

DOMESTIC WORKERS ORGANIZE AGAINST VIOLENCE & HARASSMENT

TRAINING PACK



Unit 3

WHAT IS VIOLENCE & HARASSMENT IN DOMESTIC WORK

Foreword and Introduction

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Unit 2 Equality and Rights in Our Life and Work

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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"> ■ To identify different types of power ■ To find out how domestic workers can build up their power 	90
3.2	Violence & harassment and child & forced labor in domestic work	<ul style="list-style-type: none"> ■ To identify different types of violence & harassment against domestic workers ■ To learn about child labour and forced labour in domestic work 	120
3.3	Gender-based violence and violence against women	<ul style="list-style-type: none"> ■ To understand gender-based violence and violence against women in domestic work ■ To exchange experiences on violence against girls and women in domestic work 	90
3.4	Sexual violence & harassment and gender stereotyping	<ul style="list-style-type: none"> ■ To understand what is sexual violence & harassment ■ To find out how gender stereotypes increase sexual violence & harassment 	120
3.5	Domestic violence and institutional violence	<ul style="list-style-type: none"> ■ To find out about domestic violence in households ■ To become aware of institutional violence 	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 workers¹

90 minutes

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



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.

¹ 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

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**.

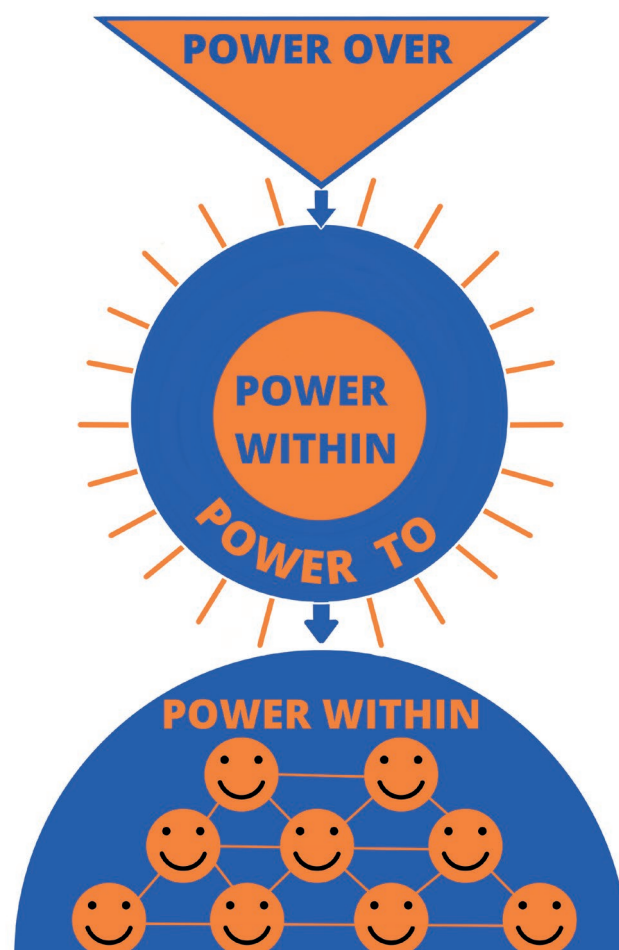


We need to **realize** what are the **negative effects of powerlessness upon us** and **build up our individual and collective power**. We have value as women and as workers. Many of us are strong women who provide valuable contributions to our own and other families. We can realize our rights to decent 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)³ 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)⁴ 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"> To identify different types of violence & harassment against domestic workers To learn about child labour and forced labor in domestic work
	Participants	<ul style="list-style-type: none"> Domestic worker leaders Domestic workers
	Room Arrangements	<ul style="list-style-type: none"> Step 1: Open space to move around Seating in small and big groups
	Materials	<ul style="list-style-type: none"> Flipchart papers and markers for each small working group
	Training Aids	<ul style="list-style-type: none"> Slide show: Violence & harassment and child & forced labor in domestic work Handout 1: Small group work: Case stories of Siti and Joanne Handout 2: Exercise: Forced labor indicators: Siti, Joanne and you Handout 3: Responses to exercise on forced labor indicators Info note: Violence & harassment and child & forced labor in domestic work



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.

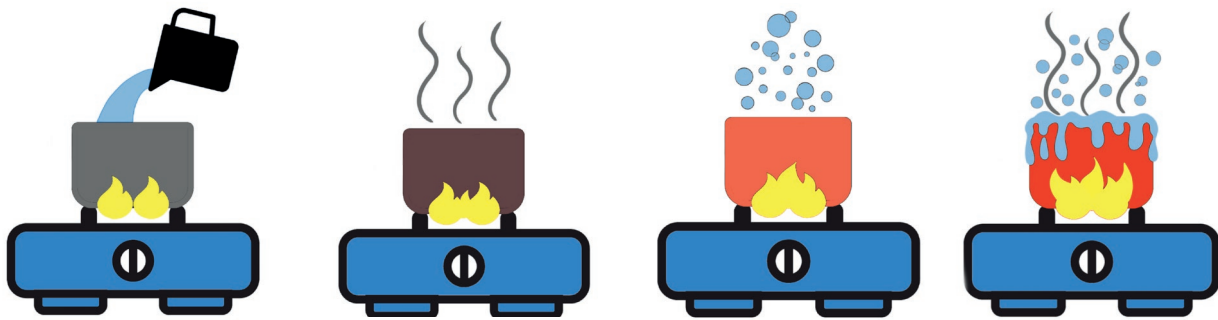
STEP 3	VIOLENCE & HARASSMENT IN DOMESTIC WORK	REPORTING	25 MINUTES
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- Get the big group together. Start the reporting by asking a volunteer from a group that discussed case story 1 to introduce Siti and answer question 1. **List the acts of violence & 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.

STEP 6	KEY MESSAGES	CONCLUSION	5 MINUTES
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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 & harassment⁵

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.

⁵ 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.⁶

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 work⁷

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

C189⁸ 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.⁹

Modern slavery and forced labor in domestic work¹⁰

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.¹¹ 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"> To understand what is gender-based violence (GBV) and violence against women (VAW) To share experiences on violence against girls and women in domestic work
	Participants	<ul style="list-style-type: none"> Domestic worker leaders Domestic workers
	Room Arrangements	<ul style="list-style-type: none"> Step 1: Open space to move around Other steps: Small group seating
	Materials	<ul style="list-style-type: none"> Step 2: Computer and projector, internet connection Step 3: Flipcharts, flipchart papers and markers, post-its or cards (half A5), and several rolls of masking tape.
	Training Aids	<ul style="list-style-type: none"> Video: What is Gender Based Violence?¹² Slide show: GBV and VAW Info note: Gender-based violence and violence against women



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 ¹³	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

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.¹⁴ 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.¹⁵]
 - **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:

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

¹⁵ 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 Women¹⁶

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 C190¹⁷ 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.

¹⁶ 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

¹⁷ 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**.¹⁸ 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).¹⁹ 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.²⁰

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)

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?²¹

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



3.4 : Sexual violence & harassment and gender stereotyping

120 minutes

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



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.” ²²
- 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 stereotyping²³

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.

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



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.

STEP 5	KEY MESSAGES	CONCLUSION, SONG AND DANCE	5 MINUTES
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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)²⁴

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 violence²⁵ 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 country²⁶, 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.

²⁵ 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*

²⁶ 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.²⁷ People everywhere need to raise their voices about the need to **change traditional mindsets** on domestic and institutional violence against women and domestic workers.

²⁷ 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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