

# DOMESTIC WORKERS ORGANIZE AGAINST VIOLENCE & HARASSMENT

## TRAINING PACK



### Unit 6

## DWO CASE WORK AND PEER SUPPORT

Foreword and Introduction

Unit 1 Starting a DWOVH Training

Unit 2 Equality and Rights in Our Life and Work

Unit 3 What is Violence & Harassment in Domestic Work

Unit 4 Protecting Ourselves from Violence & Harassment

Unit 5 Collective Actions against Violence & Harassment

### UNIT 6 : DWO CASE WORK AND PEER SUPPORT

<b>6.1 Recognize and the first response.....</b>	<b>4</b>
• Handout The first contact: Roleplays in pairs.....	9
• Info note: Recognize and the first response .....	11
<b>6.2 Active listening in peer support communication .....</b>	<b>15</b>
• Handout: Roleplay in trios: Active listening and communication .....	19
• Info note: Active listening in peer support communication .....	20
<b>6.3 Our judgements and emotions .....</b>	<b>22</b>
• Handout: Points for discussion: Our emotions and feelings as peer supporters .....	26
• Info Note: Our judgements and emotions .....	27
<b>6.4 DWO principles for case work and peer support.....</b>	<b>29</b>
• Handout: Group work: Principles & rules, do's & don'ts and common mistakes.....	33
• Info Note: DWO principles for case work and peer support .....	34
<b>6.5 Peer support conversations and reporting .....</b>	<b>36</b>
• Handout: IDWF Case Record Form: Complaints by Domestic Workers .....	40
• Info note: Peer support conversations and reporting.....	42
<b>Sources .....</b>	<b>46</b>

Unit 7 Laws, Policies and Practices on Violence & Harassment

Unit 8 Concluding a DWOVH Training

Training Aid 1 Slide Shows for the DWOVH Units

Training Aid 2 Key DWOVH Terms

Training Aid 3 Tips for Effective DWOVH Training

Training Aid 4 DWOVH Training Planning and Preparation



# Overview

In this unit we discuss how we and our DWOs can support violence victims to become violence survivors.

We find out how we can recognize violence & harassment problems and how to respond to domestic workers who need our help.

We practice our listening and communication skills, learn about making judgements and dealing with our emotions.

We develop DWO principles for case work and peer support, and share experiences on doing case work, providing peer support and reporting.



# UNIT SUMMARY

	TITLE	AIMS	TIME (MINS)
6.1	Recognize and the first response	<ul style="list-style-type: none"> <li>■ To recognize risks and signs of violence &amp; harassment</li> <li>■ To know what to do when a sister in trouble needs help</li> </ul>	120
6.2	Active listening in peer support communication	<ul style="list-style-type: none"> <li>■ To practice active listening and communicating</li> </ul>	90
6.3	Our judgements and emotions	<ul style="list-style-type: none"> <li>■ To become aware and learn how to make judgements and deal with our emotions as peer supporters</li> </ul>	90
6.4	DWO principles for case work and peer support	<ul style="list-style-type: none"> <li>■ To learn how to release tension after intense peer support conversations</li> <li>■ To share DWO principles and ethical guidelines for effective case work and peer support</li> </ul>	90
6.5	Peer support conversations and reporting	<ul style="list-style-type: none"> <li>■ To share DWO know-how on how to do face-to-face and telephone peer support conversations</li> <li>■ To know why we need to report and how to do it</li> </ul>	120



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



# KEY MESSAGES

**Protecting our sisters from violence is everyone’s business in our DWOs. In peer support conversations we share their feelings and listen to understand their story. We provide practical, psychological and social support to help violence victims to become survivors. We build support networks within and outside our DWO to help our sisters and take strategic actions against violence & harassment with other organizations.**

- We always reach out to sisters in trouble in our DWOs.
- At the first contact with a sister in distress, we are friendly and supportive. We give her our full attention, we practice empathy and share her feelings by putting ourselves in her place.
- We keep her story confidential, unless she is in danger or we need to ask our DWO leaders or peer support team for help.
- We need to get the facts right and practice active listening: We concentrate on what she says and how she says it.
- We give her the information she needs and decide carefully how best to support her. We can share most of our emotions but keep negative emotions about her to ourselves.
- We always invite a sister to join DWO activities so she can relax, learn new things and meet new friends.
- Important DWO principles and ethical practices for effective peer support are: Trust her, never blame her. Share her feelings and connect with her. Build on her strengths. Help her decide – Never decide for her. As a peer supporter, be a sister, a guide and a role model, not a rescuer. Take immediate action and get help from DWO leaders if she is in danger.
- We do case work and peer support conversations in 5 steps:
  1. Share her feelings and build trust at the first contact
  2. Listen and communicate
  3. Check the facts with her and seek confirmation
  4. Decide on a response
  5. Conclude, get her contact details and agree on follow-up.
- Reporting is crucial for follow-up with the violence victim and for DWO strategic actions.



## Training Organization

- This unit is for domestic workers who are or want to become case workers and peer supporters for their sisters who have experienced violence & harassment. It is proposed to do the following training activities in 1.5-2 days in a workshop or in 3 half-day activities on off-days, for example:
  - **Unit 6.1** Recognize and the first response and **Unit 6.2** Active listening in peer support communication (3.30 hours)
  - **Unit 6.3** Our judgements and emotions and **Unit 6.4** DWO principles for case work and peer support (3 hours)
  - **Unit 6.5** Peer support conversations and reporting and **Unit 5.4** DWO networking and alliance building (4 hours)
- If you want to do only one activity on case work and peer support:
  - Do **Unit 6.1** Recognize and the first response (120 minutes), because all domestic workers need to know how to recognize and reach out to victims of violence & harassment
  - If your DWO plans to start doing case work and peer support, do **Unit 6.4** DWO principles for case work and peer support (90 minutes).



# 6.1 : Recognize and the first response<sup>1</sup>

120 minutes

	Aims	<ul style="list-style-type: none"> <li>To recognize risks and signs of violence &amp; harassment</li> <li>To know what to do when a sister in trouble needs help</li> </ul>
	Participants	<ul style="list-style-type: none"> <li>Domestic worker leaders</li> <li>Domestic workers</li> </ul>
	Room Arrangements	<ul style="list-style-type: none"> <li>Step 1: Space for the group to stand in a big circle</li> <li>Other steps: Seating in pairs and in the big group</li> </ul>
	Materials	<ul style="list-style-type: none"> <li>Flipchart papers and markers</li> </ul>
	Training Aids	<ul style="list-style-type: none"> <li>Slide show: Recognize and the first response</li> <li>Handout: The first contact: Roleplays in pairs</li> <li>Info note: Recognize and the first response</li> </ul>



## Session Plan Steps

1.	Support to violence victims	Warm-up	10 minutes
2.	4 Key steps in case work and peer support	Introduction	15 minutes
3.	Recognize it	Brainstorming	20 minutes
4.	Respond to it: The first contact	Roleplays in pairs	40 minutes
5.	Respond to it: The first contact	Q&A in big group	30 minutes
6.	Key messages	Conclusion	5 minutes



## Preparation

- For step 2: Prepare one flipchart paper: Write on top: CASE WORK & PEER SUPPORT and put the 4 parts of peer support under the title: 1. Recognize it, 2. Respond to it, 3. Report it, and 4. Refer it. (Keep this flipchart paper and use it again in **Unit 6.5** Peer support conversations and reporting, so that the group understands how the sessions link together.)
- For step 4: Photocopy and cut up the 2 pages of handout 1: Half of the participants will get one paperslip from page 1 and the other half one paperslip from page 2 in round 1, and the other way around in round 2.

1 Adapted from: Centre for Research and Education on Violence against Women and Children, *Recognize and respond to domestic violence in your workplace*, Ontario, 2014; IPSO, *Basic training for drop-in centre volunteers, Trainers' manual and working materials* (in Dutch), Amersfoort, 2015-2016; Women Against Violence Europe (WAVE), *WAVE training programme on violence against women*, Vienna, 2008 (2nd Edition), [www.wave-network.org](http://www.wave-network.org)

## SESSION PLAN

STEP 1	SUPPORT TO VIOLENCE VICTIMS	WARM-UP	10 MINUTES
--------	-----------------------------	---------	------------

- Ask everyone to stand in a circle. Link the session to the previous session. Then say: Today we **discuss how we can support our sisters who experience(d) violence & harassment**. We start with a body part exercise. It goes as follows:
- Say: First, we all get a number by counting from 1-7 around the group. I will start: I am 1. Neighbor to my right, what is your number? After she says 2, go around to the next person on the right, until everyone has a number from 1 to 7.
- Ask everyone to remember their number. Ask: All 1's to wave, then the 2's, and so on.
- Then ask all number 1's to take a step forward and say: I will call out one body part and a question for all the 1's to answer:
  1. **Hands:** What can I do to support violence victims? *[Give the first answer yourself, for example: I can hold her hand. Then ask the next No. 1: 'Other hands: What can you do to support violence victims?' until all 1's have given their answer. Then ask all 1's to step back in the big circle and ask all 2's to step forward. Continue with question 2 and do the same until all 7's have given an answer as the feet. Note: All answers are generally ok. It is fine if people repeat an earlier answer. Make sure everyone speaks briefly. Keep a quick pace so people enjoy the game.]*
  2. **Ears:** What have I heard about violence victims?
  3. **Eyes:** What have I seen about violence victims?
  4. **Heart:** What can I give violence victims from my heart?
  5. **Stomach:** What makes me feel sick when I think of violence victims?
  6. **Mouth:** What do I say to victims of violence?
  7. **Feet:** What can I do support violence victims?
- Say: Lets give a big applause for the support we can give with our different body parts. Ask everyone to take a seat.

STEP 2	4 KEY STEPS IN CASE WORK AND PEER SUPPORT	INTRODUCTION	15 MINUTES
--------	---	--------------	------------

- Say: All DWOs provide information and help to domestic workers and many of us have been asked to help sisters who need protection from violence & harassment. It is a priority for us to help our sisters and we call this case work. Ask: **What is case work? Give examples from your own experience.**
- List responses of participants on a flipchart or board, and when most types of case work have been discussed, briefly summarize: **Case work** in DWOs takes place in many ways. It often includes:
  - **Outreach services** to domestic workers who need information and support. We have help desks and do it in person, by phone, or through social media.
  - **One-on-one support** to domestic workers who need emotional support from fellow workers or assistance to tackle practical problems, like relations with employers, settling in a new place, or doing the right paper work in the right way.
  - **Immediate action in case of abuses** and **longer-term assistance and follow-up** with domestic workers who face serious problems, like violence & harassment in their job or at home. We help with filing complaint cases, and organizing case referrals.
- Ask: **Why are we in a good position to help other domestic workers?** After some responses say:
  - We can provide valuable help to other domestic workers because we are peers: We are equals. We have similar work and life experiences. We have dealt with similar problems and we often have similar backgrounds.

- As case workers and peer supporters we provide information, knowledge, experience, emotional, social and practical help to each other. We support and counsel sisters in need to take the best possible decisions and actions for themselves. We listen, share our knowledge and experiences, and can give hope and guidance to sisters who are in trouble
- Use a slide or a flipchart and say: In our DWO case work there are 4 key steps that we need to take to provide good peer support:
  1. **Recognize it:** We need to be able to recognize warning signs and risk factors of violence & harassment at our workplaces and in our homes.
  2. **Respond to it:** We are responsible to look out for our sisters and know how to respond to a sister in need.
  3. **Report it:** We need to know how to document every case and gather evidence to help victims and fight against violence & harassment.
  4. **Refer it:** We need to know what we as individuals and as DWOs can and cannot do, and how to access other support services in our community.

<b>STEP 3</b>	<b>RECOGNIZE IT</b>	<b>BRAINSTORMING</b>	<b>20 MINUTES</b>
---------------	---------------------	----------------------	-------------------

- Say: Let’s discuss these actions one by one. In this session, we will discuss No. 1: **How do we recognize possible violence victims.** We start with a brainstorming on how we can find sisters who may be in trouble.
- Go through the questions with the group and write the main responses on a board or flipchart. Add points not mentioned by the group using the Info note. Discuss the questions one by one:
  1. **What are warning signs that a domestic worker may be experiencing abusive behavior?** [*Injuries to the body, wearing many layers of clothes to hide injuries, fear or anxiety, very quiet, and keeping away from others, emotional distress, sensitivity about hints of trouble, self-blaming and low self-esteem.*]
  2. **What are risk factors at work?** [*Long working hours, no or late wage payments, verbal or other abuses by employer, live-in arrangements, accommodation can not be locked, no agreed-upon job contract, lack of respect for domestic workers’ rights as women and as workers, child or adult domestic workers paying off a debt, or when employers think they ‘own’ their (migrant) domestic workers.*]
  3. **What are risk factors at home?** [*Patriarchal gender norms and values, alcohol, drug or gambling addiction, or psychiatric problem of husband or other person with authority over the domestic worker, relational or money problems in the family, actual or planned separation.*]
  4. **Which groups are most at risk?** [*Those who need help the most are child, young or disabled domestic workers, and domestic workers in slavery-type conditions. They are the most at risk but it is the most difficult group to reach.*]
  5. **What to do with these warning signs and risk factors?** [*Warning signs and risk factors are a red flag: Always be on the look out for sisters in trouble. Try to approach them in a friendly manner. Start a conversation. Ask questions, how are you? And so on. But: **Don’t jump to conclusions and don’t be judgemental.***]

<b>STEP 4</b>	<b>RESPOND TO IT: THE FIRST CONTACT</b>	<b>ROLEPLAYS IN PAIRS</b>	<b>40 MINUTES</b>
---------------	---	---------------------------	-------------------

- Say: We are going to do **roleplays in pairs**. The roleplay is **about the first contact between 2 domestic workers**: One seeks help against violence & harassment, and the other, a DWO member, responds to her. We will do 2 rounds, so everyone gets to play each role:
  - In the first round, one of each pair plays a violence victim who seeks help and the other plays a domestic worker who is a DWO member and tries to help her.
  - In the second round, each pair switches roles so the one who played the victim will now play the helper, and the one who played the helper will now play the victim.
- Ask: **Is it clear or are there questions?** Clarify as needed.

- Divide the big group in 2 by saying: The half to my left is group 1: In the first round, you will play the role of a domestic worker who contacts a DWO for help against violence. The half to my right is group 2: In the first round, you will play the role of a DWO member and it is your task to meet domestic workers who seek help. Tell the big group to form pairs of one person from group 1 and one person from group 2.
- When the pairs are formed, distribute the cut pieces from the handout as follows:
  - Trainer 1: Ask all members of group 1 to come to one part of the room. Give each one of them one paperslip with a sentence from the first page of handout 1 to start the discussion. Tell them they have 2 minutes to prepare themselves for their role of a violence victim seeking help from a DWO.
  - Trainer 2: Ask all members of group 2 to come to another part of the room. Give each of them one paperslip with a sentence from the second page of handout 1 on how to encourage domestic workers with violence experiences to share their story. The groups have 2 minutes to prepare themselves for their role to espond to their partner from group 1, who is seeking help. *[If 2 trainers are not available, brief the groups one after another, starting with group 1.]*
- Invite everyone to the group after 2 minutes. Ask the pairs to get together and start the roleplay. After 8 minutes, stop the roleplay discussion with a big applause, thanking everyone for the roleplay.
- Ask group 1 members to stand on your left and ask group 2 members to stand to your right. Say: We are now going to do round 2 and switch the roles. Group 1, you will now play the role of a DWO member and it is your task to meet domestic workers who seek help. Group 2, you will play the role of a domestic worker who contacts a DWO for help against violence.
- Ask the 2 groups to form new pairs for round 2 by finding a different roleplay partner from round 1.
- When the new pairs are formed, each should get their new roles from the trainers, and prepare for 2 minutes as done earlier.
- Ask the pairs to get together and start their discussion.
- After 8 minutes, stop the discussion and invite everyone back to the big group.
- Start a discussion on the roleplayers’ feelings during the roleplays. Make sure to write the answers of participants on two flipcharts, one for each role:
  - **How was it to play the role of the domestic worker seeking help?** Could you say what you wanted to say? How did you feel during the discussion and why? *[Easy/not easy, she was helpful/not helpful, she made me feel welcome/not welcome. I could tell/not tell my story. She respected me/ didn’t respect me.]*
  - **How was it to play the role of the responding DWO peer supporter?** How did it feel and why? Did she tell her story/not tell her story? *[Easy-not easy, she wanted/ didn’t want to talk. I did know/ didn’t know how to make her feel at ease.]*
- Write the answers of the participants on 2 flipchart papers, one for each group.

STEP 5	RESPOND TO IT: THE FIRST CONTACT	Q&A IN BIG GROUP	30 MINUTES
--------	----------------------------------	------------------	------------

- Discuss the roleplays with the following questions, using the group’s feedback on their feelings during the roleplays and the info note:
  - Say: Protecting our sisters from violence is everyone’s business in our DWOs. We want to help violence victims to become survivors. When a domestic worker contacts a DWO for help, the first contact is very important. Ask: If you would be a violence victim, **how would you like to be treated when you go to a DWO for help?** *[Examples: With respect. I felt safe, so I could share my feelings. She supported me. She helped me by just listening to me. She believed me. She said it’s not my fault, and I believe her now. She did not push me, but helped me to order my mind. She asked if she could hold my hand, and it really helped me when she did and she hugged me goodbye when I left.]*
  - Say: If you would be a violence victim, **what are the things that would put you off**, when you go to a DWO for help? *[The person I spoke to did not listen and asked me many things. She told me that I had done things wrong. She said the violence was my own fault. She talked about herself all the time. She told me what to do and I am not ready for that.]*

- Say: **At the first contact** a violence victim may be upset and confused. Don't start with asking her about facts, because she may not remember anything. Always try to do the following:
  - **Start with asking her about her feelings.**
  - **Be friendly** and supportive, **share her feelings and listen** to her.
  - **Reach out and connect** to the person who needs help.
  - Ensure that **she feels safe** so she can share her feelings and her story.
- Ask: **What is empathy?** [*Empathy is about **sharing the feelings of someone else** by putting yourself in her place. In a counseling situation you can cry together or be sad or angry together, but keep the focus on the emotions, feelings and thoughts of the other.*]
- Ask: **Should you share the story or the photo's of an abused domestic worker?** [*The answer can be both YES and NO depending on the situation. Generally the answer is **NO, unless she has given permission**. Keep the information from somebody in need to yourself and **do not discuss it with others. Respect her privacy!** It is easy to gossip, but when we do so, we break the trust of this person. This is **unethical** and can easily harm the person who trusted us. Sometimes the answer is **YES: You should not keep information confidential** when someone is in immediate danger and you need to get immediate help. Or, if you don't know what to do, you can discuss it with DWO leaders or the peer support team. Make sure to get the agreement of the sister concerned before you discuss it with others, explaining why their support is of utmost importance.*] Conclude by saying: **Confidentiality** is very important in case work and peer support.
- Ask: **Have you ever hesitated to contact a domestic worker, whom you thought could be a violence victim? And If yes, why?** [*I thought it was not my business, I was afraid to make things worse, I didn't know what to say, I was too shy, I was afraid she would get angry at me.*] After a few responses, say: If you feel something is wrong, trust your intuition. **Violence tends to get worse if nothing is done about it.** Expressing your care about her, helps her. Even if she gets angry now, she will remember and may ask your support later.

STEP 6	KEY MESSAGES	CONCLUSION	5 MINUTES
--------	--------------	------------	-----------

- Conclude by standing up and memorizing the key messages together. For example:
  - We are peer supporters. Protecting our sisters is important for us.
  - At the first contact, we are friendly and supportive, and listen to her.
  - We practice empathy: We share her feelings by putting ourselves in her place.
  - We keep her story confidential, unless she is in danger or we need to ask our DWO leaders for help.
  - We and our DWOs always reach out to sisters in trouble: It is our business to protect each other.



## HANDOUT : THE FIRST CONTACT

### Roleplays in pairs

Photocopy pages 1 and 2 and cut the paper slips, so that you have enough paper slips to give one paper slip from page 1 **or** one paper slip from page 2 to each participant in each round as explained in the session plan.

#### 1. For the roleplayers who play a domestic worker seeking help against violence

Every player who plays this role gets **one of the paper slips** with a sentence to start the roleplay.



**As domestic worker seeking help against violence, start the roleplay with:**

“May I ask you? My friend’s employer is really bad, so I thought ... Can I ...?”

**As domestic worker seeking help against violence, start the roleplay with:**

“My madam always scolds and beats me for nothing, what can I do? I need ...”

**As domestic worker seeking help against violence, start the roleplay with:**

“I am still sooo angry, I just don’t know what to say ...”

**As domestic worker seeking help against violence, start the roleplay with:**

“I am so worried. My employer is a bit strange. Sometimes he ...”

**As domestic worker seeking help against violence, start the roleplay with:**

“I am so scared ... I don’t want go back ... Can I just stay here ...”

**As domestic worker seeking help against violence, start the roleplay with:**

“I don’t know what to say .. Maybe it’s part of my work ...”

**As domestic worker seeking help against violence, start the roleplay with:**

“May I ask you? My friend’s employer is really bad, so I thought ... Can I ...?”

**As domestic worker seeking help against violence, start the roleplay with:**

“My madam always scolds and beats me for nothing, what can I do? I need ...”

**As domestic worker seeking help against violence, start the roleplay with:**

“I am still sooo angry, I just don’t know what to say ...”

**As domestic worker seeking help against violence, start the roleplay with:**

“I am so worried. My employer is a bit strange. Sometimes he ...”

**As domestic worker seeking help against violence, start the roleplay with:**

“I am so scared .. I don’t want go back ... Can I just stay here ...”

**As domestic worker seeking help against violence, start the roleplay with:**

“I don’t know what to say ... Maybe it’s part of my work ...”

2. For the roleplayers who play a DWO member who helps another domestic worker

Every player who plays this role gets **one of the paper slips** with the same tip on how to play the role.



**Tip for playing a DWO member meeting a domestic worker seeking help:**

Be welcoming, friendly, supportive and attend to her needs.

**Tip for playing a DWO member meeting a domestic worker seeking help:**

Be welcoming, friendly, supportive and attend to her needs.

**Tip for playing a DWO member meeting a domestic worker seeking help:**

Be welcoming, friendly, supportive and attend to her needs.

**Tip for playing a DWO member meeting a domestic worker seeking help:**

Be welcoming, friendly, supportive and attend to her needs.

**Tip for playing a DWO member meeting a domestic worker seeking help:**

Be welcoming, friendly, supportive and attend to her needs.

**Tip for playing a DWO member meeting a domestic worker seeking help:**

Be welcoming, friendly, supportive and attend to her needs.

**Tip for playing a DWO member meeting a domestic worker seeking help:**

Be welcoming, friendly, supportive and attend to her needs.

**Tip for playing a DWO member meeting a domestic worker seeking help:**

Be welcoming, friendly, supportive and attend to her needs.

**Tip for playing a DWO member meeting a domestic worker seeking help:**

Be welcoming, friendly, supportive and attend to her needs.

**Tip for playing a DWO member meeting a domestic worker seeking help:**

Be welcoming, friendly, supportive and attend to her needs.

**Tip for playing a DWO member meeting a domestic worker seeking help:**

Be welcoming, friendly, supportive and attend to her needs.

**Tip for playing a DWO member meeting a domestic worker seeking help:**

Be welcoming, friendly, supportive and attend to her needs.

**Tip for playing a DWO member meeting a domestic worker seeking help:**

Be welcoming, friendly, supportive and attend to her needs.

**Tip for playing a DWO member meeting a domestic worker seeking help:**

Be welcoming, friendly, supportive and attend to her needs.



## Info note: Recognize and the first response

**“We, DWOs, make it our business:  
Violence & harassment is not a private matter.  
We all have a role to play.”**

DWOs make it a priority to protect domestic workers from violence & harassment. We can provide **valuable support** to other domestic workers who are violence victims because **we are peer supporters**: Equals and sisters in the same job, **who share similar work and life experiences** and often have similar backgrounds.

If we have just started a DWO, we may find it difficult to help, because we don't know how to deal with it or lack the people and money to provide support. But many of us have a lot of experience in helping domestic workers who experience violence & harassment because so many sisters in need ask us for help. Here we share **our know-how on what to do** to help domestic worker victims **to become survivors and sister warriors** in the fight against violence & harassment.

**Case work in DWOs takes place in many ways. It often includes:**

- **Outreach services** to domestic workers who need information and support. We run an enquiry or help-desk. We do it in person, by phone, through social media or find other ways to get in touch.
- **One-on-one support** to domestic workers who need emotional support from fellow workers or need assistance to tackle practical problems. For example, relations with employers, settling in a new place, or help with preparing the right papers and following the right procedures of the authorities.
- **Immediate action in case of abuses** and **longer-term assistance and follow-up** with domestic workers who face serious problems, like violence & harassment in their job or at home, deceit, contract substitution, pregnancy, unfair dismissal, loss of papers or detention. It includes helping to file complaint cases at government departments, police stations, labor departments and tribunals, and organizing case referrals to hospitals, shelters and NGOs, government departments or embassies.

As **case workers and peer supporters** we provide information, knowledge, experience and emotional, social and practical help to each other. We support and counsel sisters in need to take the best possible decisions and actions for themselves. Many of us have also experienced violence & harassment, we have been traumatized BUT we have gone through the coping and healing process, so **we know what to do and how to do it**.

Violence victims and survivors need a **safe space** so they can speak about it, find ways to deal with it and obtain justice. Being able to talk with a peer, another domestic worker, who understands the dynamics of violence & harassment against domestic workers and is able to provide practical and emotional support, **is crucial** for sisters who are suffering.

Peer supporters can also help to **put the violence & harassment into perspective**. New domestic workers may not yet know what is acceptable and unacceptable in the work relationship between domestic workers and their employers. Or, domestic workers are ashamed, blame themselves, or want to give up, because the hurt is unbearable. Support from other domestic workers helps violence victims to find the courage to start the road to recovery and fight against it.

**In case work and peer support there are 4 key steps that we need to take in our DWO. We need to prepare and be able to:**

1. **Recognize it:** All of us need to be able to recognize warning signs and risk factors of violence & harassment at our workplaces and in our homes.
2. **Respond to it:** All of us are responsible to look out for our sisters and know how to respond to a sister in need.
3. **Report it:** We need to know how to document every case and gather evidence to help victims and advocate against violence & harassment.
4. **Refer cases:** All of us should know what we as DWO can and cannot do, and we must know about other services and support in our community.

### Warning signs of violence and harassment

- **Injuries** such as bruises, burns on hands, black eyes, broken bones, hearing loss. These are often said to be the result of 'falling', 'being clumsy', or 'accidents', or hidden bruises which are under the clothes (long sleeves and turtlenecks, or wearing sunglasses inside or heavy makeup).
- People look **pale, tired or exhausted**. They have no or low energy. They are unusually quiet, scared and can be afraid of others.
- The discussion is **confused** and the story has to be pieced together by the peer supporter. People may often change the subject and jump from one part of the story to another. They may skip vital parts leaving out or hiding things that they feel could harm them.
- Signs of **anxiety and fear** of other people or of losing their job or their loved one(s).
- Signs of **confusion and trauma**: No eye contact, repeating real or imaginary fears and threats, not being able to listen. Over-acting, like being depressed, aggressive, excited or happy without reason.
- **Emotional distress** or flatness, tearfulness, depression, and suicidal thoughts.
- **Sensitivity** about hints of trouble at work or at home and denying the abuse and injuries. Blaming and not valuing themselves.

### Risk factors at our workplaces

- When child and/or adult **domestic workers are tied to their employers**, for example, because they are paying off a debt (often of their parents), or because their passports have been confiscated and they are not allowed to leave their employers' home in their free time.
- When domestic workers (have to) **live in their employers' homes** and do not have a separate room that they can lock.
- When there is **no agreed-upon job contract** between domestic workers and their employers with clear duties and responsibilities of both parties.
- When **employers do not respect their workers**, looking down on them because they are women, young or poor, or have a different color, race, ethnicity, social origin, caste or class, religion or nationality.

## Risk factors at our homes

- Husband and/or other family members with authority have an alcohol, drug or gambling **addiction** or **psychiatric problem**.
- Husband and/or other family members with authority have **patriarchal gender norms and values**: expecting their wives to earn money, obey them in everything, do everything in their own household also and provide sexual services on demand.
- Relational or money **problems in the family**, for example, because of job loss and unemployment.
- Actual or pending **separation**.

## Remember

- **Always be on the look-out** for violence victims:
  - Those in **the worst situations are the most difficult to find and reach**, because they cannot leave their workplace, and have no access to the outside.
  - DWOs who work with **child or migrant domestic workers** are often actively **on the look-out for violence victims** and try to approach them when they take their employer's children, sick, disabled or elderly people, or the family pets outside, and when they do the shopping or run other errands for their employers.
  - Domestic workers who fear their abusive employer or husband may become very focused on their abuser, always trying to fulfill their needs and **appease** them to prevent them from becoming violent again.
  - Making bad jokes or treating others harshly can also be a sign of a violence victim, who may have learned to develop an elephant skin.
- Warning signs and risk factors are **red flags**: Always be on the look out for sisters in trouble. **BUT: Don't jump to conclusions and don't be judgmental.**

## Respond: The first contact

When we meet with a violence victim, she may be upset and confused. Don't start with asking her about facts, because she may not remember anything.

- **Start with asking her about her feelings.**
- **Be friendly** and supportive, **share her feelings and listen** to her.
- **Reach out and connect** to the person who needs help: Say: I am so sorry for what happened to you, I am here to listen to you.
- Ensure that **she feels safe** so she can share her feelings and her story (the what, who, why, when, where and how) with you. Say: You are safe here, I believe you. I want to understand what happened to you. What did you feel?

**Empathy** is sharing the feelings of somebody else by putting yourself in her place. Empathy is about sharing **her feelings, not your own**. If you, as peer supporter, have experienced similar things, you can let her know that you have experienced this too. But, don't take over her story by sharing your own story immediately. Keep her in the centre of attention.

**Confidentiality** means not discussing the stories, thoughts and feelings of violence victims and survivors with other people, because this may harm them. It is about respecting the privacy of the people who seek our help. There are only 2 exceptions to the rule of confidentiality:

- When she is in immediate danger and you need to get help soonest.
- If you need to get further advice from your DWO leaders or peer support team and she agrees to it.

**Don't hesitate to offer support**, if you feel something is wrong:

- If you don't know what to say, telling her that **you care** and are concerned is a good start.
- If you feel it is none of your business, know that **violence** tends to **get worse** if nothing is done about it.
- If you are afraid you may make things worse, remember that **doing nothing IS** more likely to **make things worse**.
- If she doesn't want to share now, be prepared to give **support in the future** and let her know that you are always ready to help.
- Discuss the case with your domestic worker leader and **get advice** on what to do.

**Protecting our sisters from violence is everyone's business in our DWO:** Try to approach her in a friendly manner. Start a conversation. Ask her how it's going, how she feels. Get in touch, exchange phone numbers and tell her she can always contact you.





## 6.2 : Active listening in peer support communication<sup>2</sup>



90 minutes

	Aims	<ul style="list-style-type: none"> <li>To practice active listening and communicating</li> </ul>
	Participants	<ul style="list-style-type: none"> <li>Domestic worker leaders</li> <li>Domestic workers with case work experience</li> </ul>
	Room Arrangements	<ul style="list-style-type: none"> <li>Step 1: Space for the group to stand in a big circle</li> <li>Other steps: Seating in trios (groups of 3) and in the big group</li> </ul>
	Materials	<ul style="list-style-type: none"> <li>Step 3: A bell, a whistle, 2 pan lids or pans or anything that makes a loud noise</li> </ul>
	Training Aids	<ul style="list-style-type: none"> <li>Slide show: Active listening in peer support communication</li> <li>Handout: Roleplays in trios: Active listening and communication</li> <li>Info note: Active listening in peer support communication</li> </ul>



### Session Plan Steps

1.	Whispers	Game	5 minutes
2.	Active listening and communicating	Introduction	10 minutes
3.	Listen and communicate	Roleplays in trios	50 minutes
4.	How to listen and communicate	Q&A in big group	20 minutes
5.	Key messages	Conclusion	5 minutes



### Preparation

- For step 3: Photocopy the handout, and distribute it to the trios. Or: Put the roleplay instructions on a flipchart or slide for all to see when doing the roleplays.
- In step 4, you need something to make a loud noise like a bell, a whistle, or 2 pot lids to signal when it is time to start or end the roleplays.

<sup>2</sup> Adapted from: IPSO, Basic training for drop-in centre volunteers, Trainers' manual and working materials (in Dutch), Amersfoort, 2015-2016; Women Against Violence Europe (WAVE), [WAVE training programme on violence against women](http://www.wave-network.org), Vienna, 2008 (2nd Edition), [www.wave-network.org](http://www.wave-network.org); Rutgers-van Wijlen, K.: Training materials on counselling, peer support and intimate partner violence (in Dutch), Utrecht, 2010; Cuncic, A, [How to practice active listening](#), in Verywellmind, 2020; International Institute for Environment and Development, (IIED), [A trainer's guide for participatory learning and action](#), by Pretty, J., Guyt, I., Thompson J. and Scoones, I., London, 1995

## SESSION PLAN

STEP 1	WHISPERS	GAME	5 MINUTES
--------	----------	------	-----------

- Ask everyone to stand in a circle and say: In this session we are going **to practice active listening and communicating**. We start with a whispering game:
  - I will whisper a sentence to my neighbor to the left. [*Choose a simple sentence of around 6-8 words in the main training language, if this language is the second language for the group. Choose a longer sentence of 10-12 words if the training language is in the group's mother tongue.*]
  - My neighbor will whisper what s/he hears to the person on the left. The sentence will pass around the circle until the last person says what s/he has heard. Let's go.
- Ask the last person to say what s/he heard. Then, say: I said "... " to my left neighbor. Ask: **What happened, what was lost, what was added? Why did this happen?** After a few responses, agree with the group: When a message passes through many channels, it often changes because people hear and say things differently. **In peer support communication we need to be able to listen carefully.**

STEP 2	ACTIVE LISTENING AND COMMUNICATING	INTRODUCTION	10 MINUTES
--------	------------------------------------	--------------	------------

- Say: In Unit 6.1 we discussed what to do on the first contact with violence victims. When they contact our DWO or when we look out for them and find them, **what do we often observe and experience?** Get responses and write keywords down for the group to see. [*It is difficult to understand their story. Many are fearful and scared, they do not trust us and run away if we approach them. Many are confused. They don't know how to tell their story, or repeat and repeat what is on their mind. They blame themselves or others all the time. Many also do not hear what we say, because they are so upset that they cannot listen. Or, they are very cautious, sensitive, suspicious, mistrust our questions, get defensive quickly or try to run away. Or they know exactly what they need and want us to provide that and not talk about other things.*]
- **How do we deal with this situation?** After a few responses, conclude:
  - It is sometimes difficult to talk to violence victims and survivors, because they are going through a crisis, and may be traumatized when they come to us.
  - **Communicate clearly and calmly.** The first thing to do, is to welcome her, make her feel safe and build trust: It is not your fault. You are safe here, I hear you, I see you, I believe you, We, in the DWO, will do our best to help you.
  - Then, **ask her to share her feelings**, provide safety and build trust. This helps her to calm down and order her mind.
- **What is the next step?** Get responses and write keywords down for the group to see. [*We listen and try to understand her story: WHAT happened? WHO did what WHY, WHEN, WHERE and HOW? Avoid asking closed questions. Ask open questions.*]
- Say: We are now going to practice our **active listening and communicating skills** by doing roleplays in groups of 3. Divide the group in groups of 3 (a trainer can participate in a group to complete a trio).
- When the trios are formed, explain the instructions for the roleplays as given in handout 2, and put these on a flipchart or slide for all to see during the roleplays. Say:
  - In every group of 3, there will be a conversation between 2 people and 1 person will observe.
  - In every roleplay there are 3 roles: person 1, person 2 and person 3. Person 1 asks questions and listens, person 2 answers and person 3 observes.
  - We play the roleplays in 3 rounds of 15 minutes each. After each round, the players in each trio switch roles so that each person plays another role. After the 3 rounds everyone in each trio will have played each role once.

- Each roleplay takes 15 minutes: 10 minutes discussion by persons 1 and 2 while person 3 observes, and 5 minutes feedback by person 3 to persons 1 and 2.
- Give the detailed instructions for each of the 3 roles, using the handout and put the instructions up on a flipchart, board or slide so that everyone can see these.
- Ask if everything is clear. Repeat instructions as needed and answer any questions. Ask the trios to find a quiet place where they can do the roleplays.
- Tell people to take a quick toilet break before the start of the roleplaying as needed, as it is best to do the roleplays without interruptions.

<b>STEP 3</b>	<b>LISTEN AND COMMUNICATE</b>	<b>ROLEPLAYS IN TRIOS</b>	<b>50 MINUTES</b>
---------------	-------------------------------	---------------------------	-------------------

- Start **round 1** of the roleplay by making a loud noise with a bell or banging 2 pot lids.
  - After 10 minutes, make the loud noise and tell the groups to stop their conversation and start the feedback.
  - After another 5 minutes, do it again to signal the end of the roleplays.
  - Tell the trios to switch roles and give them 1 minute for this.
- Do **rounds 2 and 3** of the roleplay following the same steps as in round 1.
- Ask everyone to take their seats and give a big applause for the roleplaying.

<b>STEP 4</b>	<b>HOW TO LISTEN AND COMMUNICATE</b>	<b>Q&amp;A IN BIG GROUP</b>	<b>20 MINUTES</b>
---------------	--------------------------------------	-----------------------------	-------------------

- Say: Let's discuss the roleplays. We practised listening and communicating. Use the following questions and the handout to discuss the findings of the group and write key points on flipchart papers. Start with a quick feedback on the role-playing (10 minutes in total):
  - **How was it to play person 1, asking questions and listening?** What was easy and what was difficult and what did you learn from it? [*Answers will vary and include issues like: It was easy, I didn't do anything special. It was not easy to get person 2 to tell her story. I had the feeling I had to ask her many more questions. I was nervous (or in a hurry) and forgot to listen to what she said. I started to share my own experience; I did not understand what she said, but I was shy to ask. I was so busy with asking questions that I did not really focus on her story. I need to listen more carefully.*]
  - **How was it to play person 2, answering the questions and telling your story?** What was easy and what was difficult and what did you learn from it? [*It was easy as she really listened to me/ encouraged me. I found it difficult to tell my story because person 1 did not really listen to me. She started to tell her own story. I was shy, because I don't have a lot of experience. She didn't encourage me to tell my story.*]
  - **How was it to play person 3, the observer who gave feedback.** What was easy and what was difficult and what did you learn from it? [*I found it difficult not to interrupt while the other 2 were talking. I liked the way the conversation went. They liked my comments. I tried to give good feedback to help them, but they were not interested or got quite defensive.*]
- Say: In peer support communication we need to practice active listening. Ask: **What is active listening?** Get some responses and write key words on a flipchart or board. [*Active listening is about **wanting to understand the other** and **offering her support and empathy**: Giving her your full attention and concentrating on **WHAT** she says and **HOW** she says it.*]
- Ask: **What do we need to avoid as active listeners?** Get some responses and write them on a flipchart or board, making a list of the **10 unhelpful listening habits** with participants (see the Info note).

- **As peer supporters, how do we practice active listening?** Get some responses and agree with the group: **Active listening in peer support communication means:**
  - **Engage with her and focus on her.** [*The centre of your attention is the other. Act as a sounding board. Be neutral and non-judgemental. Don't jump in with your own story.*]
  - **Be a mirror.** [*Repeat what she says and feels in her own words.*]
  - **Ask open questions** to understand her story but don't interrogate her.
  - **Summarize regularly and at the end** of the conversation, and include the agreements for follow-up.

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

- Say: In conclusion, what do we do when we want to help our sisters?
  - We need to get the facts right, listen and communicate
  - We want to understand her and offer her support and empathy
  - Concentrate on what she says and how she says it.
  - Give her our full attention and don't rush it!
- Compliment the group with a job well-done and end with a big applause.





## HANDOUT : ROLEPLAY IN TRIOS

### Active listening and communicating

The aim of the roleplays is to practice active listening and communicating in a conversation between 2 peer supporters and 1 observer:

- The roleplays are done by 3 persons in trios (groups of 3): Two people have a conversation with one asking questions and the other one answering her. The third person observes the conversation.
- There are 3 roles and everyone will play one of the roles in each round. So, **after every round, each person switches roles**. For example:
  - In round 1: persons 1 and 2 talk and person 3 observes.
  - In round 2: persons 2 and 3 talk and 1 observes
  - In round 3: persons 3 and 1 talk and person 2 observes
  - Everyone plays each of the 3 roles once in the 3 roleplays.
- There are 3 rounds of 15 minutes. In every 15 minute round:
  - Two people have a conversation for 10 minutes, one asks questions and the other answers from her experience.
  - The observer provides feedback for 5 minutes.

#### PERSON 1: ASKS QUESTIONS AND LISTENS ACTIVELY

- Asks 3 main questions to person 2:
  1. What does helping a sister mean to you?
  2. What is your experience with giving help?
  3. How does this help you to help others?
- Listens actively.

#### PERSON 2: ANSWERS AND SHARES

- Answers person 1 and communicates her experience and knowledge.

#### PERSON 3: OBSERVES AND PROVIDES FEEDBACK

- Observes how the conversation between persons 1 and 2 goes. The observer keeps quiet during the conversation unless one person starts to dominate and takes over the conversation.
- After the discussion, the observer:
  - Gives feedback to person 1 about her skills in active listening and communicating: What went well and what can be improved.
  - Gives feedback to person 2 about her skills in answering the questions and communicating her answers
- There is no discussion about the feedback, but persons 1 and 2 can ask the observer questions for clarification.



## Info note: Active listening in peer support communication

It is sometimes difficult to talk with domestic workers who have experienced violence & harassment, because they are going through a crisis, and may be traumatized when they come to us. Many are hurt, afraid and tense when they seek help. They may find it very difficult to show their wounds and discuss unbearable things. Many only decide to seek help when the violence & harassment has become so bad that they cannot cope with it anymore, and finally have found the courage to seek help.

### Common problems peer supporters may encounter

- Many are **fearful and scared**, they do not trust us and run away if we approach them.
- Many are **confused**. Their story is **difficult to understand**. They repeat and repeat their story or leave big holes in their story.
- Some are **afraid** to tell their whole story because they want to hide things.
- Many also do **not hear** what we say, because they are so upset that they can not listen.
- They may be **very cautious or sensitive**, and can only cry or blame themselves or others.
- They may be **suspicious**, mistrust our questions, and get defensive or aggressive quickly.
- Some may not tell us the truth and may try to **deceive** us to get our help.
- Some violence victims may be hyper-active, depressed, very anxious, delusional or suicidal, and will **need mental health** and psychiatric **support**. As proper mental health support for violence victims in domestic work is rarely available, try first to help her within your DWO by making her feel safe, giving her full moral support, and counseling by sisters who have experience in dealing with victims of violence. If this is not possible, try to find a hospital or medical professional to help her. Consult women's organizations for information.
- Some violence victims also need **shelters or rescue operations**. These are responsibilities of the government but many of these fail to provide adequate and safe rescue and shelter services. NGO's, women's organizations, religious groups or institutions provide shelters and some DWOs also do so. Contact your DWO leaders or peer support team, if you think such help is needed.

The way to deal with this is to **communicate clearly and calmly**. Ask her to share her feelings, provide safety and build trust. Say: It is not your fault. You are safe here, I hear you, I see you, I believe you, we in our DWO are ready to help you.

When she has shared what she feels, **encourage her to tell her story**. You want to know WHAT happened? WHO did what, WHY, WHEN, WHERE and HOW. The way to find this out is to **avoid asking closed questions** – those that can only be answered by a 'yes' or a 'no' (for example: "Did he kiss or fondle you?" "Did you resist?"). Instead, **ask her open questions** which can prompt her to share her story with you **in her own words** (see below for examples of open questions).

It is important to get the facts right but don't rush it and practice **active listening**:

- Give your full attention to the person speaking.
- Concentrate on WHAT she says and HOW she says it.

Active listening is about **wanting to understand the other** and **offering her support and empathy**. Active listening differs from critical listening, in that you are not evaluating the message of the other person with the goal of offering your own opinion. Rather, **the goal is simply for the other person to be heard**, so that she can order her mind and find out what she wants to do.

How to practice active listening and communicating	
<p><b>1. Engage</b> with her and <b>focus</b> on her:</p> <ul style="list-style-type: none"> <li>• The centre of your attention is the other</li> <li>• Act as a sounding board</li> <li>• Be neutral and non-judgemental</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Open your ears:</b> Listen to <b>what</b> she says and <b>how</b> she says it. Listen to <b>what she says</b> and <b>what she means</b> to say. Someone’s voice gives you important information about her feelings and experiences: You can hear her tremble, sigh, hesitate, despair, be courageous, active or passive.</li> <li>• <b>Open your eyes:</b> Look at her, what is her expression, does she look at you or avoid eye contact.</li> <li>• <b>Keep your mouth shut</b> as much as possible: Be silent and patient, don’t fill periods of silence.</li> <li>• <b>Encourage her</b> by smiling, showing signs of listening, saying yes, yes, hmm, hmm, yes, making eye contact, nodding your head or other non-verbal ways.</li> <li>• <b>Don’t jump</b> in with your own ideas and opinions about what is being said.</li> </ul>
<p><b>2. Be a mirror:</b> Repeat what she says and feels in her own words</p>	<p><b>Affirm</b> what she says to increase her confidence and <b>reflect back</b> what she says when you want to make sure you understand her correctly.</p> <p><b>Mirror facts:</b></p> <ul style="list-style-type: none"> <li>• So you are saying that your husband thinks you are lying?</li> <li>• If I understand you, your employer beat you twice last week?</li> <li>• So your salary was never paid on time?</li> </ul> <p><b>Mirror feelings and experiences:</b></p> <ul style="list-style-type: none"> <li>• So you said you felt betrayed by him?</li> <li>• You tell me you were very angry with her but did not show it, right?</li> </ul>
<p><b>3. Ask open questions</b> but <b>don’t interrogate</b> her</p>	<p>If the story is not very clear, or very general, ask her if she can give examples or tell you more about something. This helps her to think things through:</p> <ul style="list-style-type: none"> <li>• <b>Asking open questions</b> helps you to keep your attention with the other, BUT:</li> <li>• Make sure not to ask too many questions, one after the other. It is not a job interview, cross interrogation or intake.</li> <li>• It is fine if there are moments of silence in the conversation. It gives her time to put her thoughts together.</li> <li>• <b>Examples of open questions:</b> What did you find difficult in that situation? Can you tell me more about that day/conflict? I hear you are worried about that, so what worries you? What did you feel/do, when that happened? Does this mean that you want to ...?</li> </ul>
<p><b>4. Summarize</b> the conversation regularly and at the end and repeat the agreements for follow-up</p>	<p>When you feel you understand important parts or the core of her story or problem, summarize it regularly and at the end:</p> <ul style="list-style-type: none"> <li>• Looking back at what we discussed, I would like to conclude:</li> <li>• I understand that you find that your job is very difficult. Your employer accuses you without reason and treats you very badly. You need the salary, but you can’t find another job. Is that right?</li> <li>• Now you would like to know if other domestic workers have similar experiences and if our DWO can help you to find another job?</li> </ul>

### 10 unhelpful listening habits

- Not showing respect for the speaker
- Only hearing superficial meaning – not hearing underlying meaning
- Interrupting or rushing the speaker
- Not making eye contact
- Being too busy and stuck in your own head
- Asking about too many unimportant details and missing the big picture
- Becoming distracted, day dreaming, using your phone
- Ignoring what you don’t understand
- Only pretending to pay attention and forgetting what she says
- Taking over her story by telling your own story.



# 6.3 : Our judgements and emotions<sup>3</sup>



90 minutes

	Aims	<ul style="list-style-type: none"> <li>To become aware and learn how to make judgements and deal with our emotions as peer supporters in case work and peer support</li> </ul>
	Participants	<ul style="list-style-type: none"> <li>Domestic worker leaders</li> <li>Domestic workers with case work experience</li> </ul>
	Room Arrangements	<ul style="list-style-type: none"> <li>Step 1: Space for the group to sit in a big circle with space to run around within the circle</li> <li>Other steps: Small group and big group seating</li> </ul>
	Materials	<ul style="list-style-type: none"> <li>Flipchart papers and markers</li> </ul>
	Training Aids	<ul style="list-style-type: none"> <li>Slide show: Our judgements and emotions</li> <li>Handout: Points for discussion: Our emotions &amp; feelings as peer supporters</li> <li>Info note: Our judgements and emotions</li> </ul>



## Session Plan Steps

1.	I like you	Energizer	10 minutes
2.	Our opinions	Sharing exercise	20 minutes
3.	Our opinions	Q&A in big group	20 minutes
4.	Our emotions & feelings	Discussions in pairs	20 minutes
5.	Our emotions & feelings	Big group discussion	15 minutes
6.	Key messages	Conclusion	5 minutes



## Preparation

- For steps 1-3: Copy the Handout with the questions for small groupwork for distribution to the groups. For step 5: Write the 6 steps of a peer support conversation on a flipchart or prepare to use the relevant slide from the slide show.

<sup>3</sup> Adapted from: IPSO, Basic training for drop-in centre volunteers, Trainers' manual and working materials (in Dutch), Amersfoort, 2015-2016; Women Against Violence Europe (WAVE), WAVE training programme on violence against women, Vienna, 2008 (2nd Edition); Rutgers-van Wijlen, K.: Training materials on counselling, peer support and intimate partner violence (in Dutch), Utrecht, 2010; ILO, Rights, responsibilities and representation, 3-R Trainers' kit, Empowerment for children, youth and families, Bangkok, 2006

## SESSION PLAN

STEP 1	I LIKE YOU	ENERGIZER	10 MINUTES
--------	------------	-----------	------------

- Tell the group to sit on their chairs in a big circle. Stand in the middle of the circle and say: We are going to do a game which is called 'I like you'. It goes as follows:
  - Walk to a participant in the circle and say: "I like you." (The person will likely be shy and excited.) Ask the person to ask you why. Then you say: "Because you have long hair."
  - Tell the group that everyone with long hair must stand up, run and find a new seat. Once people start running, you sit down on the seat of the person you spoke to.
  - The person with long hair who is the last one standing will be the next person to 'confess to her secret liking'. The reasons generally are physical characteristics shared by many people in the group, such as 'Because you wear glasses, jeans, a skirt or earrings.'
  - Keep a quick pace and continue the game until everyone has shifted places at least once.
- Stop the exercises when time is up and the participants are out of breath and laughing. Continue with the next step sitting in the big circle.

STEP 2	OUR OPINIONS	SHARING EXERCISE	20 MINUTES
--------	--------------	------------------	------------

- Say: In units 6.1 and 6.2 we focused on how to communicate with domestic workers, who contact our DWO for help. In this session we are going **to look at and discuss our own thoughts and feelings when we are supporting others**. We start with an exercise to explore the difference between judging and being judgmental. We will share our opinions of other people: In our daily life and work, what do we like and don't like in the behavior of other people.
- Explain: There are no right or wrong answers. Say what you like or don't like, one sentence for each. Keep it short, it's not a story. Other people can be anyone, your friends, family or employer, or people on the street. Express your thoughts freely. Don't think too long about it but share it from your heart: **'In your daily life and work, what do you like and don't like in other people.'**
- Invite participants to share, either by taking turns or in a free flow:
  - Say: I will start. [*The trainers start with a positive and a negative opinion, like: "I like people who are friendly, I don't like people who are arrogant." Or, "I like people who are well-dressed, I don't like people with dirty clothes."*]
  - Say: Who wants to go next? [*Encourage everyone to take their turn and contribute, but don't insist if some people don't want to say anything. If there are only positive remarks, encourage the group to also say what they don't like in others. If people start repeating, ask for new opinions only. Keep a quick pace.*]
- When everyone who wants to speak has taken their turn, thank everyone for their contribution with an applause.

STEP 3	OUR OPINIONS	Q&A IN BIG GROUP	20 MINUTES
--------	--------------	------------------	------------

- Say: This was an exercise to express our opinions and become aware of our judgements, both the positive and negative ones. As peer supporters we need to **develop our ability to make good judgements about situations and other people. Ask: How do we do that?** Write responses on the board and share. [*In case work and peer support we need to make up our mind carefully. We should not judge too quickly and make sure that we don't jump to conclusions. We need to be mindful and patient. We need to consult with our DWO leaders and peer support team if we are not sure. We need to make sure that our judgements are based on facts, on our observations and experiences, and on sound reasoning. Being able to judge well is key to helping others well.*]

- Ask: **What is the difference between making a judgement and being judgemental?** Write responses on the board and give the definitions. *[A judgement is an opinion and decision that is based on facts and careful thinking. Being judgemental means being overly critical in an unhelpful way. A judgement becomes judgemental when bias and prejudice creep in, for example, when we look down upon someone because of the way she looks or the group she belongs to. Or, when we make sweeping statements or decree what is right or wrong and good or bad.]*
- Say: We can **check if we are being judgemental** with the **‘therefore’ or ‘so’ test**. Give some examples of bias and prejudice against others and against ourselves. Then ask volunteers to give examples of the ‘therefore’ or ‘so’ test. *[Examples: She always plays around, (therefore ..) it’s her own fault. She always cries and moans, (so ..) she is hopeless. She always talks slowly, (therefore ..) she is stupid. He is high-tempered, (so..) he is violent. I forgot to take out the trash, (therefore ..) I am an idiot. She is from a hill tribe/rural area/scheduled caste, (so ..) she is simple. Harsh judgements about others often say more about ourselves rather than about others.]*
- Ask: **Why it is important for peer supporters to not be judgemental?** *[It harms the people we aim to help. As peer supporters, we are a guide and a role model for those who come to us for help, but we have to make sure that the violence victim is in the driving seat and takes decisions about what she wants to do. We need to develop our ability to judge situations and people (others and ourselves) We need to take special care not to be judgemental both towards others and ourselves.]*
- Ask: **What tips can you share on making sound judgements and not being judgemental?** Write the suggestions on aboard and add from the Info note as relevant. *[In general, be mild towards others and towards yourself. Let us ask ourselves: Do we have enough facts and sufficient information. Do the ‘therefore’ and ‘so’ test when we make important judgements. Try to understand, accept and be tolerant towards people who are different from us. Give people the benefit of the doubt and give them a chance. Don’t do to others what we don’t want to be done to ourselves. Let us check with friends we trust and ask them if they think we judge too little or too much.]*

<b>STEP 4</b>	<b>OUR EMOTIONS AND FEELINGS</b>	<b>DISCUSSIONS IN PAIRS</b>	<b>20 MINUTES</b>
---------------	----------------------------------	-----------------------------	-------------------

- Say: After discussing how to make sound judgements, let’s now look at our own emotions when we support our peers. We have already discussed the importance of empathy, the sharing of the emotions & feelings of others. Now we are going to look at what to do with our own emotions & feelings in peer support communication.
- Ask the group to form pairs with their neighbor to the right and give the handout (or show the relevant slide) with the points of discussion.
- Say: Emotions & feelings are almost the same thing. Our emotions are our bodily reactions and our feelings are the experience of our emotions. We are going to look at them together. Read the points for discussion with the groups and clarify as needed. Ask the groups to START.
- After 15 minutes, tell the groups to conclude their discussion. After a few minutes, stop the work in pairs.

<b>STEP 5</b>	<b>OUR EMOTIONS AND FEELINGS</b>	<b>BIG GROUP DISCUSSION</b>	<b>15 MINUTES</b>
---------------	----------------------------------	-----------------------------	-------------------

- Ask a few volunteers to share their answers on the first discussion point: **What emotions & feelings do you have when you work with violence victims and survivors and how do you deal with this?** *[Common emotions & feelings of peer supporters are anger and sadness about the violence & harassment, and happiness and joy if the violence survivor manages to overcome problems. Sharing our emotions & feelings is important, but keep the focus on our sister’s emotions & feelings. Be yourself and be genuine.]*
- Ask other volunteers to discuss point 2: **Do you share your own emotions & feelings with violence victims and survivors?** Invite **examples** both of sharing and not sharing one’s own feelings & emotions. *[Sharing of your own emotions & feelings is important. Peer supporters who share their emotions & feelings encourage open communication with sisters who seek help. Sharing happy or caring emotions, in general, is always fine, but sharing our own sadness, anger or irritation may hurt our sisters. If we are overwhelmed by our own feelings, we can’t give enough space to our sister’s emotions & feelings.]*

- Ask other volunteers to discuss the last point: **What do you do if you get angry or irritated with a violence victims or survivor?** *[Always consider her well-being and how our negative emotions & feelings may affect her. We need to bite our tongue and control ourselves, if we are angry, disappointed or irritated with our sister. Try to find out where our emotion is coming from: Often it is related to issues in our own life. If we need to express these feelings to her, say them in a calm and clear manner. If we have shared our negative emotions with her in an emotional way, apologize and always discuss it again with her afterwards to keep the air clear and the communication lines open.]*
- Finally say: We often want to share our sisters' stories with others to get rid of the emotions & feelings that come with intense case work. However, keep peer support communications confidential. Ask: **What is confidentiality and why is it important?** *[Confidentiality is about being trustworthy and protecting our sisters. When we discuss a case with others without good reason we may make the situation even more difficult for her. We should only share our sisters' stories, if she is immediate danger or we need to get advice from DWO leaders or our peer support team.]*
- Say: Let us thank ourselves with a big applause.

<b>STEP 6</b>	<b>KEY MESSAGES</b>	<b>CONCLUSION</b>	<b>5 MINUTES</b>
---------------	---------------------	-------------------	------------------

- Conclude with the group on the main points of this session:
  - Judge carefully. We need to learn how to judge and not be judgemental.
  - We can share most of our emotions & feelings but must try to keep negative emotions about her to ourselves.
  - Keep peer conversations confidential to protect her.
  - Always invite a sister to join DWO activities so she can relax, learn new things and meet new friends.



## HANDOUT : POINTS FOR DISCUSSION

---

### **Our emotions and feelings as peer supporters**

In pairs discuss the emotions & feelings that may come up when we support people who have experienced violence & harassment. You can use the points below for your discussion. Feel free to discuss other points as you wish.

- 1. What emotions & feelings do you have when you work with violence victims and survivors and how do you deal with this?**
- 2. Do you share your own emotions & feelings with violence victims and survivors? Give examples.**
- 3. What do you do if you get angry or irritated with a violence victim or survivor?**



## Info Note: Our judgements and emotions

### How to judge and not be judgemental<sup>4</sup>

We all form opinions, make judgements and take decisions all the time. We judge situations, we judge others and we judge ourselves. A judgement is an opinion and a decision that needs to be based on facts and careful thinking. Making up our mind and expressing our opinions and judgements help us to act, get on and move forwards. But we need to make sure that our judgements are based on facts, on our observations and experiences, and on sound reasoning. **Being able to judge well is key to helping others well.**

**Being judgemental means being overly critical in an unhelpful way.** We tend to become judgemental when we are tired, overworked or busy. Human beings also commonly see the mistakes of others but are blind to their own. Judgemental opinions and decisions are also common if someone irritates us because s/he has other preferences or makes choices which are different from ours. Some of us are also very judgemental about ourselves.

**Judgements become judgemental** when bias and prejudice creep in, when we make sweeping statements, when we decree what is right and wrong and what is good and bad, based on too little information and facts. **We jump to conclusions** and add a moral overtone, based on our personal feelings, thoughts or beliefs. We can find out if we are doing this if we can add the words 'therefore' or 'so' to our judgement. For example: She always talks slowly, *therefore* she is stupid. He is high-tempered *so* he will easily become violent. I again forgot to take out the trash, *therefore* I am an idiot.

In case work and peer support communications, we need to be careful that our biases, prejudices and generalizations about a person's sex or gender, race or ethnicity, class or caste, religion or other characteristic or behavior do not have a negative influence on our judgement, because **it harms the people we want to help.**

As peer supporters, we are a guide and a role model for those who come to us for help. We have to make sure that **the violence victim is in the driving seat** and **takes the decisions about what she wants to do.** But we must give effective help, which means we need to judge what the DWO can do to help her and what her options are:

- **We need to develop our ability to judge situations and people** (others and ourselves): First, we observe and collect sufficient information and facts. Then we think, come to a conclusion and make a decision on what can be done and is the best way forward.
- **We need to take special care not to be judgemental** both towards others and ourselves. When we realize that we are judgemental towards someone because of where s/he comes from, what s/he has done or how s/he looks or acts, we need to take a step back and think: Is our judgment sound? Is it based on facts or on bias and prejudice?

### Some tips against being judgemental:

- As a general rule, be mild towards others and towards yourself.
- Ask yourself: Do I have enough facts and sufficient information?
- Do the 'therefore' and 'so' test when you make important judgements.
- Try to understand, accept and be tolerant towards people who are different from you.
- Give people the benefit of the doubt and give them a chance.
- Don't do to others what you don't want to be done to you.
- Ask your friends: Do I judge too little or too much? If they say you judge too much, it is likely you may be judgemental too.

<sup>4</sup> Adapted from: Barsha Nag Bowmick, [Reasons why you should stop judging others](#), in India Times, Sep. 2017; Lazarus, C.N., [Are you a good judge or just judgemental?](#), in Psychology Today, Jan. 2018

## Handling our emotions & feelings in peer support communication<sup>5</sup>

Emotions & feelings are very close to another. The difference is:

- Our **emotions** are our **bodily reactions** that are activated through neurotransmitters (our body's chemical messengers) and hormones released by the brain.
- Our **feelings** are the **conscious experience** of our emotional bodily reactions.

Sharing of emotions & feelings is important. Peer supporters who share their emotions & feelings encourage open communication and reinforce the feelings of sisters who seek help. Make sure to **keep the focus on our sister's feelings and to be ourselves and be genuine**. Happy or caring emotions & feelings, in general, are always fine but excessive sadness, anger or irritation may hurt our sisters.

Sharing too much emotion by us, peer counselors, is generally not OK. **We need to focus on our sister and not our own emotions**. If we are too emotional and are overwhelmed by our own feelings, we can't give enough space to **her** emotions and feelings.

If we are overwhelmed by emotions in peer support settings, here are some **tips** to deal with this:

- We must consider **our sister's well-being**. Expressing our own anger, sadness or irritation may harm her.
- Sharing anger about violence & harassment is fine, but we need to **bite our tongue, and try to control ourselves**, if we are angry, disappointed or irritated with our sister.
- We need to find out where **our own emotion is coming from**. Often, our emotions may not be related to our sister but connected to issues we are dealing with in our own life and work.
- There are right and wrong ways to express negative feelings. **It must be done in such a way that benefits our sister**: We need to put our feelings into words and say them in a calm and clear manner.
- In case we have expressed our anger or sadness about our sister in an emotional way, make sure to **discuss it with her and apologize**, if needed. Don't just move on to other matters, as if nothing happened. This clears up any concerns she may have and keeps the lines of communication open. Talking through our emotions can also be a good model for her as it may encourage her to take time to understand her own emotions and move forward.

After peer support conversations we often want to share her story with others to get rid of the emotions & feelings that come with intense case work. In such cases, **always think and decide what is best for her**. Contact a domestic workers leader or the peer support team if you need advice about how best to help her or others now or in the future. At the same time, protect her by not discussing her case with others without a valid reason: It is very important to protect her by **keeping the peer support conversation confidential**. Otherwise we treat her unfairly and make a bad situation worse.



<sup>5</sup> American Psychological Association, [How to go ahead, let it out](#), Vol.39, No. 11, 2018; Psychology Tools, [A guide to emotions](#)



## 6.4 : DWO principles for case work and peer support<sup>6</sup>



90 minutes

	Aims	<ul style="list-style-type: none"> <li>To learn how to release tension after intense peer support conversations</li> <li>To share DWO principles and ethical guidelines for effective case work and peer support with violence victims and survivors</li> </ul>
	Participants	<ul style="list-style-type: none"> <li>Domestic worker leaders</li> <li>Domestic workers with case work experience</li> </ul>
	Room Arrangements	<ul style="list-style-type: none"> <li>Step 1: Space for the group to stand in a big circle</li> <li>Other steps: Seating in trios (groups of 3) and in the big group</li> </ul>
	Materials	<ul style="list-style-type: none"> <li>Cards (A4 sheets of paper) and markers</li> </ul>
	Training Aids	<ul style="list-style-type: none"> <li>Slide show: DWO principles for case work and peer support</li> <li>Handout: Group work: Principles &amp; rules, do's &amp; don'ts and common mistakes</li> <li>Info note: DWO principles for case work and peer support</li> </ul>



### Session Plan Steps

1.	Tension releasers	Exercises	10 minutes
2.	Principles in case work	Small group work	40 minutes
3.	Principles in case work	Reporting and discussion	35 minutes
4.	Key messages	Conclusion	5 minutes



### Preparation

- For step 2: Prepare A4 paper sheets and several markers for distribution to the small working groups (around 25-30 sheets per group).
- For step 3: Prepare a big board or wall or 2 flipchart stands with flipcharts. Write the heading Principles & rules and 'Do's' on one side of the board or on one flipchart. Write the heading 'Don'ts' and Mistakes on the other side of the board or another flipchart.

<sup>6</sup> Adapted from: IPSO, Basic training for drop-in centre volunteers, Trainers' manual and working materials (in Dutch), Amersfoort, 2015-2016; Women Against Violence Europe (WAVE), [WAVE training programme on violence against women](#), Vienna, 2008 (2nd Edition); Rutgers-van Wijlen, K.: Training materials on counselling, peer support and intimate partner violence (in Dutch), Utrecht, 2010.

## SESSION PLAN

STEP 1	TENSION RELEASERS	EXERCISES	10 MINUTES
--------	-------------------	-----------	------------

- Ask the group to get up and stand in a big circle. Say: Let’s get our blood streaming and **learn how we can release tension** with doing some exercises:
  - Everyone, stretch out your hands in front of you and shake them, strongly. Then, stamp your feet on the ground, up and down, strongly (1 minute).
  - Put your hands on the shoulders of your neighbors to your left and right. Move your hips in big circles, all together, first clockwise to the right and then counter clockwise to the left, and so on (1 minute).
  - Stay connected to your neighbors at the shoulders, and swing your upper body first to the right side, then to the left side and so on (1 minute).
  - Stretch your hands out in front of you, shake them strongly and now use your voice at the same time. Call out loudly, everyone of us together: “Lil, Lil, Lil” by moving our tongue quickly up, touching our upper palate just behind our upper teeth, and down (2 minutes).
- Say: When we share feelings and empathize with someone we tend to pick up the mood of the other. Sharing pain helps violence victims but can be difficult for peer supporters. This is a quick **5-minutes body exercise** which you can do on your own if you pick up heavy and sad feelings from someone else. It helps you **to release tension** and get rid of the sad or angry emotions and negative energy building up in your body, heart and mind.
- Say: If you have little time to do the above tension exercise after an emotional peer support communication, here is a **1-minute tension releaser**: Wash your hands and shake them out strongly, throwing the sadness or anger away from you. Do this exercise with the group as well, telling the group to visualize how they throw negative feelings away with their hands.

STEP 2	PRINCIPLES IN CASE WORK	SMALL GROUP WORK	40 MINUTES
--------	-------------------------	------------------	------------

- Say: Based on our case work and peer support experiences let us **discuss what principles and ethical guidelines we have developed in our DWOs** to do case work and provide peer support to our sisters in the best possible ways. We will discuss this first in small groups and then share in the big group.
- Divide the big group into small groups of 4-5 persons. Put participants from the same DWO or the same location together as relevant.
- Distribute the handout to the groups and introduce the points of discussion for the small group work: **In our DWO case work and peer support,**
  - **What are important principles & rules and ‘do’s’ when supporting our sisters?**
  - **What ‘don’ts’ and mistakes do we want to avoid?**
- Ask if this is clear and clarify as needed. [*They can discuss principles and rules they already use in their DWOs, things that they think are important, things that struck them in previous training activities, what they remember or any other point they may want to bring up.*]
- Tell the groups to START and give them around 25 minutes. Distribute around 25 cards and 2 markers to each group and answer any questions as needed. After 20 minutes, tell the groups they have 5 more minutes to conclude and write down their main points. Remind them **to write one point per card.**

STEP 3	PRINCIPLES IN CASE WORK	REPORTING AND DISCUSSION	35 MINUTES
--------	-------------------------	--------------------------	------------

- When the small groups are ready, start a discussion in the big group. Ask the groups to come forward with their cards and put them under the headings: 1. Principles, rules and 'do's' and 2. 'Don'ts' and mistakes. Help with clustering as needed.
- Discuss the small groups' findings in the big group by asking volunteers from each small group to read their cards under the headings and answer any questions. Check with the groups whether all the main issues are listed on the board or wall, or if they want to add or change anything. Summarize the issues that are listed and ask: **Are these the DWO key principles to ensure high quality and effective case work and peer support?** Encourage discussion if there are questions or disagreements on some of the principles and rules.
- The trainer needs to check that all the main points are listed on the board or flipcharts with the Info note summary below. Start a discussion on the issues that the small groups may have missed. Again ask the big group whether they agree these too are important principles and, if yes, add them to the list of principles.

## Principles & ethical guidelines for effective case work and peer support

### PRINCIPLES & RULES:

- **Protecting our sisters from violence** is our DWO business.
- Don't blame her. **Trust her: It is not her fault.**
- At the first contact, ask her about her feelings and connect with her.
- Be calm and go at her pace (the speed that suits her).
- Build on her **strengths**.
- **Help her decide – Never decide for her.**
- As a peer supporter, **be a sister, guide and role model, not a rescuer.**
- But, child or adult domestic workers in **slavery-like conditions**, who have been physically or sexually assaulted, or are at risk of **physical and sexual assault must be rescued.**
- **Trust your intuition:** If you feel something is wrong, always reach out, get in touch and offer your support. Consult with a DWO leader if you are not sure.
- **If she is in immediate danger**, take immediate action.
- **If she is at risk of further violence & harassment**, but needs or wants to go back to her job or her home, develop a **safety plan**.
- **Build DWO support networks** against violence & harassment: **We organize inside and outside** our DWO to provide peer support to violence victims and survivors, and to fight for strategic changes against violence & harassment in society.

### DO'S:

- **Be supportive.** Acknowledge what she is going through, and share her feelings.
- **Allow her to be in control.** Ask how you can help and let her make her own decisions at her own time.
- **Respect her** and her wishes.
- Help her to **order her feelings and her mind.**
- Help her to find **useful information.**

- Let her **tell you her story** (the what, who, why, when, where and how) **in her own way and in her own time**.
- Be prepared to **give support in the future**. She may not be able to tell you now.

**DON'TS:**

- **Don't blame her**. It is not her fault.
- **Don't be judgemental**. Peer supporters have opinions and judge situations based on facts and their experience. However, it is important not to jump to conclusions.
- If a violence victim has experienced physical and/or sexual violence, **check before you touch her**: She may be afraid or uncomfortable with being touched.
- **Avoid asking for details** about what happened if she is not ready to talk about it.
- **Don't insist on her doing anything** or speaking to anyone **if she does not want to**.

**COMMON MISTAKES:**

- **Killing the conversation** because of wrong reactions, like downplaying or enlarging her experience, or telling her you already know what she went through.
- **Hijacking her story** and using it to tell your own story.
- **Suggesting solutions and providing advice that she did not ask for**.

<b>STEP 4</b>	<b>KEY MESSAGES</b>	<b>CONCLUSION</b>	<b>5 MINUTES</b>
---------------	---------------------	-------------------	------------------

- Say: These principles, rules, do's and don'ts that we have just agreed upon are our **DWO principles for doing case work and peer support**. **They are our ethical guidelines** that have proven **to ensure high quality and effective case work and peer support** in our DWOs. Let us repeat key DWO principles and ethical guidelines for supporting others:
  - Trust her, don't blame her.
  - Share her feelings and connect to her.
  - Build on her strengths.
  - Help her decide – Never decide for her.
  - As a peer supporter, be a sister, guide and role model, not a rescuer.
  - Take immediate action if she is in danger.
  - We build DWO support networks within and outside our DWO to help our sisters and take strategic action against violence & harassment with others.
- Compliment the group with a job well-done and end with a big applause.



## HANDOUT : GROUP WORK

---

### Principles & rules, do's & don'ts and common mistakes

In the small groups, discuss and agree on the following issues:

In our DWO case work and peer support,

- **What are important principles & rules and 'do's' when supporting our sisters?**
- **What 'don'ts' and mistakes do we want to avoid?**

Write the principles & rules, do's & don't's, and the mistakes on separate cards in big letters, one issue per card.



## Info Note: DWO principles for case work and peer support<sup>7</sup>

Case work and peer support is about supporting violence victims to recover and regain control over their own lives. DWO case workers and peer supporters must be a source of support and strength for persons who seek help from our DWO.

It is important for DWO leaders and peer support teams to discuss and agree on **principles and ethical guidelines<sup>8</sup> for effective case work and peer support**. In this way we can make sure that our support benefits violence victims and helps them to become survivors:

- **Protecting our sisters from violence is our DWO business.** Violence tends to get worse without intervention. Doing nothing can make things worse.
- **Don't blame the victim. Trust her: It is not her fault.** It is easy to blame others, and blaming victims of violence is very common. We, as peer supporters, may have our own ideas on what a violence victim has done or not done in the past and what she could, should or should not do now or in the future. We should keep these ideas to ourselves, never blame her and make sure not to be judgemental at any time.
- **At the first contact, ask her about her feelings and connect with her.** Share and recognize her feelings and experiences and acknowledge them as true. Violence victims are often upset and emotional when they contact a DWO for help. Many are traumatized, and may not be able to tell their story in a clear or logical way. Sharing, active listening and communicating is key as it helps to build trust. The facts of her story (what, who, why, when, where and how) can come later in the conversation.
- **Be calm and go at her pace** (the speed that suits her). We may be impatient especially if we have worked with many violence victims or are very busy but we need to take the time that the victim needs. This helps victims who are panicky or chaotic and going in all directions, to calm down and enables them to order their mind.
- **Build on her strengths.** Many victims have little self-worth, they blame and doubt themselves a lot already. There is no need to point out her weaknesses. Do the opposite, give her positive feedback and reinforce good ideas and what she is doing well.
- **Help her decide – Never decide for her.** Allow her to be in control. Ask what help she needs and let her make her own decisions at her own time. We can help her order her mind and give information and options so that she can find out what is the best way to go. We can give advice, but should not force her to do what we think is best. We often think we know what is good for someone but everyone has a need and a right to determine her own life, even when she is sick or young. We need to respect her choices, like when she wants to go back to an abusive employer, partner or parent. The only exception is when violence victims are very young or in a big panic, could use violence against themselves or are in immediate danger (murder, suicide, subject to sexual or other abusive acts).
- **As a peer supporter, be a sister, guide and role model, not a rescuer.** Don't get into a rescue mode: You don't have to do everything. Some victims may be used to always depend on others and do not know how to take decisions for themselves. If a peer supporter agrees to play the rescuer, the relationship between them can quickly become unequal, as the victim depends on the rescuer more and more for everything. This easily overburdens the peer supporter, who will not be able to solve all the victim's problems. This makes the victim unhappy: She starts to accuse the rescuer, who, in turn, may accuse the victim of being too demanding. As a result, the relationship between them becomes unhealthy. As peer supporter, guide the ones you help to take responsibility for their own actions.

---

7 Adapted from UN Women, E-learning course on preventing sexual harassment in Georgia, in UN Women and ILO, [Handbook: Addressing violence & harassment against women in the world of work](#), New York and Geneva, 2019; Women Against Violence Europe (WAVE), [WAVE training programme on violence against women](#), Vienna, 2008 (2nd Edition), [www.wave-network.org](http://www.wave-network.org); IPSO (Psycho-oncological Drop-in Centres Cooperation and Support), Basic training for drop-in centre volunteers, Trainers' manual and working materials (in Dutch), Amersfoort, 2015-2016; Ocasio-Cortez, A., [Mutual aid toolkit from AOC](#)

8 Also known as standards of conduct.

- **However, child or adult domestic workers** who work **in slavery-like conditions**, have been **physically or sexually assaulted**, or are **at high risk** of physical and sexual assault **must be rescued**. If they manage to escape, try to find them all the help they need. If they are locked-up, get the support of the police and other relevant parties to rescue them. Such rescues are the responsibility of governments but DWOs often play an important role by warning the police or other authorities of such abuses, being there for the victims during rescue operations, giving them the support they need, and obtaining justice for them.
- **Trust your intuition:** If you feel something is wrong, always reach out, get in touch and offer your support. Consult with a DWO leader if you are not sure. Violence tends to get worse without intervention and doing nothing can make things worse. Saying you care never harms. If she doesn't want to share now, she may do so in the future.
- **If she is in immediate danger**, take immediate action. Consult with a domestic worker leader. Go with her to the hospital. Try to convince her not to go back to the abuser. Look after her immediate needs (food and shelter). Call the police, as relevant.
- **If she is at risk** of further violence & harassment, but needs or wants to go back to her job or her home, develop a **safety plan** with her with practical steps so that she can protect herself (and her children), and discuss what she needs in her **safety bag**, in case she wants to leave and escape.
- **Build a DWO support network** against violence & harassment. We organize **within** and **outside** our DWOs to provide peer support to violence victims and survivors, and to fight for strategic changes against violence & harassment in society. We need partners to win this fight and to provide help to violence victims: The police to rescue people, health centers to take care of physical, sexual, and psychological wounds, lawyers to provide legal aid, social workers, psychologists and psychiatrists to provide counseling services, and shelters and safe spaces to help violence victims and survivors to recover.

### Do's in peer support communication

- **Be supportive.** Acknowledge what she is going through, and share her feelings.
- **Allow her to be in control.** Ask how you can help and let her make her own decisions at her own time.
- **Respect her** and her wishes.
- Help her to **order her feelings and her mind**.
- Help her to find **useful information**.
- Let her **tell you her story** (the what, who, why, when, where and how) **in her own way and in her own time**.
- Be prepared to give support in the future. She may not be able to tell you now.

### Don'ts in peer support communication:

- **Don't blame her.** It is not her fault.
- **Don't be judgmental.** Peer supporters have opinions and judge situations based on their experience. However, it is important not to jump to conclusions.
- If a violence victim has experienced physical and/or sexual violence, **check before you touch her:** She may be afraid or uncomfortable with being touched.
- **Avoid asking for details** about what happened if she is not ready to talk about it.
- **Don't insist on her doing anything, like speaking to anyone, making a complaint or reporting a crime, if she does not want to.**

### Mistakes to avoid in peer support communication

Common mistakes by peer supporters are:

- **Killing the conversation** because of wrong reactions: Downplaying or enlarging her experience, or telling her you already know what she went through.
- **Hijacking her story** and using it to tell your own story.
- **Suggesting solutions and providing advice that she did not ask for.** This happens if you don't take enough time to explore her problem and worries. Some peer supporters make the mistake of thinking they can identify patterns and know already what the victim should do.



# 6.5 : Peer support conversations and reporting<sup>9</sup>

120 minutes

	Objectives	<ul style="list-style-type: none"> <li>To share DWO know-how on how to do face-to-face and phone peer support conversations</li> <li>To know why we need to report and how to do it</li> </ul>
	Participants	<ul style="list-style-type: none"> <li>Domestic worker leaders</li> <li>Domestic workers with case work experience</li> </ul>
	Room Arrangements	<ul style="list-style-type: none"> <li>Step 1: Space for the group to stand in a big circle</li> <li>Other steps: Small group and big group seating</li> </ul>
	Materials	<ul style="list-style-type: none"> <li>Flipchart papers and markers</li> </ul>
	Training Aids	<ul style="list-style-type: none"> <li>Slide show: Peer support conversations and reporting</li> <li>Handout: IDWF Case Record Form for Complaints by Domestic Workers</li> <li>Info note: Peer support conversations and reporting</li> </ul>



## Session Plan Steps

1.	Body works	Warm-up exercise	5 minutes
2.	Structure of a peer support conversation	Q&A in big group	30 minutes
3.	Phone conversations	Roleplays and discussion	50 minutes
4.	Report and refer it	Q&A in big group	30 minutes
5.	Key messages	Conclusion	5 minutes



## Preparation

- For step 2:
  - Write the 6 steps of a peer support conversation on a flipchart or prepare to use the relevant slide.
  - Copy the handout for distribution to participants, as needed.

<sup>9</sup> Adapted from: IPSO, Basic training for drop-in centre volunteers, Trainers' manual and working materials (in Dutch), Amersfoort, 2015-2016; Women Against Violence Europe (WAVE), [WAVE training programme on violence against women](#), Vienna, 2008 (2nd Edition); Rutgers-van Wijlen, K.: Training materials on counselling, peer support and intimate partner violence (in Dutch), Utrecht, 2010.

## SESSION PLAN

STEP 1	BODY WORKS	WARM-UP EXERCISE	5 MINUTES
--------	------------	------------------	-----------

- Ask the group to form a big circle. Say: Let's move our body. Please follow me:
  - Breathe in and raise you hands up high as far back as you can – breathe out and stretch your fingers to your toes (1 minute).
  - Put your hands behind your ears and turn your upper body to the left, then to the right and keep swinging (1 minute).
  - Roll your shoulders from back to front, then from front to back, (1 minute).
  - Make big circles with your head and neck, in a slow and relaxed way, first clockwise, then counter-clockwise (1 minute).
  - Lock arms with your neighbours and clap your hands 10x
- Stop the exercises when time is up or the participants are out of breath and laughing. Ask the group to take a seat.

STEP 2	STRUCTURE OF A PEER SUPPORT CONVERSATION	Q&A IN BIG GROUP	30 MINUTES
--------	--	------------------	------------

- Link the session to the previous session and say: In this session we will **go through the main steps of doing peer support conversations** face-to-face and by phone and we **discuss why we need to report and how to do it**.
- Say: It is useful to follow a **clear structure in peer support conversations**. Every peer support conversation, whether by phone or in person should have the following basic structure of **5 steps**. Discuss the steps with key words on a flipchart or slide as follows:
  1. At the first contact, share her feelings and build trust
  2. Listen and communicate
  3. Check with her to seek confirmation
  4. Decide what you and the DWO can do to support
  5. Conclude, get her contact details and agree on follow-up.
- Say: We have discussed what to do at each step in the earlier sessions, so let's remind ourselves of the key points: **Who remembers what to do in step 1: At the first contact**. Get some volunteers to reply, agree and write key words on a flipchart. *[We open the conversation with our sister in a friendly and supportive way. We treat her with respect. We share her feelings and connect with her so we build trust and she feels safe to tell her story in her own way.]*
- Say: **Who remembers what to do in step 2: Active listening and communicating**. Get some other volunteers to list main points, agree and write key words on a flipchart. *[Invite her to explain her story, issue or problem. Let her lead the conversation and follow her. Listen to what she says and what she means to say. Put all your energy into understanding her. Don't interrupt too much, ask her to tell you more. At this stage, don't give advice, unless she asks for it. Don't presume or take anything for granted. Mirror what she says by repeating it. Ask open questions If she hesitates or has difficulty to continue, affirm what she says it in her own words. If her opinions or feelings or the story remain unclear, keep asking further (probing)].*
- Say: **Who remembers what to do in step 3: Check back with her?** Get some other volunteers to list main points, agree and write key words on a flipchart. *[We need to confirm that we understand her correctly. Ask her if we are right in understanding what her problem is and what help she wants from the DWO.]* Say: A good way to do this, is to ask 3 questions:
  - Is this .. (the issue or problem situation) what you want help with?
  - Is this .. (her expectation) what you want from me and our DWO?
  - Is my understanding correct or not?

- Say: Once you have come to a clear, joint understanding of what the problem is that needs to be solved and how the DWO can help her, ask: **Who remembers what to do in step 4. Decide what you and the DWO can do to support.** Get new volunteers to list main points, agree and write key words on a flipchart [You need to make a judgement and decide what you and the DWO can and can not do to support her, like psychological and social peer support, practical information and support with going to the police or health centre, help her prepare a complaint or legal case.] Say: **If her expectations are not realistic, discuss this with her,** pointing out what the DWO can and can not do. If you are not sure what the DWO can do, get her agreement to seek advice from the DWO or other agencies to find the best way to help her.
- Ask: **Do you know what to do if she is in immediate danger?** Get replies, agree and write key words on a flipchart. [You need to agree with her that immediate action needs to be taken. Consult with her and a domestic worker leader. Go to the hospital. Go to or call the police as relevant. Try to convince her not to go back and help her to find a way to look after her immediate needs (drink, food and shelter) with the DWO or other agencies.]
- Ask: **Do you know what to do if she is at risk of further violence & harassment?** Get replies, agree and write key words on a flipchart. [You need to develop a **safety plan** with her with practical steps so that she can protect herself, and discuss what she needs in her **safety bag** (phone/other devices and important papers), in case she wants to escape.]
- Say: Finally, we come to the last step of the peer support conversation. **Who remembers what to do in step 5. Conclusion.** Get replies, agree and write key words on a flipchart. [**Conclude, get her contact details and agree on follow-up:** Take the initiative to propose to her to end the conversation. Don't go on for too long. A peer conversation usually takes between 50-90 minutes. Take time to conclude the discussion by summarizing the main points of the conversation and the agreements that were made. Make sure to get her contact details and invite her to join DWO activities.]

STEP 3	PHONE CONVERSATIONS	ROLEPLAYS AND DISCUSSION	50 MINUTES
--------	---------------------	--------------------------	------------

- Say: Sometimes domestic workers approach us through email, social media or by phone rather than in person. Requests for information can usually be handled by email or social media, but it is better to discuss complaints and problems one-to-one. In-person conversations are usually the best, but audio calls are also very common.
- Say: The structure of an in-person or a phone peer support conversation is more or less the same. **Who remembers what the 5 main steps are?** Get replies from volunteers and put the 5 steps on a flipchart or slide for everyone to see [1. First contact: Share her feelings and build trust. 2. Listen and communicate to understand her story and the problem. 3. Check back with her to seek confirmation if our understanding is correct. 4. Decide on a response: How can you and the DWO help her. 5. Conclude, get her contact details and agree on follow-up.]
- Say: We will now do roleplays to **practice a peer support audio call.** Who wants to be a caller, who wants to be a case worker? Ask all callers to stand in one side of the room and ask all case workers to stand in the other side of the room.
- Give the callers and the case workers 1-2 minutes to prepare for their roleplay. Then tell the 2 groups to form pairs of one caller and one case worker, and repeat: **Each pair will practice having an audio call with someone who wants help from the DWO.** Ask the pairs to sit with their backs to each other and start the role plays. Tell them they have 20 minutes for the roleplay.
- After 15 minutes remind the pairs to conclude the conversation.
- Invite the roleplayers to share their feelings and experiences as follows:
  - For the callers: **How was it to tell your story? Did you feel heard?**
  - For the case workers: **How was it to talk to the caller? Do you feel you were able to support her?**
- After discussion, ask: **What is different between face-to-face and phone contacts?** Write key points on the board and discuss. [In a phone communication, we usually have no eye contact and lack non-verbal contact. **Face-to-face, in-person contact** helps to create kinship between sisters. It is more difficult for us to find out the **identity** of the caller and **trust the other person** on the line. Some callers are not domestic workers seeking help. It is also more difficult for the caller to trust us. It is more difficult for peer supporters to identify the problem of the caller and decide what to do or what advice to give.]

- Ask: **So, how do we deal with these difficulties?** [We must be careful and concentrate our attention on the caller the whole time. Listen first. Use words of encouragement and affirmation (mmm, yes I understand) often, so the caller knows we are committed to listen and want to help her. Ask her some basic questions, for example, about her work history. Ask the caller to share her feelings and tell her story. Answer her questions and give her practical information. If you need to see her documents, ask her to show them on the phone. Check with her that your understanding of the problem is correct. In closing, summarize the discussion, get her contact details and agree on follow-up, if she wants. Tell she can always call again and invite her to the DWO.]

<b>STEP 4</b>	<b>REPORT AND REFER IT</b>	<b>Q&amp;A IN BIG GROUP</b>	<b>30 MINUTES</b>
---------------	----------------------------	-----------------------------	-------------------

- Ask the group: **What do we need to do after a peer support conversation and why?** Write responses on a flipchart and agree with the group that we need to make a report.
- Say: **Reporting is the last step** of every face-to-face or phone peer support conversation. We need it in the DWO to follow up with the domestic worker who came for help and we need the records for our advocacy, lobbying, reporting and fund raising work.
- Ask: **When do we do reporting and how?** Write key points on a flipchart and agree with the group:
  - **During face-to-face conversations**, write down important points, like her contact details, but remember to keep eye contact and stay engaged. During a non-video phone conversation we can note down more key points as there is no face-to-face contact.
  - **Directly after the conversation** write down a summary of the conversation immediately, when you still have the conversation fresh in your memory. It will take you less time and be more accurate.
  - Many DWOs use a **case report form** as it is easier to write down and analyze cases. IDWF has prepared a form to help DWOs report complaints of domestic workers, including violence & harassment cases in a standard way. Distribute the handout with a copy of the IDWF Case Record Form, and discuss it as needed.
- Say: We have now discussed how to **RECOGNIZE, RESPOND to and REPORT** violence & harassment cases. Show the flipchart from **Unit 6.1** Recognize and the first response or the slide and point to the 4th point: **REFER** cases.
- Ask: **When do we need to refer victims of violence?** Write key points on a flipchart and agree with the group:
  - Violence victims may need support services that the DWO cannot provide, like shelter, medical, financial, psychological or social support, and legal aid.
  - Such support is not always easily found and it may be difficult and expensive for domestic workers to access such services. DWOs can help if they have reached out and developed contacts with such organizations. How to do this is discussed in **Unit 5.4** DWO networking and alliance building.

<b>STEP 5</b>	<b>KEY MESSAGES</b>	<b>CONCLUSION</b>	<b>5 MINUTES</b>
---------------	---------------------	-------------------	------------------

- Conclude with the group on the key messages of this session:
  - In peer support conversations we follow a 5-step structure:
    1. At the first contact, share her feelings and build trust
    2. Listen and communicate
    3. Check with her to seek confirmation
    4. Decide what you and the DWO can do to support
    5. Conclude, get contact details and agree on follow-up.
  - Reporting is crucial for follow-up with violence victims and DWO strategic action.
  - Sometimes we need to refer a sister in trouble and get help from other agencies.
- Chant or cheer together about women’s and workers’ power: For example, ask everyone to stand up, raise their arms, join hands, start waving their raised arms and hands, and sing or cheer together:
  - Do we want violence? NO, NO, NO 3x.
  - We are strong! YES, YES, YES 3x
  - We fight violence! YES, YES, YES 3x



## HANDOUT : IDWF CASE RECORD FORM

# Complaints by Domestic Workers

## CASE RECORD FORM

How did she come to the DWO: Source: members / referred by	
Date of Interview:	Interviewed by:

### NATURE OF COMPLAINTS (please tick appropriate box)

<input type="checkbox"/>	Maltreatment/Mistreatment/	<input type="checkbox"/>	Long working hours/No days-off or holidays
<input type="checkbox"/>	Physical abuse/Beating/	<input type="checkbox"/>	Poor Accommodation/Food
<input type="checkbox"/>	Psychological/Verbal Abuse/Threats	<input type="checkbox"/>	Contract Termination/Violation/Substitution
<input type="checkbox"/>	Sexual Violence/Harassment/Abuse/Rape	<input type="checkbox"/>	False Allegations/Intimidation
<input type="checkbox"/>	Economic Violence: Wage or Salary Deductions/ Delayed/Non-Payment/Other	<input type="checkbox"/>	Immigration/Document Issues
<input type="checkbox"/>	Family issues	<input type="checkbox"/>	Employment Agency Abuse/Fees/Debts/Other
<input type="checkbox"/>	Health/Medical/Personal/Money Problems	<input type="checkbox"/>	
Others (specify):			

### 1. PERSONAL INFORMATION

Name of Worker					
Sex	Male		Female		Others
Marital Status	Single	Married	Separated	Widow	Other
Date of birth					Age
Highest Education Completed					
Address					
Contact Number				Other Contact Number	

### 2. EMPLOYMENT INFORMATION

Start date			End date		
Job Position			Contact Number		
Tasks at work	Baby Care	Elderly Care	Child Care	Cooking	Home-cleaning
	Gardening	Driving	Other		
Working time	Days per week		When		
	Hours per day	From am	to pm		
Live in			Live out		
Salary	\$/Rp		per hour/day/month		
Employer name					
Workplace Address					
Employer's residence (if different)					
Agency Name			Contact Number		

**3. PRESENTED PROBLEMS** (Details on the Specific Nature of Complaints)

\*Write in bullet form with information on when, where and what happened, who are involved, and what does the worker think about why this happened.

---

---

---

---

**4. FOLLOW-UP ACTIONS** agreed with domestic worker

---

---

---

---

**5. ACTION TAKEN** (follow-up) by the organization: Specify date, actions and by whom

---

---

---

---

**6. PROGRESS NOTES:** Specify date, actions and by whom

---

---

---

---



## Info note: Peer support conversations and reporting

### Structure of peer support conversations

When having a peer support conversation, always follow this 5-step structure:

1. At the first contact, share her feelings and build trust
2. Listen and communicate
3. Check with her to seek confirmation
4. Decide on what the DWO can do to support
5. Conclude, get contact details and agree on follow-up.

### Step 1: Share feelings and build trust at the first contact

When a sister seeks help against violence & harassment, she may be confused and find it difficult to explain. If you ask her for facts – What happened, Who did what, Why, When, Where and How? – she may not remember anything and her story may be unclear. **At the first contact treat her with respect, give her attention and share her feelings.** The most important thing to do is to be friendly and connect with her so that she feels safe and starts to trust you:

- Empathize with her: Share her feelings by putting yourself in her place.
- Answer her questions, reaffirm her views.
- Be friendly, supportive and calm.
- Listen, try to understand what happened first. Do not start giving advice immediately.
- Be neutral: Don't be judgemental. Share your opinions only after the victim has shared her story.
- Be in the 'here and now': Show her that you are listening by seeking eye contact, nodding and making supportive sounds, like: mmm, mmm, yes, yes, of course.
- Be yourself and genuine.
- Be trustworthy. Keep her story confidential. Don't gossip about it.

### Step 2: Listen and communicate

After we have built a link with our sister in step 1, explore the problem, question or issue with her. Engage in **active listening and communicating**. This means that we put our sister who seeks help in the center of attention. We need to get a clear picture of: WHAT happened, WHO did what, WHY, WHEN, WHERE and HOW. Let her take the lead, and don't interrogate her:

- **Invite her to explain** her story, issue or problem.
- **Let her lead the conversation and follow her.** Let her tell it in her own words in her own order and at her own time. If there is silence, let it be, as it can help her to order her feelings and thoughts.
- **Listen to what she says and what she means to say.** Try to read between the lines. Check for verbal and non-verbal clues.
- **Put all your energy into understanding her.** Don't interrupt too much, encourage her to tell you more.
- **At this stage, don't give advice.** Keep your opinions and views to yourself, unless she asks for it.
- **Don't presume or take anything for granted.** Don't think you know her case already and know what she should do. **Every case is unique.**

- **Mirror what she says by repeating it**, to make sure you understand her, like: “You say you wanted to quit then, right? Do I hear you say, you got very worried after he ..”
- **Ask open questions** (questions that can not be answered by yes or no) like: “What did you do or feel then?”
- If she hesitates or has difficulty to continue, **affirm what she says**, if possible by repeating it in her own words: “ ... so you were saying ... (her own words) ...”
- If her opinions or feelings or the story, remain unclear, **keep asking further (probing)**, like: “What did you find difficult in that situation? Can you tell me more about that, if possible? Do you mean to say that ...? Can you give me an example of your employer’s bad behaviour?” Probing helps her to find answers, and supports her because it shows your interest in her story. It helps you to get a clear idea of her situation.

### Step 3: Check with her to seek confirmation

If you feel you have a good understanding of the situation of your sister, **summarize it and present it to her in the form of a question**. State the core of her problem and her expectation as you understand it and check with her if it is correct. For example:

- Is this ... (the problem or situation) ... what you want help with?
- Is this ... (her expectation) ... what you want from me and our DWO?
- Is my understanding correct or not?

Ask her for feedback so both of you can come to a clear, joint understanding of how she wants to solve the problem and what she wants from the DWO.

### Step 4: Decide on a response

Make a judgement and **decide what you and the DWO can do** to support her:

- Psychological and social peer support: Set aside more time to listen, understand and support her, encourage her, help her order her feelings and thoughts so she can decide what to do. Invite her to DWO activities.
- Practical information or support that she may need, like going to the hospital, police or lawyers with her.
- Help her prepare her complaint or legal case and collect documentation.
- Get advice from DWO leaders and arrange for help from other agencies.

If her expectations are not realistic, discuss this with her, and explain what the DWO can do and can not do. If you are not sure what the DWO can do, ask for her agreement to consult within the DWO to find the best way to help her.

**If she is in immediate danger, take immediate action.** Consult with a domestic worker leader. Go to the hospital. Go to or call the police as relevant. Try to convince her not to go back and help her to find a way to look after her immediate needs (drink, food and shelter) by the DWO or other agencies.

**If she is at risk** of further violence & harassment, develop a **safety plan** with her with practical steps so that she can protect herself (and her children), and discuss what she needs in her **safety bag**, in case she wants to escape:

- Phone, and important phone, ID and bank numbers and addresses on a **hardcopy**
- Passport, ID, birth certificate (original or photocopies), keys.
- Other important papers about: money (bank account details, cards or savings books), job contract, marriage (marriage certificate, divorce papers, or other court documents), social security, welfare or immigration documents.
- Medication and medical prescriptions.
- Clothing and comfort items for her (and her children).

## Step 5: Conclude, get her contact details and agree on follow-up

When there is no new information coming, or when you both get tired and can't concentrate anymore or when you have to do something else, take the initiative and tell her you want to conclude and end the conversation. Don't go on for too long, set a limit. Usually we need between 50-90 minutes. **Don't go beyond 2 hours** because both of you will be exhausted.

**Take time to conclude** the conversation by summarizing the main points of the discussion and the agreements that were made for follow-up. Repeat any key points and options that came out of the conversation. Make sure to get her contact details. **Always invite her to join DWO activities** so she can relax, learn new things and meet new friends.

### How to communicate by phone

The differences between counseling by telephone and meeting in person are:

- In an audio call we have no eye contact and lack non-verbal contact. **Face-to-face** contact helps to create kinship between sisters. In a phone contact it is more difficult to show empathy, provide emotional support and build up trust. It is more difficult to use our intuition and feel whether she is nervous, to understand and get to the question behind the question. It is more difficult to know if emergency support is needed. It is too risky to use silence in the communication, as she may get scared and disconnect. It is more difficult for us to find out the **identity** of the caller and **trust the other person** on the line. Some callers are not domestic workers seeking help. They may be 'bad' employers, employment agents or even the police who pose as domestic workers because they want to have information on who is helping the victims.
- It is more difficult **for the caller to trust us**. Some callers may not want to tell their story, because they are afraid of their employers or because they think they have done something wrong or illegal. Callers will often start the conversation by saying they seek help for a friend. Or tell us only part of their story.
- It is more difficult for **peer supporters to identify the problem** of the domestic worker and **decide** what advice to give.

In summary, when handling a **case complaint over the telephone**, always do the following:

1. In a phone communication take care and **concentrate fully on the caller** all the time.
2. **Listen first**. Use more encouraging words and sounds, because we can't see the workers' face. This helps her to trust us, express herself and tell her story.
3. **Ask her some basic questions** like: Where do you work? How long have you worked? Do you have a day-off? How is it working for your employer? Always ask her about her work history. If domestic workers are new in a job ad/or have recently migrated, they may be home sick or stressed because they find it difficult to communicate with their employer. In such cases, it is best to tell them to give it some time and to invite them to join DWO activities if possible.
4. Ask the caller to **share her feelings and tell her story**. Ask her what she wants and what help she needs. Listen and take notes. If the story is not clear or you missed things, ask again. People often call with a simple question for information and will hesitate to discuss the real problem. It is important she tells her story, but don't be too businesslike: Keep your ears open and encourage her to discuss or ask more.
5. **Answer her questions** and give her practical information.
6. If callers have questions or complaints about their documents, like job contracts, work or residence permits or visa's, ask them to show or **send you a copy** so you can go through the form with her.
7. **Reaffirm the caller's feelings**, make sure she feels that she is being listened to (Say: "I see, I want to understand you").
8. **Check with her** that your understanding of the problem is correct and provide suggestions or solutions.
9. Always make sure to get her **contact details**. If she is in a dangerous or critical situation, try to get more than one phone number, for example, of a friend or family member she trusts.
10. In closing, tell her she can always **call again** if she needs help. **Invite her** to come to DWO meetings and activities, and make new friends. Make sure she knows where to find the DWO online and offline and be in touch. Summarize follow-up actions if needed.

## Reporting

Reporting is very important. It is the last step of any face-to-face or phone peer support conversation. The **main reasons** for reporting are:

- The DWO needs it for any follow-up action with the one who asked for support.
- The DWO needs to record and keep track of the number of domestic workers who seek help and the types of violence & harassment they encounter for use in advocacy, lobbying, reporting and fund raising.

**During the peer support conversation**, write down **practical information, like contact numbers and personal or other details** that may be difficult to remember later. Write down key words and short notes: Do not aim to write down everything in detail because this will distract you from concentrating on the person who seeks help and may make her feel less comfortable or suspicious. On the phone, we can write down more, but, here too, make sure to concentrate on the caller as we must give her our full attention.

**Directly after the discussion**, write down a **summary of the conversation** (the what, who, why, when, where and how), her health situation and the agreements that were made. It is best to write this down immediately: It will take you less time and be more accurate. If you wait too long you will forget many things. If you have no time to write it down immediately, record a summary of the conversation and the agreements that were made on your phone and write it down later.

It is useful for DWOs and case workers to **use a standard report form**, such as the **IDWF Case Record Form** in the handout. This helps case workers to ask and report the relevant information and makes it easier to analyze and summarize case information.

## Referrals

Violence victims may need **support services that the DWO cannot provide**, like shelter, medical, financial, psychological or social support, and legal aid by other organizations and people. Therefore, we need to look for and find other support services in our community.

Many DWOs have already developed contacts with such support organizations. How to do this is discussed in **Unit 5.4** DWO networking and alliance building.



# Sources

- American Psychological Association, *How to go ahead, let it out*, Vol.39, No. 11, 2018  
<https://www.apa.org/monitor/2008/12/emotions>
- Bernal, Marina; ARTEMISA; ELIGE; CREA, *Self-care and self-defense, Manual for feminist activists*, 2006, Spanish; 2008, English  
[https://www.genderit.org/sites/default/files/self-care-brochure\\_0.pdf](https://www.genderit.org/sites/default/files/self-care-brochure_0.pdf)
- Bowmick, Barsha Nag, *Reasons why you should stop judging others*, in India Times, Sep. 2017  
<https://timesofindia.indiatimes.com/blogs/life-n-style/reasons-why-you-should-stop-judging-others/>
- Centre for Research and Education on Violence against Women and Children, *Recognize and respond to domestic violence in your workplace*, Ontario, 2014  
[http://s3.amazonaws.com/dna\\_futures/original/1323/Recognize\\_and\\_Respond.pdf?1418741069](http://s3.amazonaws.com/dna_futures/original/1323/Recognize_and_Respond.pdf?1418741069)
- Cuncic, A, *How to practice active listening*, in Verywellmind, 2020,  
<https://www.verywellmind.com/what-is-active-listening-3024343>
- IDWF, *Gender-based violence & harassment against domestic workers: Case stories from Asia*, Hong Kong, 2020  
[https://idwfed.org/en/resources/gender-based-violence-and-harassment-against-domestic-workers-case-stories-from-asia/@@display-file/attachment\\_1](https://idwfed.org/en/resources/gender-based-violence-and-harassment-against-domestic-workers-case-stories-from-asia/@@display-file/attachment_1)
- ILO, Brief No. 2: *Sexual harassment in the world of work*, Geneva, 2020  
[https://www.ilo.org/wcmsp5/groups/public/--dgreports/--gender/documents/briefingnote/wcms\\_738115.pdf](https://www.ilo.org/wcmsp5/groups/public/--dgreports/--gender/documents/briefingnote/wcms_738115.pdf)
- ILO, *Rights, responsibilities and representation, 3-R Trainers' kit, Empowerment for children, youth and families*, by Suriyasarn, B., Terhorst, R., Haspels, N., Bangkok, 2006  
[https://www.ilo.org/wcmsp5/groups/public/--asia/--ro-bangkok/documents/publication/wcms\\_108279.pdf](https://www.ilo.org/wcmsp5/groups/public/--asia/--ro-bangkok/documents/publication/wcms_108279.pdf)
- ILO, *Action against sexual harassment at work in Asia and the Pacific*, by Haspels, N., Zaitun, M. K., Thomas, C., Mc Cann, D, Bangkok, 2001  
[https://www.ilo.org/wcmsp5/groups/public/--asia/--ro-bangkok/documents/publication/wcms\\_bk\\_pb\\_159\\_en.pdf](https://www.ilo.org/wcmsp5/groups/public/--asia/--ro-bangkok/documents/publication/wcms_bk_pb_159_en.pdf)
- International Institute for Environment and Development, (IIED), *A trainer's guide for participatory learning and action*, by Pretty, J., Guyt, I., Thompson J. and Scoones, I., London, 1995  
<https://pubs.iied.org/sites/default/files/pdfs/migrate/6021IIED.pdf>
- IPSO (Psycho-oncological Drop-in Centres Cooperation and Support), *Basic training for drop-in centre volunteers, Trainers' manual and working materials* (in Dutch), Amersfoort, 2015-2016.
- Lazarus, C.N., *Are you a good judge or just judgemental?*, in Psychology Today, Jan. 2018  
<https://www.psychologytoday.com/us/blog/think-well/201801/are-you-good-judge-or-just-judgmental>
- Ocasio-Cortez, A., *Mutual aid toolkit from AOC*  
<https://cdn.cosmicjs.com/09a653b0-7545-11ea-be6b-9f10a20c6f68-Mutual-Aid-101-Toolkit.pdf>
- Oregon Coalition against domestic and sexual violence, *When self-care becomes collective care*  
<https://www.ocadsv.org/blog/post/when-self-care-becomes-collective-care>
- Psychology Tools, *A guide to emotions*  
<https://www.psychologytools.com/self-help/a-guide-to-emotions/>
- Rutgers-van Wijlen, K.: *Training materials on counselling, peer support and intimate partner violence* (in Dutch), Utrecht, 2010.

UN Women, *E-learning course on preventing sexual harassment in Georgia*, in UN Women and ILO, *Handbook: Addressing violence & harassment against women in the world of work*, New York and Geneva, 2019

<https://www.unwomen.org/en/digital-library/publications/2019/03/handbook-addressing-violence-and-harassment-against-women-in-the-world-of-work>

Women Against Violence Europe (WAVE), *WAVE training programme on violence against women*, Vienna, 2008 (2nd Edition)

see [www.wave-network.org](http://www.wave-network.org) or

[http://files.wave-network.org/trainingmanuals/Training\\_of\\_Professionals\\_2000.pdf](http://files.wave-network.org/trainingmanuals/Training_of_Professionals_2000.pdf)

