselves from violence & harassment
  5. Collective actions against violence & harassment
  6. Case work and peer support
  7. Laws, policies and practices against violence & harassment
  8. Concluding a DWOVH training
- **DWOVH training aids** for DWO leaders, organizers and trainers:
  1. Slide shows for the DWOVH units
  2. Key DWOVH terms
  3. Tips for effective DWOVH training
  4. DWOVH training planning and preparation.

### Who is it for?

The DWOVH Training Pack was developed for and with IDWF affiliates, DWOs and other interested organizations and institutions in Asia and beyond. IDWF hopes it will serve as inspiration for domestic worker leaders, organizers, trainers and domestic workers who want to increase their capacity to organize and act against violence & harassment in domestic work.

### Why do we need it?

We are at high risk of discrimination, violence & harassment and abuses of our human, women's and workers' rights, because we work in informal, low status and low-pay women's jobs. Most of us are women and girls, migrant workers or members of disadvantaged communities. We work for private households, often in informal jobs without clear terms of employment and are not registered anywhere. Domestic work is undervalued and domestic workers are often invisible. We are often not or only partially covered by labor and social protection laws, and in many countries we do not even have the right to organize freely.

Organizing against violence & harassment, including gender-based violence and sexual harassment, is a priority for the IDWF and its affiliates.

We Say YES to equality and NO to violence & harassment in our jobs and lives.





## 1.2 : Expectations, contributions, training rules and feedback



40 minutes

	Aims	<ul style="list-style-type: none"> <li>To identify our expectations of and contributions to the DWoVH training</li> <li>To set the training rules together for a successful training.</li> <li>To set up evaluation and feedback methods for the training</li> </ul>
	Participants	<ul style="list-style-type: none"> <li>Domestic worker leaders</li> <li>Domestic workers</li> </ul>
	Room Arrangements	<ul style="list-style-type: none"> <li>Seating in big or small circles</li> </ul>
	Materials	<ul style="list-style-type: none"> <li>Flipchart stands, boards or empty wall space.</li> <li>Markers, one for each participant</li> <li>Rolls of masking tape</li> <li>4 cards (about ¼ of A-4 size paper) in two different colors for each participant (for example, 2 pieces in blue and 2 pieces in yellow)</li> </ul>
	Training Aids	<ul style="list-style-type: none"> <li>Slide show: Expectations, contributions, training rules and feedback</li> <li>Handout 1: Example Before-DWoVh Training Questionnaire</li> <li>Handout 2: Example Daily Feedback Form</li> <li>Handout 3: Example Mood Meter</li> <li>Info note: Expectations, contributions, training rules and feedback</li> </ul>



### Session Plan Steps

Option A – for literate groups:			
Step 1	Our expectations and contributions	Individual work	10 minutes
Step 2	Our expectations and contributions	Discussion in big group	10 minutes
Option B – for groups with low literacy:			
Step 1	Our hopes and fears	Discussion in big group	10 minutes
Step 2	Our hopes and fears	Discussion in big group	10 minutes
For all			
Step 3	Training rules	Discussion in big group	10 minutes
Step 4	Feedback and key messages	In big group	10 minutes





## Preparation

- Step 1:
  - Option A: Prepare stickers or pieces of paper in two colors (for example blue and yellow) and a marker pen for each participant.
  - Option A: Prepare 2 flipcharts one with the heading Expectations and another with the heading Contributions.
  - Option B: Prepare 2 flipcharts one with the heading Hopes and another with the heading Fears.
- Step 4:
  - Select a daily feedback tool (daily form, mood meter and/or mail box) and prepare the selected feedback tool(s) for use by participants at the end of each training day (see the Info note).
  - If the training includes the use of the Before- and After-DWoVH Training Questionnaires, and if the Before-DWoVH Training Questionnaire has not yet been filled in by participants, photocopy handout 1 for distribution and completion by the group.

## SESSION PLAN

### OPTION A : FOR LITERATE GROUPS

STEP 1	OUR EXPECTATIONS AND CONTRIBUTIONS	INDIVIDUAL WORK	10 MINUTES
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- Say: In Unit 1.1 we discussed the main DWoVH training aims, content and methods. In this activity we will **discuss our expectations and contributions to the DWoVH training**. We need to know what everyone in the group wants to learn, and can contribute and share with others. This will help to make sure that the training is suited to the needs of everyone, and to identify talents and resources among us.
- Give each participant 2 or more pieces of paper in each color and a marker. Explain: One color (for example, yellow) is for your expectations and the other (for example, blue) is for your contributions. Ask all to write:
  - Things you **hope or expect to get** from the training on a piece of **yellow** paper.
  - Things you can **contribute and share** with others on a piece of **blue** paper.
- Say: Participants’ expectations and contributions can relate to training content or process, meeting people or any other points.
- Ask everyone to write clearly in big letters and be clear and specific. Participants do not need to write their names on the cards. The trainers may show some ‘one word’ examples. If participants want more cards they can ask for more.
- Give participants about 5 minutes.

STEP 2	OUR EXPECTATIONS AND CONTRIBUTIONS	DISCUSSION IN BIG GROUP	10 MINUTES
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- The trainers start collecting the cards as soon as they are ready. Put all the expectations (yellow cards) together on one flipchart, or one side of the board or wall space. Put all contributions (blue cards) together on another flipchart or other side of the board. For each color, put similar cards on the same topic together (cluster them). *[Examples of expectations are: gender equality, violence & harassment, human and workers’ rights, decent work for domestic workers, self-care; (new) training techniques; problem solving; confidence building; becoming a trainer; getting to know new people. Examples of contributions are: experience with organizing, counseling, helping others, good singer, good massage, good cook].*
- Briefly discuss the **expectations** under each topic. Ask the participants to clarify if some statements are not clear. Cover each of the main topics and explain to what extent expectations will be fulfilled during

the training workshop. Usually the majority of the expectations will be in line with the training aims.

- If participants have (big, unrealistic) expectations that fall outside of the training program and can not be met during the training, explain: These are important points but they will not be discussed in this training. Be clear about this in the group and put those expectations on a separate flipchart with the title **Parking Lot** and a drawing of a motorcycle or car.
- Discuss the **contributions** and conclude: Everyone of us has a lot of talents, skills, knowledge and experiences. The more we participate and share, the more we will gain from the training. Invite participants who were shy and did write little about their contributions, to share their ideas later.



### Tip for Trainers

Keep the flipcharts with the expectations and contributions, and the ‘parking lot’ on the wall during the training if possible, so you can refer to it as needed. If you can not post them on the wall, keep them for the evaluation exercise on the last training day, if possible.

## OPTION B : FOR PARTICIPANTS WITH LOW LITERACY

STEP 1	OUR HOPES AND FEARS	DISCUSSION IN BIG GROUP	10 MINUTES
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- Say: We will now **discuss our hopes and our fears for this training** so we can realize what every one of you hopes for and take away any fears.
- Ask participants sitting in a big circle what they **hope** to gain from the training. Write down their ideas on the board or flipchart under the heading: ‘Hopes’ with a (big) smiley. [*Encourage everyone to come up with their hopes.*]
- Then ask the group about their **concerns or fears**: things that they would not like to happen. Write their ideas down under the heading: ‘Fears’, and put a smiley with an indifferent or sad face. [*Encourage everyone to come up with their fears.*]

STEP 2	OUR HOPES AND FEARS	DISCUSSION IN BIG GROUP	10 MINUTES
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- Point out the key hopes and fears together with the group. Discuss and address whether their hopes will come true and reassure participants about their fears and concerns as needed. If participants have (big, unrealistic) hopes or expectations that can not be met during the training, explain: These are important points but they will not be discussed in this training. Put those hopes on a separate flipchart with the title **‘Parking Lot’** and a drawing of a car, bus or train.
- Conclude the discussion by saying: Everyone of us has a lot of talents, skills, knowledge and experiences. The more we participate and share, the more we will gain from the training. Invite participants who were shy and did write little about their contributions, to share their ideas later.

STEP 3	TRAINING RULES	DISCUSSION IN BIG GROUP	10 MINUTES
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- Say: Let us **agree together on some rules for use during this training** to make sure that we can reach the aims that we have set ourselves for this training, and have a good time. Invite the group to propose training rules and write them on a flipchart.
- For every training rule, decide together whether the group can commit to it or not.

- Write the agreed upon training rules on a flipchart, keep the flipchart posted throughout the training, and refer to it as needed.
- Repeat the training rules by inviting volunteers to each read one rule out loud, for example:
  - We listen to others.
  - We speak up, but don't speak too much, so everyone has a chance to speak
  - We come on TIME. Early birds: OK. NO late comers.
  - We off or silence our phones in the training room. Go outside to take any urgent call.
  - We create a SAFE SPACE in the DWOVH training, for example: We learn together and help each other. We respect the feelings of others. We keep personal information confidential.
  - We clean up the class together after each training session.

STEP 4	FEEDBACK AND KEY MESSAGES	IN BIG GROUP	10 MINUTES
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- Explain: It is important to **remember the highlights and key messages** of each day. These are our building blocks to build a house for domestic workers that is strong and can withstand violence & harassment. We are therefore inviting some of you to become our **'Ears' and 'Eyes'** for every training day. In the first session of the next day:
  - The 'Ears' report what were the most important things they heard the previous training day (together for 1 minute only).
  - The 'Eyes' reports what were the most important things they saw the previous training day (together for 1 minute only).
- Invite volunteers to be the ears and eyes for every next training day and write their names on a flipchart and in the trainers' notebook. *[If the group is small, ask 1 person to be the Ears and 1 person to be the Eyes.]*
- **Optional: A Before-DWOVH Training Questionnaire** can now be distributed and completed by the participants if needed, and if it has not been done earlier. *[The After-DWOVH Training Questionnaire will be completed after the training and the trainers can compare the results of the Before and After-Questionnaires.]* Tell the group they do not have to fill in their names. Ask participants to give their first impressions and fill it in quickly. Collect all questionnaires before the end of the session.
- Introduce the use of one or more daily **feedback tools**, selected for the training by saying: We want to **find out what are your views and feelings about the training activities every day** so we can check whether the training is on the right track or needs to be fine-tuned. *[See handouts 2 and 3 and the Info note.]* Briefly point out the selected daily feedback tool(s) and move on. There is no need to explain their use now in detail.
- **Optional: Home work in a validation or TOT course:** If the training also serves as a validation of (part of) the DWOVH training pack, for example, in a new language or with new activities, explain the aim of the home work and ask participants to each (or in pairs) sign up for proofreading part of the text after the training, and return the text with corrections to the trainers within a set deadline during the training. *[Put up a flipchart where people can put their names and the Units and page numbers they will check, and make sure it is completed during the first training day. Regularly remind the group to complete their home work during the training and ensure to receive all inputs before the end of the training.]*
- Conclude with the key messages of units 1.1 and 1.2, for example:
  - In this DWOVH training we share our experiences and deepen our understanding on gender, equality, discrimination, violence & harassment, and our human and workers' rights.
  - The aims of this training are to support domestic workers and their organizations (DWOs) to promote equality, protect domestic workers from violence & harassment and fight against violence & harassment in domestic work.
  - After the training we and our DWOs will be able to better organize and act against violence & harassment in domestic work.
  - We know what to expect, we have agreed on our training rules and feedback tools, and will make this training a success together.



## HANDOUT 1 : EXAMPLE

# Before DWOVh Training Questionnaire

Filling out this form will help us to understand your training needs and make the training better for you. There are no right or wrong answers and you don't have to put your name.

<b>1. Your sex:</b>				
Woman	<input type="checkbox"/>	Man	<input type="checkbox"/>	Other gender <input type="checkbox"/>
<b>2. You are from:</b>				
DWO, Union or Association	<input type="checkbox"/>	Other Trade Union	<input type="checkbox"/>	Other Members organization <input type="checkbox"/>
		Other NGO	<input type="checkbox"/>	Other Please specify: <input type="checkbox"/>
<b>3. Is violence &amp; harassment against domestic workers a problem in your country/state/region/place?</b>				
Not at all	<input type="checkbox"/>	A little bit	<input type="checkbox"/>	Hard to say <input type="checkbox"/>
		Yes	<input type="checkbox"/>	Yes, very much <input type="checkbox"/>
<b>4. Is there gender equality in your country/state/region/place?</b>				
Not at all	<input type="checkbox"/>	A little bit	<input type="checkbox"/>	Hard to say <input type="checkbox"/>
		Yes	<input type="checkbox"/>	Yes, very much <input type="checkbox"/>
<b>5. Are you aware of laws that protect domestic workers from violence &amp; harassment?</b>				
Not at all	<input type="checkbox"/>	A little bit	<input type="checkbox"/>	Partly <input type="checkbox"/>
		Mostly	<input type="checkbox"/>	Fully aware <input type="checkbox"/>
<b>6. What do you think are the most serious grounds of discrimination against domestic workers in your country? (Tick the boxes that apply, more than one answer is possible.)</b>				
Sex & Gender	<input type="checkbox"/>	Race & Ethnicity	<input type="checkbox"/>	Class or caste <input type="checkbox"/>
		Age	<input type="checkbox"/>	Social origin or Nationality <input type="checkbox"/>
Health & Disability	<input type="checkbox"/>	Religion	<input type="checkbox"/>	Political opinion <input type="checkbox"/>
		Other	<input type="checkbox"/>	I don't know <input type="checkbox"/>
<b>7. Employers have the right to ask domestic workers to do everything that they want.</b>				
Strongly disagree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Hard to say <input type="checkbox"/>
		Agree	<input type="checkbox"/>	Strongly agree <input type="checkbox"/>
<b>8. Sexual harassment is normal for domestic workers, we just have to accept it.</b>				
Strongly disagree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Hard to say <input type="checkbox"/>
		Agree	<input type="checkbox"/>	Strongly agree <input type="checkbox"/>
<b>9. If we go to the police to complain about violence &amp; harassment against us in our job or in our home, they will always help us.</b>				
Strongly disagree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Hard to say <input type="checkbox"/>
		Agree	<input type="checkbox"/>	Strongly agree <input type="checkbox"/>
<b>10. It is the duty of a wife to have sex with her husband whenever he wants.</b>				
Strongly disagree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Hard to say <input type="checkbox"/>
		Agree	<input type="checkbox"/>	Strongly agree <input type="checkbox"/>
<b>11. Wife-beating is fine if a wife does not obey the male head of the household.</b>				
Strongly disagree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Hard to say <input type="checkbox"/>
		Agree	<input type="checkbox"/>	Strongly agree <input type="checkbox"/>
<b>12. Domestic workers and DWOs can fight violence &amp; harassment successfully.</b>				
Strongly disagree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Hard to say <input type="checkbox"/>
		Agree	<input type="checkbox"/>	Strongly agree <input type="checkbox"/>



## HANDOUT 2 : EXAMPLE

# Daily Feedback Form

DWoVH training title: \_\_\_\_\_

Date: \_\_\_\_\_ Place: \_\_\_\_\_

1. Overall, how do you rate today's **training activity 1**? (✓ the box that applies.)

Excellent	Good	So-so	Poor	Very poor

2. Overall, how do you rate today's **training activity 2**? (✓ the box that applies.)

Excellent	Good	So-so	Poor	Very poor

3. Overall, how do you rate today's **training activity 3**? (✓ the box that applies.)

Excellent	Good	So-so	Poor	Very poor

4. Overall, how do you rate today's **training activity 4**? (✓ the box that applies.)

Excellent	Good	So-so	Poor	Very poor

5. Do you have any other comments on today's training? \_\_\_\_\_

\_\_\_\_\_

6. What did you like most today? \_\_\_\_\_

\_\_\_\_\_

7. What did you like least today? \_\_\_\_\_

\_\_\_\_\_

8. Were you confused about something today? If yes, please explain: \_\_\_\_\_

\_\_\_\_\_

9. What are your suggestions for making the training better? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_






\_\_\_\_\_



## HANDOUT 3 : EXAMPLE FORM

### Mood Meter DVoVH training

1. Tick ✓ in the relevant box to give your views on each unit activity.

					
Unit Activity	Excellent	Good	So-so	Poor	Very poor
1.					
2.					
3.					
4.					

Any other comments?

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## Info note: Expectations, contributions, training rules and feedback

### Share participants' expectations and contributions or hopes and fears

At the start of training it is useful to check participants' expectations, or hopes and fears for the DVoH training to make sure that their expectations are realistic and in line with the training aims and outcomes. It will help trainers to make sure that **the training program will meet the participants' needs**, and to make any changes to the program, as needed.

Asking participants to share what they can **contribute** to the training, serves to identify their skills, expertise and experience for use during the training. Sharing fears serves to reassure participants and make sure the training environment is a safe space.

Discussing and writing down expectations or hopes that will not be met on a flipchart with the title **Parking Lot**, serves to acknowledge participants' views, feelings and wishes, make clear what can and what can not be done in the training, and arrange for other training as needed.

### Training rules

At the start of any training workshop or series it is essential to **set the training rules together with participants** to ensure successful training and effective learning. The rules are about creating a safe space that facilitates the sharing of issues that may be sensitive, painful or taboo for participants. Practical rules are also important to avoid common distractions, delays or nuisances.

### Measuring training impact

It can be useful to **measure changes** in the **knowledge, skills and attitudes** of participants by asking them to fill in a questionnaire before and after the training, and analyze the changes in their answers. Some DVOs or training or donor agencies may also require it:

- Participants don't fill in their name on the questionnaires as the aim is to measure changes in the group (the aim is not to measure individual performance).
- The Before-DVoH Training Questionnaire can be sent to participants before the training, for example, when accepting their nomination form and sending them the training program.
- Or, ask participants to fill it in at the end of this Unit 1.2.
- Handout 1 provides an example of a Before-DVoH Training Questionnaire. The After-DVoH Training Questionnaire is provided in **Unit 8.2** DVoH training evaluation and certification.

**Evaluations** should be done during and at the end of every training workshop or series. A workshop or training series that has a duration of several days should include **daily evaluations** as well as written and verbal **evaluation exercises at the end** of the training.

- A **daily feedback activity** is an immediate and simple assessment of participants' feelings and views about the training on a particular day or session to check whether the training is on the right track and to get ideas for fine-tuning the training during the next days.
- An **end-of-training course evaluation** is more in-depth. It seeks participants' views on their satisfaction with the training, what they have learned, their reactions on the training contents and process, and their suggestions to improve future DVoH training workshops or series. See **Unit 8.2** DVoH training evaluation and certification for more information.

## Choose and use daily feedback tools

Getting regular feedback from participants is important to make sure the training meets their needs and is relevant for them. It is possible to ask for feedback at the end of the training (half-)day and discuss it in the big group, but participants are usually shy to criticize especially at the start of training. It is better to use one or more **daily feedback tools** and 3 quick-and-easy tools are provided here for possible use at the start or end of each DWOVH training (half-)day:

- The **'ears' and 'eyes' exercise** with 1-minute reflections on the previous day at the start of the next training day by a few participants highlights what struck them in the training content and process. It is generally informative for everyone.
- **Daily feedback form:** An example feedback form is provided in handout 2. The form can be further simplified by deleting questions 2-4 and change question 1 into: Overall, how do you rate today's training? It is also recommended to add the title of each training activity on the form, rather than just: Training activity 1, 2, etc., because participants will remember what they did in each training activity and give more accurate answers.
- **Mood meter:** Prepare a daily mood meter on a flipchart using handout 3 for every training day.
- **Mailbox:** Prepare a closed box with a slot for inserting 'letters' or pieces of A4 sheets with MAIL BOX written on it in big letters. It should be easy to open for the trainers at the end of each day but not too easy to avoid snooping.

At the end of each training day, encourage participants to provide feedback and complete the selected daily feedback method(s). Tell them that the feedback tools are anonymous and are used to improve the training. Make sure to collect the forms, letters or flipcharts and quickly analyze the results during the daily trainers' review and planning session after the training for possible fine-tuning of future DWOVH training sessions.

If there are several critical or negative feedback outcomes (for a day, a session, a trainer's performance, the training atmosphere, or specific training content, process or method), take action soonest. Discuss the feedback with the group at the start of the next training day, right after the 'ears' and 'eyes' exercise:

- Acknowledge the comment(s),
- Appreciate the critical thinking and honest emotions
- Explain the trainers' views as relevant
- Invite further discussion
- Agree with participants on how to remedy the situation and prevent such outcomes in future sessions.

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# 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

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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"> <li>■ To identify the difference between sex and gender (biological and social characteristics)</li> <li>■ To become aware of gender roles, norms, biases and stereotypes, and realize that we can change these</li> <li>■ To define gender equality between women and men</li> </ul>	90
2.2	What is discrimination and diversity	<ul style="list-style-type: none"> <li>■ To experience power and powerlessness</li> <li>■ To identify main grounds of discrimination against domestic workers</li> <li>■ To appreciate respect and diversity among people</li> </ul>	90
2.3	Fact or Opinion?	<ul style="list-style-type: none"> <li>■ To distinguish between facts and opinions</li> <li>■ To identify gender stereotypes in domestic work</li> </ul>	60
2.4	Equality and discrimination in our life and work	<ul style="list-style-type: none"> <li>■ To identify common inequalities and forms of discrimination against domestic workers</li> <li>■ To discuss equality and empowerment and why we want it in our life and work</li> </ul>	120
2.5	Our rights as women and as workers	<ul style="list-style-type: none"> <li>■ To know our rights as women and as workers</li> <li>■ To voice and express our rights as women and as workers</li> </ul>	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"> <li>• To identify the difference between sex and gender (biological and social characteristics)</li> <li>• To become aware of gender roles, norms, biases and stereotypes, and realize that we can change these</li> <li>• To define gender equality between women and men</li> </ul>
	Participants	<ul style="list-style-type: none"> <li>• Domestic worker leaders</li> <li>• Domestic workers</li> </ul>
	Room Arrangements	<ul style="list-style-type: none"> <li>• Step 1: Big open space to move and run around</li> <li>• Other steps: Seating in big or small groups</li> </ul>
	Materials	<ul style="list-style-type: none"> <li>• Two flipchart papers on flipchart stands or a wall on one side of the room</li> <li>• Markers in three colours</li> <li>• Roll of marking tape or chalk</li> </ul>
	Training Aids	<ul style="list-style-type: none"> <li>• Slide show 1: Sex, gender and gender equality</li> <li>• Slide show 2: Gender equality promotion (for interested leaders and members)</li> <li>• Info note 1: Sex, gender and gender equality</li> <li>• Info note 2: Gender equality promotion (for interested leaders and members)</li> </ul>



## Session Plan Steps

1.	Drawing game	Relay race <sup>1</sup>	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

<sup>1</sup> 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
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- 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
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- 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.)



<b>STEP 3</b>	<b>IS IT SEX OR GENDER?</b>	<b>QUIZ</b>	<b>15 MINUTES</b>
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- 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.*

<b>STEP 4</b>	<b>CHANGES TOWARDS GENDER EQUALITY</b>	<b>Q&amp;A IN BIG GROUP</b>	<b>30 MINUTES</b>
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- 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 & harassment<sup>2</sup>.
- 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.**

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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
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- 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 Trainers<sup>3</sup>

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.

<sup>3</sup> 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?

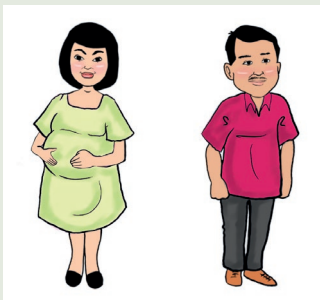
The **sex we are born with influences our chances in life**, alongside other important characteristics like our race, color, socio-economic class or caste. From the moment we are born, all societies assign different roles, attributes and opportunities to boys and girls. **Girls learn how to act like 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.



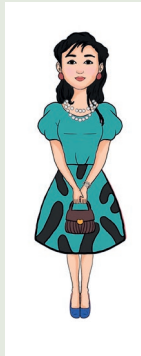
It is useful to analyze the actual contributions of girls/women and boys/men, and the ideas in people's minds on what they should be like, can and cannot do and should and should not do. There is often a big difference between what people actually do (facts) and what people think they should be doing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

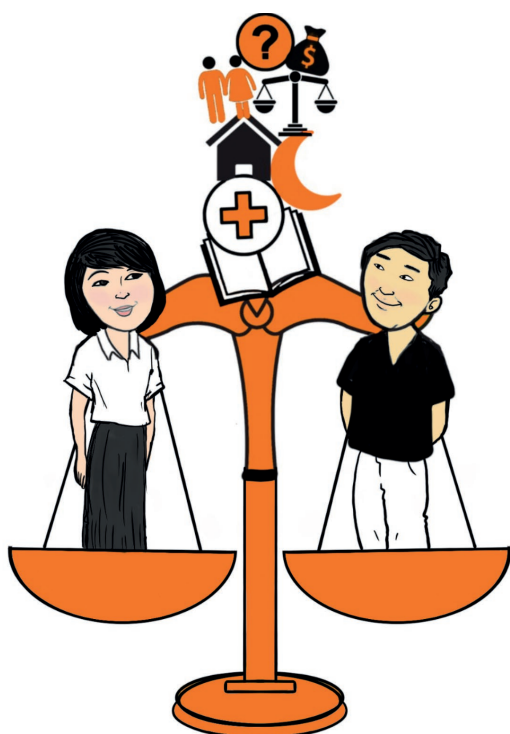
Women generally suffer more from gender bias, prejudices and stereotypes in societies, because the **gender relations between women and men are not equal**. Most of us still live in **patriarchal societies**, where **women** have **fewer rights and resources** than men. In a patriarchy, men have all 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.



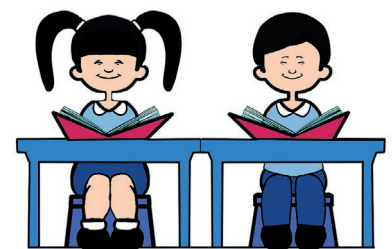
- **Promoting gender equality will benefit all in society.** Sometimes resistance against gender equality exists because of the **fear** that advancing women means taking away something from men. But: gender equality does not mean more power for women and less power for men. It is **empowering for both 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, justice<sup>4</sup>) 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**.<sup>5</sup>

‘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**.<sup>6</sup> 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.

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

<sup>6</sup> 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 diversity<sup>7</sup>



90 minutes

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



### 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.

<sup>7</sup> 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

<b>STEP 1</b>	<b>RULES OF THE GAME</b>	<b>ROLEPLAY IN BIG GROUP</b>	<b>30 MINUTES</b>
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- 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"> <li>● May not dance, sit on chairs and may not drink anything.</li> <li>● May not be together in one place with more than one other person.</li> <li>● Have to obey any ‘yellow’, and do what a ‘yellow’ wants.</li> <li>● May not talk to any ‘yellow’ unless spoken to.</li> </ul>	<p>Are very powerful and arrogant, they want others to obey them.</p> <ul style="list-style-type: none"> <li>● May dance, sit on chairs and drink anything.</li> <li>● May join others freely.</li> <li>● May give orders to a ‘green’ and order ‘greens’ around.</li> <li>● May talk to anyone in the room freely.</li> </ul>

- 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
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- 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
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- 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
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- 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
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- 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 work<sup>8</sup>

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.<sup>9</sup>

### 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.

<sup>8</sup> 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*

<sup>9</sup> 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?<sup>10</sup>

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.

<sup>10</sup> 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?<sup>11</sup>



60 minutes

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



### 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.

<sup>11</sup> 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

<b>STEP 1</b>	<b>DIFFERENCE BETWEEN FACTS AND OPINIONS</b>	<b>QUIZ</b>	<b>10 MINUTES</b>
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- 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.

<b>STEP 2</b>	<b>WHAT'S A FACT, WHAT'S AN OPINION?</b>	<b>Q&amp;A</b>	<b>10 MINUTES</b>
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- 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.

<b>STEP 3</b>	<b>FACT OR OPINION</b>	<b>QUIZ-GAME</b>	<b>25 MINUTES</b>
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- 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.

<b>STEP 4</b>	<b>ANALYSIS AND KEY MESSAGES</b>	<b>DISCUSSION IN BIG GROUP</b>	<b>15 MINUTES</b>
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- 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.<sup>12</sup>

### 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 sexily' 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.

<sup>12</sup> 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"> <li>To identify common inequalities and forms of discrimination against domestic workers</li> <li>To discuss equality and empowerment and why we want it in our life and work</li> </ul>
	Participants	<ul style="list-style-type: none"> <li>Domestic worker leaders</li> <li>Domestic workers</li> </ul>
	Room Arrangements	<ul style="list-style-type: none"> <li>Step 1: Open space for the group to move from one side of the room to the other side</li> <li>Other steps: Seating in the big group and small groups</li> </ul>
	Materials	<ul style="list-style-type: none"> <li>Step 1: Paper sheets, card or post-it notes of 2 different colors, one for each participant</li> <li>Other steps: Flipcharts and papers, markers</li> </ul>
	Training Aids	<ul style="list-style-type: none"> <li>Slide show: Equality and discrimination in our life and work</li> <li>Handout 1: Game: Statements on our chances and opportunities</li> <li>Handout 2: Small group work: Equality and discrimination in domestic work</li> <li>Info note: Equality and discrimination in our life and work</li> </ul>



## 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
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- 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**.

<b>STEP 2</b>	<b>GENDER EQUALITY AND DISCRIMINATION</b>	<b>Q&amp;A IN BIG GROUP</b>	<b>20 MINUTES</b>
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- 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
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- 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
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- 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
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- 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

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### 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 work<sup>13</sup>

### 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.**



<sup>13</sup> 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.

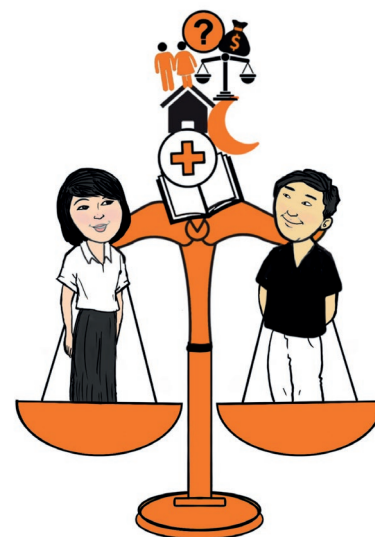
## Equality and gender, race and class justice for domestic workers

**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.

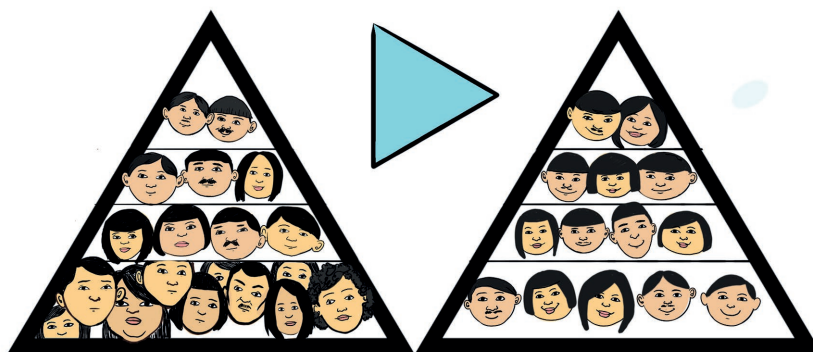
In order to overcome the effects of discrimination **we need to empower ourselves and our sisters. Empowerment is about becoming stronger and self-confident, and gaining the power to do what we want and to control what happens to us.** We need to come up for our rights through individual and collective 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.



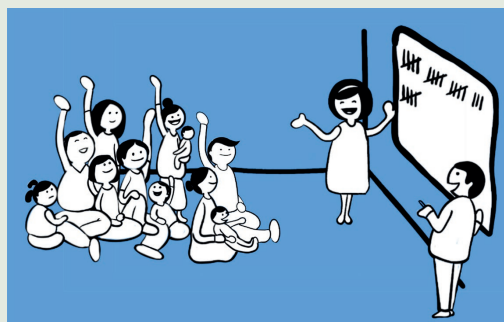
When we set our goals and take action, we want to address both our **practical and strategic needs:**

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



### 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

<b>STEP 1</b>	<b>INTRODUCTION TO THE MUSICAL CHAIRS</b>	<b>IN BIG GROUP</b>	<b>5 MINUTES</b>
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- 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.

<b>STEP 2</b>	<b>RIGHTS OF WOMEN &amp; DOMESTIC WORKERS</b>	<b>MUSICAL CHAIRS GAME</b>	<b>35 MINUTES</b>
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- 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.

<b>STEP 3</b>	<b>RIGHTS OF WOMEN &amp; DOMESTIC WORKERS</b>	<b>Q&amp;A IN BIG GROUP</b>	<b>10 MINUTES</b>
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- 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**.

<b>STEP 4</b>	<b>SONG MAKING</b>	<b>SMALL GROUPS</b>	<b>20 MINUTES</b>
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- 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.

<b>STEP 5</b>	<b>SING A SONG &amp; CONCLUSION</b>	<b>BIG GROUP</b>	<b>20 MINUTES</b>
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- 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)<sup>14</sup>:

- 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 Workers<sup>15</sup>:

- 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.

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<sup>14</sup> IDWA and WAVE, [CEDAW at a glance](#)

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

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# DOMESTIC WORKERS ORGANIZE AGAINST VIOLENCE & HARASSMENT

## TRAINING PACK



### Unit 3

## WHAT IS VIOLENCE & HARASSMENT IN DOMESTIC WORK

Foreword and Introduction

Unit 1 Starting a DWoVH Training

Unit 2 Equality and Rights in Our Life and Work

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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 the main forms of violence & harassment that domestic workers can encounter in their life and work.

We identify different types of power and how we can build our individual and collective power. We look into violence & harassment and child & forced labor.

We share experiences on gender-based violence and violence against women.

We discuss how sexual violence & harassment affect us, and how gender stereotyping increases our risks.

We find out about domestic and institutional violence and how it affects us in our work and life.



# UNIT SUMMARY

	TITLE	AIMS	TIME (MINS)
3.1	Power and domestic workers	<ul style="list-style-type: none"> <li>■ To identify different types of power</li> <li>■ To find out how domestic workers can build up their power</li> </ul>	90
3.2	Violence & harassment and child & forced labor in domestic work	<ul style="list-style-type: none"> <li>■ To identify different types of violence &amp; harassment against domestic workers</li> <li>■ To learn about child labour and forced labour in domestic work</li> </ul>	120
3.3	Gender-based violence and violence against women	<ul style="list-style-type: none"> <li>■ To understand gender-based violence and violence against women in domestic work</li> <li>■ To exchange experiences on violence against girls and women in domestic work</li> </ul>	90
3.4	Sexual violence & harassment and gender stereotyping	<ul style="list-style-type: none"> <li>■ To understand what is sexual violence &amp; harassment</li> <li>■ To find out how gender stereotypes increase sexual violence &amp; harassment</li> </ul>	120
3.5	Domestic violence and institutional violence	<ul style="list-style-type: none"> <li>■ To find out about domestic violence in households</li> <li>■ To become aware of institutional violence</li> </ul>	90



**TOTAL TIME : 8 HOURS 30 MINUTES – 510 MINUTES**





## KEY MESSAGES

**As domestic workers, we are at risk of physical, sexual, psychological and economic violence & harassment in our workplaces and in our homes. We need to build our individual and collective power to fight for a job and a life free from violence & harassment.**

- **Power** is about access to and control over resources, benefits, and decision-making. We need to increase our power, so we can direct our work and our life.
- **Violence & harassment** is any act that is perpetrated against someone's will. It is about abuse of power. People often keep quiet about it because they feel ashamed and are afraid.
- **Child labor** is about work by children who are too young to work, who do hazardous work or work in slavery-like conditions. Child labor in domestic work is still quite common in some countries. It needs to be abolished.
- **Forced labor situations in domestic work** also happen more often than we think. Women, child and migrant domestic workers are at high risk.
- **Gender-based violence** is violence against persons because of their sex or gender. Most victims are women and girls, some are boys and men can also be victims. LGBTI+ and persons with disabilities are also vulnerable. Perpetrators are mostly men who the victims know, not strangers.
- **Sexual violence & harassment** involves all situations in which a victim does not want or cannot consent to a sexual activity. It is difficult to prevent and eliminate because victims are often blamed and the abuse by perpetrators is tolerated in patriarchal societies.
- **Domestic violence** is violence in families and households. Most victims are women and children, and domestic workers can also be victims. It is often invisible but common among the rich and the poor. Some men think they have the right to do it.
- **Institutional violence** against women and domestic workers happens when the authorities they go to for help, do not listen to them, do not treat them with respect, turn them away, or even abuse them further.



## Training Organization

- If you want to do only one training activity on what is violence & harassment in domestic work do **Unit 3.2** Violence, harassment and child and forced labor in domestic work or **Unit 3.3** Gender-based violence and violence against women
- If you want to do this unit in 3 half-day activities on day-offs, do:
  - **Unit 3.1** Power and domestic workers, and **Unit 3.2** Violence, harassment and child and forced labor in domestic work – 3.30 hours in total.
  - **Unit 3.3** Gender-based violence and violence against women, and **Unit 3.4** Sexual violence & harassment and gender stereotyping – 3.30 hours in total.
  - **Unit 3.5** Domestic violence and institutional violence, and another activity, like **Unit 4.1: Coping with violence & harassment** – 3.30 hours in total.
- If you want to train DWO leaders or members to become trainers in a residential workshop, you can do 4 activities per day.



# 3.1 : Power and domestic workers<sup>1</sup>

90 minutes

	Aims	<ul style="list-style-type: none"> <li>To identify different types of power</li> <li>To find out how we can build up our power</li> </ul>
	Participants	<ul style="list-style-type: none"> <li>Domestic worker leaders</li> <li>Domestic workers</li> </ul>
	Room Arrangements	<ul style="list-style-type: none"> <li>Step 1: Space for the group to stand in a big circle</li> <li>Other steps: Group seating</li> </ul>
	Materials	<ul style="list-style-type: none"> <li>Four flipchart stands or big board or wall to put up four flipcharts</li> <li>Several markers for use in steps 3 and 4</li> <li>100-150 cards (A4 sheets of paper cut in 2 or 3 pieces)</li> </ul>
	Training Aids	<ul style="list-style-type: none"> <li>Slide show: Power and domestic workers</li> <li>Handout: Small group work: Powerful and powerless</li> <li>Info note: Power and domestic workers</li> </ul>



## Session Plan Steps

1.	Body part greetings	Energizer	10 minutes
2.	Your thoughts on power	Brainstorming	10 minutes
3.	Types of power	Discussion in pairs and in the big group	25 minutes
4.	Powerful or powerless	Small group work	20 minutes
5.	Powerful or powerless	Reporting & discussion in big group	20 minutes
6.	Key messages	Conclusion	5 minutes



## Preparation

- Read and discuss the Info note with others so that you fully understand it.
- For step 1: When the group has both women and men or participants come from many different backgrounds, check in advance whether there are any body parts that should not be touched by others (like the sexual parts and breasts, or in some groups, the head, hair or face). Keep this in mind when doing the energizer. When somebody calls out a sensitive body part, say right: STOP, this body part is too
- sensitive (personal, private, secret). Select another body part that is safe and comfortable for everybody to connect to. Continue the game.

<sup>1</sup> Adapted from: Restless Development Sierra Leone, [Gender-based violence training manual](#), Sierra Leone, 2013

- For step 2: Prepare four flipchart papers. On each flipchart write 1 of the 4 headings:
  - Power over ..
  - Power within ..
  - Power to ..
  - Power with ..
- For step 4: Photocopy the handout for the small working groups, or put the 3 questions for the group work on a flipchart, for everyone to see

## SESSION PLAN

STEP 1	BODY PART GREETINGS	ENERGIZER	10 MINUTES
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- Welcome everyone to the training. Link this session to the previous session. Ask the group to stand up and form one big circle.
- Say: To start this session we are going to greet each other by connecting with different body parts. For example, if I shout ‘Shoulders’, greet as many people as possible by connecting shoulder-to-shoulder. When I clap my hands or shout ‘STOP’, everybody freezes in that position. I will then tap another participant who will shout another body part. Everybody will use this body part to greet other participants (for example, left foot, right elbow, upper back) and so on.
- Start the game. Do a few rounds of body part greetings in this way with different participants selecting a body part: Shout stop after one minute, and tap on another person to shout a new body part.
- Stop when the time is up, people have moved around and laughed a lot.
- Say: I hope you got to know and greeted many new people. Exercises like this are a good start of the day (or session). We become more comfortable with one another in an unexpected way, when we move our bodies, relax and have fun.
- Invite everyone back to their seats.

STEP 2	YOUR THOUGHTS ON POWER	BRAINSTORMING	10 MINUTES
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- Say: In this session we are going to discuss **the power that we have and the power that we do not have, but want to have** and we will look into the **relation between power, status, gender and age, and what this means for us.**
- Ask the group to think about the word ‘power’ and what it means to them.
- After a minute to think, start a group discussion by asking the group:
  - **What is power?** *[Power is having control, authority or influence.]*
  - **Who has power?** *[Employers, parents, the police, we ourselves also have power.]*
  - **How does it feel to have power? To not have power?** *[It feels good to be powerful. It feels bad and sad to be powerless.]*
  - **How do sex, age, skin color and income level affect the power and the rights a person has?** *[Women, youth and people with darker skin who are poor generally have less power than men, adults and people with lighter skin who are rich. The less power people have, the higher the chances are that their rights will not be respected.]*
  - **How can power be used?** *[For good and for bad.]*
- After every question, invite a few volunteers to share. Get some responses and write key words on a flipchart or board. All responses are fine, and people will generally agree. Do not start any long discussion at this stage. After a few responses, go to the next question. Keep up the pace (speed) of the discussion: not too quick or too slow so that everyone can follow it and stays interested.

STEP 3	TYPES OF POWER	DISCUSSION IN PAIRS AND IN THE BIG GROUP	25 MINUTES
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- Say: Power exists between people, and it is something we as domestic workers often do not have. **Having power means having access to and control over resources and benefits, and being able to control decision making.** When we have power, we are in control and we feel good. When we feel powerless, we often feel out of control and have negative emotions. There are four main different types of power: **power over, power within, power to and power with.** Let us discuss these, one by one.
- Using a slide or the flipcharts, for every type of power, ask the group what it means. After a few responses, briefly explain:
  - **Power over** ... [Control over ourselves and others, and over resources and benefits]
  - **Power within** ... [Power within ourselves, our self-confidence and self-esteem]
  - **Power to** ... [Ability to create something, to act, to do and to influence our life]
  - **Power with** ... [The power people can have as a group]
- Ask participants to form pairs and distribute 8-10 cards to each pair. Ask the pairs to discuss examples of these 4 types of power for domestic workers, and write key words of the examples on cards. Give the pairs 15 minutes to do so. Put up the 4 flipcharts for everyone to see. After 10 minutes remind them to write their examples on the cards, one example per card.
- Invite the pairs to pin each of their cards on one of the flipcharts with the four headings (**Power over, Power within, Power to and Power with**). If they do not know under which heading to put an example, tell them to select the main type of power that the example is about, and put their example under that heading.
- While the participants put up their examples, read them. [Many examples will be about the abuse domestic workers face because employers have **power over** them and exploit them. There will also be examples of the power domestic workers have over others, like their families who depend on them for remittances or younger, less experienced domestic workers. Members of domestic workers organizations (DWOs) will know about **power with**: A group can do more than one person. Examples of **power to** are about the skills we have and looking for opportunities of learning new skills, or improving your life and work, like finding a new job if you want to leave your current job. Examples of **power within** are about trusting ourselves and our own opinions and not the ideas of our employers].
- When all cards are on the flipcharts, ask everyone to sit down and go through the examples on each flipchart with the group: Domestic workers often do not have the power to stand up to unjust and unreasonable demands of their employers. Point out the positive and negative ways in which we can use each type of power, using the Info note. [Examples: **Power over** can mean exploiting or hurting other people, or it can mean caring for ourselves and our community. **Power within** is about the strength in ourselves but if we are arrogant we use our **power within** the wrong way. Say: We will discuss this some more in the next step.

STEP 4	POWERFUL OR POWERLESS	SMALL GROUP WORK	20 MINUTES
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- Say: We will now discuss in small groups how we, domestic workers, can build up these 4 types of power. Divide the participants in small groups of 4 to 6 people.
- Ask the groups to discuss the following questions:
  1. **What types of power do we, domestic workers, have, and what types do we not have? Give examples.**
  2. **What are negative effects of lack of power?**
  3. **How can we build up our powers and improve the situation of ourselves and other domestic workers?**
- Give the groups time to work. After 15 minutes, remind them that time is almost up, they should round-up their discussion and prepare for reporting in the big group.

STEP 5	POWERFUL OR POWERLESS	REPORTING & DISCUSSION IN BIG GROUP	20 MINUTES
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- Invite everyone to the big group and start the reporting with every group reporting on 1 question only: 1 or 2 groups report on question 1. Ask the other groups if they have new points on question 1. Add any information that has not come up. Do the same for questions 2 and 3.
- Points to highlight in the discussion are:
  1. **What types of power do we have? What types do we not have?** Domestic workers, historically and worldwide, often have had little **power**. Many people have power over us and we often do not have enough. So, we are easily abused by our employers and/or by our families. Some of us have the **power** to decide on our own work and life, but many of us do not. **Power within** is something that we all need, but many of us do not have enough, because we are often told that we have no value as girls and women and that our work has no value. As a result, we may start to feel that we are worthless. We need **power with** as we are stronger in a group.
  2. **What are negative effects of lack of power?** A systematic lack of power and feelings of powerlessness cause negative emotions, like hurt, fear, despair or anger. Many domestic workers **internalize these feelings of powerlessness**. As a result they have low self-esteem and lack self-confidence. Show the slide with the cartoon story and ask: **Why is the boy kicking the dog?** Get responses and say: Lack of power can also result in people **taking out anger on other people with less power**, like in the cartoon story. Similarly, women and men employers of domestic workers are often unreasonable and aggressive towards their domestic workers. *[If you can't show the slide, tell the cartoon story, see the Info note.]*
  3. **How can we build up our powers and improve the situation of ourselves and other domestic workers?** We need all 4 types of power to successfully fight for our human and workers' rights and to stop the violence & harassment that we often face in our jobs and lives. We will increase:
    - Our **power within** or **personal power**
    - Our **power to** or **creative power**
    - Our **power over** or **caring power** for ourselves and others.
    - Our **power with** or **shared power** in our DWOs.

STEP 6	KEY MESSAGES	CONCLUSION	5 MINUTES
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- Conclude with the following key messages:
  - Power is about access to and control over resources, benefits, and decision-making. We need to build up our power within, our power to, our power over and our power with so we can direct our life and our work.
  - We domestic workers often suffer from violence & harassment by people who have power over us (family, employers) because we are women, we are young or any other reason, such as our color, class or origin.
  - We live in unjust societies where power is concentrated in the hands of a few small groups of persons who control the private and the public sector and who use power for their own gain.
  - We need to build our individual and collective power to achieve our human rights, decent work and a life free from violence & harassment.
  - As DWOs we are part of the movements which fight unjust power relations and dynamics. We build on the power with: We act together and create new ways of living and working together with respect for all people and the environment.



## Training Organization

- For more info, see **Unit 4.5** We empower!



## HANDOUT : SMALL GROUP WORK

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### Powerful and powerless

In the small groups, share and discuss from your own experience:

- 1. What types of power do we have? What types do we not have?  
Give examples.**
- 2. What are negative effects of lack of power?**
- 3. How can we build up our powers and improve the situation of ourselves and other domestic workers?**

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





## Info note : Power and domestic workers

Power exists in all relations between people. It is something that we sometimes have and sometimes do not have. **Having power is to have access to and control over resources (money, property, people) and to be able to control decision-making.** When we have power, we feel that we are in control and we feel good. When we feel powerless, we have no control over our life and work and this affects us badly.

**Power can be used in positive and negative ways.** There are 4 main types of power: Power over, power within, power to and power with:

- **Power over** is about control over ourselves and others. It is about **control over resources and decision-making** and being **in charge** of situations. It is about being able to decide over our own body, work and life and about making decisions about other people. When used in a negative way it is about taking power away from others and dominating and exploiting them. Used in a positive way, **power over is caring power**, like when we look after and care for ourselves and for others.
- **Power within** is **personal power**. It is about the ability to imagine that each of us can create change and can have a better life. Power within is the knowledge that everyone of us has **rights and is an important and valuable human being**. Power within is the power of self-esteem, **self-awareness, self-confidence** and self-knowledge on what we can and can not do. People who show-off their power within are often arrogant and rude. This is a sign that their power within is quite small.
- **Power to** is our **creative power**. It is about our **ability to act** and influence our own life and realize our goals and dreams. We all have power to: As domestic workers we are good in caring for people and their homes. All of us have many other skills too. We can increase our power when we are interested in learning new things. But, if we lack self-esteem and self-confidence, we think we are useless and worthless. Then we decrease our power to act and improve our own and others' lives.
- **Power with** is the **shared power** that **we have as a group**. Domestic workers who form and join DWOs or other groups have collective power with others to take decisions and act on areas of common interests to benefit all. Power with brings solidarity. It uses the talents, knowledge and energy of individuals to build something bigger to benefit all through mutual support and cooperation. Power with is sometimes used in a negative way by groups who use power for their own gain and at the expense of others.

People and groups who are oppressed often have little power to influence much. As a group, **domestic workers**, historically and worldwide, have had **little power**, because they are women, often with little education, who come from low class or low-caste families in poverty or population groups which are marginalized because of their race, color, ethnicity, religion or for other reasons. A systematic lack of power and feelings of powerlessness cause negative emotions (hurt, pain, fear, anguish, hopelessness, despair and anger).

Girls, more than boys, are socialized to internalize these negative feelings, meaning that they absorb and keep them inside, and may direct them against themselves, becoming depressed or anxious. Many domestic workers have also **internalized these feelings of powerlessness**, they have **low self-esteem and lack self-confidence**.

Powerlessness can also lead to turning anger and aggression outward. For example, if a male laborer gets beaten up by his boss at work, he goes home and beats up his wife. She then beats the child, and the child, in turn, beats up the family pet. Many male and female **employers of domestic workers** also feel powerless and easily **take out their anger and frustration** on their **domestic workers**.

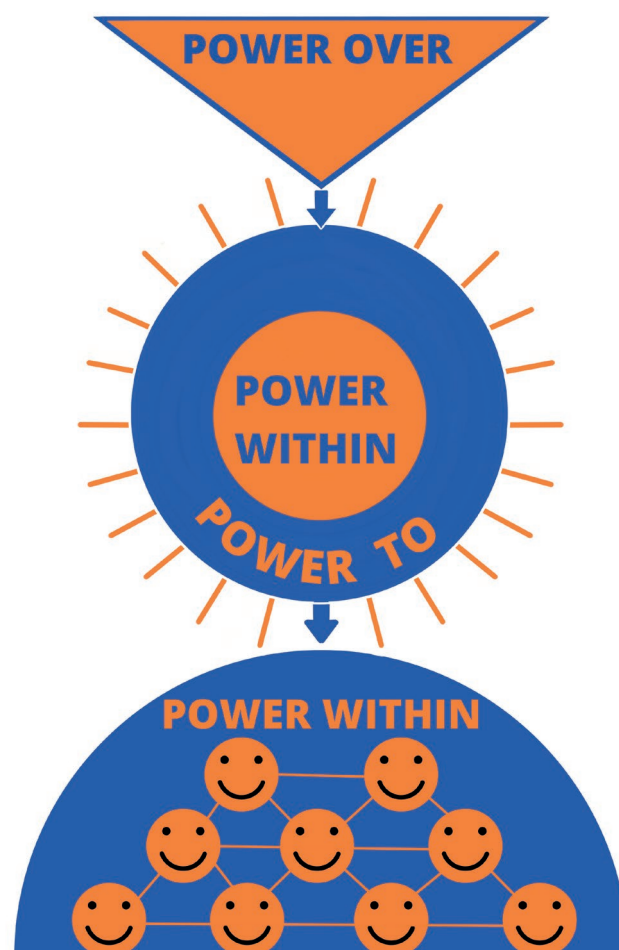


We need to **realize** what are the **negative effects of powerlessness upon us** and **build up our individual and collective power**. We have value as women and as workers. Many of us are strong women who provide valuable contributions to our own and other families. We can realize our rights to decent work and a life without violence & harassment by increasing:

- Our power within – our personal power
- Our power to – our creative power
- Our power over – our caring power
- Our power with – our shared power

The National Domestic Workers Alliance (NDWA)<sup>3</sup> in the USA defines power as the influence one actor can exercise over another, because of an imbalance in resources or resourcefulness. In many countries, we can see that power is in the hand of a small group of people and corporations who use this power for their own gain. The NDWA aims at shifting these unjust power dynamics and build new ones by strengthening **the power with: the ability of people to act together** to create new social and economic systems in society that respond to the needs of all.

In the International Domestic Workers Federation (IDWF)<sup>4</sup> we have committed ourselves to **unite into a powerful force** to overcome the exploitation and abuse experienced by domestic workers across the world. Domestic workers' organizations (DWOs) are part of the global labor, women's and human rights movements. **We join forces in the struggle to change power relationships**, to determine our own economic and social destinies, and to secure freedom, justice, well-being, safety, security and peace.



3 See NDWA: *From India to Washington: Women fight back against violence, Facilitators' guide*, 2013

4 See *Preamble in IDWF, Constitution*, 2019



## 3.2 : Violence & harassment and child & forced labor in domestic work



120 minutes

	Aims	<ul style="list-style-type: none"> <li>To identify different types of violence &amp; harassment against domestic workers</li> <li>To learn about child labour and forced labor in domestic work</li> </ul>
	Participants	<ul style="list-style-type: none"> <li>Domestic worker leaders</li> <li>Domestic workers</li> </ul>
	Room Arrangements	<ul style="list-style-type: none"> <li>Step 1: Open space to move around</li> <li>Seating in small and big groups</li> </ul>
	Materials	<ul style="list-style-type: none"> <li>Flipchart papers and markers for each small working group</li> </ul>
	Training Aids	<ul style="list-style-type: none"> <li>Slide show: Violence &amp; harassment and child &amp; forced labor in domestic work</li> <li>Handout 1: Small group work: Case stories of Siti and Joanne</li> <li>Handout 2: Exercise: Forced labor indicators: Siti, Joanne and you</li> <li>Handout 3: Responses to exercise on forced labor indicators</li> <li>Info note: Violence &amp; harassment and child &amp; forced labor in domestic work</li> </ul>



### Session Plan Steps

1.	Chasing the tail	Energizer	10 minutes
2.	Violence & harassment in domestic work	Small group work	25 minutes
3.	Violence & harassment in domestic work	Reporting	25 minutes
4.	Violence & harassment	Q&A in big group	10 minutes
5.	Child and forced labor	Q&A and exercise in big group	45 minutes
6.	Key messages	Conclusion	5 minutes



### Preparation

- Read the training aids and discuss them with others, so you can guide the group discussions.
- Prepare the flipcharts or slides.
- Photocopy the handouts for distribution to participants.

## SESSION PLAN

STEP 1	CHASING THE TAIL	ENERGIZER	10 MINUTES
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- Ask everyone to come stand in the open space and say: We are going to form a dragon (snake or lizard). Standing at arms' length one after the other, form a flowing line from one side or end of the room to the other. The line can bend from left to right or the other way around but it should be a flowing line and you stand at arms length from each other. One end of the line is the head, the other end is the tail.
- When the line has formed, say: The dragon's head wants to catch its tail. When I say START, the head starts running to catch the tail and its body follows.
- Say: START. When the head has caught the tail, ask everybody to turn around, and then tell the tail to catch the head, and so on. Keep a quick pace to the game, so that people enjoy themselves.
- Stop the game when the time is up and invite people back to their seats.

STEP 2	VIOLENCE & HARASSMENT IN DOMESTIC WORK	SMALL GROUP WORK	25 MINUTES
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- Link the session to the previous session and say: In this session we will discuss different **types of violence & harassment against domestic workers, and child labor and forced labor in domestic work**. Divide participants into working groups of around 3 to 4 persons each.
- When everyone is seated, say: We are now going to discuss 2 case stories of violence & harassment against Siti, a local domestic worker in Indonesia and against Joanne, a migrant domestic worker in Hong Kong. Distribute the handout with the 2 case stories. Ask half of the groups to read Case story 1 about Siti and the other half to read Case story 2 about Joanne and to discuss the questions at the end of each case. *[If many participants have difficulty reading, make sure there is 1 literate person in each small group to read out the case to the group.]*
- Give the small groups time to discuss the questions and prepare their answers. Walk around to answer any questions people may have.
- After 20 minutes, tell the groups they have another 5 minutes to make their report.

STEP 3	VIOLENCE & HARASSMENT IN DOMESTIC WORK	REPORTING	25 MINUTES
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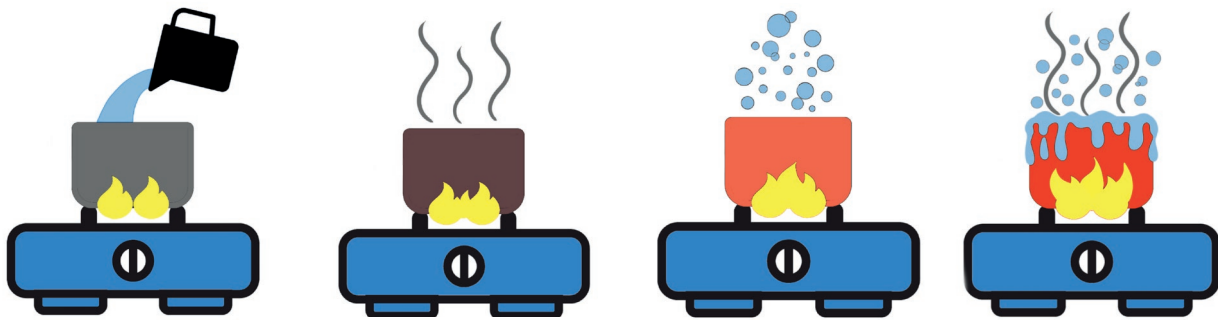
- Get the big group together. Start the reporting by asking a volunteer from a group that discussed case story 1 to introduce Siti and answer question 1. **List the acts of violence & harassment against Siti**. Then ask a volunteer from a group that discussed case story 2 to introduce Joanne and answer question 1. Ask the other small groups if they have anything to add or ask on the first question for the case stories of Siti and Joanne.
- When the answers to question 1 are clear, do the same for question 2. **What types of violence & harassment are they: physical, sexual, psychological or economic?** Make sure to ask volunteers from other small groups for both case stories, so that all small groups have a chance to speak first.
- When the reporting on questions 1 and 2 is ready, ask: **Are there any further questions or comments about these 4 different types?** Discuss and answer them, using the info note. Make sure the groups understand the 4 main types of violence & harassment [**Physical:** *Harming and hurting somebody's body.* **Sexual:** *Forcing, intimidating, or tricking someone to engage in any sexual activity against their will.* **Psychological:** *verbal abuse, humiliation, and controlling what a person can and cannot do.* **Economic:** *Denying a person access to their money, economic activity, or other basic needs.*] Also briefly discuss **bullying** [*Repeated and deliberate physical or psychological abuse by someone with more power than the victim.*] and **mobbing** [*Group aggression against someone who is different from the group and therefore considered weak and inferior.*] If participants want to discuss specific types in more detail like rape, sexual blackmail, GBV, domestic violence, or institutional violence, give a brief answer and say that we will discuss this more in further sessions.

- Ask for volunteers from 2 other small groups on case stories 1 and case 2 to answer question 3. **If you were Siti/Joanne, what would you have done?** [Some domestic workers will try to stand up for their rights. Others may be too afraid and just want to leave.] Ask the other groups for comments. Make clear there is no right or wrong answer here. Generally, it is always good to defend yourself, but you also have to keep out of harm's way.
- Ask for volunteers from 2 small groups on each case story to answer question 4. **Have you ever experienced or heard about such acts of violence & harassment?** [Yes, most domestic workers will know stories about violence against domestic workers. Almost all domestic workers have experienced psychological and economic violence & harassment and many will have experienced also physical and sexual abuses.] Ask the other groups if they want to add or give comments. Make sure everyone listens with respect to the stories of others. Don't push anyone to share and keep an eye out for participants who are too quiet or upset. Tell the group anyone can come and see the trainers to share in private if they want.]
- Ask for volunteers from 2 other small groups to answer question 5. **If you wanted to help Siti/Joanne, what would you do?** [I will try to listen to Siti/Joanne, comfort her and encourage her to stand up for her rights. I will write down the story of the case in chronological order and record it. I will keep quiet about it, because I am scared or it is not my business.] Ask the other groups if they want to add anything. Say: It is important for us to look out for sister domestic workers, who may be in trouble.

STEP 4	VIOLENCE & HARASSMENT	Q&A IN BIG GROUP	10 MINUTES
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- Ask participants to give a **definition** of violence & harassment. Invite responses from the group, write them on a flipchart or board and say: Violence & harassment is any act that is undertaken **against someone's will**. Violence & harassment, and threats of violence & harassment:
  - are about **abuse of power** that violates the well-being and dignity of people
  - are **unwelcome and unwanted** by the recipients
  - create a **hostile working environment**.
- Using the answers of the group explain the definition in C190: **Violence & harassment** in the world of work are:
  - a range of **unacceptable behaviors and practices**, or **threats** thereof,
  - whether a **single occurrence or repeated**, [it can happen one or more times]
  - that **aim at, result in** or are **likely to result in**:
  - **physical, psychological, sexual or economic harm**, and
  - includes **gender-based** violence & harassment.
- Make sure the group understands the main parts of the definition, using their earlier answers and examples of physical, sexual, psychological and economic harm. Ask: **What is gender-based violence & harassment?** After a few responses, briefly explain [GBV is violence directed against someone, usually women and girls, on the basis of their sex or gender. It is a violation of someone's human rights and it includes sexual harassment.] For more information, see next **Unit 3.3** Gender-based violence and violence against women and **Unit 3.4** Sexual violence & harassment and gender stereotyping.
- Ask: **Is there a difference between violence & harassment?** [Participants are likely to say that harassment is less serious and that violence is the most serious.] Say: This is true but harassment can also get very serious very quickly. Harassing and violent acts often start small, but they tend to get more serious: If perpetrators are not stopped, they will usually go further and further, playing a cat and mouse game with their victims. Therefore, it is best to think of violence & harassment as a **range**, a series or **continuum** of unacceptable behaviors and practices: Every act of harassment and violence can be put somewhere on a **line of abuse** from the **lightest forms of harassment on one side to the most severe forms of violence on the other side**. Think of it as heating a pan or kettle with cold water until it boils: Harassment starts when the water is getting too hot to touch and severe violence is the boiling water, flowing over.





From the lightest forms of harassment to the most severe forms of violence



## Tip for Trainers

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

STEP 5	CHILD AND FORCED LABOR	Q&A AND EXERCISE IN BIG GROUP	45 MINUTES
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- Say: Violence & harassment is widespread in **child and forced labor in domestic work**. Start a discussion about child labor in domestic work by asking:
  - **At what age do children start working as domestic workers in your communities? Is it common? Are they girls or boys? Why does it happen?** [Some children start to work as domestic workers when they are very young. Many of them are girls, some are boys. They often come from poor families in marginalized communities.]
  - **What effects does it have on children?** [They often work long hours and without pay. They usually don't go to school or they are too tired to concentrate at school.]
  - **Is it dangerous for children to work in domestic work?** [Some may consider it is safe work for children, and a matter of survival for poor children and their families. Others will think it can be quite dangerous for children, because it is work in private homes, often without pay, for example to pay-off a debt of the family. It is dangerous to children's health and development and deprives them from an education.]
- Say: While it is often thought that domestic work is a safe job for children and teenagers under 18 years, this is generally not true. It is often not child work, but **child labor**: Work that children should not be doing, because they are **too young** to work, or – if they are old enough to work – because it is work that is **hazardous** and **dangerous**, or done in **slavery-like situations**.
- Ask: **Why are child domestic workers at high risk of violence & harassment?** [They work in private homes that are inaccessible for the outside world. They work in family settings where people live in close and intimate contact with one another. The work relationship between child domestic workers and their employers is usually very unequal: They are expected to obey their employers at all times without question, often under the guise of fictive family relations.]
- Say: For these reasons **C189** requires ILO member states to:
  - **Abolish child labor in domestic work**
  - **Set a minimum age for entry into domestic work**
  - **Ensure that child domestic workers who are allowed to work, can go to school and continue their education and training.**
- Say: The risk of violence & harassment is high for child domestic workers. It is even higher for children and adults who work in domestic work in slavery and forced labor conditions.



- Ask the group: **What it is slavery? What is forced labor?**
- With their responses and the Info note, discuss and agree with the group:
  - **Slavery** is about situations of exploitation that a person cannot refuse or leave, because of threats, violence, coercion, deception, and/or abuse of power. Many old and new forms of slavery exist worldwide.
  - **Forced labor** is about situations in which people are forced to work through the use of violence or intimidation, or by more subtle means such as an increasing debt that they can not pay off, withholding wages or identity papers, or threats to harm them or the ones close to them.
- Ask: Is their slavery and forced labor in domestic work? Get some responses and say: Globally, domestic work is the top sector where forced labor is found, accounting for nearly a quarter or 24% of all forced labor incidents.
- Distribute handout 2, one to each participant, and say: The ILO has developed **indicators (warning signs, clues or red flags)** of forced labor situations. We will go through these one by one and find out together what they are about by checking and discussing what signs of forced labor are present in the case stories of Siti and Joanne. Everyone can check for themselves if any of these situations happened to you. You can share this information in the group, or keep it for yourself. You can also discuss this later with one of the trainers or another participant, if you want to.
- Go through the list of indicators one by one. Ask what each indicator means using the Info note and briefly discuss it. Then ask the group whether it applies to Siti, Joanne, or themselves. If you are not sure, tick 'Need more info'. *[Get 1 or 2 volunteers to answer for each case story and for themselves. Don't push people to share. It is fine if participants don't agree on everything or want to tick 'Need more info'.]*
- Say: The case stories from Siti and Joanne show clearly that many of the indicators of forced labor apply to the situation of domestic workers.
- Ask: **Do you think Siti and Joanne are in a forced labor situation?** Get some responses and discuss: Both Siti and Joanne are being exploited and both experienced physical, sexual, psychological and economic violence, but their situation is different:
  - Siti is in a forced labor situation, because working without pay without end in sight is severe labor exploitation. She was happy to do it to help her family. However, even if a child agrees to a slavery-like situation, it is still a crime, because children are too young to be able to consent and may agree to the most severe violence, harassment and exploitation to help the ones they love. Rape is always a crime, and it is even worse when it happens to children and young people under 21 years.
  - Joanne is also in a very exploitative situation, but she has a job contract. As an adult, she knows her employers have clearly violated the job contract but she consented and tried to cope with the physical, sexual, psychological and economic violence because she needs the money for her family. Withholding her phone and identity documents also seriously violates her human and workers' rights.

<b>STEP 6</b>	<b>KEY MESSAGES</b>	<b>CONCLUSION</b>	<b>5 MINUTES</b>
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- Conclude the exercise by repeating the key messages with the group:
  - Violence & harassment is any act that is undertaken against someone's will. It is about abuse of power. People often keep quiet about it because they feel ashamed and are afraid.
  - Main types are physical, sexual, psychological and economic violence & harassment.
  - The risk of violence & harassment is very high for children and women in domestic work and for domestic workers in modern slavery and forced labor situations.
  - We need to abolish violence & harassment in domestic work.



## HANDOUT 1 : SMALL GROUP WORK

# Case stories of Siti and Joanne

## Case story 1. Violence & harassment – Siti in Indonesia

Siti was 11 years old, when a neighbor from her rural village brought her to a big city nearby to do domestic work for family M, who owned most of the land in the farming village. Siti did all the work in the big M family home: cleaning, cooking and serving the family of 5 (Mr, Ms and 3 sons) but did not earn any money.

Siti was happy to pay off the debts of her parents to Mrs M's family, even if she had to get up early every day and work until late, 7 days a week without rest, except a one-week holidays once a year. But, she missed her family and did not like Mrs. M who scolded her all the time, called her 'a stupid and lazy farmer' and always told her to hurry up and do more work better.

When Siti was 15 years old, the oldest son who was 18, started teasing her around. One day he told Siti to come to his room and massage his feet. During the massage he showed her pornographic pictures on his phone and poked her breasts. Siti was angry and told him not to do this. The next day Madam M. beat Siti heavily for daring to tease her son and told her she would punish her and her parents by sending her back to her village. Siti was still angry: It was so unfair and her body hurt a lot but she was afraid of losing her job. She apologized and asked Mrs M. to please let her keep her job.

A few months later, Mr M came home at noon, while the rest of the family was away. He told Siti to massage his head. Siti refused because she was afraid of being beaten up again. But he told her that, if she didn't do it, he would tell his wife that Siti had offered to massage him and liked him a lot. So, Siti felt she had to do it. When Siti massaged his head, Mr M hands groped her thighs. Siti screamed in surprise and ran to the kitchen. Mr M chased Siti, slapped her and raped her. He then told her to tell nobody.

When Mrs M came home from work, Mr M complained to his wife that Siti was lazy and dirty. After that, Siti was scolded and beaten a lot. Her life became terrible. She was not given enough food and had to work even harder. Her body became very thin.

One day, Ms M beat Siti so heavily with a broom that she thought she was dying. The next day, when she was sent to the market for shopping, she didn't go to the market, but ran away to the police station.

### Points for discussion:

1. List the acts of violence & harassment against Siti.
2. What types of violence & harassment are they: physical, sexual, psychological or economic?
3. If you were Siti, what would you have done?
4. Have you ever experienced or heard about such acts of violence & harassment?
5. What would you do, if you wanted to help Siti?



## HANDOUT 1 : SMALL GROUP WORK

# Case stories of Siti and Joanne

## Case story 2. Violence & harassment – Joanne from the Philippines

Joanne from the Philippines came to Hong Kong when she was 33 years to work for family W as a migrant domestic worker. Joanne cleaned the house, cooked and looked after 3 dogs. Mr and Ms W had no children and were always busy working in an office.

Ms W took her passport and phone away, and she was allowed to call her family only once every month, for only 30 minutes. Joanne has to work on her weekly day-off, and can't go out, except to walk the dogs in the gated compound. Every evening, Ms W checks all the corners of the house, and she hits Joanne's hands whenever she finds a speck of dust or dog fur on the floor. She keeps saying that Joanne does not do her work properly. She curses her and calls her a 'stupid' and 'useless Filipina'. Joanne knew Ms M did not honor the job contract they had both signed, but she didn't complain because she needed the money for her family.

One day, Joanne broke a Chinese vase when she tripped over one of the dogs. Ms W was furious and beat her severely. She prohibited Joanne from eating dinner for 1 week and cut her salary by half that month. She told Joanne that she was careless and lazy and had hurt her dog. Joanne hurt all over and went hungry that week. She begged her employer not to cut her salary by half that month because she sends all her money home every month. But Ms W told her she had to pay for the vase and the visit to the dog clinic. She said this would teach her a lesson to be more careful in the future.

Mr W was never angry, but he always looked for opportunities to tease Joanne. He would try to caress her, give her a hug or rub his body against hers. He would offer her money to be nice to him. Joanne tried to resist his sexual advances because she did not like it and was afraid that if Ms W knew she would be furious with her.

One day Mr W urged Joanne to massage his legs in exchange for HK\$500. Joanne felt forced to agree as she was in need of money to help her sick father go to the hospital. Ms W who caught the incident was silent. But the next day Mr and Ms W terminated her work contract on-the-spot and they reported to the police that Joanne had stolen HK\$500. Joanne was taken to the police station for questioning and investigation.

### Points for discussion:

1. List the acts of violence & harassment against Joanne.
2. What types of violence & harassment are they: physical, sexual, psychological or economic?
3. If you were Joanne, what would you have done?
4. Have you ever experienced or heard about such acts of violence & harassment?
5. What would you do, if you wanted to help Joanne?

**HANDOUT 2 : EXERCISE****Forced labor indicators: Siti, Joanne and You**

Check  in the right columns, if this indicator happened to Siti, Joanne or you.

If you are not sure, tick the column 'Need more info'.

No.	FORCED LABOR INDICATORS	SITI	JO-ANNE	YOU	NEED MORE INFO
1	Abuse of vulnerability				
2	Deception, being tricked or cheated				
3	Restriction of movement				
4	Isolation				
5	Physical and sexual violence				
6	Intimidation and threats				
7	Withholding of identity documents (ID)				
8	Withholding of wages				
9	Debt bondage or bonded labor				
10	Abusive working and living conditions				
11	Excessive overtime				



## HANDOUT 3 : RESPONSES

### Exercise on forced labor indicators

No.	FORCED LABOR INDICATORS	SITI	JO-ANNE	YOU	NEED MORE INFO
1	Abuse of vulnerability	✓	✓		
2	Deception, being tricked or cheated		✓		
3	Restriction of movement		✓		
4	Isolation	✓	✓		
5	Physical and sexual violence	✓	✓		
6	Intimidation and threats	✓	✓		
7	Withholding of identity documents (ID)		✓		No info on Siti: Likely she didn't have an ID or phone
8	Withholding of wages	✓	✓		
9	Debt bondage or bonded labor	✓			
10	Abusive working and living conditions	✓	✓		
11	Excessive overtime	✓	✓		

## Info note: Violence & harassment and child & forced labor in domestic work

### Definition and types of violence & harassment<sup>5</sup>

Violence & harassment is any act that is undertaken **against someone's will**. It is any act in which a person is assaulted and abused. It includes any behavior that embarrasses, humiliates, intimidates, threatens, annoys, or alarms people. **Violence & harassment, and threats of violence & harassment:**

- Are about **abuse of power** that violates the well-being and dignity of people.
- Are **unwelcome and unwanted** by the recipients.
- **Create a hostile**, intimidating or humiliating **working environment** for the victims. It poisons their well-being and the employment relationship.

C190 defines **violence & harassment** in the world of work as:

- a range of **unacceptable behaviors and practices**, or **threats** thereof,
- whether a **single occurrence or repeated**,
- that **aim at, result in** or are **likely to result in**:
- **physical, psychological, sexual or economic harm**, and
- **includes gender-based violence** (Article 1).

The overall majority of domestic worker victims of violence & harassment are girls and women of all ages. Boys and men in domestic work can also become victims of violence & harassment. The perpetrators, or wrongdoers, who carry out harmful, illegal or immoral acts of violence against domestic workers, are often men from their own households or families, or men and women from or connected to the employer households, including other domestic workers.

**Domestic workers** are at **special risk** of falling victim to violence & harassment, because:

- Domestic work is **invisible**. It is still often not considered to be a 'real' job, and domestic workers are not considered to be 'real' workers.
- Domestic work generally has a **low status**, and is often considered to be an **unskilled 'women's job'**.
- Most domestic workers are **women and girls** who face **gender discrimination**.
- They often face many **other forms of discrimination** as well because:
  - They have a different race, ethnicity, color or religion and come from disadvantaged rural or tribal areas or ethnic or religious minorities.
  - They belong to the lower income classes or scheduled castes and work for employers in urban areas who are richer, come from a higher class or caste, are better educated, and have far more power than them.
  - They have a different nationality, because they have migrated from their home countries to work in more industrialized countries and territories.

<sup>5</sup> ILO, *Eliminating violence & harassment in the world of work, ILO Convention No. 190, Recommendation No. 201 and the accompanying Resolution*, Geneva, 2019; ILO, *Ending violence & harassment against women and men in the world of work, Report V(1) for the 107th Session of the International Labour Conference in 2018*, Geneva, 2017; ILO, *Action against sexual harassment at work in Asia and the Pacific*, Bangkok, 2001; UNIFEM, *A life free of violence, It's our right! A resource kit on action to eliminate violence against women*, Bangkok, 2003.



**Physical violence & harassment** is the **use of physical force or threat of force to harm and hurt someone's body**, such as murdering, beating, punching, burning, kicking, starving or scarring a person. Physical violence & harassment always has a psychological dimension as such treatment is deeply humiliating. Physical violence can also be sexual as in the case of rape or other physical sexual offenses. Denying a person sleep by forcing a domestic worker to work too many hours without sufficient rest, or not providing an adequate sleeping space are forms of both physical and psychological violence & harassment.

**Sexual violence & harassment** is **forcing, intimidating, or tricking someone to engage in any sexual activity against their will**. Any sexual act with someone who is unable to understand what they are doing, or is unable to consent because of their age, an illness, disability, or the influence of alcohol or other drugs, is sexual violence. It covers all activities of a sexual nature, that are perpetrated against someone's will. It includes lewd or sexual jokes, or showing pornography or forcing somebody to undergo or perform sexual acts against her will.

Live-in domestic workers especially are at high risk of sexual violence & harassment because they work and live close to their employers and other household members day and night.

**Psychological (emotional or mental) violence & harassment** includes **verbal abuse, humiliation, and controlling** what a person can and cannot do. Psychological and economic violence are as **equally damaging and disempowering** as sexual and physical violence. It is about harming somebody's mind, heart and soul by way of intimidation, bullying, stalking, threats of violence and other verbal abuse. It often includes false promises, such as employers or recruitment brokers telling child domestic workers and their parents that the employers will pay for the child workers' education.

Other examples of violence against domestic workers which have a strong negative impact (effects) on their well-being are:

- **Lack of privacy:** When a live-in domestic worker can not close the door of her room or has to sleep in the kitchen, under the stairs or in the bedroom of others (like sick people or children).
- **Isolation:** When prohibiting domestic workers to leave the house or making it impossible or difficult for them to communicate with family or friends, for example by taking away their phone.

**Economic violence & harassment** is about **denying persons access to money**, education, jobs or other activities to fulfill their basic needs, or by **controlling their finances**, or **stopping** them from achieving **financial independence**. All these forms of economic violence may also lead to physical and psychological trauma. Economic and sexual violence often come together in the form of sextortion, for example, when an employer threatens to fire a domestic worker or withholds wages or food unless she provides sexual services. See **Unit 3.4** Sexual violence & harassment and gender stereotyping.

Economic violence & harassment in domestic work happens when employers **do not pay any or too little wages** to domestic workers, when they postpone wage payments or when they demand excessive working hours or work intensity beyond regular duties without adequate pay. This keeps domestic workers under their control, and forces them to work more and harder. Some employers may deduct an amount from domestic workers' wages, if they consider that their work is not satisfactory (spoiled food or clothes, broken items in the employer household), or as a punishment.

Another common example of economic violence is when employment agents charge (migrant) domestic workers **excessive fees** for finding them a job so that they end up with debts that are very hard and sometimes impossible to pay off. Economic violence also occurs when child or adult domestic workers must work for an employer without any pay in order to pay off a debt of their parents or other family members. These domestic workers often remain in a **never-ending circle of debt** to their employers, who may charge them for their upkeep, medical expenses or accidents in the households.

Other types of violence & harassment that may come up in the discussion are:

- A **bully** is a harasser of the weak. **Bullying** is repeated and deliberate physical or psychological, often verbal abuse by someone with more power than the victim.
- **Mobbing** is group aggression against somebody who is different from the group (because of their sex, colour, class, job, religion health condition, gender identity, political opinion or other reason) and, therefore, considered weak or inferior.
- **Institutional or structural violence** is about abuse of power by people working for institutions who cause harm and oppress people who they consider to be second-class citizens. See **Unit 3.5** Domestic violence and institutional violence.
- Violence & harassment is widespread in **child and forced labor in domestic work**, as explained below.

## What is child labor?

- Any activity done by children and adolescents that damages and has negative effects on their well-being, health, education and participation in society
- Work performed by children and adolescents who are below the legal minimum age to be allowed to work.<sup>6</sup>

## Child labor is work that children under the age of 18 years should not be doing because:

- They are too young to work, or – if they are old enough to work – because it is work that is hazardous and dangerous, or done in slavery-like situations.
- It is work that deprives children of their childhood, potential and dignity, and that is harmful to their health and well-being.
- It is work that takes away their opportunity to attend school, obliges them to leave school pre-maturely, or requires them to try to combine school attendance with long and heavy work.

## Child labor in domestic work<sup>7</sup>

In some parts of the world, it is **socially accepted** for poor families from discriminated and marginalized groups to send their children to better-off relatives or other households to do domestic work which is considered a safe and suitable job for girls and young boys. Based on 2012 data, the ILO estimated that at least 17.2 million children, aged 5-17 years are involved in paid domestic work for households that are not their own. More than two-thirds (67%) are girls.

However, child domestic workers are at **high risk** of violence & harassment because they work:

- In **private homes**, in workplaces that are hidden, isolated and inaccessible for the outside world
- In **family settings** where people live in close and intimate contact with one another
- In **highly unequal work relationships**. Child domestic workers are expected to obey their employers at all times without question, often under the guise of fictive family relations.

Common **problems** that child domestic workers face are:

- Disrespect, verbal, psychological, physical, sexual abuse
- Economic abuse, like low wages, wage theft, or even no pay at all
- Lack of education and health care
- Excessive hours of work with heavy workloads
- Limited freedom of movement for those in a live-in situation
- Inadequate accommodation with lack of privacy.

Around two-thirds of all child domestic workers are in child labor: They work **below the legal working age, and/or in hazardous conditions and/or in slavery-like conditions**. Action is required to:

- Eliminate child labour in domestic work, done by children below the age of 18 that is hazardous, dangerous or carried out in slavery-like situations, and done by children below the minimum age for admission to work.
- Protect the rights of young domestic workers of legal working age and promote decent working and living conditions for them.

6 SINED (National Trade Union of Domestic Workers), Mozambique, *Resolution 9, Eradication of child labour*, in IDWF, *Resolutions, Adopted by the 2nd IDWF Congress 2018, Cape Town, South Africa*,

7 Adapted from: ILO, *Practical Guide to ending child labour and protecting young workers in domestic work*, Geneva: ILO, 2017; ILO and IDWF, *Tackling child labour in domestic work: a handbook for action for domestic workers and their organizations*, Jakarta, 2017

C189<sup>8</sup> sets the following standards for child domestic work:

- ILO member States to effectively **abolish child labor in domestic work**
- Requirement for ILO members to **set a minimum age for entry** into domestic work
- Domestic workers above the minimum age of employment but less than 18 years old – their **work** should **not deprive** them of compulsory **education**, and **not interfere** with their **opportunities** for further education or vocational training (Articles 4 and 5).

ILO and UNICEF 2020 estimates show that global progress against child labor has stopped: Since 2016 child labour has started to rise again among young children between 5 and 11 years. Since then, the Covid-19 crisis has led to increases in poverty and fewer children in education.<sup>9</sup>

### Modern slavery and forced labor in domestic work<sup>10</sup>

Both old and modern forms of slavery exist. **Modern slavery** is an umbrella term that refers to:

- situations of exploitation that a person cannot refuse or leave,
- because of threats, violence, coercion, deception, and/or abuse of power.

It covers forced labor, debt bondage, forced marriage, other slavery and slavery like practices, and human trafficking.

**Forced labor** is about situations in which people are coerced to work through the use of violence or intimidation, or by more subtle means such as an increasing debt that they can not pay off, withholding of wages or identity papers, or threats to harm them or the ones close to them. Forced labor, contemporary forms of slavery, debt bondage and human trafficking are closely related terms, though not exactly the same in a legal sense.

Globally, **domestic work** is the **top sector** where forced labor is found, accounting for nearly a quarter or 24% of all forced labor incidents.<sup>11</sup> The ILO has developed indicators (warning signs, clues or red flags) of forced labor to identify potential situations of forced labor. The presence of a single indicator may, in some cases, mean that a forced labor situation exists, but most cases of forced labor will feature several indicators, which together point to a situation of forced labor. The 11 indicators are:

- **Abuse of vulnerability:** Some groups of workers are more at risk than others, including children, women, families in poverty, migrant workers, or those that belong to other discriminated groups. An employer takes advantage of a worker's vulnerable position, to lure her/him into exploitation or to prevent the worker from leaving the job.
- **Deception:** Victims of forced labor are often tricked or cheated, and recruited under false promises of decent, well paid jobs. Children are often promised they can go to school in exchange for their work. Instead, they have been deceived and find themselves trapped into abusive conditions.
- **Restriction of movement:** Forced laborers may be locked up and not allowed to leave their workplace to prevent them from escaping. They may also have their movements controlled in the workplace, through the use of surveillance cameras or guards, or because their identity documents have been taken from them.
- **Isolation:** Victims of forced labor might be isolated because they work and live in far-away places. They may also be kept behind closed doors and denied contact with the outside world, for example, by having their phones taken away to prevent them from contacting their families and seeking help.

8 ILO, *Domestic Workers Convention, 2011 (No. 189)*

9 ILO and UNICEF, *Child labour, Global estimates 2020, Trends and the way forward*, New York, 2021

10 Adapted from: ILO, *Indicators of forced labour*, Geneva, 2012; ILO, Walk Free Foundation and IOM, *Global estimates of modern slavery: Forced labour and forced marriage*, Geneva, 2017; ILO and VCCI, *Preventing forced labour in the textile and garment supply chains in Viet Nam, Guide for employers*, Hanoi, 2016

11 See figure 9 in ILO, *Walk Free Foundation and IOM*, 2017

- **Physical and sexual violence:** Victims, or their loved ones, may be subjected to violence or face threats of violence. They may be drugged or otherwise controlled or forced to do something they do not want. Violence is never allowed as a disciplinary measure at work, so this is a strong indicator of forced labor.
- **Intimidation and threats:** Victims are often kept obedient by constantly insulting, demeaning and threatening them. This psychological violence increases their sense of vulnerability. Undocumented workers without the right papers often face threats to report them to the authorities.
- **Withholding of identity documents:** An employer may keep identity documents or other valuable items of workers to prevent them from leaving the job. If workers can't get their passport, phone and other things back when they ask for them, it is more difficult for them to escape and to ask for help from the authorities.
- **Withholding of wages:** Workers may be forced to stay with an abusive employer while waiting for their payment. Irregular or delayed payment to workers is not automatically forced labor. It points to forced labor when payments are withheld to force the workers to stay and make it impossible for them to change employers.
- **Debt bondage or bonded labor:** Never ending debts, because of wage advances or loans for recruitment fees, daily living or health emergencies point to forced labor. The debt ties the worker to the employer. The figures may be manipulated when workers are illiterate. Children may also work in exchange for a loan to their parents.
- **Abusive working and living conditions:** Dirty, demeaning, difficult or dangerous working and living conditions alone do not prove there is forced labor. But, abusive conditions can be a sign of a situation of coercion that may prevent the exploited workers from leaving the job.
- **Excessive overtime:** When a worker has to be on call 24 hours per day, 7 days a week without rest breaks, weekly days off and holidays, this can point to forced labor, especially when the work takes place under some form of threat (like dismissal) and the worker is not properly paid.





## 3.3 : Gender-based violence and violence against women



90 minutes

	Aims	<ul style="list-style-type: none"> <li>To understand what is gender-based violence (GBV) and violence against women (VAW)</li> <li>To share experiences on violence against girls and women in domestic work</li> </ul>
	Participants	<ul style="list-style-type: none"> <li>Domestic worker leaders</li> <li>Domestic workers</li> </ul>
	Room Arrangements	<ul style="list-style-type: none"> <li>Step 1: Open space to move around</li> <li>Other steps: Small group seating</li> </ul>
	Materials	<ul style="list-style-type: none"> <li>Step 2: Computer and projector, internet connection</li> <li>Step 3: Flipcharts, flipchart papers and markers, post-its or cards (half A5), and several rolls of masking tape.</li> </ul>
	Training Aids	<ul style="list-style-type: none"> <li>Video: <a href="#">What is Gender Based Violence?</a><sup>12</sup></li> <li>Slide show: GBV and VAW</li> <li>Info note: Gender-based violence and violence against women</li> </ul>



### Session Plan Steps

1.	Puppet on a string	Energizer	10 minutes
2.	What is GBV?	Video or slide show and Q&A in big group	25 minutes
3.	VAW in domestic work <sup>13</sup>	Small group work	30 minutes
4.	VAW in domestic work	Reporting and discussion	20 minutes
5.	Key messages	Conclusion	5 minutes



### Preparation

- For step 2: Check the equipment (computer and projector, internet connection) before the start of the session to make sure that it works and that you know how to operate it. If you have no equipment in the training room, print some of the key slides to show them to the group, or copy them on flipcharts.
- For step 3: Draw one big tree with a tree trunk and some main branches and roots on several flipcharts, one for the trainer and one for each small working group.

12 Gender Links for Equality and Justice: [What is Gender-Based Violence](#), Johannesburg, South Africa, 2015

13 Adapted from: See NDWA: [From India to Washington: Women fight back against violence, Facilitators' guide](#), 2013, see also [www.domesticworkers.org](http://www.domesticworkers.org)



## SESSION PLAN

STEP 1	PUPPET ON A STRING	ENERGIZER	10 MINUTES
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- Ask everybody to stand in the open space and say: We are going to walk around and move like a puppet on a string [Also known as the skeleton or zombie walk]. Make big, strange movements swaying around like a puppet. When I say: JUMP, everybody jumps like a puppet on a string and then continues their puppet walk.
- Say: START the puppet walk. Start the game so everybody is doing their puppet walk. Every once in a while tell the group to quickly make the following moves and then continue their puppet walk:
  - Say hello to as many other puppets you can meet
  - Stand on your toes and look up
  - Jump as high as you can
  - Walk backwards
  - Make a sound or whistle
  - Hop forward with both legs to your seat and sit down as quickly as possible.

STEP 2	WHAT IS GBV?	VIDEO OR SLIDE SHOW AND Q&A IN BIG GROUP	25 MINUTES
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- Give a big applause with the group for the puppet walk. Link the session to the previous one and say: In this session we will **discuss what is gender-based violence (GBV) and violence against women (VAW) and share experiences on violence against girls and women in domestic work.**
- We will start with a video or slide show on gender-based violence. Start and play the video or slide set. *[If you use the video, play it once in one go. Then, start a Question and Answer (Q&A) discussion in the big group, playing small bits of the the video one more time, putting it on pause frequently. If you show the slide set, start the Q&A discussion in the big group using each slide in the discussion one by one. If you have no equipment, use the visual aids or flipcharts you prepared in advance or write down key points from the discussion on flipcharts.]* Discuss the following questions with the group:
  - **What is GBV?** *[GBV is violence against persons because of their sex or gender that results in physical, sexual, psychological or economic harm. It is a violation of someone’s human rights.]*
  - **Who are victims of such violence?** *[Mostly women and girls, some are boys and men. LGBTI+ people and persons with disabilities and health conditions are also vulnerable to GBV.]*
  - **Have you experienced or heard of GBV against domestic workers?** *[GBV against domestic workers is common because it is a ‘women’s job’.]*
  - **What is VAW?** *[VAW is violence against women and girls because of their sex and gender. It is a violation of the human rights of girls and women. It does not deal with violence & harassment against other groups. Many organizations continue to use VAW or use both GBV and VAW to emphasize that most acts of violence & harassment target girls and women, and are done by men.]*
  - **Who are the perpetrators of violence?** *[Mostly men, usually not strangers but people the victim knows well, often their intimate (ex-)partners, family members, friends, bosses or co-workers. Violence against boys and men is also mostly done by men. Women also commit violence & harassment against other women, children and men, but overall, they are many more male than female perpetrators. Both male and female employers commit GBV against domestic workers.]*
  - **What are the different types of violence?** *[Briefly discuss and explain: Physical, sexual, psychological and economic violence, using the Info note.]*
  - **What happens when violence victims ask for help?** *[GBV and VAW are ignored by many communities and institutions like the police and the judiciary. As a result many victims are reluctant to seek help.]*
  - **[Note for trainer:** *If showing the video, stop it here as it is finished. Continue with the slide set.]*



- Continue the discussion:
  - **How common is violence against women?** [Very common, 1 in 3 women worldwide experiences physical or sexual violence in her lifetime.<sup>14</sup> A recent UN Women study in 13 countries found that almost 1 in 2 women (45%) report that they or a woman they know have experienced violence since the Covid 19 epidemic.<sup>15</sup>]
  - **What are its costs?** [VAW is devastating for victims and survivors, it poisons relations and has enormous social and economic costs in families, workplaces and societies. Show some statistics from the Info note as needed.]

STEP 3	VAW IN DOMESTIC WORK	SMALL GROUP WORK	30 MINUTES
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- Say: We are now going to work in small groups and discuss specific acts of VAW that happen to girls and women in domestic workers in our country/region.
- Show the flipchart with the tree, its branches and roots and explain:
  - This is a VAW tree. The leaves of the tree are the types of VAW that occur in our family, workplace, community and society. The roots are the causes of violence against girls and women in domestic work. Each small group will get a flipchart paper with a drawing of the tree.
  - Each group will discuss the common forms of VAW in domestic work, write these on cards (one per card) and stick them as leaves of the tree’s branches, and write down the causes of VAW in domestic work on cards and stick them as the tree’s roots.
- Ask if the instructions are clear and answer questions, with a few examples if necessary.
- Divide the big group into small groups of 4-6 people each and ask them to discuss and list the types of violence that girl and women domestic workers may suffer throughout their lives.
- Distribute one flipchart with a VAW tree, markers and cards to make leaves and roots. Walk around while the groups are working to help as needed.
- After 10 minutes tell them to write these on cards and stick between the branches of their VAW tree as leaves.
- After 5 minutes, tell the groups to now discuss and list the causes of VAW in domestic work.
- After 10 minutes tell them to write these on cards and stick them between the roots of their VAW tree.
- After 5 minutes, tell them they have another 5 minutes to finish their tree.
- Ask the groups to hang their VAW trees on a wall or flipcharts so all can see. Ask participants and trainers to walk around and look at the VAW trees of the other groups.

STEP 4	VAW IN DOMESTIC WORK	REPORTING AND DISCUSSION	20 MINUTES
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- Invite everybody to sit down in a big group where everyone can see the VAW trees. Thank the groups for the trees with a big applause by all. Ask a few volunteers to list acts of VAW in domestic work from their tree leaves. Then ask if other groups came up with other VAW acts that have not yet been mentioned.
- Agree with the group on the main VAW acts faced by domestic workers (see the Info note) [YES.]
- Ask volunteers to list common root causes of VAW in domestic work from their trees. Ask if other groups came up with other VAW root causes that have not yet been mentioned. [Encourage participants to go deeper and deeper, by asking “and what’s the root of that?” as needed.] Make sure that the following points end up at the tips of the roots, and explain:

<sup>14</sup> WHO, *Violence against women, Factsheet*, 2021 (data collection before the start of the Covid 19 epidemic)

<sup>15</sup> UN Women, *Measuring the shadow epidemic, Violence against women*, 2021

- Main **causes of VAW** in the world today are **discrimination against women** because of their sex and gender, race, color, ethnicity or nationality, class and caste, social and national origin, religion, political opinion, (dis)ability or health conditions, sexual orientation and gender identity. Girls and women in domestic work are at high risk because they are women working in a low status women's job for employers who are richer, and have a different ethnicity or nationality.
- Root causes in our societies are: **Patriarchy** (Women are inferior, have no power and do most of the unpaid household work. Men are superior, have all power and do very little unpaid household work), **exploitative economic and political systems** (capitalism, totalitarian socialism, juntas and dictatorships), and militarization (use of force to resolve conflicts and oppress certain groups of people by state and non-state powerholders).
- Say: Finally, do you know why we talk about both victims and survivors of violence & harassment? Get some responses and say: In this training pack, we use both the terms 'victim' and 'survivor' for persons who have experienced violence & harassment. Both terms apply but they are used in different situations:
  - **Victim** is commonly used in the criminal, judicial and medical systems and relates to certain rights under the law.
  - Those who have coped with, acted against and survived violence & harassment prefer to be called **survivors**, because it is more positive, active and empowering. When violence victims become survivors, they are empowered to fight for a world free of violence.
- End with saying: Let's give a big applause to all GBV and VAW survivors.

STEP 5	KEY MESSAGES	CONCLUSION	5 MINUTES
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- Conclude together by repeating all together the key messages with the group:
  - GBV is not your fault! It is never acceptable.
  - GBV and VAW are acts of violence against people because of their sex or gender.
  - Most GBV victims are women and girls. Some are boys and men. LGBTI+ and persons with disabilities are also vulnerable.
  - Perpetrators of violence are mostly men, who the victims know (well). Few are strangers. Some are women.
  - Not all victims from violence ask for help because GBV and VAW are ignored in many communities and institutions.





## Info Note: Gender-Based Violence and Violence Against Women<sup>16</sup>

### What is Gender-Based Violence, or GBV?

**GBV** is one of the most common and widespread **human rights violations**. GBV is violence against persons because of **their sex or gender**, that results in **physical, sexual, psychological or economic harm**.

Gender-based violence is **rooted in the unequal power relations between men and women** that exist in many societies. This unequal power relation is **not related to the actual biological differences** between men and women, **but to the social, gender roles** that are assigned to both sexes in social and economic life.

**ILO C190**<sup>17</sup> defines gender-based violence & harassment as **violence & harassment directed at persons because of their sex or gender**, or affecting persons of a particular sex or gender disproportionately, and includes sexual harassment.

### Who are the victims and who are the perpetrators?

GBV is most commonly perpetrated **by men against women and girls and sometimes boys or other men**. Some perpetrators are women. Other groups at high risk of GBV are gay, lesbian, bisexual or transgender people, because they do not conform to the heterosexual social norm, but have another sexual orientation or gender identity, as well as people with disabilities and health conditions. Domestic workers are also at high risk of GBV, because it is considered to be a low-status and low-pay 'women's job'.

VAW is violence against women and girls because of their sex and gender. It is a violation of the human rights of girls and women. It does not deal with violence & harassment against other groups. Many organizations continue to use VAW or use both GBV and VAW to emphasize that most acts of violence & harassment target girls and women, and are done by men.

Many people think that violence is inflicted by someone you do not know well, like strangers or acquaintances. But, **violence generally comes from someone you are close to**, either a friend or a family member, and most often by someone you are in an intimate partner relationship with: a lover, spouse, or an ex-partner.

### What are the different types of violence?

- **Physical violence** is the **use of physical force or threats of violence**. From a pinch to a punch, any act or threat of violence is damaging, whether the damage can be seen or not.
- **Sexual violence is forcing, intimidating, or tricking someone to engage in any sexual act against their will**. Any sexual act with someone who is unable to understand what s/he is doing, or is unable to consent because of her/his age, an illness, disability, or the influence of alcohol or other drugs, is sexual violence. Forcing a lover or spouse to engage in sexual acts is a form of sexual violence, either called marital rape or intimate partner rape. Sexual harassment is a form of sexual violence. It occurs in private and public spaces, such as schools, workplaces, in the streets, and on public transport.
- **Psychological violence** is about **verbal abuse, humiliation, and controlling what a person can and cannot do**. Psychological violence has negative effects on a person's emotional and mental health. Psychological and economic violence are as damaging and disempowering as physical and sexual violence.
- **Economic violence** involves denying a person access to and control over their money, economic activity, or other basic needs, by either controlling their finances, or stopping them from achieving financial independence. All these forms of violence may lead to emotional and physical trauma.

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<sup>16</sup> Gender Links for Equality and Justice: *What is Gender-Based Violence*, Johannesburg, South Africa, 2015; See also <http://genderlinks.org.za>; ILO, *Violence & harassment in the world of work: A guide on Convention No. 190 and Recommendation No. 206*, Geneva, 2021; ILO, *Violence & harassment Convention*, 2019 (No.190); ITUC, *Facilitator guide, Train the trainers toolkit on the ILO Violence & harassment Convention (No. 190) and Recommendation (No. 206)*, 2021

<sup>17</sup> ILO, *Violence & harassment Convention*, 2019, (No. 190)

Psychological and economic violence are as damaging and disempowering as physical and sexual violence. Still, many of these types of gender-based violence & harassment are not yet recognized as such, and are ignored by people, families and communities. Even those, we may turn to for help, like the police, the courts, or other institutions, may not support GBV victims. This is known as **institutional** (structural or systemic) **violence**: Abuse of power by officials working for institutions who treat discriminated groups (like women, LGBTI+ and people with disabilities) as second-class citizens. For more information, see the Info note of **Unit 3.5**. Domestic violence and institutional violence.

## Extent and costs of GBV and VAW

GBV and VAW affect women and girls from **all socio-economic backgrounds in all countries worldwide, no matter what level of development**. GBV and VAW is **higher** in countries and among groups where **gender discrimination against women** is common and men are considered superior to women, and where **violence and force** are widely **accepted as the best way to end conflicts**.

Gender-based violence (GBV) or violence against women and girls (VAWG), is a global pandemic that affects **1 in 3 women in their lifetime**.<sup>18</sup> The numbers are staggering:

- 35% of women worldwide have experienced either physical and/or sexual intimate partner violence or non-partner sexual violence.
- Globally, as many as 38% of murders of women are committed by an intimate partner.
- Globally, 7% of women have been sexually assaulted by someone other than a partner.
- 200 million women have experienced female genital mutilation or cutting (FGM).<sup>19</sup> In Asia, FGM is known to occur in Indonesia, India and Malaysia.

Since the start of the Covid 19 epidemic, GBV and VAW have increased worldwide. A 2021 UN Women study in 13 countries found that almost 1 in 2 women (45%) report that they or a woman they know have experienced violence since the Covid 19 epidemic.<sup>20</sup>

GBV is **devastating for survivors**, has **enormous social and economic costs** and poisons family and working relations. The World Bank has estimated that in some countries, violence against women is estimated to cost countries up to 3.7% of their GDP (the total market value of all good and services, produced in a country within a given time period). This is more than double what most governments spend on education. Failure to address GBV also leads to more costs in the future, because children growing up with violence are more likely to suffer from violence or to commit violence in the future.

## What are common acts of violence against women?

VAW occurs at all stages of women's lives. Common examples are:

- Sex-selective abortion against girl fetuses
- Killing, abandoning young girl babies (female infanticide)
- Lack of food, education and health care for girls, women and domestic workers
- Cutting or closing the sexual organs (female genital mutilation) of girls/women
- Harmful puberty and menstruation customs and rituals due to perceived impurity of girls and women
- Human trafficking for marriage, labour or sexual exploitation
- Crimes of honor against women or widowhood rituals (e.g. being buried alive with dead husband)

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18 See: World Bank, [Gender-Based Violence \(Violence Against Women and Girls\)](#), Brief, 25 Sept 2019; WHO, [Violence against women, Factsheet](#), 2021 (data collection before the start of the Covid 19 epidemic).

19 Known to exist in Asian countries such as, Indonesia, India, Malaysia, see: UNICEF, [Female genital mutilation: A global concern](#), 2016

20 UN Women, [Measuring the shadow epidemic, Violence against women](#), 2021

- Economic abuse, like lack of opportunity in employment, and lack of adequate pay, too much work for too little pay for domestic workers
- Punishment and shaming of women after rape by their employers
- Humiliation of domestic workers by abusive employers
- Cutting hair of women migrant domestic workers against their will (by recruitment agencies or employers)

### What are the root causes of violence against women?<sup>21</sup>

Some people think that men are the root cause of violence against women. This is not true. What is true is that, in most societies in the world today, many **boys and men have learnt** that women have to obey them, because men are superior to women, and that the best way to solve conflicts is to use violence. Likewise, **women in most societies have learnt** that they are inferior to men and have to obey them. Both men and women grow up and internalize these ideas, because they live in societies that favor male-dominance, exploitation of the poor by the rich, and use of force to gain power and solve conflicts. Root causes of GBV and VAW, therefore, are:

- **Patriarchy:** An economic, social and political system in societies that is male-dominated and sexist: Men have all the power and privilege, and exploit and oppress women.
- **Exploitative economic and political systems:** Economic and political systems where workers produce and small groups of rich people (elites) take and profit from their work. The elite gets rich from exploiting the labor of the working classes. Such systems are often racist too, favoring people of one race, above all others or they favor one dominant religion, discriminating all others.
- **Militarization:** The use of force by the State (military, police, decision-makers) or other power-holding groups (gangs, terrorist groups) to solve conflicts. Many societies aim at solving conflicts by fighting and using force and violence.

### From victims to survivors

- **GBV is not your fault.** No matter who you are, where you live, or who is inflicting it, GBV is never acceptable.
- In this training pack, we use both the terms 'victim' and 'survivor' for persons who have experienced violence & harassment. Both terms apply but they are used in different situations:



- **Victim** is commonly used in the criminal, judicial and medical systems and relates to certain rights under the law.
- Those who have coped with, acted against and survived violence & harassment prefer to be called **survivors**, because it is more positive, active and empowering. When violence victims become survivors, they are empowered to fight for a world free of violence.

21 See NDWA: *From India to Washington: Women fight back against violence, Facilitators' guide*, 2013, see also [www.domesticworkers.org](http://www.domesticworkers.org)





## 3.4 : Sexual violence & harassment and gender stereotyping



120 minutes

	Aims	<ul style="list-style-type: none"> <li>To understand what is sexual violence &amp; harassment</li> <li>To find out how gender stereotypes increase sexual violence &amp; harassment</li> </ul>
	Participants	<ul style="list-style-type: none"> <li>Domestic worker leaders</li> <li>Domestic workers</li> </ul>
	Room Arrangements	<ul style="list-style-type: none"> <li>Circle seating in big group</li> <li>Step 3: Space for roleplays</li> </ul>
	Materials	<ul style="list-style-type: none"> <li>Flipchart papers and markers</li> </ul>
	Training Aids	<ul style="list-style-type: none"> <li>Slide show: Sexual violence &amp; harassment and gender stereotyping</li> <li>Handout 1: Case stories: Sexual violence &amp; harassment</li> <li>Handout 2: Case story messages: Sexual violence &amp; harassment</li> <li>Info note: Sexual violence &amp; harassment and gender stereotyping</li> </ul>



### Session Plan Steps

1.	Sex words	Brainstorming in big group	20 minutes
2.	Sexual assault	Story telling and discussion	20 minutes
3.	Sexual violence & harassment	Roleplays and discussion	50 minutes
4.	Stereotypes and myths	Q&A discussion in big group	25 minutes
5.	Key messages	Conclusion	5 minutes



### Tip for Trainers

Talking openly about sexual matters is taboo in many groups and societies. Many people are shy to discuss sexual matters and so misinformation and prejudices have become very common. This increases the chances of sexual violence & harassment happening in society. We need to change this. During this exercise, we will experience that talking about sex is not so difficult if we feel safe. It can be a liberating experience because it helps us to solve problems for ourselves, help others and enjoy life. Here are some tips:

- ▼ If you are not familiar talking about sex words, do step 1 first with friends or other people you trust before the training.
- ▼ If there are both women and men in the training, split the big group in 2 with the women and a female trainer in one group, and the men with a male or female trainer in the other group. Then bring the groups together for steps 4 and 5 to share the main findings and key messages.





## Preparation

- For step 2: Put the case story of Sunita on a flipchart or use the slide.
- For step 3: Read the two handouts with the cases and case messages. If there is no time for 6 roleplays of 3-5 minutes each, make sure to select case stories 1 and 2 and the most relevant other ones for roleplaying. (All cases will be briefly discussed in step 4.)
- Photocopy handout 1 with the cases and cut the cases up so you can provide each small group with their case.

## SESSION PLAN

STEP 1	SEX WORDS	BRAINSTORMING IN BIG GROUP	20 MINUTES
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- Welcome the group, ask everybody to stand up, join hands with their neighbors and do some 'hello, how are you' stretches: We say 'hello' and move our joint hands up above our heads, we say 'how are you' and move our joint hands and upper body down (90 degrees). Do this 10 times, then ask everyone to sit down.
- Link the session to the previous session and say: In this session we will **learn more about different types of sexual violence & harassment and discuss beliefs, myths and gender stereotypes** that influence our thinking about sexual violence & harassment and increase its negative effects on women.
- We start with a brainstorm on words dealing with sex and sexuality. In every language there are many words about sex, the sexual organs of women and men, having sex, making love, women's monthly period, being sexy, women's underwear, bra's and menstrual pads, and catcalling (whistling, shouting or making comments of a sexual nature). There are **medical words, child language, funny words and dirty or swear words**.
- Start the brainstorm by asking volunteers to come up with examples of words for each group, starting with the medical words and finishing with the dirty/swear words. Write the words that come up for each group on flipcharts. [*Participants will readily come up with medical words and child language, but may be shy to come up with funny and dirty/swear words. In such cases encourage them to list them as we are here to learn about it.*] Stop when several words have been listed that are demeaning for women and/or men, and/or the sexual act.
- Ask: **How do you feel when you hear these words: Which words are fine, which ones make you uncomfortable?** Give participants some time to think this over and then ask volunteers to give their views.
- After several answers, explain: Medical words and child language generally do not have negative emotional associations, but dirty words usually have more negative than positive emotional associations. Reactions can be mixed for funny words.
- Ask: **Why is this so?** After some replies, explain: In many groups and societies, most things associated with sex are considered a secret or a taboo that can not be talked about openly. When things are considered to be a secret or a taboo, they get hidden and this gives rise to a big lack of knowledge on what are facts and what are beliefs or misunderstandings.
- Ask: **What are common feelings about (sexy) women and (sexy) men?** After several answers, explain: In many societies, women are not supposed to have and show any sexual feelings and should be sexually passive. On the other hand men are expected to have a strong sex drive and are encouraged to experiment and be sexually aggressive. The lack of open talk about sexuality and different expectations and stereotypes about the sexuality of women and men gives rise to many problems.



## Tip for Trainers

- ▼ If people have different languages in the group, split the big group into small groups by language. Ask each small group to:
  - o Discuss examples of sex words in their own language and divide these words into medical words, child language, funny words and dirty/swear words, and write them on a flipchart.
  - o Discuss how do you feel when you hear these words? What kind of words do you like? What words don't you like? Put a circle around the words you like and underline the words you don't like on the flipchart
- ▼ When the small groups are ready, ask them to come back to the big group and discuss the outcome of the small group work, as given above. Note that you will need more time (40 minutes) if you do this activity this way.

STEP 2	SEXUAL ASSAULT	STORY TELLING AND DISCUSSION	20 MINUTES
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- Say: We are now going to find out more about sexual violence & harassment. Invite the group to listen to the real life case story of Sunita from India. Ask a volunteer with a clear voice to read it out loud:
  - “Sunita belongs to a hill tribe. She was 16 years old when a neighbour from her home village brought her to the city to work as a domestic worker for a family. Whenever the female employer was away for work, the male employer would try to touch Sunita. After four months, the male employer raped her repeatedly for three days. When she fought back, she was threatened with death. She reported this to the employer’s wife, but then both the husband and wife beat her up thoroughly.” <sup>22</sup>
- Start a discussion by asking: **What happened? What types of violence did Sunita endure?**
- After some discussion, discuss the meaning of sexual assault and rape, checking how these are called in local languages: **Sexual assault** is any type of sexual contact or behavior that occurs **without** the conscious, explicit **agreement** (consent) of the recipient **by use of force, threat or abuse of authority**. It is called rape when it involves sexual intercourse or other forms of sexual penetration. Sexual assault may be carried out against someone who can not give consent because s/he is drugged, has a mental disability or is below the legal age of consent.
- Ask: **What about the reaction of the wife when Sunita told her about the rape? Have you ever heard of cases like this happening?** After some responses, say: The spouses of those who commit sexual and other types of violence against domestic workers often do not believe them but take the side of their spouses. Rape happens in all countries and in all households, rich and poor. It happens within marriage. Domestic workers are at special risk as their workplace is a private household.

STEP 3	SEXUAL VIOLENCE & HARASSMENT	ROLEPLAYS AND DISCUSSION	50 MINUTES
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- Say: Besides rape there are many other types of sexual violence & harassment that domestic workers may face. Let’s discuss some more examples. Divide participants into 6 groups and ask them to prepare one of the roleplays. Distribute the roleplay cases, and give them 5-10 minutes to prepare their play of 3-5 minutes. Those who do not want to play themselves are observers. They can help prepare for the play, and write down the main points of discussion after the roleplay on a flipchart.
- Ask the groups to show their roleplay one by one. Stop each roleplay after maximum 5 minutes. Thank all players with a group applause. Say: We know all of you played a role. It is difficult to play the role of a victim and a perpetrator of sexual violence. Ask: Do you want to share how it was to play this role? After some answers, acknowledge their feelings.

22 IDWF: *Gender-based violence & harassment against domestic workers: Case stories from Asia*, Hong Kong, 2020.

- After each play, briefly discuss each role play by asking: **Is this sexual violence & harassment? If yes, why? If no, why not?** [All cases are examples of sexual violence & harassment and it is important to discuss the reasons why some participants think it may not be sexual violence & harassment. This is because there are many myths and stereotypes about women, men and sex, like: it is women’s fault, if sexual violence happens to her.] Do not judge the answers, but have the observers write down the main points of the discussion on a flipchart, and move on to the next roleplay, until all of them have been presented and briefly discussed.

STEP 4	STEREOTYPES AND MYTHS	Q&A DISCUSSION IN BIG GROUP	25 MINUTES
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- Say: From our experience with the above roleplays, let us discuss what sexual violence & harassment is. Ask: **What was the same in all the roleplays?** [The domestic workers did not like or were afraid of the sexual advances. It was difficult or impossible for them to say ‘NO’.]
- Go through the case stories that were roleplayed one by one, and discuss the key messages from each case with the group using handout 2 and the summary below. If not all cases were roleplayed, read out the remaining case stories and discuss them in the group.

### SUMMARY OF THE CASES

- 1. Ming’s story: **‘This for that’ sexual harassment or sextortion** forces a worker to choose between giving in to sexual demands or losing the job and its benefits. Some men think they deserve sexual services because they are men, and women just have to obey them.
  - 2. Faria’s story: Sexual harassment creates a **hostile working environment**, poisons the work atmosphere and makes it difficult for workers to do a good job. Boys and men are often allowed sexual freedoms while a woman should remain a virgin or be treated as a woman who is available for sex. Employers have to provide a safe working environment to workers.
  - 3. Pook’s story: Sexual violence is usually committed by someone known to the victim. **Women commonly get blamed** for provoking sexual violence because of the way they look or dress. This is wrong, unfair and harmful to the victims because it shifts the responsibility for the abuse from the perpetrators to the victims.
  - 4. Nita’s story: Sexual, often demeaning jokes against women workers are considered by some to be just **‘some workplace fun’**. But, sexual harassment is behaviour that is unwelcome to the recipient, while flirting and wooing are consensual sexual behaviour. Abusers are not always bosses but can also be others at the workplace.
  - 5. Thida’s story: Sexual violence against women **on the streets and in public transport is common** worldwide. Again women’s looks and dress are often blamed for inviting such sexual misconduct, but fully covered women also encounter such problems. It is not women’s conduct but the abusers’ behaviour that causes the problem.
  - 6. Elisa’s story: As domestic workers, we need to **distrust promises of sudden romantic love, especially if they come from persons in authority**. Often, as soon as a woman gives in to such sexual demands she is considered a ‘bad’ woman who does not deserve respect, and she might lose her job as soon as her ‘lover’ gets tired of her.
- In conclusion, say:
    - All case stories are about sexual violence & harassment. The first story of Ming is an example of **this for that (quid pro quo) sexual harassment** while the second story of Faria and the fourth story of Nita are examples of how sexual harassment leads to a **hostile working environment**.

- The **difference between sexual violence and sexual harassment** is often not clear and is constantly being challenged and negotiated. Asking a worker to have sex is sexual harassment, but forcing her to have sex against her will is rape and sexual violence.
- Sexual violence & harassment acts can be **physical, verbal, non-verbal or visual**.
- The stories also show the many **gender stereotypes** that exist on **female and male sexuality**, like using men's natural urge for sex or women's looks or dress as excuse for sexual violence & harassment and automatically blaming women for what happened.

STEP 5	KEY MESSAGES	CONCLUSION	5 MINUTES
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- Conclude the session by repeating the key messages with the group:
  - Sexual violence & harassment is about abuse of power. It involves all situations in which the victim does not want or cannot consent to a sexual activity.
  - Common types are: Sexual assault and rape and sexual harassment, that is, sextortion or 'this for that' harassment and hostile working environment harassment.
  - We have to fight gender stereotyping to stop sexual violence & harassment.



## HANDOUT 1 : CASE STORIES

### Sexual violence & harassment



#### 1 : Ming's story

In your group, prepare a role play of 3-5 minutes maximum around the following story:

Ming is a domestic worker who cares for an older man in his home. He is lonely and wants to chat often. One day he tells her to massage his sexual organs. He says he is a real man and needs sexual satisfaction often. She is afraid and says no. He then gets very angry, telling her that he will fire her if she does not obey him. She really needs the job.



#### 2 : Faria's story

In your group, prepare a role play of 3-5 minutes maximum around the following story:

Faria is a live-in domestic worker who looks after a couple with an older son. Lately she has started to feel really uncomfortable at work. The son is at home a lot and asks her to come to his room often to watch porno movies with him. She complains to her boss but the son's mother says 'boys will be boys', and tells her to do it and keep her son happy.



#### 3 : Pook's story

In your group, prepare a role play of 3-5 minutes maximum around the following story:

Pook is a domestic worker, she is pretty and likes to dress nicely. One day, on her way home from work, she gets pulled into an alley and a male friend of her employer, tries to rape her. She manages to run away and arrives home in tears. She gets even more upset when her mother scolds her and says it is her own fault as she looks so sexy.



#### 4 : Nita's story

In your group, prepare a role play of 3-5 minutes maximum around the following story:

Nita just started a job as domestic worker for a rich family. The family driver, a man of her age, likes to flirt with her. He teases her in front of the other workers, and sends her sexy pictures on her phone. She asked him to stop it, but today he asked her what color underwear she is wearing and whether she knows how to please a man with her tongue.



#### 5 : Thida's story

In your group, prepare a role play of 3-5 minutes maximum around the following story:

Thida is a domestic worker who cleans in 10 households. She covers her head and her body, and does not wear makeup. But, when going to work she is often whistled at, men call her names and in the crowded buses, they have repeatedly groped her. She hates it, tries to wear more clothes and looks down all the time but it does not help.



#### 6 : Elisa's story

In your group, prepare a role play of 3-5 minutes maximum around the following story:

Elisa is a live-in domestic worker who started working for a family with one son of her age, since she was 16. When she turns 20, her employers' son tries to seduce her saying that she is beautiful, and that he is very much in love with her. She likes him, but is afraid too. The first time he only wanted to kiss, but the next time he wants to see her naked and make love.



## HANDOUT 2 : CASE STORY MESSAGES

### Sexual violence & harassment



#### 1 : Ming's story

**Key messages:** This case is a clear example of abuse of power. The legal term is: **quid pro quo (meaning: this for that) sexual violence & harassment** or **sextortion**. It is about a demand for sexual favours by a person in authority (employer or employment agent) in order to get or keep a job or other job benefits. **It forces a worker to choose between giving in to sexual demands or losing the job and its benefits.** In this case the employer thinks he has a right to ask for sexual services because **he deserves it as a man**. This is wrong because Ming is employed as a domestic worker and sexual services are not part of her job.



#### 2 : Faria's story

**Key messages:** This case is an example of sexual harassment that creates a **hostile working environment**. It poisons the work atmosphere and makes it difficult for a worker to do a good job. The harassment can be unwelcome sexual advances, requests for favours or other conduct of a sexual nature that creates a working environment that is hostile, intimidating, abusive or offensive, and makes it difficult for the worker to perform a job well. The employer **allows her son sexual freedoms** that she, most probably, would not tolerate from a daughter. In doing so, the employer is also guilty of the misconduct because employers must provide a **safe working environment** to their workers.



#### 3 : Pook's story

**Key messages:** Sexual violence & harassment can come from strangers, but more often it is committed by **someone known to the victim**. Pook's mother blames her daughter. This is wrong because sexual violence & harassment are not the fault of the victim, but an **abuse of power by the perpetrator**. However, **women very often get blamed** of provoking sexual violence because of the way they look or dress. Such **blame shifting** is very common. **This is unfair and harmful to the victims** because it shifts the responsibility for the abuse from the perpetrators to the victims.



#### 4 : Nita's story

**Key messages:** Some people, usually men, confuse sexual harassment with flirting, teasing and wooing. In some workplaces sexual, often demeaning jokes against women workers are considered to be just some 'workplace fun'. The key **difference** is that sexual harassment is **behaviour that is unwelcome to the recipient**, while flirting and wooing are **consensual sexual behaviour** between two people who are attracted to one another. This case also shows that perpetrators can be co-workers (like other domestic workers), guests, clients or customers of the household.







## HANDOUT 2 : CASE STORY MESSAGES

### Sexual violence & harassment



#### 5 : Thida's story

**Key messages:** This case is about **violence against women on the streets and in public transport**. Cat-calling (whistling, shouting, or making comments of a sexual nature to a woman passing by) is common worldwide. Sexual violence & harassment in overcrowded public transport is common too. It is often thought that women's looks and dress invite such sexual misconduct, and many women have modest dress codes as a result. But, women who are fully covered can also encounter such problems because it is **not women's conduct but the abuser's behaviour that is the root of the problem**.



#### 6 : Elisa's story

**Key messages:** Sometimes people will pretend that they are in love with us because they want to have sex. This is risky because we also need love and affection and may fall in love with people, especially when they are nice to us. If this happens, we need to think and discuss with friends what to do:

- Don't get pushed to do things you do not want. Everybody should be free to decide whether and when to have sex.
- Mutual respect, care and happiness belong to any successful loving relation. Somebody taking advantage of you is not love.
- It is great if love comes to our life, but it may also be a scam. Feelings of love can be exploited. Love does not mean sex.
- When the person who wants to make love to you belongs to the employer household, the power relationship is unequal and you may be taken advantage of.
- Be careful with requests to pose nude for photo's or video's as they may be used against you.
- In traditional societies, when an unmarried woman has sex with a man, she is considered a whore who does not deserve respect and she might lose her job as soon as her 'lover' gets tired of her.



## Info Note : Sexual violence & harassment and gender stereotyping<sup>23</sup>

### Defining sexual violence & harassment

Sexual violence & harassment is unwanted sexual conduct. It involves all situations in which the victim does not or cannot consent to the sexual activity. It is **not about pleasure but about power abuse**. It is **not mutually agreed** (consensual) sexual behaviour between two people who are attracted to one another. It has nothing to do with mutual attraction or friendship. The main types are:

- The broadest term is **sexual assault**. Any type of sexual contact or behavior that occurs **without the conscious, explicit agreement** (consent) of the recipient **by use of force, threat or abuse of authority**. Examples are: rape and attempted rape, forced sodomy (oral or anal sex), child sexual abuse, incest, fondling (unwanted, inappropriate sexual contact), stalking and battery (touching without consent). Sexual assault is a crime. It may be carried out against someone who can not give consent because s/he is drugged, has a mental disability or is below the legal age of consent.
- **Rape** is a type of sexual assault that usually involves **forced sexual intercourse or penetration** of the vagina, anus or mouth, no matter how slight, with any body part or object, or oral penetration by a sex organ of another person against a person's will.
- **Sexual harassment in the world of work** is: Any conduct of a sexual nature, and other conduct based on sex affecting the dignity of a person which is **unwelcome, unreasonable and offensive to the recipient**. There are 2 main types:
  - **Quid pro quo (this for that) or sextortion**: When a worker is asked for a sexual favor in exchange for a work advantage. This abuse of power forces the victim to choose between giving in to unwanted sexual demands or not getting or losing a job or job benefits.
  - **Creation of a hostile work environment**: This includes unwelcome sexual advances, requests for sexual favors or other physical, verbal or non-verbal conduct that create an offensive, intimidating, humiliating, abusive or poisoned environment for the victim.

### Sexual harassment acts include:

- **Physical**: Sexual violence and unwelcome sexual physical contact such as kissing, hugging, rubbing, pressing one body against another, or stalking.
- **Verbal**: Sexual comments, offensive jokes, personal insults, derogatory and demeaning language, in person or by telephone or electronic communication (cyber bullying).
- **Non-verbal**: staring, leering, whistling, threatening behavior, sexually suggestive gestures or 'freezing' somebody out, in person or by telephone or online.
- **Visual**: pornographic video's, posters, or wall calendars, forcing people to watch pornography or to pose for nude pictures or video's, walking around nude or in underwear in the presence of a domestic worker, using video surveillance in the toilet or bathroom used by a domestic worker.

The difference between **sexual violence and sexual harassment** is often not clear and is constantly being **challenged and negotiated**. An employer who constantly asks somebody working for him to have sex with him engages in sexual harassment. If he forces that person into having sex, he has committed rape. Violence against women often starts with sexual harassment and deteriorates from bad to worse, especially if the victim's environment permits (condones) or encourages the behaviour of the perpetrator.

<sup>23</sup> ILO, *Violence & harassment in the world of work: A guide on Convention No. 190 and Recommendation No. 206*, Geneva, 2021; ILO, *Brief No. 2: Sexual harassment in the world of work*, Geneva, 2020; ILO, *Action against sexual harassment at work in Asia and the Pacific*, Bangkok, 2001; ITUC, *Facilitator guide, Train the trainers toolkit on the ILO Violence & harassment Convention (No. 190) and Recommendation (No. 206)*

## Gender stereotypes on female and male sexuality

The gender and social roles given to women and men, perceptions and sentiments about female and male sexuality lead to **gender stereotypes, or commonly-held beliefs and myths about sexual violence & harassment**. The trouble with these beliefs is that they **mask the root causes** of the problem making it difficult to address the issue.

In many societies, **women are socially conditioned to be subordinate** to men, and **men are conditioned to be superior** to women. Women are expected to be sexually obedient (compliant) and **sexually passive**, and not to have any sex-drive. Men are believed to have a **strong sex drive**, they are supposed to **take the initiative** for sexual acts or relationships, engage in **aggressive behavior** and have a **right to sex and sexual services** whenever they want. Norms and values in society also often dictate that men should not give up if their initial advances are rejected, but push on.

In general, **aggression** is one of the **few emotions** that **men are allowed to display**, while they have to **suppress many feelings**, like weakness, sadness, tenderness, etc. At the same time, **women are allowed to express a wide range of feelings** but **aggression is frowned upon**.

Many groups and societies rule that girls and women have to **remain virgins** until after marriage. If this does not happen, usually beyond their fault, they are **automatically** considered to be **the guilty party**. They are considered **'soiled'**, are **not respectable** anymore, and are considered **whores**. Boys and men, on the other hand, are encouraged to **experiment with sex** and get some sexual experience before marriage. In some societies, men's status rises if they have more than one woman.

These gender inequalities in the sexual sphere are reflected in the wider social and economic spheres in the family, in workplaces and in societies. **Women** are considered most suited to the **supportive role** with **men as the heads** of the household, the bosses at work, and the leaders in politics and government.

When **women do not conform** to what is expected from them or seem to compete for power, they are sometimes **subjected to sexual violence** to keep them in line. Examples: Migrant women workers are automatically considered to be 'bad or loose women' because they left their families to go to another country for work. Lesbians may also face sexual violence or harassment by men to show them 'who is the boss'.

## Gender stereotypes, myths and beliefs about sexual violence & harassment

- **Women provoke and ask for it.** Women's dress and appearance are often cited as the 'reason' why they are subjected to sexual violence. But, women who dress modestly and are suitably dressed by community norms and standards also become a target for sexual violence, and the age of rape victims ranges from 4 months to 95 years old.
- **Men's natural urge for sex.** There is nothing 'natural' about committing sexual violence & harassment. Men's supposedly strong sex drive can never be used as an excuse for these crimes. It also does not explain why some men commit sexual abuse and others do not.
- **Victim blaming.** The family, community and society think that sexual violence & harassment are **'the woman's fault'**, while she usually has done nothing wrong. Women victims are automatically blamed for causing the violence or because of their 'questionable morals'. This thinking has many negative consequences for the victims: They do not dare to report what they suffered. They start to doubt themselves and end up downplaying the incidents in their minds. **Victim blaming** is very harmful and totally unreasonable, because it **shifts the blame and responsibility** for the crime **from the abuser to the victim**. It confuses the issue in the mind of the public and reveals a **deep-rooted problem** in its understanding what sexual violence & harassment is all about.
- **Sexual harassment is just flirting and a bit of workplace fun.** There is a tendency, mostly among men, to downplay sexual teasing, jokes and demeaning behavior towards women as harmless fun. In some work places it is considered normal for men to harass women and to put women in their place as part and parcel of everyday work and life. However, the recipients – not the abusers – determine what is acceptable and what is not acceptable. No woman in any society wants to be treated with disdain and disrespect.



## 3.5 : Domestic violence and institutional violence



90 minutes

	Aims	<ul style="list-style-type: none"> <li>To find out about domestic violence in households</li> <li>To become aware of institutional violence</li> </ul>
	Participants	<ul style="list-style-type: none"> <li>Domestic worker leaders</li> <li>Domestic workers</li> </ul>
	Room Arrangements	<ul style="list-style-type: none"> <li>Steps 1 and 6: Room to stand in a big circle and move around</li> <li>Steps 2, 4 and 5: In big group</li> <li>Step 3: In small groups</li> </ul>
	Materials	<ul style="list-style-type: none"> <li>Markers, flipchart paper and a roll of masking tape</li> <li>Equipment (computer, projector and screen, internet connection)</li> </ul>
	Training Aids	<ul style="list-style-type: none"> <li>Video: Majlis, Agents of Ishq: Aika to the baika: Police complaint Lavani, Pune, India, 7 March 2020, <a href="https://www.youtube.com/watch?v=X9doWA12B_U">https://www.youtube.com/watch?v=X9doWA12B_U</a>, 8 minutes</li> <li>Slide show: Domestic violence and institutional violence</li> <li>Handout 1: Domestic violence stories of domestic workers</li> <li>Handout 2: Text of video: Aika to the baika (Listen to the women)</li> <li>Info note: Domestic violence and institutional violence</li> </ul>



### Session Plan Steps

1.	Rain, thunder, lightning	Energizer	5 minutes
2.	Domestic violence and domestic work	Small group work	30 minutes
3.	What is domestic violence	Roleplays and discussion	30 minutes
4.	What is institutional violence	Video and discussion	20 minutes
5.	Key messages	Conclusion, song and dance	5 minutes



### Preparation

- For step 2: Read the handout with the stories. Select the stories for the small group work, one for each small working group. Adapt the stories if needed. Photocopy handout 1 with the stories and cut it up so you can provide each small group with one story.
- For step 5: Look at the video and handout 2 with the text of the video before the session. The text of the video is for the trainer so it is easier to stop the video. Check the equipment (computer and projector, internet connection) before the start of the session to make sure that it works and that you know how to operate it.

## SESSION PLAN

STEP 1	RAIN, THUNDER, LIGHTNING	ENERGIZER	5 MINUTES
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- Ask all participants to stand in a circle. Say: We are going to wake up to the weather. Everyone will move their body for rain, thunder and lightning whenever I say one of these words:
  - *Rain* = Quickly tap both of your palms on the front of your upper legs
  - *Thunder* = Quickly stamp your feet on the ground
  - *Lightning* = Quickly stretch both arms, one arm moving upwards in front of you, the other moving down and backwards. Then shift the arms fast.
- Show the movement for each word as you explain it. Say: Continue the movement as fast as you can until I say the next word. Start the game.
- Say the words, first in order and then start mixing the order. Increase the speed. Stop the game when everybody is out of breath and laughing.

STEP 2	DOMESTIC VIOLENCE AND DOMESTIC WORK	SMALL GROUP WORK	30 MINUTES
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- Link the session to the previous session and say: We will now **discuss domestic violence and institutional violence and how these types of violence affect us**. We start with the issue of domestic violence.
- Ask: **What is domestic violence?** After some responses, share the definition, but be brief. [*Domestic violence is violence or harassment in a household. It happens mostly between family members who live together but can also be directed at others living or working in a household, like domestic workers.*]
- Divide the participants into small groups of 4-5 people. Give each group one of the stories in handout 1 (some groups can have the same story). Ask the groups to read and discuss their story and make a short (3-5 minutes) roleplay explaining:
  - **Who is violent to whom?**
  - **What types of violence are taking place?**
  - **What are the effects on the victim?**
  - **Why does the abuser do this? Is this common? Is this fair?**
- While the groups are working, walk around to answer any questions. Keep an eye open to spot any participants who may feel sad or depressed, because something similar may have happened to them.

STEP 3	WHAT IS DOMESTIC VIOLENCE	ROLEPLAYS AND DISCUSSION	30 MINUTES
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- Ask each group to briefly show their story. First the roleplay(s) for story 1, then the roleplay(s) for story 2, and so on. Give an applause after every roleplay, and discuss each story briefly after the roleplay(s) is/ are finished.
  - **Story 1** is about a husband who abuses his wife and children using physical, psychological, sexual and economic violence. The wife sees no way out but to stay and endure. He thinks he has a right to violate her and the children, and exploit her. This is very unfair but common in societies where women have a second class status in the family and in society and where discrimination and violence against women by men is permitted.
  - **Story 2** is about a domestic worker who was sexually abused by her father as a child. This abuse at an early age has prevented her from having loving and caring relationships with others. The father thought he had a natural right to sexually release himself, treating his daughter as a thing to use rather than as a child who needs love and care. This type of child abuse is very unfair but common in societies where there is gender discrimination against girls.

- **Story 3** is similar to story 1. The husband economically exploits his wife, and spends her earnings. Thus, she has to keep working without ever reaching her goal. At the same time he blames her for not being around to provide sexual services to him. She accepts his constant psychological and emotional harassment. This is very unfair but a common problem for women migrant domestic workers who leave their family to work elsewhere.
  - **Story 4** shows that domestic violence happens not only in poor families, but in all classes in society. The family victims suffer in silence and get isolated. The violence by the male employer becomes more severe. It is common for abusers to become more violent if nothing is done to stop it. It is better for the domestic worker to find another job.
- Say: Let us now draw some conclusions from what we learned from the case studies. Ask:
- **Who are affected by domestic violence?** [Mostly women, children and domestic workers, older people in the household. Very few men are victims, overwhelmingly, they are the abusers.]
  - **What are domestic workers' experiences with domestic violence?** [They can experience domestic violence in their own homes when they are children, young or older adults, or in their job when they are working in a household.]
  - **What types of abuses exist?** [Physical, sexual, psychological and economic abuse. It ranges from subtle coercion and manipulation to marital rape, violent physical abuse and murder.]
  - **If domestic violence is so common, why don't we know about it?** [People in families suffering from domestic violence are often ashamed. They try to hide their injuries from others. Some men think they have the right to abuse their wife and children. In some countries, domestic violence by male heads of households is still accepted and in a few countries domestic violence by men is even legally permitted, as they are considered as the 'masters' of their home. This is becoming an exception. Research has shown that countries with less gender equality experience higher rates of domestic violence.]

STEP 4	WHAT IS INSTITUTIONAL VIOLENCE	VIDEO AND DISCUSSION	20 MINUTES
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- Before moving to the next topic, ask everybody to stand up, and do a few rounds of the rain, thunder and lightning energizer.
- Ask: Does anybody now **what happens if women report domestic violence at the police station?** [The police doesn't take women seriously. The police don't help. It is difficult and dangerous for women to report domestic violence to the police.] After a few responses, say: It is true that it is often difficult to report domestic violence, specially in countries where there is no gender equality and no women's movement to call for gender justice.

- Say: **Who remembers what institutional violence is?** (from **Unit 3.3** Gender-based violence and violence against women). After a few responses say: Institutional violence is about abuse of power by officials working for institutions who treat people from discriminated groups as second-class citizens. It happens to women and domestic workers when the authorities they go to for help do not listen to them, do not treat them with respect, do not provide them with the services they are entitled to, turn them away, or even abuse them further. Institutional violence is also known as structural violence because it is often structural and 'built into the system'.





- But things are starting to change. Let us have a look at the video ‘Aika to the baika’, or ‘Listen to the women’. Note that the video is in Hindi with English subtitles. It is good to show the video in 5 parts:
  1. The Introduction and “A domestic matter”. [A woman reporting domestic violence by her husband.]
  2. “A matter of restraint”. [A woman reporting sexual harassment by her ex-boy-friend.]
  3. “A matter of honour”. [A mother reporting a kidnapping of her daughter.]
  4. Key messages, after the sign STOP. [The male police officer is told to really listen to women, and to stop behaving like a macho.]
  5. Dance music. Keep this last part of the video (about 80-90 seconds) for the end.
- **After each part, stop the video**, and ask the group to share what they have seen. After everybody agrees on the story line, continue to the next part.
- After the video ends ask: **What are the key messages of this video?**
  - Listen to women.
  - Listen to victims who report violence & harassment
  - Don't be prejudiced against women who report domestic violence
  - Show respect to women
  - Explain the laws about domestic violence
  - Do your duty as a police officer. That is what women need.
- After some responses, conclude with the group: The video shows that women are often not taken seriously by police officers when they report domestic violence. This is wrong: Police officers are public servants who have the duty to listen to women who report domestic violence and address their concerns.

<b>STEP 5</b>	<b>KEY MESSAGES</b>	<b>CONCLUSION, SONG AND DANCE</b>	<b>5 MINUTES</b>
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- Conclude the session by repeating the key messages with the group:
  - Domestic violence is violence in families and households. Most victims are women and children, and domestic workers can also be victims.
  - Victims often keep quiet about it because they feel ashamed. Some men in patriarchies think they have the right to do it.
  - Institutional or structural violence is about abuse of power by people working for institutions.
  - Let us fight against institutional violence & harassment.
- Say: Lets finish with dancing and singing. Put the last part of the video on and dance and sing together: Aika to the baika – Listen to the women.



## HANDOUT 1 : STORIES

### Domestic violence of domestic workers



#### Story 1: Kayva

Read and discuss the story and make a 3-5 minutes roleplay, explaining:

- **Who is violent to whom?**
- **What types of violence are taking place?**
- **What are the effects on the victim?**
- **Why does the abuser do this? Is this common? Is this fair?**

Kavya works as a full-time domestic worker for several families 6 days per week. Her job is to clean the house, and wash and iron the families' clothes, sheets and towels. She goes to work at 8 in the morning after preparing breakfast for her family, and returns home at 4 pm.

Kavya's husband, Rahul, has been unemployed for a long time. He sleeps a lot during the day. When Kavya returns from work, he roughly asks her for food and money to buy wine. Besides screaming harshly, he also often hits her or throws things at his wife if the food is not tasty or he receives too little money.

Not only rude to Kavya, Rahul also does not hesitate to hit their two children who are 8 and 12 years old. Kavya feels scared almost every night, especially when her husband comes home drunk. Then he insists to have sex with her and he rapes her if she refuses because she is too tired from working all day. Kavya, whose body is often bruised, is getting desperate. She does not know what to do. She feels ashamed and tries to hide her bruises from others. She does not want to leave the house, because she wants to protect her two young children.



#### Story 2: Ratna

Read and discuss the story and make a 3-5 minutes roleplay, explaining:

- **Who is violent to whom?**
- **What types of violence are taking place?**
- **What are the effects on the victim?**
- **Why does the abuser do this? Is this common? Is this fair?**

Ratna has worked in Singapore as a migrant domestic worker for 27 years since she was 18, because she wanted to earn money and get away from her father.

When Ratna was a child she lived at home with her father and young sister. Her mother worked as a domestic worker in the capital and rarely came home. Almost every night when her sister was asleep, her father entered their room and groped her body while masturbating. Ratna felt scared but didn't dare to tell anyone. Because of the fear and shame that haunted her, Ratna's only wish was to go as far away as possible. After graduating from junior high school, she joined her neighbor to work abroad.

Ratna often has nightmares and feels inferior. She was never interested in dating or marrying somebody, because she feared they would find out what her father did. She felt unworthy to love and be loved. She is actually not close to anyone, as she does not trust others. Although she worked for many years and has savings, Ratna does not want to go back to her hometown. Her father died but she is still ashamed to meet the family.



## HANDOUT 1 : STORIES

### Domestic violence of domestic workers



#### Story 3: Lusi

Read and discuss the story and make a 3-5 minutes roleplay, explaining:

- **Who is violent to whom?**
- **What types of violence are taking place?**
- **What are the effects on the victim?**
- **Why does the abuser do this? Is this common? Is this fair?**

Lusi works in a big city as a live-in domestic worker. Her goal is to earn and save money to open a food stall in her village. Lusi has been working for 3 years, but she does not have any savings, although she hardly buys anything for herself. Her husband always pressures her to send all of her earnings home to cover the family's costs of living and the school fees for their children. If this situation continues, she will never be able to go back home and set up her food stall.

If the amount of money Lusi sends is reduced or late, her husband would get angry, threaten to get a divorce, leave their children and marry another woman who will be a better wife. Lusi often cries and feels depressed because her husband curses her, accusing her of being a bad wife and a cheap woman. He also forces Lusi to send him sexy videos and photos of her nude body. She hates this but does not resist, afraid he would turn to other women.

She thinks about her situation all the time, but she doesn't know where and how to seek help. She has lost her appetite and cannot sleep. When her husband sees her thin body, he insults her and complains that her body is no longer fresh and exciting. She gets so depressed, and at times, thinks of killing herself.



#### Story 4: Sumi

Read and discuss the story and make a 3-5 minutes roleplay, explaining:

- **Who is violent to whom?**
- **What types of violence are taking place?**
- **What are the effects on the victim?**
- **Why does the abuser do this? Is this common? Is this fair?**

Sumi is a widow. She has two children of 14 years and 10 years. Sumi left her children to work in the city as a domestic worker for a rich family with two sons. In the beginning, Sumi was happy with her work. She had to work hard but she did so happily because the family is kind and treats her with respect.

But lately there have been worrying changes. The husband and wife are often quarreling and shouting, because he has started gambling a lot. He often beats his wife so heavily that she has stopped fighting. The family has become very quiet and sad, and never goes out anymore. The wife tries to please her husband to prevent further violence, but nothing seems to help. He beat up the oldest son who wanted to protect his mother so badly that she had to take him to the hospital, saying he had been hit by a car.

Sumi is worried for the family but is now also afraid for her own safety. Last week the husband called her to give him a massage and a blow job. Sumi refused, but he became very angry at her and threatened to hit and fire her.

Sumi is unhappy and confused. She needs a job, but the family problems are depressing and now her boss is ordering her to provide him with sexual services against her will.



## HANDOUT 2 : VIDEO TEXT

### Aika to the baika (Listen to the women)<sup>24</sup>

*Male and female police officers singing:*

1,2,3,4. A stick in my hand. It's for you I stand  
To protect you. To look out for you  
To solve all your problems. Yes! All your problems. 3x  
So tell me Ma'am. What is your complaint? 5x  
Is there a problem? Aika to the Baika (listen to the women) 5x.  
Yes, I listen to the women.

#### **Text: A DOMESTIC MATTER**

*Female client 1 comes in to lodge a complaint:* My husband's temper is vicious. Without reason, always suspicious. 4x

Today he came at me with a knife. I'm so terrified for my life!

*Female police officer (FP):* Section 498 and 307?

*Male police officer (MP):* Usual jealous husband natter. Just a domestic matter. 2x

Let them sort it out on their own. In the privacy of home. 2x

*Client 1:* My back throbs with pain.

*MP:* Think of your family name!

*Client 1:* He beat me up - and how!

*FP:* You can't break your marriage vow.

*Client 1:* He burned my hand, just look. 2x

*MP:* That happens even when you cook 2x

Women! Emotional and so irrational

Cribbing about things inconsequential.

Men feel jealous coz (because) they care.

Understand the stress they bear.

Bringing routine things down this road. Only burdens our case load 2x

*Other male police officer:* If it's a genuine case ...

*Male and female police officers:* Then! Then tell me M'dam. What's your complaint?

Is there a problem? Aika to the baika (I listen to the women).

I listen to the women. Yes, I listen to the women. 3x

#### **Text: A MATTER OF RESTRAINT**

*Female Client 2:* Last night I went to a party somewhere.

A bunch of us friends hanging out there.

Then my ex-boyfriend turned up. Got all handsy, trying to feel me up.

*MP:* Oh, these lovers tiffs. And these hi-fi chicks ... have fun.

When they're through ... turn and cry #MeToo.

*Client 2:* Could you please listen to me.

*MP:* Speak

*Client 2:* He snatched my hand, such daring.

*MP:* .. And what exactly were you wearing?

*Client 2:* He threw me down. Just think.

*MP:* Oh, how much did you drink?

*Client 2:* He squeezed my bosom too. 2x

24 Majlis, Agents of Ishq: *Aika to the baika: Police complaint Lavani*, Pune, India, 2020

*MP:* Not the first time for you 2. Modern girls aren't innocent maidens.  
They know how to ... manage these situations.  
*FP:* But isn't this section 354?  
*MP:* It's a romantic matter, Not like it's rape. Why get bent out of shape? 3x  
*Male client:* But what if it's a serious case?  
*MP:* Then! Just come to us with your complaint, ladies. 3x  
*Male client:* No means No!  
*Male and female police officers:* Then! Is there a problem?  
Aika to the baika (I listen to the women).  
I listen to the women. Yes, I listen to the women. 3x  
*Client 3:* That bastard. May worms eat him. He has run off with our daughter.  
*Other client:* What happened?

**Text: A MATTER OF HONOUR**

*Client 3:* My daughter, such a bud, so tender. That villainous hulk misled her!  
It's a matter of our ruined honour, of course. 2x  
Catch the fellow. Show us your force! 2x

*MP:* Is that right? Gimme the details of the lout. I will smoke him out.  
I am Beti Bachao (Save the girl child) 2x  
*FP:* First put these on.  
*MP:* I am Beti Bachao (Save the girl child). I will go now. 2x  
*Text:* POOF: M. police disappears.  
*FP:* How smart are the Boss's deeds. Just the man for your needs. 3x  
*FP:* He's calling  
*MP:* This is the rascal. This thinny minny. Cop – Come along.

*Text:* POOF: police, rascal and girl appear at the station.  
*Girl:* Let him go. We went with my consent.  
*MP:* But not with your father's.  
*FP:* Why didn't you get married?  
*Girl:* We didn't see the need.  
*MP:* What about our CULTURE?  
*Girl:* How could I know Sir.

*Female clients:* It's mutual. Love is their right. It's a new world, don't be uptight  
*M and F police officers:* Culture and nation are going down the drain.  
We need to take things in hand again.  
*FP:* Get married. Be clever. It's a license for what ... ever!

*Other female client:* Really and if he beats her after marriage. THEN:  
*M and F police officers and all:* That 's what we 're here for to listen to the women.  
I listen to the women. Yes. I listen to the women.

*Other female clients:* STOP  
When a woman comes to the station. She 's already nervous and shaken. 3x  
You should listen to her. With care.3x  
Not toot your own Tune everywhere. Show her humanity, explain the laws please. 3x  
When you do your duty ... Her mind is at ease. 3x  
Reason? Listen to the Baika (women). That's what we like-aa!

*MP:* Yes, You are absolutely right.  
We should listen to women.  
With our hearts listen to the women!  
So we come to the end of our story. Long live women. In all their glory!

## Info note: Domestic violence<sup>25</sup> and institutional violence

### Domestic violence

Domestic violence is **violence or harassment in a household**. It is also known as domestic abuse or family violence. It happens mostly between **family members who live together** but can also be directed at **persons, living and/or working in a household**:

- Domestic violence in **marriages or between partners** is about violence committed by a spouse/partner in an intimate relationship against the other spouse/partner. It occurs in heterosexual and in same-sex relationships, or between former spouses/partners.
- Domestic violence also involves violence against **children, parents, or other people who live in the household**.
- **Domestic workers and care workers** can also become a victim of domestic violence in the households where they are employed. Live-in workers are at special risk because they work and live close to their employers week in week out, every day and night.

Domestic violence happens **in rich and in poor families alike**. Poverty, a patriarchal culture, strictly defined gender roles, and a lack of support for victims increase the incidence of domestic violence. Globally, the overall majority of victims of domestic violence are women, with estimates varying from 20 to 50 per cent from country to country<sup>26</sup>, and they tend to experience more severe forms of violence. Men may also suffer from domestic violence especially if they are young, old, sick or disabled. Exceptionally, adult men may also be targeted.

Domestic violence includes **physical, sexual, psychological** or emotional, and **economic abuse**. It ranges from subtle coercion and manipulation to marital rape and to violent physical abuse such as choking, beating, female genital mutilation, and acid throwing that results in disfigurement or death. Domestic murders include stoning, bride burning, honor killings, and dowry deaths.

Many **people do not recognize themselves as abusers or victims** of domestic violence because they think of their experiences as family conflicts that get out of control. Domestic violence often occurs when abusers believe that they are entitled to use violence, and that this is acceptable and justified, and therefore, unlikely to be reported.

The reality of domestic violence all too often remains **hidden in the homes**. In some countries, domestic violence is **still accepted, justified and condoned** in the family, community and society. This is especially true in cases of actual or suspected infidelity on the part of the woman. In some countries domestic violence by men is even legally **permitted**, as they are considered as the 'masters' of their home. Research has established that there is a direct and significant correlation (relationship) between a country's level of gender equality and rates of domestic violence: **Countries with less gender equality experience higher rates of domestic violence**.

Domestic violence is a **global problem** and cuts across cultural, geographic, social, economic and religious boundaries. It is one of the most common forms of human rights violations. Domestic violence makes it difficult for those who are subjected to it to develop themselves and build their family, and deprives them of a chance to participate fully in social and economic life in the community and society. Domestic violence is not only a personal issue, but also a social issue because it affects the victims' functioning in the family, in the community and at work.

<sup>25</sup> Sources: UNIFEM: *A Life Free of Violence, It's Our Right! A Resource Kit on Action to Eliminate Violence Against Women*, Bangkok, 2003; UN Women, *Definition of domestic violence*

<sup>26</sup> UNICEF, *Domestic violence against women and girls*, Florence, 2000.



## Institutional violence

Institutional violence & harassment against women and domestic workers is not about an isolated act of one individual against another like an individual public servant against an individual domestic worker in a certain place and time. Institutional violence is about **abuse of power by people working for institutions** (for example, police stations, the courts and health centres) **who treat people from discriminated groups as second-class citizens**. It happens to women and domestic workers when the authorities they go to for help:

- Do not listen to them
- Do not treat them with respect
- Do not provide them with the public services they are entitled to
- Turn them away, or may even abuse them further.

**People who provide services to the general public** (like, the police, the courts, teachers, health personnel) should provide such services **equally to everyone**, irrespective of their sex, colour or class. However, whenever **women** seek help to stop physical and sexual violence & harassment in their homes by lodging a complaint with the police, and in the courts, they may **have to cope with gender discriminatory attitudes and behaviors that harm them even more**. They are often not taken seriously, their concerns are belittled and, worse, they may be subject to more violence by the very people whose job it is to help them.

The **police**, especially, often do not respond well to domestic violence complaints. They tend to stereotype the victims, and to question or ridicule women's motivation to report. They don't want to get involved and effectively protect women from domestic abuse. The beliefs of police are shaped by **patriarchy in society** and the **male-dominated police occupational culture**, which is often characterized by suspicion, sexism and racism.

Women and other discriminated groups have remained silent about institutional violence & harassment in many countries for a long time. However, the overall majority of countries has started to take action against it. **Real progress is being made, albeit slowly** because there is resistance in patriarchies, their institutions and organizations. The **lack of awareness on equality between women and men** in communities and among the general public also continues to be a big obstacle to put the laws against violence & harassment into practice.

Women's and Domestic Workers Organizations campaign for measures to fight institutional violence against women. **Successful measures** are, for example, employing more women in the police, and among the judiciary, creating women's units in these enforcement agencies to handle violence & harassment cases, training all police and other law enforcement personnel to handle domestic violence abuses in respectful and adequate ways, and awareness-raising and advocacy in society.<sup>27</sup> People everywhere need to raise their voices about the need to **change traditional mindsets** on domestic and institutional violence against women and domestic workers.

<sup>27</sup> See, for example, the case stories from India in: IDWF, [Gender-based violence & harassment against domestic workers: Case stories from Asia](#), Hong Kong, 2020

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# DOMESTIC WORKERS ORGANIZE AGAINST VIOLENCE & HARASSMENT

## TRAINING PACK



### Unit 4

## PROTECTING OURSELVES FROM VIOLENCE & HARASSMENT

Foreword and Introduction

Unit 1 Starting a DWOVH Training

Unit 2 Equality and Rights in Our Life and Work

Unit 3 What is Violence & Harassment in Domestic Work

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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 discusses the effects of violence & harassment on our health and well-being, and our coping strategies.

We identify how to recover and heal from trauma, and take care of ourselves.

We try out how to handle power struggles.

We find out what to do when we encounter sexual violence & harassment and have to deal with gender stereotypes that harm violence survivors.

We exercise our breathing and our bodies to strengthen ourselves and explore ways of empowering ourselves and our sisters.



## UNIT SUMMARY

	TITLE	AIMS	TIME (MINS)
4.1	Coping with violence & harassment	<ul style="list-style-type: none"> <li>■ To become aware of the effects of violence &amp; harassment</li> <li>■ To learn about trauma, our survival instinct and coping strategies</li> <li>■ To experience a loving-kindness meditation</li> </ul>	90
4.2	Healing from trauma and self care	<ul style="list-style-type: none"> <li>■ To explore how we can heal from violence &amp; harassment and take care of ourselves.</li> <li>■ To try out 2 different types of meditations to focus and recharge ourselves</li> </ul>	90
4.3	How to handle power struggles	<ul style="list-style-type: none"> <li>■ To know how to stand strong and 'ground' ourselves.</li> <li>■ To understand and try out power dynamics between people</li> <li>■ To have fun, feel strong, and use our body to support each other</li> </ul>	120
4.4	What to do against sexual violence & harassment	<ul style="list-style-type: none"> <li>■ To learn about the 'double trouble' of sexual violence &amp; harassment</li> <li>■ To know what to do against sexual violence &amp; harassment</li> <li>■ To experience the power of our voice</li> </ul>	120
4.5	We empower!	<ul style="list-style-type: none"> <li>■ To experience: I am in charge!</li> <li>■ To develop: We empower!</li> <li>■ To create and become strong together</li> </ul>	90

**TOTAL TIME : 8.30 HOURS – 510 MINUTES**





## KEY MESSAGES

**Violence & harassment hurt us. It takes time and a lot of hard work to recover. Self care and support from others help us heal and become violence survivors. As women and domestic workers, we are often blamed for the violence & harassment against us. This has to stop: The blame is on the perpetrators. We empower ourselves, to help our sisters, and create a world that is more equal and just.**

- When we encounter violence & harassment our **survival instinct** tells us to **fight, flee or freeze**. Violence & harassment harms us and leads to trauma.
- We need to find ways to **reset ourselves**, get rid of the negative and painful energy, find new energy and become happy, healthy and strong again.
- Using our body, heart and mind, we **practice self care** to recover and heal.
- We stand stronger when we ground ourselves. We need to **stand up for our rights**, and learn how to deal with power dynamics because employers can easily abuse us.
- We are **often blamed** for sexual and other violence & harassment. **It is NOT our fault**. The perpetrators of violence are guilty.
- **Speak up and say NO** to sexual advances you don't like, always and as soon as possible.
- We want to **stop rape culture**, which justifies sexual violence and exploitation against us and our sisters and brothers. We want a culture based on mutual respect and dignity.
- We are in charge, we direct our lives and we empower ourselves as individuals and as a group so we can fight for a better life and a better job in a better world.



## Training Organization

- This unit is for domestic workers who have experienced violence & harassment, and those who want to support them. It is recommended to do all 5 training activities with violence victims and survivors, for example in 4 half-day activities on off-days:
  - **Unit 4.1** Coping with violence & harassment and **Unit 4.2** Self care and healing from trauma (3 hours)
  - **Unit 4.3** How to handle power struggles (2 hours)
  - **Unit 4.4** What to do against sexual violence & harassment (2 hours)
  - **Unit 4.5** We empower! (1.5 hours)
- If you want to train DWO leaders or members to become trainers in a residential workshop, you need 1.5 days for this unit.
- If you want to do only one activity on protecting ourselves from violence & harassment select one of the following options:
  - **Unit 4.1** and **Unit 4.2** (3 hours) to discuss trauma, coping and healing
  - **Unit 4.3** (2 hours) so domestic workers can practice the handling of conflicts with their employer
  - **Unit 4.4** (2 hours) to support domestic workers to prevent sexual violence & harassment or help victims of sexual violence & harassment
  - **Unit 4.5** We empower! (1.5 hours) is useful for all domestic workers at any time and place



# 4.1 : Coping with violence & harassment

90 minutes

	Aims	<ul style="list-style-type: none"> <li>● To become aware of the effects of violence &amp; harassment</li> <li>● To learn about trauma, our survival instinct and coping strategies</li> <li>● To experience a loving-kindness meditation</li> </ul>
	Participants	<ul style="list-style-type: none"> <li>● Domestic worker leaders</li> <li>● Domestic workers who have experienced violence &amp; harassment</li> <li>● Domestic workers who help handling violence &amp; harassment cases</li> </ul>
	Room Arrangements	<ul style="list-style-type: none"> <li>● Step 1: Big group stands in a circle</li> <li>● Other steps: Seating in small groups and in the big group</li> </ul>
	Materials	<ul style="list-style-type: none"> <li>● Flipcharts or computer and projector for slide presentation</li> </ul>
	Training Aids	<ul style="list-style-type: none"> <li>● Slide show: Coping with violence &amp; harassment</li> <li>● Handout 1: Case story of Maria</li> <li>● Handout 2: Loving-kindness meditation for domestic workers, for the clip, click: <a href="https://bit.ly/GBV_care1">bit.ly/GBV_care1</a></li> <li>● Info note: Coping with violence &amp; harassment</li> </ul>



## Tip for Trainers

Two short videos (in English) explaining trauma and its effects are:

▼ [Trauma and the brain: Understanding abuse survivors' responses](#) (8.44 minutes)

▼ [Understanding trauma: the learning brain and the survival brain](#) (5 minutes)

Have a look at these video's to prepare for the training, and give the weblinks to participants who want to know more. You can also use them in step 4. Allow extra time for showing and discussing each video.



## Session Plan Steps

1.	Energizer	Group massage	10 minutes
2.	Effects of violence & harassment	Small group work	25 minutes
3.	Effects of violence & harassment	Reporting in big group	25 minutes
4.	Coping with violence and trauma	Q&A	15 minutes
5.	Loving-kindness exercise	Conclusion and meditation	15 minutes



## Preparation

- Read and discuss the Info note with others so that you fully understand it.
- For step 1:
  - When the group has both women and men, or participants come from many different backgrounds, check in advance whether the proposed massage strokes (for the shoulders, shoulder blades, neck and spine) are suitable for everybody and do not involve body parts that should not be touched by others. Find other massage strokes, if necessary.
  - Before the session, practice the group massage a few times, massaging somebody and guiding the group to do the massage: Speak slowly, loud and clear, moving from one type of body stroke to another and encouraging participants along the way. Time the massage practice so you can stick to the timing in step 1.
- For step 2: Prepare photocopies of the handout 'The Case story of Maria', one for each small working group.
- For step 5: For the clip of the Loving-Kindness meditation, click: [bit.ly/GBV\\_care1](https://bit.ly/GBV_care1).

## SESSION PLAN

STEP 1	ENERGIZER	GROUP MASSAGE	10 MINUTES
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- Welcome everyone to the training. Ask the group to stand up and form a big circle. Do a few big stretches with the group, for example, ask everyone to take a deep breath in and raise their arms up beyond their head, then take a deep breath out and swing their arms down. Do this a few times.
- Say: In this session we will discuss the effects of violence on domestic workers and how we can start coping with that. It is important for us to be kind to ourselves and to others. So we will start this session with a group massage. Turn to the right, and start massaging the shoulders of your neighbour, first both shoulders up to the neck. Then massage the right shoulder and shoulder blade, followed by the left shoulder and shoulder blade. Then start to lightly tap the neck and the spine, up and down (2x). Close off with broad strokes from the neck over the shoulders, the shoulder blades and down the spine.
- Tell the group to do the massage in a gentle and loving way and to also enjoy the massage that they receive. Say: I will guide you. Follow me. Start the group massage guiding the group through the movements.
- Finish when the time is up. Ask: How do you feel after giving and receiving a massage? After a few responses, end with an applause to thank everybody for the massage. Invite everyone to their seats.

STEP 2	EFFECTS OF VIOLENCE & HARASSMENT	SMALL GROUP WORK	25 MINUTES
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- Link this session to the previous session and say: **We are now going to discuss the effects of violence & harassment on domestic workers.** In small working groups we will read and discuss the real life story of Maria, a migrant domestic worker.
- Divide the participants in small working groups, distribute handout 1 and give them time to read and discuss the story. Walk around and answer any questions which may come up in the groups. After 20 minutes, tell the groups they have 5 minutes to conclude their discussion for sharing with the other groups. When the time is up, invite everybody back to the big group.

STEP 3	EFFECTS OF VIOLENCE & HARASSMENT	REPORTING IN BIG GROUP	25 MINUTES
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- Discuss the case of Maria by inviting volunteers from the small groups to answer the guide questions. Write key words from their answers on a flipchart or board.
  - Ask: **What violent acts did Maria have to endure?** [*Lying, cheating, intimidation, threats, humiliation, drinking contaminated tea and detergent, beating, burning, shaving and hurting her head, not paying her wages in full.*]
  - Ask: **What effects did the violence have on Maria?** [*Constant feeling of fear and pain, lack of concentration to do her job well, despair and deep hurt, passively accepting the violence, asking for help only when she felt she was dying, covering up the violence due to fear of her employer, continuing to feel sick and traumatized upon return home.*]
  - Ask volunteers to share **other experiences of violence & harassment against domestic workers and the effects these abuses had on them.** Write key points on the board. [*Experiences: Other examples of physical, sexual, psychological and economic violence. Discuss the physical, psychosomatic, psycho-social and behavioral effects of violence & harassment, as well as deep trauma and psychiatric disorders.*] Try to stick to the time but spend some more time if needed.
  - Conclude: **Violence & harassment have very harmful effects,** especially if we have no means of defending ourselves and getting out of the situation. Violence & harassment lead to trauma, stress and sickness. Constant violence and threats of violence can lead to thoughts and feelings of utter despair and hopelessness, and illnesses.

STEP 4	COPING WITH VIOLENCE AND TRAUMA	Q&A	15 MINUTES
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- Explain that we are now going to look at how victims of violence try to cope with the abuse that they encounter. Using the briefing note and the slide show, discuss the following terms with the group:
  - Ask: **What is trauma and what are its effects on violence victims?** After some responses, explain briefly. [*Trauma is the normal human response of the brain to an abnormal event, such as violence and abuse. It is a physical and psychological response to an event and experience that is so deeply distressing that it is too much to handle for our body, mind and heart. As a result we are unable to be happy, to feel good and to relax. We feel stressed all the time, and are not able to cope with the mental or emotional pressure, caused by violence & harassment.*]
  - Say: When we experience violence, danger and trauma, our **survival instinct** kicks in: **We fight, we flee or we freeze.** Explain these 3 reactions to danger and say: These responses can help, but may also stand in the way of solving the problem. Ask participants: **What were Maria's responses?** [*Maria was so scared that she passively allowed her employer's abuses, she froze and escaped into herself. When she was offered a way out, she still wanted to stay with her abuser. This is a common coping strategy of violence victims. They don't want to leave their abuser out of sight, and often try to appease them. She was still traumatized in her home country.*]
  - Say: The fight-flight-freeze or appease coping strategies are generally not enough to get rid of the trauma and become healthy and happy again. So we need to find other ways to cope with it. **Can you give examples of coping strategies and skills?** After some responses, summarize the discussion. [*Coping is about checking what we feel and think, and then deciding what we want to do (or not do). It is about using our body, heart and mind to go through what happened, and to act and deal with the problem by reaching out and seeking help, reducing the pain and the stress, and taking care of ourselves.*]
  - Say: Coping is about **getting rid of what is stuck.** [*We need to get rid of the negative energy that has been stored in us because of the negative effects violence has on us. We have to find ways to reset our body, mind and heart: Like doing the laundry to rid our body, mind and heart from dirt, so that the dirty laundry no longer piles up.*]
- For each of the above points, invite participants to ask questions, add or comment along the way. Answer and address their concerns. Conclude by saying that we will discuss this further in the next sessions.

STEP 5	LOVING-KINDNESS EXERCISE	CONCLUSION AND MEDITATION	15 MINUTES
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- Ask everybody to get their chair and sit down in a big circle. Conclude with the key messages:
  - **Violence & harassment harm our health and well-being.** It takes time and hard work to recover.
  - **If violence happens, our survival instinct** tells us **to fight, flee or freeze**. Escape and flight means that we lose our job and income. So we may try to cope by submitting to the violence & harassment, and trying to prevent violence from happening by working more and harder. Or we fight back. Or we become numb from misery.
  - **Experiencing violence exhausts our energy and harms our health.** When we become traumatized, it becomes more difficult for us to survive.
  - **We need to find ways to reset ourselves**, get rid of the negative and painful energy and find new energy to become happy, healthy and strong.
- Say: There are **many ways to reset our body, mind and heart to cope with stress and trauma**. We need to find what ways work for each of us, because people are different, and different things can help at different times. Talking and contact with other people is one important way. Physical exercises, working with the body and meditations to regain our life energy are other ways. Some of you may be familiar with some of these methods, for others they may be new. In this session we talked about the effects of violence & harassment, the hurt, pain and anger that we feel. We will, therefore, do a meditation to send love and kindness to ourselves, to everybody here in the group and to all the domestic workers, like Maria, who have suffered or are suffering from violence & harassment.
- Guide the group in doing the meditation using handout 2 or the clip at: [bit.ly/GBV\\_care1](https://bit.ly/GBV_care1).



## HANDOUT 1

### Case story of Maria

Read the real story of Maria in your group, taking turns: One group member reads the first para, a second member reads para 2, a third person reads para 3, and so on.

#### The story<sup>1</sup>

Maria (not her real name), a migrant domestic worker from the Philippines, started working in another country in November 2017. She was 32 years old. She worked for a family of three – a husband and wife, and their 13 year old daughter. During the job interview, the female employer showed Maria a fake policewoman's badge pretending that she was a policewoman.

The abuse of Maria started after the employers discovered a picture of their daughter in Maria's wallet. They accused her of committing sexual offenses against her. The female employer forced Maria to express her sexual desire for their daughter in front of a video camera. She told Maria that if she misbehaved, the video would be submitted to the police and she would be hanged. Maria was scared. She didn't dare to disobey her employer as she thought she was a policewoman.

The next day, in distress, she forgot to rinse away the detergent in the teapot before making tea. She was accused of attempted murder by her female employer and forced to drink the contaminated tea from the teapot as well as a bottle of detergent. Since then, Maria was intimidated, locked up, beaten up daily and was not paid her wages in full. She was assaulted by her employer with an iron, scissors, a glue gun, knives, and sticks on a daily basis. Her employer also cut her hair forcibly, injured the skin of her head, and then poured vinegar onto her wounds.

One day, her employer beat her up so severely that Maria felt she was dying. At that moment she decided to seek help by posting a video on Facebook using the tablet of the employers' daughter. The post caught the attention of the Domestic Workers Association (DWA) in the country, and they requested the Philippines Embassy to help. When the Embassy sent a representative to visit Maria's workplace, the employer denied the abuse. Maria was very fearful and did not want to leave the abusive household.

<sup>1</sup> See IDWF: [Gender-based violence & harassment against domestic workers: Case stories from Asia](#), Hong Kong, 2020



Shortly thereafter, the Embassy lodged a complaint with the police for Maria to be taken away to the police station for investigation. At the police station, Maria remained silent the whole time. Ann, a DWA leader, who had come to meet her at the station discovered that all her bruises were underneath her scarf and clothes. Maria did not use her arms to protect herself when she was beaten. Ann requested the Embassy to allow her to speak to Maria in private. Only then did Maria share her fear about the video clip. A lawyer assured her that the employer could not use the video clip against her. On the contrary, the video clip could be used as evidence to bring the employer to court.

Maria left the house of employers and stayed at a shelter, but she continued to be very afraid and did not dare to file a complaint against her employer. After a month of discussions with the DWA and support staff, Maria agreed to file a complaint with the police. She also authorized a lawyer from the Philippines Embassy to represent her in the judicial procedures so she could return to her home country.

Maria went back home and did not hear anything anymore about the complaint. She still suffers psychologically from the abuse – she is traumatized and she vomits a lot whenever she smells detergent.

After reading the story, discuss it with the following questions:

- 1. What violent acts did Maria have to endure?**
- 2. What effects did the violence have on Maria?**
- 3. Share other violence & harassment experiences of domestic workers and the effects these abuses had on them.**



## HANDOUT 2

## Loving-kindness meditation for domestic workers<sup>2</sup>

■ Click the clip at: [bit.ly/GBV\\_care1](https://bit.ly/GBV_care1) or guide the group in doing the meditation by saying: We will do a meditation to send love and kindness to ourselves, to everyone here in the group and to all the domestic workers, like Maria, who have suffered or are suffering from violence & harassment.

Close your eyes. Sit comfortably with your feet flat on the floor and your spine straight. Relax your whole body. Keep your eyes closed and bring your awareness inward. Without straining or concentrating, just relax and gently follow my voice.

Take a deep breath in. And a long breath out.

Keeping your eyes closed, think of a person close to you who loves you very much. It could be someone from the past or the present. Someone still alive or who has passed away. It could be a teacher or a guide. Imagine that person standing on your right side, showering you with love and best wishes for your safety, well-being and happiness. Feel the warm wishes and love coming from that person towards you.

Now bring to mind the same person or another person who cherishes you deeply. Imagine that person standing on your left side, sending you wishes for your wellness, for your health and happiness. Feel the kindness and warmth coming to you from that person.

Now imagine that you are surrounded on all sides by all the people who love you and have loved you. Picture all of your friends and loved ones surrounding you. They are sending you wishes for your happiness, well-being, and health. Enjoy the warm wishes and love coming from all sides. You are filled, and overflowing with warmth and love.

*[Sending loving-kindness to your neighbours]*

Now bring your awareness to your neighbour on your right. Begin to send the love that you feel in you to that person. You and your neighbour are similar. Just like you, s/he wants to be happy. Send all your love and warm wishes to her/him. Repeat the following phrases, silently:

- May your life be filled with happiness, health, and well-being.
- May your life be filled with happiness, health, and well-being.
- May your life be filled with happiness, health, and well-being.

Now focus your awareness on your neighbour on your left. Begin to send the love within you to that person. Send all your love and warmth to that person. Your neighbour and you are alike. Just like you, that person wishes to have a good life. Repeat the following phrases, silently:

- May you be safe, may you be healthy, may you live with ease and happiness.
- May you be safe, may you be healthy, may you live with ease and happiness.
- May you be safe, may you be healthy, may you live with ease and happiness.

*[Sending loving-kindness to domestic workers who are hurt.]*

<sup>2</sup> Adapted from: University of California, Berkeley's Greater Good Science Center, in collaboration with HopeLab, Greater Good in Action: [Loving kindness meditation](#)

Now picture Maria from the story, who has pain. Maria, like you, wishes to have a happy life. Send warm wishes to her. Repeat the following phrases to Maria, silently:

- May you live with ease, may you be happy, may you be free from pain.
- May you live with ease, may you be happy, may you be free from pain.
- May you live with ease, may you be happy, may you be free from pain.

Now think of another domestic worker who has pain. You and s/he are alike in your wish to be happy. Send all your wishes for well-being to that person with pain, repeating the following phrases, silently:

- May you be happy, may you be healthy, may you be free from all pain.
- May you be happy, may you be healthy, may you be free from all pain.
- May you be happy, may you be healthy, may you be free from all pain.

*[Sending Loving-kindness to all domestic workers]*

Now picture domestic workers all over the world in front of you as a big ball. Send warm wishes to all domestic workers, who, like you, want to be happy:

- May you live with ease, happiness, and good health.
- May you live with ease, happiness, and good health.
- May you live with ease, happiness, and good health.

Take a deep breath in. And breathe out. And another deep breath in and let it go. What do you think? What do you feel?

When you're ready, open your eyes and stretch out with your arms wide.



## Info note: Coping with violence & harassment<sup>3</sup>

**'After someone hurts you, you are not the same anymore.'**

### Effects of violence & harassment

Many of us know about violence & harassment from our own experience. To some of us it happened when we were very young. Some of us have been abused by one or more of our employers. Or, we have been in an abusive partner relationship. Many of us carry the injuries and scars with us. We fight to protect ourselves and our loved ones from harm. We try to prevent the violence from happening, and we find ways to cope

with it, one way or the other. Some of us get weak, sick and die. Many of us endure violence until we can no longer stand it. Then, we flee and fight, and manage to escape from it. We are wounded but we have overcome the pain and are now violence survivors.



Violence against domestic workers is **not about individual, isolated acts** by one employer towards a domestic worker, or one partner or family member towards somebody close to them. Violence & harassment is generally part of a **systematic pattern of power abuse** in societies that causes physical, sexual, psychological and/or economic harm. Experiencing violence leads to strong feelings of fear, anger, helplessness and powerlessness (impotence) and despair.

### Common effects of violence are:

- **Physical effects:** Trauma and stress lead to many physical symptoms such as loss of appetite and nausea, headaches, neck, back or stomach pains and anxiety. Physical and sexual assault can lead to: bruises, injuries (burns, cuts, bite marks, head wounds), missing teeth, fractures (ribs, nose, other bones), dislocations (particularly jaw and shoulder), hearing and seeing problems, genital problems, skull injury.
- **Psychosomatic effects:**
  - Symptoms of fear and anger like heart palpitations, hyperventilation, trembling, sweating, dizziness, stomach pains, pains in the heart, shortness of breath, insomnia.
  - Symptoms of powerlessness like weakness, depression, dejection, being tired.
  - Symptoms of tension and anger like headaches, sleeping disorders, stomach pains, menstrual disorders.
- **Psycho-social effects:** lack of concentration and productivity, making mistakes, feelings of anger, guilt, shame, watchfulness, negative self-image, social isolation, relational problems, problems with sexuality, suppressed emotions, conflicting emotions.

<sup>3</sup> Adapted from: WAVE, *WAVE training programme on violence against women*, Vienna, 2008 (2nd Edition); ILO, *Action against sexual harassment at work in Asia and the Pacific*, ILO, Bangkok, 2001; Rutgers-van Wijlen, K. & Haspels, P., *Training materials on coping* (in Dutch), Putten, 2010; Rutgers-van Wijlen, K.: *Training materials on intimate partner violence* (in Dutch), Utrecht, 2006; Psychology today, *Somatic experiencing: How trauma can be overcome*, 2015; Healthline, *Fight, flight or freeze: How we respond to threats*, 2020

- **Behavioral effects:** numb and/or submissive behavior, being nervous all the time, frequent cancelling or missing of appointments, not wanting to seek help, wanting to stay close to the abuser, and frequent use of phrases like: "my employer, husband will ... or won't let me..."
- **Deep trauma and mental disorders:** Some victims are driven to attempt and commit suicide, express other self-destructive behavior like cutting, or may become mentally ill and suffer from psychiatric problems.

## What's going on in our body, heart and mind?

When we, human beings, are subjected to violence, we experience stress and trauma. **Trauma** is the normal human response of the brain to an abnormal event, such as violence and abuse. It is a **physical and psychological response** to an event and experience that is so deeply distressing and disturbing, that it is too much to handle for our body, heart and mind. As a result we are unable to be happy, to feel good and to relax. We feel stressed all the time and are not able to cope anymore with the physical, mental and emotional demands of our day-to-day life and work.

When we are experiencing lots of stress and trauma, the **survival instinct** in our brains that our ancestors developed ages ago kicks in. The **fight-flight-freeze** response is our body's natural reaction to danger and the will to survive. It is not a conscious decision. It happens automatically. This response helps us to act immediately so we can protect ourselves. In the fight-flight-freeze modes our body gets a lot of energy so that we can deal with the danger. Our heart rate goes faster. This increases the oxygen flow to our muscles. Our perception of pain drops. And we can hear and see better, so we can act rapidly:

- The first impulse is usually to **flee**, to try to get away and escape. If that is not possible or very difficult, then we fight or freeze.
- When we **fight** but have less power than the abuser, we may get hurt. So we decide not to fight because we know that it will not work or increase the violence. Then we often freeze to limit the damage.
- When we **freeze**, our body stays completely still and passive, we are 'playing dead'. The body and mind are shutting down to some degree so that we don't feel the pain and suffer.

If the violence & harassment are very severe and/or continue over time, the fight-flight-freeze response becomes overactive. The signs of trauma are a decreased ability to feel good, happy and relaxed. In the case of trauma, we see danger everywhere. We are unable to think and act to escape danger. Even if we manage to escape and the danger is gone, we may continue to feel threatened.

## How do we cope with violence & harassment?

As domestic workers we generally wait before **fleeing**. We think twice before quitting our job or our abusive partner or family because this also threatens our and our loved ones' livelihood. We depend on our salary and can not afford to lose our job, or be dependant on the income of others. **Fighting** is also often difficult, as the abuser has power over us. We try to hold on and solve the problem in other ways. **Freezing** often happens in the case of rape, other abusive physical and sexual assault, or when we are constantly exposed to violent acts and the threat of violence.

When we feel we can not escape from the violence and abuse, we may also develop a fourth type of coping strategy: **'appeasing the abuser'**: We will try to prevent the violence from happening by making ourselves very small, avoiding being seen or heard and trying to fulfill the abuser's wishes in advance. This is very harmful to our health, because instead of focusing our attention on finding ways to defend ourselves, we spend our energy on pacifying the abuser.

A **successful coping strategy** is to **seek help and discuss** the violence and trauma it brings us with people we trust. Talking about the problem and seeking help are very important in coping with violence and finding ways to escape. But, some of us may feel too shy or too shamed to do so, as though the violence is our fault. Contacting others may not always be possible, and/or doing so may not stop the violence. Then, we may try to hide, and find diversions (excessive use of tv, medicines, alcohol, eating a lot, gambling or gaming). Or we freeze not only at the moment of violence but for a long time after. This means we have withdrawn into ourselves and have become passive and depressed. Worst, we start thinking we are to blame and take out the negative feelings on ourselves. If this happens we become a danger to ourselves and we **MUST** flee the abusive situation and escape immediately.

All of us, women and men, have developed different coping styles, or ways of dealing with the challenges and problems we face, based on our upbringing, character and experiences. Our overall coping style may serve and suit us well in our daily lives, but if violence & harassment come our way, our body, mind and heart experience a big shock. In response to trauma, we may start to behave in different, unexpected ways, like crying or being angry, suspicious, sad or sick most of the time. Then, we need to do other things to get rid of all the negative effects of the violence on us.

**Coping strategies and skills** that work for many people are about **checking what we feel and think**, and then **deciding what we want** to do (or not do). In dealing with violence, stress and trauma, we need to learn how to use our body, heart (feelings) and mind (thoughts) to take action and get to grips with the violence, stress and trauma this causes. **Coping** is about **using our body, heart and mind**, to go through and process what happened, and to act and deal with the problem by reaching out and seeking help, reducing the pain and the stress, and taking care of ourselves.

### Trauma release: Getting rid of what is stuck

After reacting to a threat, we need to **recover and get rid of the extra energy** we got to cope with the violence and its effects. When we are well, our mind and body go through a smooth daily cycle from alertness and action to rest and relaxation. When this cycle is interrupted, the charge of energy we got at the time of danger and violence, can get 'stuck' in our bodies. We can then find it difficult to get back to our usual daily life cycle.

The energy stuck in our system will likely be triggered when we encounter events, people or things that remind us of the earlier traumatic experience. Triggers that may ring the alarm bell in us can also be **a color, a smell, a sound or a sensation**. In that way, our present lives can be colored by our past, often in a negative way.

What we need to do is to **recharge our energy and reset our body, heart and mind**, so we can become happy again. We must do a thorough cleaning up to rid our body, mind and heart of all the dirt of the trauma. Over time, people everywhere have discovered many ways of 'resetting the body, heart and mind', 'blowing off steam', or 'recharging our life energy' to restore their balance: Walking or jogging, working-out, doing yoga or tai-chi, keeping a diary, talking about it with a trusted person, praying or meditating.

In summary, when deciding how to resist violence & harassment, many thoughts and feelings will come up. It helps to make space for these and to learn how we can express our justified anger without harming ourselves or others. Doing so will enable us to find the space to care for ourselves and others with love and respect.







## 4.2 : Healing from trauma and self care



90 minutes

	Aims	<ul style="list-style-type: none"> <li>To explore how we can heal from violence &amp; harassment and take care of ourselves</li> <li>To try out 2 different types of meditations to focus and recharge ourselves</li> </ul>
	Participants	<ul style="list-style-type: none"> <li>Domestic worker leaders</li> <li>Domestic workers who have experienced violence &amp; harassment</li> <li>Domestic workers who help handling violence &amp; harassment cases</li> </ul>
	Room Arrangements	<ul style="list-style-type: none"> <li>Steps 1 and 3: Seating in big or small groups</li> <li>Step 2: One flipchart stand and space for discussion by small groups in 3 corners of the training room.</li> <li>Step 4: Space for the big group to stand in a circle and move around.</li> </ul>
	Materials	<ul style="list-style-type: none"> <li>Step 2: Three flipchart stands, papers and markers in 3 corners of the room.</li> </ul>
	Training Aids	<ul style="list-style-type: none"> <li>Slide show: Healing from trauma and self care</li> <li>Handout 1: The 5 senses exercise, for the clip, click: <a href="https://bit.ly/GBV_care2">bit.ly/GBV_care2</a>.</li> <li>Handout 2: Points for discussion on coping, healing and self care</li> <li>Handout 3: Life energy exercises to heal trauma, for the clip, click: <a href="https://bit.ly/GBV_care3">bit.ly/GBV_care3</a>.</li> <li>Info note: Healing from trauma and self care</li> </ul>



### Session Plan Steps

1.	The five-senses exercise	Intro and meditation	10 minutes
2.	Coping, healing and self care	Small group work	40 minutes
3.	Coping, healing and self care	Sharing and conclusion	20 minutes
4.	Life energy exercises	Intro and meditation	20 minutes



### Preparation

- Read the training aids and the Infonote.
- For steps 1 and 4, click the clips with the mind-body exercises and/or practice them with someone else so you can guide the group.
- For step 2: Prepare 3 flipcharts, one with the heading: 1. Coping, another one with the heading: 2. Healing and the last one with the heading: 3. Self care. Put one flipchart each on the flipchart stands in 3 corners of the room.

## SESSION PLAN

STEP 1	THE 5 SENSES EXERCISE	INTRO AND MEDITATION	10 MINUTES
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- Link the session to the previous session and say: We are starting this session with a short meditation to **focus our attention on the 'here and now'** by using our 5 senses.
- Guide the group to do the meditation using handout 1, or click [bit.ly/GBV\\_care2](http://bit.ly/GBV_care2).
- Ask the group how they feel after the exercise and after a few responses move to the next step.

STEP 2	COPING, HEALING AND SELF CARE	SMALL GROUP WORK	40 MINUTES
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- Introduce the group work in the big group by saying: We are now going to **discuss how we can cope with violence & harassment** and start to **heal from the harmful effects** that violence & harassment have on us. Can some of you explain **what are the main coping strategies** that people have when they face violence & harassment? [*Fight, flight, freeze and appease responses, depression, self-harm, addiction or suicide. Successful coping strategies are seeking help and discussing the problem with people we trust, going through what happened, reducing the pain and taking care of ourselves, as discussed in previous **Unit 4.1** Coping with violence & harassment.*]
- Then ask: Can some of you explain **what healing is**? After a few responses, agree with the group: Healing is the process of **becoming healthy, well and happy** again.
- Distribute handout 2: Points for discussion on coping, healing and self care to the group. Ask for volunteers to each read out one of the points for discussion. Check if the topics [*coping, healing and self care*] and the points for discussion are clear. Clarify as needed.
- Say: We will work in 3 small working groups in 3 rounds. Divide the participants into the 3 groups, and give each group a name or number. Say:
  - In the first round, each small group will discuss and report their key points on 1 of the 3 questions in one corner in 15 minutes.
  - In the second round, every group will move clockwise to the next corner, read the keypoints of the first group, share your own ideas and add your key points on the flipchart in 10 minutes.
  - In the third round, every group will move to the last question, read, discuss and report it on the flipchart also in 10 minutes.
- Assign each group to one of the corners, and ask them to start. Walk around. In the first round, remind the groups after 10 minutes to write points on the flipchart. After 15 minutes start the second round, again reminding groups to write their points down. After 10 minutes start the third round, making sure the groups write key points down. After 10 minutes, ring a bell or clap your hands to stop the small group work and have a quick look at the points on the flipcharts.



### Tip for Trainers

- ▼ *If the participants are new to each other, shy or silent, and/or many of them are violence survivors, it may be better if they can share personal experiences on the 3 topics trauma, healing and self care in small working groups. In small groups people feel encouraged to speak, they become close to another, and can understand and comfort each other. If you decide to do the exercise in small working groups ask the groups to discuss the 3 topics in step 2, and discuss the outcome of the group work in the big group in step 3.*
- ▼ *If many participants have difficulty reading, make sure there is one literate person in each small group to help report their main findings.*

STEP 3	COPING, HEALING AND SELF CARE	SHARING AND CONCLUSION	20 MINUTES
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- Ask the groups to walk around to read the points of the other groups for around 5 minutes. Get the big group together, and ask them to sit down. Put the 3 flipcharts upfront and discuss the main points listed on each of the topics with the group. Ask people to clarify any points and discuss the main things participants agree or do not agree on. Main points to discuss for each topic are:
  - **Coping.** [We can **learn how to cope** with stress and trauma and fight the harmful effects of violence & harassment on our health and well-being **with our body, heart and mind**. Coping strategies and skills are about checking what we feel and think, and then decide what we want to do or not do. We need to **go through** and **process** what happened, and **to act and deal with the problem** by reaching out and seeking help, reducing the pain and the stress, and taking care of ourselves. Doing mindfulness exercises helps us to heal from trauma and restore our life energy, because they help us to focus on the **'here and now'**, and **let go** of negative thoughts and feelings that upset us.]
  - **Healing.** [After experiencing trauma, we need to find ways to heal ourselves. Healing from violence & harassment is not always quick and easy. Healing takes **time and energy**. It needs **patience, persistence** and a **commitment to change**. People often go through several **stages during the healing process**: denial, grief and anger; downplaying the violence and the trauma; bargaining and negotiating with yourself or fate; now knowing what to do; experimenting with new ways of coping; and acceptance and moving on. Sometimes we get into self-sabotaging practices that prevent us from healing. Not everyone heals, especially if they do not get help, and can't change the situation that they are in. Tips to help you heal are: Don't blame yourself. Be kind to yourself. Accept what happened. Connect and get help. Join a DWO group and take action against violence. Get to know yourself better. Take time for yourself. Do body-mind exercises.]
  - **Self care.** [Any activity that we do to take care of ourselves, so we become healthy and happy. It is about being active to protect one's own well-being and happiness. If we do self care activities we remind ourselves that we are important and need to look after our needs. Self care helps us to maintain a healthy relationship with ourselves as it produces positive feelings and boosts our confidence and self-esteem. We take care of ourselves through physical exercises, social relations and support, arts, hobbies and games, rest and recreation.]
- When the main points are clear, conclude with the key messages:
  - We can learn to cope with violence and trauma with our body, heart and mind: Reaching out, seeking help, going through what happened, reducing pain and stress, and taking care of ourselves.
  - Healing takes time and energy. It needs patience, persistence and commitment to change to recover from trauma and become healthy and happy.
  - We need to take care of ourselves. It produces positive feelings and boosts our self-confidence.

STEP 4	LIFE ENERGY EXERCISES	INTRO AND MEDITATION	20 MINUTES
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- Say: **Trauma depletes our life energy.** We can get rid of negative energy, recharge our life energy and heal in many ways. All of us need to find the ways that work for us. Exercises that use our body as the starting point can release tension and trauma and make us feel better. We are going **to try out** some of these **life energy exercises** now so you can experience and experiment how your body, heart and mind feel.
  - Click the clip at: [bit.ly/GBV\\_care3](https://bit.ly/GBV_care3) and/or guide the group in doing the life energy exercises.
  - When ready, ask the group to take 1 minute to experience how they feel.
  - Ask volunteers to share how they experienced the exercises. After some responses, thank everyone for their inputs with a big group applause.
  - Say: You can do these life energy exercises by yourself in your own place in your own time. Share the clip or distribute handout 3 to participants as they wish.



## HANDOUT 1

### The 5 senses exercise<sup>4</sup>

In this exercise, we show you how to focus in a quick and easy way. It brings your awareness to the 'here and now' and helps you to practice mindfulness in any situation. All you need to do is **to focus** on something you are experiencing with each of the 5 senses, one after the other.

Let's begin. Without straining or concentrating, just begin by noticing your posture. Your weight in your chair. Notice the air around you, your skin and your breath within.

Close your eyes and sit comfortably. Take a deep breath in. And breathe out. Another breath in. And another breath out. Start to relax and gently follow my voice.

- Slowly, open your eyes. With a soft gaze, notice 5 things that you can see. Look around you and bring your attention to 5 things that you can see. Pick something that you don't normally notice, like a shadow or a small crack in the concrete.
- Now, notice 4 things that you can **feel**. Bring awareness to 4 things that you are currently feeling, like the material of your clothes, the feeling of the breeze on your skin, or the smooth surface of your nails.
- Now, notice 3 things you can **hear**. Take a moment to listen, and note 3 things that you hear in the background. This can be the chirp of a bird, the hum of the refrigerator or an aircon, or the faint sounds of traffic outside.
- Now, notice 2 things you can **smell**. Bring your awareness to 2 smells that you usually filter out, whether they're pleasant or unpleasant. Perhaps the breeze is carrying a whiff of trees if you're outside, or the smell of a fast-food restaurant across the street.
- Now, notice 1 thing you can **taste**. Focus on 1 thing that you can taste right now, at this moment. You can take a sip of water, taste and chew a piece of gum, notice the current taste in your mouth, or even open your mouth to search the air for a taste.

Now open your eyes, stretch your body with your arms wide and yawn with your mouth wide open, saying Aaaaah...

You can do this exercise at anytime and any place. In only 2 minutes, it can calm you when you are angry. It can give you energy and can help you to make better decisions.

<sup>4</sup> Adapted from: PositivePsychology, *22 Mindfulness exercises, techniques and activities for adults, Five senses exercise*



## HANDOUT 2

### Points for discussion on coping, healing and self care

Share your experience and discuss the following points in your group.

#### Corner 1: Topic 1

**Coping:** What do domestic workers do to cope with the trauma and harmful effects of violence & harassment on their health and well-being? What are advantages and/or disadvantages of each of these ways of coping with the trauma?

#### Corner 2: Topic 2

**Healing:** What tips for healing can you share with domestic workers who want to heal from the trauma of violence & harassment? What are do's and don'ts for healing?

#### Corner 3: Topic 3

**Self care:** What is self care? How do domestic workers and women practice self care?

Discuss each topic, using the questions as a guide. Feel free to add and discuss important points to each topic as you see fit.

You do not have to agree within your group or between groups. Disagreements help develop critical thinking.



## HANDOUT 3

# Life energy exercises to heal trauma<sup>5</sup>

### 4 Steps to become aware of the life energy

Say: Body exercises help us to release tension and trauma and make us feel better. We are now going to try out 4 sets of life energy exercises so you can experience and experiment how your body, heart and mind feel when and after doing them.

Stand up and form a big circle. Take a moment to notice how you feel, how your breathing is, and where your attention and energy are. Notice anything that's there, and if you can't notice anything, that's fine too.

We start with **set 1: Grounding ourselves**

**Heel drops.** Begin by standing, and letting your eyes defocus, so you're not really looking at anything. Now, raise slowly up onto your toes, and then let yourself drop back down to your heels. Keep doing this at a slow rhythm, imagining that your entire weight drops down all at once through your heels. Let it make a loud thud! Bring your attention to the effect it has on your hips and lower back; maybe it feels as though the jolt loosens them. Try to let them relax. Do this for 1 minute.

**Shaking.** After a short pause, set yourself back in your standing position, and use your knees to create a gentle bouncing in your legs. Let your knees slightly bend, and then push backwards again into being straight, creating a soft shaking in your legs. Imagine this shaking can gently rock through your whole body, through your hips, up to your shoulders, and even your neck. Try to relax around your jaw, and your lower back and tail bone, as if the base of your spine is really heavy. Do this for 1 minute.

**Wave breathing.** Stand still again, and let your hands come to rest on the front of your thighs. Start noticing your breath. Now, as you inhale slowly, reach your chin forwards, glide your hips backwards, and lean your upper body forwards, creating an arch through your back. Pause for a moment, and then as you breathe out slowly, let your head relax downwards, bring your tailbone gently under and forwards, and round your back, coming gradually back into an upright position. Do this for around 8 breaths. This is a lovely way to extend and mobilize your spine. As you move, pay attention to the movement in your spine, and to how you feel your weight through your heels.

**Bamboo swaying.** After these 3 movements, come back to standing, and allow yourself to sway gently back and forth like bamboo in the wind for a minute. This rocking movement helps to discharge built-up tension. You might also notice little tremors or shudders in your body, which might feel a bit unusual at first, but allow them to travel through you. It's a way for the body to release tension.

**Checking in.** Finally, stand still for a minute, and pay attention to any internal sensations that you might be able to notice in your body now. Is there any difference in how tense or relaxed you are? Do you notice any difference in your legs and feet? Perhaps you can feel them as a bit more alive or with a kind of energy flow, or perhaps you feel connected to the ground differently than before.

<sup>5</sup> Davis, Soph Sam, *Four sets of somatic mindfulness exercises for people who have experienced trauma*, in PsychCentral, 8 Oct 2018



**In set 2** we experience **Quieting and Flow**

**Grab and let go.** Begin by standing and letting your eyes defocus. Now, slowly step 1 leg forward, and plant first your heel and then your whole foot on the ground. Let your weight move forwards onto that front foot, even though your back foot doesn't actually leave the ground. At the same time as you step forward, reach forwards with the arm on that same side, fingers outstretched. As your foot lands, close your hand into a fist, as though you're grabbing something. As you're doing this forwards, active motion, you breathe in. Then pause for a moment, and step back again, bringing your foot back next to the other one, and release and open your hand, bringing your arm back to your side. As you do this releasing, backwards motion, breathe out.

Do this movement with just one side for 1 or 2 minutes, and then switch to the other side for 1 or 2 minutes. Try to keep your attention in the 3 parts of this movement: your breath, your hand/arm, and your foot/leg.

**Checking in.** Stand still for a minute. You may notice the swaying from the last set begins all on its own. If it does, follow this for a little bit, and then start checking in with your internal sensations. Pay attention to your body now, and notice if there are any different sensations to before. Focus especially on where there is a sense of flow, aliveness, or tingling. Maybe the flow feels like going down your body, like slowly moving water. Pay attention to the feeling of wanting these sensations of aliveness to have more space, to be allowed to be there.

**In set 3** we put energy in our **Breath of life**

**Active breathing.** Begin by standing, and starting to focus on your breath. Take a deep breath in, and as you exhale, use your mouth to make the sound shhhh, as if you're telling people to be quiet. Make a loud sound! Pay attention to how it feels in the area between your chest and your stomach. Do it until your breath runs out, and then do it again, for around 8 breaths. The sound shhhh is useful for opening the diaphragm, which is often stuck or tight in states of internalized fear, limiting our breathing. Opening it helps us shift from a frozen state into becoming more activated.

**Calming breathing.** Now take another deep breath in, and make the sound mmmm as you breathe out. Press your lips together quite gently, and try to find the level of pressure between them that creates the most vibration through your whole head from the sound. Make the sound as long as you can, and then breathe in again. Do this for around 8 breaths, paying attention to the vibration feeling in your head. A humming sound is particularly effective in stimulating the vagus nerve, which helps an over-aroused nervous system to reset, allowing us to relax.

**Checking in.** As before, stand for a minute to check in with any body sensations that you might be able to feel now. If there are any tremors, or swaying, or the need to stretch, just let that happen. Can you notice any difference in your breathing now, or any difference in the sense of space inside? Can you give any images or words to describe the sensation or experience?

**Finally in set 4, we take control**

**Tense and relax your body parts.** In a standing position, you're going to tense up various area of your body as you breathe in and count slowly to 8, holding the tension quite strongly. Then let go of the tension as you exhale slowly, counting to 8. To make sure the relaxation part has enough time, inhale again to the count of 8, imagining that this body area is expanding or taking up more space, as if all of the cells are glowing. Then exhale to the count of 8, imagining that the area is relaxing, melting like butter. Do this tensing and relaxing **twice** for each area. It can be helpful to close your eyes while doing this, but if you're more comfortable with them open, that's fine too.

Our bodies tend to get stuck in certain patterns of areas that are overly tense (hypertonic muscles) or areas that seem absent (hypotonic muscles). In order to shift these states, we must first become aware of them, and a good way to do that is to intentionally create and release tension. This exercise brings some attention to what your nerves are usually doing unconsciously, and lets those patterns start to shift:

- Start by tensing your **neck and throat**. Many of us hold a lot of control in our necks, keeping rigid there as if it keeps us in control of situations. It is a great place to gain back some flexibility, in many senses. After doing this twice, rest a moment.
- Second, tense your **shoulders, arms and hands**, a bit like being ready to fight. Notice your muscles, and any sensations of strength in your own body now. Feeling your arms can give us a sense of how much space you can take up.
- Third, tense your **belly**. Many people feel a tense knot in their upper bellies connected to anxiety, while others feel an emptiness or lack there. Sensing your belly can start restoring a sense of depth of experience and quietness at just being.
- Finally, tense your **legs and feet**. Many of us feel quite separated from our legs, which can be a source of feeling our strength, standing our ground, or feeling the power to run away if we need to.

**Swinging.** After all of this tensing and relaxing, do an extra movement to make sure you discharge any excess tension. Stand and turn your upper body side to side, as if you're looking over first your right shoulder and then your left, gently rotating your whole upper body along the way. Let your arms be floppy, and follow the movement, so that they swing out in front of you and then knock gently at your sides at each end of the twist. You can relax your knees a little, and let your hips join the turning movement a bit. Feel the gentle twist of your spine as you move. Do this for around 1 minute.

**Checking in.** As before, stand still and check in with any body sensations that you may feel now. How light or heavy do you feel? How are your arms hanging beside you now? What kind of energy do you feel now?

Say: After doing the life energy sets, give yourself some time before talking to others and going on with your daily activities. Take a couple of minutes to be with your experience. Put some words to it for yourself: Are there any different feelings that you notice about yourself now? Then open your eyes and look around the room for a minute, just noticing how it is to be there now, and if anything looks different. It's important to have this time after the exercises for you to integrate your new body-heart-mind state before going back to your daily activities and talking to other people.



## Info note: Healing from trauma and self care<sup>6</sup>

**“Being human is not exhausting, violence and oppression is.  
Rage, pain, sadness, it is all justified.  
It is important to give voice to my rage and let it breathe  
so that it can become positive energy instead of self-destruction.”**

(Black Lives Matter, anonymous)

**“Caring for myself is not self-indulgence, it is self-preservation.  
And that is an act of political welfare.”**

(Audre Lorde)

### Recovering from trauma

**Trauma** tends to leave a lasting, **negative influence on the way our body, heart and mind works**. When we are traumatized, we tend to disconnect from our body (it feels numb), using our mind too much or too little, and feeling unhappy and sick all the time. This happens because the extra energy that we got to help us escape from danger (the flight, fight or freeze responses), often does not go away by itself. We remain in **‘danger mode’**: we feel anxious, angry, or very down. The **extra energy and emotions** cannot get away and **stay locked up in our nervous system**. We feel defensive, tense and alert, or break and collapse, reliving the trauma time and again. This keeps us from being present in our bodies in the ‘here and now’.

Violence & harassment bring pain, sadness and anger. When we use these feelings to decide what we do not want in our lives, we are using our past to guide our future. But, **pain and trauma have a way of making us feel stuck in our past**. Some of us struggle with letting go of past hurt and pain, we can feel trapped and unable to move forward in our lives.

Trauma **messes up our sense of time and memory**. Painful events replay in our mind in never ending circles. We often think these bad memories and emotions will never go away. Or we forget them for a while, and then suddenly remember and get overwhelmed by them again. However, **time can and does heal**. Painful memories and feelings do go away and fade with time if we can and want to let them go.

### Coping with trauma with our body, heart and mind

We can learn how to cope with stress and trauma and **fight the harmful effects of violence & harassment on our health and well-being with our body, heart and mind**:

- **Coping strategies and skills** are **about checking what we feel and think, and then deciding what we want to do or not do**.
- We need to go through and **process what happened**, and **to act and deal with the problem** by reaching out and seeking help, reducing the pain and the stress, and taking care of ourselves.
- Doing **mindfulness exercises** with our body, heart and mind can help us heal and build habits that are **useful to recover from trauma**: Being in the **‘here and now’**, and being able to **let go** of negative thoughts and feelings that upset us.

**Our body** is a **powerful tool** to help restore our life energy. Paying attention to body sensations is part and parcel of all mindfulness, but it is especially important to work with the body when we want to start healing from trauma. This helps us to balance and regulate ourselves and our nervous system. We become more present and connected, and start the process of recovering from the shock state that we’ve been unconsciously held in.

Addressing the **physical experience of an emotion** is a powerful way to work ‘bottom-up’ to change the negative associations we have with something due to violence & harassment. The past few decades of **neuroscience research** has revealed how the brain behaves after fear and trauma, how this affects our bodily sensations and our emotions and how the brain is, in turn, influenced by these bodily sensations.

6 Adapted from: Davis, Soph Sam, *Four sets of somatic mindfulness exercises for people who have experienced trauma*, in PsychCentral, 8 Oct 2018; Tanasugarn, A., *Healing from the past and living in your present*, April, 2020; van der Kolk, B., various video’s, e.g. *Yoga for trauma release*; Rutgers-van Wijlen, K., *Selected training materials on coping strategies and trauma release* (in Dutch), 2010-2020, Putten.

Therefore, it makes sense to work both **'bottom-up'** with bodily experience, as well as **'top-down'** with the heart and mind first noticing and then letting go of our fixed, often negative beliefs about ourselves and others, like our self-hatred, self-rejections and judgments.

## Healing

Healing from past pain and trauma means we become healthy and happy again. Everybody wants to heal when they are hurt, but healing from violence & harassment is not always quick and easy. **Healing requires time, patience, persistence and a commitment to change.** Humans are wired for wanting to feel good and to minimize feeling bad. But when we constantly live in a 'fight, flight or freeze' mode, we expect more pain the whole time, and we sometimes get into self-sabotaging behaviors to avoid that pain.

**Self-sabotaging behaviors** are practices that prevent us from healing. They start out as a way to reduce or avoid painful thoughts and feelings. We try to push these away, for example, by taking pills, over-eating, drinking too much, binge-watching, excessive gaming or gambling, and/or by isolating ourselves from others. This can lead to depression, further self-isolation, unhealthy relationships and a toxic spiral down of feeling worse and worse. If this happens, we need to change something, in ourselves and/or in our environment.

After experiencing trauma, **we need to find ways to heal ourselves.** These ways may be different for different people, and everybody can experiment with what works for them. A good place to start is to work with the body and the breath:

- We learn to notice what happens, and allow the body to sense its capacity to protect itself, so that we can experience the reality that the danger is over.
- We are able to give the painful experiences a place in our memory and settle them there, so they do not keep haunting us in the present.
- We do this little by little, coming to know what is safe, and what is not safe, and we are able to stay present in our bodies.
- We start to be curious again to explore sensations, new feelings and challenges.
- We are not afraid, do not avoid certain things, and are not judging ourselves, everything and everybody in harsh ways. We become strong again, and begin to trust that we can find our way again.
- In this way we heal, our symptoms disappear, and we are free to be happy and healthy again in our day-to-day lives.

We go through **several stages** to heal from trauma from the moment we have escaped from violence & harassment to becoming survivors who are healed. The stages are:

- Denial, grief and anger
- Downplaying the violence & harassment
- Bargaining and negotiating (with yourself, with fate, or the divine)
- Not sure what to do (passive, depressed, waiting for the problem to solve by itself)
- Experimenting with new ways of coping
- Acceptance of what happened, integrate it in our life and move on to a better future.

The road to recovery is different for different people. Not everyone goes through all the stages, or people may experience several stages at the same time. It is also common for anger and grief to keep popping up every once in a while on the road to recovery. One cannot say how long it takes to heal and get rid of a trauma completely. It differs from one person to another, and the depth of the trauma. We also need to realize that not everybody heals. For some people the trauma is too deep, they can't get over it, they remain traumatized and sick. This happens especially if they do not get help, and can't change the situation that they are in.

## Tips for helping us heal are:

- **Take time for yourself.** Balance is key when working on self-improvement. Being with others is vital for well-being but you don't need to be with friends, or on social media, or busy with organizing all the time. When you are alone, you can get to know yourself and give yourself attention and love. You need to love yourself before you can love others.
- **Don't blame yourself.** The person to blame for the violence & harassment that has happened is the perpetrator. It is NOT YOUR FAULT. Whatever blame or shame is projected on you in your community or workplace, remember that the blame for violence lies with the abuser and not the victim. However, many violence victims keep blaming themselves for what happened. They direct their anger towards themselves rather than the perpetrator, and so it becomes bigger rather than smaller.

- **Be kind to yourself. You are a good person:** Your hurt, pain, bad or sad mood, thoughts or feelings exist because of the violence done by somebody else, and it is this negative energy that we need to get rid off. We are all humans who are sometimes perfect and sometimes imperfect. You do not have to be perfect all the time. New skills need time to develop and bloom. Be kind to yourself if you slip up, find yourself reliving trauma or reverting back to old behavior patterns that are not good for you.
- **Get to know yourself better.** Think what you like and don't like in your life and work, and **what is important to you and what is not.** Find out what are your boundaries and limits and in what areas you want to grow. Decide what you want to change. This will be different for everyone but the main point is to give yourself time to heal and move ahead at your own pace. For many, setting boundaries is about making choices carefully. Find out:
  - What you can give and what you cannot give and to whom. Sometimes people ask too much of you and they try to exploit you.
  - With whom you want to be friends, and whom you do not want to have in your life.
  - With whom and where do you want to work? Sometimes you may need to find another job.
- **Accept what has happened.** We can only heal if we are aware and know that we are hurt and in a crisis because of the violence, and if we want to do something about it. The past is a done deal. We can't change it. But being stuck because of trauma hurts us in the present. Accepting that the past is over, allows us to grieve and to release the pain that we are carrying with us.
- **Connect and get help.** Reaching out and seeking the help of friends and co-workers is often the only way to be able to escape violence & harassment. Violence victims need material and emotional help. Sharing experiences with violence survivors, other domestic workers and Domestic Workers Organizations (DWOs) is a life-line for domestic workers who are survivors of violence & harassment.
- **Join a DWO group and take action** against violence & harassment. Taking practical action against violence & harassment by joining a DWO or a women's organization or any other organization and campaigning against it, helps you heal, makes you stronger and helps to prevent harm to other domestic workers. Violence survivors are strong advocates against it. They can help their peers heal, and become powerful sisters and rolemodels.
- **Start to do body-heart-mind practices** everyday. These are tools and techniques to calm down, relax, focus and heal. They teach us to stay in the present and to calm our mind when we experience emotional triggers (sounds, smells, sensations) that bring back the pain and the hurt. They help us to take our mind to a safe place and from there decide where to go or not to go. Examples are:
  - Deep belly breathing
  - Visualizing peaceful images, singing or focusing on calming words (mantras)
  - Meditation, prayer
  - Yoga, Tai-chi, Qi Gong
  - Trauma healing practices. Recent methods, such as bio-energetics, mindfulness, somatic experiencing or generative somatics, or healing rituals as practised by indigenous peoples, and religious or other groups.

## Self care

Caring for ourselves helps us to stay healthy and happy. Self care is about being active to protect our own well-being and happiness. If we do self care we remind ourselves that we are important and need to look after our needs. Self care activities help us to maintain a healthy relationship with ourselves as it produces positive feelings and boosts our confidence and self-esteem.

There are many ways to care for ourselves. Some are the same for everybody, like physical exercise, and social relations and support. Others are a matter of choice. Main types are:

- We need **to look after ourselves:** Drink a lot of water, eat healthy food, have a good sleep, contact friends, move our body and exercise, do things that give us joy and be able to rest and relax after our work.
- **Physical activity.** Regular exercises reduces stress responses by:
  - Decreasing stress hormones
  - Increasing well-being hormones
  - Improving calmness
  - Promoting better sleep.

These benefits increase our mood and sense of relaxation, so that we can cope better with stressful events. Doing physical activities, like walking, hiking, dancing, singing, fitness, yoga, body-mind-heart exercises or other sports with friends can be fun and makes us healthy and happy.

- **Social relations and support.** Relations with other people whom you trust provide a sense of safety and protection. Your social support may be different people, like: friends, co-workers, family members, teachers or any other person who is important to you. Doing things together and caring for each other nurture our body, heart and mind. Social interactions and support minimize our worries and fears of real or imaginary dangers.
- **Arts, hobbies and games.** All people are creative, but many people forget to be so when they grow older. What do you like to do to relax? What did you like to do as a child? What are you interested in? What do you want to try out and learn to do? For example, hiking, knitting, gardening and planting, drawing, painting, writing, singing, playing music, dancing, going to the movies. All of these activities open your mind and heart, are fun to do alone and with others, and release your creativity.
- **Rest and recreation.** We need time to rest and do fun and relaxing activities. We can meet old and new friends, learn many things, see new and old places, play games and give and receive joy. Give not only others but also yourself a present at least once a year. Enjoy and avoid getting into unhealthy habits on social media or in real life. Be careful because sometimes you can end up losing time and money. Commercial advertizing in malls and on the internet can play tricks with your body, heart and mind. If you buy something, get a 'like' on our phone, or win when gaming or gambling, the pleasure centre in your brain gets aroused, so you want to do it again and again.

### When to see a professional?

If you remain in a constant flight-fight-freeze response, and feel unhappy, irritated or depressed, consider to ask for further help. You should seek further assistance if you experience the following:

- Always feeling 'on edge', persistent worries, nervousness, or fear
- Stress that interferes with your daily activities, and inability to relax
- Fear of non-threatening situations.

### Check out the Survivor manual

For more online help to recover and heal from violence, harassment and trauma see the '[Survivor manual](#), a non-competitive site for trauma survivors, non-profit organizations, advocates, speakers, healers, artists, authors, and trauma informed care workers to inspire and empower abuse survivors and their loved ones to heal'.

The manual chapters are as follows:

1. Music as mantras, finding healing through songs
2. Cycle of healing
3. How to overcome negative self-talk
4. What you are saying in your head can change your life!
5. Treating trauma from a MIND/BODY perspective
6. Facing shame and self-blame after trauma
7. Self care: Taking care of our self
8. Understanding trauma
9. If she can do it - so can I
10. 7 Things you can do right now to start feeling better
11. Self-defense for survivors
12. Dealing with triggers
13. Loving yourself
14. What is self injury
15. How do you break the lifelong pattern of being a victim
16. Telling your story
17. Helping others helps your heal
18. Affirmation





## 4.3 : How to handle power struggles



120 minutes

	Aims	<ul style="list-style-type: none"> <li>To know how to stand strong and ‘ground’ ourselves.</li> <li>To understand and try out power dynamics between people.</li> <li>To have fun, feel strong, and use our body to support each other.</li> </ul>
	Participants	<ul style="list-style-type: none"> <li>Domestic worker leaders</li> <li>Domestic workers who have experienced violence &amp; harassment</li> <li>Domestic workers who help handling violence &amp; harassment cases</li> </ul>
	Room Arrangements	<ul style="list-style-type: none"> <li>Big open space for the group to stand, walk around and sit on the floor</li> </ul>
	Materials	<ul style="list-style-type: none"> <li>Computer and projector, flipcharts</li> <li>Steps 3 and 4: Flipcharts, markers, sheets of paper, flipchart stands, big black board or wall space</li> <li>Step 3: Container to collect roleplay scenario’s</li> </ul>
	Training Aids	<ul style="list-style-type: none"> <li>Slide show: How to handle power struggles</li> <li>Handout 1: Grounding exercise: We are strong, for the clip, click: <a href="https://bit.ly/GBV_care4">bit.ly/GBV_care4</a>.</li> <li>Handout 2: Strong together with our butt and spine, for the clip, click: <a href="https://bit.ly/GBV_care5">bit.ly/GBV_care5</a>.</li> <li>Info note: How to handle power struggles</li> </ul>



### Session Plan Steps

1.	We are strong	Grounding exercise	15 minutes
2.	The power triangle	Reflection and Q&A	15 minutes
3.	Power triangle dynamics	Walk-around exercise	20 minutes
4.	Dealing with power struggles	Pairs and roleplays	45 minutes
5.	Key messages	Conclusion	5 minutes
6.	Playing with our butt and spine	Game	20 minutes



### Preparation

- Read the handouts and the Info note and discuss it with others so you fully understand and can guide the group.
- Step 1: This exercise is one of the beginners’ exercises in many yoga, Qi Gong, Tai Chi and therapy courses. People experience the difference between their normal body position and a basic strong body position. Ask around and check for the right translation of ‘to ground one’s self’ in the training languages.
- For step 3: Prepare 3 flipchart papers: Using the full paper, write in big letters: ‘All powerfull’ on one paper, ‘Powerless’ on the second and ‘Power struggle’ on the third paper.

## SESSION PLAN

<b>STEP 1</b>	<b>WE ARE STRONG</b>	<b>GROUNDING EXERCISE</b>	<b>15 MINUTES</b>
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- Link the session to the previous session and say: We start with an exercise to ‘**ground ourselves**’ so you can **experience the difference between our usual body position and our strong body position**.
- Do the grounding exercise using Handout 1. We are strong, or click the clip: [bit.ly/GBV\\_care4](https://bit.ly/GBV_care4).
- Ask the group to share their experiences and conclude by pointing out the **benefits** of grounding to **recover** from violence & harassment: Grounding is about making contact with the ground under your feet. It helps us to be in the ‘**here and now**’: the present moment and time. It helps us to **feel good** so we can let go of unwanted flashbacks, memories, thoughts and feelings. Health benefits are better sleep and mood, and less stress, anxiety and pain.

<b>STEP 2</b>	<b>THE POWER TRIANGLE<sup>7</sup></b>	<b>REFLECTION AND Q&amp;A</b>	<b>15 MINUTES</b>
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- Ask the participants to come to their seat and say in your own words: [*In **Unit 3.1** Power and domestic workers, we talked about the different types of power: power over, power within, power to and power with.*] In this session we are going to **learn about and try out power relations between people**. As domestic workers and as women, we need to know about this as we are at risk of violence & harassment from our employers (and/or partners) due to the unequal power relations that exist between them and us. It is useful for us to know more about the power dynamics between people.
- Show slide 1 of the power triangle on the computer or on a flipchart and explain it, using the Info note. Power dynamics. There are three positions:
  - **All powerful:** I am almighty and superior.
  - **Powerless:** I am a victim and inferior.
  - **Power struggle:** I fight and never give up.
- Show a slide or flipchart with the questions and ask everyone to reflect individually for a few minutes:
  - **What positions do you recognize?**
  - **Which one is your favourite position and why?**
  - **What are the advantages and disadvantages of each position?**
- After 5 minutes, ask volunteers to express their thoughts and feelings.
- Invite answers to the questions and jot these down on a flipchart:
  - In the **all-powerful** position: [*You make yourself bigger than you are. You are in charge and you are always right. You have good qualities and strengths, and no weaknesses. You don't need anybody. You are untouchable, proud, stubborn. You are innocent of any wrongdoing and perfect. You also deceive yourself, because nobody is perfect.*]
  - In the **powerless** position: [*You make yourself smaller. You suffer and you don't resist. You drown in negative feelings. You are bad, it is your fault. You have no value and no good qualities. You are not up to it and you are afraid. You avoid problems and you manipulate. You may also get stuck and despair, because there is no way out for you.*]
  - In the **power struggle** position: [*You have courage. You resist. You want to be in control. You fight to win. You divide people as worthy winners and useless losers. You fight to get your way and gain respect. You train your willpower. You may not care much about others and improving relations. You may get tired and want to give up.*]

<sup>7</sup> Adapted from: Berg, J. van den & Tjoelker, A.: *Violence against women in relations* (in Dutch), RIMA and FIOM, Alkmaar, 1997.

STEP 3	POWER TRIANGLE DYNAMICS	WALK-AROUND EXERCISE	20 MINUTES
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- Say: Take a few minutes to think about power conflicts you have been in, and ask:
  - **In conflicts with your employer, what position do you take? What position does your employer take?**
  - **In conflicts with your family, what position do you take? And what position do they take?**
- Give the group a few minutes to think it over. While they do so, put the 3 flipcharts (each with one of the power positions) in 3 corners on the floor in such a way that they form a big triangle in the room and that all participants can easily walk around or stand by the flipcharts.
- After 2 minutes, invite the participants to stand-up and walk to the position that they usually take or would like to take in a conflict with their employer. [*They can also stand in between 2 corners if they want to choose 2 power positions.*] When all are standing around their chosen flipchart, ask the group in one corner to express their feelings through a sound or a gesture. Tell them they can exaggerate these, if they so wish. Repeat with the other 2 groups. Then ask a few people at each of the 3 corners: Why did they choose to stand there, and which corner would their employer likely choose?
- Ask the group to move to the position they usually take or would want to take in family conflicts. When all are standing in or around their chosen flipchart, again ask the group in one corner to express their feelings through a sound or a gesture. Repeat with the other 2 groups. Then ask a few people at each of the 3 corners: Why did they choose to stand there, and which corner would their family likely choose?
- Ask people to sit down and briefly discuss the walk-around exercise:
  - **Where do you think many domestic workers and women stand in the triangle?** [*Usually, they are more familiar with the powerless and power struggle positions. In conflicts with their family, they may also know about the all-powerful position.*]
  - **Where do your employers and partners/parents stand in conflicts with you?** [*Many employers and partners/parents often feel all-powerful and expect their domestic workers/wives and children to unconditionally obey them.*]
  - **Why are so many employers/partners/parents in the all-powerful position?** [*Employers are generally richer than the domestic workers, and they often feel superior because of their status, class, caste. Many family men and parents also want to be the boss in the relationship.*] Say: This situation is very unjust and unfair but it is the reality for many of us.
- Continue and say: If you look at the triangle, **what is the best position for you and why?** Note and discuss the responses [*Some will point to one of the corners, but the answer is: in the centre.*] Show slide 2 of the power triangle on the computer or on a flipchart and explain:
  - Each position has its advantages and disadvantages. If you and your employer/family have only one way of dealing with power conflicts, both parties tend to go in circles and easily get into a spiral of violence.
  - If you learn to center and stand in the middle of the power triangle, you have not 1 but 3 ways of handling the conflict. This is important: **As domestic workers and as women we tend to be given less power, so we need to increase our power ourselves.** Many employers think they are always right so we need to find ways of convincing them this is not true!

<b>STEP 4</b>	<b>DEALING WITH POWER STRUGGLES</b>	<b>PAIRS AND ROLEPLAYS</b>	<b>45 MINUTES</b>
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- Say: It is useful to analyze power conflicts and experiment with the use of the power triangle in this group. Here we feel safe and can try out situations. This can help us in real life.
- Ask everybody to stand up. Move the 3 flipcharts closer to each other on the floor and ask the group to sit in a big circle around them. Divide the group in pairs. Ask each pair to discuss and think of a **power conflict situation** between a domestic worker and an employer or an employment agent, that they would like to roleplay, using the power triangle. Give some examples, if needed. *[Examples: Employer wants to control and limit my free time. Afraid to say NO if employer insists I have to do dangerous tasks. I have to clean things that are already clean if s/he is angry with me. If I try to reason with my employer, s/he gets furious and threatens to fire me. I am silent when my employer scolds me, s/he cannot stand this, and shouts even more.]*
- Give the pairs 5-8 minutes, then give each pair a sheet of paper and pen and say to the group: Write down the conflict situation, and any questions or points you want to show in your roleplay. Fold your paper and put it in in the container in the middle.
- Invite a volunteer to shuffle the papers in the container, select 1 and read it out. Say: **Is this a common problem?** If yes, let us roleplay it. Who wants to play? In what role? *[Make sure not to appoint anyone but ask for volunteers. If participants are shy to volunteer, encourage them. If participants do not want to play the employer role, one of the trainers can take this on.]*
- Say: **Where does the domestic worker stand in the triangle? Where does the employer stand?** Ask the two players to take their position and roleplay their interaction. Tell the players they can change position and move somewhere else during the play. Ask the others to help the domestic worker to solve the conflict with the employer. After a few minutes, stop the play, applaud both players for their courage and briefly discuss how the players felt doing the play and what happened.
- If there is time, repeat and do 1 or 2 brief roleplays in the same way. Make sure to applaud each roleplay, and briefly discuss it.
- Ask participants how they decide if their employer's behaviour and demands are reasonable or not. After a few responses, say: If we want to **TEST** our employers' behavior towards us, ask and answer the following 3 questions:
  - **Does it serve the interests of everyone in the home?**
  - **Does it help me to do my work better?**
  - **Does my employer stick to her/his words?** (In other words: Play by the rule or 'walk the talk'?)
- Say: If the answers are mostly 'NO' there is something wrong with your employer's behavior towards you, and you may want to find a better employer.
- After doing and discussing the roleplays, conclude them with the following points:
  - **Who has what role in the employment relation?** The employment relation between an employer and a worker means both parties have responsibilities and duties towards one another, but the relation is often (very) unequal. When employers are unreasonable, do not treat domestic workers fairly, and abuse their power, we need to make clear that they have to respect the employment contract and our labor rights. *[This can be difficult to do because many employers feel superior and do not want to change the situation. Common tactics of abusive employers are: Control, abuse of economic power, isolation, intimidation, manipulation, exhaustion, denigration, or psychological and emotional desorientation.]*
  - **I can react in different ways.** The power triangle can help us to find out what our usual reaction in a conflict with our employer is, and what their usual reaction is. When we know this, we can try to use alternative ways: If we are always silent, try to speak up. If we always fight back, try to reason in a calm manner. If we tend to disregard our employers' wishes, try to listen and talk to them. Look them in the eyes and use your body language.

- **Get help from others like your friends and your DWO**, if there is no end to the conflict and it escalates (becomes bigger). If employers or employment agents are not reasonable and do not want to listen to you, you need to seek outside help, and talk to other domestic workers, or DWOs, unions, women’s or other organizations. They can help in approaching, speaking and negotiating with your employer. When employers do not treat us as fellow human beings but act as if they were the masters and we the slaves, they may easily harass or use violence against us. In such cases, we may need to file a complaint with help of our DWO, and/or find another job.

<b>STEP 5</b>	<b>KEY MESSAGES</b>	<b>CONCLUSION</b>	<b>5 MINUTES</b>
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- Conclude with the following points:
  - We stand stronger when we ground ourselves. Being in the ‘here and now’ makes us feel good. We let go of unwanted thoughts and feelings. We are happier, sleep better, and have less stress, anxiety and pain.
  - The relation between domestic workers and their employers is very unequal and employers can easily abuse us. We need to learn how to be strong and stand up for our rights.
  - When we think our employers are unreasonable towards us, TEST them: Are her/his requests and conduct towards me reasonable or not? Is s/he playing by the rules? If problems, harassment and violence continue we need to seek help and/or find another job.

<b>STEP 6</b>	<b>PLAYING WITH OUR BUTT AND SPINE</b>	<b>GAME</b>	<b>20 MINUTES</b>
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- Guide the group in doing the game using handout 2, or click: [bit.ly/GBV\\_care5](https://bit.ly/GBV_care5). Ask: **What was it like playing this game?** Briefly discuss the responses.
- Ask everybody to stand in a big circle and join hands. Say: Today we became stronger. Let us celebrate! We raise our hands together and shout: ‘We are strong! We fight violence! We do this together! We are stronger every day!’



## HANDOUT 1

### Grounding exercise: We are strong<sup>8</sup>

In this exercise we are going to experience the power of belly breathing and 'grounding' our body to the earth. We will learn how to stand strong and 'ground' ourselves.

- Walk around and form pairs of 2 by selecting someone with similar body length and weight. Take off your shoes. Invite the pairs to form 2 circles with one of each pair standing in the inner circle and the other in the outer circle.
- Say: We are now going to use our strength, one by one. Stand opposite one another at arms' length. When I give the START sign, you try to push each other away as follows: Everyone in the inner circle puts one hand flat against the breast (or the shoulders) of her partner in the outer circle and tries to push her away. Use all your strength, but stay in the same position, do not step forward closer to your partner. The person who is pushed tries to withstand it, but bends or steps backwards if the push is too strong. START.
- Now, switch roles and do the same. START.
- After some pushing, ask: **Was it easy or difficult to push one another around?** [*Usually it is easy to push people around, when they do not pay attention on how to stand firmly.*]
- Say: We are now going to '**ground ourselves**' to the earth and develop a basic, strong body position. In this position we stand firm and strong. Our feet connect to the ground and we pay attention to breathing and strengthening our belly button.
- Say:
  - Place your feet slightly apart under your shoulders, parallel to each other and with your toes pointing forward. Hang and relax your arms. Take a breath in, and sigh it out. Breathe in and out, relaxed and steady at your own pace.
  - Bend your knees a bit and feel your feet steady on the floor. Put your hands where you feel your breath (on your breast, midriff or stomach). On the next breath put your hands a bit lower and breath out lower to where your hands are. Do the same with each breath, until we are all breathing deep into our belly button.
- Say: Keep breathing low and steady. We are now going to repeat the pushing exercise. When I give the START sign, those of you in the outer cycle will put one hand against the breast of your partner and try to push her away. START. Then switch places: START.
- Ask the pairs to share their experiences on doing the exercise, and ask them how they feel.
- Conclude by saying:
  - Usually it is quite easy to push and be pushed around if we are not prepared for it. But we become strong, when we center our attention in the 'here and now' by breathing from the belly button, one of our power centers, and by connecting to the earth with our feet.
  - This exercise is an example of a grounding exercise where we build up our own energy and connect to the energy of the earth. Grounding is good for our health. It can help us pull away from painful memories of violence by focusing on what is happening in the present moment. This makes us feel more balanced and aware.

<sup>8</sup> Adapted from: Jacobs, J. and Verheggen, A., *Free your body: Bio-energetics by women* (in Dutch), Utrecht, 1991.





## HANDOUT 2

### Strong together with our butt and spine<sup>9</sup>

We are going to do some body exercises to have fun, feel strong, and use our bodies to support each other. Stand in a big circle.

- Stand in the basic grounding position with your feet under your hips or a bit wider, and your arms hanging down your sides. Bring your breath to your belly button. Breathe deeply, in and out.
- After a few deep breaths, bend your knees slightly. Rest with your hands on your knees. Move your upper body forward and stick your butt (buttocks, behind, bottom) backwards. Move your butt from one side to the other and back. Your weight remains on both feet. Sway softly back and forth.
- Find a partner who is more or less the same length and weight as you are. Form 2 circles: One of the pair stands in the inner circle and the other one stands in the outer circle.
- Stand with your butt against each other. With your butt in contact, bend your knees, rest your hands on your knees, move your upperbody forward and your bum backwards. When you are both standing comfortably, play around with your butt, pushing each other away a bit to and fro, swaying lightly together. Both of you must keep standing on your own feet. Don't stretch your legs because then you lose your power and balance.

Say: **What was it like to use your butt to remain in contact with each other? How did it feel?**

Discuss:

- Usually we don't use our butt to contact one another. As women, **we often feel that our butt is not our own**. Sometimes it is forcibly taken away from us. Men squeeze our butt, and beat or kick it without our consent. Our butt is often violated.
- Tell the group that, if they often have a cold butt, they can send attention and feelings to it, and massage it. In that way their butt will become warmer and belong to them again.

Tell people to go back to their partner and stand in the 2 circles. Say:

- Stand back-to-back in the basic grounding position. The idea is to rest against one another while standing, and support each other at the same time. Make sure both of you stand comfortably. If one or both of you don't feel good, correct your posture together silently by sliding or pushing your back against one another.
- Say: **How does your back feel? Can you feel your partner supporting you and you supporting your partner?**
- Now hook your arms together, and slowly descend together as far as you both can, in a comfortable way. Some of you may want to stop early. Some of you may want to stop when you are both in sitting position. Or when you are crouching. Some of may go down all the way, until both of you sit back-to-back. Sit like that for a few moments. Then get up together, keeping your arms hooked. You can only manage to do that if you both use the same amount of power and offer each other back support. Keep breathing, you can make some noise, keep your feet on the ground.

Ask: **What did you experience?** Say: Women often experience that they either have the role of always supporting others, or always the role of being totally dependant on the support of others. The **balance between giving and taking is often missing**. In this exercise we learn to feel our spine, and to receive support from each other without leaning on one another and giving up our independence.

<sup>9</sup> Adapted from Jacobs, J. and Verheggen, A., *Free your body, Bio-energetics by women* (in Dutch), Utrecht, 1991.

## Info Note: How to handle power struggles<sup>10</sup>

Power is present always and everywhere. Domestic workers are generally at a great disadvantage because they have to cope with unequal power relations, as women in domestic work and in their family. In **Unit 3.1 Power and domestic workers**, we already discussed how domestic workers can grow their power over, power within, power to and power with. Here we show how knowledge and use of power dynamics may help us to become stronger and act against violence & harassment from our employers, partners or others.

### The power triangle

In the power triangle there are 3 power survival positions:

- **All-powerful:** I am superior and almighty. In this position you make yourself bigger than you are. You are in charge and you are always right. You have good qualities and strengths, and no weaknesses. You don't need anybody. You are untouchable, proud, stubborn. You are innocent of any wrongdoing and perfect.
- **Powerless:** I am a victim and inferior. In this position, you make yourself smaller. You suffer and you don't resist. You drown in negative emotions. Both you and others are bad, it is your or their fault. People can not be trusted and you yourself have no value and no good qualities. You are not up to it and you are afraid. You avoid problems and you try to manipulate others.
- **Power struggle:** I fight and never give up: In this position, you resist and want to be in control. You divide the world in winners who are worthy and losers who are worthless. You fight to become bigger and gain respect. You train your willpower, you fight to win and you do not care about improving relationships.

In daily life, the power triangle often comes into play when there is a problem between people. From birth, we experience the different positions in the power triangle. We start with being totally dependent on others to survive to slowly becoming independent, and developing relations with others. Because of our experiences during our childhood, adolescence and in adulthood we tend to choose 1 of the 3 positions to survive when confronted with a power conflict. This position is your favorite. It is what you are good at and what has helped you the most so far. Knowing what your favorite position is gives you information about who you are and why you do what you are doing.

But it is also useful to gain experiences with the other two positions in the power triangle too. Gaining experience to act in all three positions helps you to grow: You step out of your comfort zone and stand in the middle of the triangle. You gain inner power (power within), take responsibility and grow your 'true self'.

**Common changes** when moving from one corner to the middle are:

- **For the all-powerful:** You may experience pain and anger at first. But you will become a human with good and bad qualities and people will start to like you.
- **For the powerless:** At first, it is difficult to act and take responsibility for your actions. But it will make you feel good and you start to value yourself.
- **For the fighters:** You may not know what to do and feel vulnerable at first. But it will be a relief to stop struggling all the time and you are free to do other things.

### Unhealthy power dynamics between employers and workers

Employers and workers have an employment relationship. Both parties have duties and responsibilities towards one another. They need to agree on the work to be performed and the employment and working conditions, like payment and hours of work. The employer has a right to supervise and control the **work done by the worker**, but does not have the right to control **the worker as a person**.<sup>11</sup>

Usually the relationship between employers and domestic workers does not start with severe violent acts by employers but gradually, they may become violent and abusive towards their workers. Generally an employment relationship starts with building trust and encouraging behavior that is 'right' from both sides. However, when there is an emphasis on demanding compliance, and a focus on 'what is wrong' there is a risk of the employment relationship turning into an abusive one.

<sup>10</sup> Adapted from: Servellen van, A., *Birth pangs of power, Self-management for women* (in Dutch), Amersfoort, 1992; Berg, J. van den & Tjoelker, A., *Violence against women in relations* (in Dutch), RIMA and FIOM, Alkmaar, 1997.

<sup>11</sup> Hough, X., *5 Signs you're in an abusive employment relationship (and what to do about it)*, 2018

Often, the process goes as follows:

- The employer may start to exert some **control** over the domestic worker. It may not be noticeable at first. If your employer starts to reduce your autonomy, micromanages your work, tightly controls your movements, puts in place control mechanisms that restrict your freedom or decision-making power with little logic or justifiable reasons, it is likely that the employment relationship has started to be abusive.
- The employment relation is **abusive**, when employers **misuse their power**. This happens when they delay salary payments, or when they deduct money for (imaginary) mistakes or faults by the domestic workers; when they add more and more work and larger responsibilities; or when they ask domestic workers to do dangerous work or additional duties without extra adequate payment and without asking domestic workers whether they agree. Sometimes employers may also try to **isolate** their workers by controlling their access to 'the outside world', and restricting their victim's social support network by preventing them from seeing family and friends.

Other common tactics of abusive employers are:

- **Intimidation and manipulation** of their victims to submit them into total obedience by showing-off their absolute power through trickery, blackmail and deceit.
- **Exhaustion** wears down the victims' physical, psychological and emotional strengths, and weakens their resistance. Examples are preventing victims from eating and sleeping well, or piling too much work onto them.
- **Denigration**. Systematic insults and putting a person down destroy victims' self-esteem and self-confidence. The victims are often not aware of this strategy and put the blame on themselves.
- **Psychological and emotional disorientation**. Frequent acts of abuse produce feelings of helplessness, fear and despair. This undermines the victims' sense of identity and self-esteem. The threat of violence and the memory of past acts of violence can lead to a constant state of fear where the victim believes that the perpetrator is all-powerful and that resistance is futile and impossible.

Abusive employers think that they are special and superior, and that they have high standards which are not being met by their workers. They wear perfectionism as a badge of honor when it is merely a weapon. 'Good' is never good enough. And it is always the workers' fault. Abusive employers do not consider themselves as responsible for the deterioration of the employment relationship. In this way, many abusive employers work their way through a series of domestic workers whom they see as dispensable rather than acknowledging and addressing their own poor leadership skills.

If we want to find out whether our employers' behavior towards us is reasonable or not, do a **TEST** by asking ourselves the following 3 questions:

- **Does it serve the interests of everyone in the home?**
- **Does it help me to do my work better?**
- **Does my employer stick to her/his word?** (In other words: Play by the rule or 'walk the talk?')

If the employment relationship is not constructive anymore, we need to try to find another job. This can be difficult, especially for child and migrant domestic workers. Many employment relationships deteriorate gradually, but, because domestic workers don't have the power to change it and lack alternatives, many of them stay in abusive employment relationships for much too long. This damages their health and well-being. Seeking help and companionship from other domestic workers and joining DWOs, in person and online, are key to escaping from abusive employment relationships.



## 4.4 : What to do against sexual violence & harassment

120 minutes

	Aims	<ul style="list-style-type: none"> <li>• To learn about the ‘double trouble’ of sexual violence &amp; harassment</li> <li>• To know what to do against sexual harassment and assault</li> <li>• To experience the power of our voice</li> </ul>
	Participants	<ul style="list-style-type: none"> <li>• Domestic worker leaders</li> <li>• Domestic workers</li> </ul>
	Room Arrangements	<ul style="list-style-type: none"> <li>• Steps 1 and 4: Big open space to stand and move around</li> <li>• Circle seating in big group and small groups</li> </ul>
	Materials	<ul style="list-style-type: none"> <li>• Flipchart papers and markers</li> </ul>
	Training Aids	<ul style="list-style-type: none"> <li>• Slide show: What to do against sexual violence &amp; harassment Video: <a href="#">Las Tesis, A rapist on your path</a>, 2019, Chile,</li> <li>• Handout: Small group work on dealing with sexual harassment &amp; assault</li> <li>• Info Note: What to do against sexual violence &amp; harassment</li> </ul>



### Session Plan Steps

1.	Body talk	Energizer	10 minutes
2.	Sexual harassment & assault	Intro and small group work	45 minutes
3.	Sexual harassment & assault	Reporting and discussion	40 minutes
4.	Experiencing the power of our voice	Game	20 minutes
5.	Key messages	Conclusion	5 minutes



### Preparation

- If there are both women and men in the training, do this exercise first separately with women facilitators for the women and men facilitators for the men. Then bring the groups together to share the main findings and key messages.
- Prepare for the training by reading the Info note. Update yourself about the laws and practices on sexual assault, rape and harassment, and victim’s rights in the training country/area, and make a list of contacts where domestic workers can seek help. Discuss it with legal and gender experts, and practitioners working in women’s crisis centres.
- For step 1: Write each of the below 4 statements on a piece of paper for 4 small groups. Each of the groups receives one of the statements below:
  1. You have just fallen **in love** and have butterflies in your stomach
  2. You have just made a big mistake, and you feel **ashamed**
  3. You have been blamed for something you did not do and you feel **indignant**
  4. You very much **admire** the others in the big group.
- For step 2: Prepare the questions for group work on a slide, or on a flipchart.

## SESSION PLAN

<b>STEP 1</b>	<b>BODY TALK</b>	<b>ENERGIZER</b>	<b>10 MINUTES</b>
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- Ask everybody to stand in a big circle and say: We are going to do a game using our body language. First we divide in 4 small groups, by counting 1, 2, 3, 4 in the big group. After doing the round of counting in the big group, ask the people with the same number to stand together. Explain the game:
  - Ask: **What is body language?** [*posture, facial expressions, hand gestures.*]
  - Every group will get one statement with a feeling. Each group has to express and show this feeling to the other groups. You can not talk or use your voice. You can use all other parts of your body.
  - When people from the other groups guess what the feeling is, they call it out.
  - The winner is the group which performed best.
- Give each of the groups a statement, and one minute to prepare. Then each group performs, stopping when the other groups have guessed their emotion. Give an applause to the winning group.
- Briefly discuss in the big group: **How do you use body language in your day-to-day life?** How? What is the advantage? Do you notice the body language of others? [*Understanding the body language of others can help us pick up unspoken issues, problems or feelings people may have. We can also use it ourselves to add strength to what we say and share feelings with others.*]

<b>STEP 2</b>	<b>SEXUAL HARASSMENT &amp; ASSAULT</b>	<b>INTRO AND SMALL GROUP WORK</b>	<b>45 MINUTES</b>
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- Link the session to the previous session and introduce the aims of the exercise. Say: **We are now going to discuss what is sexual harassment and assault, and what to do if it happens to us.**
- Say: **What is sexual assault and rape?** (Or, who remembers from **Unit 3.4** Sexual violence & harassment and gender stereotyping?) [*Use the Info note of Unit 3.4 Sexual violence & harassment and gender stereotyping as needed. If Unit 3.4 was not done earlier more time will be needed.*] Get some responses and say:
  - **Unwanted sexual contact:** Any type of sexual contact or behavior that occurs without the explicit agreement of the recipient **by use of force, threat or abuse of authority.**
  - It is called **rape** when it involves forced sexual intercourse or the penetration of the vagina, anus or mouth of the victim, however slight.
- Ask: **What is sexual harassment?** Get some responses and say: **Unwanted conduct of a sexual nature**, affecting the dignity of a person that is **unwelcome, unreasonable and offensive to the recipient.** The two main types in an employment situation are:
  - **Quid pro quo (this for that) harassment or sextortion:** This abuse of power forces the recipient to choose between giving in to sexual demands or losing job benefits, and may involve rape and other sexual assaults.
  - Creation of a **hostile** or intimidating **working environment.**
- Introduce the points of discussion for the small group work:
  1. **Are we at risk of sexual harassment and assault in our workplaces and families? Why? Are all domestic workers aware of this?**
  2. **What are the effects on the victims? Are they silent about it? Why?**
  3. **What are the reactions of the people around them (family, employers, community, the police)? Why? Is this just and fair?**
  4. **What will you do if sexual harassment and assault happen to you? From whom will you seek help and support?**
- Ask if the questions are clear. Divide the participants in 4 small groups, give them the handout with the points of discussion.



- Give the groups time to discuss and prepare a report of the summary of their discussion. Remind them to make their report 5 minutes before stopping the group work.
- When the groups are ready, get everybody together in the big group for the next step, and ask the groups to display their reports for all to see.

<b>STEP 3</b>	<b>SEXUAL HARASSMENT &amp; ASSAULT</b>	<b>REPORTING AND DISCUSSION</b>	<b>40 MINUTES</b>
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- Ask the groups to report as follows:
  - Ask a group to report on point 1: **Are we at risk of sexual harassment and assault in our workplaces and families ? Why? Are domestic workers aware of this?** Invite the other groups to list other points that were not brought up by the first group reporter. [Yes, we are at **high risk of sexual violence**: *It can happen in our own home or in our workplaces, where we may (have to) live in the house of our employer. **Sexual services are not part of our work**, but, we are less powerful than our employer and are sometimes forced to provide sexual services against our will. Many but not all of us, are aware that employers are not allowed to touch us, but some of us feel forced to do so, because we don't know or fear to lose our job, if we don't obey.*] Ask: **Is this a problem for many domestic workers who you know?** And further discuss the experiences of participants with this problem and how they have dealt with it, using the Info note, as relevant. Make sure to agree with the group that:
    - **Sexual services are not part of our job description**
    - Requesting **sexual services from minors is a crime**
    - **Adults** should be **free to decide for themselves**
    - If our choice is **not respected**, we experience sexual violence
    - **Break the taboo & create a safe space** in DWOs to discuss sexual matters and help each other.
  - Ask another group to report on point 2: **What are the effects on the victims? Are they silent about it? Why?** [*Low-self-esteem, guilt, trauma and harm to mind, body and soul, sexually transmitted diseases (STDs), unwanted pregnancy, search for safe, legal and affordable abortion, unwanted child, suicide, job loss and difficulty in finding another job. Victims often keep silent as they know they will be shamed and blamed, because of gender inequalities and stereotypes in the societies and communities where they work and live. Victims often suffer from the double trouble of experiencing sexual violence & harassment and having to cope with victim blaming by their environment.*]
  - Ask another group to report on point 3: **What are the reactions of the people around them (family, employers, community, the police)? Why? Is this just and fair?** [*Victims often experience **double trouble**: Employers, family, the community, the police and society often **blame the victims**, rather than the perpetrators, for sexual violence & harassment because gender inequalities and other power imbalances between the victims and their abusers. In many countries, the police is known to often take complaints of violence victims lightly, and to belittle the victims. This double trouble harms the victims even more. **Rape culture** exists in communities and societies where sexual violence is normalized and seen as a natural part of daily work and life: Abusers think they are entitled to do it and victims do not dare to question it. All of this is very unfair.*] Discuss and agree with the group that we should **break the culture of silence** around sexual violence and harassment and **stop rape culture**.
  - Ask the last group to report on point 4: **What will you do if sexual harassment and assault happen to you? From whom will you seek help and support?** [*Realize that it is NOT your fault. Your looks, dress or behavior are not the cause of the violence, and trying to prevent sexual violence & harassment by wearing many clothes, no make-up etc. is usually not an effective strategy against it. **The abuser is the problem, NOT you**. Always **say 'NO' to sexual advances that you do not want**, otherwise the harassment will get bigger. Discuss the sexual harassment with friends, write down or record what happened and file a complaint with help of your DWO, if possible. In case of sexual assault, try to defend yourself by shouting and running away if you can. Sexual predators look for victims who are easy, scared and silent. They will get discouraged if you **yell, shout and struggle**. If it is too dangerous and you can not run and escape, you will have to endure it. Then, try to get away silently as soon as you can. Do not wash yourself and keep torn and dirty clothes because*



you need proof of the sexual assault. **Report the violence and file a complaint** but **seek help first**, from friends, a DWO, or other persons you trust who can come with you to a health centre and the police.]

- Conclude: We and our DWOs need to fight sexual violence & harassment. We need to help violence victims and encourage them to report sexual assault and harassment, and help them to press charges and access justice, first with the police and then the courts. We need to speak out to change attitudes, laws and practices to prevent these abuses from happening. Give a big applause with the group



## Tip for Trainer

In case of Training of Trainers (TOT) workshops or courses for domestic worker leaders, trainers and organizers, briefly discuss the difficulties that victims of sexual violence experience in accessing justice, and DWO priority actions to root out the problem of sexual violence against domestic workers.

- ▼ Say: The right to live a life free from sexual assault and harassment is universal and enshrined in many national and international laws. Women have started to speak up in many places when the Me Too movement encouraged women worldwide to break the silence. Progress has been made but gender discrimination, patriarchal attitudes and institutional discrimination continue to make it difficult to implement the law. Therefore: Victims keep silent. Sexual offenders act with impunity and get away with it. The police, judiciary and even medical personnel don't do their job properly, and sometimes may make things worse.
- ▼ Say: **Not reporting the crime and not having access to justice usually increase the chance that a victim will remain a victim** for the rest of her life, because it becomes more difficult to heal and become a survivor.
- ▼ Ask: **What are DWO priority actions against sexual violence and harassment?** Brainstorm with the group, writing their answers on a flipchart or board and adding priority actions from the info note, as needed.
- ▼ Continue with a shorter version of step 4.

<b>STEP 4</b>	<b>EXPERIENCING THE POWER OF OUR VOICE<sup>12</sup></b>	<b>GAME</b>	<b>20 MINUTES</b>
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- Invite everybody to get up and stand in a circle in a space where everyone can walk around easily. Divide the group in 2, by asking everyone to call out number 1 or 2, one after the other.
- Ask everybody to remember their number and say: We are going to **use the power of our voice** in 3 rounds. Start the game, taking around 5 minutes for each round. Encourage the participants along with the instructions asking them to be as lively and enthusiastic as possible:
  - In round 1, say: We are going to walk around in this space. Whenever you meet somebody, every number 1 says: YES, and every number 2 says: NO. Then you walk to the next person and do the same. Speak softly first but make your voice louder as you go along. After a minute, I will ask you to speak as loud as possible, and a minute later, I will ask you to scream and also stamp your feet.
  - In round 2, say: In this round we will swap. We will do the same but the number 1's will say NO, and the number 2's say YES.
  - In round 3, say: Walk around, meet others by making eye-contact and say 'I am (your name): First shyly and softly, then confidently with a clear and friendly voice, and finally with a very loud and friendly voice and big arm movements.
- Stand in the big circle and discuss the game with the following questions:
  - **How was it to use your voice in this way? How did it feel in your body?** [Many women feel shy to speak up, and some may find it really difficult to use a loud voice. Others find it easy to speak out and tell others what they think.]

12 Adapted from: Berg, J. van den & Tjoelker, A., *Violence against women in relations* (in Dutch), RIMA and FIOM, Alkmaar, 1997.

- **Was there a difference in saying YES and NO? How did you notice that?** [For most people it is easier to say YES (positive message), than to say NO (negative message).]
- **Do you recognize any of this in your daily life?** [Women domestic workers tend to find it difficult to say NO to others and always say YES, as it is part of our job to care for others. If this becomes our automatic response in everything we do day and night, we may go over our own boundaries, and overstretch ourselves. We need to be able to make our wishes clear and say NO to our employers when needed.]
- **Did you use eye-contact in the first 2 rounds? How was it to add eye-contact in the third round?** How did it feel to say your name in a confident and loud manner.
- Close the game with an applause for all.

<b>STEP 5</b>	<b>KEY MESSAGES</b>	<b>CONCLUSION</b>	<b>5 MINUTES</b>
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- Conclude the exercise with the key points, for example:
  - It is not our fault. We are not guilty. The perpetrators are guilty and must be punished.
  - Speak up and say NO to sexual advances you do not like, always and as soon as possible.
  - After a sexual assault, get help from friends and go to the hospital and the police to file a complaint. Keep the proof: Do not wash yourself and keep all your clothes.
  - We and our DWOs need to break the taboo around sexual violence, talk about it and speak out against it.
  - We need to stop rape culture. We want a culture based on mutual respect and dignity.
- End with showing and singing along with a song against sexual violence & harassment, for example, ‘[A rapist on your path](#)’ from feminist arts group Las Tesis, 2019, Chile.



## HANDOUT

### Small group work on dealing with sexual harassment & assault

Discuss the following points in your group:

1. **Are we at risk of sexual harassment and assault in our workplaces? Why? Are all domestic workers aware of this?**
2. **What are the effects on the victims? Are they silent about it? Why?**
3. **What are the reactions of the people around them (family, employers, community, the police)? Why? Is this just and fair?**
4. **What will you do if sexual harassment and assault happen to you? From whom will you seek help and support?**

Summarize the main points of your discussion on a flipchart to report to the big group.

## Info Note : Sexual violence & harassment: Double trouble & what to do about it<sup>13</sup>

**‘Every human being has a right to live and work without sexual violence.**

**It is not your fault. YOU ARE NOT GUILTY, the abuser is guilty.’**

### Sexual violence in law and in practice

In the feudal, patriarchal past, it was common for powerholders to demand sexual services from their slaves, serfs, servants and subordinates. This type of behavior has been outlawed almost everywhere in the world. Sexual assault is a crime in the laws of almost all countries with justice to be pursued through the police and the criminal courts. In 2018, over two-thirds of countries prohibited sexual harassment in workplaces in various laws (criminal; labour; non-discrimination; occupational safety and health, or other laws).<sup>14</sup> See **Unit 7** Laws, policies and practices against violence & harassment, for more information.

But **sexual violence is still common** in areas **where patriarchal, sexist, racist and slavery-type practices** persist, and where there are strong class and caste differences. Even now, powerful men everywhere all too often continue to force women, children or other men to provide them with sexual services. Sexual assault and rape are also used to **punish women and those who do not conform to gender norms**, and are used as **weapons of war** and in conflict and refugee situations. Institutional gender discrimination continues to exist in law enforcement agencies, where patriarchal, authoritarian and militaristic ideologies, norms and systems are still deeply embedded.

**Talking openly about** experiencing **sexual assault, rape and harassment** is **taboo** in many groups and societies. Therefore, it is important to speak out loudly and forcefully against sexual violence & harassment: Public and private opinions need to change to put a stop to these crimes. **Violence victims are NOT the ones who did something wrong.** The **blame is on the perpetrators** and on the societies, public institutions and the general public that condone a rape culture: A culture where sexual violence & harassment is considered a normal part of daily work and life. In a rape culture, abusers take it for granted that their behavior is permitted and victims do not dare to question it.

But things are changing because **women have started to speak up.** In the early 2000s, sexual violence survivors and activists started the **Me Too movement** against sexual abuse when women published allegations of sex crimes against powerful and prominent men on the internet. The aim of ‘Me Too’ is to break the silence and empower women through empathy, solidarity and strength in numbers. The movement began to spread on the internet in 2017, when millions of women started to use the hashtag #MeToo on social media to visibly demonstrate how they survived sexual assault and harassment, especially in the workplace. The #Me Too movement has spread to women and men of all colors, classes, occupational groups and gender identities in many countries.

### Sexual services and domestic work

Sexual violence happens between strangers and in public places but it happens much more often between people who know each other, like in a marriage, in families, households and at work. **Domestic workers** are, therefore, **at special risk:** They work in private households and provide care services to employers and other members in the household.

Some employers are respectful but others feel that they can do anything they want in their own household, including sexually harassing their domestic workers, demanding sexual services from them, or trying to seduce them by offering extra money. Some domestic workers **do let their employers know** that they are not allowed to touch their bodies, in particular their private parts. But others just **accept this behavior** for fear of losing their job, because they need the money or because they think they have to do everything that their employers ask them to do, whether they like it or not.

<sup>13</sup> ILO, Brief No. 2: *Sexual harassment in the world of work*, ILO Geneva, 2020; ILO, *Action against sexual harassment at work in Asia and the Pacific*, Bangkok, 2001, [https://www.ilo.org/wcmsp5/groups/public/--asia/--ro-bangkok/documents/publication/wcms\\_bk\\_pb\\_159\\_en.pdf](https://www.ilo.org/wcmsp5/groups/public/--asia/--ro-bangkok/documents/publication/wcms_bk_pb_159_en.pdf);

<sup>14</sup> 2018 World Bank data, cited in UN Women and ILO, *Handbook: Addressing violence & harassment against women in the world of work*, New York and Geneva, 2019

Employers often want to **regulate the way we look and dress**. It is not uncommon for (female) employers to insist on a conservative dress code for their domestic workers to ensure they look chaste and unattractive, and will not 'seduce' their husbands, fathers or sons. Many domestic workers resort to covering themselves with layers of clothing to shield their bodies from roving eyes and hands. This usually doesn't work, because the problem has nothing to do with domestic workers' dress or looks, but everything to do with the intent of the perpetrators.

Provision of **sexual services is not part of the job description** of domestic workers. Soliciting **sexual services from children and young workers under 18 years is a crime** almost everywhere. As **adults**, we should **be free to decide for ourselves** and say NO to sexual advances that are not welcome. We should not have to cope with working and living in an environment where sexual violence against us is considered a normal, natural and 'unquestioned' part of our work and life. There should be no coercion whatsoever on the part of our employer, family or friends and our **choices must be respected**.

If we don't want to provide sexual services to someone in the employer household and this person insists, we experience **sexual violence**. It is advisable to find another job and escape as soon as possible as providing sexual services against our will is harmful to our health and well-being.

Engaging in a sexual relationship with someone from the employer household is risky because of the **unequal power relations** between our employers and us: They have **control over our livelihood**. If we consent to sexual services to them, they may want to take control over our body as well, for example by refusing safe sex practices. If the relationship turns sour and we wish to end it, or if they want to get rid of us, they have the upper hand. They can easily fire us and ruin our reputation by spreading lies.

**Talking about sexual matters is often taboo** so many domestic workers don't discuss these types of problems, even with their best friends, when they encounter it in their job, because they are afraid of being blamed or looked down upon. This means they don't get help and advice when they need it. This may **make an already difficult problem even worse**. It is important that we create a **safe space in our DWOs** where we can openly discuss the problems we face, and all of us need to respect the life and job choices that other sisters make.

## Double trouble and rape culture

Dealing with all types of violence is difficult but surviving sexual assault and harassment is especially difficult for many of us, because of the double trouble that many victims have to deal with in families, workplaces, communities or societies with a rape culture, where sexual violence is considered a normal part of life:

- Firstly, it **harms our sexual feelings, organs and sexuality**. Feelings of humiliation, anxiety, anger, powerlessness, depression and lack of motivation and energy are common. Victims lose their self-worth and self-esteem, and confidence in their abilities. Sexual assault can also result in physical injuries to our sexual organs, in sexually transmitted diseases or HIV, in an unplanned pregnancy, an unwanted child or difficulties in gaining access to a safe and legal abortion.
- Secondly, victims of sexual violence **suffer further pain and harm because they are blamed, humiliated and looked down upon**, as though they were responsible for the crime. Gender norms and stereotypes about women's and men's sexuality allow and encourage sexual freedom for men, restrict sexual freedom of women and put the blame on women victims for sexual violence against them: Women are accused of having 'asked for it', because of their beauty, sexy dress or 'loose' behavior. They are considered tainted, dirty and unclean. Male victims face prejudices around homosexuality, and are shamed because of their 'unmanly' behavior.

Due to such societal attitudes many victims keep **quiet if** they have suffered from sexual abuse. Even their family may put pressure on them to stay silent and keep the family honor intact. For example, in Cambodia, a proverb says: 'A ripped skirt should not be further torn', or, when the damage is done, it is not useful to cause more harm by letting other people know about it. Employers of domestic workers also tend to blame the domestic worker rather than the perpetrator for the violence.

The lack of support and the shame of having to live with the **prejudice and stigma** cause victims of sexual violence to want to take their own life and commit suicide. Others may be thrown out of their family, their workplace and their community. Domestic workers who are victims of sexual violence may have to migrate to survive. Some will find work again as domestic workers, others may start to earn money as sex workers.

We have to **break the culture of silence** around sexual violence and harassment and **stop rape culture**. Not talking about sexual violence perpetuates a cycle of continued violence as perpetrators know they can get away with it time and again. People who blame victims, protect perpetrators, and all those who silently stand by and just let it happen, contribute to harming victims. They help create and maintain a rape culture where sexual violence against girls and women is common and normalized in their family, workplace, community and society.

## What to do if sexual harassment and assault happen to you<sup>15</sup>

**Sexual harassment often starts small** with a suggestive touch, remark, compliment, email, photo or other message, or an invitation. An employer or person whom a domestic worker cares for may ask the domestic worker to touch their sexual organs when they have to be helped with going to the toilet, washing or changing clothes. Or, a domestic worker is being asked to give intimate massages, or watch pornography. **If you don't say NO** and submit to the demand, however unwillingly, the **harassment will continue and become worse**.

**If a sexual advance is unwelcome to you** and you do not want it, it is generally wise to **do the following**:

- First of all, realize that it is **not your fault**, however you dress or look and no matter how you behave. You can try to avoid the harasser, wear more clothes, do not wear make-up, etc. Often, doing so will not stop the harassment. You are harassed not because of your looks, dress or behavior, but because harassers look for victims who are easy to get and scared and will be silent.
- It is best to tell the abuser to stop the behaviour right away. **Clearly say 'NO'** to any sexual advances that you do not want right away. Be specific and firm about what you do not want. This will discourage many harassers.
- **Speak to others** about the harassment. Discuss it with other domestic workers. Discuss it with your employer if s/he is not the harasser, if possible, and ask him/her to protect you from the harasser and stop the wrongdoing.
- **Write down and record** what has happened (date, time and place, who did what, what was said, names of any witnesses). Keep and save these reports and any other relevant messages or photo's in a safe place.
- In many countries sexual harassment at the workplace is prohibited, so you can **file a complaint**. Check with your DWO, they can help you to find out what options you have and to decide on a course of action.

When an attempt of **sexual assault and rape** takes place in or outside a house, the perpetrator will try to grab the victim and quickly move her to a place where the crime can not be seen and heard. If this happens it is generally wise **to show clear resistance**:

- Sexual predators get discouraged if you **yell, shout and struggle**. You may think that if you make them angry, they will hurt you more, but mostly they want an easy, quiet victim who will not cause them trouble. For example, they will not assault women with an umbrella or something else in their hands that can be used as a weapon.
- If someone is coming towards you, **yell out loudly 'Stop' or Stay back'**. If you carry an object that you can use as a weapon, hold it out. Show that you are not afraid to fight back and you are not an 'easy target'.
- As a **self-defense mechanism**, if someone is following you into a room, elevator, or staircase, turn around, **look him in the face and ask him a question**. By doing so, you lose appeal as a target, because you become a subject rather than an object. Also, now you have seen his face, and can identify him at the police station when the police line up suspects.

Of course, **resistance is not recommended** if you are threatened with a knife or other weapon or if you are clearly outnumbered by two or more aggressors. In such cases you do not have much choice as you do not want to die. Resistance, especially in group situations can lead to more violence. Begging for mercy is also not likely to help in such cases. Try to be docile and passive, and try to keep your body limp to avoid harm to your sexual and other organs. Try to get away as soon and as silently as you can.

## What to do after sexual assault

Sexual assault, including rape, is a **crime everywhere**. Still, many victims of sexual assault and rape do not seek medical treatment and do not report the crime to the police or other authorities. They are ashamed and afraid that they will be blamed for the crime and may suffer from more prejudice and unfair treatment from the authorities and in the community.

This is a real danger for many victims but one that needs to be overcome. It is often difficult but **very important to report sexual assault** and seek justice. If sexual assault and rape crimes are not reported, the perpetrator will continue to find, molest and rape other victims without fear of punishment. **Not reporting sexual assault is like saying that it is normal and allowed in society**.

<sup>15</sup> Adapted from: ILO, *Action against sexual harassment at work in Asia and the Pacific*, Bangkok, 2001; ILO and Gender and Development for Cambodia (GAD/C), *Women workers' rights and gender equality: Easy steps for workers in Cambodia*, Bangkok, 2004



Sexual assault, including rape is a crime that is punishable under criminal law in almost all countries. In criminal law, the burden of proof is higher than in other types of law. It is, therefore, important that you can prove the rape:

- **Do not wash yourself or the clothes you were wearing** before going to a health centre or hospital and the police. If you do so, you will wash away the evidence. Take anything else that is proof of the crime such as his clothes or his messages on your phone.
- The best thing is to go to the police as soon as possible. But first: **Contact people you trust**, like other domestic workers, friends or family and ask them to come with you to the hospital and the police. This is safer and will give you the power and strength to tell your story. BUT, if you cannot reach people you trust, go to a health centre and/or the police and ask them for help in contacting a womens' crisis centre, a hotline, or another group or organization you trust.
- Go to a hospital a clinic or **health post** and say that you have been sexually assaulted. Ask the medical staff to examine you and make a medical report. Ask them to check your organs, and take samples of semen and DNA as evidence and record, and store it safely. Ask for a **copy of the medical report** to take with you to the police.
- Then go to the **police** to report the assault and **make a complaint**. Take all evidence, like torn and dirty clothes, with you, and give a copy of the medical report to the police. Ask for a police report and say you want to **press charges** against the perpetrator. This step is often forgotten and it may be difficult to do it later. If it does not happen criminal charges against the perpetrator(s) can not be made. Always ask for a **copy of the police report**.

Domestic Workers Organizations (DWOs) and their allies need to encourage domestic workers to report sexual assault and harassment, and help them to press charges and access justice, first with the police and then the courts. Some victims may need time and may not be ready to report violence and harassment. In such cases, their choice must be respected.

### Difficulties in access to justice

It is difficult for victims in general to report sexual assault and harassment, even if the right to live a life free from sexual assault and harassment is universal and enshrined in many national and international laws. **Not reporting the crime and not having access to justice usually increase the chance that a victim will remain a victim** for the rest of her life, because it becomes more difficult to heal and become a survivor.

Due to gender discrimination in societies, and patriarchal attitudes, prejudices and institutional discrimination in law enforcement agencies, there are a number of problems with the implementation of the laws against sexual assault and harassment:

- **Victims do not want to come forward and press charges** against perpetrators due to the social stigma of being a sexual harassment or rape victim. They may also be encouraged and pressured by their families or the perpetrators' families to keep quiet, because of shame, prejudice and pride around family honor. Sometimes, victims and/or their families agree to accept money in compensation for the crime.
- Taking advantage of their power, their higher social status, income and ability to subvert justice, **sexual offenders** often choose their victims carefully, they **take advantage** of their power and higher social status, and think they can attack them with impunity. Often they are right, because sexual predators have been tolerated in most societies for centuries.
- The **police and the judiciary** often do **not treat sexual assault and harassment seriously**. Women may be belittled, ridiculed or threatened with further sexual offenses. Some women have even been sexually assaulted by law enforcement agencies when making a complaint. Officials also may try to compromise and settle cases quickly with little or no compensation, lose evidence and documentation, or delay the process. They may be subject to bribes and threats themselves if they pursue cases in an honest way.
- **Medical evidence is important** to win the case but the medical authorities are also not always cooperative. They can also be subject to bribes and threats, may lose evidence or refuse to be a witness in the courts.

### Progress, continuing challenges and priority actions for the future

Times are changing. We want a culture based on mutual respect and dignity. We want to **stop rape culture**, and **bring about universal condemnation of violence & harassment** in families, workplaces, communities and societies. Many DWOs fight sexual violence together with other women's, workers and human rights organizations and movements.

**Priority actions** include:

- **Advocacy for stronger laws** against sexual violence & harassment of all women workers and **effective mechanisms** to implement these laws in practice.
- Awareness-raising **campaigns to change public opinions** on sexual violence against women. This remains important because public opinions in communities and societies change slower than the rule of law.
- **Support to victims in pursuing a complaint** to ensure that they are able to report and pursue a complaint without fear of continued harm by others (known as victimization). Legal and financial support is crucial to help domestic workers pursue cases.
- Systematic **awareness-raising and training programmes** on sexual violence against women for **domestic workers and public service agencies** like the police, the judiciary, health providers and labor inspectorates, and employing more women leaders and staff in these agencies.
- **Setting-up of women's crisis centres and hotlines** to help victims of sexual violence. In some countries such services are available to men too.
- **Training and counselling victims of sexual violence** to recover and help them to become survivors.



## 4.5 : We empower!



90 minutes (+ 30 for the photo-shoot during a break)

	Objectives	<ul style="list-style-type: none"> <li>● To experience: I am in charge!</li> <li>● To develop: We empower!</li> <li>● To create and become strong together</li> </ul>
	Participants	<ul style="list-style-type: none"> <li>● Domestic worker leaders</li> <li>● Domestic workers who have experienced violence &amp; harassment</li> <li>● Domestic workers who help handling violence &amp; harassment cases</li> </ul>
	Room Arrangements	<ul style="list-style-type: none"> <li>● Step 1: Big open space for the group to sit down or lie down comfortably</li> <li>● Seating in big and small groups</li> </ul>
	Materials	<ul style="list-style-type: none"> <li>● Markers, flipchart paper and a roll of masking tape</li> <li>● A big black board for the body builder photo shoot – see step 5</li> <li>● Creative materials (flipcharts, markers in many colors, clay, musical instruments)</li> </ul>
	Training Aids	<ul style="list-style-type: none"> <li>● Slide show: We empower! <sup>16</sup></li> <li>● Handout: Power exercise: I am in charge! For the clip, click: <a href="https://bit.ly/GBV_care6">bit.ly/GBV_care6</a>.</li> <li>● Info note: We empower!</li> </ul>



### Session Plan Steps

1.	I am in charge!	Power exercise	20 minutes
2.	We empower	Q&A in big group	15 minutes
3.	We empower	Group work and exhibition	50 minutes
4.	Key messages	Conclusion	5 minutes
5.	I am powerful	Photo shoot	30 minutes (during a break)



### Preparation

- Read the handout and the Info note. If you guide the group in the power exercise in handout 1 yourself, practice it before you guide the group.
- Step 1: Clean the floor so the group can lie down comfortably, if possible, or arrange for comfortable seating.
- For step 5, see the slide of the woman with body builder arms drawn on black board and arrange for a similar set-up, time and place to make a body builder photo of each participant.

<sup>16</sup> Flanagan, C., *E is for empowerment, How to be empowered, if you feel powerless*, 2020. E-mail: [caroline@babyproofyourlife.com](mailto:caroline@babyproofyourlife.com)

## SESSION PLAN

STEP 1	I AM IN CHARGE!	POWER EXERCISE	20 MINUTES
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- Ask everyone to lie down or sit comfortably on the floor (If it's not clean or smells, ask the group to sit comfortably on their chairs). Say: We will now discuss how we can empower ourselves and give direction to our work and life. **We start with a power exercise on how to direct ourselves.**
- **Introduce the meditation** by asking participants: Are you sometimes overwhelmed by sad or depressive feelings, moods or thoughts? Or do you sometimes feel that you are almost bursting from joy, flaring up in anger or swimming in tears? Ask some volunteers to share.
- After some responses, explain that it is healthy to have such feelings when there are important events in our life or when we have shocking experiences. However, sometimes such feelings, moods or thoughts can overwhelm us. We may feel we lose control over ourselves and what is happening to us. For such situations, we are going to do a meditation exercise to help us to reset and recharge ourselves.
- Guide the group in the meditation, or click the clip: [bit.ly/GBV\\_care6](https://bit.ly/GBV_care6).
- Ask what people think of the exercise. After some responses, say: This is a good exercise to do a few times per week for several weeks, until you memorize it. Then, you can use it any time to come back to yourself if you get overpowered by unwanted memories, emotions, thoughts, or anything else that burdens you. It will help you to drop such weights, become light and clear and find the most effective way of going forward. Provide the handout and share the link [bit.ly/GBV\\_care6](https://bit.ly/GBV_care6) with those who want it. .

STEP 2	WE EMPOWER	Q&A IN BIG GROUP	15 MINUTES
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- Link the session to the previous session and say, we are now going to **discuss ways of empowering ourselves**. Ask: **What is empowerment?** [*Becoming stronger, having self-worth, self-respect and self-confidence. Gaining the freedom and power to do what you want and control what happens to you.*] Ask: **Why do we need it?** [*We need to be able to make changes in our families, workplaces and societies, so that we can have decent work with a living wage and a live a happy and healthy life free of violence & harassment.*]
- Say: Empowerment is both a goal and a process. Ask: **Who knows what that means?** Write responses on a flipchart or board and explain:
  - The goal of empowerment is to **take control over our own lives**, take our own decisions and set our own goals, increase our autonomy and agency.
  - Becoming empowered is a process: No one can empower another. Everyone needs to do it. You are the only one who can empower yourself. **No one can empower us. We have to do it ourselves.**
- Remind the group of the discussion in **Unit 3.1** Power and domestic workers (as relevant) and say: In the empowerment process we gain:
  - Power within – Personal power
  - Power to – Creative power
  - Power over – Caring power
  - Power with – Shared power
- Remind the group of the discussions in **Unit 2.1** Sex, gender and gender equality and/or in **Unit 2.4** Equality and discrimination in our work and life (as relevant) and say: Increasing the power of women does not mean domination of women over men but changing men's unfair domination over women and achieving equal power between women and men, resulting in benefits for all. Likewise, empowering workers and increasing their rights is not about doing away with employers. It is about changing employers' unfair power over workers so that workers can provide their labor, earn a decent income and work & live in a safe environment free of violence.

- Say: Empowerment of domestic workers, women and other discriminated groups means we need **structural changes** in the ways economies, laws, social and cultural rules and practices and public opinions are organized and operate **so our societies become more equal, fair and just**.
- Say: Structural changes in societies require collective actions. This is why it is important for domestic workers to empower themselves as individuals and to empower themselves as a group. We will discuss how to do this in **Unit 5** Collective actions against violence & harassment, and **Unit 7** Laws, policies and practices against violence & harassment. In this session, we are developing more ideas on the actions we can take ourselves for our own empowerment.
- Say: Many of us know about ways to empower ourselves, so let us discuss how to do it. **What tips can you share?** Write the tips from participants on the board [*Self care, collective action, being proud of ourselves, being kind to ourselves, being conscious of our own power to change, starting to take action NOW to use and increase our power ourselves.*] Make sure the 2 points 'Be conscious of how your power directs your life' and 'Act to empower yourself' are discussed using the Info note, but keep it brief.

STEP 3	WE EMPOWER	GROUP WORK AND EXHIBITION	50 MINUTES
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- Say: We are now going to be **creative in working groups**. Every group will make a poster or another artwork, or do an activity (body-paint, clay, drawing materials and papers, textile paint and textiles, song, dance) to express your group's empowerment. Let's brainstorm on creative ideas. Write all the ideas of participants on a flipchart or board, and check with them which ones can be done now in this session. Cross out the ones that cannot be done now.
- Ask participants to select an activity that they want to do and ask them to put their names for that activity on the flipchart or board. If a group gets too big, divide it in 2, maximum 5 to 6 people per group so everyone can participate actively.
- Tell the groups to start making what they want to make. Tell them they have 20 to 25 minutes, and ask them to finish their work 5 minutes before the time is up.
- When the groups are ready, invite everybody to the big group and ask each group to showcase their product in the big group. Give a big applause for each artwork or song.

STEP 4	KEY MESSAGES	CONCLUSION	5 MINUTES
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- Say: Let us conclude with the key messages:
  - I am in charge of myself: I don't let myself be ruled by only one part of me, be it my body, my emotions, my thoughts, my desires or my roles.
  - I empower myself when I become stronger and self-confident, and gain the freedom and power to do what I want and to control what happens to me.
  - Empowerment is about everyone, women and men of all colors, classes and ages, making informed choices and deciding about their own life and work in their family, community and society by themselves.
  - We need to take action to empower ourselves as individuals and as a group. We need to organize and take collective actions to make structural changes so that our societies become more equal, fair and just.

STEP 5	I AM POWERFUL	PHOTO SHOOT	30 MINUTES
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- Say: Let us remember this training by doing a photo shoot of ourselves as a **bodybuilder**, one by one. Show the body builder slide, and tell participants to line up for the photoshoot in the break. Make sure every participant gets their bodybuilder photo on their phone by the end of the day, and keep a set for the workshop report.



## HANDOUT

### Power exercise: I am in charge!<sup>17</sup>

Say: We are going to do an exercise to experience: I am in charge! It helps us realize that each of us, as a person, is more than the sum of our many parts: Our body, heart and mind, our past and the roles we play in our work and life. **All of these are parts of us and together they make up our identity as a person.**

When we have been hurt by violence & harassment, we may lose ourselves and drown, and become obsessed with only one or a few of these parts: Examples: We punish our body by eating too little or too much. We are stiff with anger. We feel sorry for ourselves. We worry a lot all the time. We live in the past or are afraid of the future. When this happens, we are no longer in control of ourselves: One or more parts start to rule over us, rather than that we rule and look at ourselves, **as a whole person who is in charge of herself.**

Ask everyone to sit or lie down in a comfortable and relaxed position. Slowly take a few deep breaths from your belly. Close your eyes, or if you do not want to close your eyes, focus them on something else. We will go on a journey. Relax. Try to imagine, in your own way, what you are hearing.

1. Let us become aware of our **body**. How it lies or sits on the floor. Feel how your body lies (or sits) on the ground. How your clothes touch your skin. Let's realize: I have a body. My body is sometimes relaxed, and sometimes it is stressed. It can be hot, or cold, or hungry. Sometimes, my body feels fine and sometimes, it does not. Sometimes it is rested, sometimes it is tired, I value my body. It is precious as it helps me experience and act in my everyday life. But, I know my body is not the total me. It is my valuable tool. I want to look after it well and keep it strong and in good health. But it is not my whole self. **I have a body, but I am not my body.**
2. Let us become aware of our **feelings**. What do you feel right now? What feelings do you often experience in your life? Look at the positive ones, look at the negative ones. Do not judge whether they are good or bad. Let's realize: I have my feelings, but I am not my feelings. My feelings vary, they change and sometimes they contradict each other. They may swing from love to hatred, from calm to anger, from joy to sorrow. Yet my essence, my true nature, does not change. 'I' remain. Though a wave of anger, jealousy or excitement may wash over me, I know that it will pass in time, I am not this feeling. I can observe and understand my feelings. I can learn to direct and integrate them in my life. But they are not my self. **I have feelings but I am not my feelings.**
3. Let us become aware of our **thoughts**. Let us look at our thoughts. What are you thinking right now? Let the thoughts come and go. If you think you have no thoughts, be aware that this is also a thought. Let's realize: I have thoughts, but I am not my thoughts. I have a mind but I am not my mind. My mind is a valuable tool to discover things and express myself, but it is not the essence of my being. My thoughts are constantly changing as I get new ideas, knowledge and experience. Often, my mind refuses to obey me! So, it is clear that it is not myself. **I have a mind, it is important to me, but I am not my mind.**
4. Let us become aware of our **past**. Let us look at our past. What do you feel and think about your past right now? Let the feelings and thoughts come and go. Let's realize: I have a past, but I am not my past. Many things happened in my life, when I was growing up, as a child, as a teenager, as an adult. I have experienced a lot. My memories are important, they are part of me, both the good ones and the bad ones. But I am more than my memories and my past. I can see myself, I have done some good things and some bad things. People did good things and bad things to me. These experiences and memories are part of me. But they are not my self. **I have a past but I am not my memories.**

<sup>17</sup> Adapted from: Assagioli, R., *Self-identification exercise*, in Sorensen, K., *Disidentification*, 2018 and Ferrucci, P., *Disidentification*, in Rutgers-van Wijlen, K., *Selected training materials on psychosynthesis* (in Dutch), 2015-2020, Putten.



5. Let us become aware of our **desires**. What were your main desires when you were a child? What are your main desires in your life now? Sometimes our desires become so strong that they dominate us. Let's realize: I have desires, but I am not my desires. Sometimes my desires become too strong. I am homesick and want to go back, I want to gamble, I want to see my bad lover, I want to drink, I want to smoke, I want to take pills. My desires change and can contradict one another, like I want to eat a lot and be slim at the same time. These desires are part of me. But they are not my self. **I have desires but I am not my desires.**
6. Let us become aware of our **roles**. Let us look at our roles: What we do. We all do many things and play many roles in our life and in our work. Let's realize: I play my roles as a woman and as a domestic worker as best as I can. I do my best to be a good wife, mother, lover, daughter, domestic worker, carer, friend, activist and leader. But I am more than a woman, a worker and all these other roles. These are all the roles, that I am playing. I can watch and observe myself playing each role. But, I can not be reduced to only one of these roles. **I am not only the actor in all these roles, but I am also the director of the acting.**
7. **Who is the one who is aware of these things?** Who has looked at my body, my feelings, my thoughts, my past and my roles just now. Let us together realize: **It is Me**, myself. **I am the one** who looked at all these parts of me. All these parts together form my identity, my self, my essence and my will. Say to yourself: **I am in charge over myself**, capable of observing and using my body, heart and mind and directing and playing the roles I have in my life. I am the magician keeping all my balls in the air. I conduct the music I make. I am the creator of the art I make in my life.
8. Say: In summary, **to know who we are, relax ... and repeat silently with me so we always remember:**
  - I have a body, but I am not my body
  - I have feelings, but I am not my feelings
  - I have thoughts, but I am not my thoughts
  - I have a past, but I am not my past
  - I have desires, but I am not my desires
  - I have roles, but I am not my roles
  - **I am more. I am the sum of these parts. Together they form my real and true self.**
9. End by saying: Try to hold on to this awareness for some moments with your eyes closed.

After some moments of silence, ask everybody to come back, open their eyes, stretch a few times and yawn loudly: Aaah.



## Info note: We empower!<sup>18</sup>

### What is empowerment and why do we need it?

Empowerment is about **becoming strong and self-confident, and gaining the freedom and power to do what you want and to control what happens to you**. Over the many years of struggle, the worldwide 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 for discriminated people and groups.

### Empowerment is both a goal and a process:

- **Goal:** Empowerment is about people – women and men – taking control over their lives: **We need to take our own decisions and setting our own goals**, gaining skills and self-confidence, solving problems, seizing opportunities and realizing our potential through individual and collective actions.
- **Process:** No one can empower another. Everyone needs to do it. **You are the only one who can empower yourself and we are the only ones who can empower ourselves**. Other people and institutions can support processes that can nurture and advance the self-empowerment of individuals and groups.

Empowerment aims at increasing people's **'agency' and 'autonomy'**: Our capacity to be in control of our own lives, to make our own choices, to act on our own behalf, to defend our own interests, and to have self-worth, self-respect and self-confidence. Empowerment is about enabling women and men of all colors, classes and ages to make informed choices and decide by themselves about their own life and work in their families, communities and society by themselves.

In the empowerment process people gain:

- Personal power – Power within
- Creative power – Power to
- Caring power – Power over
- Shared power – Power with

For more info, see **Unit 3.1** Power and domestic workers.

We need to empower ourselves as women and as workers. Keep in mind:

- Women's movements have long emphasized the importance of achieving gender equality by increasing women's power. But, the goal of gender equality is not domination of women over men but about ending men's unfair domination over women. The goal is equal power, opportunities, incomes, and treatment for both women and men resulting in benefits for all.
- Similarly, empowering workers and increasing their rights is not about doing away with employers or domination of workers over employers. It is about ending employers' undue and unfair power over workers so that workers can provide their labor and earn a decent income in a safe working environment.

The empowerment of women, workers and other discriminated groups has both a **human rights and a political-economic dimension**: It is about realizing the rights of people as a goal in its own right and about realizing structural changes to create more equal, fair and just economies and societies. It is about achieving equality and decent work for domestic workers, women and all other groups that are oppressed and face discrimination, violence & harassment in families, workplaces, communities and societies.

Both **individual and collective actions** are needed to progress towards societies with equal participation and decision-making for all. As domestic workers, we need to:

- Take actions to empower ourselves as individuals and as a group.
- Engage in collective action to fight for structural changes so that our societies become more equal, fair and just.

<sup>18</sup> Adapted from ILO: *Gender Equality in labour migration , policy and management, GEM toolkit*, Bangkok, 2016; Flanagan, C.: *E is for empowerment, How to be empowered, if you feel powerless*, 2020  
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## Tips for empowering ourselves: Act!

Below are some ideas on how to start the road to self-empowerment:

- **Be conscious of how your power directs your life.** Life isn't just 'happening' to you, even though it may sometimes feel that way. Think of the hundreds of small decisions you take every day. Together, these reflect your values and shape not only your day, but your life. This will develop your sense and feeling of control over your own circumstances.
- **Act to empower yourself.** Find the power to influence outcomes in your own life. Find power in yourself to deal with situations where you feel powerless. Do not wait for others to give you the solutions to a problem, or for a broken, unfair system to be fixed by someone else. You have two choices – you can dwell on all the things you can't do, all the obstacles in your path and the unjustness of it all, OR you can focus on what you can do, on what you can control, and influence the direction of your life that way. There are things you can do to take charge of your circumstances and direct your own future.
- **Be empowered by others and empower them.** Join a community and be part of a group, like a Domestic Workers Organization. There is safety in numbers, and there's power too. Being part of a group where the members are all passionate about a common cause and driven towards a similar goal is massively empowering. In such groups each member is interested, focused, and sustains, encourages and inspires the others to achieve so much more than they could alone. We humans are social beings, the support and energy of others around us is the most empowering of all.
- **Find role models.** Look for people who embody the values you admire. Use their qualities and successes as inspiration for your own life and work and look at the circumstances they have overcome. If they can do it, you can do it too.
- **Be proud and reflect on your successes.** Think back to a time when you surprised yourself when you achieved something you feared you couldn't do. Reflect on how you felt before and after you had achieved your goal. Harness that positive feeling to give you the power to try again when you feel afraid. Keep a record of your successes – awards, praise, testimonies – and regularly review them to sustain your confidence and power.
- **Say NO!** It can be hard to say no to things or to people, especially if you are someone who likes to please, or you are afraid of seeming uncommitted. But if you never say no, you'll never be empowered. Your life will be dictated by other people's needs and expectations of you and not by what is best for you and what you want your life to be. Saying no seems difficult at first, but it's one of the most empowering things you can do.
- **Practice self care.** Make yourself a priority. Your well-being is the key to making a success of yourself. You can't be empowered if you are physically and mentally depleted. Eat healthy food, get regular exercise and develop a good sleep routine. Allow yourself some time-out every day to reflect and check in with yourself – how are things going and do you need to make any changes? If you take steps to stay healthy and strong, you will have the energy and power to take control of your life.



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# DOMESTIC WORKERS ORGANIZE AGAINST VIOLENCE & HARASSMENT

## TRAINING PACK



### Unit 5

## COLLECTIVE ACTIONS AGAINST VIOLENCE & HARASSMENT

Foreword and Introduction

Unit 1 Starting a DWOVH Training

Unit 2 Equality and Rights in Our Life and Work

Unit 3 What is Violence & Harassment in Domestic Work

Unit 4 Protecting Ourselves from Violence & Harassment

### UNIT 5 : COLLECTIVE ACTIONS AGAINST VIOLENCE & HARASSMENT

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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 DWO organizing against violence & harassment.

We discuss how we promote self and collective care in our DWOs.

We show how DWOs in Asia protect domestic workers from violence & harassment and take strategic actions to fight against it.

We share how to expand our DWO and individual networks and build alliances, how to protect our rights to our own bodies, and how we can set priorities to fight violence & harassment and promote our human and workers' rights.



# UNIT SUMMARY

	TITLE	AIMS	TIME (MINS)
5.1	Self and collective care in DWOs	<ul style="list-style-type: none"> <li>■ To build trust, shared responsibility and solidarity between us</li> <li>■ To find out how self and collective care in DWOs strengthens us and our organizations</li> </ul>	90
5.2	DWO actions against violence & harassment in Asia	<ul style="list-style-type: none"> <li>■ To experience the power of collective action</li> <li>■ To share DWO collective actions to fight violence &amp; harassment</li> </ul>	120
5.3	DWO and DW networking and alliance building	<ul style="list-style-type: none"> <li>■ DWOs: To encourage DWO outreach, networking and alliance building with people and organizations to act against violence &amp; harassment</li> <li>■ DWs: To help domestic workers who experienced violence &amp; harassment to expand their support network and recover</li> </ul>	120
5.4	DWOs changing mindsets on domestic workers' sexual rights	<ul style="list-style-type: none"> <li>■ To fight patriarchal mindsets that increase violence against domestic workers</li> <li>■ To increase domestic workers' awareness of their rights over their own body</li> <li>■ To develop advocacy messages on domestic workers' sexual rights</li> </ul>	120
5.5	DWO action planning against violence & harassment	<ul style="list-style-type: none"> <li>■ To create ideas and set priorities for DWO actions against violence &amp; harassment</li> </ul>	90

**TOTAL TIME : 9 HOURS – 540 MINUTES**



## KEY MESSAGES

**We take care of ourselves and our sisters, looking after our health and happiness together. When we organize in DWOs, we are strong: We help each other and fight to stop violence & harassment. We network and build alliances within and outside our DWOs. We fight gender discrimination that leads to violence against us. We decide collectively to set priorities and reach our goals step-by-step.**

- Self care is looking after our own health, well-being and happiness. Collective care is about being careful with one another and caring for one another in a group.
- As domestic workers and as women, we are very good in caring for others but we often don't take enough care of ourselves. Self and collective care keep us strong, build our strengths and prevent burn-out of people and organizations.
- Organizing is the most powerful tool of DWOs in fighting violence & harassment:
  - We directly help our sisters and represent their interests
  - We advocate and push for long term solutions
  - We tell the story of violence survivors
  - Awareness-raising, campaigning and advocacy are key DWO tools to fight violence
  - Collective actions show the strength of our collective power.
- We invest a lot of time and energy in networking and alliance building, because we need many actors to provide help to victims and put a stop to violence & harassment
- We network and build alliances by having a clear vision and goals and convincing others to help us to reach our goals.
- We fight patriarchal laws, mindsets and practices that promote violence & harassment against women and domestic workers.
- We have the right over our own bodies and we have sexual rights.
- We organize against violence & harassment in many ways: We raise awareness, advocate, campaign and train. We help violence victims become survivors. We negotiate with employers and the authorities. We represent and voice domestic workers' interests in legal and policy reform. We monitor implementation and build many alliances.



## Training Organization

- If you want to do only one training activity on DWO actions against violence & harassment select **Unit 5.2** DWO actions against violence & harassment in Asia (90 minutes)
- All 5 exercises can be done in 2 or 3 half-day activities on off-days:
  - **Unit 5.1** Self and collective care and **Unit 5.2** DWO actions against violence & harassment in Asia (210 minutes)
  - **Unit 5.4** DWOs changing mindsets on domestic workers' sexual rights and **Unit 5.3** DWO and domestic workers (DWs) networking and alliance building (240 minutes)
  - **Unit 5.5** DWO action planning against violence & harassment can be done at the end of a training series before the evaluation and closing (90 minutes)
- If you want to train DWO leaders and members to become trainers in a TOT workshop, you need 1.5 days for this unit.
- **Unit 5.3** is useful for domestic workers engaged in peer support and case work with violence victims and survivors, so can be done after **Unit 6.4** Respond, report and refer.



# 5.1 : Self and collective care in DWOs

90 minutes

	Aims	<ul style="list-style-type: none"> <li>To build trust, solidarity and shared responsibility between us</li> <li>To find out how self and collective care in DWOs strengthens us and our organizations</li> </ul>
	Participants	<ul style="list-style-type: none"> <li>Domestic worker leaders</li> <li>Domestic workers</li> </ul>
	Room Arrangements	<ul style="list-style-type: none"> <li>Step 1: Big space to walk around with some chairs and other obstacles spread around</li> <li>Other steps: Seating in small groups and in the big group</li> </ul>
	Materials	<ul style="list-style-type: none"> <li>Step 1: Blind folds (scarves, shawls or sheets of paper and tape), one per pair</li> <li>Computer and projector for slide presentation</li> <li>Flipchart papers and markers for small working groups</li> </ul>
	Training Aids	<ul style="list-style-type: none"> <li>Slide show: Self and collective care in DWOs</li> <li>Handout: Self and collective care: Points for discussion</li> <li>Info note: Self and collective care in DWOs</li> </ul>



## Session Plan Steps

1.	Cars and drivers	Game	20 minutes
2.	Self and collective care	Small group work	30 minutes
3.	Self and collective care	Reporting in the big group	35 minutes
4.	Key messages	Conclusion	5 minutes



## Preparation

- For step 1: Make an 'obstacle course' in the training venue or outside for participants to walk through. Put in some obstacles, like chairs or boxes. Ask participants to bring blindfolds, such as scarves or shawls for use during the session (one blindfold for each pair), or provide for sheets of paper and tape to make blindfolds. It is also possible not to use any blindfold and ask participants to close their eyes, but many will be tempted to open them during the game and then not experience the game's benefits.
- Read and discuss the Info note with others so that you fully understand it.
- For step 2: Prepare photocopies of the handout with the points for discussion on self and collective care, one for each small working group.

## SESSION PLAN

STEP 1	CARS AND DRIVERS <sup>1</sup>	GAME	20 MINUTES
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- Welcome everyone to the training. Link this session to the last training session and say: Today we will **discuss how to take care of ourselves and our sisters**. Trust and solidarity between domestic workers are vital to fight violence & harassment against us. In this game we will **experience how we feel about trust**. Explain the rules of the game:
  - Ask participants to form pairs selecting someone they do not know.
  - Say: This is a **silent** game so do not speak. Every pair is a car with a driver: One person, ‘the car’, stands in front with closed and blindfolded eyes, and arms held in front of the chest with palms outward as the car bumpers. The second person, ‘the driver’, stands behind with eyes open and hands on the shoulders of the car. The driver will steer the blind car around the area, avoiding collisions with other pairs and obstacles. Remember that the safety of the car is the driver’s responsibility, so show compassion and care.
- Demonstrate the ‘driving’ with a volunteer, reminding the group that anyone with eyes closed is going to feel nervous. Ask the pairs to spread evenly along the sides of the room and put the blindfolds on the cars. Tell the group each pair has to get to the other side of the room. Remind everyone to keep silent, and then announce in a loud voice: START.
- After 5 minutes, say ‘STOP’. Ask the pairs to switch roles, move to one side of the room, put the blindfolds on the cars, remind everyone to keep silent and start the game again. After 5 minutes, stop the game, and ask the pairs to take a seat.
- Start a brief discussion with the following questions:
  - **How did it feel to be the car?** Could you trust your driver? How did the drivers treat their cars?
  - **How did it feel to be the driver?** Was it easy or difficult to steer your car safely?
  - **What did you learn from this game?**
- Facilitate the discussion and encourage the participants to share their views and feelings. Conclude the discussion by saying:
  - This game helps to **overcome fear and build mutual trust** between people. Guidance by a stranger through physical contact only is scary if one can not see. The driver, therefore, needs to know how to ease the tension through proper body language. *[During the exercise, the following usually happens: The cars dare not follow the drivers’ guidance at first, but later on start to trust and follow their directions. The drivers feel a little helpless at first when the cars hesitate to cooperate. Later on the pairs usually find ways that relax them both and finish the task.]*
  - **Mutual trust and shared responsibility** are the **basis for successful cooperation in DWOs**.

STEP 2	SELF AND COLLECTIVE CARE	SMALL GROUP WORK	30 MINUTES
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- Distribute the handout to the group and introduce the points for discussion on self and collective care in small groups. Answer questions if any. Divide the participants in small working groups and give them time to discuss.
- Walk around and answer any questions which may come up in the groups. After 25 minutes, tell the groups they have 5 minutes to conclude the main points of discussion for sharing with others. When the time is up, invite everybody back to the big group.

<sup>1</sup> Adapted from: Dada Maheshvarananda: [Cooperative games that teach solidarity](#) There are many variations of this game. It is also known as the Trust walk or the Blind walk.

STEP 3	SELF AND COLLECTIVE CARE	REPORTING IN BIG GROUP	35 MINUTES
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- Start a discussion on the first question **What is self and collective care?** by asking one group to report on the outcome of their discussions. Ask the other groups to add points that not have come up, and add any missing points, using the Info note as needed. [*Self care is looking after our own health, well-being and happiness. Collective care is about being careful with one another and caring for one another in a group. It is about looking after our needs, respecting our limits and finding our community in our DWOs. The aim is collective empowerment. The well-being of each of us is a shared responsibility of the group. It is not an extra task on top of our other work. It is HOW we do our work.*]
- Say: Audre Lorde, a famous black woman activist and poet said: **Self and collective care is transformative, liberating and empowering.** Ask: **What does she mean?** With the responses, briefly discuss. [*Transformative: In a world where we are treated violently, we fight for equality and a world free of violence in our DWOs that nurture us and make us grow. Liberating: We express our self-worth, we have hopes, dreams, stories, we form our own opinions and deserve respect. Empowering: Self and collective care is about valuing and caring for ourselves, our sisters and other loved ones. We decide for ourselves what self and collective care means for us, independent of what others say.*]
- Ask another group to share their findings on the next question: **Why is self and collective care important for domestic workers and their organizations?** Ask the other groups to add points that not have come up, and add any missing points. [*We work hard and spend a lot of strength, energy and time. We face injustice, violence and resistance. We suffer from stress and trauma. As domestic workers and as women, we are usually very good in caring for others but we often do not take enough care of ourselves. We have to look after our own and our sisters' health and happiness. We have to stay strong and pace ourselves so we can sustain our fight. Looking after our well-being together is a collective strategy to remain strong as individuals and as organizations.*]
- Do the same for the next point: **How can we recognize burn-out in ourselves, our sisters and DWOs?** [*We become unhealthy and unhappy and can not do our work. We feel we never do enough. Our DWO becomes an unhappy and unsafe place.*]
- Do the same for the last point: **How can we promote self and collective care in our DWOs?** [*We practice non violence (ahimsa) toward self and towards others. Self and collective care is not selfish. Self and collective care builds our strengths and keeps us strong. We connect with our sisters and build solidarity in our DWO. When we care and share we build strong relations that will make our DWO strong. We find ways to nurture ourselves and do fun and creative things in our DWO. We budget for self and collective care in our financial plans. We stop judging ourselves and our groups by our performance only. We create a shared understanding of care. We share decision-making and we pay attention to the division of labour. We discuss our roles and what it means to be useful for our DWO. We openly share our happiness and joy, as well as our doubts, shames and fears.*]

STEP 4	KEY MESSAGES	CONCLUSION	5 MINUTES
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- Conclude by standing up, singing and memorizing the key points together:
  - Self care is looking after our own health, well-being and happiness.
  - Collective care is about being careful with one another and caring for one another in a group.
  - As domestic workers and as women, we are very good in caring for others but we often don't take enough care of ourselves.
  - Self and collective care keeps us strong and builds our strengths
  - Together we are strong. In our DWOs we help each other and fight for economic and social justice.





## HANDOUT : SELF AND COLLECTIVE CARE

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### Points for discussion

Select a reporter from your group to write down the main points of your discussion and present them in the big group.

Discuss the following issues in your group:

- 1. What is self and collective care for domestic workers and in domestic workers organizations (DWOs)? Share examples.**
- 2. Why is self and collective care important for domestic workers and their organizations?**
- 3. How can we recognize burn-out in ourselves, our sisters and DWOs?**
- 4. How can we promote self and collective care in our DWOs?**

## Info note: Self and collective care in DWOs<sup>2</sup>

**“Well-being is not a burden or a luxury!  
It is an individual and collective need.  
Caring for ourselves and our sisters is part of our daily political  
actions to end violence & harassment.”**

**(in spirit of Audre Lorde)**

### What is self and collective care?

- Self care is about **taking action to keep up or improve our own health, well-being and happiness.** Self care is important. It helps us to have a good mood and good relations with other people, and it lessens our worries and fears in times of stress.
- Collective care is about **being careful with one another and caring for one another** in a group. The aim is collective empowerment. The well-being of the members is the shared responsibility of the group and there is joint accountability.
- **Self and collective care is not a separate task** on top of our other work. **It is HOW we do our work.**

### Caring for ourselves and each other means:

1. **Recognizing and looking after our needs:** For our survival and health we need spaces and time for rest and renewal. Healthy food sustains us. Finding pleasure and joy in our lives connects us with purpose and happiness: Whether it is dancing with friends or cooking a nice meal, making yourself beautiful or creating something with your hands, it can release tension and renew meaning in the work we do.
2. **Recognizing and respecting our limits:** We are not machines and need to relax. We have biological, emotional and physical rhythms that we need to respect. It is important to find small and daily ways to get rid of the weight of facing violence & harassment, because we often carry our own trauma and that of others. Daily acts of care are, for example, treating ourselves and others with love, care and compassion, speaking with friends, family or co-workers, and finding spaces for silence, relaxation and using your body, like going for a walk or exercising.
3. **Finding our community in our DWOs:** As domestic workers we need to come together and organize. Together we are strong, we can help each other and fight for economic and social justice. We must build mutual support networks in DWOs to prevent breakdowns and burnouts from happening. This means knowing with whom we can connect, when, where and how. Having people with whom we can cry and laugh, and discuss fears and dreams, keeps us strong and is our safety net in difficult times.

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2 Adapted from: Furia, JASS and Raising Voices: Self and collective power; Artemisa, Elige and CREA, Self-care and self-defense, Manual for feminist activists, 2008; Briarpath Magazine: Be careful with each other; Canadian Labour Congress: Collective care and self-care, 2017; MOB Laboratories, 2018, Why self-care and collective wellbeing are critical to winning change

## Self and collective care is a daily political act, because it is:

- **Transformative:** In a world where women and domestic workers are treated violently, we fight against patriarchal, sexist and racist norms, and for equality and a world free of violence. We do this in our DWOs that nurture us and make us grow.
- **Liberating:** It is a way of expressing our self-worth: we are not passive objects designed to serve anyone and everyone except ourselves. We have hopes, dreams, stories, we form our own opinions and deserve respect.
- **Empowering:** Self and collective care is about valuing and caring for ourselves, our sisters and other loved ones. Self care is not about buying and using vanity products so we can fulfill our roles as desirable sex objects, and caring wives, mothers and domestic workers who sacrifice themselves for others. We need to decide for ourselves what self and collective care means for us, independent of what the authorities, employers, our family members, or influencers and advertisements say.

## Why do we need self and collective care?

As domestic workers, DWO members, activists and leaders we work hard. We put in many hours to earn a livelihood for ourselves and our families. We also join together to improve the situation of domestic workers and stop violence against our sisters. **All this work requires an incredible amount of our strength, energy and time.**

We, ourselves, also often **face injustice, resistance and violence.** Our actions, voices and movements are not always taken seriously, or worse, policed and suppressed. This creates individual and collective stress and trauma. We feel the anger, anguish, stress, frustration, pain and desperation that come with fighting for justice. We also share these feelings every time we care for our sisters who suffer from violence & harassment. Helping domestic workers to become violence survivors is a huge task for us as there are generally few other support services they can turn to.

**As domestic workers and as women,** we are usually **very good in caring for others but we often don't take enough care of ourselves.** The structure of patriarchy and capitalism invite us to squash our own needs. We are invited to work as hard as we can for low pay. We juggle work, family and DWO responsibilities. We don't always look after ourselves. Many women have sub-consciously internalized many, if not all of the oppressions we want to resist.

Internalizing the message that we must always care more for others than for ourselves can be sneaky and sabotage our efforts to care for ourselves. We can be our own 'worst enemies'. For example, we may find ourselves making plans to do things for ourselves but then keep prioritizing other things and avoiding our own needs, telling ourselves they aren't really that important after all.

If we are not careful, heavy workloads and such feelings will wear us down, decreasing our strength and that of our organizations. **We need to look after our own and our sisters' health and happiness.** We need to take care of ourselves and to know how we can defend ourselves. Only then, can we care for our sisters and continue fighting towards an equal world, free of violence & harassment.

**We have to keep strong and pace ourselves so we can sustain our fight.** Our struggle against violence, harassment and inequality takes time, and we need many people to share the work. When we encourage others to take care of themselves, we are taking care of each other. The movement to end violence & harassment will continue to progress and achieve victory upon victory as long as we take time to care for ourselves and each other.

**Looking after our well-being together is a collective strategy to stay strong** as individuals and as organizations. Although caring for ourselves and other domestic workers can feel like an extra job on our busy to-do list, an extra burden, an extra cost or a luxury, it is essential: It keeps us healthy and full of energy, so we can make progress with our social movements. **Self and collective care in our DWOs is necessary for our social movements.** It is not a separate, extra task. It is how we do our work. The well-being of each of us is not the task of some individuals only but a shared responsibility of the group.

## What are the signs that we are passing our limits?

Burn-out is often considered to be a sign of weakness. It is often a taboo: People are shy to discuss it and keep quiet about it. But it is real and happening to many of us, women activists, all over the world. Burn-out in an organization happens when people stop really communicating, interacting and caring for one another. Group members become demotivated, start quarreling, engage in internal power struggles and people start dropping out of the group.

Some **warning signs** that we are **passing our limits** are:

- When we **are not looking after ourselves** – We need clean water, healthy food and enough sleep.
- When we feel **unsafe, alone or uncomfortable in our safe spaces** – Nothing makes us feel comfortable or happy anymore.
- When we **feel we are never doing enough** – We are always working and never take a break. We start to regularly miss deadlines, get easily distracted, become messy and sloppy, lose enthusiasm in what we are doing, skip work and get sick easily.
- When we **experience changes in our abilities** – We have trouble thinking and processing information about our work or even every day things.
- When we **lose the connection with those we love, our work, our DWOs and our movements** – We feel empty and without energy. The causes and issues that once raised passion in us to move and push for change, seem hopeless. We feel numb to these issues and become impatient with violence survivors or others.
- When we **are projecting our emotions onto others and are not able to engage in open communication with each other anymore** – We create emotionally charged environments at work, at home and in our organizations, or decisions are made by only a few rather than the group.
- When there are **destructive power plays in the group**, leading to breakdown of trust, mutual care, reliability and accountability.
- When **our DWO becomes an unhappy and unsafe place**, it becomes weak, loses members and breaks down.

### How do we promote self and collective care in our DWOs?

- **We practice non violence toward self and others.** Non violence is about using peaceful means, not force, to bring about individual, social, economic and political change. Non violence ('ahimsa' in yoga teachings) has been practiced by people and social movements across the world. Practicing non violence means that we need to stop the harmful internal dialogue that we are never doing enough, that we cannot take a break, and have to keep pushing forward at the expense of ourselves.
- **Non violence means that we seek to defeat injustice, not people.** Non violence is not only about not using violence against ourselves and others. It is also about taking individual and collective action to resist oppression and violence and bring about positive changes. Non violence does not mean that we cannot be angry and aggressive, and cannot fight. On the contrary, anger, assertiveness and aggressiveness are emotions that motivate and energize us to stand up and fight injustices.
- **We recognize that self and collective care is not selfish and that it is important to create space for it** within each one of us and in our organizations. We practice self and collective care so that it becomes a habit in our daily life. It is better not to wait until we are burned out to pay attention to our needs and emotions.
- **Self and collective care keeps us strong and builds our strengths.** We need it because our work is risky, especially in repressive contexts. As women defenders on the frontlines, we do not have the ability to stop or step out of our struggles.
- **We connect with our sisters and build solidarity.** We are all responsible for the well-being of each other. It is in the moments of caring and sharing that we build stronger relations that make our DWO strong. Our feelings of unity and the mutual support within our groups build our individual and collective strengths. It is through the friendship in our organizations and movement that we are able to find release and find a space where we can all talk freely about our experiences and trauma.
- **We find out:** What is the best way for me to release tension and stress? Which practices can I do today on my own that relax me and nourish my body, mind and soul? What gives me pleasure and joy? Exercise, dance, meditation or prayer, reading, sleeping, alone time, group support, art therapy, hiking, spending time with friends?
- **We ask ourselves: Are our DWOs full of joy? Of pride? Do they reflect the soul of our work?** There are many ways to practice self and collective care. Whatever we do by ourselves or in our group, it needs to be something that restores us, and gives us energy and happiness.

- **We include art and creative activities as part of our DWO group actions.** Activities like singing, crochet, clay, sewing, walking, yoga, meditation, art, exercise and closeness with friends are part of our individual and collective routines. Acts such as making signs for protests are acts of healing and care, as they help us to reconnect to our individual and collective power and agency. Neuroscience has proven that creative methodologies ‘open the body, the heart and the brain’, and are critical for processing deep repressed feelings and healing.
- **We budget care into our financial plans and ask our donors to finance care** – we need to be able to allocate **funds for psychosocial support and other creative and healing practices:** art, song, dance, and time and space to take care of one another.
- **We stop judging ourselves and our groups by our performance only.** Our results, successes, productivity, effectiveness and efficiency are important, but so too are effort and commitment. We are not cogs in a machine, looking after the well-being of others and forgetting our own. We are worthy, human beings, building a better future together.
- **We create a shared understanding of care.** As DWOs we can share experiences and insights about self and collective care. We talk with people about what is working well, what is not working well, and how to address our concerns. Creating and practising a culture of care, allows people to be mindful of collective well-being and their own well-being. We try to improve collective care by sharing happiness and enjoyment, as well as doubts, shames and fears openly. If conflicts come up between us we try to solve these by discussing them in the open. We aim not to gossip, not to engage in power games or use tricks to deceive people.
- **We share decision-making.** We take time to discuss and come to an agreement together on what we want to do and how. We make step-by-step plans, set deadlines, follow-up and debrief after events and reaching milestones. We select leaders who are reliable, and accountable to the members. We train and coach new leaders and give them opportunities to lead.
- **We pay attention to the division of labor.** We discuss our roles and what it means to be useful for our DWO. We are a mix of different weaves, flavors and colors, and everyone has something to contribute. We want to recognize and accept our differences, needs and limits in the work we do. We share duties and responsibilities equally, so as not to overburden anyone, and we encourage team work, joint leadership and group responsibility. We rotate responsibilities and tasks so that everyone can take a break regularly. We affirm and support our members on what they are doing. Each person can talk about their workload and ask for help as needed.





## 5.2 : DWO actions against violence & harassment in Asia



120 minutes

	Aims	<ul style="list-style-type: none"> <li>To experience the power of collective action</li> <li>To share DWO collective actions to fight violence &amp; harassment</li> </ul>
	Participants	<ul style="list-style-type: none"> <li>Domestic worker leaders</li> <li>Domestic workers</li> </ul>
	Room Arrangements	<ul style="list-style-type: none"> <li>Big open space for the group to sit, stand and walk around</li> </ul>
	Materials	<ul style="list-style-type: none"> <li>Computer and projector for slides and flipchart stands with flipcharts</li> <li>Step 3: A flipchart paper and markers for each role-play group</li> </ul>
	Training Aids	<ul style="list-style-type: none"> <li>Slide show: DWO actions against violence &amp; harassment in Asia</li> <li>Handout 1: Roleplay case stories</li> <li>Handout 2: Discussion of roleplays</li> <li>Info note: DWO actions against violence &amp; harassment in Asia</li> </ul>



### Session Plan Steps

1.	We can do more in a group	The lap sit game	20 minutes
2.	Collective actions	Roleplay preparation in small groups	15 minutes
3.	Collective actions	Roleplaying and discussion	75 minutes
4.	Key messages	Conclusion	10 minutes



### Preparation

- For step 2:
  - The 4 roleplay cases are real life stories from DWOs in Asia. You can also prepare other roleplay case stories from your own experience.
  - Prepare photocopies of the roleplay cases and provide any supporting information, like newspaper clippings or photos for each roleplay, if available.
- For step 3: To facilitate the discussion, use the slide or write the 4 discussion points on a flipchart or board:
  1. What happened to the domestic worker?
  2. What did she, others and the DWO do?
  3. What were the results?
  4. What made the collective actions successful?



## SESSION PLAN

STEP 1	WE CAN DO MORE IN A GROUP	THE LAP SIT GAME <sup>3</sup>	20 MINUTES
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- Link this session to the previous session and ask everyone to stand in one big circle. People of the same height and weight should stand next to each other so that someone of around the same size and weight stands on either side of each person. Give the participants some time to arrange themselves.
- Say: **We can do many things as a group that we cannot do as individuals.** This game, the lap sit, demonstrates that. The game was invented by people who wanted to keep dry while resting in a wet field. Everyone will turn right, step closer to the person in front of you and put your hands on her waist. In a moment, you will sit on the knees of the person behind you, and keep your knees together. Concentrate on guiding the person in front of you to sit comfortably on your knees, and trust that the person behind you will guide you, too.
- Say: First we will do a trial run: On the count of three we are going to bend down, touch our bottoms to the knees of the person behind us and come right back up to make sure we are all standing closely enough together. Ready? 1, 2, 3: GO
- Ask participants to readjust their positions, if necessary. Encourage them, and make it fun for the participants to do the game. Say: Now we are going to sit down, and clap our hands together. Ready? 1, 2, 3: GO.
- After sitting down like this for 10 to 20 seconds, do 1 or 2 more fast rounds if it goes well and there is time, so everyone has a good time.
- Ask: **How do you feel about this game? What does it show us?** After a few responses, say: The aim of this game is to experience the **power of collective action.** It is amazing what we can do in solidarity. We are stronger in a group, so it is essential for us to organize. DWOs are our best protection and means to achieve success in our fight against violence & harassment.

STEP 2	COLLECTIVE ACTIONS	ROLEPLAY PREPARATION IN SMALL GROUPS	15 MINUTES
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- Ask people to return to their seats and say in your own words: All DWOs have experience with supporting domestic workers who have suffered from violence & harassment. In this session we are going to **find out how DWO collective actions have enabled domestic workers to recover and seek justice.** We will do roleplays based on real stories of domestic workers and DWOs.
- Divide the group into 4 small groups of 6-8 people to each do a different roleplay. *[If you have a much larger group, you can have more groups doing the same roleplay. This will take more time.]*
- Say: Every group will receive one roleplay scenario. Do the following:
  - Read the roleplay case story in your group and briefly discuss it so that everyone understands it.
  - Make a roleplay of 5-8 minutes together, showing what happened.
- Provide a place for each group to plan and practice their roleplay. Provide each group with their roleplay case, additional information, like newspaper clippings or photo's if available, and some flipcharts and markers which they may want to use. After 10 minutes, tell the groups they have 5 more minutes to prepare. When the time is up ask everyone to come and sit in the big group.

3 Dada Maheshvarananda: [Cooperative games that teach solidarity](#)

STEP 3	COLLECTIVE ACTIONS	ROLEPLAYING AND DISCUSSION	75 MINUTES
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- Ask the group roleplaying case 1 to present their roleplay. *[Take around 20 minutes for each roleplay case, 5-10 minutes acting and 10 minutes discussion. If there are more roleplays of the same case, have them done one after the other, and then discuss them together, before moving to the roleplays of other cases.]* Thank each group for their play with a big applause and have a brief discussion: Ask the players how they felt and ask the others whether all 4 questions were answered. Answer any further questions, using handout 2 as needed.
  - Do the same for the roleplays of the other cases.
  - Distribute a flipchart and some markers to each roleplay group and ask them to write down key words of the reasons for success in their roleplay on a flipchart, and display them for all to see. **[For use in the next step]**. This will look more or less as follows:

**Roleplay 1: Anowara in Bangladesh: Reasons for success:**

- The NDWWU had **trained domestic workers in local areas** in organizing and on gender-based violence.
- DWO members can **ask their sisters for help and know how to network** and **carry out group actions**.
- The NDWWU **mobilizes** DWO members to show **collective power** and **solve problems directly** by blaming and shaming employers to honor rightful claims of domestic workers.
- **Give a tip:** Ask the group If a DWO cannot access the house of the employer and perpetrator, what should it do? Say: The DWO can try to find out where the employer works and write about the abuse to the leadership of the organization or business where s/he works and shame him/her into compensating the domestic worker.

**Roleplay 2: Sunita in India: Reasons for success:**

- The abuse was discovered only because the **NDWM leaders are always on the look-out** to spot abuses against child domestic workers.
- Sunita could stay in a **safe NDWM shelter** and heal from the abuse. **Discuss:** It is a big job to run a shelter so this is beyond the capacity of many DWOs. Often they will have to find access to available shelters, but these are often full or not safe or suitable for domestic workers.
- The NDWM helped her to: **get proof of the rape, pursue her case in court** so that she finally got compensation through the court, and **helped her to find another job**.
- Sunita got **all vital support** and this helped her to become a successful survivor and strong DWO leader.

**Roleplay 3: Murni in Indonesia: Reasons for success:**

- For many years, JALA PRT has been engaged in **intensive public advocacy, networking and cooperation** with other organizations. It also runs a school recognized by the Ministry of Education. The DWO is well-known in the country. The police knew where to find JALA PRT. The Women’s Legal Aid Institute cooperated by providing legal support.
- Murni could recover because JALA PRT: provided her with a **safe shelter** in the home of their leader, helped her to **reunite with her family**, and enabled her to **pursue adult education** at a JALA PRT school.
- The advocacy by JALA PRT and the Women’s Legal Aid Institute resulted in **achieving justice for Murni** herself. They also **used her case to raise public and government awareness** on the need for legal protection of all domestic workers from workplace violence & harassment.
- The **presence of JALA PRT members at the court hearings** of Murni showed the judiciary and the general public that **the case was being monitored** and provided participating domestic workers with an important learning experience.

**Roleplay 4: Baby Jane in Hong Kong: Reasons for success:**

- Baby Jane could regain her health, because Jessica, provided her with a **safe space, living expenses and funds to go to the hospital.**
- Due to **legal advice and support** by FADWU and Jessica, who was a lawyer, Baby Jane could pursue her case under the labor and anti-discrimination laws.
- **Sharing her story** benefitted both Baby Jane and the FADWU members.
- As a member of the HKCTU, the FADWU had **access to trade union knowledge and channels** so they could approach lawmakers and knew how to raise the issue and advocate for legal reform with the Legislative Council and the media.

STEP 4	KEY MESSAGES	CONCLUSION	10 MINUTES
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- Ask the group: **What did we learn from the lap-sit game?** After a few responses, say: **We need to unite. Together** we are strong and can make a fist against violence. It’s easy to break one chopstick but a bunch of chopsticks is very strong. When domestic workers organize and form groups they have collective power. **Organizing domestic workers is the most powerful tool for DWOs to effectively fight against violence & harassment.**
- Ask the group: **What made the DWO actions and strategies successful?** After a few responses, summarize at least one successful DWO action and strategy from each roleplay with the group, using their flipcharts. For example:
  - **We directly help our sisters** who suffer from violence & harassment: We are on the lookout for possible violence victims. We negotiate with employers and the authorities. We help to find shelter, health care and legal support.
  - **We advocate and push for long term solutions:** We give a voice to domestic workers. We represent domestic workers’ interests in legal and policy reform. We follow-up and monitor.
  - **Telling the story of violence survivors** is a powerful tool for changing attitudes and opinions.
  - **Awareness-raising, campaigning and advocacy are key DWO tools** to prevent and redress violence against domestic workers.
  - **Group actions** on the streets and in the courts **show the strength of our collective power** in fighting violence & harassment against our sisters.
  - **We invest a lot of time and energy in networking and alliance building** with domestic workers and also with other allies. **Together we are strong!**



## HANDOUT 1 :

# Roleplay case stories<sup>4</sup>

### Case story 1. Anowara and the NDWWU, Bangladesh

Read the case story in your group and briefly discuss it so that everybody understands it.

Make a roleplay together of 5-8 minutes, showing:

1. **What happened to Anowara?**
2. **What did she, others and the DWO do?**
3. **What were the results?**
4. **What made the collective actions successful?**

## CASE STORY

Anowara took a job as a part-time domestic worker for a family in Dhaka, Bangladesh in August 2018. Her employer, Jalid, had agreed to pay her 1200 Taka (around USD14) per month for this job. But, he forced her to do cleaning and washing fulltime for the same monthly salary. When her first pay-day arrived, he postponed the payment. At the end of 2 months he had not paid her anything.

In early October, Anowara dropped a drinking glass by accident while she was washing the dishes. Her employer was furious. He fired her on the spot and told he she could forget about any payment. He also became violent. He slapped and hit her backside, and pulled her hair. He dragged her down from the third floor all the way to the ground floor and then chased her out from the apartment. Anowara got a headache and pains on her head even if she was not injured seriously.

Anowara was a member of the National Domestic Women Workers Union (NDWWU). She had been trained by her union on organizing and what to do in case of violence & harassment. So she contacted the Organizing Secretary in her area. The next day, with the help of NDWWU, 50 of the domestic worker union members from the area went to Jalid's house and demanded the payment of the unpaid wages to Anowara.

The employer became worried after seeing a large group of domestic workers under the banner of the NDWWU. He paid the outstanding wages on the spot, but did deduct 20 Taka for the broken glass.

<sup>4</sup> The cases come from: IDWF, [Gender-based violence & harassment against domestic workers: Case stories from Asia, Hong Kong, 2020](#)



## HANDOUT 1 :

# Roleplay case stories

## Case story 2. Sunita and the NDWM, India

Read the case story in your group and briefly discuss it so that everybody understands it.

Make a roleplay together of maximum 5-8 minutes, showing:

1. **What happened to Sunita?**
2. **What did she, others and the DWO do?**
3. **What were the results?**
4. **What made the collective actions successful?**

## CASE STORY

In March 2014 Sunita (not her real name) of the Uraon tribe was 16 years old when a neighbor from her village brought her to the capital city of Bihar State in India, to work as a domestic worker for a family. She never got any pay for her work. Whenever the female employer was away for work, the male employer would sexually harass her. After four months, the male employer raped her repeatedly for 3 days. When she fought back, he threatened to kill her. She reported this to the employer's wife, but then both the husband and wife beat her up thoroughly.

One day when she went to pick up the employers' child from school, Leena, a domestic worker leader started to chat with her casually. Then Sunita started to cry and told Leena what was happening. Leena was able to convince Sunita to leave her job. The National Domestic Workers Movement's (NDWM) leader brought her to their office and an NDWM shelter. The next day, the NDWM helped her file a case with the police against the employer couple and the neighbor who brought her to work with this family.

Sunita was kept at the police station for two days and taken for a medical check-up. However, the medical report showed that nothing had happened, probably because the police and doctors had been bribed. The NDWM demanded another independent medical check-up and this one confirmed that Sunita had been raped. However, no one was arrested, because the local police had been bribed.

While Sunita was recovering at the NDWM shelter she was stalked by her male employer. During this time, the government did not provide any support or services. However, Sunita was fortunate that she could recover at an NDWM shelter where she was safe.

The NDWM helped Sunita approach higher-ranking officials and took her case to the State Legal Authority of Bihar State using the Indian Penal Code which specifies punishment of sexual assault and rape. Indian Rupees 1 lakh (INR100,000 or around USD1,392) was eventually paid to Sunita as compensation from the Bihar government under the 2014 Bihar Victim Compensation Scheme. However, until today, no one has been arrested.

Sunita was very courageous in continuing the fight for justice. She was traumatized but not crushed by the abuse. The NDWM helped her to get another job as a domestic worker and to complete her 12th standard of education. She has moved forward in life, and is now also a strong domestic worker leader.



## HANDOUT 1 :

# Roleplay case stories

### Case story 3. Murni and the JALA PRT, Indonesia

Read the case story in your group and briefly discuss it so that everybody understands it. Make a roleplay together of maximum 5-8 minutes, showing:

1. **What happened to Murni?**
2. **What did she, others and the DWO do?**
3. **What were the results?**
4. **What made the collective actions successful?**

## CASE STORY

After completing elementary school at 12, Murni (not her real name) started to work for a family in Jakarta upon recommendation of her aunt. Murni agreed, as her employers promised to pay for her further education. But she could not go to school and they never paid her any salary. They provided her too little food, prohibited her from contacting or communicating with anybody, and she could not leave the house. When Murni's parents came to visit her, they prevented them from seeing her.

Murni was responsible for cooking, doing the laundry and cleaning the three-story family home of her employers. Murni's employers often beat her with physical objects, poured hot water on her, and burned her with an iron. One day, the female employer accused her of having an interest in her husband. She punished Murni by stripping off her clothes and assaulting her vagina with chili and blows. She also forced 2 male domestic workers to rape Murni. Once, the female employer forced Murni to eat the feces of cats. As a result Murni developed tuberculosis from the infection.

In 2016, when Murni was 21, the female employer badly injured her mouth with a broom. Murni found it unbearable, way past the breaking point for a normal person. She decided to escape. She climbed down the TV cable and ran straight to a neighborhood police post. She was extremely malnourished, weighing only 25kg., as the police report stated. An officer took her to the police hospital of East Jakarta, contacted her parents in Bogor, and got in touch with JALA PRT, the National Network for Domestic Workers Advocacy and the Women Legal Aid Institute (IPH APIK) in Jakarta.

JALA PRT and the IPH APIK started an advocacy campaign to gain justice for Murni. They held press conferences, provided legal assistance and monitored the case closely. They arranged for feature stories in the media and took domestic workers to attend the court hearings.

As a result, Murni's employers were brought to court in October 2016. They were found guilty and received a sentence of nine-year imprisonment. Due to this campaign and the close monitoring of the legal proceedings, there was a lot of public debate and a general recognition of the need to better protect domestic workers from abuse.

The JALA PRT leader arranged for Murni to live in her home so she could recover and heal. Murni's parents could come to stay with her in this safe home so she could reunite with her family. Murni's ardent wish was to continue her junior high school education as an adult student and her ambition was to become a spa massage therapy trainer. Her wish was granted when she completed her junior high school education at JALA PRT's school where teaching is provided by the Ministry of Education.





## HANDOUT 1 :

# Roleplay case stories

### Case story 4. Baby Jane and the FADWU, Hong Kong

Read the case story in your group and briefly discuss it so that everybody understands it. Make a roleplay together of maximum 5-8 minutes, showing:

1. **What happened to Baby Jane?**
2. **What did she, others and the DWO do?**
3. **What were the results?**
4. **What made the collective actions successful?**

## CASE STORY

Baby Jane, a 38 year old Filipina migrant domestic worker, was employed by a woman, Jamil, in Hong Kong from September 2017. Then, in January 2019, Baby Jane consulted a doctor after she had been feeling unwell for quite some time. She was diagnosed with a stage-three cervical cancer. The doctor issued a medical certificate for 3 weeks of sick leave. But when Baby Jane told her employer, Jamil fired her on-the-spot giving her a termination letter that stated that the cancer diagnosis was the reason for job termination.

The loss of her job meant that Baby Jane lost all the rights she was entitled to as a Filipina migrant domestic worker in Hong Kong. She could not go on paid sick leave. She lost the right to free medical treatment during employment. She lost her job, and thereby, also her resident status. Baby Jane filed a complaint against her employer. She then received a visitor status from the authorities so she could stay in Hong Kong and pursue her case. But, she was still not allowed to use public healthcare services or work.

Baby Jane asked her sister, also a domestic worker in Hong Kong, for help. Her sister's employer, Jessica, was a lawyer, and she was very supportive: She advised Baby Jane how to use the law to defend her case. Baby Jane could move in with her sister in Jessica's home. Jessica also helped to cover her living expenses and raised money through a donation campaign to cover her medical fees. Baby Jane received the medical care she needed, and became healthy again.

With the help of Jessica, and the Hong Kong Federation of Asian Domestic Workers Unions (FADWU), Baby Jane filed two complaints, one under the employment law with the Labour Department and the other under the disability discrimination law with the Equal Opportunities Commission (EOC). The FADWU helped Baby Jane prepare her testimonies and negotiate her case during the legal proceedings with the Labour Department. At the Labour Tribunal, she was finally granted a conciliation fee of HKD\$30,000 (around USD3,846) which Jamil paid her. In early 2021 the EOC accepted to hear the case, and Jessica represented her at the EOC hearings.

The FADWU invited Baby Jane to its meetings where she shared her story. Their care and support helped her a lot. The sharing also helped FADWU members to understand and learn about violence against domestic workers, so that they can help each other better.

The FADWU is a member of the Hong Kong Confederation of Trade Unions (HKCTU), and has access to the union's legal knowledge and connections. With the agreement of Baby Jane, and the support of the HKCTU, the FADWU used her case to lobby for legal reform on improving legal protection and access to health care for migrant workers who are unfairly dismissed. The FADWU met with the lawyers of the Legislative Council and a public hearing was held in mid 2019. Many domestic workers attended the public hearing where FADWU represented the case to the Council. The case was widely reported in the local and international media.



## HANDOUT 2 :

# Discussion of roleplays<sup>5</sup>



## Tip for Trainers

*This handout provides the summary answers for discussion with the group after each roleplay. Background information on the DWO strategy is also provided for the trainer to understand the context and answer any possible questions. This information does not have to be shared with the whole group, unless there is interest and time.*

### Case story 1. Anowara and the NDWWU, Bangladesh

#### Summary answers

##### 1. What happened to Anowara?

- She encountered physical and economic violence. had to work full-time on a part-time job. She did not get her wages. She was physically abused. She was dismissed on-the-spot without any wage payment.

##### 2. What did she, others and the DWO do?

- Anowara was a member of a DWO, so she asked her DWO leader and sisters for help. The DWO leader contacted and mobilized other domestic workers. They went to the house of the employer and negotiated with him.

##### 3. What were the results?

- The employer was afraid for his reputation so he was willing to negotiate and pay the outstanding wages. He did charge the victim for a broken glass and did not apologize or pay any compensation for the physical violence.

##### 4. What made the collective actions successful?

- Group action by domestic workers and their DWO going to the house of the employer to shame and blame the employer into compensating victims is effective.
- When we are a DWO member, we can ask and get support from our DWO sisters.
- The NDWWU had started to organize domestic workers in local areas. The union trained them on organizing and on fighting violence & harassment. So the members know the problem and could be easily and quickly mobilized to take action.

#### Background info on the NDWWU strategy

In Bangladesh, the Penal Code can be used when domestic workers have been physically and sexually assaulted by non-family members. Other laws and some policies and guidelines have been adopted to eliminate and prevent sexual harassment. A policy on domestic worker protection and welfare was also adopted. But, all of these are not effectively enforced. Legal action also takes time and money, and it is unsure if justice will be upheld.

During the last 2 years, the NDWWU has started organizing domestic workers in the capital and other cities of Bangladesh. Domestic workers have been trained on networking and organizing, and on gender-based violence. The NDWWU wants to showcase the power of organizing through direct, practical interventions. When a domestic worker faces a problem with the employer, quick networking among domestic workers results in employers being confronted by a large group of unionized domestic workers, calling for justice.

The NDWWU believes in the power of organizing and taking group action to solve problems directly by blaming and shaming an employer into honoring a domestic worker's rightful claims. The NDWWU has found that this organizing and networking strategy is successful in many cases, because the outcome of such direct negotiations with employers tends to be in favor of the workers and helps them to get justice.

<sup>5</sup> The cases come from: IDWF, [Gender-based violence & harassment against domestic workers: Case stories from Asia](#), Hong Kong, 2020

## Case story 2. Sunita and the NDWM, India

### Summary answers

#### 1. What happened to Sunita?

- Sunita was sexually and physically assaulted by her employers, and they did not pay her any wages. She also encountered institutional violence by the police who tried to cover up the rape and did not arrest the rapist.

#### 2. What did she, others and the DWO do?

- Sunita fought back when her employer raped her. Leena an NDWM leader met Sunita at the school of her employer's child, and Sunita told her about the abuse. Sunita agreed to leave her employers and was rescued by the NDWM.
- The NDWM provided her with a safe shelter and legal assistance and helped her to find another job.

#### 3. What were the results?

- Sunita was given compensation by the state government but her employer was never arrested. She was able to recover safely, found another job and became a strong domestic worker leader herself.

#### 4. What made the collective actions successful?

- The abuse was discovered because the NDWM leaders are always on the lookout to spot abuses against domestic workers.
- Sunita could recover and heal from the abuse in a safe NDWM shelter. The NDWM established their own shelters in India because government shelters are not safe for child and adult domestic workers.
- The NDWM helped Sunita to get proof of the rape. They provided legal assistance and pursued the case from the lower courts all the way up to the state's legal authorities so she got compensation. They also helped her find another job.
- Sunita got all vital support and so could become a successful survivor and a strong DWO leader.

### Background info on the NDWWU strategy

Apart from the long process of investigation by the police and in court, Sunita had to endure the notoriously intrusive 'two-finger test' (physical examination and further violation of her vagina) by the authorities.

While Sunita was recovering at the NDWM shelter she was stalked by her male employer and the government did not provide any support or services during this time. However, Sunita was fortunate that she could recover at an NDWM shelter. The NDWM decided to set up their own shelters for domestic workers who have been subjected to abuse, because the government's Juniors Homes, where victims of abuse sometimes end up, are notorious for sexual abuse and rape incidents.<sup>6</sup>

The NDWM, the Self-Employed Women's Association (SEWA) and many other women's, workers' and child rights organizations in India have found that children and women from ethnic groups, the lower castes and lower income groups easily fall victim to abuse, rape and murder. Sometimes these atrocities are also recorded and circulated on the internet or on videotapes. Physical assault and rape are outlawed under the Indian Penal Code, but, in practice, it is difficult for victims to file a case with the police. When victims manage to do so with the help of a support organization, the police and/or the perpetrators and their families often threaten or pay the victims to withdraw the case. The NDWM and other child, women and human rights organizations in India, therefore, recommend that:

- A separate court should be set up for investigating and prosecuting rape cases.
- A special unit should be set up in police stations to handle cases of rape or sexual assault.
- Female police officers should be assigned to attend to female victims of rape cases or sexual assaults.
- Women shelters and counselling services should be provided for the victims of rape, sexual assault, and other forms of violence & harassment.

6 See, for example, <https://www.aljazeera.com/indepth/features/tragedy-year-girls-raped-shelter-180731081743838.html> and <https://www.bbc.com/news/world-asia-india-45124802> (accessed 5 January 2020).

## Case story 3. Murni and the JALA PRT, Indonesia

### Summary answers

#### 1. What happened to Murni?

- Murni encountered severe physical and sexual assault, as well as psychological and economic violence. She worked and lived in slavery-like conditions for almost 10 years.

#### 2. What did she, others and the DWO do?

- Murni escaped to a police post. The police contacted JALA PRT and a Women's Legal Aid Institute. They came to her rescue. She could recover at the home of a JALA PRT leader, and her parents could stay there too. Murni could also further her education at a JALA PRT school. The 2 organizations engaged in an intensive advocacy campaign. They monitored the situation closely, provided legal assistance and gave press conferences.

#### 3. What were the results?

- Murni's employers were brought to court in October 2016. They were found guilty and received a sentence of nine-year imprisonment.

#### 4. What made the collective actions successful?

- The police did the right and smart thing by contacting a DWO and a Women' Legal Aid Institute.
- Murni could recover, reunite with her family and pursue adult education, because JALA PRT provided her with a safe shelter in the home of a DWO leader and enrolled her in a DWO school.
- DWOs can increase their impact and visibility by engaging in intensive public advocacy and networking. Because of this, the police knew about JALA PRT and where to find them. Close collaboration existed with the Women's Legal Aid Institute and pursuing justice for Murni. The DWO runs a school, accredited by the Ministry of Education.
- JALA PRT and the Women's Legal Aid Institute advocated not only to achieve justice for Murni herself but also used her case to raise public and government awareness on the need to better protect domestic workers from workplace violence & harassment under the law.
- Bringing domestic workers to attend court cases shows the judiciary and the general public that the case is being monitored and provides participating domestic workers with a valuable learning experience.

### Background info on the JALA-PRT strategy

Murni's victory marked a milestone in the fight for the protection of women domestic workers in Indonesia but violence against women remains widespread in Indonesia. The Penal Code prohibits physical assault against another person. In 2004, Indonesia adopted a law to eliminate violence in the household (Act No. 23 of 2004). This domestic violence law explicitly includes live-in domestic workers in the legal definition of the household. Thus, they are legally protected against physical, psychological, sexual and economic violence in their employers' household. But many barriers exist to implement this law effectively, especially the failure to educate communities and institutions about domestic violence.

JALA PRT and Komnas Perempuan (National Commission on Violence against Women) and many women's and gender equality organizations are continuing the campaign to eliminate violence against women. Since 2004, JALA PRT has also been at the forefront of developing and advocating the passage of the Perlindungan Pekerja Rumah Tangga (PPRT or Protection of Domestic Workers Bill). Progress has been slow due to the lack of political will among the members of the Indonesian House of Representatives. However, in early 2020 the House has finally started to discuss this bill for the protection of domestic workers.

## Case story 4. Baby Jane and the FADWU

### Summary answers

#### 1. What happened to Baby Jane?

- When Baby Jane was diagnosed with cancer her employer fired her on-the-spot. As a result she lost her residence status, access to sick leave and health care.

#### 2. What did she, others and the DWO do?

- Baby Jane could stay in the house of her sister's employer, Jessica, a lawyer. Jessica also started a donation campaign so Baby Jane could get medical treatment. Baby Jane filed two complaints, one under the labor law and the other under the anti-discrimination law with help from the FADWU and Jessica.

#### 3. What were the results?

- She could stay in HongKong to pursue her cases. She had a place to stay, could go to a hospital and pay for her bills. She became healthy again. She was granted a compensation at the Labour Tribunal which her employer paid to her. The other case is still pending. She received legal assistance from FADWU and a lot of support from its members, when she was in the hospital. FADWU used her case to advocate for legal reform.

#### 4. What made the collective actions successful?

- Baby Jane could regain her health, because Jessica provided her with a safe space, covered her living expenses and made sure she could go to the hospital.
- With advice and support by FADWU and Jessica, Baby Jane could pursue her case under the labor and disability anti-discrimination laws.
- Sharing her story with FADWU members, and their care and support was a good experience for both Baby Jane and the FADWU members.
- As a member of the HKCTU, the FADWU had access to trade union knowledge and channels to access lawmakers. So FADWU knew how to raise the issue and advocate for legal reform with the Legislative Council and the media.

### Background information on the FADWU strategy

In Hong Kong migrant domestic workers are covered by the law. Physical and sexual assaults are covered by criminal law. The employment of migrant domestic workers is regulated by immigration and labour laws. For example, a Standard Contract for the Employment of migrant domestic workers (ID407) must be completed and signed by migrant domestic workers and their employers. Specific Ordinances have also been adopted against discrimination on the basis of sex, race, disability and family status. Implementing rules and mechanisms exist to enable the implementation of the laws.

However, in Hong Kong, the labor rights of migrant domestic workers are undermined by the immigration restrictions on migrant domestic workers, such as the 'two-week rule' which allows migrant domestic workers to stay in Hong Kong for two weeks only, once their contract is terminated. Baby Jane was unfairly dismissed because she had cancer. Thus, although she could stay in Hong Kong to pursue her case, she lost her access to public healthcare, and she was not allowed to work and earn an income. Her sister and her sister's employer fully supported her and helped her financially to seek private medical care.

Baby Jane's case story shows that there is a large gap in the laws and regulations in Hong Kong regarding the protection of migrant domestic workers when they fall ill. For FADWU, the priorities to be addressed as a matter of urgency are the following:

- Repeal of the two-week rule.
- Government support and services to enable migrant domestic workers to pursue legal court cases.
- Full medical insurance and public healthcare services for migrant domestic workers not only within the employment period but also after it, in the case of unfair dismissal.

Baby Jane continued to pursue her case with the EOC under the Disability Discrimination Ordinance. FADWU launched a campaign for migrant workers to have access to public healthcare when their employer terminates their job unfairly. It organized a press conference to showcase the plight of Baby Jane and gather support for the campaign. These activities attracted considerable media attention, both national and international. A hearing was also organized at the Panel on Manpower of the Legislative Council in mid-April 2019<sup>7</sup>, but the campaign could not be expanded because of the political turmoil in Hong Kong. In early 2021, the EOC announced it would start the court hearings on the case, even if the employer of Baby Jane has not been found. Sadly, Baby Jane passed away in her home country a few months later.

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<sup>7</sup> See 16 April 2019 meeting of Panel on Manpower, under Agenda IV “Foreign domestic helpers’ access to healthcare services”





## Info note: DWO actions against violence & harassment in Asia

When domestic workers organize and form groups they have collective power. Organizing **domestic workers is the most powerful tool for DWOs** to effectively fight against violence & harassment:

- DWOs are very important for domestic workers who suffer from violence & harassment: We **directly help** our sisters in need. We negotiate with employers and the authorities to obtain justice. We help victims to recover, become survivors, and to get education and/or another job. We help domestic workers to find shelter and legal aid, enabling them to survive and get their life back. Some survivors become strong role models and domestic worker leaders.
- DWOs **advocate and push for the adoption of long-term solutions** such as legal reform and setting up effective and safe implementation mechanisms to prevent and redress violence against women in informal work. **We give a voice** to domestic workers who are demanding a stop to violence & harassment against us. We speak up for domestic workers and make sure that our concerns are heard. **We make sure to represent** the interests of domestic workers in policy debates. **We follow-up, monitor and put pressure** so that government, employers and the public can not ignore our demands for justice and protection against abuse.
- We find that **telling the story of violence victims and survivors** is a powerful way to change attitudes and opinions among domestic workers themselves, their employers, the general public and the authorities. We always do this with the permission of violence survivors (if still alive) and we take special care to respect their privacy and not expose them to further dangers.
- **Awareness-raising, campaigning and advocacy** are key tools for DWOs to prevent and redress violence against domestic workers. We raise awareness among our members and other domestic workers. We organize and mobilize them to take action. We raise awareness among employers, the general public and the authorities to change negative attitudes about women in domestic work. We campaign actively for the reform of laws, policies and practices to protect domestic workers from violence and provide them with decent work.
- **Collective actions** like blaming and shaming employers into compensating violence survivors for damages or attending and monitoring court cases successfully **show** domestic workers and the outside world **the strength of DWO collective power** in fighting violence & harassment against their sisters.
- **Together we are strong!** We invest a lot of time and energy in **networking and alliance building**. We join, are part of, and strengthen the women's, workers' and human rights, and cooperative movements from the local to the national and international levels. We work together with government and non-governmental partners. We negotiate with employers, employers' organizations and recruitment agencies.





## 5.3 : DWO and DW networking and alliance building<sup>8</sup>



90 minutes



### Tip for Trainers

This unit is about networking and alliance building by DWOs and DWs (domestic workers):

- ▼ Do option A with domestic worker leaders with focus on DWOs networking with other DWOs, other organizations and people.
- ▼ Do option B with domestic workers who have encountered violence & harassment and want to increase their support network.

	Aims	<ul style="list-style-type: none"> <li>● Option A: To encourage DWO outreach, networking and alliance building with people and organizations to act against violence &amp; harassment</li> <li>● Option B: To help domestic workers who experienced violence &amp; harassment to expand their support network and recover</li> </ul>
	Participants	<ul style="list-style-type: none"> <li>● Option A: DWO leaders</li> <li>● Option B: Domestic workers (DWs) who experienced violence &amp; harassment</li> </ul>
	Room Arrangements	<ul style="list-style-type: none"> <li>● Step 1: Open space for the group to stand in a big circle.</li> <li>● Seating in big and small groups around tables or on the floor</li> </ul>
	Materials	<ul style="list-style-type: none"> <li>● For step 1: Rope or string of around 150 meters length wound in a ball for use by up to 30 people. Type of rope or string: Easy to hold, light, strong and cheap.</li> <li>● Flipchart papers, markers in 3 colors, rolls of masking tape, and cards in 2 different colors</li> </ul>
	Training Aids	<ul style="list-style-type: none"> <li>● Slide show: DWO and DW networking and alliance building</li> <li>● Info note: DWO and DW networking and alliance building</li> </ul>



### Session Plan Steps

1.	Stringball network	Exercise	25 minutes
2.	DWO and DW network drawings	Small group work	30 minutes
3.	DWO and DW network drawings	Q&A and discussion	30 minutes
4.	Key messages	Conclusion	5 minutes

<sup>8</sup> Adapted from ILO, Gender and entrepreneurship together: [GET ahead for women in enterprise, Training package and resource kit, Bangkok, 2008](#)



## Preparation

- Read the infonote and the session plan so you fully understand it.
- For step 2: Ensure that the small working groups can work at a table or on the floor and can hear the trainer's step-by-step guidance while developing their drawing.

## SESSION PLAN

STEP 1	STRINGBALL NETWORK	EXERCISE	25 MINUTES
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- Invite the group to stand in a big circle. Welcome them to the training. Link this session to the previous session and say: Now we are going to **discuss how we can increase our contacts and find allies** so we become stronger together to fight violence & harassment. Hold the stringball and say: We start with sharing short (mini) stories and creating a network between us with this ball. The **stories** are **about the most positive experience** we had as DWO leader (option A) or as a domestic worker (option B) when a person or an organization helped us act against violence & harassment. Give some examples: [Option A: Our DWO found it difficult to get legal aid for domestic workers, one trade union helped us a lot by providing their legal aid officers. Or: We campaigned with health centre staff and thereafter they treated rape victims with respect. Option B: I was beaten by my employer. A neighbor helped me to go to the hospital. I was so happy she helped me. Or: I was very sad when my mother left to work in another country, but my older sister became like a mother to me. This helped me a lot.] Each story should be very short and take no more than 30-40 seconds maximum. [Some storytellers will speak straight from their heart. Acknowledge these emotions when they come up by thanking the speaker for her contribution in a light and friendly way, but also keep the pace and move on.]
- Start the game by telling a short story from your own experience. Then throw the string ball to someone opposite in the circle, making sure to hold on to the loose end of the string. The person who receives the ball of string tells her story, then throws the string ball to another person in the group, and holds on tightly to a part of the string. Encourage people, make sure they keep their stories short and lively. Continue with the exercise until everyone has told a short story, and holds a piece of the string in their hands.
- Once all participants are linked through the string, ask them to pull it lightly towards their bodies. Say: We can now see a network of lines between us. This network stands for the relationships we build with people. The **network** we just made **demonstrates the lines of communication we have built between us** in this exercise.
- To better see the lines of the string ball and the network or web of relations, ask the participants to hold the string above their heads. Then, throw one or more objects (such as a document, a vest or sweater) on the net and explain that it illustrates the strength of the jointly held string: **One person can be strong, but as a group we are stronger.**
- Ask all participants to lay down the net on the floor together and ask them to sit down around it.

STEP 2	DWO AND DW NETWORK DRAWINGS	SMALL GROUP WORK	30 MINUTES
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- Summarize some highlights of cooperation from the stories during the stringball network exercise. Say: As DWOs we need **to reach out** to other people and organizations if we want to fight violence & harassment against domestic workers successfully. We need to increase our network of contacts, we need to find allies and build alliances.
- Ask: **What is alliance building?** Get some responses, write key words on the board and discuss: Alliance building means **selecting the most effective people and organizations to work together towards a common goal**. People and organizations working towards the same goal are called allies.
- Ask: **Are allies always friends?** After some responses, agree with the group: **Allies** are often **friends**, and people and organizations that we can trust. But not all allies are friends. They can **also be adversaries**: Allies who **sometimes work together towards the same goal but also have different interests**. *[For example: Option A: DWOs can be more effective if they build an alliance with employers of domestic workers and employment agents to fight abuse against domestic workers. Of course, this is not always possible: An abusive employer or employment agency is an enemy and will remain an enemy until the abuse stops. But if DWOs and domestic workers can build an alliance with fair employers, their organizations and employment agents, the DWO is able to fight against violence more effectively and powerfully. Option B: A domestic worker who has been raped by her employer needs help from people: Besides supportive friends and family members these can be: adversary family members, friends or other people who blame her, police officers, health personnel, judicial officers, social workers. These people may not want to support her at first, or may even work against her, but she and her DWO have to try to make them allies who will take her side and support her.]*
- Say: We are now going to make **network drawings**. Divide the participants in small groups, by DWO or by the place where participants live and/or work. *[Each group needs a flipchart or board (or wall, or empty space on the ground), and they need to be able to hear the trainer to guide them through the group work.]* Distribute a blank flipchart paper, markers of 3 colors and cards of 2 colors to each group.
- Ask the groups:
  - Option A: To identify people and organizations that the DWO needs to fight more successfully against violence & harassment against domestic workers *[like more members or leaders in their DWO, other DWOs, the police, a health center or medical doctors, lawyers, judges, journalists, employers, employment agents, shelters, trade unions, women’s, children’s, human rights and migrant workers organizations, government departments at different levels, embassies, consulates, important donors or charitable organizations. Note: Let them come up with their own list. They can add missing people or organizations later.]*
  - Option B: To identify people and organizations that a domestic violence victim needs to become a violence survivor *[like family members and friends, other domestic workers, DWOs, health centre staff, police officer, legal aid workers, women’s group, faith-based or other group. Note: Let them come up with their own list. They can add missing people or organizations later.]*
- Tell the groups to list all the actors that need to support them against violence & harassment. Every actor needs to be listed on a separate card:
  - Actors who are or could become supportive allies on cards of one color (for example: green).
  - Other possible allies on cards of the other color (for example: yellow).
  - They should only list relevant actors.
- When the groups are ready, draw a circle in the middle of the trainer’s flipchart, and write DWO (option A) or DW (option B) in the circle. Explain that the circle stands for our DWO (option A) or a DW who needs help against violence (option B).
- Tell the groups to also draw a circle in the middle of their flipchart and write the name of their DWO (option A) or their own names (option B) in the circle.
- Tell the groups to paste the key actor cards around their circle: closeby if the actor is important and further away if the actor is less important:
  - The closer the card is to the DWO/DW circle, the more important the actor is to the DWO or DW.

- The greater the distance of the card from the centre of the circle, the less important this actor is to the DWO or the DW.
- [Show how to do it by pasting some cards on the trainers’ flipchart.]
- When the groups are ready, say: Think about the **type of relationships** that exists between us, our DWOs and the various people or organizations involved, and illustrate these as follows:
  - If the relationship is strong and good, draw a **thick blue** line. If the relationship is strong, but not good, draw a **thick red** line
  - If the relationship is average and good, draw a **regular blue** line. If the relationship is average but not good, draw a **regular red** line.
  - If the relationship is weak and good, draw a **dotted blue** line. If the relationship is weak and not good, draw a **dotted red** line.
  - When there is no relationship, no line is drawn. [Show how to do it by drawing these lines on the trainer’s flipchart.]

<b>STEP 3</b>	<b>DWO AND DW NETWORK DRAWINGS</b>	<b>Q&amp;A AND DISCUSSION</b>	<b>30 MINUTES</b>
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- When the groups are ready, put up their DWO/DW network drawings on a wall or flipchart stands in different parts of the room. Ask the groups to walk around and take a look at the DWO/DW network drawings of the other groups and to:
  - Check whether they understand the DWO/DW network drawings of the others.
  - Find ideas for improving their own DWO/DW network drawings.
- Invite the small groups to the big group. Ask participants whether they have any questions or comments on the drawings of the other groups. Give time for the questions and answers on the network drawings.
- Ask the small groups whether they got ideas from the other drawings to improve their own DWO network drawing. Give them a few minutes to add any key actors to their DWO network drawing as they wish.
- Tell the groups to stop working on their drawings. Start a discussion by saying: When we look at the drawings, there are many similarities but also differences between the drawings of the groups [*Point out some similarities and differences. In general the type of actors will be the same, but the drawings can differ widely, because DWO and DW situations vary, depending on the country, the human, workers’ and women’s rights situation and DWO/DW experience and power.*] Start the Q&A discussion with the following questions:
  - **Why do we network and build alliances?** [*Successful DWOs invest a lot of time and energy in networking and alliance building with domestic workers and other allies. We need practical support to gain justice for violence victims and we need to engage and convince many other organizations and people to provide their support, knowledge, skills and power to push for the adoption of long-term solutions such as legal reform and the setting-up of effective and safe implementation mechanisms to bring an end to violence & harassment.*]
  - **How do we expand our networks and alliances?** [*We need to have a clear vision, goals and strategies and find common ground with a wide range of parties: We need to select our allies carefully: Find out if they share our goals. Check if we have common interests. Start building alliances with supporters of DWOs and DWs. Ask them to share and introduce you to their allies. Gradually, reach out to those that are indifferent but may become important allies. If a relationship gets strained, communicate, find out what the problem is and try to solve it.*]
  - **Who supports us?** [*Option A: Organizations and people that fight for social justice and uphold the rights of domestic workers. Examples: Other DWOs, women’s, workers’ and human rights organizations and movements from the local to the national and international levels, trade unions or other membership-based workers’ organizations of informal economy or migrant workers, legal aid organizations, NGOs or community-based groups. They can also include, journalists, the authorities from the local to the national levels, political parties, or influential people. Option B: Other domestic workers and DWOs, some family members and friends, supportive neighbors, police officers, health staff or human, women and workers’ rights defenders in their communities.*]

- **Which other organizations and people do we need?** [Option A: Local, provincial and national authorities, enforcement agencies (police and judiciary), health and social welfare organizations Workers’ and employers’ organizations, employment agencies and their organizations, journalists, policy makers, faith-based or charitable organizations, youth or student groups, journalists, famous people, like movie or sports stars. Option B: Some family members and friends, people in the community, people that are friends with the abusers, are related to them, take their side and/or receive bribes from them, police, staff of health agencies ar at the courts.] Say: These actors can be indifferent to domestic workers and can make life very difficult for DWOs/DWs but they can also become supportive allies, if we can convince them to join the fight against violence & harassment of domestic workers.
- **What to do with people who are hostile or exploit domestic workers?** [Do not prioritize, or waste energy, on them. It is useful for DWOs to develop and widely disseminate blacklists of such people and organizations, like abusive employers or recruitment agencies to prevent them from hiring and harming domestic workers.]

STEP 4	KEY MESSAGES	CONCLUSION	5 MINUTES
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- Say: In conclusion, HOW do we expand our networks? Agree with the group on the following key actions:
  - We need to ensure we have a clear vision, goals and strategies, and find common ground with many parties
  - Identify supportive people and organizations
  - Ask them for introductions to others
  - Build our network gradually and keep in touch
  - Reach out to indifferent groups which may become supporters
  - If relations become difficult, communicate and try to solve it
  - Do not prioritize clearly hostile people and organizations: Blacklist them.



## Training Organization

- **Unit 5.3** is useful for domestic workers engaged in case work with violence victims and survivors, so can be done after **Unit 6.4** Respond, report and refer.
- If participants lack self-confidence or are shy in contacting and negotiating with persons or groups in authority whose support they need to fight violence & harassment against domestic workers, organize roleplays where they can try out meetings with leaders or hostile groups in the safe training environment. See, for example **Unit 4.3** How to handle power struggles.





## Info Note: DWO and DW networking and alliance building

### Why do we network?

Networking and building alliances with other people and organizations is very important for DWOs/DWs. We need to have a **clear vision, goals and strategies and find common ground with a wide range of parties** that violence & harassment against domestic workers is unacceptable and must be effectively outlawed:

- We need **practical support** to gain justice for violence victims and help them to become survivors.
- We need to **engage and convince** many organizations and people in society to **become strong advocates** of eliminating violence & harassment and improving working conditions in domestic work.

### Important DWO/DW partners and allies

- Organizations that **fight for social justice, and uphold the rights of domestic workers** as women and as workers, like DWOs, trade unions, women's, children's, human rights, migrant workers' organizations, informal workers organizations, like HomeNet and StreetNet and cooperatives.
- **International and regional organizations and networks:** The IDWF (83 affiliates from 65 countries in early 2022 is affiliated to the IUF (International Union of Food, Agricultural, Hotel, Restaurant, Catering, Tobacco and Allied Workers' Associations) and the WIEGO (Women in Informal Employment: Globalizing and Organizing). IDWF cooperates with the International Trade Union Confederation (ITUC), the ILO, UN Women and other organizations of the United Nations, and a range of other partners.
- **Governmental** organizations at **the local, provincial, regional/state and national levels**. These have a duty to uphold the law and provide public services to domestic workers, for example:
  - Health agencies
  - Law enforcement agencies like the police, the judiciary, the labor inspectorate
  - Local authorities (locally elected or informal community leaders, local government officials (community health, schools, volunteer networks)
  - Immigration departments
  - Embassies or consulates of migrant domestic workers' home countries
  - Embassies from donor countries providing grants or other support to DWOs
- **Workers' and employers' organizations.** At the national level, countries which are members of the ILO, have employers' and workers' organizations that know and acknowledge the rights of domestic workers to decent work, and the rights of all workers to workplaces free of violence & harassment.
- **Organizations of employers of domestic workers** are viable partners for DWOs but few of these exist in Asian countries. In Asia, DWOs may find and be able to cooperate with a variety of groups and associations whose members are employers of domestic workers, like residential committees, home-makers' or housewives' organizations (mothers' forum), wives' groups of occupational groups or expatriate groups.
- **Employment or recruitment agencies**, and their federations or associations, especially if they have developed 'fair recruitment guidelines and practices'.
- **Legal aid organizations**, progressive lawyers associations or collectives that provide legal services to women and to workers.
- **Journalists** and sympathetic local, regional, national or international newspapers, and radio, TV or social media outlets.
- A wide variety of other groups: **Academics, women's shelters, safe abortion clinics**, faith-based organizations, faith-based organizations, youth groups or student groups.
- Music, movie, TV or sports **stars** and their industries, actors and actresses, singers, talkshow hosts, social media influencers, and their fanbase.



### How to do it?

- We need to have a **clear vision, goals and strategies** and **find common ground with a wide range of parties**.
  - Start with **identifying supportive people and organizations**. Find respected women and men leaders with skills and formal or informal power, who are or who may be supportive of DWOs/DWs.
  - **Ask these supporters to introduce the DWO/DW** to other people and organizations, or help with representing the interests of domestic workers and become allies.
  - **Build our network gradually** and make sure to **keep in touch** regularly so relationships become strong.
  - Many groups in society don't know and are indifferent about domestic workers. **Reach out to indifferent**, important **groups** and convince them to **become supporters** and allies.
- 
- **If relations** with another person, group or organization **become difficult** or strained, **communicate** with them to find out what the problem is and **try to solve it**. Sometimes there is a practical misunderstanding that can be solved easily. In other cases, try to find and agree on the common interests, principles and strategies that are necessary for cooperation. If these cannot be agreed upon, find other partners.
  - **Do not prioritize and spend energy on groups or people that are hostile** to domestic workers and DWOs. However, identify these people or groups, like abusive employers or recruitment agencies, **blacklist them** and disseminate this information widely to domestic workers and other relevant groups.



## 5.4 : DWOs changing mindsets on domestic workers' sexual rights<sup>9</sup>



120 minutes

	Aims	<ul style="list-style-type: none"> <li>To change mindsets and prevent sexual violence and harassment in domestic work</li> <li>To increase domestic workers' awareness of their rights over their own body</li> <li>To develop advocacy messages on domestic workers' sexual rights</li> </ul>
	Participants	<ul style="list-style-type: none"> <li>Domestic worker leaders</li> <li>Domestic workers</li> </ul>
	Room Arrangements	<ul style="list-style-type: none"> <li>Step 1: Open space for the group to stand in a big circle and run around.</li> <li>Step 2: Seating in big group and pairs around tables or on the floor</li> <li>Step 3 and 4: Open space for small groups to prepare and show roleplays</li> </ul>
	Materials	<ul style="list-style-type: none"> <li>For step 2: Flipcharts and markers in 2 colors for use by the trainer</li> </ul>
	Training Aids	<ul style="list-style-type: none"> <li>Slide show: Changing mindsets on domestic workers' sexual rights</li> <li>Handout 1: What is and what is not consent – Statements</li> <li>Handout 2: DWO street theatre plays on women's sexual rights – Preparation</li> <li>Info note: Changing mindsets on domestic workers' sexual rights</li> </ul>



### Session Plan Steps

1.	Fish ponds	Energizer	10 minutes
2.	What is consent?	Sharing in pairs and in the big group	45 minutes
3.	Changing mindsets on sexual rights	Roleplays	60 minutes
4.	Key messages	Conclusion	5 minutes



### Preparation

- Read the Info note and the session plan. If the audience has traditional gender ideas and norms about women's roles and sexual rights, emphasize the importance of protecting women and their rights.
  - For step 1: This game is generally suitable for both one-sex-only and mixed groups. In groups where touching between the opposite sexes makes participants uncomfortable, check whether the game can be done in mixed groups.
  - For step 2: Make photocopies of handout 1 for all participants and prepare a score list on a flipchart to put upfront and keep score of the outcomes of the discussions in pairs.

<sup>9</sup> ILO, *Brief No. 2: Sexual harassment in the world of work*, Geneva, 2020; UN Women, *Take action: 10 ways you can help end violence against women, even during a pandemic*, 2020; ILO, *Action against sexual harassment at work in Asia and the Pacific*, Bangkok, 2001

## SESSION PLAN

STEP 1	FISH PONDS <sup>10</sup>	ENERGIZER	10 MINUTES
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- Invite the group to stand in a big circle in an open space with space for all to run around. Say: We start with a fun game with fishes in ponds. We play it like this:
  - I will tell you to make fish ponds and be fishes in fish ponds as follows: When I say: '2 make a pond for 1 fish', 2 persons will join hands to make a pond and 1 person will enter the pond as a fish.
  - Then I tell you to make other ponds with fish, for example: '3 make a pond for 2 fishes'. Then 3 persons join hands to make a pond and 2 persons get into each pond as fish. Or, I say: '2 make a pond for 3 fishes. So 2 persons join hands and make a pond, and 3 persons get into each pond as fishes.
  - If some people can not manage to make a pond or be a fish in one round, they stand aside and join the game again at the next round.
- Start the game. Keep up a fast pace and change the size of the pond and the number of fishes 5-6 times. [*People will run around and have fun. Make sure people do not cheat. If people get too rough, tell them to be more careful.*]
- This game is also a fun way to form small groups. For example, if the instruction is: '4 make a pond for 2 fishes', then groups of 6 will be formed. Note: In step 3 below, participants will work in small working groups of 6-8 people each, so the last instruction could be, for example : '3 make a pond for 3 fishes'. (Then the size of the small working groups in step 3 will be 6 people per group).
- Stop the game, and say: We will continue the session in the last fish pond you made. So stay together in your small groups and come sit in the big group.

STEP 2	WHAT IS CONSENT?	SHARING IN PAIRS AND IN THE BIG GROUP	45 MINUTES
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- Link this session to the previous session and say: In this session, we are going to **discuss how DWOs can change mindsets and prevent sexual violence & harassment in domestic work**. Taking action against sexual violence & harassment, means that we need to change gender, cultural and social norms that support violence & harassment against women and girls. Let's start with looking at our own norms and values on consent. Ask: **What is consent?**
- Write key points of participants' answers on a flipchart or board. After a few responses, agree with the group: **Consent** is a **voluntary agreement** between people to engage in sexual activity.
- Distribute a copy of handout 1 to each of them with the **statements on what is and what is not consent**. Ask volunteers to read them out in the big group. Check if the statements are clear, and answer questions as needed.
- Say: Let us discuss in pairs what this means for each of us. Form pairs with your neighbor to the right. When the pairs are formed, say: Go through the statements one by one and share your views or personal stories. After every statement, Tick ✓ in one of the boxes (Agree, Not sure or Don't agree). Give 2 answers if you don't agree on a statement in your pair. Give the pairs 15 minutes to discuss.
- When the pairs are ready, say: **Let us discuss the statements and what we think about them**. Go through the statements one by one and ask the pairs to briefly share what statements they agree with, are not sure about or don't agree with and why. Mark their answers on the flipchart with the score card. When all statements have been discussed, briefly summarize the discussion outcomes, and start a discussion on the statements that participants are not sure about or don't agree with. [*The pairs may agree to all the statements but it is more likely that some statements are considered difficult or controversial, because of differences in age, gender norms and values in the group. It is useful to discuss this so encourage the group to air different views and opinions.*]

<sup>10</sup> ILO, Rights, responsibilities and representation: (3-R) Trainers' kit, Empowerment for children, youth and families, Book 1, User guide Bangkok, 2006

- Ask: **Is consent an issue in our own sexual relations?** Invite a few volunteers to share their story and affirm their views. If no one wants to share, move on.
- Summarize the outcome of the discussion with the group:
  - Nowadays, **women and men are equal before the law** in most societies. But, **in practice**, there are differences in the sexual freedoms of women and men, and **women in general don't have full control over their body and have less sexual rights and freedoms** than men in most societies.
  - In many groups and societies, it is **still difficult or not possible for girls and women to say NO to sexual activities they don't like**. This is because traditional gender attitudes and mindsets still exist among many groups and in many countries, specific gender equality laws do not yet exist or are not properly implemented. Especially in patriarchal societies, women are considered to be the property of men who think they have the right to demand sexual services from women.
- Ask: **What effects does this have on us?** After a few responses, conclude: Many girls and women can not freely choose and have **no or little control** over their sexuality, fertility, reproduction, sexual orientation and gender identity. Boys and men often also have difficulties if they don't conform to the expected sexual roles of men (like, not showing emotions or solving problems with violence), and LGBTI+ people face such problems as well. This increases the risk of sexual violence & harassment. *[Examples: marital rape is one of the most common types of sexual violence against women but it is not prohibited in many countries. Some countries have yet to outlaw rape altogether. Or laws against rape exists but rape culture is wide spread so women do not feel safe in public spaces or transportation.]*
- Ask: **What are our sexual rights?** After a few responses, say: The rights of all human beings to high standards of **sexual health**, to a **safe and pleasurable sexual life** and to **have control over their sexuality, reproduction, and sexual orientation and gender identity**.
- Ask: **What challenges do domestic workers face regarding their sexual rights and rights over their body?** *[Sexual violence & harassment by their employers, husbands or partners is common. Because of their job, it is often difficult for them to start or maintain sexual relationships or to raise children, especially if they are migrant workers. Dismissal after pregnancy or discrimination against LGBTI+ people are also common.]*
- Say: From our discussion, we can conclude that:
  - People often have different norms on women's and men's sexuality. Sexual rights and freedoms differ between people, depending on their sex and gender, race or ethnicity, socio-economic background or origin, class, caste, culture or religion. Generally however, these **gender norms restrict the sexual rights of women, domestic workers and LGBTI+ people**. Therefore, they are **at higher risk of sexual violence**, and have to **fight for their sexual rights**.
  - **Sexuality** is about **sexual feelings, thoughts, attractions and behaviors, and these vary a lot among people**. It is best to make decisions about sexual matters for ourselves and not be judgemental about others as it is not our business. Everybody has a right to decide over their own body and have sex with others the way they want as long as there is **freely given consent** and it does not hurt others against their will.
  - There is **one universal exception to this rule. Who can tell me what it is?** *[Sexual activities of adults with children and teenagers who have not reached adulthood.]* Children and teenagers may say they give their consent to provide sexual services to adults, but they are too young to give their consent out of their own free will. For this reason, **sexual exploitation of children and acts of pedophilia are outlawed** in most countries. Again, this universal rule is not yet applied everywhere. Sexual exploitation of children still happens everywhere in and outside families and child marriage from as young as 9-13 years is still allowed in several countries.
- Say: Let us remember what is consent like this: **Consent** is like our favorite **FRIES**:
  - **F**reely given – Without fear or coercion
  - **R**espect a NO – If I says NO, it means NO, not 'maybe'
  - **I**nformed and honest – I know what I am doing and I don't want to be cheated
  - **E**nthusiastic – YES, I like it and I want it
  - **S**pecific – A YES to one thing is not a YES to everything.

*[If participants don't have favorite FRIES or if it is difficult to translate, try to find another way to make it easy for participants to remember the key content of consent.]*

STEP 3	CHANGING MINDSETS ON SEXUAL RIGHTS	ROLEPLAYS	60 MINUTES
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- Say: **Sexual violence & harassment against women in domestic work will remain common so long as we do not have the right over our own bodies.** Sexual rights are human rights and they are crucial to our empowerment. Many people, including women themselves are often not aware of this because of the patriarchal norms in their family, workplace and society. We are, therefore, now going to prepare short DWO street theatre plays or skits in small groups. Do you remember the members of your last fish pond group in Step 1?
- Divide the big group in the last fish pond groups of step 1. Distribute handout 2 and give the instructions for the street theatre plays:
  - Each small group is a DWO. Each DWO will prepare a short (3-4 minutes) DWO street theatre play or skit on **domestic workers' sexual rights**, based on their personal experiences and priorities. The aims of the DWO street play are to:
    - **Promote women's sexual rights**
    - **Convince the audience to change mindsets that lead to violence against women.**
  - Discuss and agree as a group:
    1. **What is the story about?**
    2. **Who is your audience?** [Be specific: For example, domestic workers, employers of domestic workers; community health workers; local policy makers, police officers, a community, women's, religious or other group or club.]
    3. **What are the key messages** of the play for your audience?
  - Divide the roles and rehearse the play. Preparation time is 15 minutes.
- Ask if everything is clear and answer any questions. [It is best if the story is about a **priority sexual rights issue** of the participants. The audience can be other domestic workers, their employers or the community where domestic workers live and work. Example key messages are: Domestic workers have the right over their own body. They have the right to say NO or YES to sexual activities. End victim blaming – Stop the perpetrators. Outlaw rape within marriage. Free sex massage is not part of a domestic workers' job. We say NO to child marriage. We want to stop rape culture. We need free sanitary products for women's monthly periods].
- Tell the groups to start working on their skits. Help them as needed. After 10 minutes, tell the groups they have 5 minutes left to finish their preparations.
- Tell the groups to come back to the big group for the street theatre shows.
- Ask the groups to perform their play, one by one. After every skit, start a big applause for the performers. Ask if there are any questions for the performing team and have the audience guess and repeat the key messages of each play, for example:
  - **End rape culture**, sexual violence & harassment against women
  - **End victim-blaming.** The perpetrator is the sole reason for violence & harassment, and must bear the responsibility alone.
  - **Assert our right to our own bodies** and to take decisions about sexual matters.



STEP 4	KEY MESSAGES	CONCLUSION	5 MINUTES
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- Conclude the session by repeating the key messages with the group, for example:
  - We need to fight patriarchal laws, mindsets and practices that lead to violence & harassment against women and domestic workers
  - We have the right over our own bodies and we have sexual rights
  - Consent is important when people engage in sexual activity. Consent is like our favorite FRIES: **F**reely given. **R**espect a NO. **I**nformed and honest. **E**nthusiastic. A **S**pecific YES every time.
  - Repeat the key messages from the street theatre plays: ...



## HANDOUT 1 : STATEMENTS

### What is and what is not consent<sup>11</sup>

Discuss the statements together and share your ideas or personal stories.

Tick  in 1 of the columns for each statement. Answers can differ in the pairs.

No.	STATEMENT	AGREE	NOT SURE	DON'T AGREE
<b>What is consent:</b>				
1	YES, YES and YES is consent. Not silence or hesitation			
2	Something you give freely and can also take back			
3	The right to say NO always and anywhere			
4	Equality and respect for the well-being of others			
5	A MUST for everything and everyone			
6	Consent starts at home and applies to everyone			
7	Respect and agreement to a NO by the other			
8	Full awareness and agreement by all concerned parties			
9	Everyone's right to choose			
10	Something that needs to be asked. It can not be taken for granted			
11	Respecting boundaries, every single time			
12	Saying NO is NO. It's not an opportunity to persuade.			
<b>What is NOT consent:</b>				
13	Silence			
14	A forced YES because of unequal power relations			
15	Giving in to one's husband or boss because women should obey men			
16	A mini-skirt and saying: She asked for it with her sexy dress			
17	Drunk, high, drugged or unconscious			
18	Flirting and saying: 'Maybe'			
19	Saying: Boys will be boys, just do what he wants			
20	Promising to use a condom and not doing it			
21	Forced sexual services to avoid job loss or pay-off debts			
22	Children or teenagers saying 'yes' to providing sexual services			
23	Marital rape (rape within marriage)			
24	Child marriage			

11 Adapted from UN Women, [When it comes to consent, there are no blurred lines](#), 18 Nov 2019



## HANDOUT 2 : PREPARATION

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### DWO street theatre plays on women's sexual rights

Each small group is a DWO. You will prepare a short DWO street theatre play of 3-4 minutes, based on your own experiences and the priorities in your group:

**The aims of the play are to:**

- Promote women's sexual rights
- Convince the audience to change mindsets that lead to violence against them.

**Discuss and agree as a group:**

- What is the story about?
- Who is your audience?
- What are the key messages of the play for your audience?

When you know what play your group is going to perform, divide the roles and rehearse the play.

Preparation time: 15 minutes. More time will be needed if DWO leaders and members are not used to working together.



## Info Note: DWOs changing mindsets on women's sexual rights<sup>12</sup>

### Patriarchal norms and ideas on women's sexual rights

Nowadays, women and men are equal before the law in most countries, though patriarchal norms continue to be common in many societies. In practice, women do not have full control over their own bodies in many communities. Outdated attitudes still exist among many groups and gender equality laws, where they exist, are not properly implemented in many countries. In many groups and societies, it is still **difficult** or not possible for girls and women **to say NO to sexual activities they don't like**. This is because in patriarchal societies, women are considered to be the property of men who think they have the right to demand sexual services from them. When men force sexual activities on women, the perpetrators are often not punished. Instead, the victims are blamed and their lives and livelihoods are in further danger of ruin.

Repression of women's control over their bodies or women's reproductive rights is still quite common, and this increases women's risk to sexual violence & harassment. For example, **marital rape** is one of the most common types of sexual violence against women but it **is not yet prohibited everywhere**. Some countries have yet to outlaw rape altogether. Or laws against rape exists but rape culture is so widespread that women do not feel safe in public spaces and public transportation.

Women, therefore, still have to fight for their sexual and reproductive rights in many places. For women and girls, **the right to control their own bodies and their sexuality without discrimination, coercion, or violence is critical** for their **empowerment**. Sexual rights are essential to realize women's rights to self-determination, autonomy and control over their lives. The attempts to control women's and girls' sexuality result in the abuses many women face on a daily basis, like gender-based violence & harassment and limitations on their mobility, dress and appearance, education, employment, and participation in public life.

The **same holds true** for lesbians, gay men, bisexual people, transgender people, sex workers, and others who are considered to transgress sexual and gender norms. As a result, they also continue to face repression, discrimination, violence & harassment in many societies.

### What are our sexual rights?

Sexual rights are generally defined as: The rights of all human beings to:

- High standards of sexual health
- A safe and pleasurable sexual life
- Have control over their sexuality, reproduction, sexual orientation & gender identity.

Sexual rights form the basis for enjoying all other human rights and are needed to achieve equality and justice. **Sexual rights are part of our human rights** as agreed in many national laws and international human rights documents. However, some conservative states, religions and groups continue to push for control over women's bodies by men and the authorities which they consider to be central to the survival of humankind.

People have different ideas and norms on women's and men's sexuality, sexual conduct and sexual freedoms, depending on their sex and gender, race or ethnicity, socio-economic background or origin, class, caste, culture or religion. Different sexual preferences also exist. In sexual matters it is best to **make decisions for ourselves and not be judgemental about others** as it is not our business. Everyone has a right to decide over their own body and have sex with others the way they want as long as consent is freely given and no one is hurt against their will.

There is **one universal exception** to this rule: **Sexual activities by adults with children and teenagers who have not reached adulthood are forbidden**. Children and teenagers may say they give their consent to provide sexual services to adults, but they are too young to decide of their own free will. For this reason, the practices of pedophilia is outlawed in most countries. Again, this is not yet universally applied as sexual exploitation of children still happens everywhere and child marriage is still allowed in several countries.

<sup>12</sup> Adapted from: International Women's Health Coalition, [Sexual rights are human rights](#); UN Women, [Take action: 10 ways you can help end violence against women, even during a pandemic](#), 2020; ILO, [Action against sexual harassment at work in Asia and the Pacific](#), Bangkok, 2001

## The fight continues

**The fight for women's rights over their own body and saying YES or NO to sex continues.** Women and men are equal before the law in most countries but many men and even some women in patriarchal and repressive states and religions continue to try, and sometimes succeed, in limiting women's sexual rights in international law and standard setting.<sup>13</sup> Men's control over women and their bodies has not been decreasing gradually in line with international laws. This leads to the continued existence of **rape culture** – an environment where sexual violence & harassment is considered to be normal and justified, because of the persistent gender inequalities and attitudes about gender and sexuality.

We, women, **must recognize and proclaim the right over our own bodies**, to ourselves and to others. We need to **dismantle in our heads** the harmful gender stereotypes on sexuality and rape culture. Then we need to start **changing attitudes in our families, workplaces, communities and societies** to:

- **End rape culture**, sexual violence & harassment against women
- **End victim-blaming.** The perpetrator is the sole reason for violence & harassment, and must bear the responsibility alone.
- **Assert our right** to our own bodies and to take decisions about sexual matters.

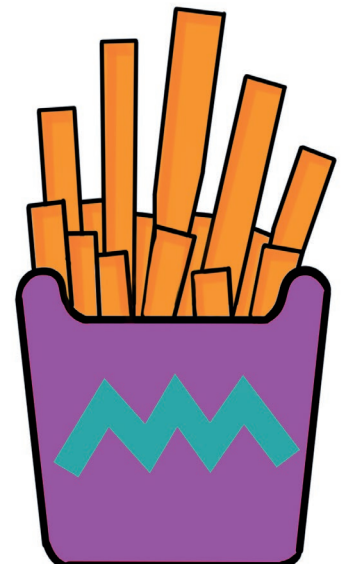
## What is consent?

**Consent is a voluntary agreement to engage in sexual activity.** It is about respecting the other when s/he says no or is unsure about anything — from sending photos and sexting to engaging in sexual activity. **Consent** needs to be clearly and freely communicated. A verbal and affirmative expression of **consent** can help both you and your partner to understand and respect each other's boundaries.

Think of your favorite FRIES!

**Consent<sup>14</sup> is:**

- **Freely given** – Without fear or coercion. Doing something sexual with someone is a decision that should be made without pressure, force, manipulation, or while drunk, high or drugged.
- **Respect a NO** – If I say NO, it means NO, not 'maybe'. Anyone can change their mind about what they want to do, at any time. Even if you've done it before or are in the middle of having sex.
- **Informed and honest** – I know what I am doing and I don't want to be cheated. Everyone needs to know what they are doing and be honest, like when someone promises to put on a condom and then doesn't do it, that is not consent, but cheating.
- **Enthusiastic** – YES, I like it and I want it. If someone isn't excited, or really into it, that's not consent, but cheating.
- **Specific** – A YES to one thing is not a YES to everything. Saying YES to one thing (like going to the bedroom to kiss and cuddle) doesn't mean a yes to other things (like oral or anal sex).



<sup>13</sup> See for example, IWRAP Asia Pacific, [A feminist analysis of CEDAW General Recommendation No. 38 on the trafficking of women & girls and global migration](#), 16 December 2020

<sup>14</sup> Adapted from UN Women: [When it comes to consent, there are no blurred lines](#), 18 Nov 2019 and Planned Parenthood: [What is consent](#)



# 5.5 : DWO action planning against violence & harassment<sup>15</sup>

90 minutes

	Objectives	<ul style="list-style-type: none"> <li>To create ideas and set priorities for DWO actions against violence &amp; harassment</li> </ul>
	Participants	<ul style="list-style-type: none"> <li>Domestic worker leaders</li> <li>Domestic workers</li> </ul>
	Room Arrangements	<ul style="list-style-type: none"> <li>Step 1: Space for the big group to stand in a circle and move around.</li> <li>Other steps: Seating in big or small groups with space for the group to move around between their seats and a wall, board or flipcharts to tape their contributions and vote.</li> </ul>
	Materials	<ul style="list-style-type: none"> <li>A wall, big board or four flipchart stands with papers in front of the group</li> <li>Masking tape and a stack of A4 papers, cut in 3 pieces vertically along the long side of the paper, 5 slips of paper per participant and some extras, a basket to collect the slips.</li> <li>Voting slips in 3 colors (Use Post-its or coloured papers and masking tape), one set for each participant.</li> </ul>
	Training Aids	<ul style="list-style-type: none"> <li>Slide show: Action planning against violence &amp; harassment</li> <li>Info note: Types of DWO strategies and actions against violence &amp; harassment</li> </ul>



## Session Plan Steps

1.	Stretch and group cheer	Energizer	5 minutes
2.	Silent idea creation	Individual brainstorming	25 minutes
3.	The idea wall	Reporting in a big group	35 minutes
4.	Ranking of ideas	Voting exercise	20 minutes
5.	Key messages	Conclusion	5 minutes



## Preparation

- For step 1: Have a look at the cheers below and adapt these to suit the audience.
- For step 2:
  - Write on a board or flipchart for use in front of the group: What can we do to organize against violence & harassment against domestic workers.
  - Cut A4 sheets of paper in 3 equal pieces (slips of paper) vertically along the long side of the papers.
- For step 4: Prepare voting slips for participants in 3 colors. Each participant gets 3 voting slips, one of each color.

<sup>15</sup> IDWF, *Gender-based violence & harassment against domestic workers: Case stories from Asia*, Hong Kong, 2020  
 IDWF, *IDWF 5 year strategic plan, 2016-2020*  
 ILO, *Violence and harassment in the world of work: A guide on Convention No. 190 and Recommendation No. 206*, Geneva, 2021



## SESSION PLAN

STEP 1	STRETCH AND GROUP CHEER	ENERGIZER	5 MINUTES
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- Invite the group to stand in a big circle. Say: we are going to do a quick warm-up. Follow me:
  - Stretch your arms in front of you and breathe in. Breathe out and squat down as far as you can. Breathe in: come up, breathe out: squat, 5 to 10x
  - Hold hands with your neighbors. When I call out GO: move in and make the circle as small as you can raising your joined hands up: GO
- Now repeat after me and shake your joint hands together:
  - Do we want violence? NO, NO, NO
  - Do we want harassment? NO, NO, NO
  - We want respect and dignity! YES, YES, YES
  - Together we work for equality and equal rights! YES, YES, YES
  - Together we are strong! YES, YES, YES
  - Together we will make it! YES, YES, YES
  - Together we will win! YES, YES, YES



### Tip for Trainers

The next exercise is done in a group but most of the work is done individually. Participants develop and list many ideas, and rank them to reach a group agreement about what to do. Reasons for using this method<sup>16</sup> are:

- ▼ Individuals working in groups create more ideas than when they work alone. Groups where people are brought together but are not allowed to discuss, have been found to be more effective for the creation of ideas than discussion groups where people brainstorm and exchange ideas. Discussion groups where there is a lot of interaction tend to inhibit creative thinking due to the social pressure to conform to the opinions of dominant group members.
- ▼ Ranking of ideas in this non-threatening, private way makes it possible to develop a group judgement and consensus without social pressure to conform.

STEP 2	SILENT IDEA CREATION	INDIVIDUAL BRAINSTORMING	25 MINUTES
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- Link this session to the previous session and say: We are now going to **create ideas and set priorities for DWO actions against violence & harassment**. DWOs receive many, often urgent requests for help from domestic workers who suffer from violence & harassment. We need to help individual victims to become survivors, but we need to go beyond that. As DWOs we want to use our group power to say YES to equality and NO to violence & harassment. We start with brainstorming to develop ideas in this group on how to better organize against violence & harassment. We do this in three steps. **Step 1 is silent idea creation**. Distribute 3 or more slips of paper to each participant.
- Say: Take some time to think about **what our DWO(s) can do to organize and fight violence & harassment** against domestic workers. Every idea is valuable. You can think of things that we are doing already and want to do more or in a better way. You can also think of things we are not yet doing but could be doing in the future. Think big and think small. Think about practical things, and short-term and long-term things. Think about things that could be done if our DWO has more members, time and money.

<sup>16</sup> Known as the 'nominal group technique'. Adapted from: IIED, [A trainer's guide for participatory learning and action](#), London, 1995

- Say: Everybody has 3 slips of paper. Write one idea per slip of paper. If you need more slips ask for more. Remember, we do this in silence. Don't talk but think and write without talking about it.
- Give participants time to think and write down ideas. After 10 minutes, put the basket in front of the group and ask everybody to put their slips of paper in the basket. Encourage everybody to think and write more ideas. Then, shuffle the paperslips, take them out and tape them to the wall, board or flipchart papers. Try to group similar ideas together. *[For example, put all campaigning ideas together, all legal reform ideas together, all victim assistance ideas together, all ideas on negotiating with employers together.]*
- After another 5 minutes, ask everybody to finish writing their ideas and put the slips of paper in the basket.

STEP 3	THE IDEA WALL	REPORTING IN A BIG GROUP	35 MINUTES
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- Say: **Step 2 is the idea wall.** This step provides the opportunity to share the ideas, and make sure they are expressed clearly. Ask everyone to walk around to read the ideas on the board. Ask a volunteer to take the remaining paperslips from the basket and put them up for everyone to see on the idea wall. When you are ready, ask everyone to sit on the floor in front of the wall.
- Say: We are now going to read all the ideas, one by one:
  - For every idea we will check together if the meaning of all words and sentences is clear. If it is not, the writer of the idea can clarify what she wants to say, and express it clearly. *[The facilitator can adjust the text of an idea accordingly, and checks back with its writer if this is what s/he wants to say.]*
  - We will also check for each idea whether it is in the right cluster or whether it should be moved somewhere else.
  - If someone in the group gets a new idea, write it down and put the paperslip in the basket.
- Ask a volunteer to read out the ideas in one cluster. And discuss each one of them as mentioned above. *[The trainer discourages any discussion on the idea itself in this step. The aim is to clarify the meaning, logic and thought behind each idea. The aim is not to discuss the advantages and disadvantages of an idea or whether one agrees with it or not. Explain this to the group as needed].*
- Ask different volunteers to read out the various ideas and opinions. Remind the group that they can write new or different ideas and put them in the basket. If they have opposite ideas, these are also welcome. End with a volunteer reading out the last, new ideas from the basket and put these on the idea wall. After discussion, add these to existing ideas clusters, create new idea clusters, or put them up as separate new ideas.



## Tip for Trainers

*Participants with little experience in collective action may only list the (few) types of actions that they are familiar with. In such cases:*

- *Encourage the group and share some relevant ideas from the Info note on how to organize against violence & harassment through awareness raising and advocacy, training, support to violence victims and survivors, negotiating with employers and recruitment agencies, networking and alliance building, and legal and policy reform.*
- *If needed, do another round of creating new ideas.*

STEP 4	RANKING OF IDEAS	VOTING EXERCISE	20 MINUTES
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- Say: We are now moving to **step 3. Ranking of ideas** by voting on the ideas that are up on the idea wall to see what we as a group think are priorities for action by our DWO.
- Explain the color coding by saying: Color 1 (say, red), is the number 1 choice as the best idea or opinion. Color 2 (say, blue) is the number 2 choice as the second best idea. Color 3 (say, yellow) is the number 3 choice as the third best idea. Write the color coding on the wall for everyone to see. Vote by sticking your votes on the ideas or opinions that you like best in the order of your choice.
- Give everyone 3 voting slips, one of each of the 3 different colors and start the voting process.
- After everyone has voted count the votes for each idea or opinion. If the outcomes are close and it is not obvious from the colors which are the winners, do a further count: Every color 1 voting slip (say, red) is worth 3 points. Every color 2 voting slip (say, blue) is worth 2 points and every color 3 voting slip (say, yellow) is worth 1 point. Ask some volunteers to help you calculate what are the number 1, 2 and 3 priorities of the group.
- Announce the winning ideas.



## Tips for Trainers

- ▼ *If the ranking is close, the group may decide to pursue more than 3 priorities for action.*
- ▼ *It may be useful to ask for volunteers to form small working groups to further discuss each priority and develop an action plan for each. This is also often done at the end of a training, see **Unit 8.1** Next steps against violence & harassment in domestic work.*

STEP 5	KEY MESSAGES	CONCLUSION	5 MINUTES
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- Conclude with the key messages, for example as follows:
  - DWOs have many things to do. We need to set priorities to organize against violence & harassment so we can reach our goals step by step.
  - We have agreed together on our priorities for the future. Let's repeat these out loud:  
We want to: 1 ... , 2 ... and 3 ...
  - There may be other valuable ideas and opinions on the wall that we may want to do. We will record them and keep them in mind for future action.

## Info note: DWO action planning against violence & harassment

Below is a list of collective actions against violence & harassment by DWOs. The list is not complete as DWOs everywhere come up with new ideas all the time, and every measure must always be tailor made to fit the situation at hand at the right time and place.

### Awareness raising, campaigning and advocacy

- Reach-out, meetings and events for domestic workers, their employers, the general public or specific audiences to raise their awareness.
- Awareness-raising and information dissemination in easy-to-understand language(s) and in relevant languages through all relevant, traditional and modern communication channels for domestic workers, employers of domestic workers, the general public, the police or other target groups (leaflets, posters, radio, social media, websites, street theatre and plays, TV and film).
- Campaigns, rallies, signature campaigns or other events in specific public places.
- Working with the media on the right messages.
- Lobbying with politicians, political parties, parliamentarians, formal and informal community leaders.

### Training

- Training of domestic workers on equality, discrimination (sexism, racism, classism), violence & harassment, and on organizing against violence & harassment.
- Training events for employers of domestic workers, the police, health staff, the judiciary, the media, parliamentarians, community leaders.
- Training of case workers and peer supporters to effectively help violence victims and survivors.

### Support to violence victims and survivors

- Meeting in face-to-face or online groups of domestic workers, or of violence survivors.
- Hotlines or contact numbers through informal contacts.
- Psychological and practical support, like fund raising and solidarity actions.
- Case work: Help with documenting and reporting violence, medical and legal support.
- Practical support to ensure effective access to protection (before, during and after reporting or making a complaint), support services (health, shelter), remedies (compensation, right to work during trial), and enforcement and sanctions.
- Looking for or providing safe places and shelters.
- Peer support and counselling.
- Looking for education and job opportunities.
- Development of safety or escape plans with victims and the authorities.
- Participation in rescue operations for child, migrant or other domestic workers in slavery-type situations with the authorities.

## Negotiating with the authorities, employers, recruitment agencies

- Direct action against employer perpetrators of violence & harassment.
- Blacklisting employer and recruitment agency perpetrators.
- Development and agreement of written standard employment contracts providing for fair distribution of duties and responsibilities of both parties, and for a safe and respectful workplace and working environment (and accommodation for live-in domestic workers).
- Development and agreement of measures like codes of conducts (My fair home) for employers specifying their responsibility to provide a safe workplace (and a safe home for live-in domestic workers).

## Networking and alliance building

- Cooperation with trade unions, women's movement, legal aid agencies, human rights organizations, migrant workers organizations, informal workers organizations (like home-based workers, street vendors, waste recyclers), cooperative movement, faith-based organizations, community support groups and other relevant parties.
- Lobbying and dialogue with national, provincial and local governments, members of parliaments, police, health officials, other local agencies like schools.
- Cooperation with international organizations, like IDWF, ILO, INGOs, IOM, UN-Women.
- Support from companies, employers' organizations.
- Support from donors.

## Legal and policy reform and watchdog function

- Legal literacy: Informing ourselves on national and international legal reform measures and actions on violence & harassment, on equality and non-discrimination, on decent work for domestic workers, and on organizing.
- Development of DWO priorities for legal reform, advocacy and actions to ensure prevention of and protection from violence in domestic work.
- Monitoring and ensuring:
  - Easy access, safety, fairness and effectiveness of complaint and dispute settlement procedures.
  - Protection before during and after reporting and making a complaint.
  - Appropriate and effective support services, remedies and sanctions.
- Reaching out, networking and gaining support from lawyers, the police and the judiciary.
- Lobbying with the authorities and the general public to outlaw violence & harassment against domestic workers.

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# DOMESTIC WORKERS ORGANIZE AGAINST VIOLENCE & HARASSMENT

## TRAINING PACK



### Unit 6

## DWO CASE WORK AND PEER SUPPORT

Foreword and Introduction

Unit 1 Starting a DWOVH Training

Unit 2 Equality and Rights in Our Life and Work

Unit 3 What is Violence & Harassment in Domestic Work

Unit 4 Protecting Ourselves from Violence & Harassment

Unit 5 Collective Actions against Violence & Harassment

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Unit 8 Concluding a DWOVH Training

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Training Aid 2 Key DWOVH Terms

Training Aid 3 Tips for Effective DWOVH Training

Training Aid 4 DWOVH Training Planning and Preparation



## Overview

In this unit we discuss how we and our DWOs can support violence victims to become violence survivors.

We find out how we can recognize violence & harassment problems and how to respond to domestic workers who need our help.

We practice our listening and communication skills, learn about making judgements and dealing with our emotions.

We develop DWO principles for case work and peer support, and share experiences on doing case work, providing peer support and reporting.



## UNIT SUMMARY

	TITLE	AIMS	TIME (MINS)
6.1	Recognize and the first response	<ul style="list-style-type: none"> <li>■ To recognize risks and signs of violence &amp; harassment</li> <li>■ To know what to do when a sister in trouble needs help</li> </ul>	120
6.2	Active listening in peer support communication	<ul style="list-style-type: none"> <li>■ To practice active listening and communicating</li> </ul>	90
6.3	Our judgements and emotions	<ul style="list-style-type: none"> <li>■ To become aware and learn how to make judgements and deal with our emotions as peer supporters</li> </ul>	90
6.4	DWO principles for case work and peer support	<ul style="list-style-type: none"> <li>■ To learn how to release tension after intense peer support conversations</li> <li>■ To share DWO principles and ethical guidelines for effective case work and peer support</li> </ul>	90
6.5	Peer support conversations and reporting	<ul style="list-style-type: none"> <li>■ To share DWO know-how on how to do face-to-face and telephone peer support conversations</li> <li>■ To know why we need to report and how to do it</li> </ul>	120



**TOTAL TIME : 8.30 HOURS – 510 MINUTES**



## KEY MESSAGES

**Protecting our sisters from violence is everyone’s business in our DWOs. In peer support conversations we share their feelings and listen to understand their story. We provide practical, psychological and social support to help violence victims to become survivors. We build support networks within and outside our DWO to help our sisters and take strategic actions against violence & harassment with other organizations.**

- We always reach out to sisters in trouble in our DWOs.
- At the first contact with a sister in distress, we are friendly and supportive. We give her our full attention, we practice empathy and share her feelings by putting ourselves in her place.
- We keep her story confidential, unless she is in danger or we need to ask our DWO leaders or peer support team for help.
- We need to get the facts right and practice active listening: We concentrate on what she says and how she says it.
- We give her the information she needs and decide carefully how best to support her. We can share most of our emotions but keep negative emotions about her to ourselves.
- We always invite a sister to join DWO activities so she can relax, learn new things and meet new friends.
- Important DWO principles and ethical practices for effective peer support are: Trust her, never blame her. Share her feelings and connect with her. Build on her strengths. Help her decide – Never decide for her. As a peer supporter, be a sister, a guide and a role model, not a rescuer. Take immediate action and get help from DWO leaders if she is in danger.
- We do case work and peer support conversations in 5 steps:
  1. Share her feelings and build trust at the first contact
  2. Listen and communicate
  3. Check the facts with her and seek confirmation
  4. Decide on a response
  5. Conclude, get her contact details and agree on follow-up.
- Reporting is crucial for follow-up with the violence victim and for DWO strategic actions.



## Training Organization

- This unit is for domestic workers who are or want to become case workers and peer supporters for their sisters who have experienced violence & harassment. It is proposed to do the following training activities in 1.5-2 days in a workshop or in 3 half-day activities on off-days, for example:
  - **Unit 6.1** Recognize and the first response and **Unit 6.2** Active listening in peer support communication (3.30 hours)
  - **Unit 6.3** Our judgements and emotions and **Unit 6.4** DWO principles for case work and peer support (3 hours)
  - **Unit 6.5** Peer support conversations and reporting and **Unit 5.4** DWO networking and alliance building (4 hours)
- If you want to do only one activity on case work and peer support:
  - Do **Unit 6.1** Recognize and the first response (120 minutes), because all domestic workers need to know how to recognize and reach out to victims of violence & harassment
  - If your DWO plans to start doing case work and peer support, do **Unit 6.4** DWO principles for case work and peer support (90 minutes).



# 6.1 : Recognize and the first response<sup>1</sup>

120 minutes

	Aims	<ul style="list-style-type: none"> <li>To recognize risks and signs of violence &amp; harassment</li> <li>To know what to do when a sister in trouble needs help</li> </ul>
	Participants	<ul style="list-style-type: none"> <li>Domestic worker leaders</li> <li>Domestic workers</li> </ul>
	Room Arrangements	<ul style="list-style-type: none"> <li>Step 1: Space for the group to stand in a big circle</li> <li>Other steps: Seating in pairs and in the big group</li> </ul>
	Materials	<ul style="list-style-type: none"> <li>Flipchart papers and markers</li> </ul>
	Training Aids	<ul style="list-style-type: none"> <li>Slide show: Recognize and the first response</li> <li>Handout: The first contact: Roleplays in pairs</li> <li>Info note: Recognize and the first response</li> </ul>



## Session Plan Steps

1.	Support to violence victims	Warm-up	10 minutes
2.	4 Key steps in case work and peer support	Introduction	15 minutes
3.	Recognize it	Brainstorming	20 minutes
4.	Respond to it: The first contact	Roleplays in pairs	40 minutes
5.	Respond to it: The first contact	Q&A in big group	30 minutes
6.	Key messages	Conclusion	5 minutes



## Preparation

- For step 2: Prepare one flipchart paper: Write on top: CASE WORK & PEER SUPPORT and put the 4 parts of peer support under the title: 1. Recognize it, 2. Respond to it, 3. Report it, and 4. Refer it. (Keep this flipchart paper and use it again in **Unit 6.5** Peer support conversations and reporting, so that the group understands how the sessions link together.)
- For step 4: Photocopy and cut up the 2 pages of handout 1: Half of the participants will get one paperslip from page 1 and the other half one paperslip from page 2 in round 1, and the other way around in round 2.

<sup>1</sup> Adapted from: Centre for Research and Education on Violence against Women and Children, *Recognize and respond to domestic violence in your workplace*, Ontario, 2014; IPSO, *Basic training for drop-in centre volunteers, Trainers' manual and working materials* (in Dutch), Amersfoort, 2015-2016; Women Against Violence Europe (WAVE), *WAVE training programme on violence against women*, Vienna, 2008 (2nd Edition), [www.wave-network.org](http://www.wave-network.org)



## SESSION PLAN

STEP 1	SUPPORT TO VIOLENCE VICTIMS	WARM-UP	10 MINUTES
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- Ask everyone to stand in a circle. Link the session to the previous session. Then say: Today we **discuss how we can support our sisters who experience(d) violence & harassment**. We start with a body part exercise. It goes as follows:
  - Say: First, we all get a number by counting from 1-7 around the group. I will start: I am 1. Neighbor to my right, what is your number? After she says 2, go around to the next person on the right, until everyone has a number from 1 to 7.
  - Ask everyone to remember their number. Ask: All 1's to wave, then the 2's, and so on.
  - Then ask all number 1's to take a step forward and say: I will call out one body part and a question for all the 1's to answer:
    1. **Hands:** What can I do to support violence victims? *[Give the first answer yourself, for example: I can hold her hand. Then ask the next No. 1: 'Other hands: What can you do to support violence victims?' until all 1's have given their answer. Then ask all 1's to step back in the big circle and ask all 2's to step forward. Continue with question 2 and do the same until all 7's have given an answer as the feet. Note: All answers are generally ok. It is fine if people repeat an earlier answer. Make sure everyone speaks briefly. Keep a quick pace so people enjoy the game.]*
    2. **Ears:** What have I heard about violence victims?
    3. **Eyes:** What have I seen about violence victims?
    4. **Heart:** What can I give violence victims from my heart?
    5. **Stomach:** What makes me feel sick when I think of violence victims?
    6. **Mouth:** What do I say to victims of violence?
    7. **Feet:** What can I do support violence victims?
- Say: Lets give a big applause for the support we can give with our different body parts. Ask everyone to take a seat.

STEP 2	4 KEY STEPS IN CASE WORK AND PEER SUPPORT	INTRODUCTION	15 MINUTES
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- Say: All DWOs provide information and help to domestic workers and many of us have been asked to help sisters who need protection from violence & harassment. It is a priority for us to help our sisters and we call this case work. Ask: **What is case work? Give examples from your own experience.**
- List responses of participants on a flipchart or board, and when most types of case work have been discussed, briefly summarize: **Case work** in DWOs takes place in many ways. It often includes:
  - **Outreach services** to domestic workers who need information and support. We have help desks and do it in person, by phone, or through social media.
  - **One-on-one support** to domestic workers who need emotional support from fellow workers or assistance to tackle practical problems, like relations with employers, settling in a new place, or doing the right paper work in the right way.
  - **Immediate action in case of abuses** and **longer-term assistance and follow-up** with domestic workers who face serious problems, like violence & harassment in their job or at home. We help with filing complaint cases, and organizing case referrals.
- Ask: **Why are we in a good position to help other domestic workers?** After some responses say:
  - We can provide valuable help to other domestic workers because we are peers: We are equals. We have similar work and life experiences. We have dealt with similar problems and we often have similar backgrounds.

- As case workers and peer supporters we provide information, knowledge, experience, emotional, social and practical help to each other. We support and counsel sisters in need to take the best possible decisions and actions for themselves. We listen, share our knowledge and experiences, and can give hope and guidance to sisters who are in trouble
- Use a slide or a flipchart and say: In our DWO case work there are 4 key steps that we need to take to provide good peer support:
  1. **Recognize it:** We need to be able to recognize warning signs and risk factors of violence & harassment at our workplaces and in our homes.
  2. **Respond to it:** We are responsible to look out for our sisters and know how to respond to a sister in need.
  3. **Report it:** We need to know how to document every case and gather evidence to help victims and fight against violence & harassment.
  4. **Refer it:** We need to know what we as individuals and as DWOs can and cannot do, and how to access other support services in our community.

<b>STEP 3</b>	<b>RECOGNIZE IT</b>	<b>BRAINSTORMING</b>	<b>20 MINUTES</b>
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- Say: Let’s discuss these actions one by one. In this session, we will discuss No. 1: **How do we recognize possible violence victims.** We start with a brainstorming on how we can find sisters who may be in trouble.
- Go through the questions with the group and write the main responses on a board or flipchart. Add points not mentioned by the group using the Info note. Discuss the questions one by one:
  1. **What are warning signs that a domestic worker may be experiencing abusive behavior?** [*Injuries to the body, wearing many layers of clothes to hide injuries, fear or anxiety, very quiet, and keeping away from others, emotional distress, sensitivity about hints of trouble, self-blaming and low self-esteem.*]
  2. **What are risk factors at work?** [*Long working hours, no or late wage payments, verbal or other abuses by employer, live-in arrangements, accommodation can not be locked, no agreed-upon job contract, lack of respect for domestic workers’ rights as women and as workers, child or adult domestic workers paying off a debt, or when employers think they ‘own’ their (migrant) domestic workers.*]
  3. **What are risk factors at home?** [*Patriarchal gender norms and values, alcohol, drug or gambling addiction, or psychiatric problem of husband or other person with authority over the domestic worker, relational or money problems in the family, actual or planned separation.*]
  4. **Which groups are most at risk?** [*Those who need help the most are child, young or disabled domestic workers, and domestic workers in slavery-type conditions. They are the most at risk but it is the most difficult group to reach.*]
  5. **What to do with these warning signs and risk factors?** [*Warning signs and risk factors are a red flag: Always be on the look out for sisters in trouble. Try to approach them in a friendly manner. Start a conversation. Ask questions, how are you? And so on. But: **Don’t jump to conclusions and don’t be judgemental.***]

<b>STEP 4</b>	<b>RESPOND TO IT: THE FIRST CONTACT</b>	<b>ROLEPLAYS IN PAIRS</b>	<b>40 MINUTES</b>
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- Say: We are going to do **roleplays in pairs**. The roleplay is **about the first contact between 2 domestic workers**: One seeks help against violence & harassment, and the other, a DWO member, responds to her. We will do 2 rounds, so everyone gets to play each role:
  - In the first round, one of each pair plays a violence victim who seeks help and the other plays a domestic worker who is a DWO member and tries to help her.
  - In the second round, each pair switches roles so the one who played the victim will now play the helper, and the one who played the helper will now play the victim.
- Ask: **Is it clear or are there questions?** Clarify as needed.

- Divide the big group in 2 by saying: The half to my left is group 1: In the first round, you will play the role of a domestic worker who contacts a DWO for help against violence. The half to my right is group 2: In the first round, you will play the role of a DWO member and it is your task to meet domestic workers who seek help. Tell the big group to form pairs of one person from group 1 and one person from group 2.
- When the pairs are formed, distribute the cut pieces from the handout as follows:
  - Trainer 1: Ask all members of group 1 to come to one part of the room. Give each one of them one paperslip with a sentence from the first page of handout 1 to start the discussion. Tell them they have 2 minutes to prepare themselves for their role of a violence victim seeking help from a DWO.
  - Trainer 2: Ask all members of group 2 to come to another part of the room. Give each of them one paperslip with a sentence from the second page of handout 1 on how to encourage domestic workers with violence experiences to share their story. The groups have 2 minutes to prepare themselves for their role to respond to their partner from group 1, who is seeking help. *[If 2 trainers are not available, brief the groups one after another, starting with group 1.]*
- Invite everyone to the group after 2 minutes. Ask the pairs to get together and start the roleplay. After 8 minutes, stop the roleplay discussion with a big applause, thanking everyone for the roleplay.
- Ask group 1 members to stand on your left and ask group 2 members to stand to your right. Say: We are now going to do round 2 and switch the roles. Group 1, you will now play the role of a DWO member and it is your task to meet domestic workers who seek help. Group 2, you will play the role of a domestic worker who contacts a DWO for help against violence.
- Ask the 2 groups to form new pairs for round 2 by finding a different roleplay partner from round 1.
- When the new pairs are formed, each should get their new roles from the trainers, and prepare for 2 minutes as done earlier.
- Ask the pairs to get together and start their discussion.
- After 8 minutes, stop the discussion and invite everyone back to the big group.
- Start a discussion on the roleplayers' feelings during the roleplays. Make sure to write the answers of participants on two flipcharts, one for each role:
  - **How was it to play the role of the domestic worker seeking help?** Could you say what you wanted to say? How did you feel during the discussion and why? *[Easy/not easy, she was helpful/not helpful, she made me feel welcome/not welcome. I could tell/not tell my story. She respected me/didn't respect me.]*
  - **How was it to play the role of the responding DWO peer supporter?** How did it feel and why? Did she tell her story/not tell her story? *[Easy-not easy, she wanted/ didn't want to talk. I did know/didn't know how to make her feel at ease.]*
- Write the answers of the participants on 2 flipchart papers, one for each group.

STEP 5	RESPOND TO IT: THE FIRST CONTACT	Q&A IN BIG GROUP	30 MINUTES
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- Discuss the roleplays with the following questions, using the group's feedback on their feelings during the roleplays and the info note:
  - Say: Protecting our sisters from violence is everyone's business in our DWOs. We want to help violence victims to become survivors. When a domestic worker contacts a DWO for help, the first contact is very important. Ask: If you would be a violence victim, **how would you like to be treated when you go to a DWO for help?** *[Examples: With respect. I felt safe, so I could share my feelings. She supported me. She helped me by just listening to me. She believed me. She said it's not my fault, and I believe her now. She did not push me, but helped me to order my mind. She asked if she could hold my hand, and it really helped me when she did and she hugged me goodbye when I left.]*
  - Say: If you would be a violence victim, **what are the things that would put you off**, when you go to a DWO for help? *[The person I spoke to **did not listen and asked me many things**. She told me that I had done things wrong. She said the violence was my own fault. She talked about herself all the time. She told me what to do and I am not ready for that.]*

- Say: **At the first contact** a violence victim may be upset and confused. Don't start with asking her about facts, because she may not remember anything. Always try to do the following:
  - **Start with asking her about her feelings.**
  - **Be friendly** and supportive, **share her feelings and listen** to her.
  - **Reach out and connect** to the person who needs help.
  - Ensure that **she feels safe** so she can share her feelings and her story.
- Ask: **What is empathy?** [*Empathy is about **sharing the feelings of someone else** by putting yourself in her place. In a counseling situation you can cry together or be sad or angry together, but keep the focus on the emotions, feelings and thoughts of the other.*]
- Ask: **Should you share the story or the photo's of an abused domestic worker?** [*The answer can be both YES and NO depending on the situation. Generally the answer is **NO, unless she has given permission**. Keep the information from somebody in need to yourself and **do not discuss it with others. Respect her privacy!** It is easy to gossip, but when we do so, we break the trust of this person. This is **unethical** and can easily harm the person who trusted us. Sometimes the answer is **YES: You should not keep information confidential** when someone is in immediate danger and you need to get immediate help. Or, if you don't know what to do, you can discuss it with DWO leaders or the peer support team. Make sure to get the agreement of the sister concerned before you discuss it with others, explaining why their support is of utmost importance.*] Conclude by saying: **Confidentiality** is very important in case work and peer support.
- Ask: **Have you ever hesitated to contact a domestic worker, whom you thought could be a violence victim? And If yes, why?** [*I thought it was not my business, I was afraid to make things worse, I didn't know what to say, I was too shy, I was afraid she would get angry at me.*] After a few responses, say: If you feel something is wrong, trust your intuition. **Violence tends to get worse if nothing is done about it.** Expressing your care about her, helps her. Even if she gets angry now, she will remember and may ask your support later.

STEP 6	KEY MESSAGES	CONCLUSION	5 MINUTES
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- Conclude by standing up and memorizing the key messages together. For example:
  - We are peer supporters. Protecting our sisters is important for us.
  - At the first contact, we are friendly and supportive, and listen to her.
  - We practice empathy: We share her feelings by putting ourselves in her place.
  - We keep her story confidential, unless she is in danger or we need to ask our DWO leaders for help.
  - We and our DWOs always reach out to sisters in trouble: It is our business to protect each other.



## HANDOUT : THE FIRST CONTACT

### Roleplays in pairs

Photocopy pages 1 and 2 and cut the paper slips, so that you have enough paper slips to give one paper slip from page 1 **or** one paper slip from page 2 to each participant in each round as explained in the session plan.

#### 1. For the roleplayers who play a domestic worker seeking help against violence

Every player who plays this role gets **one of the paper slips** with a sentence to start the roleplay.



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**As domestic worker seeking help against violence, start the roleplay with:**

“May I ask you? My friend’s employer is really bad, so I thought ... Can I ...?”  
-----

**As domestic worker seeking help against violence, start the roleplay with:**

“My madam always scolds and beats me for nothing, what can I do? I need ...”  
-----

**As domestic worker seeking help against violence, start the roleplay with:**

“I am still sooo angry, I just don’t know what to say ...”  
-----

**As domestic worker seeking help against violence, start the roleplay with:**

“I am so worried. My employer is a bit strange. Sometimes he ...”  
-----

**As domestic worker seeking help against violence, start the roleplay with:**

“I am so scared ... I don’t want go back ... Can I just stay here ...”  
-----

**As domestic worker seeking help against violence, start the roleplay with:**

“I don’t know what to say .. Maybe it’s part of my work ...”  
-----

**As domestic worker seeking help against violence, start the roleplay with:**

“May I ask you? My friend’s employer is really bad, so I thought ... Can I ...?”  
-----

**As domestic worker seeking help against violence, start the roleplay with:**

“My madam always scolds and beats me for nothing, what can I do? I need ...”  
-----

**As domestic worker seeking help against violence, start the roleplay with:**

“I am still sooo angry, I just don’t know what to say ...”  
-----

**As domestic worker seeking help against violence, start the roleplay with:**

“I am so worried. My employer is a bit strange. Sometimes he ...”  
-----

**As domestic worker seeking help against violence, start the roleplay with:**

“I am so scared .. I don’t want go back ... Can I just stay here ...”  
-----

**As domestic worker seeking help against violence, start the roleplay with:**

“I don’t know what to say ... Maybe it’s part of my work ...”  
-----

2. For the roleplayers who play a DWO member who helps another domestic worker

Every player who plays this role gets **one of the paper slips** with the same tip on how to play the role.



**Tip for playing a DWO member meeting a domestic worker seeking help:**

Be welcoming, friendly, supportive and attend to her needs.

**Tip for playing a DWO member meeting a domestic worker seeking help:**

Be welcoming, friendly, supportive and attend to her needs.

**Tip for playing a DWO member meeting a domestic worker seeking help:**

Be welcoming, friendly, supportive and attend to her needs.

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Be welcoming, friendly, supportive and attend to her needs.

**Tip for playing a DWO member meeting a domestic worker seeking help:**

Be welcoming, friendly, supportive and attend to her needs.





## Info note: Recognize and the first response

**“We, DWOs, make it our business:  
Violence & harassment is not a private matter.  
We all have a role to play.”**

DWOs make it a priority to protect domestic workers from violence & harassment. We can provide **valuable support** to other domestic workers who are violence victims because **we are peer supporters**: Equals and sisters in the same job, **who share similar work and life experiences** and often have similar backgrounds.

If we have just started a DWO, we may find it difficult to help, because we don't know how to deal with it or lack the people and money to provide support. But many of us have a lot of experience in helping domestic workers who experience violence & harassment because so many sisters in need ask us for help. Here we share **our know-how on what to do** to help domestic worker victims **to become survivors and sister warriors** in the fight against violence & harassment.

**Case work in DWOs takes place in many ways. It often includes:**

- **Outreach services** to domestic workers who need information and support. We run an enquiry or help-desk. We do it in person, by phone, through social media or find other ways to get in touch.
- **One-on-one support** to domestic workers who need emotional support from fellow workers or need assistance to tackle practical problems. For example, relations with employers, settling in a new place, or help with preparing the right papers and following the right procedures of the authorities.
- **Immediate action in case of abuses** and **longer-term assistance and follow-up** with domestic workers who face serious problems, like violence & harassment in their job or at home, deceit, contract substitution, pregnancy, unfair dismissal, loss of papers or detention. It includes helping to file complaint cases at government departments, police stations, labor departments and tribunals, and organizing case referrals to hospitals, shelters and NGOs, government departments or embassies.

As **case workers and peer supporters** we provide information, knowledge, experience and emotional, social and practical help to each other. We support and counsel sisters in need to take the best possible decisions and actions for themselves. Many of us have also experienced violence & harassment, we have been traumatized BUT we have gone through the coping and healing process, so **we know what to do and how to do it**.

Violence victims and survivors need a **safe space** so they can speak about it, find ways to deal with it and obtain justice. Being able to talk with a peer, another domestic worker, who understands the dynamics of violence & harassment against domestic workers and is able to provide practical and emotional support, **is crucial** for sisters who are suffering.

Peer supporters can also help to **put the violence & harassment into perspective**. New domestic workers may not yet know what is acceptable and unacceptable in the work relationship between domestic workers and their employers. Or, domestic workers are ashamed, blame themselves, or want to give up, because the hurt is unbearable. Support from other domestic workers helps violence victims to find the courage to start the road to recovery and fight against it.

**In case work and peer support there are 4 key steps that we need to take in our DWO. We need to prepare and be able to:**

1. **Recognize it:** All of us need to be able to recognize warning signs and risk factors of violence & harassment at our workplaces and in our homes.
2. **Respond to it:** All of us are responsible to look out for our sisters and know how to respond to a sister in need.
3. **Report it:** We need to know how to document every case and gather evidence to help victims and advocate against violence & harassment.
4. **Refer cases:** All of us should know what we as DWO can and cannot do, and we must know about other services and support in our community.

### Warning signs of violence and harassment

- **Injuries** such as bruises, burns on hands, black eyes, broken bones, hearing loss. These are often said to be the result of 'falling', 'being clumsy', or 'accidents', or hidden bruises which are under the clothes (long sleeves and turtlenecks, or wearing sunglasses inside or heavy makeup).
- People look **pale, tired or exhausted**. They have no or low energy. They are unusually quiet, scared and can be afraid of others.
- The discussion is **confused** and the story has to be pieced together by the peer supporter. People may often change the subject and jump from one part of the story to another. They may skip vital parts leaving out or hiding things that they feel could harm them.
- Signs of **anxiety and fear** of other people or of losing their job or their loved one(s).
- Signs of **confusion and trauma**: No eye contact, repeating real or imaginary fears and threats, not being able to listen. Over-acting, like being depressed, aggressive, excited or happy without reason.
- **Emotional distress** or flatness, tearfulness, depression, and suicidal thoughts.
- **Sensitivity** about hints of trouble at work or at home and denying the abuse and injuries. Blaming and not valuing themselves.

### Risk factors at our workplaces

- When child and/or adult **domestic workers are tied to their employers**, for example, because they are paying off a debt (often of their parents), or because their passports have been confiscated and they are not allowed to leave their employers' home in their free time.
- When domestic workers (have to) **live in their employers' homes** and do not have a separate room that they can lock.
- When there is **no agreed-upon job contract** between domestic workers and their employers with clear duties and responsibilities of both parties.
- When **employers do not respect their workers**, looking down on them because they are women, young or poor, or have a different color, race, ethnicity, social origin, caste or class, religion or nationality.

## Risk factors at our homes

- Husband and/or other family members with authority have an alcohol, drug or gambling **addiction** or **psychiatric problem**.
- Husband and/or other family members with authority have **patriarchal gender norms and values**: expecting their wives to earn money, obey them in everything, do everything in their own household also and provide sexual services on demand.
- Relational or money **problems in the family**, for example, because of job loss and unemployment.
- Actual or pending **separation**.

## Remember

- **Always be on the look-out** for violence victims:
  - Those in **the worst situations are the most difficult to find and reach**, because they cannot leave their workplace, and have no access to the outside.
  - DWOs who work with **child or migrant domestic workers** are often actively **on the look-out for violence victims** and try to approach them when they take their employer's children, sick, disabled or elderly people, or the family pets outside, and when they do the shopping or run other errands for their employers.
  - Domestic workers who fear their abusive employer or husband may become very focused on their abuser, always trying to fulfill their needs and **appease** them to prevent them from becoming violent again.
  - Making bad jokes or treating others harshly can also be a sign of a violence victim, who may have learned to develop an elephant skin.
- Warning signs and risk factors are **red flags**: Always be on the look out for sisters in trouble. **BUT: Don't jump to conclusions and don't be judgmental.**

## Respond: The first contact

When we meet with a violence victim, she may be upset and confused. Don't start with asking her about facts, because she may not remember anything.

- **Start with asking her about her feelings.**
- **Be friendly** and supportive, **share her feelings and listen** to her.
- **Reach out and connect** to the person who needs help: Say: I am so sorry for what happened to you, I am here to listen to you.
- Ensure that **she feels safe** so she can share her feelings and her story (the what, who, why, when, where and how) with you. Say: You are safe here, I believe you. I want to understand what happened to you. What did you feel?

**Empathy** is sharing the feelings of somebody else by putting yourself in her place. Empathy is about sharing **her feelings, not your own**. If you, as peer supporter, have experienced similar things, you can let her know that you have experienced this too. But, don't take over her story by sharing your own story immediately. Keep her in the centre of attention.

**Confidentiality** means not discussing the stories, thoughts and feelings of violence victims and survivors with other people, because this may harm them. It is about respecting the privacy of the people who seek our help. There are only 2 exceptions to the rule of confidentiality:

- When she is in immediate danger and you need to get help soonest.
- If you need to get further advice from your DWO leaders or peer support team and she agrees to it.

**Don't hesitate to offer support**, if you feel something is wrong:

- If you don't know what to say, telling her that **you care** and are concerned is a good start.
- If you feel it is none of your business, know that **violence** tends to **get worse** if nothing is done about it.
- If you are afraid you may make things worse, remember that **doing nothing IS** more likely to **make things worse**.
- If she doesn't want to share now, be prepared to give **support in the future** and let her know that you are always ready to help.
- Discuss the case with your domestic worker leader and **get advice** on what to do.

**Protecting our sisters from violence is everyone's business in our DWO:** Try to approach her in a friendly manner. Start a conversation. Ask her how it's going, how she feels. Get in touch, exchange phone numbers and tell her she can always contact you.





## 6.2 : Active listening in peer support communication<sup>2</sup>



90 minutes

	Aims	<ul style="list-style-type: none"> <li>To practice active listening and communicating</li> </ul>
	Participants	<ul style="list-style-type: none"> <li>Domestic worker leaders</li> <li>Domestic workers with case work experience</li> </ul>
	Room Arrangements	<ul style="list-style-type: none"> <li>Step 1: Space for the group to stand in a big circle</li> <li>Other steps: Seating in trios (groups of 3) and in the big group</li> </ul>
	Materials	<ul style="list-style-type: none"> <li>Step 3: A bell, a whistle, 2 pan lids or pans or anything that makes a loud noise</li> </ul>
	Training Aids	<ul style="list-style-type: none"> <li>Slide show: Active listening in peer support communication</li> <li>Handout: Roleplays in trios: Active listening and communication</li> <li>Info note: Active listening in peer support communication</li> </ul>



### Session Plan Steps

1.	Whispers	Game	5 minutes
2.	Active listening and communicating	Introduction	10 minutes
3.	Listen and communicate	Roleplays in trios	50 minutes
4.	How to listen and communicate	Q&A in big group	20 minutes
5.	Key messages	Conclusion	5 minutes



### Preparation

- For step 3: Photocopy the handout, and distribute it to the trios. Or: Put the roleplay instructions on a flipchart or slide for all to see when doing the roleplays.
- In step 4, you need something to make a loud noise like a bell, a whistle, or 2 pot lids to signal when it is time to start or end the roleplays.

<sup>2</sup> Adapted from: IPSO, Basic training for drop-in centre volunteers, Trainers' manual and working materials (in Dutch), Amersfoort, 2015-2016; Women Against Violence Europe (WAVE), [WAVE training programme on violence against women](http://www.wave-network.org), Vienna, 2008 (2nd Edition), [www.wave-network.org](http://www.wave-network.org); Rutgers-van Wijlen, K.: Training materials on counselling, peer support and intimate partner violence (in Dutch), Utrecht, 2010; Cuncic, A, [How to practice active listening](#), in Verywellmind, 2020; International Institute for Environment and Development, (IIED), [A trainer's guide for participatory learning and action](#), by Pretty, J., Guyt, I., Thompson J. and Scoones, I., London, 1995

## SESSION PLAN

STEP 1	WHISPERS	GAME	5 MINUTES
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- Ask everyone to stand in a circle and say: In this session we are going **to practice active listening and communicating**. We start with a whispering game:
  - I will whisper a sentence to my neighbor to the left. [*Choose a simple sentence of around 6-8 words in the main training language, if this language is the second language for the group. Choose a longer sentence of 10-12 words if the training language is in the group's mother tongue.*]
  - My neighbor will whisper what s/he hears to the person on the left. The sentence will pass around the circle until the last person says what s/he has heard. Let's go.
- Ask the last person to say what s/he heard. Then, say: I said "... " to my left neighbor. Ask: **What happened, what was lost, what was added? Why did this happen?** After a few responses, agree with the group: When a message passes through many channels, it often changes because people hear and say things differently. **In peer support communication we need to be able to listen carefully.**

STEP 2	ACTIVE LISTENING AND COMMUNICATING	INTRODUCTION	10 MINUTES
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- Say: In Unit 6.1 we discussed what to do on the first contact with violence victims. When they contact our DWO or when we look out for them and find them, **what do we often observe and experience?** Get responses and write keywords down for the group to see. [*It is difficult to understand their story. Many are fearful and scared, they do not trust us and run away if we approach them. Many are confused. They don't know how to tell their story, or repeat and repeat what is on their mind. They blame themselves or others all the time. Many also do not hear what we say, because they are so upset that they cannot listen. Or, they are very cautious, sensitive, suspicious, mistrust our questions, get defensive quickly or try to run away. Or they know exactly what they need and want us to provide that and not talk about other things.*]
- **How do we deal with this situation?** After a few responses, conclude:
  - It is sometimes difficult to talk to violence victims and survivors, because they are going through a crisis, and may be traumatized when they come to us.
  - **Communicate clearly and calmly.** The first thing to do, is to welcome her, make her feel safe and build trust: It is not your fault. You are safe here, I hear you, I see you, I believe you, We, in the DWO, will do our best to help you.
  - Then, **ask her to share her feelings**, provide safety and build trust. This helps her to calm down and order her mind.
- **What is the next step?** Get responses and write keywords down for the group to see. [*We listen and try to understand her story: WHAT happened? WHO did what WHY, WHEN, WHERE and HOW? Avoid asking closed questions. Ask open questions.*]
- Say: We are now going to practice our **active listening and communicating skills** by doing roleplays in groups of 3. Divide the group in groups of 3 (a trainer can participate in a group to complete a trio).
- When the trios are formed, explain the instructions for the roleplays as given in handout 2, and put these on a flipchart or slide for all to see during the roleplays. Say:
  - In every group of 3, there will be a conversation between 2 people and 1 person will observe.
  - In every roleplay there are 3 roles: person 1, person 2 and person 3. Person 1 asks questions and listens, person 2 answers and person 3 observes.
  - We play the roleplays in 3 rounds of 15 minutes each. After each round, the players in each trio switch roles so that each person plays another role. After the 3 rounds everyone in each trio will have played each role once.



- Each roleplay takes 15 minutes: 10 minutes discussion by persons 1 and 2 while person 3 observes, and 5 minutes feedback by person 3 to persons 1 and 2.
- Give the detailed instructions for each of the 3 roles, using the handout and put the instructions up on a flipchart, board or slide so that everyone can see these.
- Ask if everything is clear. Repeat instructions as needed and answer any questions. Ask the trios to find a quiet place where they can do the roleplays.
- Tell people to take a quick toilet break before the start of the roleplaying as needed, as it is best to do the roleplays without interruptions.

<b>STEP 3</b>	<b>LISTEN AND COMMUNICATE</b>	<b>ROLEPLAYS IN TRIOS</b>	<b>50 MINUTES</b>
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- Start **round 1** of the roleplay by making a loud noise with a bell or banging 2 pot lids.
  - After 10 minutes, make the loud noise and tell the groups to stop their conversation and start the feedback.
  - After another 5 minutes, do it again to signal the end of the roleplays.
  - Tell the trios to switch roles and give them 1 minute for this.
- Do **rounds 2 and 3** of the roleplay following the same steps as in round 1.
- Ask everyone to take their seats and give a big applause for the roleplaying.

<b>STEP 4</b>	<b>HOW TO LISTEN AND COMMUNICATE</b>	<b>Q&amp;A IN BIG GROUP</b>	<b>20 MINUTES</b>
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- Say: Let's discuss the roleplays. We practised listening and communicating. Use the following questions and the handout to discuss the findings of the group and write key points on flipchart papers. Start with a quick feedback on the role-playing (10 minutes in total):
  - **How was it to play person 1, asking questions and listening?** What was easy and what was difficult and what did you learn from it? [*Answers will vary and include issues like: It was easy, I didn't do anything special. It was not easy to get person 2 to tell her story. I had the feeling I had to ask her many more questions. I was nervous (or in a hurry) and forgot to listen to what she said. I started to share my own experience; I did not understand what she said, but I was shy to ask. I was so busy with asking questions that I did not really focus on her story. I need to listen more carefully.*]
  - **How was it to play person 2, answering the questions and telling your story?** What was easy and what was difficult and what did you learn from it? [*It was easy as she really listened to me/ encouraged me. I found it difficult to tell my story because person 1 did not really listen to me. She started to tell her own story. I was shy, because I don't have a lot of experience. She didn't encourage me to tell my story.*]
  - **How was it to play person 3, the observer who gave feedback.** What was easy and what was difficult and what did you learn from it? [*I found it difficult not to interrupt while the other 2 were talking. I liked the way the conversation went. They liked my comments. I tried to give good feedback to help them, but they were not interested or got quite defensive.*]
- Say: In peer support communication we need to practice active listening. Ask: **What is active listening?** Get some responses and write key words on a flipchart or board. [*Active listening is about **wanting to understand the other** and **offering her support and empathy**: Giving her your full attention and concentrating on **WHAT** she says and **HOW** she says it.*]
- Ask: **What do we need to avoid as active listeners?** Get some responses and write them on a flipchart or board, making a list of the **10 unhelpful listening habits** with participants (see the Info note).

- **As peer supporters, how do we practice active listening?** Get some responses and agree with the group: **Active listening in peer support communication means:**
  - **Engage with her and focus on her.** [*The centre of your attention is the other. Act as a sounding board. Be neutral and non-judgemental. Don't jump in with your own story.*]
  - **Be a mirror.** [*Repeat what she says and feels in her own words.*]
  - **Ask open questions** to understand her story but don't interrogate her.
  - **Summarize regularly and at the end** of the conversation, and include the agreements for follow-up.

<b>STEP 5</b>	<b>KEY MESSAGES</b>	<b>CONCLUSION</b>	<b>5 MINUTES</b>
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- Say: In conclusion, what do we do when we want to help our sisters?
  - We need to get the facts right, listen and communicate
  - We want to understand her and offer her support and empathy
  - Concentrate on what she says and how she says it.
  - Give her our full attention and don't rush it!
- Compliment the group with a job well-done and end with a big applause.





## HANDOUT : ROLEPLAY IN TRIOS

### Active listening and communicating

The aim of the roleplays is to practice active listening and communicating in a conversation between 2 peer supporters and 1 observer:

- The roleplays are done by 3 persons in trios (groups of 3): Two people have a conversation with one asking questions and the other one answering her. The third person observes the conversation.
- There are 3 roles and everyone will play one of the roles in each round. So, **after every round, each person switches roles**. For example:
  - In round 1: persons 1 and 2 talk and person 3 observes.
  - In round 2: persons 2 and 3 talk and 1 observes
  - In round 3: persons 3 and 1 talk and person 2 observes
  - Everyone plays each of the 3 roles once in the 3 roleplays.
- There are 3 rounds of 15 minutes. In every 15 minute round:
  - Two people have a conversation for 10 minutes, one asks questions and the other answers from her experience.
  - The observer provides feedback for 5 minutes.

#### PERSON 1: ASKS QUESTIONS AND LISTENS ACTIVELY

- Asks 3 main questions to person 2:
  1. What does helping a sister mean to you?
  2. What is your experience with giving help?
  3. How does this help you to help others?
- Listens actively.

#### PERSON 2: ANSWERS AND SHARES

- Answers person 1 and communicates her experience and knowledge.

#### PERSON 3: OBSERVES AND PROVIDES FEEDBACK

- Observes how the conversation between persons 1 and 2 goes. The observer keeps quiet during the conversation unless one person starts to dominate and takes over the conversation.
- After the discussion, the observer:
  - Gives feedback to person 1 about her skills in active listening and communicating: What went well and what can be improved.
  - Gives feedback to person 2 about her skills in answering the questions and communicating her answers
- There is no discussion about the feedback, but persons 1 and 2 can ask the observer questions for clarification.



## Info note: Active listening in peer support communication

It is sometimes difficult to talk with domestic workers who have experienced violence & harassment, because they are going through a crisis, and may be traumatized when they come to us. Many are hurt, afraid and tense when they seek help. They may find it very difficult to show their wounds and discuss unbearable things. Many only decide to seek help when the violence & harassment has become so bad that they cannot cope with it anymore, and finally have found the courage to seek help.

### Common problems peer supporters may encounter

- Many are **fearful and scared**, they do not trust us and run away if we approach them.
- Many are **confused**. Their story is **difficult to understand**. They repeat and repeat their story or leave big holes in their story.
- Some are **afraid** to tell their whole story because they want to hide things.
- Many also do **not hear** what we say, because they are so upset that they can not listen.
- They may be **very cautious or sensitive**, and can only cry or blame themselves or others.
- They may be **suspicious**, mistrust our questions, and get defensive or aggressive quickly.
- Some may not tell us the truth and may try to **deceive** us to get our help.
- Some violence victims may be hyper-active, depressed, very anxious, delusional or suicidal, and will **need mental health** and psychiatric **support**. As proper mental health support for violence victims in domestic work is rarely available, try first to help her within your DWO by making her feel safe, giving her full moral support, and counseling by sisters who have experience in dealing with victims of violence. If this is not possible, try to find a hospital or medical professional to help her. Consult women's organizations for information.
- Some violence victims also need **shelters or rescue operations**. These are responsibilities of the government but many of these fail to provide adequate and safe rescue and shelter services. NGO's, women's organizations, religious groups or institutions provide shelters and some DWOs also do so. Contact your DWO leaders or peer support team, if you think such help is needed.

The way to deal with this is to **communicate clearly and calmly**. Ask her to share her feelings, provide safety and build trust. Say: It is not your fault. You are safe here, I hear you, I see you, I believe you, we in our DWO are ready to help you.

When she has shared what she feels, **encourage her to tell her story**. You want to know WHAT happened? WHO did what, WHY, WHEN, WHERE and HOW. The way to find this out is to **avoid asking closed questions** – those that can only be answered by a 'yes' or a 'no' (for example: "Did he kiss or fondle you?" "Did you resist?"). Instead, **ask her open questions** which can prompt her to share her story with you **in her own words** (see below for examples of open questions).

It is important to get the facts right but don't rush it and practice **active listening**:

- Give your full attention to the person speaking.
- Concentrate on WHAT she says and HOW she says it.

Active listening is about **wanting to understand the other** and **offering her support and empathy**. Active listening differs from critical listening, in that you are not evaluating the message of the other person with the goal of offering your own opinion. Rather, **the goal is simply for the other person to be heard**, so that she can order her mind and find out what she wants to do.

How to practice active listening and communicating	
<p><b>1. Engage</b> with her and <b>focus</b> on her:</p> <ul style="list-style-type: none"> <li>• The centre of your attention is the other</li> <li>• Act as a sounding board</li> <li>• Be neutral and non-judgemental</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Open your ears:</b> Listen to <b>what</b> she says and <b>how</b> she says it. Listen to <b>what she says</b> and <b>what she means</b> to say. Someone’s voice gives you important information about her feelings and experiences: You can hear her tremble, sigh, hesitate, despair, be courageous, active or passive.</li> <li>• <b>Open your eyes:</b> Look at her, what is her expression, does she look at you or avoid eye contact.</li> <li>• <b>Keep your mouth shut</b> as much as possible: Be silent and patient, don’t fill periods of silence.</li> <li>• <b>Encourage her</b> by smiling, showing signs of listening, saying yes, yes, hmm, hmm, yes, making eye contact, nodding your head or other non-verbal ways.</li> <li>• <b>Don’t jump</b> in with your own ideas and opinions about what is being said.</li> </ul>
<p><b>2. Be a mirror:</b> Repeat what she says and feels in her own words</p>	<p><b>Affirm</b> what she says to increase her confidence and <b>reflect back</b> what she says when you want to make sure you understand her correctly.</p> <p><b>Mirror facts:</b></p> <ul style="list-style-type: none"> <li>• So you are saying that your husband thinks you are lying?</li> <li>• If I understand you, your employer beat you twice last week?</li> <li>• So your salary was never paid on time?</li> </ul> <p><b>Mirror feelings and experiences:</b></p> <ul style="list-style-type: none"> <li>• So you said you felt betrayed by him?</li> <li>• You tell me you were very angry with her but did not show it, right?</li> </ul>
<p><b>3. Ask open questions</b> but <b>don’t interrogate</b> her</p>	<p>If the story is not very clear, or very general, ask her if she can give examples or tell you more about something. This helps her to think things through:</p> <ul style="list-style-type: none"> <li>• <b>Asking open questions</b> helps you to keep your attention with the other, BUT:</li> <li>• Make sure not to ask too many questions, one after the other. It is not a job interview, cross interrogation or intake.</li> <li>• It is fine if there are moments of silence in the conversation. It gives her time to put her thoughts together.</li> <li>• <b>Examples of open questions:</b> What did you find difficult in that situation? Can you tell me more about that day/conflict? I hear you are worried about that, so what worries you? What did you feel/do, when that happened? Does this mean that you want to ...?</li> </ul>
<p><b>4. Summarize</b> the conversation regularly and at the end and repeat the agreements for follow-up</p>	<p>When you feel you understand important parts or the core of her story or problem, summarize it regularly and at the end:</p> <ul style="list-style-type: none"> <li>• Looking back at what we discussed, I would like to conclude:</li> <li>• I understand that you find that your job is very difficult. Your employer accuses you without reason and treats you very badly. You need the salary, but you can’t find another job. Is that right?</li> <li>• Now you would like to know if other domestic workers have similar experiences and if our DWO can help you to find another job?</li> </ul>

### 10 unhelpful listening habits

- Not showing respect for the speaker
- Only hearing superficial meaning – not hearing underlying meaning
- Interrupting or rushing the speaker
- Not making eye contact
- Being too busy and stuck in your own head
- Asking about too many unimportant details and missing the big picture
- Becoming distracted, day dreaming, using your phone
- Ignoring what you don’t understand
- Only pretending to pay attention and forgetting what she says
- Taking over her story by telling your own story.



# 6.3 : Our judgements and emotions<sup>3</sup>



90 minutes

	Aims	<ul style="list-style-type: none"> <li>To become aware and learn how to make judgements and deal with our emotions as peer supporters in case work and peer support</li> </ul>
	Participants	<ul style="list-style-type: none"> <li>Domestic worker leaders</li> <li>Domestic workers with case work experience</li> </ul>
	Room Arrangements	<ul style="list-style-type: none"> <li>Step 1: Space for the group to sit in a big circle with space to run around within the circle</li> <li>Other steps: Small group and big group seating</li> </ul>
	Materials	<ul style="list-style-type: none"> <li>Flipchart papers and markers</li> </ul>
	Training Aids	<ul style="list-style-type: none"> <li>Slide show: Our judgements and emotions</li> <li>Handout: Points for discussion: Our emotions &amp; feelings as peer supporters</li> <li>Info note: Our judgements and emotions</li> </ul>



## Session Plan Steps

1.	I like you	Energizer	10 minutes
2.	Our opinions	Sharing exercise	20 minutes
3.	Our opinions	Q&A in big group	20 minutes
4.	Our emotions & feelings	Discussions in pairs	20 minutes
5.	Our emotions & feelings	Big group discussion	15 minutes
6.	Key messages	Conclusion	5 minutes



## Preparation

- For steps 1-3: Copy the Handout with the questions for small groupwork for distribution to the groups. For step 5: Write the 6 steps of a peer support conversation on a flipchart or prepare to use the relevant slide from the slide show.

<sup>3</sup> Adapted from: IPSO, Basic training for drop-in centre volunteers, Trainers' manual and working materials (in Dutch), Amersfoort, 2015-2016; Women Against Violence Europe (WAVE), WAVE training programme on violence against women, Vienna, 2008 (2nd Edition); Rutgers-van Wijlen, K.: Training materials on counselling, peer support and intimate partner violence (in Dutch), Utrecht, 2010; ILO, Rights, responsibilities and representation, 3-R Trainers' kit, Empowerment for children, youth and families, Bangkok, 2006



## SESSION PLAN

STEP 1	I LIKE YOU	ENERGIZER	10 MINUTES
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- Tell the group to sit on their chairs in a big circle. Stand in the middle of the circle and say: We are going to do a game which is called 'I like you'. It goes as follows:
  - Walk to a participant in the circle and say: "I like you." (The person will likely be shy and excited.) Ask the person to ask you why. Then you say: "Because you have long hair."
  - Tell the group that everyone with long hair must stand up, run and find a new seat. Once people start running, you sit down on the seat of the person you spoke to.
  - The person with long hair who is the last one standing will be the next person to 'confess to her secret liking'. The reasons generally are physical characteristics shared by many people in the group, such as 'Because you wear glasses, jeans, a skirt or earrings.'
  - Keep a quick pace and continue the game until everyone has shifted places at least once.
- Stop the exercises when time is up and the participants are out of breath and laughing. Continue with the next step sitting in the big circle.

STEP 2	OUR OPINIONS	SHARING EXERCISE	20 MINUTES
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- Say: In units 6.1 and 6.2 we focused on how to communicate with domestic workers, who contact our DWO for help. In this session we are going **to look at and discuss our own thoughts and feelings when we are supporting others**. We start with an exercise to explore the difference between judging and being judgmental. We will share our opinions of other people: In our daily life and work, what do we like and don't like in the behavior of other people.
- Explain: There are no right or wrong answers. Say what you like or don't like, one sentence for each. Keep it short, it's not a story. Other people can be anyone, your friends, family or employer, or people on the street. Express your thoughts freely. Don't think too long about it but share it from your heart: **'In your daily life and work, what do you like and don't like in other people.'**
- Invite participants to share, either by taking turns or in a free flow:
  - Say: I will start. [*The trainers start with a positive and a negative opinion, like: "I like people who are friendly, I don't like people who are arrogant." Or, "I like people who are well-dressed, I don't like people with dirty clothes."*]
  - Say: Who wants to go next? [*Encourage everyone to take their turn and contribute, but don't insist if some people don't want to say anything. If there are only positive remarks, encourage the group to also say what they don't like in others. If people start repeating, ask for new opinions only. Keep a quick pace.*]
- When everyone who wants to speak has taken their turn, thank everyone for their contribution with an applause.

STEP 3	OUR OPINIONS	Q&A IN BIG GROUP	20 MINUTES
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- Say: This was an exercise to express our opinions and become aware of our judgements, both the positive and negative ones. As peer supporters we need to **develop our ability to make good judgements about situations and other people. Ask: How do we do that?** Write responses on the board and share. [*In case work and peer support we need to make up our mind carefully. We should not judge too quickly and make sure that we don't jump to conclusions. We need to be mindful and patient. We need to consult with our DWO leaders and peer support team if we are not sure. We need to make sure that our judgements are based on facts, on our observations and experiences, and on sound reasoning. Being able to judge well is key to helping others well.*]

- Ask: **What is the difference between making a judgement and being judgemental?** Write responses on the board and give the definitions. *[A judgement is an opinion and decision that is based on facts and careful thinking. Being judgemental means being overly critical in an unhelpful way. A judgement becomes judgemental when bias and prejudice creep in, for example, when we look down upon someone because of the way she looks or the group she belongs to. Or, when we make sweeping statements or decree what is right or wrong and good or bad.]*
- Say: We can **check if we are being judgemental** with the **‘therefore’ or ‘so’ test**. Give some examples of bias and prejudice against others and against ourselves. Then ask volunteers to give examples of the ‘therefore’ or ‘so’ test. *[Examples: She always plays around, (therefore ..) it’s her own fault. She always cries and moans, (so ..) she is hopeless. She always talks slowly, (therefore ..) she is stupid. He is high-tempered, (so..) he is violent. I forgot to take out the trash, (therefore ..) I am an idiot. She is from a hill tribe/rural area/scheduled caste, (so ..) she is simple. Harsh judgements about others often say more about ourselves rather than about others.]*
- Ask: **Why it is important for peer supporters to not be judgemental?** *[It harms the people we aim to help. As peer supporters, we are a guide and a role model for those who come to us for help, but we have to make sure that the violence victim is in the driving seat and takes decisions about what she wants to do. We need to develop our ability to judge situations and people (others and ourselves) We need to take special care not to be judgemental both towards others and ourselves.]*
- Ask: **What tips can you share on making sound judgements and not being judgemental?** Write the suggestions on aboard and add from the Info note as relevant. *[In general, be mild towards others and towards yourself. Let us ask ourselves: Do we have enough facts and sufficient information. Do the ‘therefore’ and ‘so’ test when we make important judgements. Try to understand, accept and be tolerant towards people who are different from us. Give people the benefit of the doubt and give them a chance. Don’t do to others what we don’t want to be done to ourselves. Let us check with friends we trust and ask them if they think we judge too little or too much.]*

<b>STEP 4</b>	<b>OUR EMOTIONS AND FEELINGS</b>	<b>DISCUSSIONS IN PAIRS</b>	<b>20 MINUTES</b>
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- Say: After discussing how to make sound judgements, let’s now look at our own emotions when we support our peers. We have already discussed the importance of empathy, the sharing of the emotions & feelings of others. Now we are going to look at what to do with our own emotions & feelings in peer support communication.
- Ask the group to form pairs with their neighbor to the right and give the handout (or show the relevant slide) with the points of discussion.
- Say: Emotions & feelings are almost the same thing. Our emotions are our bodily reactions and our feelings are the experience of our emotions. We are going to look at them together. Read the points for discussion with the groups and clarify as needed. Ask the groups to START.
- After 15 minutes, tell the groups to conclude their discussion. After a few minutes, stop the work in pairs.

<b>STEP 5</b>	<b>OUR EMOTIONS AND FEELINGS</b>	<b>BIG GROUP DISCUSSION</b>	<b>15 MINUTES</b>
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- Ask a few volunteers to share their answers on the first discussion point: **What emotions & feelings do you have when you work with violence victims and survivors and how do you deal with this?** *[Common emotions & feelings of peer supporters are anger and sadness about the violence & harassment, and happiness and joy if the violence survivor manages to overcome problems. Sharing our emotions & feelings is important, but keep the focus on our sister’s emotions & feelings. Be yourself and be genuine.]*
- Ask other volunteers to discuss point 2: **Do you share your own emotions & feelings with violence victims and survivors?** Invite **examples** both of sharing and not sharing one’s own feelings & emotions. *[Sharing of your own emotions & feelings is important. Peer supporters who share their emotions & feelings encourage open communication with sisters who seek help. Sharing happy or caring emotions, in general, is always fine, but sharing our own sadness, anger or irritation may hurt our sisters. If we are overwhelmed by our own feelings, we can’t give enough space to our sister’s emotions & feelings.]*

- Ask other volunteers to discuss the last point: **What do you do if you get angry or irritated with a violence victims or survivor?** *[Always consider her well-being and how our negative emotions & feelings may affect her. We need to bite our tongue and control ourselves, if we are angry, disappointed or irritated with our sister. Try to find out where our emotion is coming from: Often it is related to issues in our own life. If we need to express these feelings to her, say them in a calm and clear manner. If we have shared our negative emotions with her in an emotional way, apologize and always discuss it again with her afterwards to keep the air clear and the communication lines open.]*
- Finally say: We often want to share our sisters' stories with others to get rid of the emotions & feelings that come with intense case work. However, keep peer support communications confidential. Ask: **What is confidentiality and why is it important?** *[Confidentiality is about being trustworthy and protecting our sisters. When we discuss a case with others without good reason we may make the situation even more difficult for her. We should only share our sisters' stories, if she is in immediate danger or we need to get advice from DWO leaders or our peer support team.]*
- Say: Let us thank ourselves with a big applause.

STEP 6	KEY MESSAGES	CONCLUSION	5 MINUTES
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- Conclude with the group on the main points of this session:
  - Judge carefully. We need to learn how to judge and not be judgemental.
  - We can share most of our emotions & feelings but must try to keep negative emotions about her to ourselves.
  - Keep peer conversations confidential to protect her.
  - Always invite a sister to join DWO activities so she can relax, learn new things and meet new friends.



## HANDOUT : POINTS FOR DISCUSSION

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### **Our emotions and feelings as peer supporters**

In pairs discuss the emotions & feelings that may come up when we support people who have experienced violence & harassment. You can use the points below for your discussion. Feel free to discuss other points as you wish.

- 1. What emotions & feelings do you have when you work with violence victims and survivors and how do you deal with this?**
- 2. Do you share your own emotions & feelings with violence victims and survivors? Give examples.**
- 3. What do you do if you get angry or irritated with a violence victim or survivor?**



## Info Note: Our judgements and emotions

### How to judge and not be judgemental<sup>4</sup>

We all form opinions, make judgements and take decisions all the time. We judge situations, we judge others and we judge ourselves. A judgement is an opinion and a decision that needs to be based on facts and careful thinking. Making up our mind and expressing our opinions and judgements help us to act, get on and move forwards. But we need to make sure that our judgements are based on facts, on our observations and experiences, and on sound reasoning. **Being able to judge well is key to helping others well.**

**Being judgemental means being overly critical in an unhelpful way.** We tend to become judgemental when we are tired, overworked or busy. Human beings also commonly see the mistakes of others but are blind to their own. Judgemental opinions and decisions are also common if someone irritates us because s/he has other preferences or makes choices which are different from ours. Some of us are also very judgemental about ourselves.

**Judgements become judgemental** when bias and prejudice creep in, when we make sweeping statements, when we decree what is right and wrong and what is good and bad, based on too little information and facts. **We jump to conclusions** and add a moral overtone, based on our personal feelings, thoughts or beliefs. We can find out if we are doing this if we can add the words 'therefore' or 'so' to our judgement. For example: She always talks slowly, *therefore* she is stupid. He is high-tempered *so* he will easily become violent. I again forgot to take out the trash, *therefore* I am an idiot.

In case work and peer support communications, we need to be careful that our biases, prejudices and generalizations about a person's sex or gender, race or ethnicity, class or caste, religion or other characteristic or behavior do not have a negative influence on our judgement, because **it harms the people we want to help.**

As peer supporters, we are a guide and a role model for those who come to us for help. We have to make sure that **the violence victim is in the driving seat** and **takes the decisions about what she wants to do.** But we must give effective help, which means we need to judge what the DWO can do to help her and what her options are:

- **We need to develop our ability to judge situations and people** (others and ourselves): First, we observe and collect sufficient information and facts. Then we think, come to a conclusion and make a decision on what can be done and is the best way forward.
- **We need to take special care not to be judgemental** both towards others and ourselves. When we realize that we are judgemental towards someone because of where s/he comes from, what s/he has done or how s/he looks or acts, we need to take a step back and think: Is our judgment sound? Is it based on facts or on bias and prejudice?

### Some tips against being judgemental:

- As a general rule, be mild towards others and towards yourself.
- Ask yourself: Do I have enough facts and sufficient information?
- Do the 'therefore' and 'so' test when you make important judgements.
- Try to understand, accept and be tolerant towards people who are different from you.
- Give people the benefit of the doubt and give them a chance.
- Don't do to others what you don't want to be done to you.
- Ask your friends: Do I judge too little or too much? If they say you judge too much, it is likely you may be judgemental too.

<sup>4</sup> Adapted from: Barsha Nag Bowmick, [Reasons why you should stop judging others](#), in India Times, Sep. 2017; Lazarus, C.N., [Are you a good judge or just judgemental?](#), in Psychology Today, Jan. 2018

## Handling our emotions & feelings in peer support communication<sup>5</sup>

Emotions & feelings are very close to another. The difference is:

- Our **emotions** are our **bodily reactions** that are activated through neurotransmitters (our body's chemical messengers) and hormones released by the brain.
- Our **feelings** are the **conscious experience** of our emotional bodily reactions.

Sharing of emotions & feelings is important. Peer supporters who share their emotions & feelings encourage open communication and reinforce the feelings of sisters who seek help. Make sure to **keep the focus on our sister's feelings and to be ourselves and be genuine**. Happy or caring emotions & feelings, in general, are always fine but excessive sadness, anger or irritation may hurt our sisters.

Sharing too much emotion by us, peer counselors, is generally not OK. **We need to focus on our sister and not our own emotions**. If we are too emotional and are overwhelmed by our own feelings, we can't give enough space to **her** emotions and feelings.

If we are overwhelmed by emotions in peer support settings, here are some **tips** to deal with this:

- We must consider **our sister's well-being**. Expressing our own anger, sadness or irritation may harm her.
- Sharing anger about violence & harassment is fine, but we need to **bite our tongue, and try to control ourselves**, if we are angry, disappointed or irritated with our sister.
- We need to find out where **our own emotion is coming from**. Often, our emotions may not be related to our sister but connected to issues we are dealing with in our own life and work.
- There are right and wrong ways to express negative feelings. **It must be done in such a way that benefits our sister**: We need to put our feelings into words and say them in a calm and clear manner.
- In case we have expressed our anger or sadness about our sister in an emotional way, make sure to **discuss it with her and apologize**, if needed. Don't just move on to other matters, as if nothing happened. This clears up any concerns she may have and keeps the lines of communication open. Talking through our emotions can also be a good model for her as it may encourage her to take time to understand her own emotions and move forward.

After peer support conversations we often want to share her story with others to get rid of the emotions & feelings that come with intense case work. In such cases, **always think and decide what is best for her**. Contact a domestic workers leader or the peer support team if you need advice about how best to help her or others now or in the future. At the same time, protect her by not discussing her case with others without a valid reason: It is very important to protect her by **keeping the peer support conversation confidential**. Otherwise we treat her unfairly and make a bad situation worse.



<sup>5</sup> American Psychological Association, [How to go ahead, let it out](#), Vol.39, No. 11, 2018; Psychology Tools, [A guide to emotions](#)





## 6.4 : DWO principles for case work and peer support<sup>6</sup>



90 minutes

	Aims	<ul style="list-style-type: none"> <li>To learn how to release tension after intense peer support conversations</li> <li>To share DWO principles and ethical guidelines for effective case work and peer support with violence victims and survivors</li> </ul>
	Participants	<ul style="list-style-type: none"> <li>Domestic worker leaders</li> <li>Domestic workers with case work experience</li> </ul>
	Room Arrangements	<ul style="list-style-type: none"> <li>Step 1: Space for the group to stand in a big circle</li> <li>Other steps: Seating in trios (groups of 3) and in the big group</li> </ul>
	Materials	<ul style="list-style-type: none"> <li>Cards (A4 sheets of paper) and markers</li> </ul>
	Training Aids	<ul style="list-style-type: none"> <li>Slide show: DWO principles for case work and peer support</li> <li>Handout: Group work: Principles &amp; rules, do's &amp; don'ts and common mistakes</li> <li>Info note: DWO principles for case work and peer support</li> </ul>



### Session Plan Steps

1.	Tension releasers	Exercises	10 minutes
2.	Principles in case work	Small group work	40 minutes
3.	Principles in case work	Reporting and discussion	35 minutes
4.	Key messages	Conclusion	5 minutes



### Preparation

- For step 2: Prepare A4 paper sheets and several markers for distribution to the small working groups (around 25-30 sheets per group).
- For step 3: Prepare a big board or wall or 2 flipchart stands with flipcharts. Write the heading Principles & rules and 'Do's' on one side of the board or on one flipchart. Write the heading 'Don'ts' and Mistakes on the other side of the board or another flipchart.

<sup>6</sup> Adapted from: IPSO, Basic training for drop-in centre volunteers, Trainers' manual and working materials (in Dutch), Amersfoort, 2015-2016; Women Against Violence Europe (WAVE), [WAVE training programme on violence against women](#), Vienna, 2008 (2nd Edition); Rutgers-van Wijlen, K.: Training materials on counselling, peer support and intimate partner violence (in Dutch), Utrecht, 2010.

## SESSION PLAN

STEP 1	TENSION RELEASERS	EXERCISES	10 MINUTES
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- Ask the group to get up and stand in a big circle. Say: Let’s get our blood streaming and **learn how we can release tension** with doing some exercises:
  - Everyone, stretch out your hands in front of you and shake them, strongly. Then, stamp your feet on the ground, up and down, strongly (1 minute).
  - Put your hands on the shoulders of your neighbors to your left and right. Move your hips in big circles, all together, first clockwise to the right and then counter clockwise to the left, and so on (1 minute).
  - Stay connected to your neighbors at the shoulders, and swing your upper body first to the right side, then to the left side and so on (1 minute).
  - Stretch your hands out in front of you, shake them strongly and now use your voice at the same time. Call out loudly, everyone of us together: “Lil, Lil, Lil” by moving our tongue quickly up, touching our upper palate just behind our upper teeth, and down (2 minutes).
- Say: When we share feelings and empathize with someone we tend to pick up the mood of the other. Sharing pain helps violence victims but can be difficult for peer supporters. This is a quick **5-minutes body exercise** which you can do on your own if you pick up heavy and sad feelings from someone else. It helps you **to release tension** and get rid of the sad or angry emotions and negative energy building up in your body, heart and mind.
- Say: If you have little time to do the above tension exercise after an emotional peer support communication, here is a **1-minute tension releaser**: Wash your hands and shake them out strongly, throwing the sadness or anger away from you. Do this exercise with the group as well, telling the group to visualize how they throw negative feelings away with their hands.

STEP 2	PRINCIPLES IN CASE WORK	SMALL GROUP WORK	40 MINUTES
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- Say: Based on our case work and peer support experiences let us **discuss what principles and ethical guidelines we have developed in our DWOs** to do case work and provide peer support to our sisters in the best possible ways. We will discuss this first in small groups and then share in the big group.
- Divide the big group into small groups of 4-5 persons. Put participants from the same DWO or the same location together as relevant.
- Distribute the handout to the groups and introduce the points of discussion for the small group work: **In our DWO case work and peer support,**
  - **What are important principles & rules and ‘do’s’ when supporting our sisters?**
  - **What ‘don’ts’ and mistakes do we want to avoid?**
- Ask if this is clear and clarify as needed. [*They can discuss principles and rules they already use in their DWOs, things that they think are important, things that struck them in previous training activities, what they remember or any other point they may want to bring up.*]
- Tell the groups to START and give them around 25 minutes. Distribute around 25 cards and 2 markers to each group and answer any questions as needed. After 20 minutes, tell the groups they have 5 more minutes to conclude and write down their main points. Remind them **to write one point per card.**

STEP 3	PRINCIPLES IN CASE WORK	REPORTING AND DISCUSSION	35 MINUTES
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- When the small groups are ready, start a discussion in the big group. Ask the groups to come forward with their cards and put them under the headings: 1. Principles, rules and 'do's' and 2. 'Don'ts' and mistakes. Help with clustering as needed.
- Discuss the small groups' findings in the big group by asking volunteers from each small group to read their cards under the headings and answer any questions. Check with the groups whether all the main issues are listed on the board or wall, or if they want to add or change anything. Summarize the issues that are listed and ask: **Are these the DWO key principles to ensure high quality and effective case work and peer support?** Encourage discussion if there are questions or disagreements on some of the principles and rules.
- The trainer needs to check that all the main points are listed on the board or flipcharts with the Info note summary below. Start a discussion on the issues that the small groups may have missed. Again ask the big group whether they agree these too are important principles and, if yes, add them to the list of principles.

## Principles & ethical guidelines for effective case work and peer support

### PRINCIPLES & RULES:

- **Protecting our sisters from violence** is our DWO business.
- Don't blame her. **Trust her: It is not her fault.**
- At the first contact, ask her about her feelings and connect with her.
- Be calm and go at her pace (the speed that suits her).
- Build on her **strengths**.
- **Help her decide – Never decide for her.**
- As a peer supporter, **be a sister, guide and role model, not a rescuer.**
- But, child or adult domestic workers in **slavery-like conditions**, who have been physically or sexually assaulted, or are at risk of **physical and sexual assault must be rescued.**
- **Trust your intuition:** If you feel something is wrong, always reach out, get in touch and offer your support. Consult with a DWO leader if you are not sure.
- **If she is in immediate danger**, take immediate action.
- **If she is at risk of further violence & harassment**, but needs or wants to go back to her job or her home, develop a **safety plan**.
- **Build DWO support networks** against violence & harassment: **We organize inside and outside** our DWO to provide peer support to violence victims and survivors, and to fight for strategic changes against violence & harassment in society.

### DO'S:

- **Be supportive.** Acknowledge what she is going through, and share her feelings.
- **Allow her to be in control.** Ask how you can help and let her make her own decisions at her own time.
- **Respect her** and her wishes.
- Help her to **order her feelings and her mind**.
- Help her to find **useful information**.

- Let her **tell you her story** (the what, who, why, when, where and how) **in her own way and in her own time**.
- Be prepared to **give support in the future**. She may not be able to tell you now.

**DON'TS:**

- **Don't blame her**. It is not her fault.
- **Don't be judgemental**. Peer supporters have opinions and judge situations based on facts and their experience. However, it is important not to jump to conclusions.
- If a violence victim has experienced physical and/or sexual violence, **check before you touch her**: She may be afraid or uncomfortable with being touched.
- **Avoid asking for details** about what happened if she is not ready to talk about it.
- **Don't insist on her doing anything** or speaking to anyone **if she does not want to**.

**COMMON MISTAKES:**

- **Killing the conversation** because of wrong reactions, like downplaying or enlarging her experience, or telling her you already know what she went through.
- **Hijacking her story** and using it to tell your own story.
- **Suggesting solutions and providing advice that she did not ask for**.

STEP 4	KEY MESSAGES	CONCLUSION	5 MINUTES
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- Say: These principles, rules, do's and don'ts that we have just agreed upon are our **DWO principles for doing case work and peer support. They are our ethical guidelines** that have proven **to ensure high quality and effective case work and peer support** in our DWOs. Let us repeat key DWO principles and ethical guidelines for supporting others:
  - Trust her, don't blame her.
  - Share her feelings and connect to her.
  - Build on her strengths.
  - Help her decide – Never decide for her.
  - As a peer supporter, be a sister, guide and role model, not a rescuer.
  - Take immediate action if she is in danger.
  - We build DWO support networks within and outside our DWO to help our sisters and take strategic action against violence & harassment with others.
- Compliment the group with a job well-done and end with a big applause.



## HANDOUT : GROUP WORK

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### Principles & rules, do's & don'ts and common mistakes

In the small groups, discuss and agree on the following issues:

In our DWO case work and peer support,

- **What are important principles & rules and 'do's' when supporting our sisters?**
- **What 'don'ts' and mistakes do we want to avoid?**

Write the principles & rules, do's & don't's, and the mistakes on separate cards in big letters, one issue per card.



## Info Note: DWO principles for case work and peer support<sup>7</sup>

Case work and peer support is about supporting violence victims to recover and regain control over their own lives. DWO case workers and peer supporters must be a source of support and strength for persons who seek help from our DWO.

It is important for DWO leaders and peer support teams to discuss and agree on **principles and ethical guidelines<sup>8</sup> for effective case work and peer support**. In this way we can make sure that our support benefits violence victims and helps them to become survivors:

- **Protecting our sisters from violence is our DWO business.** Violence tends to get worse without intervention. Doing nothing can make things worse.
- **Don't blame the victim. Trust her: It is not her fault.** It is easy to blame others, and blaming victims of violence is very common. We, as peer supporters, may have our own ideas on what a violence victim has done or not done in the past and what she could, should or should not do now or in the future. We should keep these ideas to ourselves, never blame her and make sure not to be judgemental at any time.
- **At the first contact, ask her about her feelings and connect with her.** Share and recognize her feelings and experiences and acknowledge them as true. Violence victims are often upset and emotional when they contact a DWO for help. Many are traumatized, and may not be able to tell their story in a clear or logical way. Sharing, active listening and communicating is key as it helps to build trust. The facts of her story (what, who, why, when, where and how) can come later in the conversation.
- **Be calm and go at her pace** (the speed that suits her). We may be impatient especially if we have worked with many violence victims or are very busy but we need to take the time that the victim needs. This helps victims who are panicky or chaotic and going in all directions, to calm down and enables them to order their mind.
- **Build on her strengths.** Many victims have little self-worth, they blame and doubt themselves a lot already. There is no need to point out her weaknesses. Do the opposite, give her positive feedback and reinforce good ideas and what she is doing well.
- **Help her decide – Never decide for her.** Allow her to be in control. Ask what help she needs and let her make her own decisions at her own time. We can help her order her mind and give information and options so that she can find out what is the best way to go. We can give advice, but should not force her to do what we think is best. We often think we know what is good for someone but everyone has a need and a right to determine her own life, even when she is sick or young. We need to respect her choices, like when she wants to go back to an abusive employer, partner or parent. The only exception is when violence victims are very young or in a big panic, could use violence against themselves or are in immediate danger (murder, suicide, subject to sexual or other abusive acts).
- **As a peer supporter, be a sister, guide and role model, not a rescuer.** Don't get into a rescue mode: You don't have to do everything. Some victims may be used to always depend on others and do not know how to take decisions for themselves. If a peer supporter agrees to play the rescuer, the relationship between them can quickly become unequal, as the victim depends on the rescuer more and more for everything. This easily overburdens the peer supporter, who will not be able to solve all the victim's problems. This makes the victim unhappy: She starts to accuse the rescuer, who, in turn, may accuse the victim of being too demanding. As a result, the relationship between them becomes unhealthy. As peer supporter, guide the ones you help to take responsibility for their own actions.

7 Adapted from UN Women, E-learning course on preventing sexual harassment in Georgia, in UN Women and ILO, [Handbook: Addressing violence & harassment against women in the world of work](#), New York and Geneva, 2019; Women Against Violence Europe (WAVE), [WAVE training programme on violence against women](#), Vienna, 2008 (2nd Edition), [www.wave-network.org](http://www.wave-network.org); IPSO (Psycho-oncological Drop-in Centres Cooperation and Support), Basic training for drop-in centre volunteers, Trainers' manual and working materials (in Dutch), Amersfoort, 2015-2016; Ocasio-Cortez, A., [Mutual aid toolkit from AOC](#)

8 Also known as standards of conduct.



- **However, child or adult domestic workers** who work in **slavery-like conditions**, have been **physically or sexually assaulted**, or are **at high risk** of physical and sexual assault **must be rescued**. If they manage to escape, try to find them all the help they need. If they are locked-up, get the support of the police and other relevant parties to rescue them. Such rescues are the responsibility of governments but DWOs often play an important role by warning the police or other authorities of such abuses, being there for the victims during rescue operations, giving them the support they need, and obtaining justice for them.
- **Trust your intuition:** If you feel something is wrong, always reach out, get in touch and offer your support. Consult with a DWO leader if you are not sure. Violence tends to get worse without intervention and doing nothing can make things worse. Saying you care never harms. If she doesn't want to share now, she may do so in the future.
- **If she is in immediate danger**, take immediate action. Consult with a domestic worker leader. Go with her to the hospital. Try to convince her not to go back to the abuser. Look after her immediate needs (food and shelter). Call the police, as relevant.
- **If she is at risk** of further violence & harassment, but needs or wants to go back to her job or her home, develop a **safety plan** with her with practical steps so that she can protect herself (and her children), and discuss what she needs in her **safety bag**, in case she wants to leave and escape.
- **Build a DWO support network** against violence & harassment. We organize **within** and **outside** our DWOs to provide peer support to violence victims and survivors, and to fight for strategic changes against violence & harassment in society. We need partners to win this fight and to provide help to violence victims: The police to rescue people, health centers to take care of physical, sexual, and psychological wounds, lawyers to provide legal aid, social workers, psychologists and psychiatrists to provide counseling services, and shelters and safe spaces to help violence victims and survivors to recover.

### Do's in peer support communication

- **Be supportive.** Acknowledge what she is going through, and share her feelings.
- **Allow her to be in control.** Ask how you can help and let her make her own decisions at her own time.
- **Respect her** and her wishes.
- Help her to **order her feelings and her mind**.
- Help her to find **useful information**.
- Let her **tell you her story** (the what, who, why, when, where and how) **in her own way and in her own time**.
- Be prepared to give support in the future. She may not be able to tell you now.

### Don'ts in peer support communication:

- **Don't blame her.** It is not her fault.
- **Don't be judgmental.** Peer supporters have opinions and judge situations based on their experience. However, it is important not to jump to conclusions.
- If a violence victim has experienced physical and/or sexual violence, **check before you touch her:** She may be afraid or uncomfortable with being touched.
- **Avoid asking for details** about what happened if she is not ready to talk about it.
- **Don't insist on her doing anything, like speaking to anyone, making a complaint or reporting a crime, if she does not want to.**

### Mistakes to avoid in peer support communication

Common mistakes by peer supporters are:

- **Killing the conversation** because of wrong reactions: Downplaying or enlarging her experience, or telling her you already know what she went through.
- **Hijacking her story** and using it to tell your own story.
- **Suggesting solutions and providing advice that she did not ask for.** This happens if you don't take enough time to explore her problem and worries. Some peer supporters make the mistake of thinking they can identify patterns and know already what the victim should do.



# 6.5 : Peer support conversations and reporting<sup>9</sup>

120 minutes

	Objectives	<ul style="list-style-type: none"> <li>To share DWO know-how on how to do face-to-face and phone peer support conversations</li> <li>To know why we need to report and how to do it</li> </ul>
	Participants	<ul style="list-style-type: none"> <li>Domestic worker leaders</li> <li>Domestic workers with case work experience</li> </ul>
	Room Arrangements	<ul style="list-style-type: none"> <li>Step 1: Space for the group to stand in a big circle</li> <li>Other steps: Small group and big group seating</li> </ul>
	Materials	<ul style="list-style-type: none"> <li>Flipchart papers and markers</li> </ul>
	Training Aids	<ul style="list-style-type: none"> <li>Slide show: Peer support conversations and reporting</li> <li>Handout: IDWF Case Record Form for Complaints by Domestic Workers</li> <li>Info note: Peer support conversations and reporting</li> </ul>



## Session Plan Steps

1.	Body works	Warm-up exercise	5 minutes
2.	Structure of a peer support conversation	Q&A in big group	30 minutes
3.	Phone conversations	Roleplays and discussion	50 minutes
4.	Report and refer it	Q&A in big group	30 minutes
5.	Key messages	Conclusion	5 minutes



## Preparation

- For step 2:
  - Write the 6 steps of a peer support conversation on a flipchart or prepare to use the relevant slide.
  - Copy the handout for distribution to participants, as needed.

<sup>9</sup> Adapted from: IPSO, Basic training for drop-in centre volunteers, Trainers' manual and working materials (in Dutch), Amersfoort, 2015-2016; Women Against Violence Europe (WAVE), [WAVE training programme on violence against women](#), Vienna, 2008 (2nd Edition); Rutgers-van Wijlen, K.: Training materials on counselling, peer support and intimate partner violence (in Dutch), Utrecht, 2010.

## SESSION PLAN

STEP 1	BODY WORKS	WARM-UP EXERCISE	5 MINUTES
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- Ask the group to form a big circle. Say: Let's move our body. Please follow me:
  - Breathe in and raise you hands up high as far back as you can – breathe out and stretch your fingers to your toes (1 minute).
  - Put your hands behind your ears and turn your upper body to the left, then to the right and keep swinging (1 minute).
  - Roll your shoulders from back to front, then from front to back, (1 minute).
  - Make big circles with your head and neck, in a slow and relaxed way, first clockwise, then counter-clockwise (1 minute).
  - Lock arms with your neighbours and clap your hands 10x
- Stop the exercises when time is up or the participants are out of breath and laughing. Ask the group to take a seat.

STEP 2	STRUCTURE OF A PEER SUPPORT CONVERSATION	Q&A IN BIG GROUP	30 MINUTES
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- Link the session to the previous session and say: In this session we will **go through the main steps of doing peer support conversations** face-to-face and by phone and we **discuss why we need to report and how to do it**.
- Say: It is useful to follow a **clear structure in peer support conversations**. Every peer support conversation, whether by phone or in person should have the following basic structure of **5 steps**. Discuss the steps with key words on a flipchart or slide as follows:
  1. At the first contact, share her feelings and build trust
  2. Listen and communicate
  3. Check with her to seek confirmation
  4. Decide what you and the DWO can do to support
  5. Conclude, get her contact details and agree on follow-up.
- Say: We have discussed what to do at each step in the earlier sessions, so let's remind ourselves of the key points: **Who remembers what to do in step 1: At the first contact**. Get some volunteers to reply, agree and write key words on a flipchart. *[We open the conversation with our sister in a friendly and supportive way. We treat her with respect. We share her feelings and connect with her so we build trust and she feels safe to tell her story in her own way.]*
- Say: **Who remembers what to do in step 2: Active listening and communicating**. Get some other volunteers to list main points, agree and write key words on a flipchart. *[Invite her to explain her story, issue or problem. Let her lead the conversation and follow her. Listen to what she says and what she means to say. Put all your energy into understanding her. Don't interrupt too much, ask her to tell you more. At this stage, don't give advice, unless she asks for it. Don't presume or take anything for granted. Mirror what she says by repeating it. Ask open questions If she hesitates or has difficulty to continue, affirm what she says it in her own words. If her opinions or feelings or the story remain unclear, keep asking further (probing)].*
- Say: **Who remembers what to do in step 3: Check back with her?** Get some other volunteers to list main points, agree and write key words on a flipchart. *[We need to confirm that we understand her correctly. Ask her if we are right in understanding what her problem is and what help she wants from the DWO.]* Say: A good way to do this, is to ask 3 questions:
  - Is this .. (the issue or problem situation) what you want help with?
  - Is this .. (her expectation) what you want from me and our DWO?
  - Is my understanding correct or not?

- Say: Once you have come to a clear, joint understanding of what the problem is that needs to be solved and how the DWO can help her, ask: **Who remembers what to do in step 4. Decide what you and the DWO can do to support.** Get new volunteers to list main points, agree and write key words on a flipchart [You need to make a judgement and decide what you and the DWO can and can not do to support her, like psychological and social peer support, practical information and support with going to the police or health centre, help her prepare a complaint or legal case.] Say: **If her expectations are not realistic, discuss this with her,** pointing out what the DWO can and can not do. If you are not sure what the DWO can do, get her agreement to seek advice from the DWO or other agencies to find the best way to help her.
- Ask: **Do you know what to do if she is in immediate danger?** Get replies, agree and write key words on a flipchart. [You need to agree with her that immediate action needs to be taken. Consult with her and a domestic worker leader. Go to the hospital. Go to or call the police as relevant. Try to convince her not to go back and help her to find a way to look after her immediate needs (drink, food and shelter) with the DWO or other agencies.]
- Ask: **Do you know what to do if she is at risk of further violence & harassment?** Get replies, agree and write key words on a flipchart. [You need to develop a **safety plan** with her with practical steps so that she can protect herself, and discuss what she needs in her **safety bag** (phone/other devices and important papers), in case she wants to escape.]
- Say: Finally, we come to the last step of the peer support conversation. **Who remembers what to do in step 5. Conclusion.** Get replies, agree and write key words on a flipchart. [**Conclude, get her contact details and agree on follow-up:** Take the initiative to propose to her to end the conversation. Don't go on for too long. A peer conversation usually takes between 50-90 minutes. Take time to conclude the discussion by summarizing the main points of the conversation and the agreements that were made. Make sure to get her contact details and invite her to join DWO activities.]

STEP 3	PHONE CONVERSATIONS	ROLEPLAYS AND DISCUSSION	50 MINUTES
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- Say: Sometimes domestic workers approach us through email, social media or by phone rather than in person. Requests for information can usually be handled by email or social media, but it is better to discuss complaints and problems one-to-one. In-person conversations are usually the best, but audio calls are also very common.
- Say: The structure of an in-person or a phone peer support conversation is more or less the same. **Who remembers what the 5 main steps are?** Get replies from volunteers and put the 5 steps on a flipchart or slide for everyone to see [1. First contact: Share her feelings and build trust. 2. Listen and communicate to understand her story and the problem. 3. Check back with her to seek confirmation if our understanding is correct. 4. Decide on a response: How can you and the DWO help her. 5. Conclude, get her contact details and agree on follow-up.]
- Say: We will now do roleplays to **practice a peer support audio call.** Who wants to be a caller, who wants to be a case worker? Ask all callers to stand in one side of the room and ask all case workers to stand in the other side of the room.
- Give the callers and the case workers 1-2 minutes to prepare for their roleplay. Then tell the 2 groups to form pairs of one caller and one case worker, and repeat: **Each pair will practice having an audio call with someone who wants help from the DWO.** Ask the pairs to sit with their backs to each other and start the role plays. Tell them they have 20 minutes for the roleplay.
- After 15 minutes remind the pairs to conclude the conversation.
- Invite the roleplayers to share their feelings and experiences as follows:
  - For the callers: **How was it to tell your story? Did you feel heard?**
  - For the case workers: **How was it to talk to the caller? Do you feel you were able to support her?**
- After discussion, ask: **What is different between face-to-face and phone contacts?** Write key points on the board and discuss. [In a phone communication, we usually have no eye contact and lack non-verbal contact. **Face-to-face, in-person contact** helps to create kinship between sisters. It is more difficult for us to find out the **identity** of the caller and **trust the other person** on the line. Some callers are not domestic workers seeking help. It is also more difficult for the caller to trust us. It is more difficult for peer supporters to identify the problem of the caller and decide what to do or what advice to give.]

- Ask: **So, how do we deal with these difficulties?** [We must be careful and concentrate our attention on the caller the whole time. Listen first. Use words of encouragement and affirmation (mmm, yes I understand) often, so the caller knows we are committed to listen and want to help her. Ask her some basic questions, for example, about her work history. Ask the caller to share her feelings and tell her story. Answer her questions and give her practical information. If you need to see her documents, ask her to show them on the phone. Check with her that your understanding of the problem is correct. In closing, summarize the discussion, get her contact details and agree on follow-up, if she wants. Tell she can always call again and invite her to the DWO.]

<b>STEP 4</b>	<b>REPORT AND REFER IT</b>	<b>Q&amp;A IN BIG GROUP</b>	<b>30 MINUTES</b>
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- Ask the group: **What do we need to do after a peer support conversation and why?** Write responses on a flipchart and agree with the group that we need to make a report.
- Say: **Reporting is the last step** of every face-to-face or phone peer support conversation. We need it in the DWO to follow up with the domestic worker who came for help and we need the records for our advocacy, lobbying, reporting and fund raising work.
- Ask: **When do we do reporting and how?** Write key points on a flipchart and agree with the group:
  - **During face-to-face conversations**, write down important points, like her contact details, but remember to keep eye contact and stay engaged. During a non-video phone conversation we can note down more key points as there is no face-to-face contact.
  - **Directly after the conversation** write down a summary of the conversation immediately, when you still have the conversation fresh in your memory. It will take you less time and be more accurate.
  - Many DWOs use a **case report form** as it is easier to write down and analyze cases. IDWF has prepared a form to help DWOs report complaints of domestic workers, including violence & harassment cases in a standard way. Distribute the handout with a copy of the IDWF Case Record Form, and discuss it as needed.
- Say: We have now discussed how to **RECOGNIZE, RESPOND to and REPORT** violence & harassment cases. Show the flipchart from **Unit 6.1** Recognize and the first response or the slide and point to the 4th point: **REFER** cases.
- Ask: **When do we need to refer victims of violence?** Write key points on a flipchart and agree with the group:
  - Violence victims may need support services that the DWO cannot provide, like shelter, medical, financial, psychological or social support, and legal aid.
  - Such support is not always easily found and it may be difficult and expensive for domestic workers to access such services. DWOs can help if they have reached out and developed contacts with such organizations. How to do this is discussed in **Unit 5.4** DWO networking and alliance building.

<b>STEP 5</b>	<b>KEY MESSAGES</b>	<b>CONCLUSION</b>	<b>5 MINUTES</b>
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- Conclude with the group on the key messages of this session:
  - In peer support conversations we follow a 5-step structure:
    1. At the first contact, share her feelings and build trust
    2. Listen and communicate
    3. Check with her to seek confirmation
    4. Decide what you and the DWO can do to support
    5. Conclude, get contact details and agree on follow-up.
  - Reporting is crucial for follow-up with violence victims and DWO strategic action.
  - Sometimes we need to refer a sister in trouble and get help from other agencies.
- Chant or cheer together about women’s and workers’ power: For example, ask everyone to stand up, raise their arms, join hands, start waving their raised arms and hands, and sing or cheer together:
  - Do we want violence? NO, NO, NO 3x.
  - We are strong! YES, YES, YES 3x
  - We fight violence! YES, YES, YES 3x



## HANDOUT : IDWF CASE RECORD FORM

# Complaints by Domestic Workers

## CASE RECORD FORM

How did she come to the DWO: Source: members / referred by	
Date of Interview:	Interviewed by:

### NATURE OF COMPLAINTS (please tick appropriate box)

<input type="checkbox"/>	Maltreatment/Mistreatment/	<input type="checkbox"/>	Long working hours/No days-off or holidays
<input type="checkbox"/>	Physical abuse/Beating/	<input type="checkbox"/>	Poor Accommodation/Food
<input type="checkbox"/>	Psychological/Verbal Abuse/Threats	<input type="checkbox"/>	Contract Termination/Violation/Substitution
<input type="checkbox"/>	Sexual Violence/Harassment/Abuse/Rape	<input type="checkbox"/>	False Allegations/Intimidation
<input type="checkbox"/>	Economic Violence: Wage or Salary Deductions/ Delayed/Non-Payment/Other	<input type="checkbox"/>	Immigration/Document Issues
<input type="checkbox"/>	Family issues	<input type="checkbox"/>	Employment Agency Abuse/Fees/Debts/Other
<input type="checkbox"/>	Health/Medical/Personal/Money Problems	<input type="checkbox"/>	
Others (specify):			

### 1. PERSONAL INFORMATION

Name of Worker					
Sex	Male		Female		Others
Marital Status	Single	Married	Separated	Widow	Other
Date of birth					Age
Highest Education Completed					
Address					
Contact Number				Other Contact Number	

### 2. EMPLOYMENT INFORMATION

Start date			End date		
Job Position			Contact Number		
Tasks at work	Baby Care	Elderly Care	Child Care	Cooking	Home-cleaning
	Gardening	Driving	Other		
Working time	Days per week		When		
	Hours per day	From am	to pm		
Live in			Live out		
Salary	\$/Rp		per hour/day/month		
Employer name					
Workplace Address					
Employer's residence (if different)					
Agency Name			Contact Number		



**3. PRESENTED PROBLEMS** (Details on the Specific Nature of Complaints)

\*Write in bullet form with information on when, where and what happened, who are involved, and what does the worker think about why this happened.

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**4. FOLLOW-UP ACTIONS** agreed with domestic worker

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**5. ACTION TAKEN** (follow-up) by the organization: Specify date, actions and by whom

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**6. PROGRESS NOTES:** Specify date, actions and by whom

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## Info note: Peer support conversations and reporting

### Structure of peer support conversations

When having a peer support conversation, always follow this 5-step structure:

1. At the first contact, share her feelings and build trust
2. Listen and communicate
3. Check with her to seek confirmation
4. Decide on what the DWO can do to support
5. Conclude, get contact details and agree on follow-up.

### Step 1: Share feelings and build trust at the first contact

When a sister seeks help against violence & harassment, she may be confused and find it difficult to explain. If you ask her for facts – What happened, Who did what, Why, When, Where and How? – she may not remember anything and her story may be unclear. **At the first contact treat her with respect, give her attention and share her feelings.** The most important thing to do is to be friendly and connect with her so that she feels safe and starts to trust you:

- Empathize with her: Share her feelings by putting yourself in her place.
- Answer her questions, reaffirm her views.
- Be friendly, supportive and calm.
- Listen, try to understand what happened first. Do not start giving advice immediately.
- Be neutral: Don't be judgemental. Share your opinions only after the victim has shared her story.
- Be in the 'here and now': Show her that you are listening by seeking eye contact, nodding and making supportive sounds, like: mmm, mmm, yes, yes, of course.
- Be yourself and genuine.
- Be trustworthy. Keep her story confidential. Don't gossip about it.

### Step 2: Listen and communicate

After we have built a link with our sister in step 1, explore the problem, question or issue with her. Engage in **active listening and communicating**. This means that we put our sister who seeks help in the center of attention. We need to get a clear picture of: WHAT happened, WHO did what, WHY, WHEN, WHERE and HOW. Let her take the lead, and don't interrogate her:

- **Invite her to explain** her story, issue or problem.
- **Let her lead the conversation and follow her.** Let her tell it in her own words in her own order and at her own time. If there is silence, let it be, as it can help her to order her feelings and thoughts.
- **Listen to what she says and what she means to say.** Try to read between the lines. Check for verbal and non-verbal clues.
- **Put all your energy into understanding her.** Don't interrupt too much, encourage her to tell you more.
- **At this stage, don't give advice.** Keep your opinions and views to yourself, unless she asks for it.
- **Don't presume or take anything for granted.** Don't think you know her case already and know what she should do. **Every case is unique.**

- **Mirror what she says by repeating it**, to make sure you understand her, like: “You say you wanted to quit then, right? Do I hear you say, you got very worried after he ..”
- **Ask open questions** (questions that can not be answered by yes or no) like: “What did you do or feel then?”
- If she hesitates or has difficulty to continue, **affirm what she says**, if possible by repeating it in her own words: “ ... so you were saying ... (her own words) ...”
- If her opinions or feelings or the story, remain unclear, **keep asking further (probing)**, like: “What did you find difficult in that situation? Can you tell me more about that, if possible? Do you mean to say that ...? Can you give me an example of your employer’s bad behaviour?” Probing helps her to find answers, and supports her because it shows your interest in her story. It helps you to get a clear idea of her situation.

### Step 3: Check with her to seek confirmation

If you feel you have a good understanding of the situation of your sister, **summarize it and present it to her in the form of a question**. State the core of her problem and her expectation as you understand it and check with her if it is correct. For example:

- Is this ... (the problem or situation) ... what you want help with?
- Is this ... (her expectation) ... what you want from me and our DWO?
- Is my understanding correct or not?

Ask her for feedback so both of you can come to a clear, joint understanding of how she wants to solve the problem and what she wants from the DWO.

### Step 4: Decide on a response

Make a judgement and **decide what you and the DWO can do** to support her:

- Psychological and social peer support: Set aside more time to listen, understand and support her, encourage her, help her order her feelings and thoughts so she can decide what to do. Invite her to DWO activities.
- Practical information or support that she may need, like going to the hospital, police or lawyers with her.
- Help her prepare her complaint or legal case and collect documentation.
- Get advice from DWO leaders and arrange for help from other agencies.

If her expectations are not realistic, discuss this with her, and explain what the DWO can do and can not do. If you are not sure what the DWO can do, ask for her agreement to consult within the DWO to find the best way to help her.

**If she is in immediate danger, take immediate action.** Consult with a domestic worker leader. Go to the hospital. Go to or call the police as relevant. Try to convince her not to go back and help her to find a way to look after her immediate needs (drink, food and shelter) by the DWO or other agencies.

**If she is at risk** of further violence & harassment, develop a **safety plan** with her with practical steps so that she can protect herself (and her children), and discuss what she needs in her **safety bag**, in case she wants to escape:

- Phone, and important phone, ID and bank numbers and addresses on a **hardcopy**
- Passport, ID, birth certificate (original or photocopies), keys.
- Other important papers about: money (bank account details, cards or savings books), job contract, marriage (marriage certificate, divorce papers, or other court documents), social security, welfare or immigration documents.
- Medication and medical prescriptions.
- Clothing and comfort items for her (and her children).

## Step 5: Conclude, get her contact details and agree on follow-up

When there is no new information coming, or when you both get tired and can't concentrate anymore or when you have to do something else, take the initiative and tell her you want to conclude and end the conversation. Don't go on for too long, set a limit. Usually we need between 50-90 minutes. **Don't go beyond 2 hours** because both of you will be exhausted.

**Take time to conclude** the conversation by summarizing the main points of the discussion and the agreements that were made for follow-up. Repeat any key points and options that came out of the conversation. Make sure to get her contact details. **Always invite her to join DWO activities** so she can relax, learn new things and meet new friends.

## How to communicate by phone

The differences between counseling by telephone and meeting in person are:

- In an audio call we have no eye contact and lack non-verbal contact. **Face-to-face** contact helps to create kinship between sisters. In a phone contact it is more difficult to show empathy, provide emotional support and build up trust. It is more difficult to use our intuition and feel whether she is nervous, to understand and get to the question behind the question. It is more difficult to know if emergency support is needed. It is too risky to use silence in the communication, as she may get scared and disconnect. It is more difficult for us to find out the **identity** of the caller and **trust the other person** on the line. Some callers are not domestic workers seeking help. They may be 'bad' employers, employment agents or even the police who pose as domestic workers because they want to have information on who is helping the victims.
- It is more difficult **for the caller to trust us**. Some callers may not want to tell their story, because they are afraid of their employers or because they think they have done something wrong or illegal. Callers will often start the conversation by saying they seek help for a friend. Or tell us only part of their story.
- It is more difficult for **peer supporters to identify the problem** of the domestic worker and **decide** what advice to give.

In summary, when handling a **case complaint over the telephone**, always do the following:

1. In a phone communication take care and **concentrate fully on the caller** all the time.
2. **Listen first**. Use more encouraging words and sounds, because we can't see the workers' face. This helps her to trust us, express herself and tell her story.
3. **Ask her some basic questions** like: Where do you work? How long have you worked? Do you have a day-off? How is it working for your employer? Always ask her about her work history. If domestic workers are new in a job ad/or have recently migrated, they may be home sick or stressed because they find it difficult to communicate with their employer. In such cases, it is best to tell them to give it some time and to invite them to join DWO activities if possible.
4. Ask the caller to **share her feelings and tell her story**. Ask her what she wants and what help she needs. Listen and take notes. If the story is not clear or you missed things, ask again. People often call with a simple question for information and will hesitate to discuss the real problem. It is important she tells her story, but don't be too businesslike: Keep your ears open and encourage her to discuss or ask more.
5. **Answer her questions** and give her practical information.
6. If callers have questions or complaints about their documents, like job contracts, work or residence permits or visa's, ask them to show or **send you a copy** so you can go through the form with her.
7. **Reaffirm the caller's feelings**, make sure she feels that she is being listened to (Say: "I see, I want to understand you").
8. **Check with her** that your understanding of the problem is correct and provide suggestions or solutions.
9. Always make sure to get her **contact details**. If she is in a dangerous or critical situation, try to get more than one phone number, for example, of a friend or family member she trusts.
10. In closing, tell her she can always **call again** if she needs help. **Invite her** to come to DWO meetings and activities, and make new friends. Make sure she knows where to find the DWO online and offline and be in touch. Summarize follow-up actions if needed.

## Reporting

Reporting is very important. It is the last step of any face-to-face or phone peer support conversation. The **main reasons** for reporting are:

- The DWO needs it for any follow-up action with the one who asked for support.
- The DWO needs to record and keep track of the number of domestic workers who seek help and the types of violence & harassment they encounter for use in advocacy, lobbying, reporting and fund raising.

**During the peer support conversation**, write down **practical information, like contact numbers and personal or other details** that may be difficult to remember later. Write down key words and short notes: Do not aim to write down everything in detail because this will distract you from concentrating on the person who seeks help and may make her feel less comfortable or suspicious. On the phone, we can write down more, but, here too, make sure to concentrate on the caller as we must give her our full attention.

**Directly after the discussion**, write down a **summary of the conversation** (the what, who, why, when, where and how), her health situation and the agreements that were made. It is best to write this down immediately: It will take you less time and be more accurate. If you wait too long you will forget many things. If you have no time to write it down immediately, record a summary of the conversation and the agreements that were made on your phone and write it down later.

It is useful for DWOs and case workers to **use a standard report form**, such as the **IDWF Case Record Form** in the handout. This helps case workers to ask and report the relevant information and makes it easier to analyze and summarize case information.

## Referrals

Violence victims may need **support services that the DWO cannot provide**, like shelter, medical, financial, psychological or social support, and legal aid by other organizations and people. Therefore, we need to look for and find other support services in our community.

Many DWOs have already developed contacts with such support organizations. How to do this is discussed in **Unit 5.4** DWO networking and alliance building.



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# DOMESTIC WORKERS ORGANIZE AGAINST VIOLENCE & HARASSMENT

## TRAINING PACK



### Unit 7

## LAWS, POLICIES AND PRACTICES ON VIOLENCE & HARASSMENT

Foreword and Introduction

Unit 1 Starting a DWOVH Training

Unit 2 Equality and Rights in Our Life and Work

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

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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 shares DWO experiences on using the laws to protect domestic workers from violence & harassment.

We learn about the types of laws against violence & harassment and how we can make these laws work for us in our own and other countries.

We discuss the online sale and human trafficking of domestic workers and we identify the open and hidden types of discrimination against domestic workers.



## UNIT SUMMARY

	TITLE	AIMS	TIME (MINS)
7.1	Laws and DWO actions to fight violence & harassment in domestic work	<ul style="list-style-type: none"> <li>■ To share DWO actions to seek justice for domestic workers against violence &amp; harassment</li> <li>■ To learn how to use and review laws and mechanisms to protect domestic workers from violence &amp; harassment</li> <li>■ To start developing DWO priorities for legal reform, advocacy and actions against violence &amp; harassment in domestic work</li> </ul>	120
7.2	Working in our own country: How can we make the laws work for us	<ul style="list-style-type: none"> <li>■ To learn about the relevant laws and access to justice for domestic workers</li> <li>■ To identify gaps and obstacles in violence &amp; harassment laws and mechanisms for domestic workers</li> <li>■ To develop DWO priorities for legal reform, advocacy and actions against violence &amp; harassment in domestic work</li> </ul>	120
7.3	Working in other countries: How can we make the laws work for us!	<ul style="list-style-type: none"> <li>■ To review how laws, policies and regulations protect women from violence &amp; harassment in migrant domestic work</li> <li>■ To develop DWO priorities for legal reform, advocacy and actions against violence &amp; harassment in migrant domestic work</li> </ul>	120
7.4	Modern slavery and human trafficking in domestic work	<ul style="list-style-type: none"> <li>■ To find out about the use of apps that sell domestic workers online</li> <li>■ To learn about modern forms of slavery, forced &amp; child labor, and human trafficking in domestic work and how to act against it.</li> </ul>	90
7.5	What type of discrimination is it?	<ul style="list-style-type: none"> <li>■ To understand what is direct and indirect discrimination in law and in practice</li> <li>■ To know how to identify and argue cases of discrimination against domestic workers</li> </ul>	90



TOTAL TIME : 540 MINUTES – 9 HOURS



## KEY MESSAGES

**We need to know how to use laws and mechanisms against violence & harassment. We need more effective protection to stop open and hidden forms of discrimination, violence, harassment, modern slavery and human trafficking happening to us. Existing protective laws and mechanisms need to apply to us and we need extra protection against violence & harassment because of the nature of our work. We need better prevention, safe access to justice, fair and equal treatment, and effective support services, remedies, enforcement and sanctions. We need to organize in DWOs to make the laws work for us.**

- We have a right to a job and a life free of violence. We need legal protection just like other workers and we need extra protection against violence & harassment because care work in private households is a high-risk job.
- We need better gender-responsive laws and enforcement to get justice for violence victims and prevent violence & harassment from happening.
- We must have the right to bring a representative of our choice to the police and to the courts.
- Don't restrict us from migrating for work but protect us from violence & harassment.
- We must have the right to change employers especially if we face abuse.
- Slavery is not something from the past. New forms are emerging all the time. Slavery, forced and child labor, and human trafficking need to be outlawed in all countries and international and national laws must be implemented.
- Victims need to be identified, rescued, supported and compensated, and perpetrators need to be punished and sanctioned.
- Organizing in DWOs is vital to detect slavery-type abuses, support victims and advocate legal reform.
- We don't receive protection from direct and indirect discrimination under the law like other workers because we are women and come from marginalized racial, ethnic, tribal or low-caste groups or from rural or indigenous peoples.
- This makes us vulnerable to all forms of violence and harassment, including pay discrimination. We have a right to pay equity.
- We and our DWOs are the most important protection against violence & harassment. Organizing in DWOs is vital to detect abuses, support victims and advocate legal reform. Together we have the power to make the law work for us.



## Training Organization

- This unit is for domestic leaders, organizers, trainers and workers who provide legal aid to violence victims, monitor the work of enforcement agencies and setting DWO legal reform priorities against violence & harassment. It is best to do all unit activities in order in:
  - In a 2.5 to 3-day workshop doing 2 unit activities per day
  - in 5 half-day activities on off-days, doing one unit activity per half-day
- If you want to do only one training activity on laws, policies and practices on violence & harassment, do:
  - **Unit 7.1** Laws and DWO actions to fight violence & harassment in domestic work because it provides the legal basics and shares experiences of DWOs in Asia.



## 7.1 : Laws and DWO actions to fight violence & harassment in domestic work



120 minutes

	Aims	<ul style="list-style-type: none"> <li>To share DWO actions to seek justice for domestic workers against violence &amp; harassment</li> <li>To learn how to review and use laws and mechanisms to protect domestic workers from violence &amp; harassment</li> <li>To start developing DWO priorities for legal reform, advocacy and actions against violence &amp; harassment in domestic work</li> </ul>
	Participants	<ul style="list-style-type: none"> <li>Domestic worker leaders</li> <li>Domestic workers</li> </ul>
	Room Arrangements	<ul style="list-style-type: none"> <li>Step 1: Space for the group to move around</li> <li>Other steps: Seating in small groups and in the big group</li> </ul>
	Materials	<ul style="list-style-type: none"> <li>Computer and projector for slide presentation</li> <li>Flipchart papers and markers for small working groups</li> </ul>
	Training Aids	<ul style="list-style-type: none"> <li>Handout 1: DWO case stories on laws and actions against violence<sup>1</sup></li> <li>Handout 2: Responses to DWO case stories on laws and actions against violence</li> <li>Info note: Laws and DWO actions to fight violence &amp; harassment in domestic work</li> </ul>



### Tip for Trainers

Before the training, try to find out what experience participants have in using the law against violence & harassment in domestic work. Adapt the level of detail to suit their knowledge, experience and interest.



### Session Plan Steps

1.	Streets and roads	Energizer	10 minutes
2.	Laws and actions	Case work in small groups	30 minutes
3.	Laws and actions	Case reporting in big group	35 minutes
4.	Laws and actions	Q&A discussion in big group	40 minutes
5.	Key messages	Conclusion	5 minutes

1 Adapted from IDWF: [Gender-based violence & harassment against domestic workers: Case stories from Asia](https://idwfed.org/en/resources/gender-based-violence-and-harassment-against-domestic-workers-case-stories-from-asia/@@display-file/attachment_1), Hong Kong, 2020, [https://idwfed.org/en/resources/gender-based-violence-and-harassment-against-domestic-workers-case-stories-from-asia/@@display-file/attachment\\_1](https://idwfed.org/en/resources/gender-based-violence-and-harassment-against-domestic-workers-case-stories-from-asia/@@display-file/attachment_1); for case 5, also see: LBH Jakarta, LBH APIK Jakarta, JALA PRT, SPDPRT and ILO, [Compilation of case handling of household workers and child household workers](https://www.ilo.org/wcmsp5/groups/public/asia/ro-bangkok/ilo-jakarta/documents/publication/wcms_559226.pdf) (in Bahasa Indonesia), [https://www.ilo.org/wcmsp5/groups/public/asia/ro-bangkok/ilo-jakarta/documents/publication/wcms\\_559226.pdf](https://www.ilo.org/wcmsp5/groups/public/asia/ro-bangkok/ilo-jakarta/documents/publication/wcms_559226.pdf)





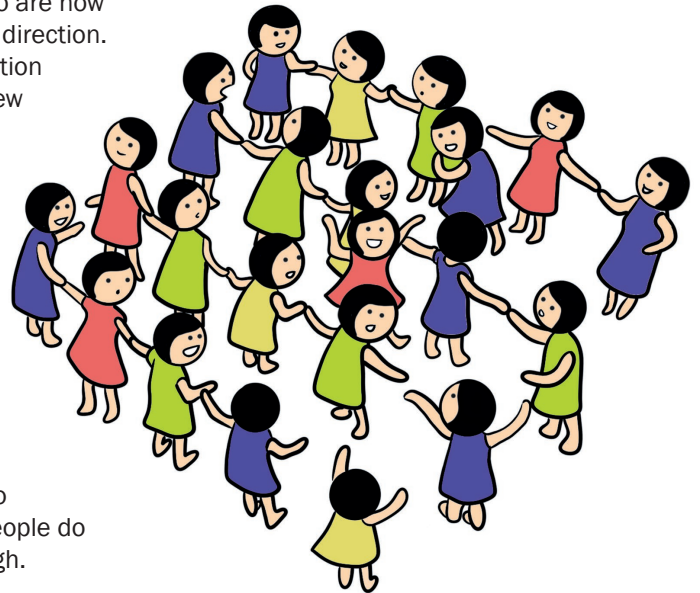
## Preparation

- Read the Info note. Ask someone with legal aid and women's rights experience to help you if you don't feel confident to do this session by yourself, but avoid long lectures. Focus on the DWO case stories, Q&A and group discussions.
- For step 2: There are 5 case stories. If you have a small group or little time, use only 4 stories and skip the first one (it is similar to case story 2). Prepare photocopies of the handout with the case stories, one for each small working group.
- Note that the case stories of Sunita, Murni and Baby Jane are discussed in both Unit 5.2 and 7.1. So, if Unit 5.2 was done earlier with the group, ensure that participants do the small group work in step 3 with a different case story from the one they roleplayed in Unit 5.2.
- Prepare photocopies of the Info note, one each for every participant, for distribution after the session.

## SESSION PLAN

STEP 1	STREETS AND ROADS	ENERGIZER	10 MINUTES <sup>2</sup>
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- Welcome everyone to the training. Ask them to stand up and form a circle.
- Say: In this session we will **discuss how laws help us to fight violence & harassment against domestic workers**. We start with a game of streets and roads:
  - Split the big group in 5 or 6 rows. Ask the small groups each to build a row in the form of a street by joining hands in one direction. The rows stand parallel to one another. Explain that these rows are streets in one direction.
  - Say: When I say 'Roads', all of you will make a quarter turn to the left and join hands with the people who are now besides you. These rows are roads in another direction. When I say 'Streets' return to the original position by making a turn to the right. Practice this a few times with the group.
  - Ask for two volunteers to take on the role of cat and mouse (or giant and child). Tell the cat to catch the mouse, starting on opposite sides of the square.
  - Say: The group forming the streets and roads need to keep the cat away from the mouse by changing quickly from streets to roads and the other way around by following my orders.
  - Say: The cat and the mouse are not allowed to break through a row, but if a row is broken (people do not manage to hold hands) they can go through.
  - Start to give orders for the formation of 'streets' and 'roads' to keep the cat away from the mouse.
  - When the cat has caught the mouse, let the cat and mouse choose two volunteers near the catch to be the next cat and mouse.
- Continue the game until everyone has had fun and the time is up. Invite everyone to their seats.



<sup>2</sup> International Institute for Environment and Development, (IIED), *A trainer's guide for participatory learning and action*, London, 1995

STEP 2	LAWS AND ACTIONS	CASE WORK IN SMALL GROUPS	30 MINUTES
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- Ask: How did you like this game? After a few responses, say: This game is an energizer. It is also a fitting start for this session on laws to protect domestic workers from violence & harassment. For many of us, laws are like unknown streets and roads that seem to be changing the whole time, and it is often difficult to obtain justice from violence & harassment. Let us first discuss some key terms:
- Ask: **What is justice?** After a few responses, agree:
  - Justice is about fairness and equality for everyone.
- Ask: **What are laws?** After a few responses, agree:
  - Laws are rules made for people to follow in societies so that they can trust one another.
  - Different laws have different purposes and lead to different results.
  - Some laws aim to protect the weak from the strong and balance power relations, for example, between employers and workers. Criminal laws punish violators of the law. Other laws protect and compensate victims of violence.
  - Laws create trust, safety and stability in society when everyone knows and can trust that all must follow the same rules and that the rights of all are respected, protected and enforced.
- Ask: **Why do we need laws against violence & harassment?** After a few responses, agree: We need just and fair laws and know how to use them so we can:
  - Recognize that these forms of abuse are unacceptable
  - Prevent and stop these abuses from happening
  - Punish the perpetrators and prevent them from abusing others again
  - Provide compensation for damages and support to violence survivors.
- Say: We start with **discussing how DWOs help violence victims seek justice in different countries** in Asia. Divide the big group in 4 or 5 small groups. Distribute handout 1 with a case story and explain the instructions for the group work. Divide the participants in small groups and give them time to discuss. Walk around and answer any questions which may come up. After 25 minutes, tell the groups they have 5 minutes left to present their case story in the big group. When the time is up, invite everybody back to the big group.

STEP 3	LAWS AND ACTIONS	CASE REPORTING IN BIG GROUP	35 MINUTES
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- Invite each of the small groups to present their case story to the big group for around 3-5 minutes each. *[It is best to start with case 1 and discuss them in order up to case 5.]* After each presentation, ask the group if there are any questions. Ensure that the group understands the main points of each story using Handout 2 which is summarized below:
  - **Case story 1: Sunita and the NDWM** is about the rape and beating up (sexual and physical assault) of a teenage girl from a tribal group in India. She was also sexually violated by the local authorities as she had to undergo the notoriously intrusive ‘two-finger test’ (physical examination and further violation of her vagina). She told her story to an NDWM leader and the NDWM provided her with shelter and legal support. With their support she filed a complaint under the Penal Code and received financial compensation under the state’s victim compensation scheme. **Problems:** Her employers were not arrested; the rapist even tried to stalk her at the shelter; abusive medical testing; bribery; long delays. **Further actions:** Advocacy for separate police units and special courts and court sessions with women officials to handle assault and rape cases. Protection against intimidation of victims. Easy-to-access and efficient compensation systems for crime victims. Women’s shelters and counselling for the victims.
  - **Case story 2: Sabina and the GKS** is about the rape and murder (sexual and physical assault) of a 14 year old girl from an ethnic group in India who was working for a family. Because of GKS support to her family, the evidence was collected, the crime was established and the case was filed and proven in the courts under a law on sexual offenses against children.

**Problems:** The perpetrators were never arrested; the only perpetrator charged was the employers' driver and not the employers' son while both were responsible for the crimes. The employer family repeatedly tried to bribe Sabina's family. The authorities were reluctant to gather and process the evidence, and there were long delays. There is no law to prohibit domestic work of children.

**Further actions:** Change the child labour law and prohibit domestic work of children under 18 years old. Enact a new law to protect domestic workers. Establish separate police units and courts with women officials to handle assault and rape cases. Increase access to and efficiency of the police and prosecution investigations and charging of crimes of sexual assault and rape.

- **Case story 3: Murni and JALA PRT** is about years of physical, sexual, psychological and economic violence Murni experienced from a young age in the abusive household of her employers in Indonesia. She was rescued and helped by the police, JALA PRT and a women's aid institute. The abusive employers were jailed for 8 years under the Domestic Violence Act. **Problems:** This Act covers only severe assault of domestic workers. The domestic worker endured abuse for a long time before she escaped from the household and complained to the police. There is no effective labor law to protect domestic workers. **Further actions:** Revision of criminal law to permit complaints and punishment of repeated assaults of women. Revision of labour law to include domestic workers and private households, and establishment of complaint mechanisms for domestic workers. Development and adoption of a domestic workers law. Increase public awareness of the situation of domestic workers and their human rights entitlements to protection under the law.
  - **Case story 4: Riza and UNITED** in the Philippines is about the physical, psychological and economic violence & harassment of a young woman from a rural area by an employment agent in the capital. These offenses are prohibited under the domestic workers law so Riza was rescued by UNITED and the responsible government agencies. **Problems:** Riza was not able to file a complaint so nothing could be done to punish the employment agency and prevent it from abusing others in the future. **Further actions:** Better law enforcement.
  - **Case story 5: Baby Jane and FADWU** in Hong Kong is about the unfair dismissal and employment discrimination of a woman migrant domestic worker because of a medical condition – in this case a cancer diagnosis. Baby Jane's inability to work threatened her physical and economic survival and violates her fundamental workers' rights to medical treatment and income from work. But she could file 2 complaints under the employment and anti-discrimination ordinances. **Problems:** At the tribunal, her request to have her trade union representative help her to present the case was ignored, and gaps in the laws on migrant domestic work. **Further actions:** Law reform.
- Thank the groups for the presentations with a big applause. Do a few stretches with the group as an energizer and go to the next step.

STEP 4	LAWS AND ACTIONS	Q&A DISCUSSION IN BIG GROUP	40 MINUTES
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- Ask: **Who were the victims?** *[They were young and adult women engaged in domestic work in private households. Three were girls from ethnic groups (Sunita and Sabina) or a rural area (Murni), and 2 were women who migrated to work in a city (Riza) or to another country (Baby Jane).]*
- Ask: **Who were the perpetrators or wrongdoers?** *[Household employers, family members of the household employers (wife, son), other workers of the household employer (driver), and an official of an employment agency.]*
- Ask: **What were the injuries or harm suffered?** *[Murder, rape, confinement, physical and sexual assault and harassment, different forms of mental, emotional and physical abuse, poisoning, degrading treatment as well as excessive hours of work, non-payment of wages, discrimination, unfair dismissal of employment and retaliation for complaining to authorities.]* Some of these are crimes and other acts are violations of other laws such as labour laws, equality laws, domestic workers laws. Domestic workers should be protected from all of these types of actions and injuries by law and in practice.
- Ask: **What did the women domestic workers, or the family in the case of Sabina, want?** *[Personal safety from the acts of violence, harassment and mistreatment listed above. Services of shelter, rehabilitation and protection from retaliation by the employer. Criminal punishment for the employer and members of the family who committed the acts of violence listed above. Victim compensation for injuries and loss of work. Payment of wages. Keeping their job and job benefits in the case of unfair dismissal and discrimination.]* Different laws provide for different types of redress.

- Ask: **Who supported the victims to get help against the violence?** [DWOs in all cases and family members in 3 of the 5 cases (Sabina in India, Riza in the Philippines and Baby Jane in Hong Kong). Other supporting organizations: two government departments in the Philippines; the police and a Women's Legal Aid Institute in Indonesia; and Baby Jane filed 2 complaints with the labor and equal opportunities commission offices in Hong Kong. DWOs play a very important role in protecting domestic workers from violence & harassment and making sure governmental organizations provide the services according to the law. ]
- Ask: **What laws were used to pursue justice for the violence victims?** Get the list with the laws and write them on a flipchart or board. [The Penal code, the Protection of Children from Sexual Offences Act and several other laws in India, the Domestic Workers Act in the Philippines, the Labor Ordinance and the Disability Discrimination Ordinance in Hong Kong and the Domestic Violence Act in Indonesia.]
- Say: The 5 case stories give a good overview of the **different types of laws** that are **needed** to effectively **protect domestic workers from violence & harassment**, discrimination and unfair labor practices and they provide different types of relief. In many cases we may want to use more than one law and mechanism to get justice. Let us go through the different types of laws one by one, and discuss how these work for domestic workers:
  - Since the 1990s and 2000s, most countries have taken steps to prohibit severe physical and sexual assault under **criminal and penal laws**:
    - **Criminal or penal laws protect all individuals in the country.** They aim to **punish** the wrongdoers or **perpetrators of crimes** of assault and violence, such as murder and rape with jail time and fines. The criminal cases are brought by public prosecutors based on victims' complaints of violations of the criminal law. These complaints must be made at local police stations.
    - The **burden of proof** in criminal cases is very high which means a lot of evidence is needed to get a conviction. The criminal procedures can be complicated, often take a long time or get dropped along the way by public officials. Sometimes victims may need help to gather medical or other evidence which can be costly.
    - In many countries, victims of crimes also may be awarded money **compensation**, as well as other **support** services and protection against retaliation, under **Victim Assistance or Legal Assistance Acts**. In practice, those accused of crimes may offer money to victims to drop their complaints.
  - Most countries in Asia have **labor or employment laws** and **occupational safety and health (OSH) laws** for the protection of workers, and labor inspection departments and labor courts to enforce these laws:
    - **Labor and employment laws** aim at **balancing the power relations between workers and employers**. They aim at benefitting workers in vulnerable situations and protecting them from violence and unfair labour practices such as slavery, non payment of wages and benefits, excessive hours of work, unfair dismissal. **Occupational safety and health (OSH) laws** aim at protecting the safety and health of workers and require employers to create **safe workplaces**.
    - The **burden of proof** of violations of labour acts is much lower than in criminal cases. Punishment of violations includes fines against employers, stopping unlawful practices, orders for compensation or reinstatement of work or benefits, and orders to stop unsafe or unhealthy practices. It is highly advisable to use trade unions to assist in cases of violations of the labour and occupational safety and health laws.
    - Unfortunately, most **labor** or employment and occupational safety and health **laws** in Asia **do not cover domestic workers and their employers** and labor inspectors do not have the right to enter into private homes. But, many countries are **amending their labor laws to cover domestic workers**. However, where these laws do cover domestic workers, such as the Employment ordinance in Hong Kong, they often **do not provide the same protection** to domestic workers as to other workers.
    - To ensure that domestic workers are adequately covered under a labour law, many countries around the world are adopting **laws** or regulations **especially for domestic workers**, like the Domestic Workers Act in the Philippines. These can protect against violence & harassment, abuse and unfair labour practices and can be implemented by mechanisms and procedures that are adapted to the specific situation of domestic workers. But they usually provide **less labor protection** than to other workers.



- **All workers**, including domestic workers need **effective labor and employment laws** to protect **against work-related violence & harassment** AND domestic workers need **additional labor protection** because the **nature of domestic work** makes them especially vulnerable to violence & harassment.
  - **Equality and non-discrimination laws are important laws for domestic workers** because many of them face discrimination and violence because of their sex and gender, ethnicity or race, social and rural origin, caste or class, nationality, religion, or other grounds. There are often special mechanisms to implement these laws or specialized officers in the labour inspection departments. In Hong Kong, for example, there are laws against discrimination on the grounds of sex, race, disability and family status. And, there is an equal opportunity commission that hears cases of violations of such laws.
  - More countries now have **domestic violence laws**, but these often **do not cover domestic workers or do not protect them** from employment related offenses and abuses. For example, the Domestic Violence Act in Indonesia explicitly covers domestic workers as household members who need to be protected from domestic violence. However, in practice this law only protects domestic workers from severe physical and sexual assault and not from the many other types of domestic violence that take place in households.
  - More and more countries have also been adopting laws against **sexual harassment in workplaces**, and/or **in education** and/or **in public places**. Most of these do **not yet cover domestic workers** in practice and many implementation challenges still exist.
- Ask: **What problems did the domestic workers and the DWOs in the case stories encounter in pursuing justice?** Write responses on a board or flipchart and make a list with participants:
- **Laws don't exist or are not complete**, for example, rape is still not outlawed everywhere. Domestic workers are not adequately protected from violence & harassment at work in the labor law
  - **Laws are not implemented properly** because of bribery and corruption when the perpetrators bribe the police, health services or the judiciary
  - **Long delays and high expenses** of legal proceedings and processes
  - **Lack of victim-friendly complaint channels** and procedures
  - **No practical support services**, income or shelter
  - **No compensation for damages** or other remedial measures for the victims
  - **No punishment** and sanctions for the **perpetrators**
  - **Lack of awareness** by the general public, employers, officials and domestic workers of the **rights and entitlements of domestic workers**.
- Ask: **Why is it so difficult to pursue justice for domestic workers who are violence victims and survivors?** Write responses on a board and make a list with participants:
- Domestic workers are mostly women working in a low-status occupation in patriarchal societies **where discrimination, violence & harassment against women are considered normal** and a natural part of womens' lives that they just have to put up with. **Victim-blaming** is common.
  - Domestic workers come from low-income groups that are discriminated in society because of their sex and gender, ethnicity or race, class, caste or social origin or nationality. There is a **culture of silence**: Many women are told to hide violence & harassment and they just have to suffer in silence.
  - Relevant laws don't exist or are not implemented and enforced because the elites do not want to obey rules but only set rules for others to obey. We need to fight the rule by the strongest.
- Ask: **What do we need to do about this?** After some responses, using a flipchart or slide, explain and conclude with the group:
- **All human beings have the right to a life and work without violence & harassment**, as provided in international human and workers rights law, and in the national laws of all but a few countries:

- **We need:**
  - **the laws to work for us.** We need protection against violence & harassment. We want changes to patriarchal rules, we want women to have the same rights, freedoms and responsibilities as men.
  - **equal status** and **equal treatment** before the law.
  - protection under the labour laws **like other workers** AND **extra protection in a high risk job** in private households.
  - **legal protection, empowerment and equality** for domestic workers.
- **We need to:**
  - **organize** in DWOs. We are stronger in groups. As DWOs we can push for much-needed changes in societies.
  - **work towards better legal protection in law and in practice** to prevent violence & harassment from happening to domestic workers, and to obtain justice for domestic worker victims and survivors.
  - **strengthen the rule of law** in societies so that everyone follows the same laws and rules, and the rights of all are respected and protected.
  - **increase awareness** among the general public, domestic workers and their employers on the important contribution domestic workers make to households and societies, and on the urgent need to protect their human and workers' rights. .

STEP 5	KEY MESSAGES	CONCLUSION	5 MINUTES
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- Conclude and agree with the group:
  - We have a right to a job and a life free of violence.
  - We need extra, not less legal protection against violence & harassment in our job, because domestic work in private households is a high-risk job.
  - We need more and better information and training on the different laws and mechanisms that exist for the protection of domestic workers.
  - We need better laws and law enforcement to get justice for violence victims and prevent violence & harassment from happening.
  - We need to organize. Together we have the power to make the law work for us.
  - We and our DWOs are the most important protection against violence & harassment.





## HANDOUT 1

# DWO case stories on laws and actions against violence

## Case story 1. Sunita and NDWM in Bihar, India

**Read the story of Sunita out loud in your group. Discuss and answer the following points:**

1. What happened: Who was the victim, who was the perpetrator, what were the injuries or harm suffered, what help was needed and who helped her?
2. What laws, mechanisms and services were used to get justice for Sunita? What was the result?
3. What were the problems in getting justice? What needs to be done to improve results?

**Prepare to tell the story with the main answers to the big group.**

### The story

Sunita of the Uraon tribe was 16 years old when a neighbour from her home village brought her to the capital of Bihar State in India to work as a domestic worker for a family. She was never paid for her work, and whenever the female employer was away for work, the male employer would sexually harass her. After 4 months, he raped her repeatedly for 3 days. When she fought back, he threatened her with death. She reported this to the employer's wife, but then both the husband and wife beat her up badly.

When Sunita met Leena, a domestic worker leader of the National Domestic Workers Movement's (NDWM), she cried and told her about it. Leena convinced Sunita to leave her employers, to stay at the NDWM shelter and helped her to file a case with the police. A medical check-up was done where Sunita had to endure the notoriously intrusive 'two-finger test' (physical examination and further violation of her vagina), but the report said that nothing had happened. The NDWM then organized a second, independent medical check-up, which confirmed that Sunita had been raped. However, no one was arrested, because the local police had been bribed, and the rapist even tried to stalk her at the NDWM shelter.

The NDWM, therefore, helped Sunita to take her case to the State Legal Authority of Bihar State using Article 376 on sexual offences in the Indian Penal Code which specifies punishment of sexual assault and rape. Some time later, Sunita was paid Indian Rupees 1 lakh (INR100,000 or around USD1,392) as compensation for the crimes from the 2014 state government's victim compensation scheme. However, until today, no one has been arrested.

Sunita was traumatized but not crushed by the abuse and she was very courageous in continuing the fight for justice. With the help of NDWM she got another job as a domestic worker, completed her 12th standard of education. and is now a strong domestic worker leader. After several years of fighting, the Criminal Investigation Department (CID), contacted her, proposing that the case be brought under the Protection of Children from Sexual Offences Act (POCSO, adopted in 2012 and amended in 2019). However, she has moved forward in life and decided not to pursue the case anymore.

The NDWM and many other rights organizations in India have found that children and women from ethnic groups, the lower castes and lower income groups easily fall victim to physical and sexual assault. These crimes are outlawed under the Indian Penal Code, but, in practice, it is difficult for victims to file a case with the police. When they manage to do so with the help of a support organization, there is bribery and corruption.

## Case story 2. Sabina and GKS in Gurgaon, India

**Read the story of Sabina out loud in your group. Discuss and answer the following points:**

1. What happened: Who was the victim, who was the perpetrator, what were the injuries or harm suffered, what help was needed and who helped her?
2. What laws, mechanisms and services were used to get justice for Sabina? What was the result?
3. What were the problems in getting justice? What needs to be done to improve results?

**Prepare to tell the story with the main answers to the big group.**

### The story

Sabina Khutan, a 14-year old child domestic worker from an ethnic minority, was found dead on 29 January 2014 at the home of the Beri family. Her family tried to file a case with the local police, but they were just sent away. The family was distressed and didn't know what to do. However, the Gharelu Kaamgar Sangathan (GKS, a Domestic Workers' Union came to their rescue and helped them to file the case with the police and bring Sabina's bruised body to a hospital for examination.

The police first refused to release the medical report. But when GKS mobilized domestic workers to come to the hospital and demand it, the hospital gave it to Sabina's family. However, the report did not mention any abuses at all. GKS and the family did not believe this was true and demanded a second examination at another hospital.

The District Court ordered this done. The Beri family then offered Sabina's family INR 300,000 or 3 lakhs (around USD4,178) to stop the inquiry into her death. The family refused, they wanted justice for Sabina, because the second medical report confirmed that she had been physically and sexually assaulted. The family and GKS demanded that the police investigate the Beri family, and blood samples of 4 suspects (the father, 2 sons and the family's driver) were sent for DNA testing.

There were many delays, although GKS contacted many organizations to help. In early 2015 Sabina's brother and GKS filed a request to get the DNA laboratory tests. In early 2016 a petition was filed at a High court to get the DNA reports. Finally, in December 2016, Sabina's family and GKS got the confirmation that the DNA tests proved that 2 of the accused, Apoorva Beri, one of sons and Om Prakash, the family driver had sexually and physically assaulted Sabina. As she was a minor, the charge was made under the Protection of Children from Sexual Offences (POCSO) Act, 2012.

The police issued warrants to arrest them in January 2017, but they had both fled the country. In March 2017, the Beri family persuaded Sabina's family to withdraw the case in return for a bribe of INR800,000 or 8 lakh Indian Rupees (around USD11,140). The same High court rejected the withdrawal of the case, but during a lawyers' strike, another judge shockingly accepted it. The GKS then filed the case under its own name at the court again. A year later, in 2018, the court declared that Om Prakash, the family's domestic worker was guilty, but not the Beri family's son, Apoorva. Since then, the GKS has continued to press for a court hearing to question why Apoorva Beri was not declared guilty. And, after 5 long years, no one has been arrested.

The GKS finds that it is very difficult for common people to get justice. The Child Labour (Prohibition and Regulation) Act is not adequate because it only prohibits child labor in domestic work for minors under 14 years. Minors of 14 to 18 are not allowed to do hazardous work, but domestic work is not defined as 'hazardous work' for them so they can work as domestic workers.

## Case story 3. Murni and JALA PRT in Indonesia

**Read the story of Murni out loud in your group. Discuss and answer the following points:**

1. What happened: Who was the victim, who was the perpetrator, what were the injuries or harm suffered, what help was needed and who helped her?
2. What laws, mechanisms and services were used to get justice for Murni? What was the result?
3. What were the problems in getting justice? What needs to be done to improve results?

**Prepare to tell the story with the main answers to the big group.**

### The story

Murni (not her real name) was born in 1995 in Bogor, outside of Jakarta, the capital. After completing primary school at the age of 12, her aunt recommended her to work with a middle-class family in East Jakarta, who promised to pay for her junior high school. But, her employers did not pay for schooling and never paid her any salary. Murni had to work really hard. She got too little food, they prohibited her from contacting her family, prevented them from visiting her and she could not go out.

They often beat her, poured hot water on her, and burned her with an iron. Her female employer accused her of having an interest in her husband and punished her by stripping her naked and assaulting her vagina with chili and blows. The female employer forced two other male domestic workers in the house to rape Murni. Another time, she forced Murni to eat cat feces and Murni developed tuberculosis from the infection.

In 2016, when Murni was 21 years old, the female employer badly injured her mouth with a broom. Murni found it unbearable, and decided to escape. She climbed down the TV cable and ran straight to a neighborhood police post. Murni was extremely malnourished, she weighed only 25kg when a police officer interviewed her. The officer took her to the police hospital of East Jakarta, contacted her parents in Bogor, and got in touch with the National Network for Domestic Workers Advocacy (JALA PRT) and the Women Legal Aid Institute (IPH APIK) in Jakarta.

JALA PRT looked after Murni, reunited her with her family and enabled her to go to school again. Together with the Women Legal Aid Institute JALA PRT started an advocacy campaign to gain justice for her and the other 3 domestic workers in this abusive employer household. They held press conferences, provided legal assistance and monitored the legal proceedings closely. As a result, Murni's employers were brought to court in October 2016. They were found guilty under the Domestic Violence Law (PKDRT) and received a sentence of 9-year imprisonment. This law states covers domestic workers as household members who must receive protection from violence in households.

Murni's victory marked a milestone in the fight for the protection of women domestic workers against physical and sexual assault in Indonesian households. However, this law does not protect domestic workers from 'household neglect'. Moreover, domestic work is not recognized as real work and domestic workers are excluded from any protection under labor and employment laws. A ministerial labor regulation on the protection of domestic workers was adopted in 2005, but it is not implemented in practice. Families, communities and institutions lack education about the rights of women and domestic workers to a life and work free of violence. JALA PRT and other organizations have, therefore, been developing and advocating the adoption of a new law, the Protection of Domestic Workers Bill (PPRT).

## Case story 4. Riza and UNITED in the Philippines

**Read the story of Riza out loud in your group. Discuss and answer the following points:**

1. What happened: Who was the victim, who was the perpetrator, what were the injuries or harm suffered, what help was needed and who helped her?
2. What laws, mechanisms and services were used to get justice for Riza? What was the result?
3. What were the problems in getting justice? What needs to be done to improve results?

**Prepare to tell the story with the main answers to the big group.**

### The story

Riza from Cotabato province in the Philippines was 23 years old when she was recruited by an employment agency in Manila, the capital, to work as a domestic worker in early 2018. After 1 month the employer sent Riza back to the employment agency and asked for a replacement because she was sick and on medication.

The employment agency detained her for more than a week. Daniel, the agency's owner called her bad names and accused her of being lazy and flirty, and selling sex. She was not given enough water and food and was hungry all the time. She slept on the concrete floor at night without a bed, pillow or blanket. She could not contact anybody unless she paid for it. She wanted to escape and managed to speak to Maricel, one of her relatives.

Maricel got in touch with the United Federation of Domestic Workers in the Philippines (UNITED). UNITED contacted the Department of Labor and Employment (DOLE) and the National Bureau of Investigation, and they went to investigate and rescue Riza.

First, the employment agency's owners denied Riza's complaint and demanded that she pay PHP 6,000.00 (around USD114) for the placement fee before her release. However, after long discussions, they agreed to let Riza go with UNITED. The DOLE staff encouraged UNITED to help Riza to file a complaint against the employment agency, but she refused to do so. She was afraid of Daniel because he was a retired district government employee. She was traumatized, refused to lodge a complaint, and only wanted to return to her hometown to recover.

The Philippines adopted a Domestic Workers Act and it took effect in mid 2013 after the announcement of its Implementing Rules and Regulations (IRR). Since then, the law recognizes domestic work as a labor sector in the country. The Act extends labor and social protection to domestic workers and protects them from abuse in the employer household or by employment agencies. At the district levels, the labor and social welfare departments and the police are responsible for the rescue and rehabilitation of abused domestic workers.

UNITED wants the DOLE to further investigate such cases, even if victims, like Riza, are not able to lodge a formal complaint. Without a complaint, no action can be taken against the perpetrators, except for UNITED using abuse cases in awareness-raising campaigns.

It is still difficult to implement the domestic workers law. Domestic workers work in private homes, and their working conditions cannot be monitored. The district labor and employment offices lack people and money to carry out their duties. Employers of domestic workers, employment agents and governments often have close connections, and domestic workers come from marginalized groups and cannot seek justice, if they don't receive help from DWOs and other agencies.

## Case story 5. Baby Jane and FADWU in Hong Kong

**Read the story of Baby Jane out loud in your group. Discuss and answer the following points:**

1. What happened? Who was the victim, who was the perpetrator, what were the injuries or harm suffered, what help was needed and who helped her?
2. What laws, mechanisms and services were used to get justice for Baby Jane? What was the result?
3. What were the problems in getting justice? What needs to be done to improve results?

**Prepare to tell the story with the main answers to the big group.**

### The story

Baby Jane, a 38 year old Filipina migrant domestic worker (MDW), was employed by a woman, Jamil, since mid 2017. In early 2019, Baby Jane was diagnosed with a stage 3 cervical cancer. The doctor gave her a medical certificate for 3 weeks sick leave. However, Jamil fired her as soon as she heard about the cancer and gave her a termination letter which clearly stated that she was dismissed because she had cancer.

The dismissal meant that Baby Jane lost all her rights as MDW in Hong Kong. She lost her rights to sick leave and to free medical treatment that are provided to domestic workers under the labor law and in the standard employment contract for migrant domestic workers respectively. She also lost her Hong Kong identity card with residence status, which by law expires 2 weeks after termination of a job (the 2-week rule). She was given a visitor status by the Immigration department, because she lodged a complaint but she was not allowed to use public healthcare services or get another job.

Baby Jane called Mary Anne, her sister, also a MDW in Hong Kong, and her sister asked her employer Jessica, for help. Jessica agreed that Baby Jane could move in with her sister and stay at her home. She helped Baby Jane with her cost of living and also raised money for her medical fees through a donation campaign. With the help of Jessica, and the Federation of Asia Domestic Workers Unions (FADWU), Baby Jane filed 2 complaints: one with the Labor Department arguing that the dismissal is unlawful under the Employment Ordinance; and the other with the Equal Opportunities Commission (EOC), arguing that her dismissal is employment discrimination under the Disability Discrimination Ordinance which prohibits discrimination based on health conditions.

After receiving the complaint, the Labour Department first set up a conciliation meeting between the employer and worker to explore the possibility of a settlement. Sick Baby Jane defended her case while Jamil was represented by lawyers. However, a settlement was not reached. The case then went up to the Labour Tribunal. At the first tribunal hearing, however, Baby Jane's trade union representative was not allowed to represent her and the presiding officer pushed Baby Jane hard for a settlement until she accepted an offer of HKD\$30,000 (around USD3,846), to be paid by Jamil.

Baby Jane has continued to pursue her case with the EOC under the Disability Discrimination Ordinance, and in early 2021, the EOC informed her that her case would be taken into consideration, even if Jamil has disappeared without leaving an address.

The FADWU has raised awareness on the gaps in the laws and regulations in Hong Kong which fail to protect MDWs when they fall ill. FADWU priorities for action are abolishment of the 2-week rule; better government support and services for MDWs while they are pursuing legal court cases; and medical insurance and public healthcare services for MDWs during employment and after unfair dismissal.





## HANDOUT 2

# Responses to DWO case stories on laws and actions against violence

## Case story 1. Sunita and NDWM in India

**What happened:** Sunita, a minor of 16 years in Bihar, India was raped by her male employer and beaten up by the employer couple when she told her female employer about it. She was rescued by the NDWM which provided her with a safe shelter, practical and legal help.

The police obstructed the legal process. During the first medical check-up, she had to endure the notoriously intrusive 'two-finger test' (physical examination and further violation of her vagina). The results of this check-up were false, because of bribery. A second medical check-up, organized by the NDWM proved that Sunita was raped. The NDWM helped her to take the case up with the higher legal authorities using the Indian Penal Code which specifies punishment of sexual assault and rape. As a result, Sunita received a sum of money as compensation, but her employers were never arrested.

**Problems:** No punishment of the perpetrators; the rapist stalking her at the NDWM shelter; abusive medical testing; bribery and corruption; discrimination against children and women from ethnic minorities and lower income classes makes it very difficult to obtain justice for violence victims, even if they have organizations helping them.

**NDWM recommendations for further action:**

- Separate courts should be set up to investigate and prosecute assault cases.
- Special units with female police officers should be set up in police stations to handle assault cases.
- Women shelters and counselling services should be provided to female victims.

## Case story 2. Sabina and GKS in India

**What happened:** Sabina, a minor of 14 years old in Gurgaon, India was raped and murdered by a son and a male domestic worker of her employers. Practical and legal help was provided by the Domestic Workers Union, GKS, and Sabina's family.

The first medical report was a fake, but the second medical report proved the rape and murder of Sabina so DNA tests were done of 4 suspects and the victim. The employer family tried to bribe Sabina's family. At first they refused, but later they took the bribe.

The release of the medical reports required a lot of efforts by GKS over many years. Proof of the rape and murder was obtained only after almost 3 years. The case was then pursued under the Protection of Children from Sexual Offences Act (POCSO). Two years later the family driver was convicted but not the employers' son. GKS has continued to pursue the case but due to irregularities at the court this was made very difficult, and no one has been arrested to date.

**Problems:** Bribery, corruption and long delays made it very difficult to get justice for Sabina, who came from a poor family. It is very difficult for common people to get justice. If GKS had not helped the family, no legal action would have happened. The Child Labour (Prohibition and Regulation) Act is not adequate because it only prohibits child labour in domestic work for minors under 14 years. Minors of 14 to 18 are not allowed to do hazardous work, but domestic work is not defined as 'hazardous work' for them so they can work as domestic workers.



**GKS recommendations for further action:**

- Domestic work is hazardous for minors under 18 years and must be prohibited by the law on child labor.
- A separate law and relevant policies are needed to protect domestic workers, and provide for labor inspection to enforce the law in private households.
- Separate police and court units with women staff should handle all assault cases.

**Case story 3. Murni and JALA PRT in Indonesia**

**What happened:** Murni from Bogor, Indonesia was 12 when she started to work for a family in Jakarta. She was seriously mistreated and abused by her employers for many years. She didn't receive proper food, was threatened and not allowed to leave the house or to contact her family. Murni experienced many forms of physical and sexual assault by her employers, including rape and harming her vagina. She got tuberculosis because she had to eat cat feces.

When Murni was 21 years old she escaped and ran to a police office where she was found to weigh only 25 kilos. Murni was rescued by the police, the Domestic Workers Network JALA PRT, and a Women's Legal Aid Institute. JALA PRT helped her to recover, reunite with her family and restart her education. JALA PRT and the Women's Legal Aid Institute provided legal aid, mobilized public opinion and monitored the court hearings. As a result, the employer couple received a jail sentence of 9 years under the Domestic Violence Act.

**Problems:** This Act states that domestic workers are to be protected because they are household members. However, in practice, domestic workers are only protected against serious physical and sexual assaults and are not protected from work-related offenses like violence & harassment. Moreover, this law does not protect domestic workers from 'household neglect'. In fact, domestic work is not recognized as real work and domestic workers are excluded from any protection under labor and employment laws. A ministerial labor regulation on the protection of domestic workers was adopted in 2005, but it is not implemented in practice. Families, communities and institutions lack education about the rights of women and domestic workers to a life and work free of violence.

**JALA PRT recommendations for further action:**

Jala PRT and Komnas Perempuan (National Commission on Violence against Women) and many women's and gender equality organizations are continuing the campaign to eliminate violence against women. Since 2004, Jala PRT has also been at the forefront of developing and advocating for the passage of a Perlindungan Pekerja Rumah Tangga (Protection of Domestic Workers Bill). Progress has been slow so far due to the lack of political will in the Indonesian House of Representatives. However, in early 2020 the House finally started to deliberate this bill for the protection of domestic workers.

**Case story 4. Riza and UNITED in the Philippines**

**What happened:** Riza was recruited from her home province and placed as a domestic worker in Manila by an employment agency. Her employer sent her back to the agency after one month because she could not work. She was held by the agent who wanted her to pay back the placement fee before releasing her. She was verbally abused, she was not given adequate food and accommodation, and could not use her phone.

She managed to contact a relative and was rescued by UNITED, a Federation of Domestic Workers Unions, the Department of Labor and Employment and the National Bureau of Investigation which convinced the employment agent to let her go without any payment. This was possible because domestic workers are protected from abuse by employers and employment agents under the 2013 Domestic Workers Act.

**Problems:** However, Riza didn't want to make a formal complaint because she was afraid of the employment agent, who was a former government official. So no legal action could be taken against the employment agent.

**UNITED recommendations for further action:**

The adoption of a national law on domestic work in the country was a major step forward, but UNITED considers that it is still difficult to implement the law, because:

- Employers, employment agents and government officials have close connections and this hinders effective implementation of the law in practice.
- The workplaces of domestic workers are private homes, and the mechanisms to monitor actual conditions at work are weak.
- The Departments of Labor and Employment (DOLE) at the district levels lack people and money to carry out their duties to implement the law.
- Most victims have low self-esteem and come from groups with a low social status. Without the help of DWOs and government, it is difficult for them to seek justice.

## Case story 5. Baby Jane and FADWU

**What happened:** Baby Jane worked in Hong Kong as a Filipina migrant domestic worker for almost 2 years. When she was diagnosed with cancer, her employer dismissed Baby Jane on the spot. She, therefore, lost her rights to sick leave and medical treatment, as well as her identity card and residence status. Baby Jane was helped by her sister and her sister's employer who provided her with accommodation, daily living expenses and the cost of her medical treatment.

Baby Jane lodged two complaints: one with the Labour Department, arguing that the dismissal was unlawful under the Employment Ordinance, and the other with the Equal Opportunities Commission (EOC), arguing that she was a victim of employment discrimination under the Disability Discrimination Ordinance which prohibits discrimination on the grounds of disability.

She was given a temporary residence permit, to pursue these cases, but this permit did not allow her to use public health services or to work. In response to the first complaint, the Labour Department called for a conciliation meeting which was not successful so a hearing was organized at the Labour Tribunal. At this hearing, however, Baby Jane's trade union representative was not allowed to represent her and the presiding official pressed Baby Jane to accept a compensation from her employer that was lower than the original claim. The second claim about discrimination in employment on the grounds of disability had been pending for 2 years. Only, in early 2021 was she informed by the EOC, that her case would be taken up. Sadly Baby Jane passed away a few months later.

**Problems:** Migrant domestic workers in Hong Kong are covered under the employment and non-discrimination laws, but there are gaps in the employment and immigration regulations and in the legal processes and mechanisms. These gaps can easily result in violence and abuse of migrant domestic workers.

**FADWU recommendations for further action:**

The FADWU has raised awareness on the need to better protect migrant domestic workers when they fall ill. FADWU priorities are:

- Abolish the two-week rule.
- Put in place government support and services for migrant domestic workers so they can pursue legal court cases.
- Provide full medical insurance and public healthcare services for migrant domestic workers not only during employment but also after unfair dismissal.



## Info note: Laws and DWO actions to fight violence & harassment in domestic work<sup>3</sup>

### Justice, laws and the rule of law

**Justice** is about fairness and equality for everyone. **Laws** are the social contract people make to have a civilized society:

- Laws are the rules made for people to obey in civilized societies so that people can **trust** one another, and **the weak are protected from the strong**.
- Laws create trust, safety and stability in society when everyone knows that all need to follow the same rules and that the rights of all are respected, protected and enforced.

For people to trust the law and have a strong **rule of law** in societies, it **needs to apply equally to all**: Every person, party and institution needs to obey it and no one – not a single person, group or institution – is above the law. Laws need to be: clear and easy to understand, accessible to all and enforced for all. The rule of law in societies:

- **Restricts the use of power** by any person, party or institution because everyone needs to obey well-defined and established laws: Public authority is needed to protect against private power and people power is needed to hold public authority accountable.
- Is about the **authority and the influence of law** in society. These are strong in some countries and weak in others. The strength of the rule of law is one of the key indicators for measuring the quality and good governance of a country.

The **rule OF law** is different from the **rule BY law**. Rule by law means rule by force. In societies under the rule by law, the rulers, (like dictators, the military, political or religious ruling parties, elites or mobs/gangs), subject citizens to the law, but the rulers themselves stand above the law. These types of regimes rule by force, limit basic freedoms of citizens and lose their legitimacy sooner or later.

**Equality or equal treatment before the law** (also known as equality under the law, equality in the eyes of the law, or formal legal equality) is about the principle that each human being, woman or man, must be treated equally by the law and that all are subject to the same laws of justice.

### International human and workers' rights laws

The United Nations (UN) member States, represented by governments, have defined a range of basic **human rights**: civil, cultural, economic, political and social rights. These are the absolute rights that a person has by being a human being, no matter what sex, race, nationality, ethnicity, language, religion, class or caste, or any other status, they have. These international standards provide basic protection for people as individuals and as workers by putting restraints on the power of states and other powerful parties and persons. These human rights are set out in 8 major international agreements (Covenants and Conventions) which set out important principles and rights in general, and on race, women, children, disability, migrant workers and torture.

The International Labour Organization (ILO) is the only UN organization where member states are represented by 3 parties: governments, and employers' and workers' organizations. The 3 parties adopt **international labour standards**: These are the minimum, internationally agreed upon standards to: **safeguard** workers' rights, **protect** workers from labour exploitation and **create** more and better jobs.

The main types of international legal standards are:

- **Declarations**: Expressions of commitment to uphold basic human values that are vital to our social and economic lives.
- **Covenants, conventions and protocols**: Legally binding international treaties, that may be ratified by countries, which then have the obligation of translating them into national law and putting themselves under international supervision to ensure that they are applying the provisions of the ratified conventions in law and practice.
- **Recommendations**: Non-binding, authoritative guidelines to help implement the conventions, or provide guidance on specific topics where no convention exists.

<sup>3</sup> ILO, [Making decent work a reality for domestic workers, Progress and prospects ten years after the adoption of the Domestic Workers Convention, 2011 \(No. 189\)](#), Geneva, 2021; ILO, [Violence and harassment in the world of work: A guide on Convention No. 190 and Recommendation No. 206](#), Geneva, 2021; ILO, [International labour standards on migrant workers' rights: Guide for policymakers and practitioners in Asia and the Pacific](#), Bangkok, 2007; ILO and Gender and Development for Cambodia (GAD/C), [Women workers' rights and gender equality: Easy steps for workers in Cambodia](#), Bangkok, 2004; ILO, [Action against sexual harassment at work in Asia and the Pacific](#), Bangkok, 2001

Important **international human and workers' rights laws** to protect domestic workers from violence & harassment are:

- The **Universal Declaration of Human Rights** (UDHR, 1948) outlines the basic rights and freedoms of all human beings which are set out in two Covenants – **the International Covenant on Civil and Political Rights** (ICCPR) and the **International Covenant on Economic, Social and Cultural Rights** (ICESCR).
- There are specific UN Conventions that:
  - Prohibit discrimination against **women** (CEDAW, 1979) and persons of different **rac**es and **ethnicities** (CERD, 1965)
  - Protect **children's rights** (CRC, 1989), the rights of all **migrant workers** and their families (MWR, 1990), and the rights of disabled persons (CRDP, 2006)
  - Prohibit all forms of **torture** (Convention against Torture (CAT), 1984).
- ILO Declarations on **fundamental principles and rights at work** (NO to forced labor, child labor and discrimination at work, and YES to freedom of association and the right to organize), 1998, and on **social justice** for a fair globalization, 2008
- ILO Conventions Nos 87 and 98 on **freedom of association and the right to collective bargaining**, 1948 and 1949
- ILO Conventions No 100 on **equal remuneration**, 1951 and No 111 on **non discrimination in employment and occupation**, 1958
- ILO Conventions No 29 of 1930, and No 105 of 1957 on the abolition of **forced labor** and the 2014 Protocol to address forced labor in the modern-day situation
- ILO Conventions No 138 of 1973 and No 182 of 1999 on **child labor**
- ILO Conventions No 97 of 1949 and No 143 of 1973 on **migrant workers**
- ILO Convention 189 on **decent work for domestic workers**, 2011
- ILO Convention 190 to **end violence & harassment in the world of work**, 2019.

After adoption of these standards by the UN or ILO member States, they are internationally accepted as **guides** for national and local action. The UN and the ILO have established **mechanisms** to promote and protect the rights set out in these standards and to assist governments and others in carrying out their responsibilities, such as the adoption of laws and implementing mechanisms.

The covenants, conventions and protocols are open to ratification by each country. **Ratification** means that the government commits to implement the rights contained in the international law in its own national law and practice. Governments that commit to implement these standards are **subject to regular reporting** and UN and ILO **supervisory mechanisms** exist to:

- **Examine** how well a country complies with the international law
- Make **recommendations** on how the country can better implement it
- **Act and follow-up** on complaints.

The Governments submit reports every 3 to 5 years on how they are applying these international standards. **In the UN, NGOs may submit their own reports** to the supervising Committees on how they think a government is doing. **In the ILO, trade unions can file comments or complaints** on how a government is doing in the implementation of the standards. These procedures apply to the standards on domestic workers and on violence & harassment of women and of workers.

All the international standards can be used to advocate, support and promote protection of human and workers' rights, including domestic workers, at national and local levels whether or not they have been ratified by a government. But it is important to know if a Government has ratified a Covenant, Convention or Protocol. In countries where ratification has taken place, the standards can be used much more effectively:

- In some countries, especially in Latin America, ratification means the international standard becomes a part of national law and can directly establish rights and protection of workers. In such countries, the international standard can be argued directly in courts of law or labour tribunals.
- In other countries, ratification means that countries need to revise their national law in line with the ratified international standards.

### CEDAW questions for Indonesia<sup>4</sup>

In 2020, the CEDAW Committee asked Indonesia to specify:

- 1) The measures taken or put in place to address and are aimed at effectively preventing gender based violence against women and girls.
- 2) The measures taken to train judiciary, prosecutors, lawyers and medical personnel on gender sensitive procedures for assisting victims and investigating complaints and enforcing the relevant criminal law.
- 3) The steps taken to protect domestic workers, including awareness-raising campaigns on the rights of domestic workers, supporting unions of domestic workers, strengthening labour inspection mechanisms, developing support services for domestic workers who are victims of abuse, and eradicating domestic child labor.
- 4) The steps taken to ratify C189 on decent work for domestic workers and to adopt, regulate and implement laws that protect (migrant) domestic workers, prevent gender based violence against domestic workers and prosecute and punish perpetrators.

### ILO comments under C189 on domestic workers' rights as workers<sup>5</sup>

Under Convention 189, a trade union raised issues of exclusion of domestic workers from labor laws as a violation of the Convention. It called for support of organizing and freedom of association of domestic workers, protection of wages, establishing protection bodies and specific complaint mechanisms to deal with cases of violence in the domestic work sector and developing rehabilitation programmes and information on the effectiveness and adequacy of penalties imposed on perpetrators and remedies.<sup>4</sup>

In 2021, the ILO Committee of Experts on the Application of Conventions and Recommendations (CEACR) requested the Government of the Philippines about consultations with the Domestic Workers' Association (DWA), freedom of association protections, and measures taken to protect domestic workers recruited or placed by private employment agencies against abusive practices.<sup>5</sup>

Even if governments do not ratify an international standard, it is often used for the establishment of rights in national law. It can also be used to fill gaps in national law coverage and to promote law reform.

**DWOs and trade unions can use the standards and the international procedures** to highlight abuses of domestic workers and the inadequacy of legal protection, to promote national law reform and to better protect the rights of domestic workers set out in international law. An important step is advocacy for the ratification of C189 and C190.

### National laws and policies

A **law** is a system of rules which a country or community recognizes as regulating the actions of its members, and is enforced through penalties or sanctions.

Every law must be accompanied by **implementing rules or regulations**. These rules are the practical guidelines that set out how to apply the law. They are like **the hands and feet of a law**. They specify what agency is responsible for what, what strategies and methods will be used and how, and set timelines and deadlines for what needs to be done.

Some countries also adopt national **policies, guidelines or plans of actions** on certain subjects. These set out what should be done to reach a legal aim:

- If policies are adopted to implement a law or laws, they can be useful, because they:
  - Specify the implementation and enforcement of certain laws

4 OHCHR, [Indonesia, List of Issues and Questions in relation to the 8th periodic report of Indonesia](#), 20 July 2020 CEDAW/C/IDN/Q/8]

5 CEACR, Argentina, Direct Request, CEACR, adopted 2019, published 109th ILC session (2021), [Domestic Workers Convention, 2011 \(No. 189\)](#), ILO, 2019; CEACR, Philippines, Direct Request CEACR, adopted 2020, published 109th ILC session (2021), [Domestic Workers Convention, 2011 \(No. 189\)](#), ILO, 2020



- o Set an agenda for necessary law reform
- o Provide for proactive measures and programs with resources to implement
- o Set up coordination and consultation mechanisms with all relevant parties.
- If policies are adopted as stand-alone measures, instead of binding laws, they are usually weak. When policies are only statements of intention without any binding power on the state or anyone to do (or not do) something, they serve mainly as window dressing.

### Main types of national laws are:

- Constitutional law
- Criminal and civil laws on different subjects, such as labor and employment, health and social welfare, job or other contracts.

In federal states, such as in Brazil, Canada, Germany, India, Malaysia and the USA, power is divided between the central government and local state governments, and regional laws may differ from state to state.

The **constitutional law** is the foundation of all laws in a specific country or territory. It sets out the power and authority of government, as well as the fundamental rights of individuals. Usually constitutions grant the right to equality before the law to both women and men, and prohibit discrimination on sex and gender, race and ethnicity, and religion but this is not always so. In some countries the equality and other principles in the constitution set out aims or goals for the country but not individual rights. In other countries, the constitution sets out a set of rights for all individuals and this can be used in courts of law to seek justice for violations of those rights.

**Different types of laws** can protect us against violence & harassment, and other unfair labor practices. They aim to:

- **Prevent and stop abuses** from happening
- **Punish the perpetrators** and stop them from abusing others again
- **Provide compensation** for damages and **support** services to victims.

Each type of law has different objectives, different complaint and enforcement mechanisms, and provides different types of relief and sanctions. **In many cases a domestic worker may want to use more than one law and mechanism to get justice.**

### Criminal or penal laws

Most countries prohibit the most severe types of violence & harassment like physical and sexual assault and rape, under **criminal or penal laws**. These laws cover the most **serious wrongdoings** in society, protect all individuals in a country and are **intended to punish perpetrators** of crimes such as assault, violence and murder with jail time and fines.

**In the past**, states took **little action to combat violence against women** and tolerated – even endorsed – many types of violence. For example, there were laws stating that sex was a marital obligation, that rapists could escape charges by marrying victims, that parents could marry off their daughters, or that men who murdered adulterous wives were just defending their honor. While such patriarchal laws and practices still exist in some countries, **most countries have outlawed violence against women or gender-based violence** in the 1990s and 2000s. The international agreement nowadays is that such violence is a **serious human rights violation and a sign of gender discrimination**.<sup>6</sup>

**Criminal cases** are brought by public prosecutors based on victims' complaints. These complaints must be made at local police stations. Complainants of physical and sexual assault and violence should be provided with legal representation and assisted in the process and accessing necessary services. The **burden of proof in criminal cases** is very high which means a lot of evidence needs to be presented to get a conviction.

The **lack of evidence and witnesses** has always been a big problem for sexual assault survivors but DNA testing has made it much easier to prove sexual assault. Still, criminal law procedures can be **complicated**, often take a **lot of time** and may get dropped along the way by public officials. Sometimes victims may need to help gather medical or other evidence and to attend all court proceedings which can be **very costly**. The criminal law may not cover the full range of behaviors that constitute violence & harassment at work. Another problem is that law enforcement agencies employ mostly men who are generally not gender-aware and tend to blame rather than protect victims of violence.

6 Htun, M and Jensenius, F.R., [Fighting Violence Against Women: Laws, Norms & Challenges Ahead](#), in American Academy of Arts & Sciences, 2020



In many countries, under **victim's assistance or legal assistance or criminal procedure acts**, victims of crime also may be awarded money compensation, as well as other support services and protection from retaliation for filing the criminal complaint. In practice, victims may not adequately be protected against retaliation for filing complaints, and may not be provided other necessary support services such as shelter and rehabilitation. In some cases, those accused of crimes may offer money to victims to drop their complaints.

### India Supreme Court Judgement on Procedures to protect complainants of sexual assault and rape, 1994<sup>7</sup>

The Supreme Court held that complainants of sexual assaults should be:

- assisted at the police station and in court, and receive guidance on what help is available from different agencies, such as counselling or medical assistance;
- provided legal assistance at the police station; it is the duty of the police to inform the victim of her right to representation before questioning her; and
- provided a list of advocates willing to act in such cases.

### Labor and employment laws, OSH laws and laws on sexual harassment at work

Criminal or penal laws don't cover many harmful practices in the workplace. These practices are outlawed **in labor or employment laws** which set out the **rights and duties of employers and workers and the employment relation between them**. Most countries in Asia have labor or employment laws and occupational safety and health (OSH) laws for the protection of workers, and labor inspection departments to enforce those laws. **Labor and employment laws are intended to balance the power relations between workers and employers and protect workers** in vulnerable situations **from abuse and unfair labour practices** such as non payment of wages, excessive hours of work, slavery, child labor, unfair dismissal, etc.

**Occupational safety and health (OSH) laws** are intended to protect the safety, health and welfare of workers and impose a duty on employers to **create safe workplaces**. Domestic workers in private households are usually not covered by these laws. But progress is being made, for example, Paraguay adopted a Guide to Occupational Safety and Health for Domestic Workers in 2017. The Guide provides employers and workers with information on their OSH rights and duties, including violence, harassment and psychosocial risks, and promotes the use of existing implementation mechanisms for these cases.<sup>8</sup>

As mentioned earlier, many countries in Asia and elsewhere have adopted **special labor laws against sexual harassment at the workplace**. These laws often only protect women in formal employment, and domestic workers are often excluded. Even when these laws explicitly apply to domestic workers, like in India's 2013 Sexual Harassment of Women at the Workplace Act, they lack effective implementation mechanisms in general and exclude domestic and other informal workers in practice.<sup>9</sup> In other countries, labor laws are starting to include provisions to prohibit violence and harassment against domestic workers, for example, the 2019 Viet Nam Labor Code explicitly prohibits employers of domestic workers to maltreat, sexually harass, exact forced labor or use force against domestic workers (Article 165).<sup>10</sup>

It is important to **protect all workers from violence & harassment at work in labor and employment laws**, because the **burden of proof** of violations of labour laws is much lower than in criminal law. Punishment of violators includes fines against employers, stopping unlawful practices, orders for compensation for loss or damage or reinstatement of work or other employment benefits, orders to correct and improve unsafe and unhealthy work places. It is highly advisable to use or consult with **trade unions to assist in making complaints of violations of the labour, occupational safety and health and sexual harassment at the workplace laws**.

7 Delhi Domestic Working Women's Forum v. Union of India, Supreme Court of India, 19 October 1994

8 ILO, *Violence and harassment in the world of work: A guide on Convention No. 190 and Recommendation No. 206*, Geneva, 2021; for more information on OSH laws on violence & harassment, also see: ILO, *Safe and healthy working environments free from violence & harassment, the report at a glance*, Geneva, 2020

9 HRW, *No #MeToo for women like us, Poor enforcement of India's Sexual Harassment Law*, 2020

10 MOLISA, *The VietNam Labor Code, 2019*, Hanoi

**Labor laws should and in some cases do apply to protect domestic workers. However, in most Asian countries:**

- Domestic workers and household employers are **not or only partially protected by labor law in their own countries.**
- Private **households** are **not considered to be workplaces** and labour inspectors do not have the right to enter private households.

**Domestic workers are covered under labor and employment laws and regulations in the following ways:**

- Sometimes, the **overall labor laws** apply to domestic workers, but then they often do not receive the same protection as other workers. For example, in Hong Kong, local and migrant domestic workers are covered under the Employment Ordinance but their minimum age is lower than the minimum wage for other workers.
- Sometimes, **only parts of the labor law** are applied to domestic workers through specific regulations. For example, Ministerial Regulation No. 14 on the Protection of Domestic Workers in Thailand provides some protection and labor rights, but does not regulate working hours and minimum wages. In Indonesia, domestic work is not considered as 'real work' and domestic workers are excluded from the Manpower Act. The 2015 Ministerial Regulation which aims at protecting domestic workers has not been effective, so far.
- **Domestic Workers Acts** have been adopted in some countries to ensure comprehensive labour law protection of domestic workers. In Asia, examples are the 2012 Domestic Workers Act in the Philippines and the 2019 Punjab Domestic Workers Act, 2019 in Pakistan. These laws recognize domestic work as real work, can protect against violence & harassment, abuse and unfair labour practices, and can be implemented by mechanisms and procedures that are adapted to the specific situation of domestic workers. But, so far, they usually provide less labor protection than to other workers.
- Other countries have adopted a stand-alone **National Policy** on Domestic Work, as in the case of Bangladesh. Such national policies are useful, if an implementation mechanism and budget are provided, and if they are implemented in practice.

**Labor laws can protect** domestic workers from violence, harassment and other unfair labor practices **when** the implementation **mechanisms and procedures are adapted to the needs of domestic workers. Labor laws** should provide **affirmative duties on the household employer** to provide dignified work in a safe and healthy working environment free from violence & harassment. This means that **household employers must take reasonable steps to provide safe work, and prevent and act against violence and harassment of domestic workers** in their homes, otherwise they are breaking the law.

Domestic work is work like any other, and **domestic workers** should receive the **general protection available under labor laws**, just like other workers. Also, the special nature of domestic work – care work in private households – needs to be taken into consideration, and result in **added protective measures**. Given that domestic work is often excluded from labor laws and policies and important protection gaps still exist, **labor law reform** is, therefore needed in many countries:

- All workers, including domestic workers, need effective legal protection against labor abuses and work-related violence & harassment.
- Domestic workers need extra labor and employment protection because the nature of their work makes them especially vulnerable to violence & harassment.
- Specific units should be set up in labor and OSH inspection departments to cover domestic workers in private households.

## Equality and non-discrimination laws

Equality and non-discrimination laws are also important laws for domestic workers because they generally face discrimination, violence & harassment because of their sex and gender, ethnicity, color or race, social and rural origin, class or caste, religion, health condition, or nationality.

- The fundamental human rights of all citizens are usually guaranteed in a **Constitution**. It usually (but not always) provides for equality and non-discrimination of all citizens regardless of their sex and gender, race, ethnicity, caste, religion or status.
- **Equality and non-discrimination** are sometimes provided for in separate national **human or workers' rights laws**. These can take the form of specific acts against discrimination on the grounds of sex/gender, race, ethnicity, social origin, class, caste, religion, disability and health conditions or other grounds. For example, in Hong Kong, employment discrimination is prohibited on the grounds of sex, race, disability and family status and an Equality Commission was set up to handle complaints.

- Several countries specify women's rights to equality and non-discrimination. For example, Viet Nam has a specific **gender equality law**, prohibiting discrimination against women.

### Use of other laws

In some countries other laws may partially protect domestic workers from violence & harassment, but there are often significant constraints in these laws or in their implementation:

- **Civil laws** set out the rights and duties which citizens have towards one another. Domestic work is sometimes covered under **contract law**. Domestic work is then defined as a service provided to a consumer. As a result, such laws mostly protect employers of domestic workers and not the workers. This approach is used in the Indonesian Ministerial Regulation on the Protection of Domestic Workers (No. 2 of 2015) where the employer is defined as the 'user of domestic work'.
- More countries now also have **domestic violence laws**. These laws explicitly cover domestic workers as household members who need to be protected from domestic violence. It is important to protect domestic workers in any domestic violence law because their work in private households puts them at risk of domestic violence. However, these laws often do not adequately protect against employment related violence & harassment. For example, the Domestic Violence Act in Indonesia protects domestic workers only from physical and sexual assault and not from household negligence.<sup>11</sup>
- Other laws which may apply are **forced labor and child labor laws**. Worldwide, domestic work is the top sector where forced labor is found, accounting for nearly a quarter of all forced labour incidents.<sup>12</sup> However, in Asian countries, forced labor laws are hardly applied to protect domestic workers from violence & harassment. Similarly, child labor laws are hardly applied because domestic work is often not considered to be hazardous work for children.
- Specific laws cover **international migration**, like emigration and immigration laws. The rights of international migrant workers are often restricted because States have the right to determine who can enter their territory and their labour market. However, the international agreement is that the basic human rights of international migrants should be upheld in countries of origin and destination and during transit. See **Unit 7.3**. Working in other countries: How can we make the laws work for us!

### Problems in effective implementation of laws

The development and implementation of effective laws, policies and regulations to protect domestic workers from violence & harassment is often still difficult in many countries. Main reasons are:

- Laws are based on social and cultural norms in society. However, in practice, social, cultural or religious **norms still support violence & harassment** by men towards women, by employers towards workers, by the state towards common people, and by the rich towards the poor. In such cases, the perpetrators can easily get away and are not punished for their acts by the authorities and communities, which tend to **blame the victims** instead.
- This results in a '**culture of silence**' among women, workers, commoners and the poor. Many domestic worker violence survivors have learned to accept the culture of silence expected from violence victims: They often feel ashamed to bring the abuse out into the open. They may not be confident because of 'victim blaming' or they don't have the resources to be able to make a complaint.
- **Filing a legal complaint**, thus, takes **courage, time and money**. It is expensive and often flawed for women and domestic workers, especially if they come from low income and status, ethnic or religious groups. In contrast, powerholding elites often manipulate the legal system in their favor by paying expensive lawyers and legal lobbyists and through bribes and other means. This is known as **class justice** and needs to be abolished.

11 LBH Jakarta, LBH APIK Jakarta, JALA PRT, SPDPRT and ILO, [Compilation of case handling of household workers and child household workers](#) (in Bahasa Indonesia)

12 ILO, Walk Free Foundation and IOM, [Global estimates of modern slavery: Forced labour and forced marriage](#), Geneva, 2017

- Rights can only be protected and enforced when the **laws, legal rules and procedures** are clear and just, when there are **effective law enforcement mechanisms** (police, courts), and when there is **freedom of expression**, so people are able to complain and voice their opinion freely:
  - Every law needs to be accompanied by implementing rules and regulations: The detailed descriptions on who will do what (the implementing mechanism), how to implement the law, and by what time.
  - In many countries, such practical guidance and the people and money needed to implement the law properly are missing, and therefore, it is very difficult for victims to seek justice.
  - Law enforcement agencies are staffed mainly by men, often with patriarchal mindsets, who engage in victim blaming and obey powerholders in society, and who are not interested in upholding justice for women and the poor.
  - Freedom of expression is a fundamental right for all human beings but it is often difficult for women and domestic workers to have a voice and speak out.

### What legal reform do we want to fight violence & harassment in domestic work?

We need **justice, equality and empowerment**, as women and as workers. We need the law to work for us. Protection against violence & harassment is not about protecting women because they are weak. It is about enabling us to go out and earn money in a high risk occupation with proper protections, just like other workers. It is about breaking patriarchal rules, and empowering women to have the same rights, freedoms and responsibilities as men. **Empowered women are the key to ending gender and sexual violence.**

**Domestic work is work like any other**, and domestic workers should be protected under the labor laws, just like other workers. In addition, the special nature of domestic work – care work in private households – needs to be taken into account, resulting in added measures against violence & harassment, not less protection in labour laws and rules. We have a right to a job and a life free of violence. We need **extra, not less legal protection** against violence & harassment, because care work in private households is a high-risk job. We need better and effective laws and law enforcement to prevent and stop violence & harassment, to punish the perpetrators and provide compensation and support services to violence survivors.

In order to eliminate discrimination, violence & harassment, and get justice for domestic workers, **we need to organize** in DWOs. Together we have the power to make the law work for us. We and our DWOs are the most important protection against abuse, violence & harassment. We are stronger in groups, and as DWOs we can push for needed changes in societies. We must work towards:

- **Changing discriminatory laws and practices** that accept or justify unequal power relations between men and women and employers and employees so that women domestic workers are less vulnerable to abuse.
- Better **legal protection in law and in practice** to prevent violence & harassment against domestic workers and stop it from happening, and to obtain justice for domestic worker survivors.





## 7.2 : Working in our own country – How can we make the laws work for us!



120 minutes



### Tip for Trainers

Priorities for action will differ from one place to another. In this unit activity the focus is on law and practice for domestic workers who work in their own country or state. International migrant domestic work is discussed in next **Unit 7.3** Working in other countries: How can we make the laws work for us!

	Aims	<ul style="list-style-type: none"> <li>To learn about the relevant laws and access to justice for domestic workers</li> <li>To identify gaps and obstacles in violence &amp; harassment laws and mechanisms for domestic workers</li> <li>To develop DWO priorities for legal reform, advocacy and actions against violence &amp; harassment in domestic work</li> </ul>
	Participants	<ul style="list-style-type: none"> <li>Domestic worker leaders</li> <li>Domestic workers</li> </ul>
	Room Arrangements	<ul style="list-style-type: none"> <li>Step 1: Open space for the group to stand in 2 circles and move around</li> <li>Other steps: Seating in big or small groups</li> </ul>
	Materials	<ul style="list-style-type: none"> <li>Step 2: Flipchart stands, papers and markers for the small working groups.</li> </ul>
	Training Aids	<ul style="list-style-type: none"> <li>Slide show: Working in our own country – How can we make the laws work for us!</li> <li>Handout: Checklist on justice for violence against domestic workers<sup>13</sup></li> <li>Info note: Working in our own country – How can we make the laws work for us!</li> </ul>



### Session Plan Steps

1.	Statue Stop	Game	10 minutes
2.	How can the laws work better for us?	Sharing in small groups	40 minutes
3.	How can the laws work better for us?	Reporting in big group	40 minutes
4.	Agenda for change	Q&A and discussion in big group	25 minutes
5.	Key messages	Conclusion	5 minutes

<sup>13</sup> Adapted from Amnesty International, [Six-point checklist on justice for violence against women](#), London, 2010; ILO C189, C190, R201 and R206.





## Preparation

- Read the Info note so you can guide the group discussions and prepare for the session. Ask someone with legal aid and women’s rights experience to help you if you don’t feel confident to do this session by yourself. Avoid long lectures, focus on the small group work discussions and ask the resource person to answer questions during steps 2-4.
- For step 1: If you have a group of women and men, check if the game can be done by both sexes together or whether it is better to do the game separately in a women’s group and a men’s group. Or, if there are only a few men, ask them to change the rounds of sculpting every 10-15 seconds by making a loud noise together.
- For step 2: Check and decide how to organize the small group work:
  - If there are **only a few laws** that protect domestic workers from violence and harassment in the country or state, **each group can apply the checklist to all laws.**
  - If there are **several laws** that apply to domestic workers (like the penal or criminal codes, labor and employment laws, gender equality or other non-discrimination laws, domestic violence laws, OSH or sexual harassment laws), **divide the laws among the small working groups** as relevant. For example, some groups can apply the checklist to the criminal law, others to the labor law, and others to the equality law; or half of the groups apply the checklist to laws against assault, and other groups use the checklist to review the laws against sexual harassment.
- Prepare photocopies of the Info note, one each for every participant, for distribution after the session.

## SESSION PLAN

STEP 1	STATUE STOP	GAME	10 MINUTES
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- Say: We start with an energizer: the Statue stop game. Ask participants to form 2 circles of people of equal numbers: one inner circle facing outwards to the outer circle and the outer circle facing inwards. Check that everyone has someone facing her/him. If the number of participants is uneven, ask a trainer to join.
- When the 2 circles are formed, instruct the group as follows:
  - In this game ‘sculptors’ make ‘statues’. Everyone in the inner circle is a sculptor and everyone in the outer circle is a statue.
  - The sculptors have 5-10 seconds to create a statue of the person facing them in the inner circle by bending or twisting their body into any shape they wish. The sculptors should be as creative as possible but make sure they do not hurt their statue and that the position is not offensive. Once they are shaped, the statues must remain frozen in that position without moving or speaking.
  - When I clap my hands (ring a bell or call out), the inner circle moves around one person to the left and sculps another statue. All statues in the outer circle are bent and twisted into a new position.
- Start the game and keep a quick pace changing the statues every 10 seconds or so by clapping your hands or making another loud noise.
- After 4 minutes, stop the sculpting and tell the groups to change roles: Those who were statues become sculptors in the inner circle, and those who were sculptors become statues in the outer circle. Repeat that the sculptors must be as creative as possible but should not put statues in painful or offensive positions. Start the game and keep a lively pace.
- Stop the game after 4 minutes. Say: This game is to have fun and energize ourselves. It is also about law making. Law and policy makers are like sculptors who make laws for people to obey and benefit from in a fair way. As domestic workers we need to make the law work for us: We need to find out what laws affect us, whether these laws are fair and implemented fairly and what changes are needed in law and in practice to better protect us from violence & harassment.



STEP 2	HOW CAN THE LAWS WORK BETTER FOR US?	SHARING IN SMALL GROUPS	40 MINUTES
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- Link the session to the previous session and introduce the unit’s aims by saying: In Unit **7.1** we found that there are different types of laws that may provide protection and redress against violence and harassment. We also found that there are problems with protecting domestic workers from violence & harassment: There are no laws; there are legal gaps; the laws are not implemented; or many domestic workers do not know their rights and the possible procedures to follow.
- Continue by saying: We are going to **share experience on how the laws work for us: What laws exist? What works? What doesn’t? And what needs to be improved** in the countries and communities where we work and live? We will focus on violence & harassment in our workplaces, and violence in our lives.
- Say: We start with making a **list of the different laws** that should protect domestic workers from violence and harassment in their job or family life. *[Make a list with the group and write the main laws on a flipchart or board.]*
- Introduce the handout with the **Checklist on justice for violence against domestic workers** by saying: This checklist can help us to find out:
  - **What works** (good practices)
  - **What does not work** (problems, obstacles, gaps)
  - **What changes are needed** (priorities for action).
- Say: The checklist is based on **international human and workers’ rights laws and standards**. It is organized following the steps that victims need to take to report an act of violence or harassment (under criminal or penal laws, labor and employment laws, equality and non-discrimination laws, domestic violence laws or other laws against violence, like OSH and sexual harassment laws) and seek redress for violence & harassment through the justice system.
- Distribute the handout and go through it with the group. Say: We are going to work in small working groups and use the checklist to find out **What works** (good practices), **What does not work** (problems) and **What changes are needed** (priorities for action). These will differ from one place to another. The checklist has 5 main questions that we want to answer **for each law** in each national or local situation.
  1. Do the **existing laws apply to domestic workers?** Are they **adequate** to protect domestic workers from violence & harassment?
  2. Can violence victims **report safely?** Can they **access support**, services and remedies?
  3. Are **medical examinations and care** appropriate and adequate?
  4. Is **investigation of complaints** of violence & harassment professional and thorough?
  5. Are **complaint and dispute resolution procedures, hearings and trials** fair, competent and efficient?
- Ask if the instructions for the small group work in the handout are clear, and clarify as needed.
- Divide the big group in 5 working groups according to the place where they work and live, and specify which laws will be analyzed by each small group *[see under Preparation for step 2]*.
- Tell the groups to start. Distribute flipchart papers and markers to each of the groups.
- After 30 minutes, remind the groups to write down their main points, and ask everyone to join the big group when they are ready.

STEP 3	HOW CAN THE LAWS WORK BETTER FOR US?	REPORTING IN BIG GROUP	40 MINUTES
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- Ask the reporters of the 5 groups to come forwards and put their flipchart paper upfront.
  - If all small groups answered the checklist for all laws, say: Each of the reporters of the 5 groups will report on 1 of the 5 questions and then other reporters will add new answers to that question that have not yet been mentioned. So one group reporter will give answers to question 1, then the other reporters add new answers to question 1. Then the second group reporter will answer question 2, and other reporters add answer not yet mentioned to question 2, and so on.
  - If the small groups answered the checklist for different laws, say: First we report on question 1. Have all small group reporters report on question 1, then move to question 2 and so on.
- Ask the first reporter to start and guide the discussions until all 5 questions have been discussed. If there are many different experiences to share, allow more time. Keep the pace, and make sure the discussions stay focused and to-the-point. *[There will be many stories on what does not work but make sure that the reporters also highlight clearly what works and why.]*
- When the questions have been discussed, summarize **What works** (good practices), **What does not work** (problems) and **What changes are needed** (priorities for action) for each question from the small group reports. *[Add points not mentioned from the info note, if they are relevant for the group. There is no need to discuss every issue raised in the note. Point to similarities and/or differences between the findings of the 5 groups.]*
  1. **Do the existing laws apply to domestic workers? Are they adequate to protect domestic workers against violence & harassment?** *[Domestic worker violence victims are not effectively protected from violence & harassment under the law in most Asian countries. There are no laws or they are not properly implemented. There are difficulties to access justice due to gender bias and other prejudices against domestic workers among the police, in tribunals and in the courts. There are no safe complaint mechanisms for domestic workers. Labor inspectors may be unprepared to handle cases of violence & harassment against domestic workers.]*
  2. **Can violence victims report safely? Can they access support, services and remedies?** *[Law enforcement agencies in many countries do not provide professional and adequate services to women victims of violence & harassment who mostly come from the 'lower-income classes. It is generally very difficult for domestic workers to report and access support, services and remedies.]*
  3. **Are medical examinations and care appropriate and adequate?** *[Medical evidence is often not, or not properly collected, and may further traumatize the victim. Or, the results may be tampered with due to bribery. It is usually very difficult for domestic worker victims to receive proper medical care and treatment.]*
  4. **Is investigation of complaints of violence & harassment professional and thorough?** *[Few domestic worker violence victims have access to safe and adequate complaint mechanisms and services. Law enforcers are often biased against them and may take matters in their own hands rather than follow the rule of law and proper legal procedures.]*
  5. **Are complaint and dispute resolution procedures, hearings and trials fair, competent and efficient?** *[Domestic workers often don't have access to fair and safe complaint and dispute resolution mechanisms. Where domestic workers can access such mechanisms, these are often not implemented fairly and are not free from discrimination against women and domestic workers.]*

STEP 4	AGENDA FOR CHANGE	Q&A AND DISCUSSION IN BIG GROUP	25 MINUTES
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- Say: Let us now discuss the **solutions and priorities for action** that came out of the small group discussions for each question in the checklist. Summarize the highlights of the small group discussions, and point to similarities and/or differences between the findings of the 5 groups. *[Add points not mentioned from the info note, if they are relevant for the group, but there is no need to discuss every issue raised in the Info note.]* For each of the 5 points, invite comments, discuss and agree on the main DWO priorities:

### 1. Law reform priorities to make the laws work for us:

- Consultation with domestic workers and DWOs on legal reform
- Application of laws to domestic workers
- Clear definitions with a broad scope to protect groups at high risk of violence & harassment in line with international conventions such as C189 and C190
- Specific prohibition of discrimination and victimization of violence survivors seeking justice, and of further violations of their rights
- Strong, effective and fair legal rules and enforcement of all laws (criminal, labor, occupational safety and health (OSH), sexual harassment, equality and non-discrimination, domestic violence)
- Widespread public information campaigns to raise awareness of rights of domestic workers and obligations on employers of domestic workers to provide safe work and prevent violence & harassment.

### 2. Priority measures to ensure domestic workers' access to gender-responsive, safe and effective complaint and dispute resolution mechanisms, courts and tribunals:

- Gender training for all law enforcers who may handle violence & harassment cases
- Prohibition for law enforcers of unprofessional conduct, unfair treatment and victimization of those who report or help to report violence & harassment crimes
- Women-only specialized police and court units for gender-based violence victims if it is not possible to hold all law enforcement staff accountable
- Independent bodies to handle complaints of unlawful treatment of violence victims by enforcement authorities
- Proper registration of cases.

### 3. Priority measures to ensure domestic workers' access to gender-responsive, safe and effective support services and remedies

- 24-hour hotlines, information and legal aid, emergency services and care, and shelters in safe spaces
- Encouraging and obliging 'bystanders' to report abuse
- Right of victims to bring a representative of their choice (for example a DWO representative) to police stations, investigations and court hearings, to free legal services and to fast-track their case
- Right of victims to special court arrangements. For example: Skipping mediation and conciliation services and fast-tracking their case to gender-responsive tribunals or courts; using video testimony to avoid confrontation with the perpetrator, allowing migrant domestic workers to testify from their home country, or offering alternative dispute resolution proceedings in addition to criminal proceedings
- Waiving of fees for any services by the public authorities
- Compensation and income support during recovery
- Right of victims to work and help to find a job.

**4. Priority measures** to ensure immediate **access to** quality **health services** are:

- Medical examination to collect evidence by medical professionals only
- Always combine medical examination with medical care and treatment
- Examination and care must be free of charge.

**5. Priority measures** to ensure that **laws are applied** and **justice is provided in a timely manner**:

- Adequate and clear rules and legal proceedings exist and law enforcers are trained and held accountable to handle investigations and court proceedings
- Police, prosecutors, labor inspectors, judges and other relevant staff do not have the power to apply different rules to different people or set their own rules
- All relevant staff should treat violence victims and survivors with respect
- Violence & harassment statistics are collected and disseminated
- Independent oversight mechanisms exist and are used to oversee law enforcement agencies.

**6. Priority measures** to ensure that **trials are fair** and **free of discrimination**:

- The rights of the victim and the accused must be equally protected, and the unequal labor and power relationship between domestic workers and their employers must be recognized
- Judges are responsible and should be held accountable for ensuring a safe and respectful courtroom environment and fair court proceedings and judgments
- Judges should be screened for gender and other biases and be trained and certified in handling violence & harassment cases, including gender-based violence & harassment
- Sanctions on convicted perpetrators should be proportionate to the crime and take into account the priorities of victims which are: to stop the violence, to be safe, to receive compensation and other services, and to be able to rebuild their lives without threat of further violence.

<b>STEP 5</b>	<b>KEY MESSAGES</b>	<b>CONCLUSION</b>	<b>5 MINUTES</b>
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- Conclude by asking the group to give a big applause and agree together on priorities to make the law better work for us. For example, select 3 to 5 from the below list:
  - We need better and gender-responsive laws to protect us from violence & harassment
  - We must have the right to bring a representative of our choice to the police and to the courts
  - We need gender-responsive police and other law enforcers
  - We need to be able to report safely
  - We need access to safe medical examination and health care
  - We need access to remedies and support services free of charge
  - We have the right to a fair trial
  - We need to have the right to work during and after court cases.



## HANDOUT : CHECKLIST

# Justice for violence against domestic workers<sup>14</sup>

In each working group: For the law(s) assigned to your group, go through the 5 questions below and discuss:

- **What works?**
- **What does not work?**
- **What changes are needed?**

The checklist has 5 main questions that need to be answered for each law in each national or local situation:

- 1. Do the existing laws apply to domestic workers? Are they adequate to protect domestic workers from violence & harassment?**
- 2. Can violence victims report safely? Can they access support, services and remedies?**
- 3. Are medical examinations and care appropriate and adequate?**
- 4. Is investigation of complaints of violence & harassment professional and thorough?**
- 5. Are complaint and dispute resolution procedures, hearings and trials fair, competent and efficient?**

Discuss and write the main findings of your group on a flipchart paper.

Select a reporter to share the main points of your group discussion in the big group.

<sup>14</sup> Adapted from Amnesty International, [Six-point checklist on justice for violence against women](#), London, 2010



## Info note: Working in our own country – How do we make the laws work for us!<sup>15</sup>

The checklist on justice for violence & harassment against domestic workers can help us to find out:

- **What works** (good practices)
- **What does not work** (problems, obstacles, gaps)
- **What changes are needed** (priorities for action).

The checklist is based on international human and workers' rights law and standards, including the international labor standards on domestic workers, C189, and on violence & harassment, C190 and R206. It is organized following the steps that victims need to take to report a crime and seek redress for violence & harassment through the justice system. The strength of the rule of law and legal systems, laws and procedures vary in different parts of the world. Therefore, the specific problems and DWO priorities for solving them will differ from one place to another.

### 1. Do the existing laws apply to domestic workers? Are they adequate to protect domestic workers from violence & harassment?

Domestic worker violence victims have no or little access to justice in most Asian countries: Most countries have **criminal or penal codes** to protect all human beings from physical and sexual assault, including sexual harassment and blackmail, but it is **difficult for domestic workers to report and access justice** under these laws. Other laws may also apply, like laws prohibiting domestic violence or sexual harassment. These may, but often do not, or only partially apply to domestic workers. Labor laws also generally do not protect domestic workers from violence & harassment. Law enforcement agencies do not always effectively implement existing criminal or other laws, because of gender bias and other prejudices against women and domestic workers.

**Domestic work** is known as a high-risk occupation for violence & harassment. But, so far, domestic workers are not effectively protected from such abuses under the law in most Asian countries, and they encounter many difficulties to access justice. However, when they are courageous, and with the support of DWOs or other organizations, they have successfully filed complaints and obtained justice against violence & harassment at the courts or labor tribunals.

Efforts should be made to ensure that **criminal, labor, equality and non-discrimination, domestic violence, OSH and sexual harassment laws apply to domestic workers**. C189 confirms that domestic workers should be considered workers under the law and are entitled to labor law protection. C190 confirms the right of all workers to a workplace free from violence & harassment, including gender-based violence & harassment. This means domestic workers and their DWOs can use these international labor standards together to step up advocacy for better legal protection against violence & harassment.

All forms of violence & harassment against domestic workers must be **effectively outlawed**. **Priorities for law reform** are:

- Consultation with domestic workers and DWOs on legal reform
- Application of laws to domestic workers
- Clear definitions with a broad scope to protect groups that are especially exposed to violence & harassment, based on international conventions such as C189 and C190
- Specific prohibition of discrimination against violence victims and survivors seeking justice and of further violations of their rights
- Strong, effective and fair legal rules and enforcement of all laws (criminal, labor, equality and non-discrimination, OSH, sexual harassment and domestic violence)
- Widespread public information campaign to raise awareness of rights of domestic workers and obligations of employers of domestic workers to not harass or commit acts of violence.

<sup>15</sup> Main sources: ILO, [Making decent work a reality for domestic workers, Progress and prospects ten years after the adoption of the Domestic Workers Convention, 2011 \(No. 189\)](#), Geneva, 2021; ILO, [Violence and harassment in the world of work: A guide on Convention No. 190 and Recommendation No. 206](#), Geneva, 2021; Amnesty International, [Six-point checklist on justice for violence against women](#), London, 2010; ILO, [C190: Violence & harassment Convention, 2019; R206: Violence & harassment Recommendation, 2019; Convention No. 190 and Recommendations 206 at a glance](#), Geneva, 2020; ILO, [Brief No. 2: Sexual harassment in the world of work](#), Geneva, 2020; UN Women and ILO: [Handbook: Addressing violence & harassment against women in the world of work](#), New York and Geneva, 2019; Htun, M and Jensenius, F.R., [Fighting Violence Against Women: Laws, Norms & Challenges Ahead](#), in American Academy of Arts & Sciences, 2020



## Consultation with domestic workers and DWOs on legal reform

- Domestic workers and their DWOs need to be **involved and consulted in the law reform process**. This will result in better laws to protect domestic workers from violence & harassment, prevent such abuses from happening to them, and get compensation for damages.
- New law and law reform need to be based on **facts**. The public authorities should carry out **workplace hazards and risk assessments with the participation of domestic workers, their DWOs**, their employers and their representatives, and develop a workplace policy with practical measures to prevent and control these hazards and risks. (see also C190, Articles 8 and 9(c)), and R 206, para. 8).

## Application of laws to domestic workers

- **Criminal** laws that are intended to cover all individuals should in practice protect the most those in the most vulnerable situations.
- **Labor** laws should apply to domestic workers, whether they live in the house of the employer or not. They should provide specific protection against violence, harassment and discrimination that occurs as a result of the employment. Household employers should be obliged to provide safe work and prevent violence & harassment against domestic workers.
- **(Sexual) harassment laws** should apply to all domestic workers whether they live in the house of the employer or not. They should not only protect women and children but people of all sexes, genders and ages.
- **Occupational safety and health laws** should apply to all domestic workers whether they reside in the house of the employer or not.
- **Equality and non-discrimination laws** need to ensure that domestic workers are protected from violence & harassment as women and as workers who often suffer from many forms of discrimination at the same time.
- **Domestic violence** laws should cover domestic workers, whether they live in the house of the employer or not and protect them from all forms of violence & harassment by all members related to that household.

## Need for clear definitions with a broad scope

- Legal definitions of violence & harassment are often not clear, especially when they allow abusers to argue that they never intended any harm. C190 defines violence & harassment as: “unacceptable behaviors and practices, or threats thereof, whether a single occurrence or repeated, that **aim at, result in, or are likely to result in** physical, psychological, sexual or economic harm, and includes gender-based violence & harassment, including sexual harassment” (Article 4). This means that it is NOT the intent of the perpetrator **but the actual or likely harm to the victim that counts** in deciding on what is right and what is wrong. In other words, perpetrators do not need to have a deliberate intent to harm the victim, it is the victim who determines the seriousness of the act. Note also, that C190 recognizes all types of harm: **physical, psychological, sexual and economic**.
- Criminal, civil, labor and equality laws should define sexual violence & harassment as **a crime and offense against** the physical and mental **well-being of the victim**, and NOT as a crime against morality, honor or decency. Also, ‘male passion’ or ‘victim provocation’ are NOT valid justifications for violence or harassment. This is, because **victim blaming is common in patriarchal societies**, and in **male-dominated law and order agencies** and it is very difficult for victims to prove offenses against honor or decency.
- Define violence & harassment as **unacceptable behavior and practices** or threats thereof, **that are unwanted** by the victims. Prohibit physical, sexual, psychological and economic violence & harassment in domestic work, including assault, blackmail (you can only keep your job if you provide extra services) and the creation of a hostile work environment.
- Laws or legal provisions against violence & harassment should **protect people of all genders and ages** equally, and irrespective of their ethnicity, race, class, caste, nationality, religion, political opinion, health condition, or any other status. C190 covers all workers in the formal and informal economy in all work-related situations (Articles 2 and 3).

- More legal protection against violence & harassment is required for children and youth under 18 years old. In many countries, law reform is needed to prohibit domestic work for minors under 18 years because it is **hazardous** to them and **interferes with their education**. See also **Unit 7.4** Modern slavery and human trafficking in domestic work.
- **Husbands** and **intimate partners** should **not** be **excluded from any anti-violence & harassment laws**. Marital rape or intimate partner rape are not yet criminalized in many Asian countries because of the outdated patriarchal principles that sex is an obligation of marriage and that women must do what their husbands say.
- Similarly, laws should **not exempt rapists** from criminal penalties if they **marry their victims**.
- There should also be **NO** assumption in law or in practice that a partner, parent, spouse, or employer has the **right to ‘discipline’ a woman** or girl through the threat of or use of violence or harassment.

Specific **prohibition of discrimination** against violence survivors seeking justice and **of further violations** of their rights:

- **Equal protection before the law.** All violence victims and survivors should be equally protected in laws against violence without discrimination on the basis of their sex or gender, age, race, ethnicity, political opinion, religion, marital status, social status, caste or descent, migration status, sexual orientation, gender identity or appearance (for example, the way a woman is dressed), or because of the job they have.
- **Right to information and pursuit of justice.** All victims<sup>16</sup> of violence & harassment have a right to know what legal protections are available under the different laws and they should be given the opportunity to pursue all legal measures of redress (remedy or compensation for a wrong). For example, violence victims should be able to sue for compensation of damages under the civil and labor laws, seek punishment of the accused through the criminal courts and stop the perpetrator from committing further abuse through restraining orders.
- **Trust women victims and survivors.** There must be no legal provisions that undermine or devalue the testimony of women or girls so long as it is clear that they are competent to testify. There should not be an unreasonable demand for witnesses, because often there are no other witnesses other than the victim and the accused. The testimony of women victims is often put in doubt, because of:
  - **Gender stereotypes:** Women’s evidence is thought of as unreliable because they are weak or emotional, or they exaggerate or may easily lie.
  - **Stereotypes about domestic workers:** Some employers and law enforcers hold that domestic workers are supposed to obey their employers and serve all their needs.
  - **Victim blaming:** Common arguments to blame women are about the way they are dressed, their location or their character or morals.
- **Legal protection against victimization, stigmatization<sup>17</sup> and retaliation** is needed for domestic worker violence victims and survivors, and the people who help them:
  - For victims, witnesses, whistleblowers and complainants to feel safe, it is **essential to ensure anonymity and confidentiality, and prevent victimization or retaliation** from their employers or co-workers (C190, Article 10(b)), and from law enforcement or other organizations.
  - A victim who reports violence or harassment **must not run the risk of being charged** with a crime such as adultery, prostitution, fornication, homosexuality, being or working in a country irregularly and so on. She must also not run the risk of losing custody of her children (for example, in cases of marital rape).
- **Strengthen equality and non-discrimination agencies.** The mandate of national bodies responsible for equality and non-discrimination and other relevant bodies such as labor inspection and occupational safety and health should cover violence & harassment in the world of work (see also R206, para. 21). These bodies should not only act as advisory bodies but also have the authority and institutional power to issue binding orders to government units to act.<sup>18</sup>

16 Victims of violence & harassment who file a complaint are known as ‘complainants’ in criminal courts and as ‘claimants’ in labor tribunals. The accused wrongdoers or perpetrators are known as ‘defendants’ in criminal courts and as ‘respondents’ in labor tribunals.

17 **Victimization** happens when a violence victim, a witness or a whistleblower become a target of unjust, aggressive or cruel actions by a powerful person or institution with a view to harm, oppress or destroy them. **Stigmatization** happens when people with power treat a person or group of persons unfairly by publicly disapproving of them, and shaming and discrediting them.

18 See the GKS, NDWM and FADWU case stories in IDWF, [Gender-based violence & harassment against domestic workers: Case stories from Asia](#), Hong Kong, 2020

## Strong, effective and fair legal rules and enforcement

- Perpetrators of all acts of violence & harassment should be **held accountable** and the **punishment** of a **crime** should be in **proportion** to the severity of the act or harm done. It is of vital importance that the **violence & harassment stops**: Perpetrators should be prevented from further access to and stalking of the victim, and any possible future victims. For example, abusive employers or recruitment agents should be blacklisted to prevent them from employing other domestic workers. Perpetrators should be sanctioned, provide compensation to victims, and apologize to them.
- The **'burden of proof'** required from violence victims, especially women subjected to sexual violence & harassment, **should be shifted from the victim to the accused** in all legal proceedings other than criminal proceedings (R206, para. 16(c)).
- Workers should have the right, in law and in practice, to **remove themselves from a work situation** which they have **reasonable justification** to believe presents an imminent and **serious danger** to life, health and safety, due to violence & harassment without suffering retaliation or other undue consequences (R206, para. 20(g)).

## 2. Can violence victims report safely? Can they access support, services and remedies?

In many countries it is **not safe for domestic worker victims to report**. There are difficulties in many countries to guarantee that police officers, labor inspectors, prosecutors, judges or staff from other dispute settlement agencies (like labor tribunals) work professionally with women victims of violence & harassment who are from the 'common people' or lower-income classes. This is even more urgent, when these public service providers handle cases of victims of sexual or gender-based violence & harassment. Domestic worker victims and survivors, therefore, need protection from discrimination and victimization by law enforcement agencies. They often also need protection from petty criminals or gangsters who hang around police stations and offer victims 'help' with filling forms for money.

States must take measures to ensure that all violence victims and survivors have **access to safe and timely avenues** to report acts of violence & harassment and **receive justice** under the relevant criminal, equality, labor or other civil justice systems. C190 provides that all victims of gender-based violence & harassment in the world of work should have effective access to gender-responsive, safe and effective (i) complaint and dispute resolution mechanisms, courts or tribunals and (ii) support, services and remedies. (Article 10 (b)(e), see also R201, para. 17.)

**Priority measures** to make complaint and dispute resolution mechanisms, hearings, courts or tribunals or other procedures, gender-responsive, safe and effective:

- **Gender training** for all law enforcers who may handle violence & harassment cases
- **Prohibition** for law enforcers of **unprofessional conduct, unfair treatment and victimization** towards those who report or help to report a violence crime
- **Women-only and gender-responsive** police and court units for gender-based violence victims if it is not possible to hold all law enforcement staff accountable
- **Independent bodies** to handle complaints of unlawful treatment of violence victims by enforcement authorities
- Proper **registration** of cases.

**Priority measures** to provide gender-responsive, safe and effective support, services and remedies to violence victims:

- **24-hour hotlines, information and legal aid, emergency services and care** at safe spaces or shelters as needed
- Obliging **'bystanders' to report abuse** and **early-warning systems** in communities
- **Right of victims** to (i) bring a **representative** of their choice to police stations, investigations and court hearings, and to **legal services free of charge**, and (ii) skip mediation and conciliation services and to **fast-track** their case to gender-responsive tribunals or courts
- **Waiving of any fees** for services by the public authorities
- **Compensation and income support** during recovery
- **Right to work** and help to find a job.

States should provide violence victims with access to justice through gender-responsive law enforcement agencies. **Priority measures for gender-responsive, safe, timely and effective** complaint and dispute resolution mechanisms, courts and tribunals are:

- Victims who file a complaint should be **interviewed in a safe and private environment**. The police or other investigation officers, like labor inspectors, should immediately check if the complainant is at risk of further violence and, if so, ensure that the victim receives appropriate protection during any ongoing investigation (for example, by forbidding a perpetrator from approaching or stalking a complainant).
- The **police should not do medical examinations** of violence victims. Only professional medical staff should do medical investigations.
- The **police should not hold violence victims overnight** at the police station for ‘their protection’ because the victim may be further harassed and violated. However, sometimes the local police station is the only place where a victim is safe. In such cases the police should contact a hospital, women’s crisis centre, DWO or other support organization so the victim can move to a safe shelter soonest.
- Where gender-responsive law enforcement services are not possible through the regular agencies, **specialized** police, court or complaint and dispute resolution **units** staffed **with trained women officers** should be set up to investigate and prosecute violence & harassment cases<sup>19</sup> (see also R206, para 23(b)).
- States must ensure that any police and other law enforcement officers in **NO way intimidate, threaten or humiliate** victims of violence & harassment, when they file their complaint or during the investigation, or court or tribunal cases. Special measures are needed to protect complainants, victims, witnesses and whistle blowers with protection against **victimization** and retaliation by law enforcement agencies.
- Ways of improving the professional conduct of law enforcers are:
  - **Obligatory, gender-responsive training** for police and other law enforcement officers (as part of their basic training and as ongoing professional training) in interviewing and supporting victims who have been subjected to violence and in dealing with sexual violence victims in a gender-responsive manner. The training should be provided by mixed women and men training teams with proven experience in promoting gender equality and non-discrimination and changing patriarchal mindsets in male-dominated organizations (otherwise the training may lead to or reinforce gender stereotypes that harm women).
  - **Prohibition** against dismissive, discriminatory, aggressive, unduly skeptical or **unprofessional attitudes** by law enforcement agencies through enforceable codes of conduct or other ways of monitoring staff performance. These should include provisions for holding officers accountable in cases where survivors have been mistreated (bribery, sexual harassment or other violence).
  - The police and other law enforcers should know about and be **able to refer** victims to other appropriate services such as shelters, counseling and legal services.
- All cases must be **registered** immediately and full information about the progress and regular updates provided to the complainant and the victim’s advocate or representative. The police and the courts should issue a **unique case number** to facilitate tracking, and to prevent losing the relevant police, health or court case records.
- Domestic worker victims who are in any form of **state custody** or other institutional settings must have a **secure means of making a complaint** to an appropriate entity outside the institution. In no case should the investigation be handled internally. For example, prison or immigration detention officials should not investigate allegations of abuse by prison staff but should refer such cases to independent officers who specialize in investigating violence & harassment.

**Priority support, services and remedies** for domestic worker victims of violence are:

- Basic services such as 24-hour **publicly-funded hotlines** for victims of violence & harassment, and **easily accessible and clear complaint mechanisms** still need to be established in most countries. Telephone numbers of support services should be made widely available and be published widely in public places.
- **‘Bystanders’**, (other members or staff in employer households, neighbors, and especially staff of health, law enforcement or immigration agencies) should have a **legal obligation to report abuse**. This will help to change collective ignorance and the culture of silence around violence & harassment of domestic workers.

<sup>19</sup> See the GKS and the NDWM case stories in IDWF, [Gender-based violence & harassment against domestic workers: Case stories from Asia](#), Hong Kong, 2020

- All domestic worker victims need access to **information and legal aid in safe spaces**. Migrant domestic workers often need interpretation services in languages they understand. DWOs often provide such services but find it difficult to find adequate funding to provide this support.
- Victims of gender-based violence & harassment need **emergency services, medical care** and treatment, and psychological support. They also need **safe shelters or crisis centres**, if they are at risk of further violence & harassment or if they are severely traumatized.
- Domestic worker victims and survivors should receive help from trustworthy organizations, like DWOs, legal aid or other organizations to file complaints. Because of the highly unequal power relations that often exist, they should always have the right to:
  - **Bring a representative of their choice** to any meetings or hearings with the police, court officials or other investigators, conciliators or mediators.
  - Skip mediation and conciliation services and to **fast-track their case** to gender-responsive tribunals or courts.
  - Be provided with **free services** by the public law enforcement authorities
- Violence victims should have access to **compensation and income support** to enable them to recover from injuries or illnesses that result in incapacity to work. Violence victims should also have the **right to work** and get support **to find another job** as soon as they are capable and want to work.
- Victims of gender-based violence & harassment should have effective access to **gender-responsive, safe and effective complaint and dispute resolution mechanisms, support services and remedies** (C190, Article 10 (e)). R206 provides guidance on what these remedies should include:
  - The right to resign with compensation
  - Reinstatement: Provision of another job
  - Compensation for damages
  - Measures to ensure that certain conduct is stopped or that policies or practices are changed
  - Legal fees and costs (para. 14).

### 3. Are medical examinations and care appropriate and adequate?

Problems exist in many countries: Medical evidence (proof) is often **not or not properly collected** and may further traumatize the victim. In some countries, the results are often tampered with due to bribery. It is usually **very difficult** for domestic worker victims to receive proper medical care and treatment.

States must take measures to ensure that:

- Collection and processing of **medical evidence must be done professionally** and not further traumatize the victim
- **Medical examinations** must always be **combined with medical care** and treatment
- Evidence collection and medical care must be **free of charge** and not exclude victims because of cost or their location.

Priority measures to provide **victims** of physical and sexual assault with **immediate access to appropriate health services** are:

- **Medical tests** to collect evidence of a crime (finger, blood or DNA tests) should be done **by trained medical professionals**<sup>20</sup> who should take notes and collect samples in a way that ensures that the evidence can be used in criminal trials. The ‘two-finger’ test (physical examination and further violation of the vagina) is outdated and should be abolished everywhere.
- Medical professionals attending to violence survivors after an act of sexual or gender-based violence should receive **gender-responsive training** to deal with survivors’ needs professionally and supportively, and treat them confidentially and without discrimination.
- Medical professionals should be trained **to write the medical facts** in the medical report in such a way that the police and prosecuting authorities can use it in taking actions against perpetrators.

<sup>20</sup> See the World Health Organization (WHO) [Responding to intimate partner violence and sexual violence against women](#), WHO clinical and policy guidelines, 2013.



- The criminal justice system should provide that victims reporting physical and sexual assault have to do a **medical examination only once** and receive **medical treatment at the same time**. The separation of treatment from evidence collection violates the right to health.
- Medical examinations and treatment should be **free of charge**, and any user fees should be waived. Violence victims should not be charged for collection of samples (such as the cost of 'rape kits') or for documenting the test results in a medical report. Financial assistance for travel costs should be made available.
- Examination should take place **as soon as possible** preferably within 72 hours. If a victim is unable to access adequate health services in a timely manner, that should in no way be used to undermine the complaint.
- Victims seeking health services after an act of sexual or gender-based violence should be able to see a **medical practitioner of their choice** (preferably a woman).
- Health services should provide a woman or girl who has been raped with **appropriate medical care**, such as emergency contraception and medicines to prevent pregnancy or infections, gynaecological and other medical care for injuries, and psychological support. Medical treatment including abortion should be available to women and girls who have become pregnant as a result of rape or incest.
- Health service providers should be able to **refer victims** to other appropriate services such as shelters, counseling and legal services.

#### 4. Is investigation of complaints of violence & harassment professional and thorough?

Many crimes and offenses are **not properly investigated** and only a few domestic worker violence victims **have access to professional, efficient, safe and thorough complaint mechanisms and services**. Problems exist because law enforcers (police, prosecutors, judges, labor inspectors and other relevant staff in courts and tribunals) are often biased against domestic workers who are violence victims. These law enforcers may take matters in their own hands rather than following the rule of law and proper legal procedures.

**States** should ensure that **justice is provided** according to the law in a **timely manner**:

- **Adequate and clear rules and legal proceedings** exist, and **law enforcers** are **trained** and held **accountable** to handle investigations and court proceedings.
- Police, prosecutors, judges, labor inspectors, and other relevant staff in courts and tribunals should **not** have the power to **apply different rules to different people** or set their own rules.
- All relevant staff should treat violence victims and survivors with **respect**.
- Violence & harassment **statistics** are collected and disseminated.
- **Independent oversight** mechanisms exist and are used to control law enforcement agencies such as Ombudsperson Offices, Human Rights Commissions or Women's, Children's or Ethnic Minority Commissions.

**Priority measures** to improve investigation procedures and practices are:

- In many countries **accessible and safe complaint and investigation mechanisms** need to be established for domestic workers.
- The investigating authorities should **protect the privacy** of complainants, victims, witnesses and whistleblowers **and confidentiality**, and ensure that requirements for privacy and confidentiality are not misused (C190, 10(c)). They should also **protect the identity** of the survivor if that is what the survivor wants.
- The police or other investigation officers, like the labor inspectorate, must **not pre-judge the evidence** before the investigation has even started. For example, by ridiculing or disbelieving the victim's version or by informally encouraging them to drop the complaint 'for their own good'.
- The police or other law enforcers should **not mediate agreements** between perpetrators and victims. They should not facilitate informal payment of compensation and they should not encourage resolution through a parallel legal system such as a community, tribal or religious court.



- There should be **clear criteria** defining when the police must refer a case:
  - to the prosecution in the criminal justice system (the legal party responsible for presenting the case in a criminal trial against an individual accused of breaking the law), or
  - to other support, medical or legal aid or other remedial services in case of other law violations.
- When the prosecution does not take further action on a case, it must be obligatory to **record the reasons and inform the victim**. Its reasons and decision should be **available for appeal** to the relevant higher legal authorities.
- **Statistics** on the results of investigations and court cases should be **gathered and published**. They should provide information on cases including factors such as the sex, race and age of victims.

**Prosecutors** in the criminal systems **must initiate proceedings against suspects where ‘probable cause’** (reasonable basis for believing that a crime may have been committed) exists. Other public officials should act carefully and thoroughly on complaints of domestic workers to ensure compliance of labour, OSH and equality and non-discrimination laws:

- If prosecutors decide to discontinue a case, they should record the reasons for this and promptly inform the complainant. They should **NOT minimize charges or refuse to charge when probable cause exists and should NOT be allowed to dismiss cases** in which there is sufficient evidence to proceed and if the complainant wishes to go forward.
- The investigation and prosecution must be carried out in compliance with the principles of **reasonable care** (known as ‘due diligence’: the level of judgement, care, prudence, determination, and activity that a person would reasonably be expected to do in particular circumstances).
- The lawyers, investigators and clerks in the office of the prosecutor, a labor tribunal or equality commission or other relevant public offices should receive **gender and equality training** in dealing with victims of sexual or gender-based violence, for example on the appropriate use of medical evidence, and use of expert evidence, such as psychological or psychiatric reports.
- Prosecutors and other law enforcers should ensure that victims, witnesses and whistle blowers are properly protected from further violence through witness protection measures, irrespective of whether the threat comes from the alleged perpetrator, or others, including relatives of the complainant who may be acting in the name of family ‘honor’. Under **NO** circumstances should protection take the form of ‘protective’ custody in a jail or prison.
- Prosecutors and other public officials bringing cases for violations of other laws should preserve the **dignity of victims and witnesses** in the courtroom by ensuring that defense lawyers or other investigators cross-examine them professionally, without using bullying tactics to undermine their credibility; and by ensuring that they can use equipment such as closed-circuit cameras to give their evidence, or can give their testimony in a closed court room.
- The office of the prosecutor and other public offices should routinely **collect and publish statistics** on the resolution of cases referred to its office. It should provide information on cases broken down by the sex, race and age of the victim, and on cases that have not been pursued.
- There should be **independent oversight** of the work of the prosecution and other public offices bringing cases for violations of other laws to assess how cases of violence & harassment, especially sexual or gender-based violence, are being managed.

## 5. Are complaint and dispute resolution mechanisms, hearings and trials fair, competent and efficient?

These are not always conducted in a fair and professional manner when the complainant is a domestic worker violence victim, due to gender or other biases of judges.

States must ensure that **trials are fair and free of discrimination**:

- The **rights of the victim and the accused** must be **equally protected**.
- **Judges** are responsible and should be held **accountable** for ensuring a **safe and respectful** courtroom environment and **fair court or tribunal proceedings and judgments**.
- Judges should be **screened for gender and other biases** and be trained and certified in handling violence & harassment cases, including gender-based violence & harassment.
- **Sanctions** on convicted perpetrators should be **proportionate to the crime** and take into account the priorities of victims to stop the violence, to be safe, to receive compensation and other services, and to be able to work, get help to find another job and rebuild their lives without threat of further violence.

**Priority measures** are:

- Judges should be responsible for **maintaining the privacy** of the victim’s identity if the victim so chooses.
- Judges, lawyers and clerks should be **trained** in understanding crimes of sexual and gender-based violence, and learn how to handle cases of **sexual and gender-based violence**.
- Judges should be held **responsible** for maintaining a **safe and respectful environment** in the courtroom, in particular ensuring that witnesses are protected from abusive or demeaning treatment by the defence. Judges must give clear directions on the law to jurors (member of a jury in the Anglo common law legal system), as needed.
- Judges should **not allow evidence** about the previous **personal history** of a complainant to be raised in court, except where such evidence is necessary to avoid a miscarriage of justice, for example, if a complainant says she had not met the accused before, when in fact they had been living together.
- If jury trials are routinely used in cases of sexual violence, jurors should be **screened for any gender, racial or other bias** against women or victims of gender-based violence. They should be drawn from diverse backgrounds, sworn to keep the details of the case confidential and properly guided on the law by the judge.
- **Sentences** and other sanctions imposed on perpetrators found guilty of violence & harassment should be **proportionate to the crime** and **take into account the priorities of victims**:
  - Violence victims above all **want the violence & harassment to stop**. They want to be safe and provided with appropriate compensation and services so that they can regain their health, and pick up their life and work.
  - The **death penalty** is **not appropriate** or acceptable. Actual death penalties or discussions in countries about introducing the death penalty for rapists usually serve propaganda purposes to quiet down public outrage about a murder or rape case in order to avoid adequate law reform for the protection of violence victims.
- Violence survivors should be **informed** when their attackers are to be released or paroled from prison; and updated **safety assessments** should be carried out.
- Perpetrators convicted of crimes of violence & harassment should be given access to appropriate **rehabilitation and counseling** programs **to prevent** violence & harassment from occurring again; and such programs should be monitored for effectiveness.





## 7.3 : Working in other countries: How can we make the laws work for us!



120 minutes



### Tip for Trainers

In **Unit 7.2** we looked at the challenges of domestic workers to access justice against violence & harassment in their own country, and we identified the changes that are needed: Better and fair laws, law enforcement and trials; access to health care and income during recovery; the right to work during court proceedings; and the right to organize in DWOs to make these changes happen.

The above also applies to women migrant domestic workers, but they face many other challenges too. In this Unit we focus on the additional risks of violence & harassment of international women migrants who cross national borders for domestic work, and what changes are needed to protect them from violence & harassment. This unit also applies to women migrant domestic workers in India who cross state borders to work, because laws, policies and regulations on migrant domestic work differ a lot between Indian states.

	Aims	<ul style="list-style-type: none"> <li>To review how laws, policies and regulations protect women from violence &amp; harassment in migrant domestic work</li> <li>To develop DWO priorities for legal reform, advocacy and actions against violence &amp; harassment in migrant domestic work</li> </ul>
	Participants	<ul style="list-style-type: none"> <li>Domestic worker leaders</li> <li>Migrant and local domestic workers</li> </ul>
	Room Arrangements	<ul style="list-style-type: none"> <li>Step 1: Big open space for the group to move around</li> <li>Other steps: Seating in small groups and in the big group</li> </ul>
	Materials	<ul style="list-style-type: none"> <li>Computer and projector, flipcharts</li> <li>Steps 3 and 4: Flipcharts and markers, flipchart stands, big black board or wall space</li> </ul>
	Training Aids	<ul style="list-style-type: none"> <li>Slide show: Working in other countries: How can we make the laws work for us!</li> <li>Handout: Group work on laws, policies and rules in migrant domestic work</li> <li>Info note: Working in other countries: How can we make the laws work for us!</li> </ul>



### Session Plan Steps

1.	Noodle knots	Energizer	10 minutes
2.	Laws, policies and regulations	Small group work	35 minutes
3.	Laws, policies and regulations	Reporting in big group	40 minutes
4.	Agenda for change	Discussion in big group	30 minutes
5.	Key messages	Conclusion	5 minutes



## Preparation

- Read the handout and familiarize yourself with the content. Adapt questions for work in small groups as needed to fit the level and interest of participants.
- For step 1: If you have a mixed group, make 2 circles, one for the women and one for the men, as needed.
- For steps 2-4: Prepare copies of the handout or a flipchart and slide presentation with the main points for use.
- Prepare photocopies of the Info note, one each for every participant, for distribution after the session.

## SESSION PLAN

STEP 1	NOODLE KNOTS	ENERGIZER	10 MINUTES
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- Link the session to the previous session and introduce the aims of this session: We will **discuss how laws, policies and regulations protect women migrant domestic workers** from violence & harassment in practice, and **what changes are needed** to improve them.
- Say: We start with an energizer Noodle Knots and it goes like this:
  - Form circles of 8-14 people each.
  - Stand close together, shoulder-to-shoulder, and put your arms out in front of you.
  - Now join your hands with the hand of two different people on the opposite side of the circle. Don't take the hand of someone standing beside you. **START!**
  - When the groups have formed the knots, say: You have now created noodle knots. Your challenge is to untangle the noodles without letting go of the hands you are holding. Try to untangle your knot but keep holding hands. **START!**
- The members of the group will start to duck under or step over the linked arms of others. Eventually each group should end up in a circle, or sometimes 2 circles, and it may take some time. Sometimes a knot cannot be unraveled. In that case, the trainer can 'cut' one link and then quickly reconnect it again after freeing it from the other hands and bodies that were in the way, and then let the group unravel the rest until they can form a circle, too.
- Congratulate everyone with a big applause and move to the next step.<sup>21</sup>

STEP 2	LAWS, POLICIES AND REGULATIONS	SMALL GROUP WORK	35 MINUTES
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- Explain: Migrant domestic workers face **risks of violence & harassment at all stages of the migration process:**
  - Before departure, when deciding and preparing to migrate
  - During transit, travelling by plane or other transport or in transit countries
  - Upon arrival and in the destination country
  - Upon return to their home country.

<sup>21</sup> Maheshvarananda, Dada, [Cooperative games that teach solidarity](https://www.ru.org/index.php/personal-development/197-cooperative-games-that-teach-solidarity), <https://www.ru.org/index.php/personal-development/197-cooperative-games-that-teach-solidarity>

- Introduce the work in small groups. Distribute the handout and explain the questions for discussion:
  1. **What types of discrimination increase risks of women migrant domestic workers to experience violence & harassment?**
  2. **What laws, policies, and rules increase the risk of violence & harassment against women migrant domestic workers in practice, and why?**
  3. **What changes in laws, policies and practices are needed to effectively protect women migrant domestic workers from violence & harassment?**
- Divide participants in 3 or 6 small groups and ask them to start their discussions. Distribute flipcharts and markers and remind them to finish 5 minutes before the time is up.

STEP 3	LAWS, POLICIES AND REGULATIONS	REPORTING IN BIG GROUP	40 MINUTES
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- Ask the groups to report back. In case of 3 working groups, invite one group to report on point 1, and ask the other groups to add information, then invite another group to report on point 2, with the other groups adding information and so on. In case of 6 working groups, invite 2 groups to answer point 1, and so on. The responses to the questions may vary a lot depending on their knowledge and experience. Stimulate discussion and use the Info note to add points if these are relevant for the group:
  1. **Women in migrant domestic work are at high risk** of exploitation, violence & harassment, because they:
    - Face **gender bias and discrimination** because they are women in a women’s job
    - Face **xenophobia, racism and sexism** because they are foreigners
    - **Are dependent on and tied to their employers**, even if these are abusive
    - Often are **undocumented workers**, especially where it is easy to cross borders without papers.
  2. Biased laws, policies and regulations often increase the risk of violence & harassment against women migrant domestic workers in practice, because:
    - **Gender norms** in their own and destination countries lead to laws, policies and regulations that **limit women’s rights and access** to accurate information, decision-making power and justice in practice.
    - Laws, policies, regulations and practices are misguided because they are **not rights-based and not gender-responsive**. Under the guise of protecting women, they restrict women migrants’ freedom of movement and tie them to their employers and/or recruitment agents. These measures are **patriarchal, based on gender stereotypes and characterized by control**: by men over women, and by the state and organizations over the individual. They deny women the right to decision-making, autonomy and agency to choose their own destiny.
    - There is a **lack of enforceable legislation** in countries of destination and origin. There are many **contradictory and non-transparent measures and malpractices** because of lack of harmonization and coordinated action both between migrant sending and receiving countries, and between different ministries within countries (foreign affairs, security, immigration, interior, labor or others). All of which have different, competing or conflicting, economic and other interests.
    - As a result, women migrant domestic workers often **don’t have access to regular migration channels**. They are not allowed to migrate, or the costs are high and the procedures complicated. As a result, they often use irregular migration channels and this leads to high risks of violence & harassment.
  3. Conclude with the group: **Better rights-based and gender-responsive laws, policies and regulations** are needed to effectively protect women migrant domestic workers from violence & harassment:
    - The **best protection** against violence & harassment for women migrant workers is **their empowerment**.
    - **Enforceable laws** need to be developed **with domestic workers and DWOs** that are based on **international human, women’s and workers’ rights law**.

STEP 4	AGENDA FOR CHANGE	DISCUSSION IN BIG GROUP	30 MINUTES
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- Start a more in-depth discussion using the Info note to highlight keypoints with a focus on the changes that are needed **better protect women in migrant domestic work:**
  1. **Consult** with migrant domestic workers and their DWOs when developing laws and policies to ensure effective protection of migrant domestic workers in practice.
  2. **Extend protection** against violence & harassment to all domestic workers in **criminal, labor, anti-discrimination, domestic violence and other relevant laws, policies and regulations.**
  3. **Lift harmful and discriminatory restrictions** in migrant domestic work, including restrictions to freedom of movement that lead to an increase in violence & harassment, in line with international human, workers’ and women’s rights.
  4. Require countries of destination and origin to **ensure migrant domestic workers’ safety** by adopting **enforceable gender-responsive laws** against violence & harassment in domestic work and ensure access to justice for violence victims and survivors.
  5. **Regulate recruitment agencies and fees**, and provide for accessible and independent complaint mechanisms for domestic workers and oversight of recruitment agencies.
  6. **Outlaw violations of fundamental rights of women in domestic work.**
  7. **Develop or revise freedom of association laws** so that women and men in migrant domestic work can freely join, form and lead organizations of their own choosing.

STEP 5	KEY MESSAGES	CONCLUSION	5 MINUTES
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- Conclude with the main outcomes of the discussion and the points for change. For example:
  - The laws now do not protect us properly against violence & harassment in most countries.
  - We need better gender-responsive laws and law enforcement agencies in migrant sending and receiving countries.
  - Don’t restrict us from migrating for work.
  - We have the right to autonomy, decision-making and agency to choose our own destiny.
  - We want decent work and the right to change employers especially if we face abuses.





## HANDOUT : GROUP WORK

# Laws, policies and rules in migrant domestic work

This exercise discusses the gaps in laws, policies and rules to protect women migrant domestic workers from violence & harassment and the changes that are needed to make this happen. Experiences will differ depending on where you come from and where you work(ed), so make sure all have a chance to share their experiences.

In each working group:

- Discuss the points below and any other issues your group thinks are important.
- Write down the main findings of your group on a flipchart paper.
- Select a reporter to share the main points of your discussion in the big group.

Guide questions:

- 1. What types of discrimination increase risks of women migrant domestic workers to experience violence & harassment?**
- 2. What laws, policies and rules increase the risk of violence & harassment against women migrant domestic workers in practice, and why?**
- 3. What changes in laws, policies and practices are needed to effectively protect women migrant domestic workers from violence & harassment?**



## Info Note: Working in other countries: How can we make the laws work for us!<sup>22</sup>

### International human rights law

**Everyone**, regardless of their migration status, should have access to the **protection of their basic human and workers' rights without discrimination** according to international human rights law. These rights cannot be denied to any human being, and states cannot deny these rights to anyone without justification.

In practice, the rights of international migrant workers are often restricted because destination countries:

- Have the 'sovereign right' to decide who enters their labor markets and under what conditions
- Can refuse entry of non-citizens into their labor markets by issuing or renewing residence or work permits.

However, upon entry in the country of destination, migrant workers should have the rights to equal opportunity, treatment and protection just like national workers. Differences of treatment between citizens and non-citizens, or between different groups of non-citizens, can be made only if they are:

- Consistent with international human rights obligations
- Justified by a legitimate objective
- Proportional to reach that objective.

The use of the '**sovereignty principle**' becomes **problematic** when governments and the private sector operate schemes that make differences between migrant workers and nationals by applying different regulations to them in labor markets. This easily leads to:

- Unacceptable **labor exploitation, violence & harassment** of migrant workers
- **Xenophobia** against migrant workers because nationals worry about the undercutting of existing terms and conditions of work due to the misuse of migrant work.

The fundamental rights of migrant workers are often violated because they are foreigners in the destination countries, where they are not adequately protected under the law. For example, migrants have a right to equal pay for work of equal value, but they are often paid lower than the minimum wage guaranteed to national workers, and women migrant workers often receive even lower wages than men migrant workers.

In recent years, there has been some progress in developing and implementing laws and policies, for example to protect migrant workers from the worst forms of child labor, forced labor and trafficking in persons. But, many difficulties continue to exist in ensuring respect of basic human and workers' rights, particularly the right to freedom of association, the protection from discrimination and freedom from child and forced labor for all migrant workers in many parts of the world.<sup>23</sup>

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22 Main sources: 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, [Making decent work a reality for domestic workers, Progress and prospects in Asia and the Pacific ten years after the adoption of the Domestic Workers Convention, 2011 \(No.189\)](#), Bangkok, 2021; ILO and UN Women, [Protected or put in harm's way? Bans and restrictions on women's labour migration in ASEAN countries](#), Bangkok, 2017; 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; ILO, [Gender equality in labour migration, policy and management, GEM toolkit](#), Bangkok, 2016; ILO, [No easy exit, Migration bans affecting women from Nepal](#), Geneva, 2015; ILO, [International labour standards on migrant workers' rights: Guide for policymakers and practitioners in Asia and the Pacific](#), Bangkok, 2007

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23 ILO, [Promoting fair migration: General survey concerning the migrant worker instruments](#), Report of the Committee of Experts on the Application of Conventions and Recommendations Report III (Part 1B) for the International Labour Conference, 105th Session, 2016, Geneva, 2016, para's 279, 286-287, 300-301

## National laws and bilateral agreements

Specific migration laws and agreements cover **international migrant workers** at the national levels:

- **Emigration laws** in the countries where migrant workers come from – also known as countries of origin or sending countries
- **Immigration laws** in the countries where migrants work – also known as destination countries or receiving countries. Other (criminal, labor and civil) laws also apply to migrant workers in destination countries
- **Bilateral agreements** (BLAs) or MOUs (Memoranda of Understanding) on labor migration between 2 countries (known as migration corridors).

Existing laws, policies and regulations may contradict one another, are often biased, not implemented well and may even increase the risk of violence & harassment against women migrant domestic workers in practice.

### 1. High risks of violence & harassment against women migrant domestic workers

Women migrants in domestic work are at risk of violence & harassment at **all stages** of migration: before they migrate, in the migration process, in their employment and upon their return. They often encounter **discrimination, violence & harassment**<sup>24</sup> as follows:

- **As women vs. men workers** – Because of gender norms in their home countries, women often **lack** access to and control over **information, resources and decision-making power**. They have little education or their family decides about their migration. Many women can only choose to migrate for domestic work, even if they have a good education, because employers want women only to work in their homes. Men who want to migrate generally have access to a wider range of jobs. During the migration process and in the employer household, women may face gender-based violence & harassment by recruitment agents, employers, immigration and police. Domestic work is performed inside private homes where abuse and poor labor practices are hidden and support is largely unavailable, especially if their phones are taken away.
- **As foreigners vs. nationals or locals** – Both women and men migrants are vulnerable, as they are outside the protection of the laws in their home country, and they may not be entitled to or able to access legal protection in the destination country. **Xenophobia and racism** against migrant workers exist in many destination countries, especially in unstable and poor economic times. Women migrants also need to cope with **sexism**: They have a lower status than men workers in both their home and destination countries, and have to cope with the extra disadvantages this brings.
- **As dependent vs. autonomous migrants** – Laws and regulations in destination countries often make migrant domestic workers fully **dependent on their employers and/or their recruitment agents**. They are required to have their temporary work visas and stay-in permits sponsored by a national in the destination country, usually their employer, and they are often not allowed to change employers. Tying the worker to the employer is common in most destination countries and tends to put migrants almost totally under the control of their employer or sponsor. They often have to live at their employers' premises (the 'live-in rule'), are not allowed to go out and their passports and telephones are often confiscated.
- **As migrants without the right papers and status (undocumented):**
  - Women migrants may enter and work in another country without proper residence or working documents for many reasons: It is not possible, too expensive or too time-consuming for them to obtain the right documents, or they are not allowed to migrate. They may enter a country legally with a tourist visa and overstay, or they may have been smuggled in. Or, they enter legally with the right papers but then lose their regular job, visa and residence status.
  - **Restrictive policies** of countries of origin or destination on women's mobility leave no or limited legal migration channels open to them. This can push many women into irregularity, which means higher risks of abuse. The power imbalance between migrant domestic workers and their employers is already large because of their migration status and this is even more so when their status is irregular.

<sup>24</sup> ILO, [Preventing discrimination, exploitation and abuse of women migrant workers, An information guide](#), Geneva, 2003

- o Undocumented workers have **even less access to legal protection** in case of rights violations. They may be too scared to complain and go to the authorities for assistance. Even when they are rescued by the authorities from those exploiting or abusing them, they are often maltreated as ‘bad or loose women’ and ‘criminals’ because they are women and undocumented migrant workers.

## 2. How misguided law and policy increase violence in migrant domestic work

Domestic work is a typical women’s job that is generally **underpaid and undervalued**, and domestic workers **lack labour and social protection** in many countries. This is even more true for migrant domestic workers who are systematically excluded from labour and social protection laws in countries of origin and destination. In Asia in 2010, 61 per cent of domestic workers were entirely excluded from labour protection, and only 3 per cent enjoyed equal protection with other general workers. In the Gulf countries – a major destination for Asian migrants – 99 per cent of domestic workers were not covered by labour laws.<sup>25</sup> Since then, there have been some positive developments, but progress remains slow and uneven.

### Restrictive measures for women migrant domestic workers: Is it ‘real protection’?

When there are incidents of severe violence, harassment and exploitation of women migrant domestic workers abroad, countries of origin tend to respond by restricting women’s labour migration with a view to ‘protect’ them from such abuses. Most sending countries have issued, often temporary, **bans for women to migrate for domestic work** to certain countries of destination. It is also common to set a higher minimum age for women migrating for domestic work as compared to other migrant workers, and women who want to migrate for domestic work abroad require parental or spousal permission in several countries.

Such restrictive measures seem to be the product of patriarchal logic that sees women as passive, ‘naturally weak’ individuals in need of protection, rather than as active agents. In practice, such laws, policies or rules **aim at controlling women in migrant domestic work rather than protecting them**. It has been less common to impose bans or restrictions on men’s migration and, if action is taken to counter exploitation of men migrant workers, it is often done by negotiating for better conditions.

Studies have proven that such policies or rules, like **bans or age limits** for women’s migration, **do not protect women in migrant domestic work** but actually **increase chances of violence & harassment**. Limitations on regular migration channels for women, and cumbersome and expensive rules and paper work mean women will migrate anyway through irregular channels, especially when there are long land borders: The migration process is handled by shady agents, the jobs go underground and women end up at higher risks of violence & harassment.

A 2017 ILO study on **domestic worker bans between** Cambodia and Malaysia and between Myanmar and Singapore found that the bans **didn’t work** and led to **higher migration risks**:

- Women migrated for domestic work despite the bans.
- The restrictions limited women to irregular channels for migration.
- Small, unregulated recruiters increased, as did deception in recruitment and contract substitution.
- Migration costs increased because of informal payments at exit points and travel through third-party countries.
- Migrant domestic workers had no access anymore to regular migration measures (pre-departure training, standard employment contracts, access to complaints mechanisms, or help from a regulated recruitment agency or their home country government).
- Because of the high employer demand for domestic workers and the ban, Cambodian migrant domestic workers in Malaysia reported that recruiters did not allow them to return home and employers forced them to sign contract extensions under penalty.<sup>26</sup>

25 ILO, *Domestic workers across the world: Global and regional statistics and the extent of legal protection*, Geneva, 2013.

26 ILO and UN Women, *Protected or put in harm’s way? Bans and restrictions on women’s labour migration in ASEAN countries*, Bangkok, 2017

A 2015 study by the ILO and the Global Alliance Against the Traffic in Women (GAATW) on the effects of restrictive labor policies on women in domestic work in Nepal had similar findings. The migration bans did not prevent people from migrating and discriminated based on gender, class and age. The policies placed women **at greater risk of abuse during the migration journey, and gave them less control over their migration experience**. The study concludes that, to be effective, protective policies must be introduced in a transparent way, be well publicized, and take a comprehensive and **empowering approach**. This includes: more oversight of recruitment actors, more information and skills training for women, and more assistance services in Nepal and abroad for women in need of assistance.<sup>27</sup>

A 2021 analysis of migration bans on the emigration of migrant domestic workers in Indonesia, Nepal, the Philippines and Sri Lanka found that **bans are more effective** when labor sending countries **negotiate for better working conditions and rights** for migrant workers. When countries **enact bans to protect women**, they **appease the public at home by applying patriarchal gender norms on women** without having to deal with the economic consequences of restricting remittances, because women migrants will leave to work and remit money anyway. In both cases, however, migration bans **increase the risks of migrant domestic workers to exploitation** by pushing them into irregular migration channels.<sup>28</sup>

### Lack of 'real' legal protection for migrant women in domestic work

Risks of violence & harassment remain high for migrant domestic workers because:

- Enforceable legislation is lacking in countries of destination and origin, and there is no coordinated action between countries of origin and destination and within countries
- Women lack access to relevant information and fair and easy recruitment channels
- Recruitment agencies are not well-regulated and fees are expensive
- There is no or hardly any access to justice for violence victims in migrant domestic work
- Freedom of association and the right to organize are lacking in destination countries.

### Lack of enforceable legislation and coordination between and within countries

Laws on migrant domestic work are often not effectively implemented and enforced, because of lack of harmonization and coordinated action both between migrant sending and receiving countries, and between different ministries within countries (foreign affairs, security, immigration, interior, labor or others). This **leads to contradictory and non-transparent measures and malpractices**:

- In destination countries, immigration laws are geared at national security and control of migrant labor and have more weight than labor or other laws. The different laws are implemented by different government agencies with competing or conflicting, economic and other interests. Generally, **none of these laws** are well-equipped to **effectively protect domestic workers from violence & harassment**. They are not rights-based and not gender-responsive, and often increase rather than decrease the risks of violence & harassment against migrant domestic workers.
- Most countries of origin offer **no or little legal protection to domestic workers in their own country**, let alone ensure protection for their migrant domestic workers abroad.
- Countries of origin and destination rely on **bilateral agreements** (BLA or MOUs) to organize labor migration. These agreements set migration quota and regulate migration channels. Often, they are **not made available to the public**, information about their **implementation is lacking** and they **fall short** of providing even **the most basic protections**.

**Separate MOUs are often developed for migrant domestic work** in addition to those governing all other migrant labor, because of the special nature of domestic work in private homes. However, these MOUs don't include any specific protections to migrant domestic workers. They favor the interests of employers and, exclude migrant domestic workers from the protections granted to other workers, such as a weekly day-off, freedom of movement outside working hours, set hours of work and a minimum wage. Instead, women migrant workers are expected to be 'on-call' for around-the-clock duties, and have to live with their employer, often for a wage that is lower than the minimum wage for other workers in the destination countries.

<sup>27</sup> ILO, *No easy exit, Migration bans affecting women from Nepal*, Geneva, 2015,

<sup>28</sup> Shivakoti, K. Henderson, S. and Withers, M. *The migration ban policy cycle: A comparative analysis of restrictions on the emigration of women domestic workers*, in *Comparative Migration Studies* 9, 36, 2021

Overall, the **bilateral agreements** for migrant domestic workers are **weak** and **fail to prevent and eliminate violence & harassment** for migrant domestic workers. ILO studies in Asian countries indicate that special MOUs for domestic workers have not resulted in better working conditions for migrants and at times have resulted in migrants incurring insurmountable debt.

Different **MOUs also create wage and other inequalities** among migrant domestic workers in countries of destination, as some countries of origin are more successful in negotiating terms, like wages, recruitment fees, and mandatory days off. This is unfair and discriminatory to migrant domestic workers from different countries of origin with the same skills but different pay and working conditions.

### Lack of access to relevant information and fair and easy recruitment channels

In many countries, women still lack access to information because of traditional gender norms. Many women migrate on the basis of 'hear-say', because **simple and clear information** about legal migration channels is simply not available in the languages they understand and through the information channels they can access. Progress is being made, but is slow and irregular in many countries.

Administrative procedures and recruitment processes require **many papers and a lot of paperwork** in the sending and receiving countries. Documents have to be made up, processed, approved and stamped by various authorities in different languages. These procedures are fine when they protect workers but they are often problematic. The process is overly **complicated and non-transparent**. **Overcharging** happens regularly with different agencies expecting different fees or bribes to process the necessary papers.

Some countries of origin and destination require migrant domestic workers to go through recruitment agencies. In other countries, such as India, there are few official channels to organize migration for migrant domestic workers abroad and, **only in some countries can women organize their migration for domestic work themselves**.

### Lack of regulation of recruitment agencies and high migration costs

Public and private employment and recruitment agencies assist migrant workers with completing emigration and immigration residence and employment procedures, job mediation and placement, preparatory services such as training and orientation, and transit arrangements. Such agencies are based in countries of origin or destination, or both, and migrant workers may have to deal with a range of recruitment intermediaries and agencies during their migration.

The **practices of recruitment agencies** who organize the migration of domestic workers are a matter of concern. Common problems include the charging of **high recruitment fees, exploitative debt arrangements**, contracting workers under **false employment, working, or living conditions**; and physical, labor and sexual **abuse and exploitation**.

The **growth in exploitation in recruitment** processes is related to:

- **Increases in labor migration** and **rapid growth of commercial businesses** and **government units** earning from the movement and employment of migrant workers<sup>29</sup>
- **Limited regulation** of recruitment agents and agencies
- **Limited awareness** and **inability to pay for services in advance** among migrant workers
- **Fraudulent cooperation** between recruiters and government, other authorities, or well-connected persons, and/or the involvement of criminal networks.

Regarding **recruitment fees**, ILO standards provide that recruitment costs should **not be charged to workers**, including domestic workers. Some countries, like the Philippines prohibit recruitment fees for the domestic work sector but many other countries apply fee ceilings (usually 1 to 2-months of the workers' wages) rather than abolish them. However, even when there is no recruitment fee, **travel and training costs** are often charged, and at times **cash advances** are given to workers or their families. Both of these have **high risks of debt bondage** situations in which domestic workers are forced to work to pay-off an (ever increasing) debt.

Fraudulent and unfair recruitment practices remain common and many problems continue to exist. Generally, there is **too little regulation and too little oversight** on the sector. Recruitment agencies that seriously breach regulations may be ordered to close in one place but then may simply reappear somewhere else.

29 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



## Lack of access to justice in destination countries

Migrant domestic workers generally face the same obstacles to gain access to justice as domestic workers in their own countries (see **Unit 7.2** Working in our own country – How can we make the laws work for us!). However, they face even higher barriers to access justice and assistance when they need to escape from violence & harassment during all stages of migration. In the Asian region, migrant domestic workers generally do not have access to complaint mechanisms or other means of access to justice. They generally face challenges in accessing government services and those who migrate irregularly or end up in an irregular situation are even less likely to seek formal assistance.

For many migrant domestic workers and their employers, recruitment agents are the ones to contact when they need help. This leads to conflicts of interests and employment agents tend to favor employers over workers. Channels for **access to legal aid and justice** for migrant domestic workers who are violence victims **do not yet exist or do not function well** in most countries of destination:

- Making a complaint in general means dismissal and **job loss**. This often means **deportation** because the residence visa is tied to the employment visa, and lack of income.
- It is impossible for many violence victims to go to the police or the hospital because they are **not allowed to leave the house**, and it is difficult to escape.
- In case migrant domestic workers manage to escape, there are **language barriers** and often **discriminatory attitudes and acts** against women migrants in domestic work by the police and the judiciary.
- Migrant domestic workers, the police, the judiciary, the labor inspectorate and labor tribunals, cannot take legal action because **existing** criminal, immigration and labor **laws** are **not adequate** and **don't provide for complaint and conflict resolution** mechanisms, **penalties and redress** for victims.
- Where action can be taken, complaint and court proceedings can take **a long time**. The migrant domestic worker may be allowed to stay but has **no access to income** and is **not allowed to work** during this period.

**Embassies or consulates** from countries of origin in the destination countries sometimes come to the rescue and some run shelters for abused domestic workers. However, even then, many constraints exist, because violence survivors are usually not allowed to work, don't have money to travel back home and court cases take a long time. Right now, migrant domestic workers' best chance is to seek **help from DWOs, rights-based or other organizations or individuals** who can help them with legal and practical help to access justice.<sup>30</sup>

## Freedom of association

The **right to form, join and lead workers' organizations is a fundamental workers' right**. Yet, organizing of migrant domestic workers in DWOs is not allowed in many Asian countries, because domestic workers are not recognized as 'real' workers. Also, the right to freedom of association and the right to organize, in general, are not or only partially recognized in national legislation and practices in many Asian countries. Hong Kong and Taiwan are the only places in East Asia where migrant domestic workers have the right to form and join a trade union.

In addition to these legal restrictions, migrant domestic workers face many other barriers to organize: long working hours, lack of days off, isolated workplaces, language, and limited knowledge of rights. Many also fear being fired or facing sanctions from local authorities. Nevertheless, **domestic workers** – nationals and migrants – **are organizing** in membership-based organizations, solidarity groups and associations in an increasing number of countries in Asia and worldwide.

## Protection of women's sexual and reproductive rights and their right to equal pay

There are several laws, policies and rules that amount to violence against women, because they violate women's sexual and reproductive rights. In destination countries:

- Pregnancy and other tests upon departure and upon entry are quite common in many countries. Pregnancy tests must be repeated every 6 months in some countries, for example, in Singapore.
- Women migrant workers lack freedom of movement even in their free time as their employers fear they may end up pregnant.

<sup>30</sup> For example, see the case story of Maria and the SKDWA in IDWF, [Gender-based violence & harassment against domestic workers: Case stories from Asia](#), Hong Kong, 2020

- Pregnancies may lead to abortion, often done illegally in unhygienic conditions and at high cost. Pregnant migrant workers often face (immediate) dismissal, become undocumented workers and risk deportation.
- In Hong Kong, migrant domestic workers are entitled to maternity leave, and in Thailand they are entitled to public maternity care but in practice, most household employers don't allow their pregnant migrant workers to stay and give birth.

**Women domestic workers** generally **earn very low wages**, in comparison to men domestic workers and to other workers who carry out work of equal value: The same work or work that is different but comparable, because it requires the same level of skill, effort and responsibility and is undertaken under similar working conditions. For example, in Hong Kong, the minimum wage for migrant domestic workers is lower than for other workers. Such **pay discrimination** is also common for women who carry out domestic work in their own country. For example, in the Philippines, the minimum wage for domestic workers is lower than the minimum wage for other workers.

### 3. Priorities for legal protection of women in migrant domestic work

The **best protection** against violence & harassment for **women migrant workers** is their **empowerment**. Enforceable laws need to be developed with domestic workers and DWOs that are based on international human and workers rights law. Priorities depend on the specific situation of women migrant domestic workers in each case but generally will include the following:

1. **Consult** with migrant domestic workers and their DWOs when developing laws and policies to ensure effective protection of migrant domestic workers in practice.
2. Extend **protection** against violence & harassment to all domestic workers in **criminal, labor and other relevant laws, policies and regulations**.
3. **Lift** harmful and discriminatory **restrictions** in migrant domestic work, including restrictions to freedom of movement that lead to an increase in violence & harassment, in line with international human, workers' and women's rights.
4. Require countries of destination and origin to ensure migrant domestic workers' safety by adopting **enforceable laws** against violence & harassment in domestic work and ensure **access to justice** for violence victims and survivors.
5. **Regulate recruitment agencies and fees**, and provide for accessible and independent complaint mechanisms for domestic workers and oversight of recruitment agencies.
6. **Outlaw violations of fundamental rights of women in domestic work**.
7. Develop or revise **freedom of association laws** so that migrant domestic workers can freely join, form and lead organizations of their own choosing.

As long as there are significant poverty problems between and within countries, and unpaid household and family care work by women in their home remains the norm, there will remain a high demand worldwide for women migrants in 'typical women's jobs' such as domestic work and other care jobs.

Migration can be a **positive and empowering** experience but **just and fair laws and policies** are **needed** to make this happen. Adequate **human and workers' rights protection** through **enforceable laws, policies and rules** on migrant domestic work are needed in countries of origin and destination countries to prevent and address violence & harassment against migrant domestic workers.

#### 3.1 Consult with migrant domestic workers and their DWOs

Law and policymakers must consult with migrant domestic workers and their DWOs in the development of any law or policy that affects them. DWOs are able to reach out to migrant domestic workers who are at risk of violence & harassment or have become violence victims and survivors both in countries of origin and destination. The **voice of women workers who live the experience** is vital for developing laws and policies that prevent and stem violence & harassment effectively in practice.

CEDAW General Recommendation No. 26 promotes the development of gender-sensitive and rights-based migration policies with the **active involvement** of women migrant workers and NGOs in policy formulation, implementation, monitoring and evaluation. Similarly, C190 calls on ILO members to consult with **representative employers' and workers' organizations** in adopting a gender-responsive approach for the prevention and elimination of violence & harassment in the world of work (Article 4.2). R206 further calls on ILO members to provide **resources and assistance for informal economy workers and their associations** to prevent and address violence & harassment (para. 12).

### 3.2 Extend protection under criminal, labor and other relevant laws

Migrant domestic workers need **effective protection under criminal laws** to protect against the most severe forms of violence & harassment, through the provision of gender-responsive services, like emergency shelters run by DWOs. **Law enforcement agencies** should strictly **apply non-discrimination principles** when handling complaints of migrant domestic workers.

Women domestic workers, migrant or otherwise, also require **explicit protection against violence & harassment under labor law**. Domestic work is work, and domestic workers, nationals and migrants, should receive adequate protection against violence & harassment, including gender-based violence & harassment, that is available to other workers under the labor laws:

- In many destination countries, domestic work by national and migrant workers still has to be fully recognized **as work**. Most migrant domestic workers have a standard employment contract under a foreign employment law or bilateral agreement, but they are **not granted the labor rights of national workers**, while working in the destination country. No East Asian destination country fully protects migrant domestic workers under labor or employment laws. Hong Kong is the only territory where domestic work is considered as work in an employment relationship, and all workers including migrant workers are covered under the labor law<sup>31</sup>, and the ordinances against employment discrimination. Where laws or policies exist to **outlaw sexual harassment** or **promote OSH**, these should **apply to domestic workers** and be **implemented in practice**.
- Among Asian migrant **sending countries**, the **Philippines** is the only country which provides **substantial** labor rights, benefits and protection to the domestic workers in the country. The labor benefits are generally lower than those for other workers, but the law includes specific **protection against abuse, violence & harassment with implementation mechanisms at the local levels**. The adoption of the Philippines of the 2013 Domestic Workers Act increases this country's bargaining power when they negotiate terms and conditions with destination countries for sending migrant domestic workers. Other countries of origin should follow suit so that they can protect domestic workers in their own countries as well as in destination countries.
- Domestic workers must be adequately protected under any other relevant laws, policies, regulations and mechanisms, aimed at promoting gender and racial equality and fighting discrimination and domestic violence.

### 3.3 Lift harmful and discriminatory restrictions in migrant domestic work

**Restrictive measures** (the live-in rule, dependency on the employer, visa restrictions, medical testing) based on gender stereotypes are characterized by control: by men over women, and by the state and organizations over the individual. They **deny women the right to autonomy, decision-making and agency** to choose their own destiny.

Given the special nature of domestic work – care work in private households – there is a need for added protective measures against violence & harassment, especially but not only in migrant domestic work. Governments need to put in place **rights-protective and empowering** measures, rather than **'protective'** measures that hinder women's access to gainful jobs.

Many laws, policies and regulations aimed at protecting women in migrant domestic work and others jobs are gender-biased. They **restrict and control women** by protecting them for their own good. Restrictions on legal migration reduce women's opportunities to migrate legally and have forced many of them to migrate through irregular channels with fewer protections in place. Other restrictions on freedom of movement, like the live-in rule, also increase rather than decrease women's risks to discrimination, exploitation, violence & harassment.

**C190** is the **first international labor standard** that clearly recognizes that gender-based violence & harassment exists. It states that a **gender-responsive approach is essential for ending violence & harassment** in the world of work, and that such an approach should tackle underlying causes and risk factors, such as gender stereotypes, multiple forms of discrimination, and unequal gender-based power relations (Preamble).

The international agreement is: **'In equality we trust – Protection only if we must.'** The UN CEDAW on the elimination of discrimination against women, which is signed by virtually all States, obliges them to **repeal sex-specific bans** and discriminatory restrictions on women's labor. ILO R206 also provides that **measures** against violence & harassment should not result in the restriction of the participation in specific jobs or occupations or their exclusion therefrom, of women workers as well as for workers and other persons belonging to one or more vulnerable groups or groups in situations of vulnerability (R206, para. 12 and C190, Article 6).

<sup>31</sup> Employment Ordinance 1968 guarantees a standard employment contract, minimum wage (but lower than the minimum wage for other labour sectors), free food, accommodation and health care. Migrant domestic workers are guaranteed equality of treatment with other workers and wage deductions are strictly regulated.

The **UN and ILO supervisory machineries** for the application of international standards advise governments to **regularly review restrictive measures** to assess whether they continue to be needed, and that **such measures need to be proportional**:

- They must be appropriate to achieve real protection.
- They must be the least intrusive instrument to achieve the desired result.
- They must be relevant to the interest to be protected.
- The principle of proportionality must be written into the law and be applied by the responsible judicial and administrative authorities.<sup>32</sup>

### 3.4 Require countries to adopt enforceable laws and access to justice

Women migrant domestic workers need **'real' protection**: They are at **high risk** of violence & harassment, and require specific measures to protect them against it because they are women, they are migrants and they are domestic workers (see C190 Articles 6 and 9; R206 Para's 9 and 10).

In the experience of IDWF and DWOs, migrant domestic workers' safety requires **countries of destination and origin** to adopt and implement **enforceable laws and practical measures** to prevent violence & harassment from happening to them and to provide access to justice for violence victims and survivors. This requires action on many fronts:

- The relevant public authorities should carry out **risk assessments** to identify hazards and assess the risks of violence & harassment **with the participation of domestic workers**, employers and their representatives, and take measures to prevent and control these hazards and risks covering all stages of migration.<sup>33</sup>
- Once such evidence has been collected, **laws and regulations** need to be **designed or revised** that aim at preventing violence & harassment, and providing access to justice in practice. This includes ensuring easy and effective access to gender-responsive, safe and effective complaint and dispute resolution mechanisms, support, services and remedies. For more information, see **Unit 7.2** Working in our own country – How can we make the laws work for us!
- **In countries of destination**, there is an urgent need to prohibit violence & harassment in migrant domestic work and to protect migrant workers in irregular situations:
  - **Review and revise provisions under the immigration and labor laws.** Tying the worker to the employer through visa and residence permits and the live-in rule increases the risks of women migrant domestic workers to experiencing violence & harassment. It also makes it very difficult for migrant domestic workers to change employers, even if these are abusive. R206 provides that migrant domestic workers should have **the right to remove themselves** from a work situation that they consider to be **dangerous** because of violence & harassment, without suffering retaliation or negative consequences (Para. 10 (g)).
  - Access to justice is an urgent need of migrant domestic workers and C189 states that they should have effective access to courts, tribunals, or other dispute resolution mechanisms (Art. 16).
  - Provide violence victims and survivors with **gender-responsive legal and practical support and services** by the police, the judiciary and other relevant law enforcers, health and other agencies, income during recovery, and the right to work and live in the destination country or return home during the court proceedings.

<sup>32</sup> Gallotti, 2014 in ILO, *Gender equality in labour migration, policy and management, GEM toolkit*, Bangkok, 2016,

<sup>33</sup> See C190, Article 8 which points out the important role of the public authorities in preventing violence & harassment against informal economy workers and in taking measures to effectively protect them; and C190, Article 9 (c) and R206, para. 10 on the aims, contents and methods of a workplace risk assessment.

- o **Gender-responsive training and monitoring** mechanism are needed for all law enforcement agencies. **Training of employers** of migrant workers should be **obligatory** and include information on **their responsibilities**. These include:
  - **No confiscation** of identity and other **documents**, or their **phones** which they should be able to use freely outside their working hours
  - **Freedom of movement** outside working hours
  - **Mutual respectful treatment and terms**
  - **Safe** and proper **room with a lock**.
- **Countries of origin** should:
  - o Ensure adequate **information and training** for women migrant domestic workers on their rights and ways to handle conflicts and negotiate working conditions as well as on practical means of protection against violence & harassment, and **relevant phone numbers, addresses and web addresses** in case of problems.
  - o **Organize support services in destination countries**, for example, equip embassies with staff and money and give them the mandate to provide gender-responsive services to migrant domestic workers (help line, case handling).
  - o Establish a **violence & harassment emergency assistance fund** for migrant domestic workers who need to be rescued from violence & harassment.

### 3.5 Regulate recruitment agencies and fees

As private recruitment agencies organize most of the documented movement of migrant domestic workers, properly regulating them through binding legal obligations is key. States should govern the operation of recruitment agencies; ensure independent processes for investigation of complaints; and prevent abuses of recruited domestic workers. (C189, Article 15). **Measures to regulate and control recruitment agencies** are:

- **Strict requirements for the set-up** of recruitment agencies such as minimum capital and a bond deposit to ensure against claims.
- **Obligatory licensing** of recruitment agencies and recruitment sub-agents in labor source areas (pre-screening of those who want to enter the industry; strict criteria for accreditation; limitations on the duration of licenses; regular and close monitoring on compliance; and strict enforcement of penalties).
- Use of **clear and standard employment contracts** in languages and terminology that migrant workers can understand, and use of a 'paper or electronic trail'. Migrant domestic workers should receive a written and enforceable job offer or contract with clear terms and conditions of employment before crossing borders, and there must be clear conditions governing entitlements to repatriation (C189, Article 8).
- Access to **easy, safe and transparent complaint mechanisms** with free phone number for emergencies and complaints; involving migrant workers in evaluating the services of employment agencies; and regular scrutiny of migrant workers' complaints upon license renewal.
- **Monitoring the quality of services**, and (where possible) ensuring that live-in arrangements are not obligatory and that gender-responsive, safe and hygienic premises are provided.
- Protection from violence and abuse through measures such as **providing alternative employers in case of labor abuse** and **blacklisting** abusive employers and recruitment agents and agencies.

**Further regulation and oversight are needed to cap the overall costs** charged to migrant workers by recruitment agencies to reasonable levels:

- ILO conventions prohibit worker-paid recruitment fees or related costs (C181 on private employment agencies, Article 7.1). C189 (Article 15) requires national governments to **ensure recruitment fees are not charged or deducted from the pay** of migrant workers. The payment of cash advances to migrant workers to cover travel and/or preparation costs should also be strictly regulated to prevent debt bondage situations.
- There is also a need to **review the fees charged by recruitment agencies to employers of migrant domestic workers** as these fees tend to limit domestic workers' freedom of movement and increase chances of employer violence against them.



### 3.6 Outlaw violations of fundamental rights of women in domestic work

Limiting the free movement of women domestic workers in their free time, pregnancy testing for women who migrate for domestic work, immediate dismissal upon pregnancy and discrimination in pay **violate women's sexual rights and their rights as women workers to equality and non-discrimination in employment and pay equality** as laid down in C111 on non-discrimination at work and C100 on equal pay for work of equal value. See also **Unit 7.5** What type of discrimination is it?

### 3.7 Abolish restrictions to the right to form, join and lead workers' organizations

It is urgent to remove the many legal and practical restrictions that migrant domestic workers face in **joining, forming and leading workers' organizations**, which is another **fundamental workers' right**.

**Self-organization and sharing information and experience** are vital tools against the prevention of violence & harassment against women in migrant domestic work and are also essential for violence victims and survivors. Because they have first-hand experience, **domestic workers and DWO's are essential partners** for government authorities and employers' organizations in reviewing and developing legislation and regulations on migrant domestic work.







## 7.4 : Modern slavery and human trafficking in domestic work



90 minutes

	Aims	<ul style="list-style-type: none"> <li>To find out about the use of apps that sell domestic workers online</li> <li>To learn about modern forms of slavery, forced &amp; child labor, and human trafficking in domestic work and how to act against it.</li> </ul>
	Participants	<ul style="list-style-type: none"> <li>Domestic worker leaders</li> <li>Domestic workers</li> </ul>
	Room Arrangements	<ul style="list-style-type: none"> <li>Step 1: Space for the group to stand in a big circle</li> <li>Circle seating in big group and small groups</li> </ul>
	Materials	<ul style="list-style-type: none"> <li>Flipchart papers and markers</li> <li>Computer, big screen and good Internet connection to show an online video. If not available, use handout 1.</li> </ul>
	Training Aids	<ul style="list-style-type: none"> <li>BBC, Video, <a href="#">Slave markets found on Instagram and other apps</a>, 2019 (Summary, 10.18 minutes)</li> <li>Provide the weblink to the full version of the BBC, Video, <a href="#">Silicon valley's online slave market</a>, 2019 (Full documentary, 51 minutes) to the group at the end of the session to those who want to view it in their own time.</li> <li>Slide show: Modern slavery and human trafficking in domestic work</li> <li>Handout 1: Case story: Slave markets found on Instagram and other apps</li> <li>Handout 2: Questions for group work: Online sales of domestic workers</li> <li>Info note: Modern slavery and human trafficking in domestic work</li> </ul>



### Session Plan Steps

1.	My corner	Energizer	5 minutes
2.	Online slavery	Video and case story	20 minutes
3.	Online slavery	Small group work	30 minutes
4.	Online slavery	Reporting and discussion	30 minutes
5.	Key messages	Conclusion	5 minutes



## Preparation

- Have a look at the video and the handouts, check the questions for the small group work, and revise them if needed. It is best to show the video (Option A), but the exercise can also be done with the handouts only (Option B).
- For step 2: Review the questions for the group work on a slide or flipchart, handout 2.
- Option A: Make sure that the computer and the internet connection work **before the start** of this activity.
- Prepare photocopies of the Info note for everyone for distribution after the session.

## SESSION PLAN

STEP 1	MY CORNER	ENERGIZER	5 MINUTES <sup>34</sup>
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- Ask the group to form a circle and hold hands.
- Ask everyone to choose one corner of the room that is 'her/his' but not to tell anyone.
- Say: The aim of the game is to get as many people to visit 'your corner'. The circle must not be broken in the process.
- Give a sign for the group to START. [*What often happens in the game is that people try to persuade everyone to go to their corners, because most people think that they have to visit and stay there. Groups rarely decide to visit all corners in turns and in this way achieve the aim of the game for everyone.*]
- Give the group some time to unsuccessfully move in all directions and then start to give a hint by saying: The aim of the game is for everyone **to visit her/his corner, not to stay there**. Repeat the hint, until the group does what it needs to do: The circle of people runs from one corner to another until everyone has visited 'her/his corner' and the 3 other corners of the room. Have the group run around a few times and have fun.
- Finish with a big applause for **achieving everyone's aim through group cooperation**.

STEP 2	ONLINE SLAVERY	VIDEO AND CASE STORY	20 MINUTES
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- Link the session to the previous session and introduce the session's aims by saying: We are going to **discuss the online buying and selling of domestic workers, and what to do against such crimes**.
- Show the video (Option A) or ask volunteers to read the case story in handout 1 in a loud voice (Option B). Distribute the case story to all groups.

STEP 3	ONLINE SLAVERY	SMALL GROUP WORK	30 MINUTES
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- Distribute handout 2 and introduce the questions for group work:
  1. **What happened to the domestic workers in the video/case story? Who were the wrongdoers?**
  2. **What national and/or international laws apply?**
  3. **What was done to end the abuses? And who did it?**
  4. **What further actions need to be taken? And by whom?**

34 International Institute for Environment and Development, (IIED), *A trainer's guide for participatory learning and action*, London, 1995

- Check with the group if the questions are clear and answer any questions. Divide the big group in 4 or more small working groups of 5-6 people and ask them to start the discussion.
- After 5 minutes, distribute flipcharts and markers to each small working group. Around 5 minutes before the time is up, remind them to write down their key findings, and prepare for reporting.
- When the small groups are ready, invite them to the big group.

STEP 4	ONLINE SLAVERY	REPORTING AND DISCUSSION	30 MINUTES
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- Ask the groups to briefly report back. In case of 4 working groups, invite one group to report on point 1, and ask the other groups to add information, then invite another group to report on point 2, with the other groups adding information and so on. In case of more working groups, invite 2 groups to answer point 1, and so on.
- Start discussing the main findings by asking a group to volunteer and report on question 1. **What happened to the domestic workers in the video/case story? Who were the wrongdoers?** Ask the other groups to add new information to the report of the first group. The responses to the questions may vary a lot depending on the participants' knowledge and experience. Stimulate discussion, using the Info note to add points until all types of violence and exploitation against domestic workers in the video/case story have been discussed:
  - Social media tech giants like Facebook, Google and Apple in Kuwait and Saudi Arabia facilitate the **buying and selling of migrant domestic workers in an illegal, online modern slave market on apps** in Arabic where customers buy and sell products. The apps allow racial profiling, or discriminating domestic workers because of their race or ethnicity and setting different prices for different nationalities.
  - Employers sell domestic workers online to other employers of domestic workers. The **sellors don't obey the laws and don't respect the rights of domestic women workers** and encourage possible buyers to do the same. They keep their passports, forbid them to leave the house, enforce very long working hours, deny them any time off and give them little or no access to a phone. The prices of domestic workers vary per race, color, ethnicity or nationality. They use demeaning and racist language when talking about and to domestic workers, calling them animal names like cow and one domestic worker was told by her employer to sleep in a cowshed.
  - The BBC undercover team went to a place where Fatou, a **16-year old girl, was offered for sale**. She had been **trafficked** from Guinea in Africa. By the time she was rescued, she had been sold 3 times to different employers.
  - The ex-domestic workers who had returned to Guinea and spoke to the BBC team said it was like a **real hell**, no food, no sleep, nothing.
  - Briefly **discuss and define** what is modern slavery, forced and child labor, and human trafficking with the group, using the Info note:
    - **Modern slavery:** Situations of exploitation that a person cannot refuse or leave, because of threats, violence, coercion, deception, and/or abuse of power. It covers forced labour, debt bondage, forced marriage, other slavery and slavery like practices, and trafficking in people or human trafficking.
    - **Forced labor:** Situations in which people are coerced to work through the use of violence or intimidation, or by more subtle means such as accumulated debt, withholding of identity papers and wages, or threats.
    - **Child labor:** Any activity done by under 18 year olds that damages their well-being and has negative effects on their well-being, health, education and participation in society, and work done by those who are below the legal minimum age to be allowed to work
    - **Human trafficking:** Done by human traffickers, who use or threaten to use force, fraud or coercion to lure and persuade their victims into exploitation.

- Ask another group to volunteer to report on question 2. **What national and international laws apply?** Encourage sharing and discussion, and add information from the Info note as relevant.
  - **National laws in Kuwait:** The BBC video and case story say that domestic workers in Kuwait must be over 21 years and trafficking of children and adults for labor exploitation in domestic work is outlawed. Kuwait introduced new laws to help protect migrant domestic workers in 2015. However, migrant domestic work is regulated through the sponsorship or Kafala system and domestic workers cannot change or quit their jobs, and cannot leave the country without their employers' permission. This easily leads to exploitation, violence and slavery-like practices, such as the online slave market in the video and case story.
  - **International laws.** Ask the group if they know about international laws and actions against slavery and human trafficking. After some responses, briefly mention the international conventions against slavery and the appointment of a Special Rapporteur on Contemporary Forms of Slavery in 2008, the UN international human rights instruments and the Trafficking Protocol of 2000, and the ILO fundamental conventions against child and forced labor and its new Protocol on forced labor of 2014.
- Continue in the same way with question 3. **What was done to end the abuses? And who did it?** After the group report and discussion, conclude:
  - Discovery of the illegal online slave markets by a BBC undercover team who posed as employers looking for a domestic worker on online apps and visited employers who were selling their domestic worker.
  - Advice by Ann Abunda of the Sandigan Domestic Workers Association (SDWA) to the BBC team to contact the government and urge them to act.
  - After seeing the BBC video the government searched for, and within 10 days, found and rescued Fatou who had been sold to a new employer. They took her to the government-run shelter for domestic workers, and 2 days later, she was deported back to Guinea for being a minor.
  - The BBC contacted the apps in Kuwait and Saudi Arabia and tech companies about their findings. The 4Sale app removed the domestic worker section from the online platform and Facebook banned the Arabic hashtag #maidsfortransfer, but the Saudi app Haraj remained silent.
- Do the same for question 4. **What further actions need to be taken? And by whom?** After the reporting, make sure to briefly discuss the following points:
  - Despite Fatou's rescue, the Kuwaiti government has not taken any legal action against the employer who tried to sell her and did not take any significant action against the online marketplace platforms. The BBC reported that the online sales of domestic workers was still ongoing on Haraj, Instagram and other apps at the time of the publication of the video in 2019. Big tech firms like Apple, Google and Facebook still don't adequately monitor the apps and online platforms that use their services. So, in practice, they continue to facilitate such serious abuses.
  - The BBC video and case story show how important it is to have 1) a free press with journalists who are committed to identifying and fighting serious human and labor rights abuses, and 2) DWOs like the Sandigan Domestic Workers Association (SDWA) in every country, who are very active in discovering and helping domestic workers who are victims of violence.
- Finally ask: **Have you heard about slavery, forced & child labor, and human trafficking happening to domestic workers?** Invite the group to share their experiences. [*There are child and adult domestic workers who have been made slaves by their employers in many countries. Many children have been made slaves to pay-off debts of their parents. Tribal, indigenous, rural or lower caste children and adults from families in poverty are trafficked for labor exploitation to cities and other countries.*]
  - Slavery and slavery-like practices happen in domestic work: Almost 1 of every 4 forced labor situations is in domestic work. It is not something that is far away. It happens in our own countries too. **Many countries have no laws against these crimes, and implementation is lacking.**
  - **Many DWOs advocate outlawing child labor in domestic work**, because of the high risks of abuse and violence against child domestic workers.
- Conclude by agreeing with the group:
  - Slavery and slavery-like practices happen in domestic work: Almost 1 of every 4 forced labor situations is in domestic work. It is not something that is far away. It happens in our own countries too. **Many countries have no laws against these crimes, and implementation is lacking.**
  - **Many DWOs advocate outlawing child labor in domestic work**, because of the high risks of abuse and violence against child domestic workers.

- **DWOs are vital:** They are often the first to detect slavery in domestic work, they call for and support rescue operations, help protect the victims and organize to prevent such abuse and violence.
- **Priorities for action** to abolish slavery and human trafficking:
  - **Address slavery’s root causes:** poverty, social exclusion and discrimination
  - **Tackle the economic interests** that make slavery and forced and child labor profitable
  - **Design and adopt laws with practical mechanisms** to implement and enforce the laws with the necessary human and financial resources to punish the perpetrators and protect, help and compensate the victims.

<b>STEP 5</b>	<b>KEY MESSAGES</b>	<b>CONCLUSION</b>	<b>5 MINUTES</b>
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- Conclude the exercise with the group, for example, with the following key messages:
  - Slavery is not something from the past. New forms are emerging all the time. Many slaves are child and adult domestic workers.
  - Slavery, forced & child labor, and human trafficking must be outlawed by all countries and international and national laws must be implemented.
  - Victims must be identified, rescued, supported and compensated, and perpetrators must be punished and sanctioned.
  - Organizing in DWOs is vital to detect abuses, support victims and advocate legal reform against slavery in domestic work.
- Provide the weblink to the full version of the BBC video ‘[Silicon valley’s online slave market](https://www.youtube.com/watch?v=2IdII_n28e0)’, 2019, [https://www.youtube.com/watch?v=2IdII\\_n28e0](https://www.youtube.com/watch?v=2IdII_n28e0) (51 minutes) to the group at the end of the session to those who want to view it in their own time.



## HANDOUT 1 : CASE STORY

### Slave markets found on Instagram and other apps<sup>35</sup>

Drive around the streets of Kuwait and you won't see these women. They are behind closed doors, they have no basic rights and are unable to leave and at risk of being sold to the highest bidder. BUT, pick up a smartphone and you can scroll through thousands of their pictures, categorized by race, and available to buy for a few thousand dollars.

An undercover investigation by BBC News Arabic found that domestic workers are being illegally bought and sold online in a booming black market. Some of the trade has been carried out on Facebook-owned Instagram, where posts have been promoted via hashtags (#), and sales negotiated via private messages.

#### Slave market

Every 9 out of 10 Kuwaiti homes have a domestic worker. They migrate to the Gulf countries from poor parts of the world, aiming to make money to support their families at home.

Posing as a couple newly arrived in Kuwait, the BBC Arabic undercover team spoke to 57 app users and visited more than 12 people who were trying to sell them 'their' domestic workers via a popular commodity trading app called 4Sale:

- Almost all the sellers told the couple to take away and keep the women's passports, to forbid them to go outside the house, to deny them any time off and to give them little or no access to a phone.
- The 4Sale app allowed users to filter by race, with different prices for different nationalities.
- "African worker, clean and smiley," said one listing. Another: "Nepalese who dares to ask for a day off."
- When speaking to the sellers, the undercover team frequently heard racist language. "Indians are the dirtiest," said one, describing a woman being advertised.

#### Rights violations

The undercover team were urged by app users, who acted as if they were the 'owners' of these women, to deny them other basic human and workers' rights, such as giving them a 'day or a minute or a second' off.

One man, a policeman, looking to sell his worker said: "Trust me she's very nice, she laughs and has a smiley face. Even if you keep her up till 5am she won't complain." He told the BBC team how domestic workers were used as a product, a commodity. "You will find someone buying a maid for 600 KD (\$2,000), and selling her on for 1,000 KD (\$3,300)," he said. He suggested how the BBC team should treat her: "The passport, don't give it to her. You are her sponsor. Why would you give her her passport?"

In one case, the BBC team was offered a 16-year-old girl, Fatou (not her real name). Fatou had been trafficked from Guinea in West Africa. She had been employed as a domestic worker in Kuwait for 6 months, when the BBC discovered her. Her seller told the team that she had not given Fatou any time off, her passport and phone had been taken away, and she had not allowed her to leave the house alone – all of which are illegal in Kuwait.

<sup>35</sup> Adapted from script of BBC, [Video, Slave markets found on Instagram and other apps](https://www.bbc.com/news/technology-50266663), 2019 (Summary, 10.18 minutes) or click the video on <https://www.bbc.com/news/technology-50266663>



### Sponsor's permission

“This is a typical example of modern slavery,” said Urmila Bhoola, UN Special Rapporteur on Contemporary Forms of Slavery, “Here we see a child being sold and traded like a cow.”

In most places in the Gulf region, migrant domestic workers are brought into the country by agencies and then officially registered with the government. A potential employer pays an agency a fee and becomes the official sponsor of the domestic worker. Under what is known as the sponsorship or ‘Kafala’ system, a domestic worker cannot change or quit her job, nor leave the country without her sponsor’s permission.

Kuwait’s laws say that domestic workers must be over 21 years and new laws to protect domestic workers were introduced in 2015. But the law was not popular with everyone. Apps including 4Sale and Instagram enable employers to sell the sponsorship of their domestic workers to other employers, for a profit. This creates an unregulated black market which leaves women vulnerable to abuse and exploitation.

This online slave market is not just happening in Kuwait. In Saudi Arabia, the investigation found hundreds of women being sold on Haraj, another popular commodity app. There were hundreds more on Instagram, which is owned by Facebook.

### ‘Real hell’

The BBC team travelled to Guinea to try to contact the family of Fatou, the child they had discovered being offered for sale in Kuwait. Every year hundreds of women are trafficked from there to the Gulf as domestic workers. “Kuwait is really a hell,” said one former domestic worker, who recalled being made to sleep in the same place as cows by the woman who employed her. “Kuwaiti houses are very bad,” said another. “No sleep, no food, nothing.”

### “Take action”, says Ann Abunda of SDWA

The BBC team turned to the Sandigan Domestic Workers Association in Kuwait for help. Ann Abunda advised the team to contact the government, show them the video and see if underage Fatou could be found. Ten days later, they found and rescued Fatou who had been sold to a new employer. They took her to the government-run shelter for domestic workers, and 2 days later, she was deported back to Guinea for being a minor.

Fatou told the BBC about her experience working in 3 households during her 9 months in Kuwait: “They used to shout at me and call me an animal. It hurt, it made me sad, but there was nothing I could do.” Now she is back at school in Conakry, where the BBC visited her. “I am so happy,” she said. “Even now, talking about it, I’m still happy. My life is better now. I feel like I’m coming back from slavery.”

### Results

The Kuwaiti government says it is ‘at war with this kind of behavior’ and insisted the apps would be ‘heavily scrutinized’. But, so far, no significant action has been taken against the online marketplace platforms. And there has not been any legal action against the employers who tried to sell Fatou.

The BBC team contacted the apps and tech companies about their findings because “If Google, Apple, Facebook or any other companies are hosting apps like these, they have to be held accountable.” Some action was taken:

- 4Sale has removed the domestic worker section of its platform.
- After being alerted to the issue, Facebook said it had banned the Arabic hashtag “تامداح #لزانتلل” - which translates as “#maidsfortransfer”.
- But, the BBC has found there are many such listings still active on Facebook’s Instagram, and other apps available via Apple and Google.
- The illegal sales clearly break the US tech firms’ rules for app developers and users. But the firms continue to distribute the Saudi sales commodity app Haraj app and others apps and listings.



## HANDOUT 2 : QUESTIONS FOR GROUP WORK

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### Domestic workers for sale online

After seeing the video or reading the case story, discuss the following questions with your group:

1. **What happened to the domestic workers in the video/case story? Who were the wrongdoers?**
2. **What national and/or international laws apply?**
3. **What was done to end the abuses? And who did it?**
4. **What further actions need to be taken? And by whom?**

Write down your main findings on a flipchart and prepare to share them in the big group.



## Info Note: Modern slavery and human trafficking in domestic work

### Key terms

**Modern slavery** is an umbrella term that refers to situations of exploitation that a person cannot refuse or leave, because of threats, violence, coercion, deception, and/or abuse of power. It covers forced labor, debt bondage, forced marriage, other slavery and slavery like practices, and trafficking in people.

**Forced labor** is about situations in which people are coerced to work through the use of violence or intimidation, or by more subtle means such as accumulated debt, withholding of identity papers and wages, or threats. Forced labor, contemporary forms of slavery, debt bondage and human trafficking are closely related terms, though not exactly the same in a legal sense.<sup>36</sup>

Worldwide, **domestic work is the top sector** where forced labor is found, accounting for almost a quarter (24%) of all forced labour incidents.<sup>37</sup>

**Child labor** is:

- Any activity done by children and adolescents under 18 years that damages their well-being and has negative effects on their well-being, health, education and participation in society
- Work done by children and adolescents who are below the legal minimum age to be allowed to work.<sup>38</sup>

The **worst forms of child labor** are:

- All **forms of slavery or practices similar to slavery**, such as the sale or trafficking of children, debt bondage and serfdom and forced or compulsory labor, including forced or compulsory recruitment of children for use in armed conflicts.
- The use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances
- The use, procuring or offering of a child for illicit activities, in particular for the production or trafficking of drugs as defined in the relevant international treaties;
- Work that, by its nature or the circumstances in which it is carried out, **is likely to harm the health, safety or morals of children** (C182, Article 3).

Because child domestic workers often suffer from violence and exploitation, and work and live in slavery-like conditions, many **DWOs** advocate prohibiting **domestic work by children as a matter of priority**.

**Human trafficking** or **trafficking in persons** is done by **human traffickers, who use or threaten to use force, fraud or coercion to lure and persuade their victims into exploitation**:

- Acts of trafficking include all actions of recruiting, transporting, transferring, housing or receiving persons that lead to and result in exploitation.
- Exploitation means the exploitation of the prostitution of others or other forms of sexual exploitation, forced labor or services, slavery or practices similar to slavery, servitude or the removal of organs.
- In the case of children under 18 years, any act committed for the purpose of exploitation is a case of human trafficking even if there is no use or threat of force, fraud or coercion.
- In all cases, the consent of a victim of trafficking to the intended exploitation is irrelevant when there was any use or threat of use of force, fraud or coercion.<sup>39</sup>

36 ILO, Walk Free Foundation and IOM, [Global estimates of modern slavery: Forced labour and forced marriage](#), Geneva, 2017; ILO, [Protocol of 2014 to the Forced Labour Convention, 1930 \(No. 29\)](#); ILO, [C29 – Forced Labour Convention, 1930 \(No. 29\)](#); ILO, [C105 – Abolition of Forced Labour Convention, 1957 \(No. 105\)](#)

37 ILO, Walk Free Foundation and IOM, [Global estimates of modern slavery: Forced labour and forced marriage](#), Geneva, 2017

38 SINED (National Trade Union of Domestic Workers), Mozambique, Resolution 9, Eradication of child labour, in IDWF, [Resolutions, Adopted by the 2nd IDWF Congress 2018, Cape Town](#), South Africa

## International laws and commitments

**Slavery has existed since ancient times** and the first international instrument to abolish it dates from 1815. The international community adopted the Slavery Convention to suppress slavery and the slave trade in 1926 and another Convention against slavery followed in 1956. The Universal Declaration of Human Rights (UDHR) of 1948 says: “No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms” (Article 4).

Since then all main international human rights instruments **prohibit** slavery. For example, the International Covenant on Civil and Political Rights (ICCPR) prohibits slavery and the slave trade in all their forms, and complaints can be brought before the Office of Human Rights.<sup>40</sup> A United Nations **Special Rapporteur on contemporary forms of slavery has been appointed since 2008** to receive information and complaints about human rights violations in contemporary forms of slavery.

Old and new forms of slavery for labor exploitation are prohibited in the ILO’s fundamental **labor standards on forced labor**, C29 and its updated Protocol of 2014, and C105. C182 on the **worst forms of child labor** has been ratified by all ILO member States. This means they have committed to take immediate and effective measures to prohibit and eliminate all forms of slavery and slavery-like practices slavery, and all hazardous work that is likely to harm the health, safety or morals of those under 18 years as a matter of urgency. DWOs, trade unions and governments use these standards to fight forced and child labor practices which has been ratified by all ILO member States.

The **Trafficking Protocol**, also known as the Palermo Protocol, is the international standard to prohibit the contemporary slave trade of trafficking in persons for labor or sexual exploitation. It was adopted in 2000 to add to the UN Convention against Transnational Organized Crime (UNTOC). The **ILO Protocol of 2014 to C29** is the most recent international labor standard to address trafficking in persons.<sup>41</sup>

Target 8.7 of the Sustainable Development Goals (**SDGs**) specifically calls for States to take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour by 2030.

## National laws and practices

Research from 2020<sup>42</sup> shows that legal ownership of people has been abolished in most countries over the past 200 years. But this has not been sufficient for rooting out old and new forms of slavery and slavery-like practices, among others because **slavery has not been made a crime in many countries**:

- Among the 193 member states of the UN, 96% have some laws against domestic anti-trafficking legislation in place, but many of them have failed to prohibit other forms of slavery in their national laws.
- Almost half the countries in the world (49%) still have to make it a crime to enslave another human being because these countries do not seem to have criminal laws prohibiting slavery, and 112 states (58%) seem not to have put in place penal provisions to outlaw forced labor.

**Migrant workers are at high risk of slavery and slavery-like practices** in most destination countries around the world, because they **are tied to their employers** who must arrange for their entry, work and residence permits. **Women migrant domestic workers** are even at **higher risk** because they are often not allowed to leave the place where they work and live. In the Middle-East and Gulf countries, migrant domestic work is organized through the **sponsorship or Kafala system**, a set of laws and policies that tie migrant workers’ status, their entry, stay, work and exit, to their employers or ‘sponsors’. With few exceptions, migrant domestic workers in these countries fall entirely under the authority of their employer, and they cannot change employers even if these are abusive. They are excluded from most labor laws and are denied basic labor protections enjoyed by other workers, such as a minimum wage, compensation for unfair dismissal, and social security.

39 Trafficking in persons is prohibited in the Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children (Trafficking Protocol, also known as the Palermo Protocol), which was adopted in 2000 to add to the UN Convention against Transnational Organized Crime (UNTOC). The Trafficking Protocol defines trafficking in persons as “the recruitment, transportation, transfer, harboring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.” Member States ratifying the Trafficking Protocol must: 1) prevent and combat trafficking in persons, paying particular attention to women and children; 2) protect and assist the victims of such trafficking, with full respect for their human rights; and 3) promote cooperation among States Parties in order to meet those objectives. <https://www.ohchr.org/EN/ProfessionalInterest/Pages/ProtocolTraffickingInPersons.aspx>; ILO and VCCI, *Preventing forced labour in the textile and garment supply chains in Viet Nam: Guide for employers*, Hanoi, 2016

40 OHCHR, *Abolishing slavery and its contemporary forms*, New York and Geneva, 2002

41 ILO, *Protocol of 2014 to the Forced Labour Convention, 1930 (No. 29)*

42 The Conversation, *Slavery is not a crime in almost half the countries of the world – New research, 2020*, United Kingdom

Employers pay government and employment agencies several fees for allowing them to recruit and employ migrant domestic workers. As a result, employers consider that they 'own' their domestic workers, and the BBC case story shows how Apps including 4Sale and Instagram in Kuwait and Saudi Arabia enable employers to sell the sponsorship of their domestic workers to other employers, for a profit.

In 2015, Kuwait passed a law to provide migrant domestic workers with the right to a weekly day-off, 30 days of annual paid leave, a 12-hour working day with rest and end-of-service benefits. Implementing regulations were passed in 2016 and 2017, obliging employers to pay overtime compensation and a decree set a minimum wage of USD200 (per month) for migrant domestic workers. But, protections for domestic workers are still weaker than those in Kuwait's labor law. The domestic worker law fails to set out enforcement mechanisms, such as inspections of working conditions in households. The law also does not set out sanctions against employers who confiscate passports or fail to provide adequate housing, food, medical expenses, work breaks or weekly rest days. As a result migrant domestic workers remain vulnerable to severe abuse and exploitation, and can be arrested for 'running away' from their employer, because of the Kafala system.<sup>43</sup>

In 2020, Qatar became the first country in the Middle East to make changes to its labor and Kafala laws.<sup>44</sup> It is now possible for all migrant workers to change employers, although some provisions still carry risk of abuse. For example, employers are still responsible for renewing their workers' residence permits.

The exploitation of migrant domestic workers brings enormous economic benefits to all intermediary parties who arrange for the recruitment, transfer and permits of migrant domestic workers. Migrant destination countries benefit tremendously from the fees charged for entry and yearly renewal permits. These economic interests stand in the way of reforming or abolishing the Kafala system in the Middle East and Gulf countries, as well as legal reform in migrant destination countries elsewhere.<sup>45</sup>

### Priorities for action

Slavery was the first human rights issue of wide international concern. But it still continues today and slavery-like practices remain a grave and persistent problem. In order to effectively eradicate slavery in all its forms, it is necessary to:

- **Address the root causes** of slavery such as poverty, social exclusion and all forms of discrimination.
- **Tackle the economic interests** that make slavery and slavery-like practices profitable for legal and illegal actors in companies, organizations and states.
- **Improve international and national laws** and provide for **implementation mechanisms and budgets**. Emphasis should be put on punishing perpetrators and protecting and assisting victims so they are able to seek help, recover, obtain decent jobs and rebuild their lives.

Given that child domestic workers often suffer from exploitation and work and live in slavery-like conditions, many **DWOs** prioritize outlawing **domestic work by children**.



**A free press and DWO organizations** play a key role in detecting abuses and violence against all domestic workers. Freedom of information and freedom of association and the right to organize need to be enshrined in law and implemented and enforced in practice everywhere to prevent and address slavery in all its forms.

43 HRW, [Kuwait, Events of 2018](#), in World Report 2019

44 HRW, [Qatar: Significant labor and Kafala reforms](#), Sep. 2020

45 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



## 7.5 : What type of discrimination is it?<sup>46</sup>



90 minutes

	Objectives	<ul style="list-style-type: none"> <li>To understand what is direct and indirect discrimination in law and in practice</li> <li>To know how to identify and argue cases of discrimination against domestic workers</li> </ul>
	Participants	<ul style="list-style-type: none"> <li>Domestic worker leaders</li> <li>Domestic workers</li> </ul>
	Room Arrangements	<ul style="list-style-type: none"> <li>Step 1: Big open space for the group to move around</li> <li>Other steps: Seating in big and small groups</li> </ul>
	Materials	<ul style="list-style-type: none"> <li>Markers, flipchart paper and a roll of masking tape</li> </ul>
	Training Aids	<ul style="list-style-type: none"> <li>Slide show: What type of discrimination is it?</li> <li>Handout 1: Questions for group work: What type of discrimination is it?</li> <li>Handout 2: Statements: What type of discrimination is it?</li> <li>Handout 3: Answer table: What type of discrimination is it?</li> <li>Info note: What type of discrimination is it?</li> </ul>



### Session Plan Steps

1.	'A's and 'B's	Energizer	5 minutes
2.	Definition and types of discrimination	Discussion in big group	20 minutes
3.	What type of discrimination is it?	Small group work	30 minutes
4.	What type of discrimination is it?	Discussion in big group	30 minutes
5.	Key messages	Conclusion	5 minutes



### Preparation

- Read the session plan, the handouts and the Info note.
- For step 2: Copy the figure with the 3 parts of legal definitions of discrimination from the Info note on a flipchart or prepare to use the slide.
- For step 3:
  - Make a copy of handout 2 with the statements of discrimination, cut out the statements, shuffle and mix them. Every small group gets 5 to 6 paper slips.
  - Using handout 3 as example, draw the answer table with 5 empty boxes and write the 5 headings on a flipchart and put it in front of the class.
- Prepare photocopies of the Info note for everyone for distribution after the session.

<sup>46</sup> 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, Guide at: [https://www.ilo.org/wcmsp5/groups/public/-/asia/-/ro-bangkok/-/sro-bangkok/documents/publication/wcms\\_178415.pdf](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](https://www.ilo.org/asia/publications/WCMS_178417/lang-en/index.htm)



## SESSION PLAN

STEP 1	'A'S AND 'B'S	ENERGIZER	5 MINUTES <sup>47</sup>
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- Ask everyone to stand in a circle and say: We are going to warm-up our body and brains. Each person selects 2 persons in the group: one is 'Person A' and the other is 'Person B'. There is no need to have a reason for your choice and don't tell anyone about your choice. Everyone must remember who is their 'A' person and who is their 'B' person during the game.
- When everyone has made their choice, tell the group to run and get as close to their 'A' person as possible and as far away from their 'B' person as they can. Encourage everyone to move quickly but not to touch, grab or hold anyone. GO
- After 2 minutes, ask everyone to stop and do it the other way around: Everyone needs to chase after their 'B' person and avoid their 'A' person as quickly as possible. Again, do not to touch, grab or hold anyone. GO
- Finish the game after 2 minutes and say: We had a good run and fun and we are warm now. Ask everyone to take a seat and move to step 2.

STEP 2	DEFINITION AND TYPES OF DISCRIMINATION	DISCUSSION IN BIG GROUP	20 MINUTES
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- Link the session to the previous session and introduce the aims of the exercise by saying: There are many different types of discrimination, some of them are prohibited and some are not prohibited by law depending on which country we live and work in. Sometimes the discrimination we face is very clear and out in the open. Other times the discrimination is hidden and difficult to identify. We are going **to look into these different types of discrimination so that we know how to identify and argue cases of discrimination against domestic workers.**
- Who remembers **the definition of discrimination** from **Unit 2.2** What is discrimination and diversity? Get some responses and say: Discrimination is about **making an unfavourable decision about a person, based on the group, class or category to which a person belongs.** It is about disadvantaging people, not because of who they are but because of a personal characteristic like their sex or their race which they can not change.
- Who remembers the definition of **discrimination at work?** Get some responses and say: This is about **unequal opportunities and treatment of workers that result in disadvantages** for these workers in their job, in job recruitment or promotion.
- Say: If we want to identify and argue a case of discrimination at work, there are **3 key questions to analyze legal definitions of discrimination** [Show and explain the figure in the Info note on a flipchart or slide.]:
  - What are the **causes** of an action?
  - What are the **facts**, what happened?
  - What are the **effects and results** of the action?
- Say: There are 4 main types of discrimination: Discrimination in law and in practice, and direct and indirect discrimination. [In the explanation below, make sure to give examples that participants recognize from their own experience.]
- Say: First we discuss what is **discrimination in law and in practice:**
  - **Discrimination in law:** Sometimes discrimination has been **written into laws and regulations.** Examples: In some countries labor regulations set lower minimum wages for women workers than for men workers while women and men do the same jobs or jobs of equal value. Or, a labor code states that persons from one race, color or ethnicity shall receive less pay and benefits for the same or similar jobs than persons of another race, color or ethnicity. Discrimination in law has been outlawed in many countries but it still exists. For example, in some countries, laws limit the type of work women can do, or exclude them from jobs in the police or the judiciary.

<sup>47</sup> International Institute for Environment and Development, (IIED), *A trainer's guide for participatory learning and action*, London, 1995,

- **Discrimination in practice:** This is discrimination that **happens in real life**. It is widespread, especially in the job market. In most countries, employers prefer to hire women in women’s jobs and men in men’s jobs, or they prefer to hire people of one race for certain jobs and people of another race or color for other jobs. It is very common if there are no laws against discrimination but it also happens when there are laws but people don’t obey them.
- Say: But we need to find out more and also know **what is direct and indirect discrimination. Direct discrimination happens when a prohibited ground of discrimination is used to treat people differently, either in law or in practice**. Examples: A labor regulation stating that rural migrants in cities shall get lower wages than the urban residents of these cities for a job as domestic worker is **direct discrimination in the law** on the ground of social origin. Employers who pay black domestic workers less than white domestic workers engage in **direct discrimination in practice** against black domestic workers because of their race, color and ethnicity. This type of **direct or ‘taste-based’ discrimination in practice** is very common in the job market. Many employers seek to employ people of a certain sex, gender, color or nationality for a certain job because they think that people with that sex, gender, color or nationality will do that job better and/or can be paid less.
- **Indirect discrimination is more hidden: It is about laws, rules or practices that appear to be neutral but in practice lead to disadvantages suffered by people of one sex, race or color only and are not a necessary requirement of a job.** Examples: Wage regulations providing domestic workers with lower minimum wages than other workers in the law while 90 per cent of domestic workers are women amounts to **indirect pay discrimination against women in law**. Household employers who pay cooks (mostly men) higher wages than assistant cooks (all women) engage in **indirect pay discrimination against women in practice** when they use different job titles and pay higher wages to cooks than to assistant cooks and both groups have the same cooking skills and cook equally well. Also, when employers require a certain height for a job as manager, they engage in indirect discrimination against women in practice because it is known that women are generally less tall than men, and the height of people says nothing about their capacity to perform a job as manager.

STEP 3	WHAT TYPE OF DISCRIMINATION IS IT?	SMALL GROUP WORK	30 MINUTES
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- Say: In small groups we are going to discuss examples of the different types of discrimination and the grounds of discrimination in small working groups. Divide the big group into groups of 4 to 6 persons and explain the group work using handout 1:
  - For each example, discuss and decide whether it is discrimination in law or in practice, and whether it is direct or indirect discrimination, and on what ground(s).
  - When the groups have made their choice, they paste their examples in one of the boxes on the flipchart in front of the class.
- Distribute 5 to 6 paper slips with the statements of the different types of discrimination to each of the groups. Each paper slip should be discussed by 2 or more groups to encourage discussion on different answers, and selecting the right one.

STEP 4	WHAT TYPE OF DISCRIMINATION IS IT?	DISCUSSION IN BIG GROUP	30 MINUTES
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- Go through the table with the boxes with the examples of the different types of discrimination on prohibited grounds. Ask volunteers from the groups to introduce the examples given to them and to paste them in the right place on the flipchart for everybody to see.
- Discuss each example one by one, and agree with the group to place the examples in the right box of the table on the flipchart. Use the detailed answers given below as you see fit for the group.
  1. **Laws which state that women can not open a bank account unless they have written permission from their husband:** This example is a clear case of **direct sex and gender discrimination in the law** because men don’t need the permission of their wives to open a bank account but married women can’t do the same without the written permission of their husband.

2. **Legal regulations which state that tribal people who apply for a bank loan need to have a local guarantor in the city. People who have moved to cities from their tribal lands have difficulties in finding local guarantors:** This is an example of **indirect discrimination in law based on ethnicity and social origin**. The law does not explicitly exclude tribal people from taking a loan, but in practice the requirement of having a local guarantor seems to be neutral but makes it much more difficult for tribal people to get a loan.
3. **Legal provisions prohibiting women to work as police officers and judges:** The example is a case of **direct sex and gender discrimination in the law** because the prohibitions exclude women from employment opportunities. In the past many countries prohibited women to work in jobs considered not suitable for them due to gender stereotypes, like women don't have sound judgement, or certain jobs are too dangerous for them. Prohibition of women's employment in certain occupations by law leads to reduced jobs and incomes for them in practice.
4. **Different salary scales for women and men workers doing the same work or work of equal value set in the law:** This is a clear example of **direct sex and gender discrimination in law** because the law states that women and men get different pay for the same work or work of equal value.
5. **Wage regulations providing domestic workers with lower minimum wages than other workers in the law. More than 90 per cent of domestic workers are women:** It is still quite common to set lower minimum wages for domestic workers than for other workers in the laws of many countries. This is an example of direct discrimination against domestic workers which is often not prohibited in the law. But, it is also an example of **indirect discrimination in law against women** which is prohibited in many countries. It is done because of gender and other stereotypes about domestic work, like it is an unskilled, low-status, women's job done by mostly women. Many other prohibited grounds often also apply like, race, color or ethnicity, and social or national origin. In destination countries, nationality and migrant status are also often grounds for discrimination against migrant domestic workers but these are generally not prohibited.
6. **Legal regulations prohibiting employment of pregnant women or of HIV or hepatitis B positive persons in domestic work:** These are clear examples of **direct discrimination in law** based on persons' **health conditions**. Pregnancy only happens to women so this also an example of **direct discrimination based on sex**. Pregnancy is a brief, temporary health condition for women, and HIV or hepatitis B cannot be transmitted in regular workplace contact in domestic work, so there is no justification for exclusion of people with these health conditions in these jobs. Migrant domestic workers are subject to health checks upon entry into the destination country and they are sent back immediately if they are found to be pregnant or have other health conditions. Destination countries are allowed to set conditions for entry of migrant workers in their job markets. However, obligatory 6-monthly health checks of migrant domestic workers in the destination countries are clearly discriminatory for migrant domestic workers and a violation of their rights. In practice they also lead to restrictions on women's freedom of movement, because employers don't want them to go out even in their free time.
7. **Legal provisions that exclude domestic workers from labour and social protection laws. More than 80 per cent of domestic workers are women.** This is an example of **indirect discrimination in law based on sex and gender**. The decision of law makers to exclude the job of domestic work from protection under the labour and social protection laws disadvantages women who form the majority of workers in this job.
8. **Job advertisements which state that only women can apply for jobs as nannies or that only men can apply for jobs as family drivers or butlers:** These are clear examples of **direct sex and gender discrimination in practice**. Such job advertisements clearly exclude men from job opportunities in child care, and women from job opportunities as drivers or butlers for families. Salaries are generally lower in women's jobs and higher in men's jobs, so women who can not enter men's jobs are the most disadvantaged.
9. **Household employers pay cooks more than assistant cooks. Cooks and assistant cooks have the same cooking skills and cook equally well. The cooks are mostly men and all assistant cooks are women.** This is an example of **indirect pay discrimination by sex in practice**. The difference in salary level seems to be neutral because of the different job titles, but the cooks and the assistant cooks have the same skills and do the same work so this practice disadvantages the women assistant cooks.

10. **Women can only migrate for work as domestic workers or nurses while men can migrate for work in many other types of jobs.** The concentration of women in a limited range of occupations usually at the lower levels of the job ladder is **sex discrimination in practice**. All over the world labour markets are divided with women concentrated in certain jobs and men concentrated in other jobs. In some countries this type of job division by sex is rigid while in others it is not so strict. Wide variations exist as to what are considered typically 'men's jobs' and 'women's jobs', for example, cooking and sewing are considered men's jobs in some countries and women's jobs in other countries.
- Some consider that this is 'natural' and not problematic. Others think that this serves to protect women from work considered 'unsuitable' for them. However, many studies worldwide have shown that job segregation by sex limits the job choices for women and men, and leads to inefficient job markets. Fewer types of jobs and occupations are available to women as compared to men. And because of the undervaluation of jobs done by women, they are often disadvantaged in terms of lower salary levels and job promotion.
11. **Setting irrelevant weight and height requirements for domestic workers applying for elderly care jobs in families or homes for the elderly:** This is a clear example of **indirect discrimination in practice on the ground of health conditions** which negatively affects women who are considered to be too light or too heavy, or too short or too tall to be a good elderly carer. It is common for recruitment agencies to set such requirements for migrant domestic workers, and employers often don't want to employ women who they consider to be too fat or too skinny, or too tall or too short. However, body weight and length do not equal strength. Elderly carers have to learn how to lift and turn people, and the carers' specific weight or length are not relevant for job performance.
12. **Some household employers prefer to employ transwomen as domestic workers but pay them less than other domestic workers:** This is an example of **direct discrimination in practice** based on **sexual orientation and gender identity**. Some household employers prefer to employ transwomen as domestic workers because they think transwomen are stronger because they were men before with supposedly stronger muscles than women. The preference for transwomen is based on a gender stereotype: Men generally do have more muscles in their body than women, but more muscles do not equal strength. For example, women domestic workers are generally much stronger than men with office jobs. These employers get away with paying transwomen less than other domestic workers because discrimination against LGBTI+ people is not outlawed yet in many countries, where they are looked down upon and often face violence and harassment.
13. **Concentration of women in domestic work:** Concentration of women in low-pay, low status 'women's' jobs often indicates that they lack access to other types of employment. For this reason, the concentration of women in domestic work is a sign of **direct sex and gender discrimination in practice**.
14. **Employment agencies in destination countries provide information on working conditions and complaint procedures to migrant domestic workers in the country's main language only.** It is well known that most migrant domestic workers cannot read the main language. This is an example of **indirect discrimination in practice** based on migrant status. In most destination countries this is not prohibited but C189 states that job contract information should be provided in languages that migrant domestic workers understand.
15. **Household employers want to employ a woman domestic worker to provide personal care services to an elderly woman.** Say: This is the only statement which is **not prohibited discrimination**: In exceptional cases a personal characteristic such as sex or religion, can be a **necessary requirement of a job**, because only a person with these characteristics can perform this job well. If a sick or old woman or man needs personal care at home, it is justified if a household employer wants to employ a domestic worker of the same sex to provide such care, because of the intimate nature of the job.

- When all statements are discussed and put in their right place, applaud the group for their hard work and efforts. Say:
  - It is important to **know the laws on discrimination** and **what grounds of discrimination are prohibited in the laws** of the country that we work in.
  - Domestic workers often face **sex and gender discrimination** because they are women in women's jobs, and they often face discrimination **on other grounds too**, like their race, ethnicity or color, their religion or caste, their origin or nationality.
  - Many countries are making **progress in addressing direct discrimination**, and **increasing the grounds of discrimination** that are **prohibited under the law**. For example, discrimination based on health conditions has become outlawed in many parts of the world.
  - **Indirect discrimination** because of sex and gender, race, color and ethnicity is also becoming **better recognized and outlawed in countries**.

STEP 5	KEY MESSAGES	CONCLUSION	5 MINUTES
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- Conclude with the key messages, for example:
  - We don't receive the same protection from discrimination under the law like other workers and this makes us vulnerable to all forms of violence and harassment.
  - We often face direct and indirect discrimination in law and in practice in our work and life, because we are women and have a different race, ethnicity or color, origin or nationality, caste or class, or religion than our employers.
  - We are often excluded from labor, social and health protection, because we are women or migrants, we come from discriminated racial, ethnic, tribal or low-caste groups or from rural or indigenous peoples, or LGBTI+ communities.
  - We will fight to outlaw all types of discrimination against us.



## HANDOUT 1 : QUESTIONS FOR GROUP WORK

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### What type of discrimination is it?

Each small group will receive 5-6 examples of different types of discrimination on different grounds.

For each example, discuss and decide:

- **Is it discrimination in law or in practice?**
- **Is it direct or indirect discrimination?**
- **What is the ground of discrimination?**

When the group has made their choice, paste the examples in one of the boxes on the flipchart in front of the class.





## HANDOUT 2 : STATEMENTS

### What type of discrimination is it?



.....  
Laws which state that women can not open a bank account unless they have written permission from their husband. (1)



.....  
Legal regulations which state that tribal people who apply for a bank loan need to have a local guarantor. People who have moved to cities from their tribal lands have difficulties in finding local guarantors. (2)



.....  
Legal provisions prohibiting women to work as police officers and judges. (3)



.....  
Different salary scales for women and men workers doing the same work or work of equal value set in the law. (4)



.....  
Wage regulations providing domestic workers with lower minimum wages than other workers in the law. More than 90 per cent of domestic workers are women. (5)



.....  
Legal regulations prohibiting employment of pregnant women or of HIV or hepatitis B positive persons in domestic work. (6)



.....  
Legal provisions that exclude domestic workers from labour and social protection laws. More than 80 per cent of domestic workers are women. (7)



.....  
Job advertisements which state that only women can apply for jobs as nannies or that only men can apply for jobs as family drivers or butlers. (8)



.....  
Household employers pay cooks more than assistant cooks. Cooks and assistant cooks have the same cooking skills and cook equally well. The cooks are mostly men and all assistant cooks are women. (9)



.....  
Women can only migrate for work as domestic workers or nurses while men can migrate to work in many other types of jobs. (10)



.....  
Setting irrelevant weight and height requirements for migrant domestic workers applying for elderly care jobs in families or homes for the elderly. (11)



.....  
Some household employers prefer to employ transwomen as domestic workers but pay them less than other domestic workers. (12)



.....  
Concentration of women in domestic work. (13)



.....  
Employment agencies in destination countries provide information on working conditions and complaint procedures to migrant domestic workers in the country's main language only. (14)



.....  
Household employers want to employ a woman domestic worker to provide personal care services to an elderly woman. (15)



## HANDOUT 3 : ANSWER TABLE

### What type of discrimination is it?

	<b>DISCRIMINATION in LAW</b>	<b>DISCRIMINATION in PRACTICE</b>
<b>DIRECT DISCRIMINATION</b>	<p>Laws which state that women can not open a bank account unless they have written permission from their husband. (1)</p> <p>Legal provisions prohibiting women to work as police officers and judges. (3)</p> <p>Different salary scales for women and men workers doing the same work or work of equal value set in the law. (4)</p> <p>Legal regulations prohibiting employment of pregnant women or of HIV or hepatitis B positive persons in domestic work (6)</p>	<p>Job advertisements which state that only women can apply for jobs as nannies or that only men can apply for jobs as family drivers or butlers. (8)</p> <p>Women can only migrate for work as domestic workers or nurses while men can migrate to work in many other types of jobs. (10)</p> <p>Some household employers prefer to employ transwomen as domestic workers but pay them less than other domestic workers. (12)</p> <p>Concentration of women in domestic work. (13)</p>
<b>INDIRECT DISCRIMINATION</b>	<p>Legal regulations which state that tribal people who apply for a bank loan need to have a local guarantor. Tribal people who have recently moved to the city from their tribal lands have difficulties in finding local guarantors. (2)</p> <p>Wage regulations providing domestic workers with lower minimum wages than other workers in the law. More than 90 per cent of domestic workers are women. (5)</p> <p>Legal provisions that exclude domestic workers from labour and social protection laws. More than 80 per cent of domestic workers are women. (7)</p>	<p>Household employers pay cooks more than assistant cooks. Cooks and assistant cooks have the same cooking skills and cook equally well. The cooks are mostly men and all assistant cooks are women. (9)</p> <p>Setting irrelevant weight and height requirements for migrant domestic workers applying for elderly care jobs in families or homes for the elderly. (11)</p> <p>Employment agencies in destination countries provide information on working conditions and complaint procedures to migrant domestic workers in the country's main language only. (14)</p>
<b>OK</b>	Household employers want to employ a woman domestic worker to provide personal care services to an elderly woman. (15)	



## Info note: What type of discrimination is it?

### Equality of opportunity and treatment and discrimination in our work

Equality and discrimination are two sides of the same coin. Discrimination means absence of equality. Equality and non-discrimination at work are important to enable workers to claim a fair share of the wealth which they help to create:

- The principle of **equal opportunity at work** aims to ensure that people have equal chances to develop their potential to the fullest and put their time and energy where they can earn the most.
- The principle of **equal treatment at work** aims to ensure that people's work performance is rewarded according to their productivity and merit, and not because of their sex, race, caste or religion.

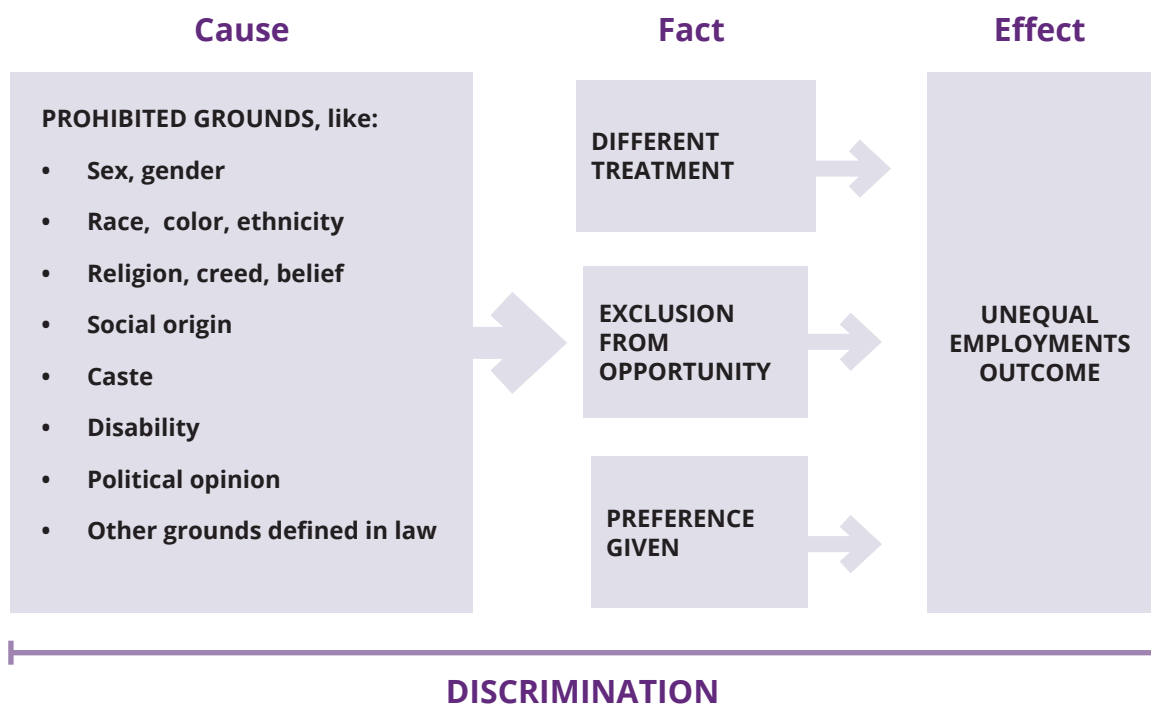
**Discrimination** is about making an **unfavourable decision about a person, based on the group or class** the person belongs to. It is about disadvantaging people because of a personal characteristic, like their sex or their color, that is not their fault and which they cannot change. **Discrimination at work** is about **unequal opportunities and treatment of workers** for which there is no sound reason (legitimate justification), and which results in **disadvantages** for these workers **in their job**, in job recruitment and job promotion.

For example, discrimination happens when 2 domestic workers with the same skills but of a different sex, race or caste are paid different salaries while they do the same or a similar job. An employer has a sound, legitimate reason to pay a domestic worker with more skills a higher salary than one with less skills. But, an employer, who pays one domestic worker more than another not because of a difference in skills but because they have a different sex, race or caste, engages in discrimination.

There are 3 key parts in legal definitions of discrimination that we need to analyze if we want to identify and argue a case of discrimination at work:

- What are the causes of an action?
- What are the facts, what happened?
- What are the effects and results of the action?

### The 3 key parts of definitions of discrimination in law



### What is the CAUSE of discrimination: Prohibited grounds in law

International and national laws that prohibit discrimination at work always specify **what are the prohibited grounds of discrimination**. For example, the prohibited grounds in ILO's C111 on non-discrimination in employment are race, color, sex, religion, national or social origin, political opinion and any other ground determined at national level. Other common prohibited grounds nowadays in many countries are gender, health conditions and disability, sexual orientation and gender identity, family responsibilities.

A **difference in treatment of workers** that is not based on any of these prohibited grounds, but is **related to the content of a job**, does **not amount to discrimination**. Job seekers or workers usually need to have specific skills, education or work experience to perform a certain job well, and these are known as necessary (or inherent) job requirements. Only, in very few cases, a personal characteristic such as sex, religion or absence of a disability or health condition, can be necessary for performing a job well. For example, a clothing shop that wants to hire only women to showcase female clothes does not engage in prohibited discrimination.

### What are the FACTS? What HAPPENED?

Discrimination at work happens when a person (or group of persons) is excluded from an opportunity, preferred over another one, or treated differently because of personal characteristics not related to the job. Examples:

- **Distinction in treatment:** Laws with different regulations for men and women, such as differences in the retirement age, or restrictions on the employment of women in certain jobs or at certain hours.
- **Exclusion from a job or job opportunity:** Rejecting a job applicant who carries the HIV or hepatitis B virus or specifying one sex only in job advertisements.
- **Preference given:** Preferring good-looking young women and men as sales persons, or giving preference to members of a certain ethnicity, religion or political party in job recruitment.

### What is the EFFECT or RESULT of discrimination: Unequal labor market outcomes

If different treatment based on any of the prohibited grounds leads to unequal outcomes or less favorable results for workers, this amounts to discrimination. When analyzing whether discrimination has taken place the focus should be on assessing the **actual outcomes** for people in labour market situations or in pay levels.

Whether or not the discrimination is intended by employers or others is not very relevant: Even if there is no intention to discriminate, a certain act or fact can still be discrimination. To conclude that discrimination has actually taken place, it is sufficient to prove that the different treatment:

1. Has a negative, unequal and unjust impact on a group in which most persons have a particular sex, ethnicity, social status, religion or political opinion.
2. Can not be justified and convincingly explained by stating that the job can only be done well by someone from a preferred group and cannot be done well by someone from a discriminated group.

### Different types of discrimination

If we want to better understand and address discrimination, it is useful to identify the different forms it can take. It can exist in law or in practice, and happen directly or indirectly. It often involves violence & harassment against the discriminated person or group. It is often structural, in other words, deeply embedded in society, its institutions and customs, as explained in **Unit 3.5** Domestic violence and institutional violence.

### What is discrimination in LAW and in PRACTICE?

Discrimination can exist in laws or regulations (known as 'de jure' in legal circles), and/or exist in practice and in our real life and work (known as 'de facto'). Examples:

- A labor code stating that female domestic workers shall receive less pay than male domestic workers because of their sex is discrimination in law.
- The actual practice of paying male domestic workers more than female domestic workers, without there being any law or regulation about this, is discrimination in practice.

Over the past 50 years there has been a lot of **progress** in outlawing common and widespread types of discrimination and **prohibiting it in laws and regulations**. In many countries laws and rules preferring or excluding one group over another have been changed.

But, discriminatory provisions in laws and regulations still exist in many countries. Examples:

- Domestic workers are excluded from labor law protections provided to other workers.
- Many migrant sending and receiving countries specify the sex of domestic workers for specific jobs in domestic work. Female migrants are wanted most for caring, cooking and cleaning jobs within the home, and male migrants are wanted for gardening, driving and security jobs outside the home.
- In some countries, laws still place limitations on the type of work women can do, or exclude them from certain sectors or occupations such as the judiciary or the police.
- In many countries men are often also entitled to more job benefits than women engaged in the same work or in jobs of equal value.

**Discrimination in practice** is still **widespread** and is more **challenging to combat**. Example: In many countries it is now forbidden to specify one sex or ethnicity in job advertisements like, 'Only men can apply for manager jobs' or, 'Only women can apply as babysitter.' But, in practice, employers continue to only recruit only men as managers and women as babysitters. So, bias and discrimination against women who want a job as manager, and against men who want a job as babysitter continue to exist in practice in many places.

### What is DIRECT and INDIRECT discrimination

It is also useful to know the difference between direct and indirect discrimination. **Direct discrimination** happens when a prohibited ground, like sex or race, is explicitly used for job-related differential treatment in laws, rules or practices. Examples:

- **In law:** A labor law stating that male workers shall receive more pay than female workers in the same job or a job of equal value is direct sex discrimination in the law.
- **In practice:** Employers who pay black domestic workers less than white domestic workers engage in direct discrimination against black domestic workers because of their race, color and ethnicity.

**Direct discrimination** continues to be **very common in actual employment practices**. Explicit or direct **'taste-based' discrimination** often occurs when employers select one sex or race only in jobs where they think that this sex or race has an advantage. Examples of direct discrimination in practice are:

- Restaurant owners recruit women only as waitresses because they think clients spend more money on food and drinks if they are served by women.
- Construction companies recruit men only as electricians because employers think that female electricians are no good.
- Many employers seek to employ people of a certain sex, gender, color or nationality for a certain job because they think that people with that sex, gender, color or nationality will do that job better and/or can be paid less.

**Indirect discrimination** refers to laws, rules or practices that appear neutral but in practice lead to disadvantages primarily suffered by people of one sex, race, color or other characteristics, and that cannot be justified by objective job requirements like skills, education or work experience. Indirect discrimination may involve certain requirements (like physical height or dress code), conditions (like working hours) or practices (like blaming for common incidents) that have a disproportionately negative impact on members of a certain group, such as women, ethnic or religious groups. Examples:

- Job advertisements for managers which require a certain height, indirectly discriminate against women, because most women are shorter than men.
- When it is customary for households to provide lower pay rates for child carers and higher pay rates for security guards, and most child carers are women and most guards are men, it can be successfully argued that this rule amounts to indirect pay discrimination against child care workers, most of whom are women.

**Excluding domestic workers** (and agricultural workers, home-based workers or part-time workers) **from labour, social and health protection** amounts to **direct discrimination** and unequal treatment that jeopardizes their livelihood and well-being. Usually there are no laws that prohibit discrimination against these occupational groups. However, it can often be successfully argued that this exclusion amounts to **indirect discrimination**, that is prohibited under the law, because a majority of domestic workers are women workers, workers from rural areas, or black, colored, ethnic or indigenous peoples.

They are often over-represented in these types of work and they suffer disproportionately from lacking such protection. In other words, **direct discrimination against domestic workers** (that is often not prohibited) often **amounts to indirect discrimination against them** because they are women, or because of their race, color, origin or caste (which are prohibited grounds of discrimination in many countries).

**Indirect discrimination** is often **hidden and invisible at first glance**. It may be unintentional and stem from **unconscious and culturally accepted practices**. In many instances indirect discriminatory practices are considered 'business as usual' or 'normal' procedures that are in line with long-accepted traditions.

When we want to act against indirect discrimination we must often challenge established customs and assumptions and convincingly document their negative impact and outcomes on workers. We must not ask what are the motives of employers or employment agents but **what are the results of their action**. **Statistics** play a vital role in establishing or disproving indirect discrimination, because hard data can provide the evidence that an employment practice has a negative impact on one group and not on another.

### Justifiable job requirements

In exceptional cases, a personal characteristic, like someone's sex or religion can be an objective (genuine, legitimate and justifiable) job requirement that a worker needs to have to be able to perform a job well. For example, in domestic work, when a sick or old woman or man needs personal care services, it is justified if household employers want to employ a domestic worker of the same sex to provide personal and intimate care. Or Jewish or Muslim household employers may want to employ cooks of the same religion to prepare 'halal' food.





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# DOMESTIC WORKERS ORGANIZE AGAINST VIOLENCE & HARASSMENT

## TRAINING PACK



### Unit 8

## CONCLUDING A DWOVH TRAINING

Foreword and Introduction

Unit 1 Starting a DWOVH Training

Unit 2 Equality and Rights in Our Life and Work

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

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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 shows how to successfully conclude a DWOVH training series or workshop.

We discuss how to develop personal and group action plans to promote equality and fight violence & harassment after the training.

We introduce ways of evaluating DWOVH trainings and concluding the training with the distribution of certificates to participants who completed the training and a celebration.



## UNIT SUMMARY

	TITLE	AIMS	TIME (MINS)
8.1	Next steps against violence & harassment in domestic work	<ul style="list-style-type: none"> <li>■ To develop individual and group action plans to promote equality and fight violence &amp; harassment after the training</li> </ul>	90
8.2	DWOVH training evaluation, and certification	<ul style="list-style-type: none"> <li>■ To find out if we have met our DWOVH training aims and expectations</li> <li>■ To review the DWOVH training content and process</li> <li>■ To encourage participants and provide them with DWOVH certificates</li> </ul>	90



**TOTAL TIME : 3 HOURS – 180 MINUTES**



## KEY MESSAGES

**We developed individual and group action plans to fight violence & harassment and promote equality for domestic workers after the DWOVH training. We have learned from each other. We will share our DWOVH knowledge and skills with other domestic workers. We are strong and ready to act and organize together saying YES to equality and NO to violence & harassment.**



## Training Organization

- Unit 8 generally takes 3 hours on the last training day.
- If the DWOVH training is brief, summarize these training activities as relevant, for example, by discussing future DWOVH actions, asking participants for their feedback on the training and encouraging them in a big group discussion in 20-30 minutes





# 8.1 : Next steps against violence & harassment in domestic work

90 minutes

	Aims	<ul style="list-style-type: none"> <li>To develop individual and group action plans to promote equality and fight violence &amp; harassment after the training</li> </ul>
	Participants	<ul style="list-style-type: none"> <li>Domestic worker leaders</li> <li>Domestic workers</li> </ul>
	Room Arrangements	<ul style="list-style-type: none"> <li>Steps 1 and 2: Circle seating in big group</li> <li>Other steps: Small group seating</li> </ul>
	Materials	<ul style="list-style-type: none"> <li>Pens, one for each participant</li> <li>Around 50 postcards with different subjects (landscapes, people, portraits, action pictures) in different styles (cartoon, abstract or realistic) for use in Steps 1-2. Participants need different choices so provide more postcards than the number of participants.</li> <li>Envelopes and stamps to send the postcards to participants 2 weeks after the training (one each for every participant).</li> </ul>
	Training Aids	<ul style="list-style-type: none"> <li>Slide show: Next steps against violence &amp; harassment in domestic work</li> <li>Handout 1: Group Action Plan to promote equality and fight violence &amp; harassment</li> <li>Handout 2: Steps for developing a DWoVH strategy</li> </ul>



## Session Plan Steps

1.	Individual action planning	Postcard selection in big group	10 minutes
2.	Individual action planning	Promises to ourselves	15 minutes
3.	Group action planning	Small group work	45 minutes
4.	Group action planning	Gallery walk and voting	20 minutes



## Preparation

- For step 1:
  - Select and prepare relevant postcards and arrange for envelopes and stamps (see under *Materials* above).
  - Prepare the question for the development of individual action plans to promote equality and fight violence & harassment. Participants will write their answers on a postcard and put it in an envelope which will be mailed back to them. Example questions are: What promises do you make to yourself to promote equality and act against violence & harassment in your job, your personal life or your DWO? Or: What 3 actions will you take to promote equality and act against violence & harassment in your job, your personal life or your DWO after the training? [*Similar to the New Year resolutions of many people*].

- For step 3:
  - Decide how to divide the participants in small working groups. If participants come from different localities, like DWO chapters from different neighborhoods or domestic workers groups or DWOs from different places, it is best to group people from the same place together, so they can jointly implement their group plan of action after the training. If the participants come from many different places or are all from the same place, they can form groups by type of action with a show of hands.
  - Check and revise the handouts for use, as needed. Photocopy the handouts for distribution to all participants as relevant and include some spares.
  - Develop a flipchart or use the relevant slides to explain the KISS principles (Keep It Short and Simple) and/or the SMART principles (Develop aims and measures that are Specific, Measurable, Achievable, Relevant, Timely and Time-bound).

## SESSION PLAN

STEP 1	INDIVIDUAL ACTION PLANNING	POSTCARD SELECTION IN BIG GROUP	10 MINUTES
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- Ask the group to take a seat in a big circle. Welcome the group, link the session to the previous session and say: We have **come to the conclusion of this DWOVH training and we will now prepare individual and group action plans to promote equality and fight violence & harassment after the training.** We start with individual action planning.
- Display the postcards with the pictures upwards on the floor in the middle of the circle. Ask everyone to look at the postcards, choose one postcard that they especially like and return to their seats.
- Give each participant an envelope and a stamp, ask them to fill in their address and put the stamp on their envelope.

STEP 2	INDIVIDUAL ACTION PLANNING	PROMISES TO OURSELVES	15 MINUTES
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- Say: This is an individual exercise. **Think of 2 or 3 things you plan to do in your life, job or DWO** to promote equality and act against violence & harassment after the DWOVH training. The actions can be big or small. They must be about something that you can commit to and be practical, realistic and doable for you. The ideas and plans you come up with are your own personal follow-up action plan to promote equality and fight violence & harassment. They are like **a promise to yourself.** You can share your plans with others or you can keep them to yourself as you wish.
- Give the group some time to think and ask them to write their plans or promises on their postcards. Illiterate persons can draw a picture of their plans or promises. After 10 minutes, say: When you are ready, put your postcard in your envelope and seal it.
- Ask 2-3 volunteers to share their promises or plans in plenary and collect all the envelopes. Say: We will mail your individual action plans to you 2 weeks after the training. *[Make sure to send the postcards to all participants 2 weeks after the training to remind them of their promises to themselves.]*

STEP 3	GROUP ACTION PLANNING	SMALL GROUP WORK	45 MINUTES
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- Say: After developing our individual action plans, let us do a brainstorming: **What types of action can we take as a group to promote equality and fight against violence & harassment of domestic workers?** List their ideas on the board and introduce further example types of action if relevant. *[Examples: Planning a Validation and TOT workshop on the DWOVH training pack or selected units and adapting it for local use. Organizing outreach and peer support to protect domestic workers from violence & harassment. Training case workers. Starting a campaign for legal reform to fight violence & harassment in domestic work. Developing a DWOVH strategy.]*

- Say: We are now going to work in small groups to **discuss and develop Group Action Plans to promote equality and fight violence & harassment**. Divide the groups by locality or types of action, as explained above under Preparation. If relevant, form small groups on the most popular types of action by doing a vote of hands (the small groups should have a minimum of 3 and a maximum of 6 participants).
- Distribute copies of handout 1: Group Action Plan to promote equality and fight violence & harassment to all small groups. If some small groups decided to develop a DWoVH strategy, also distribute handout 2 to them. Briefly go through handout 1 and ask the groups to discuss and develop it together. *[If participants in a group come from different places, their group action plans may be different.]* Distribute more copies of the handout as needed.
- **Optional:** Using a flipchart or slide, tell the groups to use the KISS and SMART principles when developing their Group Action Plans:
  - KISS: Keep It Short and Simple
  - SMART: Develop objectives and measures that are Specific, Measurable, Achievable, Relevant, Timely and Time-bound.
- Ask the groups to start the group action planning. After 10 minutes distribute a flipchart and ask them to write their group action plan on a flipchart for showing it in the big group. They can make a copy for themselves with variations to adapt to the local situation of each participant as needed.
- After 25 minutes, tell them there will be a prize for the best group action plan and give them 5 minutes to complete it.

STEP 4	GROUP ACTION PLANNING	GALLERY WALK AND VOTING	20 MINUTES
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- After the groups have finished their work, ask each group to briefly present their group action plan in plenary as follows:
  1. Do a ‘gallery walk’: Ask all groups to hang their flipchart on the wall and assign 1 or 2 members to stay with their chart and explain it to others. Ask the other participants to walk around, have a look at and discuss the group action plans of the other groups.
  2. Ask participants to vote for the best group action plan by saying: Every participant has 1 vote and should put one ✓ on the flipchart with the best group action plan. Everyone has only 1 vote and no one can vote for the action plan of their own group. Identify the winning group(s) after a quick tally and present them (or all groups) with a small prize.
- Thank the participants for their active contribution to the group action planning exercise and highlight some strong points in the DWoVH group action plans *[using the KISS or SMART principles]*.
- **After the session during the break**, arrange for making photo’s of the completed group action plans and photocopy them on A4 size for distribution to the groups. Ensure that:
  - Every participant gets a hard or soft copy of their group action plan for future use **before the end of the training**.
  - Ensure the training team and the DWO(s) get copies of all the group action plans for future action (like group action plan implementation, the training report, support and coaching services to participants or other follow-up).



# HANDOUT 1

## Group Action Plan to promote equality and fight violence & harassment

Title: \_\_\_\_\_ DWO/Organization/Group: \_\_\_\_\_

Name(s): \_\_\_\_\_

Place: \_\_\_\_\_ Date: \_\_\_\_\_

Aims/Outcomes	Target Groups	Outputs/ Activities	Who will do what	Time	Input Available Required



## HANDOUT 2

# Steps for developing a DWoVH strategy

### A DWoVH strategy can be a tool for finding out:

- What are the **most common types** of gender discrimination, violence & harassment against domestic workers at a specific time and place
- How to **set priorities** to promote equality, protect domestic workers from violence & harassment, and fight violence & harassment in domestic work.

A strategy is like a roadmap or action plan setting out what needs to be done, why, for whom by whom, when, where and how. It sets out aims and measures to implement in the short-, medium- and long term.

### Common steps in developing a DWoVH strategy are:

1. **Review** the current situation and identify gender and other inequalities in domestic work, and common types of violence & harassment against domestic workers.
2. **Decide** if there is a need for a DWoVH strategy and DWO commitment to implement it.
3. **Consult with domestic workers**, especially but not only violence victims and survivors, employers of domestic workers, the police, authorities, employment agencies, hospitals/health personnel and allies (for example, women's, workers', child and human rights organizations, legal aid groups, employers' organizations and donors), on what needs to be done as a matter of priority, and what are possible effective measures.
4. **Do a SWOT** (Strengths, Weaknesses, Opportunities and Threats) analysis of the DWoVH plans and the DWO (with the possible help of legal or other experts) and draft the DWoVH strategy.
5. **Discuss the DWoVH strategy** within the DWO and with important allies and agree on the DWoVH strategy with the members.
6. **Provide DWoVH information and training** to domestic workers in and outside the DWO, employers of domestic workers, employment agencies and other relevant parties.
7. **Promote** the DWoVH strategy within and outside the DWO.
8. **Monitor, evaluate and update** the DWoVH strategy regularly, build upon successes and learn from mistakes to make steady progress.



# 8.2 : DWOVH training evaluation and certification



90 minutes

	Aims	<ul style="list-style-type: none"> <li>To find out if we have met our DWOVH training aims and expectations</li> <li>To review the DWOVH training content and process</li> <li>To encourage participants and provide them with DWOVH certificates</li> </ul>
	Participants	<ul style="list-style-type: none"> <li>Domestic worker leaders</li> <li>Domestic workers</li> </ul>
	Room Arrangements	<ul style="list-style-type: none"> <li>Circle seating in big group</li> </ul>
	Training Aids	<ul style="list-style-type: none"> <li>Slide show: DWOVH training, evaluation and certification</li> <li>Handout 1: Example DWOVH Training Evaluation Form</li> <li>Handout 2: Example After-DWOVH Training Questionnaire</li> </ul>



## Session Plan Steps

1.	Written evaluation	Individual exercise	25 minutes
2.	Verbal evaluation	Group exercise	20 minutes
3.	Closing ceremony, certification and celebration	In big group	45 minutes



## Preparation

- For step 1:
  - Prepare the DWOVH Training Evaluation Form by reviewing the example in handout 1. Adapt it as needed and photocopy one copy for distribution to each participant.
  - In training events that aim to validate the DWOVH training pack, add ‘smiley rows’ and remarks for each unit activity in the Training Evaluation Form to analyze which exercises are fine and which need to be adapted.
  - If a Before-DWOVH Training Questionnaire was completed by participants before the training, photocopy handout 2 with the After-DWOVH Training Questionnaire for distribution to each participant during step 1.
- For step 3:
  - Prepare the DWOVH Certificate of Participation, see the IDWF example in the slide show. Print the certificate, one for each participant who has completed the DWOVH training, fill in their names and sign the certificates.
  - Arrange for distribution of a group photograph (to be taken and multiplied earlier).
  - Organize for DWO speakers and refreshments during the closing ceremony.



## SESSION PLAN

STEP 1	WRITTEN EVALUATION	INDIVIDUAL EXERCISE	25 MINUTES
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- Say: After the action planning in the previous session, we will **evaluate the training outcomes together** and **find out whether we have met our aims and expectations**. Recall the goals, aims and expected results of the DWOVH training pack that were introduced at the start of the DWOVH training, for example:
  - **Goals:** To share our experiences and deepen our understanding on gender, equality, discrimination, violence & harassment, and our rights as women and as workers.
  - **Aims:** To know how to promote equality, protect domestic workers from violence & harassment and to fight violence & harassment in domestic work.
  - **Results:** We can better organize and act against violence & harassment and promote equality for domestic workers.
- Ask the participants to think and reflect whether they feel that their expectations have been met and to what extent they have achieved their aims. Give them a few minutes to do so. *[If you have kept the flipcharts with the expectations of participants from **Unit 1.2** Expectations, contributions, training rules and feedback, show them to participants.]*
- Say: We are now going to carry out a **written evaluation** of the DWOVH training (and fill in the After-DWOVH training questionnaire, if the Before-DWOVH training questionnaire was filled in before or at the start of the training). Thereafter, we will do a **verbal evaluation** together. This will help us to find out whether our training aims and expectations have been met. We appreciate your evaluation of the DWOVH training content and process. **Feel free to make critical comments** so we can improve future DWOVH trainings.
- Distribute the DwoVH evaluation form and give the group time to complete it.
- When several people are ready, say: We also ask you to complete the After-DWOVH training questionnaire. Distribute it and give the group time to complete it.
- Collect all forms before moving to the next step. If some participants need more time, make sure to collect their evaluation forms and the After-DWOVH training questionnaire **before** the end of the training for analysis.

STEP 2	VERBAL EVALUATION	GROUP EXERCISE	20 MINUTES
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- Ask participants to evaluate the DWOVH training in the group. Say: In this **group evaluation**, everyone will tell the group **one thing they liked** and **one thing they didn't like** in this DWOVH training. Invite a volunteer to start and then go around the group. The trainers join this evaluation.
- Summarize the main evaluation findings of the group and thank all for their contributions to the training.

STEP 3	CLOSING CEREMONY, CERTIFICATION AND CELEBRATION	BIG GROUP	20 MINUTES
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- Say: We would like to thank all of you for your active participation and valuable contributions during the training. We are now going to **celebrate** you and the important steps we have taken together to promote equality and fight violence and harassment in domestic work. Remind the group of 2 or 3 key messages agreed during the training, for example:
  - NEVER blame violence victims. Violence & harassment against us are NOT our fault. Employers need to provide SAFE workplaces, and the men in our families and communities need to RESPECT us.

- Encourage victims to become survivors by sharing their stories, listening to them and helping them to report, if they can and are ready to do it.
- We and our DWOs are part of the women's, workers' and cooperative movements around the world who fight for social and economic justice, and we will WIN.
- Conclude by saying: We have learned from each other and are now strong and ready to act and organize against it. We will apply what we learned in the training in our life and in our job and we will share what we learned with other domestic workers.
- Invite the speaker(s) from the organizing DWO to thank the participants, encourage them to continue the DWO fight against violence and harassment, and to distribute the DWoVH certificates and the group photographs to the group.
- End with a big applause and say: Let's now party after a well-done job. We wish you all good luck and happiness.



## HANDOUT 1 : EXAMPLE

# DWoVH Training Evaluation Form

Please answer the questions below and return the form to the training team.

1. Overall, how do you rate this DWoVH training? (✓ the box that applies.)

				
Excellent	Good	So-so	Poor	Very poor

2. Which 3 subjects were the most useful to you?

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3. Which 3 subjects were the least useful to you?

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4. What additional topics would you like to include in this training?

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5. Do you think the DWoVH training was:

- Too long
- Too short
- Right length

6. Which training methods used in the programme would you like more of (such as trainers' presentations, handouts, energizers, games, role-play, case studies, group work)?

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7. Which training methods used in the programme (as mentioned in 6 above) would you like less of?

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8. How would you rate the trainers' overall performance?

				
Excellent	Good	So-so	Poor	Very poor

Remarks:

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9. How would you rate the overall organization of this workshop (such as accommodation, breaks for refreshments, interpretation, administrative and logistical support)?

				
Excellent	Good	So-so	Poor	Very poor

Remarks:

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10. Do you feel you will be able to use the DWoVH knowledge and skills to take further action to promote equality, protect domestic workers from violence & harassment and fight against violence and harassment in domestic work?

Yes  No

11. How would you like to adapt the training for domestic workers in your DWO or area?

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12. Any other suggestions you may wish to make:

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## HANDOUT 2 : EXAMPLE

### After DWOVh Training Questionnaire

Filling out this form will help us to understand your views and opinions after the training. You don't have to fill in your name

<b>1. Your sex:</b>				
Woman	<input type="checkbox"/>	Man	<input type="checkbox"/>	Other gender <input type="checkbox"/>
<b>2. You are from:</b>				
DWO, Union or Association	<input type="checkbox"/>	Other Trade Union	<input type="checkbox"/>	Other Members organization <input type="checkbox"/>
		Other NGO	<input type="checkbox"/>	Other Please specify: <input type="checkbox"/>
<b>3. Is violence &amp; harassment against domestic workers a problem in your country/state/region/place?</b>				
Not at all	<input type="checkbox"/>	A little bit	<input type="checkbox"/>	Hard to say <input type="checkbox"/>
		Yes	<input type="checkbox"/>	Yes, very much <input type="checkbox"/>
<b>4. Is there gender equality in your country/state/region/place?</b>				
Not at all	<input type="checkbox"/>	A little bit	<input type="checkbox"/>	Hard to say <input type="checkbox"/>
		Yes	<input type="checkbox"/>	Yes, very much <input type="checkbox"/>
<b>5. Are you aware of laws that protect domestic workers from violence &amp; harassment?</b>				
Not at all	<input type="checkbox"/>	A little bit	<input type="checkbox"/>	Partly <input type="checkbox"/>
		Mostly	<input type="checkbox"/>	Fully aware <input type="checkbox"/>
<b>6. What do you think are the most serious grounds of discrimination against domestic workers in your country? (Tick the boxes that apply, more than one answer is possible.)</b>				
Sex & Gender	<input type="checkbox"/>	Race & Ethnicity	<input type="checkbox"/>	Class or caste <input type="checkbox"/>
		Age	<input type="checkbox"/>	Social origin or Nationality <input type="checkbox"/>
Health & Disability	<input type="checkbox"/>	Religion	<input type="checkbox"/>	Political opinion <input type="checkbox"/>
		Other	<input type="checkbox"/>	I don't know <input type="checkbox"/>
<b>7. Employers have the right to ask domestic workers to do everything that they want.</b>				
Strongly disagree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Hard to say <input type="checkbox"/>
		Agree	<input type="checkbox"/>	Strongly agree <input type="checkbox"/>
<b>8. Sexual harassment is normal for domestic workers, we just have to accept it</b>				
Strongly disagree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Hard to say <input type="checkbox"/>
		Agree	<input type="checkbox"/>	Strongly agree <input type="checkbox"/>
<b>9. If we go to the police to complain about violence &amp; harassment against us in our job or in our home, they will always help us</b>				
Strongly disagree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Hard to say <input type="checkbox"/>
		Agree	<input type="checkbox"/>	Strongly agree <input type="checkbox"/>
<b>10. It is the duty of a wife to have sex with her husband whenever he wants.</b>				
Strongly disagree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Hard to say <input type="checkbox"/>
		Agree	<input type="checkbox"/>	Strongly agree <input type="checkbox"/>
<b>11. Wife-beating is fine if a wife does not obey the male head of the household.</b>				
Strongly disagree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Hard to say <input type="checkbox"/>
		Agree	<input type="checkbox"/>	Strongly agree <input type="checkbox"/>
<b>12. Domestic workers and DWOs can fight violence &amp; harassment successfully.</b>				
Strongly disagree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Hard to say <input type="checkbox"/>
		Agree	<input type="checkbox"/>	Strongly agree <input type="checkbox"/>

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# DOMESTIC WORKERS ORGANIZE AGAINST VIOLENCE & HARASSMENT

## TRAINING PACK



# Training Aid

# 2

## KEY DWOVH TERMS

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Foreword and Introduction

Unit 1 Starting a DWOVH Training

Unit 2 Equality and Rights in Our Life and Work

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

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Training Aid 3 Tips for Effective DWOVH Training

Training Aid 4 DWOVH Training Planning and Preparation



## Overview

This training aid is an easy and quick information source for trainers.

It explains the key terms that are used in the Domestic Workers Organize against Violence & Harassment (DWOVH) Training Pack in the usual A-Z alphabetical order of many languages.



## Tip for trainers

*If you are not familiar with the A-Z alphabetical order, look for the word in the List of key DWOVH terms on pages 1 and 2 to find the page where its meaning is explained.*

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## 2.2 Meaning of Key DWoVH Terms

### Active listening

is about giving your full attention and concentrating on WHAT a person says and HOW she says it. It is about wanting to understand the other and offering her support and empathy.

### Agency and Autonomy

is about our capacity to be in control of our own lives, to make our own choices, to act on our own behalf, to defend our own interests and to have self-worth, self-respect and self-confidence.

### Bias – see Gender bias, prejudices and gender stereotypes

### Bullying – see also Mobbing

is repeated and deliberate physical or psychological, often verbal abuse by someone with more power than the victim. A bully is a harasser of the weak.

### Cat-calling

is whistling, shouting, or making comments of a sexual nature to women passing by. It is a form of sexual harassment that is common worldwide.

### Case work – see also Peer support

in DWOs includes outreach and one-on-one support to domestic workers who need emotional support from fellow workers or assistance to tackle practical problems, as well as immediate action in abuse cases and longer-term assistance and follow-up with domestic workers who face serious problems, like violence & harassment in their job or at home.

### Child labor

- Any activity done by children and adolescents under 18 years that damages and has negative effects on their well-being, health, education and participation in society
- Work performed by children and adolescents who are below the legal minimum age to be allowed to work.

### Claimant – see also Complainant, Respondent and Defendant

is the term used for victims of violence & harassment who file a complaint in labor tribunals.

### Collective care – see also Self care

is about being careful with one another and caring for one another in a group. It is about looking after our needs, respecting our limits and finding our community in our DWOs. The aim is collective empowerment. The well-being of each of us is a shared responsibility of the group. It is not an extra task on top of our other work. It is HOW we do our work.

**Complainant** – see also **Claimant, Defendant and Respondent**

is the term used for victims of violence & harassment who file a complaint in the criminal courts.

**Confidentiality**

means not discussing the stories, thoughts and feelings of violence victims and survivors with other people, because this may harm them. It is about respecting the privacy of the people who seek our help. Confidentiality is about being trustworthy and protecting our sisters. We should only share our sisters' stories, if she is in immediate danger or we need to get advice from others to help her.

**Consent**

is about the voluntary, clear and conscious agreement between people to engage in a sexual activity. Consent is like our favorite FRIES: Freely given. Respect a NO. Informed and honest. Enthusiastic. A Specific YES every time.

**Constitutional law**

is the foundation of all laws in a specific country or territory. It sets out the power and authority of government, as well as the fundamental rights of individuals.

**Coping strategies and skills**

are about learning how to handle stress and trauma, and fight the harmful effects of violence & harassment on our health and well-being with our body, heart and mind. It is about checking what we feel and think, and then deciding what we want to do or not do. We need to go through and process what happened, and to act and deal with the problem by reaching out and seeking help, reducing the pain and the stress, and taking care of ourselves.

**Criminal or penal laws**

prohibit the most severe types of violence & harassment like physical and sexual assault and rape in most countries. These laws cover the most serious wrongdoings in society, protect all individuals in a country and aim to punish perpetrators of crimes such as assault, violence and murder with jail time and fines.

**Debt bondage** – see also **Forced labor and Modern slavery**

is about a situation in which a person is forced to work to pay-off an (ever increasing) debt.

**Defendant** – see also **Complainant, Claimant and Respondent**

is the term used for the accused wrongdoers or perpetrators in the criminal courts.

**Direct discrimination**

happens when a prohibited ground of discrimination, like sex or race, is used to treat people differently in law or in practice. Examples:

- A labor law stating that male workers shall receive more pay than female workers for the same job or a job of equal value is direct sex discrimination in the law.
- Employers who pay black domestic workers less than white domestic workers engage in direct discrimination in practice against black domestic workers because of their race, color or ethnicity. This type of direct or 'taste-based' discrimination in practice is very common in the job market.

**Discrimination**

is about making an unfavorable decision about a person, based on the group or class the person belongs to. It is about disadvantaging people because of a personal characteristic, like their sex or the color of their skin, that is not their fault and that they cannot change. 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 at work**

is about unequal opportunities and treatment of workers that result in disadvantages for these workers in their job. An example of gender discrimination in domestic work is that 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 comparable, but security guards often earn more than child carers.

### **Discrimination in law and in practice**

exists in laws or regulations (known as 'de jure' in legal circles), and/or in practice, in our real life and work (known as 'de facto'). Examples:

- A labor code stating that female domestic workers shall receive less pay than male domestic workers because of their sex is discrimination in law.
- The actual practice of paying male domestic workers more than female domestic workers, without there being any law or regulation about this, is discrimination in practice.

### **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.

### **Domestic violence**

is violence or harassment in a household. It is also known as domestic abuse or family violence. It happens mostly between family members who live together in a household but can also be directed at those living and/or working in a household, like domestic workers.

### **Due diligence – also known as Reasonable care**

is the level of judgement, care, prudence, determination and activity that a person would reasonably be expected to do in particular circumstances. Investigation and prosecution must be carried out in compliance with the principles of reasonable care.

### **Economic violence and harassment**

is about denying a person access to and control over their money, economic activity, or other basic needs, by either controlling their finances, or stopping them from achieving financial independence. Economic violence also happens when employers do not pay any or too little wages.

### **Empathy**

is about sharing the feelings of someone else by putting yourself in her place. Empathy is about sharing the feelings of the other, not your own.

### **Emotional violence & harassment – see Psychological violence & harassment**

### **Empowerment**

is about becoming strong and self-confident, and gaining the freedom and power to do what you want and to control what happens to you. The universal agreement is that women's empowerment is essential to overcome the negative effects of discrimination against women and achieve gender equality. Today, many groups and organizations are using the empowerment strategy to fight for equality for discriminated people and groups.

### **Equality, equal protection or equal treatment before the law**

is about the principle that every human being, woman or man, must be treated equally by the law and that all human beings are subject to the same laws of justice. It is also known as equality under the law, equality in the eyes of the law, or formal equality or legal equality.

### **Equality between women and men – see Gender equality**

### **Exploitative economic and political systems**

exist in societies where workers produce and small groups of rich people (elites) take and profit from their work. The elite gets rich from exploiting the labor of the working classes.

### **Fact – see also Opinion**

is the same and correct for everyone. We can find out if a fact 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 indicate that 1 in 3 (35%) of women have experienced physical or sexual violence in their life time.<sup>1</sup>

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



**Family violence** – see **Domestic violence**

**Femininity** – see also **Masculinity**

is about people’s ideas and expectations of the ‘ideal woman’ and how women should act. These ideas are often restrictive and not in line with reality. They limit the potential of girls and women and often don’t reflect their actual contributions in the community and society. In many societies women should be feminine: beautiful, cute, obedient and good housewives.

**Fight-flight-freeze responses**

is our body’s natural reaction to danger and the will to survive. It is not a conscious decision. It happens automatically.

**Forced labor**

is about situations in which people are forced to work through the use of violence or intimidation, or by more subtle means such as an increasing debt that they can not pay off, withholding of wages or identity papers, or threats to harm them or the ones close to them. Forced labor, modern forms of slavery, debt bondage and human trafficking are closely related terms, though not exactly the same in a legal sense.

**Freedom of association**

is about the right to form, join and lead workers’ organizations. It is a fundamental workers’ right.

**Gender** – see also **Sex**

is about social characteristics and relations between women and men: The roles that women and men have in the family, at work and in society, and the ideas that people have about women and men. Girls and boys are socialized, and learn to grow up as women and men. Ideas about gender differences are learned, vary widely within and between societies and change over time.

**Gender-Based Violence (GBV)** – see also **Violence against Women**

is violence against persons on the basis of their sex or gender, that results in physical, sexual, psychological or economic harm. It is directed mostly at women and girls, boys and sometimes men, as well as at LGBTI+ people and persons with disabilities and health conditions. It is one of the most common and widespread human rights violations. GBV is rooted in the unequal power relations between men and women that exist in many societies. This unequal power relation is not related to the actual biological differences between men and women, but to the social, gender roles that are assigned to both sexes in social and economic life.

C190 defines gender-based violence & harassment as violence & harassment directed at persons because of their sex or gender, or affecting persons of a particular sex or gender disproportionately, and includes sexual harassment.

**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. Examples: women can not be good leaders or men can not be good nurses. These opinions limit the opportunities that women and men have in their work and life. They are unfair and often harmful.

**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 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.

### Gender norms and values

are collective and personal ideas, opinions and beliefs that people have on what men and women should do, should be like and are capable of doing. They influence how women, girls, boys and men 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 norms and values can be flexible or strict, and change over time, usually slowly and sometimes quickly, if people want to.

### Gender roles

are about the activities that men and women actually do. Gender roles vary widely between and within societies. They can change quickly depending on changes in the economic, social and political environment and personal situations. Example: In many current patriarchal societies men work outside the house and women work at home. In practice, many women nowadays earn the main family income and many men increasingly share household and family care work.

### Grounds of discrimination

common in many places are: Sex and gender; race, ethnicity and color, including indigenous and tribal peoples; socio-economic class and social or national origin, including 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; and family status (pregnancy and family responsibilities).

### Hostile working environment – see **Sexual harassment in the world of work**

### Human rights

are the absolute rights that a person has by being a human being, no matter what sex, race, nationality, ethnicity, language, religion, class or caste, or any other status, they have. The United Nations (UN) has defined these human rights in the civil, cultural, economic, political and social spheres. They provide basic protection for people as individuals and as workers by putting restraints on the power of states and other powerful parties and persons.

### Human trafficking

is done by human traffickers, who use or threaten to use force, fraud or coercion to lure and persuade their victims into exploitation:

- Acts of trafficking include all actions of recruiting, transporting, transferring, housing or receiving persons that lead to and result in exploitation.
- Exploitation means the exploitation of the prostitution of others or other forms of sexual exploitation, forced labor or services, slavery or practices similar to slavery, servitude or the removal of organs.
- In the case of children under 18 years, any act committed for the purpose of exploitation is a case of human trafficking even if there is no use or threat of force, fraud or coercion.
- In all cases, the consent of a victim of trafficking to the intended exploitation is irrelevant when there was any use or threat of use of force, fraud or coercion.

### Indirect discrimination

is about rules and practices which appear neutral but in practice lead to disadvantages primarily suffered by people of one sex, race, color or other characteristics, and cannot be justified by the inherent requirements of the job. For example, when a lower minimum wage is set for domestic workers than for other workers, and most domestic workers are women they suffer from indirect discrimination against them because they are women.

### Institutional violence

is about abuse of power by people working for institutions (for example, police stations, the courts and health centres) who treat people from discriminated groups as second-class citizens. It happens to women and domestic workers when the authorities they go to for help:

- Do not listen to them
- Do not treat them with respect
- Do not provide them with the public services they are entitled to
- Turn them away, or may even abuse them further.

**Intimate partner rape**

is about forcing a lover or partner to engage in sexual acts against their will. It is a form of sexual assault and violence.

**Judgement**

is an opinion or decision that is based on facts and careful thinking.

**Justice – see also Laws**

is about fairness and equality for everyone.

**Labor and employment laws**

aim at balancing the power relations between workers and employers. They aim at benefitting workers in vulnerable situations and protecting them from violence and unfair labour practices such as, slavery, non payment of wages and benefits, excessive hours of work or unfair dismissal.

**Laws**

are the social contract people make to have a civilized society:

- Laws are the rules made for people to obey in civilized societies so that people can trust one another, and the weak are protected from the strong.
- Laws create trust, safety and stability in society when everyone knows that all must follow the same rules and that the rights of all are respected, protected and enforced.

**Marital rape**

is about forcing a spouse or partner to engage in sexual acts against their will. It is a form of sexual assault and violence.

**Masculinity – see also Femininity**

is about people’s ideas and expectations of the ‘ideal man’ and how men should act. These ideas are often restrictive and not in line with reality. They limit the potential of boys and men and often don’t reflect their actual contributions in the community and society. In many societies men are expected to be masculine: strong, brave and leaders of the family and community.

**Militarization**

is about the use of force by the State (military, police, decision-makers) or other power-holding groups (gangs, terrorist groups) to solve conflicts.

**Mobbing**

is group aggression against somebody who is considered weak and inferior by a group for one reason or another (for example, because of their sex, colour, class, job or religion).

**Modern slavery**

is an umbrella term that refers to situations of exploitation that a person cannot refuse or leave, because of threats, violence, coercion, deception, and/or abuse of power. It covers forced labor, debt bondage, forced marriage, other slavery and slavery like practices, and human trafficking.

**Occupational safety and health (OSH) laws**

aim at protecting the safety and health of workers and require employers to create safe workplaces.

**Opinion – see also Fact**

is a point of view, judgement, feeling or belief 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 may change their opinion and different people have different opinions. For example, opinions about riding a motorcycle vary: It is fast, convenient, fun or dangerous, and some people may not have any opinion about it.

**Pace of training**

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.

### **Patriarchy**

is about an economic, social and political system in societies that is male-dominated and sexist: Men have all the power and privilege, and exploit and oppress women.

### **Penal law – see Criminal laws**

### **Peer support – see also Case work**

in DWOs is support by domestic workers to domestic workers. Emotional and practical support from peers with similar work and life experiences is valuable to domestic workers who are confronted with violence & harassment.

### **Physical violence & harassment**

is the use of physical force or threat of force to harm and hurt someone's body. From a pinch to a punch, any act or threat of violence is damaging, whether the damage can be seen or not.

### **Power**

is about access to and control over resources, benefits, and decision-making. We need 4 types of power to successfully fight for our human and workers' rights and stop the violence & harassment that we often face in our jobs and lives:

- Power within or personal power
- Power to or creative power
- Power over or caring power for ourselves and others.
- Power with or shared power in our DWOs.

### **Prejudice – see Gender bias, prejudices and gender stereotypes**

### **Probable cause**

means a reasonable basis for believing that a crime may have been committed. Where probable cause exists, the prosecutors in criminal systems must take action and start proceedings against suspects.

### **Psychological violence & harassment**

is about verbal abuse, humiliation, and controlling what a person can and cannot do. It has negative effects on a person's emotional and mental health. Psychological and economic violence are as damaging and disempowering as physical and sexual violence.

### **Public prosecutor or prosecution**

is the legal party or office (appointed by government in most countries) responsible for bringing a criminal case against a person accused of breaking the law based on victims' complaints of violations of the criminal laws.

### **Quid pro quo – see Sexual harassment in the world of work**

### **Rape**

is a type of sexual assault that usually involves forced sexual intercourse or penetration of the vagina, anus or mouth, no matter how slight, with any body part or object, or oral penetration by a sex organ of another person against a person's will.

### **Rape culture**

exists in communities and societies where sexual violence and harassment is normalized and seen as a natural part of daily work and life that is taken for granted and not questioned: Abusers think they are entitled to do it and victims do not dare to question it.

### **Reasonable care – see Due diligence**

### **Respondent – see also Claimant, Complainant and Defendant**

is the term used for the accused wrongdoers or perpetrators in labor tribunals.

### **Self care**

is about caring for ourselves to stay healthy and happy. It is about being active to protect our own well-being and happiness. Self care activities help us to have a good mood and good relations with other people, and to lessen anxiety in times of stress. If we care for ourselves we remind ourselves that we are important. It boosts our confidence and self-esteem.

**Sex** – see also **Gender**

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, although it is possible to do sex change operations.

**Sextortion** – see **Sexual harassment in the world of work**

**Sexual assault**

is any type of sexual contact or behavior that occurs without the voluntary, conscious and explicit agreement (consent) of the recipient by use of force, threat or abuse of authority. Examples are: rape and attempted rape, forced sodomy (oral or anal sex), child sexual abuse, incest, fondling (unwanted, inappropriate sexual contact), stalking and battery (touching without consent).

**Sexual harassment**

is any conduct of a sexual nature, and other conduct based on sex affecting the dignity of a person which is unwelcome, unreasonable and offensive to the recipient. It happens in private and public spaces, such as schools, workplaces, in the streets, and on public transport. See below for the 2 main types in work situations.

**Sexual harassment in the world of work**

is any conduct of a sexual nature, and other conduct based on sex that happens in work-related situations, affects the dignity of a person and is unwelcome, unreasonable and offensive to the recipient. There are 2 main types:

- **Quid pro quo (this for that) or sextortion:** When a worker is asked for a sexual favor in exchange for a work advantage. This abuse of power forces the victim to choose between giving in to unwanted sexual demands or not getting or losing a job or job benefits.
- **Creation of a hostile work environment:** This includes unwelcome sexual advances, requests for sexual favors or other physical, verbal or non-verbal conduct that create an offensive, intimidating, humiliating, abusive or poisoned environment for the victim.

**Sexual violence & harassment**

is unwanted sexual contact in all situations in which the victim does not or can not consent to the sexual activity. It is not about pleasure but about power abuse. It is not mutually agreed (consensual) sexual behavior between two people. It is about forcing, intimidating, or tricking someone to engage in any sexual activity against her/his will. Any sexual activity with someone who is unable to understand what s/he is doing, or is unable to consent because of her/his age, an illness, disability, or the influence of alcohol or other drugs, is sexual violence.

**Slavery** – see **Modern slavery**

**Stigmatization**

happens when people with power treat a person or group of persons unfairly by publicly disapproving of them, and shaming and discrediting them.

**Systemic or Structural violence** – see **Institutional violence**

**Trafficking in persons** – see **Human trafficking**

**Trauma**

is the normal human response of the brain to an abnormal event, such as violence and abuse. It is a physical and psychological response to an event and experience that is so deeply distressing and disturbing, that it is too much to handle for our body, heart and mind. As a result we are unable to be happy, to feel good and to relax. We feel stressed all the time and are not able to cope anymore with the physical, mental and emotional demands of our day-to-day life and work.

**Victimization**

happens when a violence victim, a witness or a whistleblower become a target of unjust, aggressive or cruel actions by a powerful person or institution with a view to harm, oppress or destroy them.

### **Violence against Women (VAW)** – see also **Gender Based Violence**

is violence against women and girls on the basis of their sex or gender, that results in physical, sexual, psychological or economic harm. It is one of the most common and widespread human rights violations. It is also known as Violence against Women and Girls (VAWG).

### **Violence and harassment**

is any act that is undertaken against someone's will. It is any act in which a person is assaulted and abused. It includes any behavior that embarrasses, humiliates, intimidates, threatens, annoys, or alarms people. Violence and harassment, and threats of violence and harassment:

- Are about abuse of power that violates the well-being and dignity of people.
- Are unwelcome and unwanted by the recipients.
- Create a hostile, intimidating or humiliating working environment for the victims. It poisons their well-being and the employment relationship.

Violence and harassment in the world of work always creates a hostile, intimidating and humiliating working environment for the victims, and poisons their well-being and the employment relationship.

C190 defines 'violence and harassment in the world of work' as: A range of unacceptable behaviours and practices, or threats thereof, whether a single occasion or repeated, that aim at, or result in, or are likely to result in:

- physical, psychological, sexual or economic harm, and
- includes gender-based violence and harassment (Article 1).

### **Women's empowerment** – see **Empowerment** and **Gender equality**

### **Workers' rights**

are the rights of working people, laid down in international labour standards, defined, negotiated and agreed in the ILO (International Labour Organization) by governments, employers' and workers' organizations. These standards set out the internationally agreed minimum standards to safeguard workers' rights, protect workers from labour exploitation and create more and better jobs.



# DOMESTIC WORKERS ORGANIZE AGAINST VIOLENCE & HARASSMENT

## TRAINING PACK



# Training Aid

## 3

## TIPS FOR EFFECTIVE DWOVH TRAINING

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Unit 2 Equality and Rights in Our Life and Work

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

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Training Aid 2 Key DWOVH Terms

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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**.

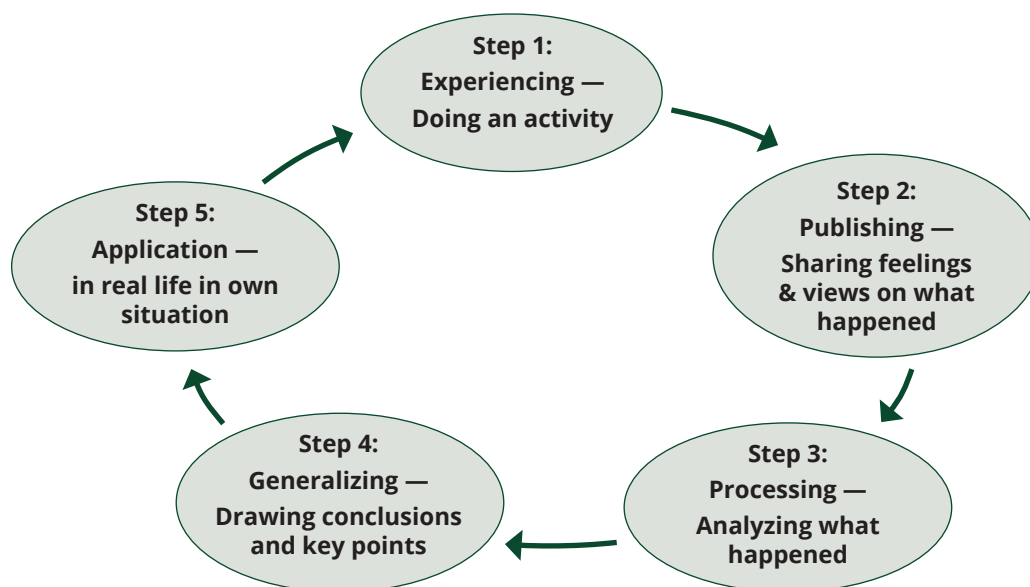
**Active participation** by everyone is key to success in every training. We learn the most when we become actively involved.

## 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 cycle<sup>1</sup>

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.

<sup>1</sup> 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 DWoVH training

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

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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# DOMESTIC WORKERS ORGANIZE AGAINST VIOLENCE & HARASSMENT

## TRAINING PACK



# 4

## Training Aid

### DWoVH TRAINING PLANNING AND PREPARATION

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Unit 1 Starting a DWoVH Training

Unit 2 Equality and Rights in Our Life and Work

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

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## Overview

This training aid is for DWO training organizers and trainers.

We discuss how to plan DWOVH training, how to select trainers and participants and how to design DWOVH training programs.

We give tips to choose the right place for the training, set up the training room, manage time, prepare for sessions and write a brief report of the training.

We provide training tools that may come in handy when organizing DWOVH training.

### 4.1 Planning DWOVH training

The planning of DWOVH training is usually done during a meeting of DWO leaders and trainers several months or weeks before the first training and written down in a training plan with a budget and a timetable. The training preparation is usually done by the training team. It usually starts 4-6 weeks before the training up to the start of the training and report writing after the training.

#### Training strategy

As DWO leaders aiming to raise awareness on gender equality and organize domestic workers against violence & harassment we need to decide on our training strategy:

- **What** do we want to **achieve**?
- **Who** do we want to train? **Why**? What are their training needs and interests?
- **What** are the **expected training outcomes** (what is expected of the participants after the training).

**Key questions to ask are:**

- How does **DWOVH training fit** into the **larger goals of our DWO(s)** and what are **our priorities**?
- **Who wants the training?** Who needs it? What are the training needs and interests of DWO leaders and members, and other domestic workers on the issues of equality, violence & harassment?
- What are the skills and experiences of the participants before the training?
- Do we need to find out more about their **training needs and interests**? How will we do this?
- Who will benefit most from the training? Which DWOs, groups and persons will **use the training and train others**?
- What do we **expect trained DWO participants to do** after the training?
- What **capacity** do we have in our DWO? What expertise and resources are needed from the outside?
- What are the **skills of the trainers** before the training?
  - Do they know about gender equality, human and workers' rights, discrimination and violence & harassment against domestic workers?
  - Are they committed to promote equality and fight violence & harassment?
  - Do they have experience in organizing participatory and action-oriented training?
  - What are their strong and weak points? How can we built on their strengths and improve their weaknesses?

#### Finding out about domestic workers' training needs and interests

As DWO leaders we need to know about the training needs and interests of those we want to train so that the training fits their needs. We can do this by asking ourselves and other DWO leaders and domestic workers what it is that they want to learn more about. This can be done informally through **small group discussions and one-on-one interviews**, or more systematically through a **survey**.



*See Tool 1 for an example questionnaire for a DWOVH training needs survey.*

## Deciding on the types of DWOVH training

Once the training strategy has been agreed and the training needs are known, the DWO training organizers can decide how to organize the training.

If DWOVH training is needed for many domestic workers, it is useful to train domestic workers leaders and organizers to become DWOVH trainers in training of trainers' (TOT) workshops. After the TOT, the trainees become DWOVH trainers who will train domestic workers in series of half-day DWOVH training events over a period of time. They can also provide DWOVH training as part of specific awareness-raising or educational campaigns.

The first training of trainers (TOT) is best done in one workshop with a duration of 5-6 days or two workshops of 3 days each in a place where participants and trainers can stay together for the duration of the training.

- Participants are DWO leaders, organizers and members, who are interested and committed to training others.
- The group is introduced to several DWOVH training units in the first half of the training and will carry out DWOVH training sessions in small training teams in the second half of the training.
- It is generally difficult for domestic workers to leave their job so it may be necessary for domestic workers and the DWO to talk to their employers, provide them with a DWO invitation to the training and pay allowances to compensate for the lost income for the days they spend at the training.

## Making the DWOVH training plan

Once the types of training have been decided, the DWOVH organizers will make the DWOVH **training plan**, often in cooperation with DWOVH trainers. A training plan helps us to set and achieve our goals and can also serve as a project proposal for funding.

A training plan sets out:

- A summary of the training strategy, needs, aims, the main training topics and the expected training outcomes
- The list of participating DWOs and the selection criteria for participants and trainers
- The number and type of training events, the training duration, locations and timing
- Outline of the main training topics
- The division of duties: Who will be responsible for what?
- The training budget.



*See Tool 2 for a checklist for training organizers on the planning of training.*

## Tool 1 : Example questionnaire for DWOVH training needs survey

We ..... (DWO) in ..... (place) are planning training with domestic workers on how to protect ourselves from violence and promote equality in our jobs and lives. Please read the questions and answer by putting a ✓ in the box of your choice for each question. You don't have to write your name.

Questions		Yes	Not sure	No
1	Is violence & harassment a <b>problem</b> for domestic workers in <b>their job</b> ?			
2	Is violence & harassment a <b>problem</b> for domestic workers in <b>their family or marriage</b> ?			
3	Have you heard about violence and harassment <b>happening to domestic workers in your community</b> ?			
4	Have you experienced violence and harassment <b>in your job</b> ?			
5	Have you experienced violence and harassment <b>in your family or marriage</b> ?			
6	Have you heard about <b>equality and rights of women and domestic workers</b> ?			
7	Are you in fear of violence & harassment <b>in your job</b> ?			
8	Are you in fear of <b>physical</b> violence & harassment?			
9	Are you in fear of <b>sexual</b> violence & harassment?			
10	Are you in fear of <b>psychological</b> violence & harassment?			
11	Are you in fear of <b>economic</b> violence & harassment?			
12	Do you experience <b>verbal</b> violence & harassment?			
13	Are you in fear of <b>domestic</b> violence in your family or marriage?			
14	Are you concerned about <b>equality and rights of women and domestic workers</b> ?			
15	Do you know about <b>Domestic Workers Organizations</b> ?			
16	Are you a member or leader of a <b>Domestic Workers' Organization</b> ?			
17	Do you want to know more about <b>equality and rights of women domestic workers</b> ?			
18	Do you want to know more about <b>protecting yourself and other domestic workers</b> from violence & harassment?			
19	Do you want to <b>come to training</b> for domestic workers to learn how to act and fight against violence & harassment?			
20	Do you want to <b>receive training online</b> on how to act and fight against violence & harassment?			
21	What is your <b>age</b> ?		years	
22	What is your <b>sex</b> ?	Woman	Man	Other

**Thank you for your answers!**

**For survey organizers**

Name of interviewer/surveyor: ..... Contact number: .....

Place of interview:..... Date of interview: .....



## Tool 2 : Checklist for Training Organizers: Planning of Training

No.	Tasks in Planning of Training	Yes	No
1	Do I know what are the training needs and interests of domestic workers?		
2	Do I understand the nature of the problems and am I sure these will be addressed by providing training?		
3	Have the priority training needs been identified? Are they clear? Can they be met during the planned training?		
4	Do I have a training strategy and training plan: Do I know what type of training program to organize and how to deliver it?		
5	Am I clear about the training aims?		
6	Have I identified the participants who will most likely benefit from the training and have the potential to share the knowledge and skills from the training?		
7	Have I thought about cooperation with other groups or organizations that may benefit from the same type of training?		
8	Do I have (a team of) trainers?		
9	Will translator(s) and interpreter(s) be needed in the training?		
10	Are the inputs and resources available for this training?		
11	Have I checked the time and place of the training with the participants and the trainers?		
12	Do I have the training program from the trainers?		
13	Have I sent letters of invitation and the nomination forms to participating groups or organizations?		
14	Have I received confirmation of participation and the nomination forms from all participants or participating agencies?		
15	Have I organized and consulted with the trainers on other logistical details, including: <ul style="list-style-type: none"> <li>• Finalization of the list of participants with contact information and other information, including sex, age, education, job and years of experience</li> <li>• Preparation of training materials and handouts for distribution</li> <li>• Checking and confirmation of the training place and facilities</li> <li>• Arrangement for transportation and accommodation for participants</li> <li>• Organization of food and refreshments for the training</li> <li>• Preparation of daily allowance for participants, if any</li> <li>• Confirmation of the availability of the translator(s), if needed</li> <li>• Arrangement for the workshop evaluation and reporting.</li> </ul>		

## 4.2 Selecting trainers and participants

### Training team

**Participatory training** is **more intensive** than traditional training. In every training that lasts longer than half-a-day, DWOVH training is preferably provided by a training team of 2 rather than 1 trainer only. It is good for participants to learn from different trainers and the trainers take turns in taking the lead in training activities:

- For a 5-6 day TOT workshop, 2-3 full-time trainers are needed.
- For standard 1-3-day trainings, a team of 2 full-time trainers is adequate.

The trainers should be **familiar with the training content** – gender equality, discrimination, violence & harassment, the human and workers' rights of domestic workers and DWO organizing. And they need to **know how to use participatory training methods** and guide group processes. Other resource persons can be invited to discuss specific topics as needed.

In **women-only training workshops**, the trainers should also be **women**. When inviting outside resource persons for specific sessions try to invite women or gender-aware and sensitive men as much as possible. In **mixed training for women and men**, try to have a **mixed training team** too with at least one female and one male trainer. **Avoid common gender stereotypes**, for example, having a male trainer always as the lead trainer and a female trainer always as his assistant.

When the **group of participants is diverse** (sex and gender, language, race, color and ethnicity, religion or migrant status), try to ensure that the **training team is also diverse** with at least 1 trainer with the same language, race, ethnicity, migrant status, cultural or religious background as participants.

**Key qualifications and selection criteria** for DWOVH trainers are as follows:

- Experience and talent in organizing and advocacy on decent work for domestic workers
- Committed to the promotion of gender and racial equality and human and workers' rights.
- Knowledge and understanding of violence & harassment against domestic workers.
- Know-how to provide participatory training and action-oriented learning.
- Good people, social and communication – speaking and listening – skills.
- Good analytical, planning and organizational skills.

### Participants

There are several practical points to think about when DWOs are **selecting participants for training**. Check and agree on the following:

- The overall **majority of domestic workers are women**. So the majority of participants should also be women. Gender equality, violence & harassment are often considered to be sensitive subjects. Therefore, the training organizers may want to decide to conduct women-only training on these subjects.
- Decide on the **total number of participants** before sending out the invitation. For optimal participation, 20-25 participants are ideal. Between 30-35 participants is doable but more than 35 participants will make it difficult to have active and equal participation of everyone.
- If violence & harassment against **child domestic workers under 14 years** is a training priority in your DWO, decide whether it is possible to **organize separate training** for them.

- Ensure a **balanced representation among participants** in terms of sex, age, nominating organization and other criteria, such as language, race, color or ethnicity, race or religion, gender identity or sexual orientation as relevant. This is to allow for **effective voice and representation** of views and perspectives **from all** and to avoid domination of one group over the other in the training.
  - Generally the ratio of representation between different groups - for example, women and men, or migrant and local domestic workers - should range between **40 to 60 %** (per cent) for sufficient voice and balanced representation of the perspectives of the two groups.
  - Ensure a representation rate of **at least one-third of participants from the under-represented group** at the training. Otherwise it will be difficult for them to have sufficient voice.
  - If **capacity building of under-represented groups** is part of the training aims and strategy, **set aside more training places for them**. For example, two-thirds women and one-third men in leadership training for mixed groups, when more women leaders and rolemodels are needed.
  - Avoid **tokenism** or **inviting only 1 or 2 persons** of the under-represented group to make it look as if the training provides 'equal opportunities' to all. This is generally not effective and may be difficult for those in the minority position.
- **Decide on the selection criteria** for nominating **DWOs** and for **training participants** to be nominated to ensure that active and committed domestic workers who are or can become organizers and leaders, attend the training. Be clear and specific about the selection criteria, the profile and number of nominees from each DWO.



*See Tools 3 and 4 for example nomination forms for participants of DWOVH trainings.*

**DOMESTIC WORKERS ORGANIZE AGAINST VIOLENCE & HARASSMENT (DWOVH)**

**Tool 3 : Example Nomination Form for Participants of DWOVH Trainings of Trainers (TOTs)**

1. Name:.....
2. Address and contact information: .....  
.....  
Phone number: ..... E-mail: .....
3. Gender     Woman     Man     Other
4. Age .....Years
5. Name of your Domestic Workers Organization (DWO): .....  
.....
6. Job: .....
7. Job Tasks: .....  
.....  
.....
8. What do you do in your DWO: .....
9. How much experience do you have in promoting the rights of domestic workers?  
 less than 1 year  
 between 1-5 years  
 more than 5 years
10. How much experience do you have in organizing domestic workers?  
 less than 1 year  
 between 1-5 years  
 more than 5 years
11. How much experience do you have as a trainer?  
 less than 1 year  
 between 1-5 years  
 more than 5 years
12. What do you expect from this training? .....
13. Any other comments? .....

**DOMESTIC WORKERS ORGANIZE AGAINST VIOLENCE & HARASSMENT (DWOVH)**

**Tool 4 : Example Nomination Form for Participants of DWOVH Trainings**

1. Name:.....

2. Address and contact information: .....

.....

Phone number: ..... E-mail: .....

3. Gender  Woman  Man  Other

4. Age .....Years

5. Are you going to a school or training institute?  Yes  No

If yes, explain what type of school or training .....

If yes, at what level?.....

6. Can you:

Read  No  Yes, a little  Yes

Write  No  Yes, a little  Yes

Make sums  No  Yes, a little  Yes

7. Do you work:  Yes  No

8. What do you do? .....

.....

9. Are you a member of a Domestic Workers’ Organization?  Yes  No

If yes, what is the name of the Domestic Workers’ Organization? .....

.....

10. Have you ever attended any training for domestic workers:

Yes  No

If yes, when?..... where?.....

How long was the training? .....

Who organized it? .....

11. What do you expect from this training? .....

.....

.....

12. Any other comments? .....

.....

.....

## 4.3 Designing training programs

The detailed training program is designed by the trainers based on the training plan that has been approved by the training organizers. If a training needs survey was done, the findings should be shared with the trainers.

As mentioned earlier, the design of a DWOVH training program is like **building a house with the training unit activities as building blocks**. This structure helps trainers to adapt the training to the needs of specific groups of participants, and select the most relevant training content and training methods for each group. The session plans for every training unit activity can be made shorter or longer depending on the training aims, participants' training needs, expected training outcomes and the available time and resources.

**Full-time training days** in trainers training or other workshops include **6 training hours in total per day**. Every training day is divided into **4** blocks of around 90 minutes each with **2** breaks of 30 minutes in the morning and afternoon, and a lunch break of at least 90 minutes. In this way, the training activities can be slightly extended as needed without adapting the overall time schedule.

As **domestic workers** have limited time and usually **only one off-day per week**, DWOVH training is often done on their off-days. This means organizing **1 unit activity** of 1.5-2 hours per off-day, or **2 unit activities** of 3 hours per off-day **for several weeks**.

You can find different ways of designing DWOVH training in the introduction of every Unit in the box on Training Organization. Several example training programs are given here in tool 5 as follows:

1. Short DWOVH training
2. Basic DWOVH training
3. DWOVH training – YES to Gender Equality and NO to Sexual Violence & Harassment
4. DWOVH training – Power and Organizing against Violence & Harassment
5. DWOVH training for Violence Survivors
6. DWOVH training for Case Workers and Peer Supporters
7. DWOVH training for Legal Aid Workers.



**See Tool 5 for the example DWOVH programs and Tool 6 for an overview of the DWOVH training content and main methods**

### Note

- *The example training programs in Tool 5 are **examples, NOT blueprints**. They must be adapted and tailor-made to participants' training needs and interests, and the situation at hand for every training.*
- *Tool 6 is handy for trainers who are familiar with the DWOVH training pack and want to mix and match training activities.*
- *The training activities from Starting and Concluding Units 1 and 8 have not been included in the below example training programs.*
- *If all 5 training activities from a Unit are included in an example program, the Unit title is given, for example, U2 Equality and Rights in our Life and Work – 5 sessions*



## Tool 5 : Example DWOVH training programs

<b>1. Short DWOVH training – for domestic workers</b>		<b>Mins</b>
2.4	Equality and discrimination in our life and work – <i>Game &amp; small group work</i>	120
3.3	Gender-based violence and violence against women – <i>Video &amp; small group work</i>	90
5.2	DWO actions against violence & harassment in Asia – <i>Lap-sit game &amp; roleplays</i>	120
4.5	We empower! – <i>Power exercise in big group &amp; creative arts in small group work</i>	90
		<b>4 Sessions: 7 hours</b>

<b>2. Basic DWOVH training – for domestic workers</b>		<b>Mins</b>
2.4	Equality and discrimination in our life and work – <i>Game &amp; small group work</i>	120
3.2	Violence & harassment and child & forced labor in domestic work – <i>Small group work &amp; warning sign exercise</i>	120
3.3	Gender-based violence and violence against women – <i>Video &amp; small group work</i>	90
3.4	Sexual violence & harassment and gender stereotyping – <i>Brainstorming &amp; roleplays</i>	120
3.5	Domestic violence and institutional violence – <i>Small group work, roleplays &amp; video</i>	90
4.2	Healing from trauma and self-care – <i>5 senses exercise, small group work with gallery walk &amp; life energy exercises</i>	90
5.2	DWO actions against violence & harassment in Asia – <i>Lap-sit game &amp; roleplays</i>	120
4.5	We empower! – <i>Power exercise in big group &amp; creative arts in small group work</i>	90
		<b>8 Sessions: 14 hours</b>

<b>3. DWOVH training: YES to GENDER EQUALITY and NO to sexual violence &amp; harassment – for domestic workers and leaders</b>		<b>Time</b>
U2	Equality and Rights in our Life and Work – 5 sessions	7.30 hrs
U3	What is Violence and Harassment in Domestic Work – 5 sessions	8.30 hrs
4.1	Coping with violence & harassment – <i>Small group work &amp; loving-kindness exercise</i>	90 mins
4.2	Healing from trauma and self-care – <i>Small group work, gallery walk &amp; life energy exercises</i>	90 mins
4.4	What to do against sexual violence & harassment – <i>Small group work &amp; voice-game</i>	120 mins
5.4	Changing mindsets on women’s sexual rights and rights to their own body – <i>Pair discussion &amp; street theatre roleplays</i>	120 mins
5.2	DWO actions against violence & harassment in Asia – <i>Lap-sit game &amp; roleplays</i>	120 mins
		<b>15 Sessions: 25 hours</b>

<b>4. DWOVH training – POWER and ORGANIZING against violence &amp; harassment – for domestic workers and leaders</b>		<b>Time</b>
2.4	Equality and discrimination in our life and work – Game & small group work	120 mins
2.5	Our rights as women and as workers – Musical chairs game, song making & singing	90 mins
U3	What is Violence and Harassment in Domestic Work – 5 sessions	8.30 hrs
4.1	Coping with violence & harassment – Small group work & loving-kindness exercise	90 mins
U5	Collective Actions against Violence & Harassment – 5 sessions	9 hrs
7.1	Laws and DWO actions to fight violence & harassment in domestic work – Small group work with case stories	120 mins
<b>15 Sessions — 25 hours</b>		

<b>5. DWOVH training for Violence Survivors</b>		<b>Time</b>
2.4	Equality and discrimination in our life and work – <i>Game &amp; small group work</i>	120 mins
U3	What is Violence and Harassment in Domestic Work – 5 sessions	8.30 hrs
U4	Protecting Ourselves from Violence & Harassment – 5 sessions	90 mins
5.1	Self and collective care – <i>Trust game &amp; small group work</i>	90 mins
5.3	DWO and DW networking and alliance building – <i>Stringball network exercise &amp; small group work</i>	120 mins
5.4	DWOs changing mindsets on domestic workers' sexual rights – <i>Pair discussion &amp; street theatre plays</i>	120 mins
<b>15 Sessions — 25 hours</b>		

<b>6. DWOVH training for Case Workers and Peer Supporters</b>		<b>Time</b>
2.4	Equality and discrimination in our life and work – <i>Game &amp; small group work</i>	120 mins
U3	What is Violence and Harassment in Domestic Work – 5 sessions	8.30 hrs
4.1	Coping with violence & harassment – <i>Small group work &amp; loving-kindness exercise</i>	90 mins
4.2	Healing from trauma and self-care – <i>5 senses exercise, small group work with gallery walk &amp; life energy exercises</i>	90 mins
4.4	What to do against sexual violence & harassment – <i>Small group work &amp; voice-game</i>	120 mins
5.1	Self and collective care – <i>Trust game &amp; small group work</i>	90 mins
U6	DWO Case Work and Peer Support – 5 sessions	8.30 hrs
5.4	DWOs changing mindsets on domestic workers' sexual rights – <i>Pair discussion &amp; street theatre plays</i>	120 mins
7.1-7.3	Laws, Policies and Practices on violence & harassment in domestic work – 3 unit activities – <i>Small group work</i>	6 hrs
4.5	We empower! – <i>Power exercise in big group &amp; creative arts in small group work</i>	90 mins
<b>20 Sessions — 35 hours</b>		

7. DWoVH training for Legal Aid Workers		Time
U2	Equality and Rights in our Life and Work – 5 sessions	7.30 hrs
U3	What is Violence and Harassment in Domestic Work – 5 sessions	8.30 hrs
4.1	Coping with violence & harassment – <i>Small group work &amp; loving-kindness exercise</i>	90 mins
4.2	Healing from trauma and self-care – <i>5 senses exercise, small group work with gallery walk &amp; life energy exercises</i>	90 mins
4.4	What to do against sexual violence & harassment – <i>Small group work &amp; voice-game</i>	120 mins
5.4	DWOs changing mindsets on domestic workers’ sexual rights – <i>Pair discussion &amp; street theatre plays</i>	120 mins
U7	Laws, Policies and Practices on Violence and Harassment – 5 sessions	9 hrs
4.5	We empower! – <i>Power exercise in big group &amp; creative arts in small group work</i>	90 mins
<b>20 Sessions – 32.30 hours</b>		

## Tool 6 : DVoVH training overview: Content and main methods

<b>Unit 1 : Starting a DVoVH training – 3 hours</b>		<b>Mins</b>
1.1	Introduction to DVoVH training program and participants – <i>Introduction exercise</i>	140
1.2	Expectations, contributions, training rules and feedback – <i>Group exercises</i>	40
<b>Unit 2 : Equality and Rights in our Life and Work – 7.30 hours</b>		<b>Mins</b>
2.1	Sex, gender and gender equality – Drawing competition & quiz	90
2.2	What is discrimination and diversity – Roleplays & fruit salad game	90
2.3	Fact or opinion? – Quiz-game	60
2.4	Equality and discrimination in our life and work – Game & small group work	120
2.5	Our rights as women and as workers – Musical chairs game, song making & singing	90
<b>Unit 3 : What is Violence &amp; Harassment in Domestic Work – 8.30 hours</b>		<b>Mins</b>
3.1	Power and domestic workers – <i>Brainstorming, pair &amp; small group discussions</i>	90
3.2	Violence & harassment and child & forced labor in domestic work – <i>Small group work &amp; warning sign exercise</i>	120
3.3	Gender-based violence and violence against women – <i>Video &amp; small group work</i>	90
3.4	Sexual violence & harassment and gender stereotyping – <i>Brainstorming &amp; roleplays</i>	120
3.5	Domestic violence and institutional violence – <i>Small group work, roleplays &amp; video</i>	90
<b>Unit 4 : Protecting Ourselves from Violence &amp; Harassment – 8.30 hours</b>		<b>Mins</b>
4.1	Coping with violence & harassment – <i>Small group work &amp; loving-kindness exercise</i>	90
4.2	Healing from trauma and self-care – <i>5 senses exercise, small group work with gallery walk &amp; life energy exercises</i>	90
4.3	How to handle power struggles – <i>Grounding exercise, roleplays &amp; game in pairs</i>	120
4.4	What to do against sexual violence & harassment – <i>Small group work &amp; voice-game</i>	120
4.5	We empower! – <i>Power exercise in big group &amp; creative arts in small group work</i>	90
<b>Unit 5 : Collective Actions against Violence &amp; Harassment – 9 hours</b>		<b>Mins</b>
5.1	Self and collective care – <i>Trust game &amp; small group work</i>	90
5.2	DWO actions against violence & harassment in Asia – <i>Lap-sit game &amp; roleplays</i>	120
5.3	DWO and DW networking and alliance building – <i>Stringball network exercise &amp; small group work</i>	120
5.4	DWOs changing mindsets on domestic workers' sexual rights – <i>Pair discussion &amp; street theatre plays</i>	120
5.5	DWO action planning against violence & harassment – <i>Brainstorm, idea wall &amp; voting exercise</i>	90

<b>Unit 6 : DWO Case Work and Peer Support – 8.30 hours</b>		<b>Mins</b>
6.1	Recognize and the first response – <i>Brainstorming &amp; roleplays in pairs</i>	120
6.2	Active listening and peer support communication – <i>Roleplays in trios</i>	90
6.3	Our judgements and emotions – <i>Sharing exercise &amp; pair discussions</i>	90
6.4	DWO principles for case work and peer support – <i>Tension releasers &amp; small group work</i>	90
6.5	Peer support conversations and reporting – <i>Big group discussion &amp; phone roleplays</i>	120
<b>Unit 7 : Laws, Policies and Practices on Violence &amp; Harassment – 9 hours</b>		<b>Mins</b>
7.1	Laws and DWO actions to fight violence & harassment in domestic work – <i>Small group work with case stories</i>	120
7.2	Working in our own country: How can we make the laws work for us! – <i>Small group work with checklist</i>	120
7.3	Working in other countries: How can we make the laws work for us! – <i>Small group work</i>	120
7.4	Modern slavery and human trafficking in domestic work – <i>Video &amp; small group work</i>	90
7.5	What type of discrimination is it? – <i>Small group work &amp; video</i>	90
<b>Unit 8 : Concluding a DWOVH training – 3 hours</b>		<b>Mins</b>
8.1	Next steps against violence & harassment in domestic work – <i>Individual and small group work</i>	90
8.2	DWOVH training evaluation and certification – <i>Individual &amp; big group exercises</i>	90

## 4.4 Preparing for the training

### Preparing ourselves

The first thing we, as trainers, must prepare for in a training is ourselves. **Being well-prepared increases our confidence and the quality of our training.** Such preparation starts 4 to 6 weeks before the delivery of the training and finishes in the last days before the training. We need to know:

- What are the training aims and topics?
- What are the expected results of the training?
- Who are the participants and what are their training priorities?
- What is the group size?
- What are the training subjects? Do we need to refresh our knowledge or get the latest updates?
- Have we made the detailed training program already or do we need to make it now?
- When, where and how will we carry out the training?
- What other tasks do we need to do?



*See Tool 7 for a checklist for DWOVH trainers on the preparation of training Preparation*

### Training place

Choosing the right place for a training is important because the type and set-up of the room(s) affect our participants' ability to learn. Action-oriented, participatory training needs physical space to move around, because it involves **'learning-by-doing'**.

When selecting the training place, make sure to:

- Find a **place** that is **convenient and safe** for the participants.
- Visit the place in **advance** to make sure that it is suitable for the types of training activities we are planning to do and the space is large enough to do all activities. If not, find a better alternative.
- Walk around the training venue and inside the training room(s) before the training. Check and **ensure that the group can stand in a full circle, and sit in one big or several smaller circles.**
- Allow for **enough space** to enable participants to move around, and for **easy moving of chairs, tables or mats.**
- Take a seat on the chairs to see if they are comfortable and sit down in various seats or places to check the view.
- Check the following:
  - Can the **walls** be used to **hang flipcharts**. Do we need flipchart stands for use in the room (around 5-8 if participants can write).
  - Can we **show slides on the wall**, or do we need a **screen**? Is there an **Internet connection, a slide projector** and 1 or more **computers**?
  - Is there a need for **translators** and translation equipment?
- Try to **eliminate possible distractions** and ensure:
  - The training place is away from noise and traffic.
  - There is no blockage of view: Everyone can see everyone else in the room.
  - The person sitting on the farthest seat can hear you talking.
  - The air, temperature, light and seating are right for participants.
- If electrical equipment, a sound system and/or Internet access are needed, make sure to **test all electrical equipment well before the session** and make sure it is sufficient and working well (like electrical sockets or slide shows, extension cords, microphones, overhead projector, video player, computer(s), internet connection, translation equipment).



Ensure that there is enough room for the group to stand in a big circle and move around during games and energizers. Key points for setting up the **right seating arrangements** are:

- Participants can sit in one big circle for big group discussions
- Participants can sit and work in small groups easily
- The seating is not fixed and can be changed.
- The seating allows eye contact among trainers and participants.
- The trainer can see all participants and easily walk among them.

## Timing and time management

- **Time the training in a period that suits the trainees.**
- Allocate enough time for each training activity, and provide a **break of 30 minutes every 1.5 to 2 hours.**
- **Set a realistic timetable** for the training. Effective learning is intensive, so keep the total training hours to **6 hours per day** (generally **4 sessions of 90 minutes** each spread over the day) and allow for sufficient breaks. This enables participants to informally discuss the training with each other.
- Stick to the time. Make sure that a **presentation or lecture** is not longer than **15-20 minutes maximum**. Cut lectures short if necessary. If you know you tend to speak longer than planned, set a strict time limit for yourself and use your watch for each presentation.
- Plan for a **variety of training methods** in each session because people concentrate better for longer periods if they can participate actively. Ask **open questions** during every presentation. **Ask participants to plan and lead short energizers**, like games and songs.
- The time of day also has effects on the concentration of your participants. Generally, people are fresh and ready to learn in the morning and are less concentrated right after lunch.
- If the time is up before you can finish an active session or a lively discussion, ask the group to agree on whether and for how long to continue. Do not keep people hungry because they will not learn on an empty stomach.
- Make sure with the training organizers that any **opening ceremonies** are **brief** (not more than 30 minutes).

## Planning the training activity

A **session plan** is like a **recipe**: It tells you what you need to do in each step of the training process and for how long. Even the most experienced trainers need a recipe and study it in advance, especially if the topics are new.

When preparing the training content, materials and process, it is helpful to pay attention to: **What participants must know and could know**. It is always tempting for trainers to give participants as much information as possible. However, people can not absorb too much information and will stop listening. It is smart to make a session plan around what participants **must know** and build up the training step by step in a logical way.

The **basic parts of each training session** are:

1. **Welcome, introduction and aims** – Start the first morning and afternoon activities with a quick energizer and a recall of the highlights and key messages of the previous day. Always link a new session to the earlier session and briefly explain the aims of the new session.
2. **Participants do an activity and complete a task** – Select a main training activity or exercise for participants to do in each session, so they have a chance to experience, try out, experiment and practice what they are learning.
3. Participants **share feelings and views** about their activity.
4. Participants **analyze** and draw conclusions or key points from the experience
5. Always finish a session with the **key messages**: What participants must know.

## Prepare the training materials

Every trainer needs to prepare for every training activity beforehand. **Read the session plan, the slide show, the handouts and the info note.** Prepare:

- The **materials** ranging from basic stationeries like pens, papers, markers, scissors and tape, to flipcharts and stands.

- The training aids, including the handouts for participants, the Info note and the set-up of the slide show.

Each DWOVH training activity provides the necessary materials and training aids but they may need to be adapted to suit the needs of your target audience and/or photocopied for distribution to the participants.

Before each training session, you need to check:

- Are the language, types and quality of the **visual aids** appropriate for them?
- Do you have **enough copies** of all training materials for all participants?
- Do you have alternative materials or exercises in reserve in case the need arises to change the training program?

When working with a large training team, or when working with different trainers during a training series on the off-days of domestic workers, it may be handy to make a **training flowchart** for the entire series of training activities and session plan. A flowchart sets out the content, logistical details and who will do what in a way that is easy to follow. It can help to make sure that the workshop runs smoothly.



*See Tool 8 for an DWOVH training flowchart example and a blank form for use.*

### Training report

Writing a report about the training is usually part of every training to serve as a **reference for future action**, and for **the record** of the DWO and its donors.

Different types of reports usually require different formats. Writing reports is difficult for many but the **task is easier with planning ahead**. The first step is to decide **what type of report is needed for the training** that you are organizing, by asking the following questions:

- Why is the report needed?
- Who is the report for?
- Does it need to be in a special format or style?
- Who will be responsible for taking notes during the training? Assign trainers and/or participants to take turns doing this.
- Who will write the report?
- Who will review, check and approve the report before distribution?
- Who will distribute it?
- If someone needs to be hired to prepare the report, has this been included in the budget and organized?
- Is there a deadline for the report?

Preparing and writing a report is usually a team effort. To ensure that the work will be done, clearly identify who will take responsibility for what. The process of report writing involves the following steps:

1. **Collect information:** the basic training information (Information note, program and list of participants), session notes, groupwork outcomes, evaluation outcomes and any training highlights.
2. **Organize the information:** Decide how to organize the information: by topic, objective or day of the training and make an initial outline of the report.
3. **Analyze the information:** Identify key issues in the training, participants' learning process (how they learned and what they were particularly or least interested in), key findings and lessons learned.
4. **Write-up the report:** A good report should be clear and concise and cover only important information. Writing in chronological order by listing all the training activities and who did them is not recommended as this usually results in very long reports.
5. **Check and review the report:** Once drafted, the report should be checked, reviewed (and usually edited for better reading) by one of the trainers to make sure that the information is correct and no important information is left out.



*See Tool 9 for an example of a training report outline.*

## Tool 7 : Checklist for DVoVH Trainers: Training Preparation

No	Trainers’ Tasks in Training Preparation	Yes	No
1	Am I clear about the training aims?		
2	Do I have the following information about my participants? <ul style="list-style-type: none"> <li>• Total number</li> <li>• Age groups (children, teenagers, young adults, adults, middle age)</li> <li>• Numbers of women and men participants</li> <li>• Education, work, experience and other backgrounds</li> </ul>		
3	Are there any participants with specific needs (special gender or cultural considerations, members of ethnic minorities/tribal groups, people with disabilities or other special circumstances) and are these needs addressed?		
4	Have I checked with the training organizer about the place and timing of the training?		
5	Has the training program and schedule been developed?		
6	Have I discussed with the other trainers (if any) about the content, training program, training methods, and division of work in the preparation and the delivery of the training?		
7	Have I included participatory training methods that are suitable for the participants?		
8	Have I developed or adapted the session plans and the training materials for this group of participants?		
9	Am I clear about the key messages (what your participants must know) for each training session?		
10	Are the training aids and materials appropriate for the learning style of the participants, and are they available in sufficient numbers?		
11	Do I have games and exercises for energizers and group dynamics?		
12	Do I have the training feedback and evaluation forms for getting participants’ feedback about the training?		
<b>Before the training starts:</b>			
13	Have I checked if all the logistical arrangements are in good order before the training starts, like the training place, rooms and other facilities, and training materials, food and drinks?		
14	Are the seating arrangements suitable for the training?		
15	Are my notes and all training materials ready for use?		
16	Is the electricity, internet and wifi working? Is all the electrical equipment (computer, sound system, microphones, headsets) working?		

## Tool 8 : DWOVH training flowchart: Example

Domestic Workers Organize against Violence & Harassment Training					
- dates and place -					
Date/Time	Session/Topic	Exercise/Activity	Seating	Equipment/Materials	Responsibility
<b>1 March</b>					
8:00-8:30	Registration			1 folder of training materials for each participant	Staff 1
8:30-9:00	Opening ceremony	Welcome remarks in big group	Plenary/Circle of chairs	-	DWO leaders
9:00-9:30	BREAK				
9.30-11.30	Unit 1.1: Introduction to program and participants	<ul style="list-style-type: none"> <li>- Walk-around, pair interviews in big group</li> <li>- Introduction of participants with gender scan</li> <li>- Introduction of program, training principles</li> </ul>	Open space for walk-around  Circle of chairs	1 copy of DWOVH Information Note, Training Program and List of participants for each participant	Trainer 1
11:30-13:00	LUNCH				
13:00-13:40	Unit 1.2 Expectations, contributions, training rules and feedback	<ul style="list-style-type: none"> <li>- Expectations and contributions</li> <li>- Agreement on training rules</li> <li>- Feedback and selecting of Ears and Eyes for 2 March</li> </ul>	Circle of chairs	Flipchart paper, 4 pieces of 4"x6" paper and a marker for each participant	Trainer 2
13:40-14:30	Unit 2.4 Equality and rights in our life and work	<ul style="list-style-type: none"> <li>- Equality and discrimination in our life and work</li> <li>- Game in big group</li> </ul>	Open space for game		Trainer 1
14:30-15:00	BREAK				
15:00-16:20	Unit 2.4 continued	<ul style="list-style-type: none"> <li>- Small group work</li> <li>- Reporting, discussion and key messages in big group</li> </ul>	Small Group seating  Big group seating	10-20 pieces of flipchart paper, 2-3 rolls of masking tape, markers for small groups 2 flipchart stands	Trainer 1
16:20-16:30		<ul style="list-style-type: none"> <li>- Key messages</li> <li>- Feedback</li> </ul>			Trainer 2

## Tool 8 : DWOVH training flowchart: Blank

Domestic Workers Organize against Violence & Harassment Training					
- dates and place -					
Date/Time	Session/Topic	Exercise/Activity	Seating	Equipment/ Materials	Respon- sibility
Date					
08:30-10:00					
10:00-10:30	BREAK				
10:30-12:00					
12:00-13:30	LUNCH				
13:30-15:00					
15:00-15:30	BREAK				
15:30-17:00					

## Tool 9 : Example of a training report outline

### **Title Page**

Title, place and time of training, authors of report and preparation date

### **Table of Content**

with page numbers

### **Summary of Training Outcomes** (2-3 pages)

By training aims, training topics or training day

### **Conclusions and Recommendations** (1 page)

Key findings, main training outcomes, lessons learned, summary of evaluations by participants and trainers

### **Annexes:**

1. Actual training program
2. Actual list of participants
3. Outputs from participants such as results of group work and action plans
4. Results of evaluation or feedback of the training by participants
5. Trainers' evaluation on the training content and processes
6. Media records such as photographs, audio and video records
7. List of main training materials and handouts used during the workshop (optional)



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