



International  
Labour  
Office

**PROMOTING THE  
INTEGRATION OF**

**MIGRANT  
DOMESTIC**

**WORKERS**

**IN EUROPE**

**Learning guide**



International **Training** Centre



## Introduction

This learning guide provides learners and trainers wishing to organize activities on migrant domestic workers in Europe with the knowledge and tools to enable them to organize, advocate for and protect migrant domestic workers. It is not the intention of this guide to deliver structural guidelines or to outline what successful strategies or best practices look like. The learning guide offers practical guidance on how to best use the methodology applied in the module.

### How to use each module: the modules' structure

Each module follows the same structure as detailed below:



**Part 1 – OBJECTIVES:** lists what the learner is expected to know, understand and be able to do on completion of the module. They allow both trainer and learner to follow a learning path and to assess whether they have met the objective upon completion of their training. They also represent a tool for the trainer to adapt contents to the level.



**Part 2 – KEY MESSAGES:** introduces the learner to the significant ideas and contents within the module. For the learner, they are the rationale; the messages they have to bear in mind throughout the module.



**Part 3 – OVERVIEW OF THE ISSUE:** this is the core of the module. Principles and explanations are provided in this section in a detailed manner.



**Part 4 – LEARNING BY DOING:** each module comprises at least one group exercise.. The trainer may change or adapt any activity included in the modules, according to the profile, background, needs and expectations of the participants. Most of the group exercises encourage participants to interact with one another and work together.



**Part 5 – FACT SHEET:** can be considered as a hand-out to be distributed to participants. It schematizes and summarizes data and definitions. It also refers to additional reading material to get further information, case studies and analysis.



**Part 6 – GOOD PRACTICES:** lists existing national, international and organizational good practices, organized by strategic action, that could inspire policy makers or stakeholders.



**Part 7 – TEST YOUR KNOWLEDGE:** contains several multiple choice questions, based mostly on Part 3 in order to test the learner's knowledge.

Each module is accompanied by **a model PowerPoint presentation**.

It is a template which summarizes and reformulates the information and knowledge embedded in the module. It may be shortened, divided in several parts, or enriched according to the identified needs and audience.

## How to use each module: the modules' structure

The course is structured in eight modules covering and addressing key significant issues related to migrant domestic workers in Europe:

### **Module I – Overall Framework on Domestic Work**

This module provides a general introduction to the subject of domestic work, its characteristics, as a sector and the prevalence of gender aspects, and challenges in terms of decent work especially with respect to migrant domestic workers.

### **Module II – International Labour Standards relevant to Domestic Work and Migration**

This module identifies and analyses the legislative issues regarding domestic work and migrant workers, integrating a gender perspective. It reviews the existing ILO standards, including non-binding instruments such as the ILO multilateral framework on labour migration, pertaining to domestic work and migrant rights in Europe.

### **Module III – The European Union Framework on Labour Migration**

This module provides an analytical framework on EU migration-related policies and legislations, the EU global approach to migration, the recent trends and current debates and, lastly, provides an overview of different EU states' positions and migration/admission policies at a national level affecting domestic workers and/or for those occupations that are de facto female dominated.

### **Module IV – Effective Protection of Migrant Domestic Workers Labour Rights**

This module gives an overview of labour protection for domestic workers and migrant domestic workers (MDWs) in Europe by looking at the regulatory and policy framework, including enforcement, compliance and complaints/disputes mechanisms and services (e.g. legal advice, counselling, hot lines, etc.) available to MDWs in Europe.

### **Module V – European Union Integration Agenda and its Relevance for Migrant Domestic Workers**

This module aims at expanding the knowledge of and enhancing the capacities of European and national institutions on the integration of migrant domestic workers thanks to a better understanding of key factors through the migration process shaping their integration.

### **Module VI – Migrant Domestic Workers Organisation Strategies and Models**

This module acknowledges the positive role of (migrant) domestic workers' organization in raising awareness on domestic workers' conditions and in tackling abusive conditions and offers an overview of the typology and actions of these organizations.

### **Module VII – Access to Social Security for Migrant Domestic Workers**

This module explores the access to social security for migrant domestic workers in Europe by examining the existing standards and definitions related to social security for domestic workers and migrant workers in addition to the EU legislation and European national practices.

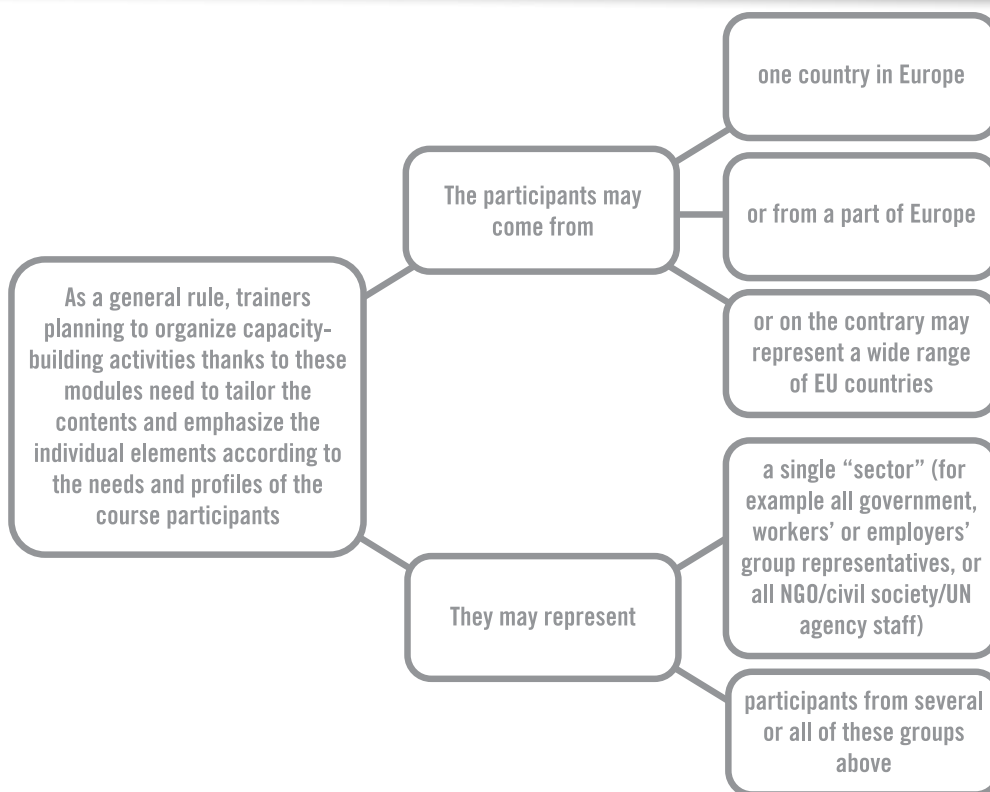
### **Module VIII – Data Sources and Statistics**

This module has the objective of providing the necessary understanding of statistics, its rationale and its key concepts to monitor domestic work and evaluate migrant domestic workers' working conditions. The module is tailor-made for users of statistics, such as analysts, officers and policy makers, and specifically aims to link their work to that of statisticians and more in general producers of statistics.

## How to share these modules? Dissemination of knowledge

Whether you are a learner who wishes to share your newly-acquired knowledge with colleagues or you are an experienced trainer planning to use these modules for a capacity-building activity, you may wish to take into account some or all the following elements: they range from basic and essential advice to more complex and sophisticated *guidance*.

## How to best plan your knowledge dissemination session(s)?



Trainers organizing capacity building activities on migrant domestic workers in Europe based on these modules (all of them or only part of them) are advised to adopt a three phases learning approach to ensure a long-term impact. These three phases are as follows:

A *pre-training phase* which consists in reading some basic documents and in assessing the participants' levels and expectations through an on-line questionnaire.

A *face-to-face phase*, which is the training course in itself, the way to present contents and exchange knowledge matters;

and a *follow-up phase*: several options can help to consolidate acquired knowledge and allow it to be used in practice by participants.

On-line questionnaire shall not be too long and be phrased in a clear manner to keep the attention of the future participant. They shall be anonymous but shall allow to understand the expectations, concrete needs and current knowledge of the subject matter.

The trainer may encourage contributions through an on-line platform, exchanges through informal/social networks or participation to a competition for an award etc.

**Some** modules require more technical skills; others provide many data: the trainer will have to **identify in advance potential difficulties** for the selected participants (in light of their profile and background) and to **dedicate the adequate time** in the agenda to enable them to achieve the learning objectives.

## How to best run your knowledge dissemination session(s)?

- At the end of each session or module, it is recommended to:
  - Summarize the key points
  - Identify any points of agreement and disagreements, and of misunderstanding
- Some parts of the module use creative design to simplify complex information (as here above). Trainers are encouraged to recycle such formats during the face-to-face training phase. Visual supports have proven effective in facilitating learning.
- Participants shall be allowed to exchange and comment regularly to identify learning difficulties. The activity may be intended as a forum providing the opportunity to hear first-hand information from a given country on the situation of migrant domestic workers and to exchange on how different stakeholders and/or countries handle the situation.
- When it comes to group works, trainers are advised to form different groups as much as possible through the capacity-building activities. To favour richer exchanges between participants and to obtain better results, try to always form new combinations of experiences and backgrounds.
- Try to make photocopies of the handouts (Part 5 – FACT SHEET) and distribute them to the participants.

## How to use the exercises in each module?

- **The quizzes** are short tests and are proposed in each module in Part 7. You can use them to test the knowledge at different stages during the pre-training phase, at the beginning of your session(s).
- **What do you need?** It depends on the context. Ideally you have an overhead projector connected to a laptop or computer and the questions are displayed in a power point presentation. You give a clicker to each participant: a clicker is a hand-held remote control that participants use to answer questions. Otherwise, you can provide each participant with a set of four coloured papers and assign a response choice a), b), c), d) to a distinct colour.
- **How to conduct it?** If you use it during a face-to-face phase, it should be quick. However you need to provide some explanation if you see that the question did not collect a majority of good responses. It is an occasion to clarify some key concepts.

### Module I

The group exercise (LEARNING BY DOING) proposed in this introductory module will help to identify the issues at stake regarding migrant domestic workers in Europe. It is, at first, guided brainstorming.

#### What do you need?

- A notepad/ some sheets of paper
- Pencil/pen
- Board or flipchart and markers.

#### How to conduct it?

To facilitate this exercise, you need to make sure the question has been understood and to be a good time-keeper both during the group brainstorming and the reporting.

## Module II

This module proposes two case studies: they have the value of offering a realistic portrayal of a situation and allow for the in-depth examination of learning topics and specific issues. It will allow participants to analyse scenarios and to use their theoretical knowledge.

### What do you need?

- The texts of Convention 189 and Recommendation 201
- Board or flipchart and markers.

### How to conduct it?

You need to make sure participants go through the stories/case studies and work from the texts of the two ILO instruments.

## Module III

This module proposes the profile of a migrant domestic worker. It looks like a case study and focuses on the elements characterizing a person.

### What do you need?

You need to have printed/written on cards the different elements of the migrant domestic worker profile.

### How to conduct it?

To facilitate this exercise, it is important that participants understand which element of the profile are decisive regarding the aspects referred-to in the questions. To help them, you may want to make them think in terms of positive (protective), negative (vulnerable) or neutral elements included in the profile.

## Module IV

This module offers an extract of a law inspired from a real legislation. It looks like a case study but focuses on legal aspects and allow participants to practice legal analysis.

### What do you need?

You need to have, printed for participants, the “leaflet” which summarizes the invented law.

### How to conduct it?

The objective of this exercise is to enable participants to identify gaps in legislations regarding the protection of migrant domestic workers. To facilitate the session, you may want to have participants going carefully through the text and read and comment with them the questions.

## Module V

This module proposes the profile of three migrant domestic workers. It looks like a case study but focuses on the elements characterizing a person rather than a situation. The learning outcome is the same as for a case study.

### What do you need?

You need to have printed/written on cards the different elements of the migrant domestic worker profile.

### How to conduct it?

To facilitate this exercise, it is important that participants understand which element of the profile are decisive regarding what can hamper or facilitate their integration in Europe. To help them, you may want

to make them think in terms of positive(protective), negative (vulnerable) or neutral elements included in the profile with respect to the European framework for integration of third country nationals.

## **Module VI**

In this module, two group work exercises are proposed: a role play and a panel discussion.

The role play is a typical example of active learning where participants experience the scenario from another view point. It helps to evoke and understand what can prevent or encourage a migrant domestic worker to join a worker's or migrant's organization.

The panel discussion allow a transfer of information from people having a first-hand experience on this issue and their interaction with less experienced participants during group discussions.

### **What do you need?**

#### **For the role play**

- Some chairs put in a circle
- A room big enough to accommodate all the players

#### **For the panel discussion**

- Ideally a computer and an overhead projector for the presentations
- Flipchart, markers

### **How to conduct it?**

#### **The role play**

Make sure everyone understands the scenario and the role she/he is asked to play. Allow enough time for preparation and keep the time. Summarize the findings with the participants at the end of the role play.

#### **The panel discussion**

Three or four participants will be invited to report and make a short (5 - 7 minutes) presentation on their organization's responses to the questions outlined.

The reporters should be identified and approached before the start of the training and ideally should represent a broad spectrum of organization types and countries. The reporters should be made aware that the presentation is to be short and functional, answering only to the questions provided and that time will be strictly kept.

The reporters should also be invited to act as facilitators (if necessary and where language ability permits) during the group discussions and briefed to keep the discussion focused on answering the discussion questions.

As a facilitator, you open and close the exercises, ensuring transition between the presentations.

## **Module VII**

The module VI offers a group work also called "Power walk". It allows participants to visualize the unequal access to social security for the different profile of domestic workers.

### **What do you need?**

- Divide participants into groups and distribute to each group a hand out with one profile.
- A room with a long empty space where selected participants will be lined up in a first phase.



### **How to conduct it?**

You need to make sure everyone understand the elements of the profile. Each group has a representative that is on the line. The facilitator reads point 1 to 14 and at each point each participant may have to move forward, backward or stay still. The other members of the group shall watch their respective fellow group member and make sure she/he makes the right move.

## **Module VIII**

This module for statisticians proposes to work on a typical labour survey questionnaire and to do a role play.

### **What do you need?**

- Distribute the labour survey questionnaire to each participant
- Each group receives a different profile of a migrant domestic worker.

### **How to conduct it?**

You need to allow sufficient time to the participants to get familiar with the questionnaire and its rationale. Then you need to find a volunteer in each group having received a different profile to perform a role play. At the end of the role play, you can collect the impression of the participants on the most significant aspects of the interview.



## Tools ready for use

### The on-line training surveys

As explained in the section “how to best plan a knowledge dissemination activity”, when organizing a capacity building activity, pre-training and follow-up phases are key to ensure a long-term impact on the audience’s professional practices.

Various platforms exist on the Internet to host your on-line questionnaires such as ‘Survey Monkey’ and other free on-line questionnaire sites. Below you will find an example of both a pre-training and a follow-up questionnaire.

### Pre training survey sample

Thank you for taking part in this pre-training survey. The information you provide will be useful for adapting the design of the training course towards the specific learning and training needs of the participants. The survey comprises 11 questions and should not take you more than ----- minutes.

Should you need clarification or more information, please contact -----.

#### 1. How would you rate the relevance of the learning objectives for your work?

	Very relevant	Relevant	Somewhat relevant	Not relevant
To understand the “Decent Work” approach in the context of domestic work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To explore policy and legislative issues, as well as challenges, regarding domestic work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To understand employment and labour migration patterns, public policies and trends in domestic work in Europe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To understand the gender aspects of both migration and domestic work in Europe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To get familiar with relevant international legal instruments and mechanisms protecting domestic workers’ rights, with a focus on the Domestic Workers Convention (No. 189) and Domestic Workers Recommendation (No.201)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be introduced to strategies that can be useful to effectively organize domestic workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To get perspective factors shaping the migration trajectories and labour integration of domestic workers in Europe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be provided with tools to build alliances and do networking with the key institutional actors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To get perspective from other countries and share experiences on Decent work for domestic workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 2. Please rate the following subject areas.

Confidence: How familiar are you with this subject area?

Relevance: How relevant is this subject area to your work?

Interest: To which degree are you interested in exploring this subject area during this course?

	Confidence	Relevance	Interest
<b>subject area 1</b> <b>domestic work and the international labour standards</b>	<input type="checkbox"/> proficient <input type="checkbox"/> good knowledge <input type="checkbox"/> basic knowledge <input type="checkbox"/> new subject	<input type="checkbox"/> very relevant <input type="checkbox"/> good relevant <input type="checkbox"/> somewhat <input type="checkbox"/> not at all	<input type="checkbox"/> very interested <input type="checkbox"/> good interested <input type="checkbox"/> somewhat interested <input type="checkbox"/> not at all
<b>subject area 2</b> <b>the trends, key data and issues (economic &amp; social value of DW, gender aspects) related to domestic work</b>	<input type="checkbox"/> proficient <input type="checkbox"/> good knowledge <input type="checkbox"/> basic knowledge <input type="checkbox"/> new subject	<input type="checkbox"/> very relevant <input type="checkbox"/> good relevant <input type="checkbox"/> somewhat <input type="checkbox"/> not at all	<input type="checkbox"/> very interested <input type="checkbox"/> good interested <input type="checkbox"/> somewhat interested <input type="checkbox"/> not at all
<b>subject area 3</b> <b>the working conditions of domestic workers</b>	<input type="checkbox"/> proficient <input type="checkbox"/> good knowledge <input type="checkbox"/> basic knowledge <input type="checkbox"/> new subject	<input type="checkbox"/> very relevant <input type="checkbox"/> good relevant <input type="checkbox"/> somewhat <input type="checkbox"/> not at all	<input type="checkbox"/> very interested <input type="checkbox"/> good interested <input type="checkbox"/> somewhat interested <input type="checkbox"/> not at all
<b>subject area 4</b> <b>the EU framework on labour migration for third country nationals</b>	<input type="checkbox"/> proficient <input type="checkbox"/> good knowledge <input type="checkbox"/> basic knowledge <input type="checkbox"/> new subject	<input type="checkbox"/> very relevant <input type="checkbox"/> good relevant <input type="checkbox"/> somewhat <input type="checkbox"/> not at all	<input type="checkbox"/> very interested <input type="checkbox"/> good interested <input type="checkbox"/> somewhat interested <input type="checkbox"/> not at all
<b>subject area 5</b> <b>Protection of vulnerable groups of domestic workers</b>	<input type="checkbox"/> proficient <input type="checkbox"/> good knowledge <input type="checkbox"/> basic knowledge <input type="checkbox"/> new subject	<input type="checkbox"/> very relevant <input type="checkbox"/> good relevant <input type="checkbox"/> somewhat <input type="checkbox"/> not at all	<input type="checkbox"/> very interested <input type="checkbox"/> good interested <input type="checkbox"/> somewhat interested <input type="checkbox"/> not at all
<b>subject area 6</b> <b>the enforcement tools in Europe to ensure protection to migrant domestic workers</b>	<input type="checkbox"/> proficient <input type="checkbox"/> good knowledge <input type="checkbox"/> basic knowledge <input type="checkbox"/> new subject	<input type="checkbox"/> very relevant <input type="checkbox"/> good relevant <input type="checkbox"/> somewhat <input type="checkbox"/> not at all	<input type="checkbox"/> very interested <input type="checkbox"/> good interested <input type="checkbox"/> somewhat interested <input type="checkbox"/> not at all
<b>subject area 7</b> <b>how to build partnerships and mobilize key stakeholders</b>	<input type="checkbox"/> proficient <input type="checkbox"/> good knowledge <input type="checkbox"/> basic knowledge <input type="checkbox"/> new subject	<input type="checkbox"/> very relevant <input type="checkbox"/> good relevant <input type="checkbox"/> somewhat <input type="checkbox"/> not at all	<input type="checkbox"/> very interested <input type="checkbox"/> good interested <input type="checkbox"/> somewhat interested <input type="checkbox"/> not at all

**3. Of all subject areas listed above, which are your three priorities?**

- 1) -----
- 2) -----
- 3) -----

**4. What is the main issue regarding migrant domestic workers in your country?**

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**5. In Europe, most of domestic workers are women. In your country, these women are:**

- Nationals with low skills
- Migrant women, EU nationals, with low skills
- Migrant women, third country nationals (not EU) with low skills
- Migrant women with high skills who accept an under qualified employment for various reasons
- Migrant women with certified skills coming as domestic workers in the framework of specific bilateral agreement

**6. Provide up to three difficulties that migrant domestic workers are facing in your country to integrate into the labour market.**

- 1) -----
- 2) -----
- 3) -----

**7. Describe a successful practice in your country that has facilitated the organization strategy and advocacy for migrant domestic workers.**

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**Follow up survey sample**

**1. Please rank the following competencies, 1 being the competency you feel you have the most improved as a result of your participation in the training activity.**

- Assessing legislative and policy issues regarding domestic work and migrant workers, from a gender perspective and in light of existing international standards
- Supporting effective organisation of (migrant) domestic workers based on the actual experiences in Europe and other regions
- Analysing national labour laws and migration schemes in light of the existing EU legal framework
- Using available EU statistics and databases to monitor the situation of migrant domestic workers, and assess impacts of legislative, policy and other measures
- Assessing and Implementing strategies to tackle labour exploitation and abuse
- Summarizing data and concepts on Migrant domestic workers
- Analysing the individual situation (study case) and providing solutions according to obstacles encountered by MDW

**2. How did you prefer to learn? Please select THREE of the following**

- By following to a presentation or lecture
- By taking part in a discussion or panel
- By analyzing charts and diagrams
- By giving a presentation or training other people
- By listening to audio recordings such as podcasts
- By watching a video (e.g. case study, documentation)
- By repeating the subject matter or routine
- By doing the real thing (learning by doing)
- By reading a book, article or report
- By simulating real experience (e.g. role plays, logical models)

**3. What actions/steps are you planning to undertake to increase the efficiency of your organization with respect to MDW as a consequence of your participation to this course?**

- Drafting a note/ informative report at the attention of your supervisor/colleagues
- Proposing organizational changes in your office/organization
- Proposing networking/partnerships to your office/organization
- Summarizing data and concepts on Migrant domestic workers
- Proposing a brief training course on the subject to your colleagues

**4. In which subject area(s), did you gain more knowledge? Please identify two of the following subject areas and state your previous and current level of confidence?**

- 1 domestic work and the international labour standards
- 2 the trends, key data and issues (economic & social value of DW, gender aspects) related to domestic work
- 3 the working conditions of domestic workers
- 4 the EU framework on labour migration for third country nationals
- 5 Protection of vulnerable groups of domestic workers
- 6 the enforcement tools in Europe to ensure protection to migrant domestic workers
- 7 how to build partnerships and mobilize key stakeholders



## PRACTICAL TOOLS – Ready For Use

### Profile of migrant domestic workers – key elements for exercise

In several modules, in the exercise part, fictional examples of migrant domestic workers are used. These examples are based on sound evidence and research on the profile of migrant domestic workers. They do not refer to a real country so as to allow participants to base their thinking only on their objective knowledge and skills.

Peter				
Personal Information				Occupational Information
Name		Age	Family	Occupation
Peter	Urania (non-EU States)	65	separated with two children, both in their 30s	gardener
Additional information				
<ul style="list-style-type: none"> <li>Peter arrived in Italica (EU Member State) 40 years ago on a tourist visa</li> <li>Europe provides tourist visas to Uranians for 3 months. After 3 months Uranians must leave the EU territory</li> <li>While still on his tourist visa, Peter found work as a gardener in a private household which had 3 acres of land</li> <li>Peter is now considered an irregular migrant</li> <li>Peter has been working as a gardener for this private household ever since</li> <li>The owners of the private household told Peter that it was very complicated to give him a contract since he didn't have a working permit.</li> <li>Migrant Domestic Workers are explicitly excluded from social security legislation in Italica</li> <li>There is no bilateral agreement between Urania and Italica</li> <li>There are no Trade Unions representing Domestic Workers rights in Italica</li> </ul>				

Marisa				
Personal Information				
Name		Age	Family	Occupation
Marisa	Carpania (non EU States)	40	married with two children both under 18 still living in Carpania	house cleaner
Additional information				
<ul style="list-style-type: none"> <li>Marisa won a lottery for a European working permit and decided to go to Germania</li> <li>Since Marisa spoke little germanian she had a hard time finding work and was slowly spending all her savings</li> <li>Finally, Marisa found work as a housekeeper in a private household</li> <li>Since Marisa wanted to send her children to good universities she thought she would save as much money as possible and stay in the informal sector</li> <li>Carpania has recently extended the scope of its social security legislation to all domestic workers and migrants by way of a Collective Agreement. The Collective Agreement was loudly applauded by trade unions representing the interests of Domestic Workers</li> <li>The Collective Agreement contains in particular such workers who meet the means test are entitled to social assistance benefits, including sickness benefits.</li> <li>Marisa is an active member of a migrant women association</li> <li>There is unfortunately no bilateral agreement between Carpania and Germania yet</li> </ul>				

<b>Paula</b>				
<b>Personal Information</b>				
Name		Age	Family	Occupation
Paula	Gondor (non-EU States)	60	widowed	caretaker for the elderly
<b>Additional information</b>				
<ul style="list-style-type: none"> <li>• Paula was a trained nurse in Gondor however there was very little work available</li> <li>• At the time, Iberia was desperately looking for nurses so Paula was able to receive a working visa to work as a nurse</li> <li>• When she arrived in Iberia she found work as a caretaker for the elderly in a private household</li> <li>• The children of the elderly wrote up a contract for Paula and paid her social security contributions</li> <li>• In fact Iberia has a system of services employment cheques which facilitates the procedures for employing domestic workers on a legal basis so Paula's employer was happy to make the employment agreement official</li> <li>• It is true that in Iberia Migrant Domestic Workers have always been included under Social Security legislation</li> <li>• After working for 35 years, Paula is now thinking of retiring, since she lost her husband a few years ago and has no other family in Iberia she is thinking of returning back to Gondor</li> <li>• Gondor and Iberia signed a bilateral agreement last year which includes, among others, the principle of the maintenance of rights in the course of acquisition and the principle of exportability of benefits</li> <li>• In Iberia trade unions actively represent domestic workers rights</li> </ul>				

<b>Pablo</b>				
<b>Personal Information</b>				
Name		Age	Family	Occupation
Pablo	Urania (non-EU States)	33	single	driver of vehicle for private use
<b>Additional information</b>				
<ul style="list-style-type: none"> <li>• Britannia decided to address the shortage of private drivers and implemented a new quota immigration policy for this category of workers</li> <li>• Pablo was living in Britannia when he read this news and since he had irregular status he decided to apply</li> <li>• Britannia granted Pablo a working permit under this new targeted legal migration programme</li> <li>• A few years ago Britannia also decided to extend its social security legislation to migrant domestic workers through a special law exclusive to domestic workers</li> <li>• Britannia is negotiating a bilateral agreement with Kaziland which would allow nationals of both States to export their benefits. However, Kaziland just held elections and the new President was never interested in this bilateral agreement</li> </ul>				

<b>Yvan</b>				
<b>Personal Information</b>				
Name		Age	Family	Occupation
Yvan	Gallia (EU Member State)	50	married	household employee
<b>Additional information</b>				
<ul style="list-style-type: none"> <li>• On a summer trip Yvan met a girl from Graecia (EU Member State) and fell in love</li> <li>• That same summer Yvan decided to move to Graecia</li> <li>• He quickly found work as an employee in a private household which including taking care of small children and cooking</li> <li>• His employer wrote up a written contract and both Yvan and them signed</li> <li>• In the contract, Yvan and the employer would pay social insurance contributions, 13% and 10% respectively</li> <li>• In Graecia, Domestic workers are covered under a Collective agreement that was negotiated between Trade Unions representing domestic workers and employers</li> <li>• This collective agreements set outs what must be included in the agreement including the payment of social security contributions which provides entitlement for all social security contingencies</li> <li>• Graecia also has a social assistance scheme which includes domestic workers who are legally residing in Graecia</li> </ul>				

Andre				
Personal Information				
Name		Age	Family	Occupation
Andre	Lusitania (EU Member State)	25	single	cook
Additional information				
<ul style="list-style-type: none"> <li>• Andre studied to be a cook in Lusitania</li> <li>• Unfortunately when he finished his studies Lusitania was experiencing a very bad crisis and there was no work for cooks anywhere</li> <li>• After looking for a few months, but finding nothing, Andre decided to try his luck in Polonia</li> <li>• One day while he was having a coffee at a bar, he started talking to the women next to him. The women told him that because of her job she had to organize many dinner parties and she was looking for a cook</li> <li>• The women told Andre that she could not make the contract official since she would need to have an inspector come and verify that occupational safety requirements were met and that that would take months</li> <li>• Andre agreed to have an oral contract between the both of them</li> <li>• Domestic workers, such as cooks are not covered under Polonia's social security legislation</li> <li>• Social security benefits in Polonia are receivable through the social insurance scheme which is financed by employers and employee contributions</li> <li>• Andre is not a member of any trade union or NGOs, he's not even sure that these exist</li> <li>• However Andre is aware that Polonia has very organized labour inspections and his employer is very worried they are going to knock on her door one day</li> </ul>				

Aniko				
Personal Information				
Name		Age	Family	Occupation
Aniko	Belgae (EU Member State)	18	divorced	child caretaker
Additional information				
<ul style="list-style-type: none"> <li>• Aniko finished high school studies but still isn't sure what she wants to study at University</li> <li>• Her parents suggested she earn a bit of money while she's making up her decision</li> <li>• Aniko has always wanted to learn Danian so she decided to buy a one way air plane ticket to Dania and look for work there</li> <li>• When Aniko arrived in Dania (EU Member State) she had a hard time finding work since she barely spoke Danian</li> <li>• Soon enough, she started working in a private household taking care of 2 small children</li> <li>• In Dania, child takecarers are not considered employees. Only employees are have a clear status under social security legislation</li> <li>• Medical Care in Dania is provided under a universal system to all EU nationals and legally residing residents</li> <li>• Dania has a number of trade unions that represent domestic workers</li> </ul>				



## Tool boxes – quick help for trainers

In the modules, in the exercise part, you will find use of some learning methodologies which require some know-how. You may also want to adapt some of the exercises and to innovate. Here you will find a more detailed description for some key participative learning methodologies: the summary entails their scope and practical implementation and facilitation.

<b>CASE STUDY</b>
<b>OVERVIEW / Method Summary / What it is</b>
<ul style="list-style-type: none"><li>• Portrayal of a situation by communicating information in order to examine specific issues.</li><li>• Holistic method of introducing key concepts or learning topics.</li><li>• An active approach to learning that analyses circumstances, diagnoses problems and proposes solutions.</li><li>• A means of putting into practice a theory that might otherwise remain abstract.</li><li>• Encourages the development of individual ideas and the understanding of diverse perspectives through participatory discussion and collaborative analysis.</li></ul>
<b>THE DESIGN AND CONTENTS</b>
<ul style="list-style-type: none"><li>• You may adapt one of the case studies included in this training manual to make it more interesting to the specific audience, as well as more relevant to the objectives.</li><li>• Objectives may be to identify the differences, causes or symptoms related to one or more case, for example.</li><li>• Include an introductory paragraph, background information, an overview of the situation and any additional details, such as data.</li><li>• Be sensitive when referring to specific country contexts.</li><li>• Incorporate pedagogical elements, such as risk factors or subtle details, to add authenticity.</li><li>• Create an engaging story by applying humour, descriptive dialogue, and characters people can relate to.</li><li>• Write in clear and simple language.</li></ul>
<b>IMPLEMENTATION / Operational Instructions / How it is applied</b>
<ul style="list-style-type: none"><li>• Foster an open environment that is conducive to creative thinking and collaboration, by using ice-breakers, for example.</li><li>• Divide participants into small groups, depending on the total number: 3 to 5 is ideal.</li><li>• Allow adequate time for people to read and review the case study.</li><li>• Assign questions that are open enough to stimulate innovative thinking, yet clear enough to demand succinct answers.</li><li>• Flipcharts are a simple way to document group consensus on the questions.</li><li>• Ensure that there is an opportunity to review the results as a group and reflect upon the outcomes.</li><li>• The outcomes may be translated into scenarios for a Role Play, Round Robin or other follow-up exercise.</li><li>• Debriefing options include instructing participants to present the case and identify the problem, or collectively organizing diverse case studies into a logical matrix that illustrates the relationships among major themes</li></ul>

<b>TIMELINES</b>
<b>OVERVIEW / Method Summary / What it is</b>
<ul style="list-style-type: none"> <li>• Business tool for illustrating progresses of projects, programmes, institutions or ideas.</li> <li>• Can be adapted to lead participatory reflection on migration processes and to identify key stages in the life of a worker.</li> </ul>
<b>IMPLEMENTATION / Operational Instructions / How it is applied</b>
<ul style="list-style-type: none"> <li>• Identify the objective of the timeline and ensure that the instructions provide clear directions regarding the types of events for participants to include.</li> <li>• Establish an appropriate space for the timeline. This can be done by hanging the necessary length of brown paper on a blank wall, or by placing multiple writing walls together to create a continuous canvas.</li> <li>• Begin by inserting boundaries indicating where the timeline will start and where it will finish.</li> <li>• Draw appropriate indicators on the working space, such as a central line or reference years.</li> <li>• Create an environment that is conducive to participation, so that even the most timid participants will contribute to the timeline.</li> <li>• Avoid working spaces in the front and centre of the room and support all suggestions.</li> <li>• Provide the participants with writing materials or sticky notes, and tell them to fill the timeline with relevant information.</li> <li>• When the participants have exhausted their ideas, suggest additional points to ensure that all information is captured before closing the session.</li> </ul>

<b>WORLD CAFÉ - Informal learning around the table</b>
<b>OVERVIEW / Method Summary / What it is</b>
<ul style="list-style-type: none"> <li>• Activity designed to spread ideas and expand insights through sharing experience.</li> <li>• Open and creative dialogue is encouraged by replicating the café environment.</li> <li>• Each round allows participants to rotate tables, creating a web of collective knowledge around the subject matter.</li> <li>• Assumes that people themselves are sources of wisdom, and that creating a constructive context around a table can draw valuable lessons to the surface.</li> <li>• You can define a limited number of themes related to migrant domestic workers and have people discussing each issue in-depth.</li> </ul>
<b>APPLICATIONS / Suitable Scenarios / When to use it</b>
<ul style="list-style-type: none"> <li>• Evoke collective knowledge within a group of at least 12 experienced participants.</li> <li>• Engage in collaborative problem-solving that cuts across standard constraints.</li> <li>• Discover more new insights than with traditional panel presentations, due to its participatory nature.</li> <li>• Generate meaningful interaction by limiting hierarchical distinctions.</li> </ul>
<b>IMPLEMENTATION / Operational Instructions / How it is applied</b>
<ul style="list-style-type: none"> <li>• Identify the purpose and establish the parameters before the session, to ensure that the World Café will foster creative discourse while remaining focused on the subject.</li> <li>• Design questions that are thought-provoking. A good question may have many answers and will allow the participants to examine the complexity of the issue. See the VARIATIONS below for ideas on dealing with them.</li> <li>• The ideal number of participants per table is 4 to 6. Any more will stifle the opportunities to contribute and any less will reduce the amount of experience that is shared.</li> <li>• Cover the tables with flip-charts or brown paper. Participants should be constantly encouraged to take notes, doodle or create diagrams directly on the table. The table host in particular should be instructed to keep track of key ideas.</li> <li>• Instruct the participants to focus on key points that relate to the questions and to contribute their own thoughts and ideas regularly. They should also listen actively for interesting connections, patterns or additional questions.</li> <li>• Each round of conversation should last approximately 15 to 30 minutes. As the ‘ambassadors of meaning’, all but one of the participants moves to the next table.</li> <li>• The original group selects one person to remain as the host to provide an overview for the next group and steer them towards complementary thought processes in order to avoid repetition.</li> <li>• It is not necessary for all people to spend time at each table because after a few rounds (typically 2 or 3, depending on the time allocated) the session closes with a debriefing.</li> </ul>

# Notes

A series of horizontal dotted lines for writing notes.

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