KAMPISHAN sa TAHANAN

Care Sessions on Unpaid Care and Domestic Work
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**INTRODUCTION**

The Pambansang Koalisyon ng Kababaihan sa Kanayunan (PKKK) is a non-government organization and a coalition of 329 rural women organizations from more than 32 provinces in the Philippines. Its members work together to advance rural women’s rights and empowerment by tackling various gender and human rights issues. One such issue is unpaid care and domestic work (UCDW) of women and young girls.

**What is unpaid care and domestic work (UCDW)?**

UCDW may refer to three things: 1) direct and indirect care of persons, 2) household chores, and 3) community volunteer work. The 2017 Oxfam National Household Care Survey found out that Filipino women were spending 12 hours daily on care work while men were only spending five hours doing the same. Four years after, in 2021, another study by Oxfam was conducted to account for Filipinos’ care work during the COVID-19 pandemic, a time when the majority were forced to stay and work from home. It was noted that women’s care work increased to 13 hours a day while men’s care work increased to eight hours a day. The increase in men’s care work hours was expected since most of them were working from home during the pandemic. However, if this is the case, why did women’s care work hours increase even with men’s participation? How did 12 hours of care work become the minimum for women before and during the pandemic? The Oxfam studies showed the following major points: a) the load of unpaid care and domestic work doubled or tripled during the pandemic, b) women and young girls were continuously being burdened with an overload of unpaid care and domestic work even with an impending crisis, and c) UCDW persisted to be invisible and unrecognized by many.

**Why do we need to talk about UCDW?**

UCDW is a gender and human rights issue. Prevailing societal beliefs or norms assign men to productive work (paid work) and women to reproductive work (care work). Such practice is simply based on one’s gender. Socially constructed gender norms dictate the kind of roles and activities in which men and women should be engaged. This social designation is harmful to women and young girls who are assigned to do the bulk of UCDW, leaving them no more time to pursue productive and recreational activities. Several studies have cited that UCDW is one of the reasons why labor force participation rates of women in several countries are low. Should women who do the bulk of UCDW find work opportunities, they may be limited to part-time or home-based informal work.

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1 PKKK. (2018) PKKK Brochure.
2 Ibid.
5 Ibid.
6 Ibid.
7 Ibid.
What society sees, understands and promotes as "normal" work of women actually hinders their human rights especially if what they do is not valued, appreciated and recognized as "work." An overload of UCDW becomes a barrier to women's economic empowerment and may discourage them from pursuing opportunities of their choice.

**UCDW is not a stand-alone issue**

Care work makes all other work possible. How so? UCDW includes activities that are necessary for people's survival and overall well-being. Taking care of infants, children, the sick and elderly will help ensure their development, health and recovery. Cooking and preparing meals will guarantee nutrition, health, sustenance and energy for their everyday tasks. A clean environment can also help maintain their health and productivity. These are some of the many benefits of unpaid care and domestic work. UCDW, which is categorized under reproductive work, supports and makes all productive work possible. It lays the foundation for the well-being and functioning of individuals and society.

When UCDW is regarded as a problem, people recognize that the contributions and human rights of carers, who are mostly women and young girls, are not valued, counted and fulfilled. People also recognize the importance of understanding UCDW as an issue which intersects with other factors in both the private and public spheres. Many do not realize that UCDW is connected or linked to several other factors such as agriculture, land rights, access to water systems and electricity, education, access to basic social services and decent work, peace and security. When people encounter problems with any of these factors, the issue of UCDW becomes more exacerbated, in which case the lack of government support for local agricultural production may lead to problems in food provisioning.

Again, care work makes all other work possible. This is especially true during the pandemic when the backbone of the nation's journey to healing and recovery includes not only our brave frontliners but also carers at home who ensure people's health and well-being. Being so, PKKK, along with its partners, advocate the 5Rs -- recognition, reduction, redistribution, reward and representation -- of UCDW which requires the help of everyone including families, communities, the private sector and government.

**What is the campaign all about?**

PKKK and Oxfam are partners in the "Influencing Gender Norms in the time of COVID-19" project. It is a six-month campaign funded by Oxfam Pilipinas which challenges inequality, structures, norms and values that are central in advancing women's rights and economic access and empowerment. In this campaign, PKKK will be conducting seven care sessions or awareness-raising sessions about UCDW, where the seventh session focuses on gender norms and UCDW.

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The title of the care sessions, “Kampihan sa Tahanan,” emphasizes sharing care work at home. The word “kampihan,” in this sense, deviates from the usual competitive connotation and is refocused to mean forging alliances. Because UCDW is connected to other issues or factors, it becomes a matter of concern that extends from the home to the public sphere. In this context, “Kampihan sa Tahanan” means forging alliances within and outside the home and emphasizing that UCDW should be everyone’s responsibility. It is with everyone’s help and care that the rights of women and girls can be fulfilled. Connotation

How is the training module organized?

This document contains the modules for each of the sessions. Each care session builds on the concept and experience of UCDW during the pandemic from the perspective of BPO employees, the target participants of these sessions. The modules were influenced by feminist values and designed with a human rights framework and an empowerment framework in mind. Each care session may be treated as stand-alone activities, but they are best conducted or presented as six connected sessions so that the target participants can participate and reflect on the many intricacies tied to the concept and experience of UCDW particularly during the COVID-19 pandemic.

The following table illustrates the topics of the care sessions as well as their respective webinar counterparts:

<table>
<thead>
<tr>
<th>UCDW CARE SESSIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Care Session 1:</strong> Care Work and Culture</td>
</tr>
<tr>
<td>Webinar 1: What’s our Now-Normal? Kumustahan and life hacks on job stress, care work and community quarantine</td>
</tr>
<tr>
<td><strong>Care Session 2:</strong> Care work, gender, sex and sexuality</td>
</tr>
<tr>
<td><strong>Care Session 3:</strong> Care work Before and During the Pandemic</td>
</tr>
<tr>
<td>Webinar 2: BPO stories of gender inclusion and care work + launch of action research</td>
</tr>
<tr>
<td><strong>Care Session 4:</strong> Care Work and the Care Diamond</td>
</tr>
<tr>
<td><strong>Care Session 5:</strong> Basket of care work and rights</td>
</tr>
<tr>
<td>Webinar 3: Supporting work teams in the new normal (policy recommendations on care work) + ceremonial signing of manifesto of support from IBPAPP and CCAP</td>
</tr>
<tr>
<td><strong>Care Session 6:</strong> Care-working Together During the Now-Normal</td>
</tr>
<tr>
<td><strong>Care Session 7:</strong> Gender norms and UCDW in the experience of BPO millennials During COVID-19</td>
</tr>
</tbody>
</table>
How do we use the modules?

The modules follow a basic structure of seven parts:

<table>
<thead>
<tr>
<th>Sub-Topic</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Waiting time</td>
<td>10 minutes</td>
</tr>
<tr>
<td>2. Preliminaries</td>
<td>10 minutes</td>
</tr>
<tr>
<td>3. Menti activity</td>
<td>10 minutes</td>
</tr>
<tr>
<td>4. Deepening activity</td>
<td>30 minutes</td>
</tr>
<tr>
<td>5. Discussion/input</td>
<td>10 minutes</td>
</tr>
<tr>
<td>6. Reflections/sharing</td>
<td>10 minutes</td>
</tr>
<tr>
<td>7. Synthesis</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>

**TOTAL** 1.5 hours

Some modules may contain only six parts (with the Menti activity and the deepening activity combined or deepening and discussion combined) depending on the design. The modules were curated in this manner to make it easier for the hosts or facilitators to organize and finish their activities and key messages within 1.5 hours.

Because the modules can be used independently, they mostly have the same process for the preliminaries, reflections/sharing and synthesis. Certain key messages are repeated in all the modules to ensure that all participants, including those who can only attend one session, will be given the opportunity to learn all the important points or key messages. Should the facilitators or organizers find it unnecessary to repeat certain key messages in all the modules, they can skip them and focus on the messages for their session’s respective topics. The modules can also be rearranged depending on the needs of the participants. Again, while the modules can be rolled out independent of each other, the best results can be achieved if all topics are conducted or covered completely.
A few tips for the hosts/facilitators

1. Avoid “facipulating.” This word combines “facilitation” and “manipulation” and means to facilitate in a manipulative manner.\(^{13}\) According to the Institute of Development Studies (n.d.), “it highlights the power of facilitators to potentially dominate participatory processes by setting agendas, steering discussions, framing analysis and summarising conclusions.” Remember that the main goal is for the participants to analyze and reflect on the issue of UCDW and not to dictate or impose anything on them.

2. Be open-minded and respectful of differing ideas and opinions.

3. Assign and disseminate roles and tasks to the campaign team. The care sessions were designed to encourage reflections and share personal experiences. As such, help is needed from everyone to ensure an online safe space and the sessions’ effectiveness. Should there be any threat to the safe space, effort must be done to address the concerned people directly or remove them from the meeting.

4. Actively engage the participants so that they may feel encouraged to discuss and participate. Five-minute breaks can also be given should the need arise.

5. Refrain from using language that attacks men. The hosts or facilitators must be conscious not to brand or regard men as enemies. There is a need to acknowledge that men too are shaped and influenced by gender norms although they may not share the same unique experiences with women and girls who are at the more disadvantaged end of these gender norms.


\(^{14}\) Ibid.
Care Session 1:

CARE WORK AND CULTURE

OBJECTIVES:

1. To introduce the project and its objectives to the participants
2. To get to know the participants
3. To surface the participants’ biases, ideas and contexts which might play a role in forming their worldviews or perspectives about gender and women empowerment and UCDW
4. To draw out initial ideas about sex and gender

MODULE FLOW:

<table>
<thead>
<tr>
<th>Sub-topic</th>
<th>Time allocation</th>
<th>Materials/resources needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Waiting time</td>
<td>10 minutes</td>
<td>Background video</td>
</tr>
<tr>
<td>2. Preliminaries</td>
<td>10 minutes</td>
<td>Introductory PowerPoint (PPT) slides and Zoom poll</td>
</tr>
<tr>
<td>3. Menti activity</td>
<td>10 minutes</td>
<td>Menti activity and PPT slides</td>
</tr>
<tr>
<td>4. Agree/disagree/neural activity</td>
<td>30 minutes</td>
<td>Zoom poll and PPT slides</td>
</tr>
<tr>
<td>5. Discussion/input</td>
<td>10 minutes</td>
<td>PPT slides</td>
</tr>
<tr>
<td>6. Reflections/sharing</td>
<td>10 minutes</td>
<td></td>
</tr>
<tr>
<td>7. Synthesis</td>
<td>10 minutes</td>
<td>Summary slides, assignments and announcements</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1.5 hours</strong></td>
<td></td>
</tr>
</tbody>
</table>

METODOLOGY:

Waiting time (10 minutes)

- Upon opening Zoom for the participants, the title/background video should be played to allow participants to read announcements or instructions while waiting.

- Instructions may include one like the following: “While we wait for other participants, please share your name, company/organization, and location in the chat box.”

- The title/background video may also contain house rules (mute/unmute, raise hand, etc.), a definition of online safe space and the following information:

  What is a care session?
  - A care session is an online learning space which provides an opportunity for participants to reflect on and discuss the issue of unpaid care and domestic work as well as women’s empowerment and breadwinner roles.
What is unpaid care and domestic work (UCDW)?
- Includes activities such as childbearing, rearing, household chores and caring for household members and the community.
- Often disproportionately assigned to women and girls.
- Care work makes all other work possible and yet it is undervalued and invisible.

“Did you know?” facts about UCDW
- “Unpaid care and domestic work tasks are traditionally assigned to and completed mostly by women and girls.”
- “Unpaid care and domestic work tasks are not paid, requires time and energy, and is done out of social obligation or love and affection.”
- “Unpaid care and domestic work is often not recognized as work.”

- The facilitator may encourage participants to put their names and other information in the chat box. They may also inform them that the session will start in xx minutes.
- The facilitator may check with the participants if they have watched the recent HomeSquad PH webinar and encourage them to share their insights.
  - Spiel: “Share what you have learned or what topics from the webinar that you want us to elaborate on.”
  - The facilitator should read aloud the inputs or learnings of participants from the webinar. The facilitator should also take note of these answers and relate them to the topic at hand as the care session progresses.

Preliminaries (10 minutes)

1. Introductions of host or facilitator
2. Short introduction of organizations (PKKK and Oxfam)

When introducing the organizations, some PPT slides may be used as an aid to help participants digest the information as it is presented briefly.

Project introduction:
- PKKK – “The Pambansang Koalisyon ng Kababaihan sa Kanayunan (PKKK) is a national coalition of rural women organizations with members consisting of women farmers, fishers, women informal workers, Moro, indigenous peoples, women settlers, and youth from all over the Philippines. PKKK and its members work towards the advancement and fulfillment of rural women’s rights.”
- Oxfam Pilipinas - “Oxfam Pilipinas is an international non-government organization which envisions and works for a future where Filipinos are free from poverty.”
- INVESTING IN WOMEN – “Investing in Women (IW) is an initiative of the Australian government which catalyzes inclusive economic growth through women’s economic empowerment in Southeast Asia.”
3. Why are we here?

- “Influencing Gender Norms in the time of COVID-19” project campaign
  
  Spiel: “This is six-month campaign funded by Oxfam Pilipinas and Investing in Women or IW which challenges inequality, structures, norms and values that are central in advancing women’s rights and economic access and empowerment. By the end of the campaign, the following results are expected to be achieved”:
  
  a. Promotion of positive shifts in gender norms by local influencers
  b. Unique practices and positive deviance among urban millennial men and women
  c. Discussions and debates on the impact of COVID-19 on gender norms, shared unpaid care work (UCW) and breadwinner roles
  
- Spiel: “PKKK is one of Oxfam’s partners in this campaign and one of the leads for Objectives 263. Part of this campaign is the conduct of a total of six care sessions led by PKKK from September 2021 to February 2022.”

What is a care session?

- A care session is an online learning space which provides an opportunity for its participants to reflect on and discuss the issues of unpaid care and domestic work as well as women’s empowerment and breadwinner roles.

- This online learning space is also provided to share reflections that may have been gathered during the HomeSquad PH webinars.

- Each care session will have different topics building on the concept and experience of unpaid care and domestic work in the Philippines before and during the pandemic.

- For today’s care session, the topic is “Care Work and Culture.” Its objectives are the following:
  
  a. To introduce the project and its objectives to the participants
  b. To get to know the participants
  c. To surface the participants’ biases, ideas and contexts which might play a role in forming their worldviews or perspectives about gender and women empowerment and UCDW
  d. To draw out initial ideas about sex and gender

- Processing and introduction of “Kampihan sa Tahanan”

  Spiel: “Does anyone remember the title of our care sessions?”
  
  o What do you think this title means? / What words do you associate with the word “kampihan”?
  o Let the participants answer through the chat box. Recognize and process the participants’ answers using the definition of the title found in the introductory section.
Incentives and prizes -- explain the following to the participants:

a. All participants will receive food allowances amounting to Php285.00 per person per session attended

b. All participants will be eligible to win prizes to be given away in each session

c. Participants who are able to attend four to six sessions by the end of the six-session course will have a chance to win grand prizes to be given away on the final session.

4. Pre-test assessment

- Explain to the participants that a pre-test assessment will be conducted to help PKKK and Oxfam gauge the participants’ level of perception and understanding on the topic at hand.

- Using the Zoom poll feature, have the participants answer the following:

  a. “I think housework and caring for children, the sick and elderly should be considered as WORK.” [Yes, No, Maybe]
  b. “I think housework and caring for children, the sick and elderly is the sole responsibility of women.” [Yes, No, Maybe]
  c. “I think the government should be involved in issues relating to housework and caring for children, the sick and elderly.” [Yes, No, Maybe]
  d. “I do not think housework and caring for children, the sick and elderly should be a public issue.” [Yes, No, Maybe]
  e. “I am confident that I am knowledgeable about the issue of unpaid care and domestic work.” [Yes, No, Maybe]
  f. “I think I only started helping around the house DURING the pandemic.” [Yes, No, Maybe]
  g. “I think I was doing my part in household chores and taking care of my family members BEFORE and DURING the pandemic.” [Yes, No, Maybe]
  h. “I think I have taken some action recently to promote more shared care work at home and in my company.” [Yes, No, Maybe]

- Wait for the participants to answer the poll. The results should be shared by the facilitators and discussed. Significant percentages or differences in answers should be noted. Based on the poll results, the facilitators should aim to discuss or explain concepts or statements which may be initially confusing to the participants in order to garner more positive results with the post-test assessment in mind.
Menti activity (10 minutes)

1. House rules and establishing an online safe space

   Spiel: Part of our objectives for these care sessions is to create an online safe space where we can pause and reflect on the topic at hand.

   - On the Menti website, pose the question: “What for you is an online safe space?” Their answers need not be elaborate or long.

   - Give the participants maximum of one minute to share their answers on Menti.

   - After the participants submit their answers to Menti’s word cloud, the facilitator should read aloud, process and summarize them. The facilitator also have the option to present the following definition:

     What is an online safe space?

     “It is a place or an environment where a person is respected, secure, can show and communicate their true self where there is genuine care, support system, sensitivity, equality, no judgment and no discrimination of one’s gender, age, race, social standing and experiences.” (Miriam College)

   - It is important for the facilitator to ask if the participants are “G” (game) to create and maintain this online safe space for everyone during the session. They may type “G” on the chat box if they agree to uphold and maintain the online safe space together with everyone. Their answers will also be considered in formulating or updating the initial set of house rules.

2. Thank the participants for taking part in the simple Menti activities.

   Spiel: “The reason why we did those activities is because we wanted to listen to your inputs in creating and maintaining our online safe space and in observing our house rules. Your ideas and thoughts are valuable to the success of our learning sessions. In other words, we recognize the power within you.”

3. Spiel: “Each one of us here -- whether we are BPO employees, mothers, fathers, students, teachers, healthcare workers, or maybe even a mixture of these -- have an important role to fulfill in any space. As we want to highlight or recognize the power within you, we hope you can highlight or recognize the power within your fellow participants and even the power within those outside our care sessions.”
Agree/Disagree/Neutral activity (30 minutes)

1. Energizer

- Spiel: “At this point, we would like to thank our participants for joining us in today’s care session. We would like to get to know you better. If you have not yet done so, please share your name, company/organization and location in the chat box.”

- After the participants have shared their details, greet them again and ask the following:
  a. Please share in the chat box, which household chore you dislike doing?
  b. Please share in the chat box, which household chore you like doing?

- Ask each question separately and give the participants a maximum of one minute per question to share their answers in the chat box.

- Process the participants’ answers by pointing out major similarities or differences in their answers and by telling them that these questions are related to the topic of the care sessions -- UCDW.

- What is unpaid care and domestic work (UCDW)?
  - Includes activities such as childbearing, rearing, household chores and caring for household members and the community.
  - Often disproportionately assigned to women and girls.
  - Care work makes all other work possible and yet it is undervalued and invisible.

- Why should you care?
  - Care work is fundamentally important because it is a universal human need, without which the society and economy cannot function.
  - Yet, women spend up to 13 hours a day on UCDW compared to only eight hours spent by men. [2021 National Household Care Survey by Oxfam Pilipinas]
  - Women and young girls bear the burden of UCDW which may hinder their human rights and limit their opportunities and time to do other things such as recreational and paid activities

2. After discussing the basic points about UCDW, explain to the participants that the session seeks to know their initial thoughts on possibly controversial statements or situations regarding care work. Remind everyone about the online safe space (respecting other people’s opinions, no discrimination, etc.) and that everyone is free to share their opinion.

3. Instructions: The facilitator will flash five statements about care work on the screen through the Zoom poll. Each participant will answer whether they Agree (A), Disagree (D) or are Neutral (N) with each statement. The facilitator will pick out controversial statements (based on which statement has more differing views) to discuss in the plenary. Volunteers will be asked to share their answers with the group and start a discussion.
4. The following are the statements:

   a. **Home**: “It is the husband’s responsibility to work and provide for the family. On the other hand, it is the wife’s responsibility to stay at home and care for the family.”

   b. **Church**: “Wives should be subordinate to their husbands.”

   c. **School**: “Young girls and boys should have strictly separate classes: Home Economics for girls and Industrial Arts for boys.”

   d. **Place of work**: “Women are capable of holding high positions in the BPO industry.”

   e. **Media**: “Shows about househusbands portray men as weak and “under-da-saya”

5. **Note**: The facilitator should ask probing or follow-up questions to encourage participants to explain their answers. Discussions or debates may be stopped if they are already taking up too much time or if the participants are already feeling frustrated or agitated.

6. **Spiel**: “It is normal to have similar or different opinions or perspectives about our world or society in general. It is important to engage in these kinds of discussions so that we are able to hear and listen to other people’s views about life. Other people’s stories or opinion can either strengthen or challenge our existing views and biases about women and men. These biases may have been formed through our exposure to various institutions which promote certain traditions and gender ideals in our culture.”

**Discussion/input (30 minutes)**

1. **Key messages:**

   - “Our understanding of unpaid care and domestic work and the gender roles attached to it is deeply entrenched in our culture.”

   - Flash the following questions and have the participants answer them in the chat box:

     a. What is culture?
     b. What does culture say about women?
     c. What does culture say about men?
     d. Where do we learn culture? From whom do we learn culture?

   - Process the participants’ answers and show the following definition of culture:

     a. “Culture is a way of life of a group of people which includes the behavior, beliefs, values, and symbols that they accept, generally without thinking about them, and that are passed along by communication and imitation from one generation to the next.”
b. Introduce the Circles of Influence model:

- Circles of Influence

  - Spiel: “How culture is maintained and promoted or passed down can be explained through the use of the Circles of Influence model. This image tells us that there are many layers and agents that influence our lives as individuals and as a group. These various circles influence us as receivers of their promotion and teachings.

  How?
  
  - Outermost layer: The three innermost layers are enveloped by our society’s political, economic, social and religious practices and processes re: capitalism, patriarchy, religion, etc. These systems and structures are often intangible ideas, ideologies or norms which dictate how our communities, markets, schools, media should act or work.

  - Second layer (media, school, market, community, state): These social institutions make intangible dominant ideologies or norms tangible and communicate these to each other and other various groups in the society such as the family.

  - Third layer (nuclear and extended family): Some say our parents or elder members of the family are our first teachers. They teach us or pass on to us what they have learned or experienced from their parents or from the social institutions to which they were exposed.

  - Fourth innermost layer: We are recipients of culture and ideas or norms from other layers.”

  - Spiel: “Culture can be maintained and promoted by simply passing the message from the outermost layer to the innermost layer and vice versa simultaneously.”

  - Spiel: “The whole circle depicts our way of life or culture, but we always have to keep in mind that there may be two or more cultures within society. However, a dominating culture may be introduced or promoted by various social agents or institutions (cultural hegemony).”
• Spiel: “These circles of influence do not just influence individuals or groups of people. They can also influence and mold how we understand concepts like gender and even unpaid care work.”

• Deep cultural entrenchment

  • Spiel: “Our understanding of unpaid care and domestic work and the gender roles attached to it is deeply entrenched in our culture.”

  • Spiel: “What does this mean? This means that various social institutions or agents which make up our society do not just shape what activities constitute UCDW but they also dictate who is assigned to do reproductive work. This surfaces or supports the idea that personal is political. UCDW tasks, which are often done inside our private or personal spaces, are actually influenced by society. What we learn from the public sphere, we bring and promote inside our homes.”

  • Spiel: “Our culture teaches us various stereotypes, biases and ideals about gender roles and unpaid care and domestic work which may serve as barriers to one’s development. There is a need to revisit and reflect on these biases or stereotypes. We need to ask ourselves, “Are these biases and stereotypes helpful or hurtful?” By questioning these things, we are practicing and reclaiming our power as active agents of culture (and not just passive agents or receivers of culture) in society.”

• Reclaiming power over ourselves, building a counterculture

  • Spiel: “Traditionally, women and young girls are assigned to do most of the unpaid care and domestic work. Most of the time, their time and energy spent is not recognized as work. Some of these tasks may even serve as limitations for women and young girls. There is a need to rewrite what society or our culture has assigned to women and young girls. We discussed earlier that we may be passive receivers of cultural messages but since we have power within us, we can also do something to change the situation, influence social agents or institutions and counter the culture we currently have.”

• What is “power within”?

  o “Power within is a concept which refers to a person’s self-worth and self-knowledge.”

  o “Each one of us has the capacity, skill, and knowledge to contribute, participate and lead in any given situation.”

  o “Mahalaga ako at may likas akong taglay na galing.”
What is “power with”?  
- “It is shared power that grows out of collaboration and relationships.”  
- “It is built on respect, mutual support, shared power, solidarity, influence, empowerment and collaborative decision-making.”  
- “We have decided how we are going to be with each other in a manner that serves us.”  
- Relate the matter back to the title of the care sessions -- “Kampihan sa Tahanan.”  

What is “power to”?  
- “Together (power with), we can effect change and make a difference towards achieving a more equal and kinder world.”  

Spiel: “Relating the matter back to unpaid care work, what do we do now?”  
- “Our understanding of unpaid care and domestic work and the gender roles attached to it is deeply entrenched in our culture.”  
- Since we have power within, power with and power to, we can do something to change the situation and influence social agents or institutions. We can do so by practicing the 5Rs of UCDW:

- **Recognize** unpaid and poorly paid care work, which is done primarily by women and girls, as a type of work or production that has real value.  
  - Life hack: Tips from life coach Apples Garcia

- **Reduce** the total number of hours spent on unpaid care tasks through better access to affordable and quality time-saving devices and care support infrastructure.  
  - Life hack: Oxfam Pilipinas Resilience Portfolio Manager Leah Payud’s insights on using Time and Labor-Saving Equipment (TLSE)

- **Redistribute** unpaid care work more fairly within the household and simultaneously shift the responsibility of unpaid care work to the state and the private sector.  
  - Life hack: Mr. and Mrs. Domesticated’s tip on how to use jokes and lambing to encourage a partner to share care work

- **Represent** the most marginalized caregivers and ensure that they have a voice in the design and delivery of policies, services and systems that affect their lives.  
  - Life hack: participation and support of key influential people particularly all the government

- **Reward** more and decent work opportunities for care workers.
Reflections/sharing (10 minutes)

1. Ask the participants to share in the chat box what they learned in the session or how the session has helped them. (a word or a phrase will do.)

2. Process the participants’ answers.

Synthesis (10 minutes)

1. Quiz bee

- Spiel: “To recap what we discussed today, we will have a “Kampihan sa Tahanan” quiz bee where participants can win various prizes. There will only be five winners for this session.

- WHAT IS THE QUIZ BEE ALL ABOUT?
  - The quiz bee will feature five multiple choice questions tackling different concepts or ideas discussed in today’s session.

- HOW CAN PARTICIPANTS WIN?
  - To participate, simply go to the Slido link provided by the facilitator using your phone, laptop or computer. You will be able to access the questions there. Questions will be flashed one at a time.

  - In order to win, participants must answer each question CORRECTLY and SWIFTLY. The first person to get the correct answer will get the highest points for each question. Slido.com will automatically compute and compile the points of each participant. A scoreboard will be shown after each question. After the answers all five questions have been submitted, Slido will reveal the top five winners of our quiz bee.

- WHAT CAN PARTICIPANTS WIN?
  - Enumerate or show pictures of prizes before starting the game to entice or encourage the participants to join the quiz bee.

- KAMPIHAN SA TAHANAN QUIZ BEE questions for Session 1:

  1) What does the acronym UCDW stand for?
     a) Universal care and domestic work
     b) Unpaid care and dominating work
     c) Unrequited care and domestic work
     d) Unpaid care and domestic work

  2) Fill in the blank: “Our understanding of unpaid care and domestic work and the gender roles attached to it is deeply entrenched in our _______.”
     a) creativity  b) care  c) culture  d) charisma

  3) How many layers does the Circle of Influence have?
     a) 4  b) 3  c) 5  d) 1
4) The Circles of Influence model has four layers. The outermost layer comprises which of the following agents?
   a) media, school, market, community, state
   b) society’s political, economic, social and religious practices and processes
   c) us as individuals
   d) nuclear and extended family

5) According to the 2021 Oxfam National Household Care Survey (NHCS), how many hours a day did it take women to complete their UCDW tasks during the pandemic?
   a) 8 hours  b) 13 hours  c) 12 hours  d) 5 hours

2. OPTIONAL: The facilitator may or may not show summary slides. Depending on the available time, the facilitator may read again or just breeze through the slides.

   • What is unpaid care and domestic work (UCDW)?
     o Includes activities such as childbearing, rearing, household chores and caring for household members and the community.
     o Often disproportionately assigned to women and girls.
     o Care work makes all other work possible and yet it is undervalued and invisible.

   • Why should you care?
     o Care work is fundamentally important because it is a universal human need, without which the society and economy cannot function.
     o Yet, women spend up to 13 hours a day on unpaid care work compared to only eight hours spent by men. (2021 National Household Care Survey by Oxfam Pilipinas)
     o Women and young girls bear the burden of UCDW which may hinder their human rights and limit their opportunities and time to do other things such as recreational and paid activities.

   • “Our understanding of unpaid care and domestic work and the gender roles attached to it is deeply entrenched in our culture.”

   • “Culture is a way of life of a group of people which includes the behavior, beliefs, values, and symbols that they accept, generally without thinking about them, and that are passed along by communication and imitation from one generation to the next.”

     o 5Rs of UCDW: Recognition, Reduction, Redistribution, Representation, Reward

3. Spiel: “For the next session, we will be focusing on the concepts of gender and sex. In preparation, we would like to give you a very simple assignment.”

   • Assignment: Send pictures or symbols related to gender and sex.
4. Post-test assessment:

- Explain to the participants that there will be a post-test assessment to measure changes in their level of perception or understanding after the session.

- Using the Zoom poll feature, have the participants answer the following:
  a. “I think housework and caring for children, the sick and elderly should be considered as WORK.” (Yes, No, Maybe)
  b. “I think housework and caring for children, the sick and elderly is the sole responsibility of women.” (Yes, No, Maybe)
  c. “I think the government should be involved in issues relating to housework and caring for children, the sick and elderly.” (Yes, No, Maybe)
  d. “I do not think housework and caring for children, the sick and elderly should be a public issue.” (Yes, No, Maybe)
  e. “I am confident that I am knowledgeable about the issue of unpaid care and domestic work.” (Yes, No, Maybe)
  f. “I think I only started helping around the house DURING the pandemic.” (Yes, No, Maybe)
  g. “I think I was doing my part in household chores and taking care of my family members BEFORE and DURING the pandemic.” (Yes, No, Maybe)
  h. “I think I have taken some action recently to promote more shared care work at home and in my company.” (Yes, No, Maybe)

- Wait for the participants to answer the poll. Poll results should be shared by the facilitator and discussed. Significant percentages or differences in answers should be highlighted.

5. Announcements:

- Give schedule for the next session.
- Ask participants to join the FB group chat
- Spiel: “Don’t forget to join us for the next session to earn points for our “Kampihan sa Tahanan” raffle which will be held during the last care session. Attending 4-6 sessions will give you a chance to win household items. So, stay tuned for that!”
- Give instructions for the distribution of food and communication allowance.
References


Investing In Women. [n.d.]. Who We Are. Retrieved from Investing In Women: Smart Economics – An Initiative of the Australian Government: https://investinginwomen.asia/about/#who-we-are

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Stuart, G. (2019, February 1). 4 types of power: What are power over; power with; power to and power within? Retrieved from Sustaining Community [Blog]: https://sustainingcommunity.wordpress.com/2019/02/01/4-types-of-power/

Care Session 1:
CARE WORK, GENDER, SEX AND SEXUALITY

OBJECTIVES:

1. To explain and clarify the concepts of gender and sex
2. To discuss how gender bias can manifest in everyday lives
3. To encourage the participants to reflect on their own experiences of their gender and sex and how these are connected to unpaid care work

MODULE FLOW:

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</table>

METHODOLOGY:

Waiting time (10 minutes)

- Upon opening Zoom for the participants, the title/background video should be played to allow participants to read announcements or instructions while waiting.

- Instructions may include one like the following: “While we wait for other participants, please share your name, company/organization, and location in the chat box.”

- The title/background video may also contain house rules (mute/unmute, raise hand, etc.), a definition of online safe space and the following information:

What is a care session?

It is an online learning space which provides an opportunity for participants to reflect on and discuss the issue of unpaid care and domestic work as well as women’s empowerment and breadwinner roles.
What is unpaid care and domestic work (UCDW)?

- Includes activities such as childbearing, rearing, household chores and caring for household members and the community.
- Often disproportionately assigned to women and girls.
- Care work makes all other work possible. Yet, it is undervalued and invisible.

“Did you know?” facts about UCDW

- “Unpaid care and domestic work tasks are traditionally assigned to and completed mostly by women and girls.”
- “Unpaid care and domestic work tasks are not paid, requires time and energy, and is done out of social obligation or love and affection.”
- “Unpaid care and domestic work is often not recognized as work.”

- The facilitator may encourage participants to put their names and other information in the chat box. The facilitator may also inform the participants that the sessions will start in xx minutes.

**Preliminaries (10 minutes)**

1. Introductions of host or facilitator – Please refer to Session 1 preliminaries
2. Short introductions of organizations (PKKK and Oxfam) – Please refer to Session 1 preliminaries
3. Why are we here? – Please refer to Session 1 preliminaries
4. Pre–test assessment
   - Explain to the participants that there will be a pre-test assessment which will help PKKK and Oxfam gauge their level of perception and understanding of the topic at hand.
   - Using the Zoom poll feature, have the participants answer the following:
     a. “I think gender and sex mean the same thing.” (Yes, No, Maybe)
     b. “I do not think housework and providing care can have negative effects on the carer’s physical, mental, and emotional health.” (Yes, No, Maybe)
     c. “I think unpaid care and domestic work is a gender issue.” (Yes, No, Maybe)
     d. “I think housework and caring for children, the sick and elderly should be considered as WORK.” (Yes, No, Maybe)
     e. “I am confident that I am knowledgeable about the issue of unpaid care and domestic work.” (Yes, No, Maybe)
     f. “I think I only started helping around the house DURING the pandemic.” (Yes, No, Maybe)
     g. “I think I was doing my part in household chores and taking care of my family members BEFORE and DURING the pandemic.” (Yes, No, Maybe)
     h. “I think I have taken some action recently to promote more shared care work at home and in my company.” (Yes, No, Maybe)
• Wait for the participants to answer the poll. Poll results should be shared by the facilitator and discussed. Significant percentages or differences in answers should be noted. Based on the results of the poll, the facilitator should discuss or explain concepts or statements which may be initially confusing to the participants in order to garner more positive results with the post-test assessment in mind.

5. House rules and establishing an online safe space
   • Spiel: “Part of our objectives for these care sessions is to create an online safe space where we can pause and reflect on the topic at hand.”
   
   • Present the following definition for OSS:

   What is an online safe space?

   “It is a place or an environment where a person is respected, secure, can show and communicate their true self and where there is genuine care, support system, sensitivity, equality, no judgment and no discrimination of one’s gender, age, race, social standing and experiences.” [Miriam College]

   • Spiel: “To achieve our objectives and to create an online safe space, we need to have the participants’ full cooperation and participation.”

   - It is important for the facilitator to ask if the participants are “G” (game) to create and maintain this online safe space for everyone during the session. They may type “G” on the chat box if they agree to uphold and maintain the online safe space together with everyone.

**Menti activity (10 minutes)**

1. At this point, the facilitator should thank the participants for joining today’s care Session. The facilitator should also explain that the next activity is being conducted to surface the participants’ initial ideas about the concepts included in today’s topic. This activity will also give the facilitator an idea on how to go about the activities in this session.

2. On the Menti website, pose the question:
   • “Describe yourself.”

3. Participants may submit 1-3 words in the word cloud. The answers need not be elaborate.

4. After the participants have submitted their answers to the Menti word cloud, the facilitator should read aloud, process and summarize the answers by identifying or pointing out “categories” or “identities” with which the participants used to describe themselves. For example, participants may answer “millennial,” “young,” or “adult.” These responses then can be categorized into AGE. Should the participants’ answers be un categorizable, simply proceed to the processing point after acknowledging and summarizing their answers.
5. Spiel: “We asked you to describe yourself in three words. Your success in doing so means that there are many ways by which we can describe ourselves or our identities. We can use words to describe ourselves based on our age, gender, sex, class, religion, ethnicity, ability, talents and qualities. Looking at our word cloud, we can identify both similar and differing identities, but one thing is clear -- people can carry more than one identity.”

- Intersectionality: “It is a framework for understanding the complex way that the many aspects of people’s identities overlap, including their race, gender, sexual orientation, class and more.”

- Spiel: “We all carry intersecting identities which make up who we are. For example, aside from being a BPO employee, a participant here could also be a mother. She may also be a Catholic or she may have indigenous roots. (Note: The facilitator can give more examples based on the Menti word cloud). We have to remember and acknowledge that people are made up of overlapping and intersecting identities of which we may not be aware that is why we have to practice respect, open-mindedness and sensitivity at all times. It is important to note specially because these intersecting identities may also bring about intersecting issues.”

6. Explain to the participants that the session will focus on gender, sex and sexuality for now but will be making connections with other identities as on the session progresses.

7. The facilitator may opt to just ask the participants to answer in the Zoom chat box or go back to Menti and pose the following questions one by one:
   - “Do sex and gender refer to the same thing?”
   - “What is sex?”
   - “What is gender?”

8. The participants’ answers need not be elaborate. They can either submit one to two words or a phrase that will best describe their answer. Assure the participants that there are no correct or wrong answers at this point.
9. After the participants submit their answers to the Menti word cloud, the facilitator should read aloud, process and summarize the answers for each question.

10. This activity is done to surface the participants’ initial ideas about the concepts. The next part of this session will discuss the concepts and their relation to unpaid care work.

**Discussion/input (30 minutes)**

1. Explain the following concepts through an interactive discussion. The facilitator may opt to use a PPT presentation for added visuals. PKKK may also opt to use the provided PPT sample on gender and sex which can be accessed through the assigned Google drive folder:

   - **Sex**: Classification of people based on their biological make-up or private organs (male, female, intersex)

   - **Gender**: Ideal characteristics, behavior and roles of men and women shaped and propagated by society and culture.

     - Gender norms are social principles that govern the behavior of girls, boys, women and men in society and restrict their gender identity into what is considered to be appropriate. These are neither static nor universal and change over time.

     - Gender roles are behavior, attitudes and actions that society feels are appropriate or inappropriate for a man or woman, boy or girl, according to cultural norms and traditions

     - Gender stereotype is a generalized view or preconception about attributes or characteristics, or the roles that ought to be possessed by or performed by women and men

     - Gender division of labor refers to the allocation of different jobs or types of work to women and men

     - Agents of socialization refer to family, community, school, religion, media and ideology – which are societal structures that influence, shape and propagate ideals and gender stereotypes

     - Social sanctions are given to those who do not follow gender stereotypes and expectations (e.g., gossiping, bullying, discrimination in both private and public spheres)

     - “Lipunan ang nagdidikta” (society dictates)

      - Circles of Influence with “gender” at the center
• Gender identity: Understanding and appreciation of oneself and gender (man, woman, transgender, etc.)
  ▪ Fluid: Maaaring magpalit-palit
  ▪ Sinasagot ang tanong na: Sino ka? [Answers the question: Who are you?]  
  ▪ Sarili ang nagdidikta [dictated by oneself]
  ▪ Power within:
    “Our society has a lot to say about men, women, non-binary people, transgender and others with regards to how they should act, speak, think, and what their roles and future should be. We need to reclaim our identities and how we see and understand ourselves from the perspective of how society wants us to be. In reclaiming our identities, we are also reclaiming our power within and our right to our bodies and to self-determination.” [empowerment]
  ▪ Cisgender, transgender, non-binary, queer (facilitator may add other genders here which PKKK might deem necessary to touch on if there is enough time)
  ▪ Gender expression: How one presents gender (e.g., through actions, clothing, and demeanor) and how those presentations are viewed based on social expectations.

• Sexuality: Also called sexual orientation, it has to do with whom a person is, or is not, attracted to sexually. People may identify more with one sexuality than another at different points in their lives

Examples of sexual orientations:
  a. Heterosexuality
  b. Homosexuality
  c. Bisexuality
  d. Asexuality
  e. Pansexuality

Note: Facilitator may add other SO here which PKKK might deem necessary to touch on if there is enough time

• Defining SOGIESC
  ▪ Sexual Orientation
  ▪ Gender Identity and Expression
  ▪ Sexual Characteristics

The facilitator may opt to use the following in explaining SOGIESC:
  ▪ Genderbread Person: [https://www.genderbread.org/resource/genderbread-person-v4-0-poster](https://www.genderbread.org/resource/genderbread-person-v4-0-poster)
• Manifestations of gender bias (MGB)

What is gender bias?
  ▪ It is behavior that shows favoritism towards one gender over another.
  ▪ It is a form of unconscious bias, or implicit bias, which occurs when one individual unconsciously attributes certain attitudes and stereotypes to another person or group of people. These ascribed behaviors affect how the individual understands and engages with others.
  ▪ Most often, gender bias is the act of favoring men and/or boys over women and/or girls.

What are the different manifestations of gender bias?
  ▪ Economic marginalization
    o Gender division of labor: Gender roles dictate that males are assigned to PRODUCTIVE roles and females are assigned to REPRODUCTIVE roles.
    o Reproductive tasks are largely taken for granted and perceived as minor functions that are generally seen as “natural” functions that have no direct contributions to societal development.
    o Productive tasks which generate money are perceived to be of greater importance, hence those who perform these tasks (usually men) are valued and perceived to be better also.
    o UCDW example: In most situations, women are expected to tend to the house and the needs of children and the elderly instead of finding full-time employment.
  ▪ Gender stereotyping
    o People are stereotyped from birth.
    o Women are seen as weak, dependent, subordinate, indecisive, emotional and submissive while men are the opposite.
    o Women and men are segregated into stereotyped roles, functions and abilities.
    o Promotion of gender stereotypes erase or make non-binary people invisible.
    o UCDW example: There have been reports of school textbooks, modules or activities teaching students that men are usually engineers, doctors and pilots while women are usually housewives, secretaries and nurses, among other stereotypes.
- Gender-based violence and/or violence against women
  - There is a web of verbal, psychological and physical abuse to which women are exposed because of their low status in society.
  - There is also violation of a women’s dignity.
  - Prolonged imposition of community quarantine may put women and girls at a greater risk of experiencing violence at home.
  - UCDW example: Husbands beating their wives or daughters for not being able to fulfill their reproductive role (i.e., not being able to cook on time, kids become rowdy).

- Political subordination
  - Women do not share the same power, prestige, status and societal position as men.
    - It is because their capabilities are not recognized whether at home or in the public sphere.
    - It is because men are traditionally assumed to be the heads of households and organizations.
    - It is because women are viewed as the “weaker” sex.
  - UCDW example: There are instances when women in the family are not consulted in family decision-making because their male counterparts are considered as heads of the family.

- Multiple burden and gender division of labor
  - This refers to the multiple roles expected of women including housework, parenting and productive or economic activity.
  - Multiple burden necessarily limits every woman’s capacity to develop herself while affording men the luxury of concentrating on concerns of their own in the public sphere.
  - 2017 Oxfam National Household Care Survey results vs 2021 results.
  - UCDW example: There are instances where the eldest daughters of the family are forced to sacrifice their time for school to take care of younger siblings or earn additional income for the family.

- Lack of personhood, dignity and self-determination
  - Deprived of the right to decide for one’s own body
  - Deprived of the right to decide for one’s own life
  - Lack of self-Esteem and prone to Impostor Syndrome and mental health issues
• UCDW example: Instances where main carers of the family cannot envision themselves doing other things or accomplishing other roles outside their care work at home. This may be due to lack of self-esteem or the inability to process that they have other capacities. (Sa pagbisita sa mga komunidad noon, naitanong namin ang mga nanay kung ano ang pangarap nila para sa kanilang sarili. Marami ang nagsabi na ang pangarap nila ay mabigyan ng magandang kinabukasan ang kanilang mga anak at makapagtapos sila ng pag-aaral. Noong tinanong kung ano naman ang pangarap para sa sarili, marami ang sumagot ng “wala,” “hindi ko alam” at iyong iba naman ay naiyak.)

• Gender relations are power relations

  ▪ “Power relations are the interactions between different groups in a society. Power relations are the ability of one group or a person to control others, and they exist at all levels of society.” (Read more at: https://www.reference.com/world-view/power-relations-8263a0ae182ff7c4)

  ○ Power over: It is repression, force, coercion, discrimination, corruption and abuse and readily reproduced.

  ▪ Gender relations are power relations: “Often what it means to be a ‘woman’ is to be powerless (quiet, obedient, accommodating). A ‘real man,’ by contrast, is powerful (outspoken, in control, able to impose his will, particularly in relation to women. These gender roles tend to perpetuate the power inequalities that they are based on. For example, the fact that many men and women think it’s not ‘natural’ for women to speak up in public often poses a key barrier to women’s access to decision-making. ‘Power equals masculinity’ also helps explain why powerful people often demonstrate dominance in gendered ways.” (Read more at: https://www.dlprog.org/opinions/gender-and-power-six-links-and-one-big-opportunity)

• Reclaiming power over ourselves, building a counterculture

What is “power within”?

  ▪ “Power within is a concept which refers to a person’s self-worth and self-knowledge.”

  ▪ “Each one of us has the capacity, skill and knowledge to contribute, participate and lead in any given situation.”

  ▪ “Mahalaga ako at may likas akong taglay na.”

What is “power with”?

  ▪ It is shared power that grows out of collaboration and relationships.

  ▪ It is built on respect, mutual support, shared power, solidarity, influence, empowerment and collaborative decision-making.
“We have decided how we are going to be with each other in a manner that serves us.”
  o Relate it back to the title of the care sessions -- “Kampihan sa Tahanan.”

What is “power to”?

- “Together (power with), we can effect change and make a difference towards achieving a more equal and kinder world.”

Spiel: “Relating the matter back to unpaid care work, what do we do now?
- “Our understanding of unpaid care and domestic work and the gender roles attached to it is deeply entrenched in our culture.”
- Since we have power within, power with and power to, we can do something to change the situation and influence social agents or institutions. We can do so by practicing the 5Rs of UCDW:
  - Recognize unpaid and poorly paid care work, which is done primarily by women and girls, as a type of work or production that has real value.
    o Life hack: Tips from life coach Apples Garcia
  - Reduce the total number of hours spent on unpaid care tasks through better access to affordable and quality time-saving devices and care support infrastructure.
    o Life hack: Oxfam Pilipinas Resilience Portfolio Manager Leah Payud’s insights on using TLSE
  - Redistribute unpaid care work more fairly within the household and simultaneously shift the responsibility of unpaid care work to the state and the private sector.
    o Life Hack: Mr. and Mrs. Dominated’s tip on how to use jokes and lambing to encourage a partner to share the care work
  - Represent the most marginalized caregivers and ensure that they have a voice in the design and delivery of policies, services and systems that affect their lives.
    o Life hack: participation and support of key influential people particularly the government
  - Reward more and decent work opportunities for care workers.

Reflections/sharing (10 minutes)

1. To close the session for today, pose the question: “How is unpaid care work or UCW affected by gender and sex?” Let the participants answer either through the chat box or by raising hand and unmuting.

2. Using the chat box, participants are free to answer the question or share what they have learned.

Synthesis (10 minutes)

1. Quiz bee

- Spiel: “To recap what we discussed today, we will be having a “Kampihan sa Tahanan” quiz bee where participants can win various prizes. There will only be five winners for this session.
• WHAT IS THE QUIZ BEE ALL ABOUT?
  a. The quiz bee will feature five multiple choice questions tackling different concepts or ideas discussed in today’s session.

• HOW CAN PARTICIPANTS WIN?
  a. To participate, simply go to the Slido link provided by the facilitator using your phone, laptop, or computer. You will be able to access the questions there. Questions will be flashed one at a time.
  b. In order to win, participants must answer each question CORRECTLY and SWIFTLY. The first person to get the correct answer will get the highest points for each question. Slido.com will automatically compute and compile the points of each participant. A scoreboard will be shown after each question. After the answers to all five questions have been submitted, Slido will reveal the top five winners of our quiz bee.

• WHAT CAN PARTICIPANTS WIN?
  a. Enumerate or show pictures of prizes before starting the game to entice or encourage the participants to join the quiz bee.

• KAMPIHAN SA TAHANAN QUIZ BEE questions for Session 2:
  1) What does SC stand for in SOGIE-SC?
     a) Sexual Charisma
     b) Sanitary Care
     c) Sole Characteristics
     d) Sexual Characteristics
  2) What refers to the allocation of different jobs or types of work to women and men?
     a) Gender Roles
     b) Gender Divisions of Labor
     c) Gender Norms
     d) Gender Stereotypes
  3) What is the third classification of sex? [Male, Female, ___]
     a) Intersectional
     b) Identity
     c) Intersex
     d) Interrelation
  4) What refers to one’s own understanding and appreciation of oneself and gender?
     a) Gender Construct
     b) Gender Identity
     c) Gender Bias
     d) Gender Norm
  5) What refers to behavior that shows favoritism towards one gender over another?
     a) Gender Construct
     b) Gender Identity
     c) Gender Bias
     d) Gender Norm
2. **OPTIONAL:** The facilitator may or may not show summary slides. Depending on the available time, the facilitator may read again or just breeze through the slides.

- What is Unpaid Care and Domestic Work (UCDW)?
  - Includes activities such as childbearing, rearing, household chores and caring for household members and the community.
  - Often disproportionately assigned to women and girls.
  - Care work makes all other work possible and yet it is undervalued and invisible.

- Summary table of sex, gender, gender identity and sexuality

- “Our understanding of unpaid care and domestic work and the gender roles attached to it is deeply entrenched in our culture.”

- 5Rs of UCDW:
  - Recognition
  - Reduction
  - Redistribution
  - Representation
  - Reward

3. **Spiel:** "For the next session, we will be focusing on unpaid care work before and during the pandemic. In preparation, we are giving you a very simple assignment:"

- Assignment: Tik-tak ng Buhay/24-hour clock. This activity will enable participants to identify the activities that they do in a day and the time that they put into each activity. The participants can write down what they do from the moment they wake up until they go to sleep. Daily activities can include paid and unpaid activities such as eating, watching TV, working, cooking, showering, etc.

4. **Post-test assessment:**

- Explain to the participants that there will be a post-test assessment to measure changes in their level of perception or understanding after the session.

- Using the Zoom poll feature, have the participants answer the following:
  
  a. “I think gender and sex mean the same thing.” (Yes, No, Maybe)
  b. “I do not think housework and providing care can have negative effects on the carer’s physical, mental, and emotional health.” (Yes, No, Maybe)
  c. “I think unpaid care and domestic work is a gender issue.” (Yes, No, Maybe)
  d. “I think housework and caring for my children, the sick and elderly should be considered as WORK.” (Yes, No, Maybe)
  e. “I am confident that I am knowledgeable about the issue of unpaid care and domestic work.” (Yes, No, Maybe)
  f. “I think I only started helping around the house DURING the pandemic.” (Yes, No, Maybe)
  g. “I think I was doing my part in household chores and taking care of my family members BEFORE and DURING the pandemic.” (Yes, No, Maybe)
  h. “I think I have taken some action recently to promote more shared care work at home and in my company.” (Yes, No, Maybe)
Kampihan sa Tahanan:
Care Sessions on Unpaid Care and Domestic Work

- Wait for the participants to answer the poll. Poll results should be shared by the facilitator and discussed. Significant percentages or differences in answers should be highlighted.

5. Announcements:
   - Give schedule for next session
   - Ask participants to join the FB group chat
   - Spiel: "Don’t forget to join us in the next session to earn points for our “Kampihan sa Tahanan” raffle which will be held during the last care session. Attending 4-6 sessions will give you a chance to win household items. So, stay tuned for that!"
   - Give instructions for the distribution of food and communication allowance.

References

Balite, A. [2021]. Sex and Gender. [PPT Slides]


Investing In Women. [n.d.]. Who we are. Retrieved from Investing In Women: Smart Economics – An Initiative of the Australian Government: https://investinginwomen.asia/about/#who-we-are


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Stuart, G. [2019, February 1]. 4 types of power: What are power over, power with, power to and power within? Retrieved from Sustaining Community [Blog]: https://sustainingcommunity.wordpress.com/2019/02/01/4-types-of-power/


Care Session 3:

CARE WORK BEFORE AND DURING THE PANDEMIC

OBJECTIVES:

1. To explain and discuss the concept of unpaid care work
2. To help the participants reflect on how unpaid care work affects them and their line of work especially during the pandemic

MODULE FLOW:

<table>
<thead>
<tr>
<th>Sub-topic</th>
<th>Time allocation</th>
<th>Materials/resources needed</th>
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<tbody>
<tr>
<td>1. Waiting time</td>
<td>10 minutes</td>
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<td>2. Preliminaries</td>
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<td>3. Menti activity</td>
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<td>Menti activity and PPT slides</td>
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<td>4. Discussion/input</td>
<td>30 minutes</td>
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<td>5. Reflections/sharing</td>
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<tr>
<td>6. Synthesis</td>
<td>10 minutes</td>
<td>Summary slides, assignment and announcements</td>
</tr>
</tbody>
</table>

TOTAL: 1.5 hours

METHODOLOGY:

Waiting time (10 minutes)

- Upon opening Zoom for the participants, the title/background video should be played to allow participants to read announcements or instructions while waiting.

- Instructions may include one like the following: “While we wait for other participants, please share your name, company/organization and location in the chat box.”

- The title/background video may also contain house rules [mute/unmute, raise hand, etc.], a definition of online safe space and the following information:
o What is a care session?
   ▪ It is an online learning space which provides an opportunity for its participants to reflect on and discuss the issue of unpaid care and domestic work as well as women’s empowerment and breadwinner roles.

o What is unpaid care and domestic work (UCDW)?
   ▪ Includes activities such as childbearing, rearing, household chores and caring for household members and the community.
   ▪ Often disproportionately assigned to women and girls.
   ▪ Care work makes all other work possible. Yet, it is undervalued and invisible.

o “Did you know?” facts about UCDW
   ▪ “Unpaid care and domestic work tasks are traditionally assigned to and completed mostly by women and girls.”
   ▪ “Unpaid care and domestic work tasks are not paid, requires time and energy, and is done out of social obligation or love and affection.”
   ▪ “Unpaid care and domestic work are often not recognized as work.”

- The facilitator may encourage the participants to put their names and other information in the chat box. They may also remind the participants that the session will be starting in xx minutes.

- The facilitator may also check with the participants if they have watched the recent HomeSquad PH webinar and encourage them to share their insights.

  o Spiel: “Share what you have learned or what topics from the webinar that you want us to elaborate on.”
  o The facilitator should read aloud the inputs or learnings of participants from the webinar. The facilitator should also take note of these answers and relate them to the topic at hand as the care session progresses.

Preliminaries (10 minutes)

1. Introduction of host or facilitator
   - Please refer to Session 1 Preliminaries

2. Short introduction of organizations (PKKK and Oxfam)
   - Please refer to Session 1 Preliminaries

3. Why are we here?
   - Please refer to Session 1 Preliminaries
   - In Session 3, the definition of unpaid care work will be explained after the deepening activity. This is done so as not to preempt the Menti questions and the deepening activity.

4. Pre-test assessment:
   - Explain to the participants that there will be a pre-test assessment which will help PKKK and Oxfam gauge their level of perception and understanding of the topic at hand.
Using the Zoom poll feature, have the participants answer the following:

- I think housework and caring for children, the sick and elderly should be considered as WORK. (Yes, No, Maybe)
- I think housework and caring for children, the sick and elderly have an economic impact. (Yes, No, Maybe)
- I think this pandemic made housework harder to do. (Yes, No, Maybe)
- I do not think housework and caring for children, the sick and elderly should be a public issue. (Yes, No, Maybe)
- I am confident that I am knowledgeable about the issue of unpaid care and domestic work. (Yes, No, Maybe)
- I think I only started helping around the house DURING the pandemic. (Yes, No, Maybe)
- I think I was doing my part in household chores and taking care of my family members BEFORE and DURING the pandemic. (Yes, No, Maybe)
- I think I have taken some action recently to promote more shared care work at home and in my company. (Yes, No, Maybe)

Wait for the participants to answer the poll. Poll results should be shared by the facilitator and discussed. Significant percentages or differences in answers should be noted. Based on the results of the poll, the facilitator should discuss or explain concepts or statements which may be initially confusing to the participants in order to garner more positive results with the post-test assessment in mind.

5. House rules and establishing an online safe space

- Please refer to Session 2 Preliminaries

**Menti activity (10 minutes)**

1. Spiel: “We will now be moving on to our first activity which will surface the participants’ power within and initial ideas about the following concepts. This activity will also give the facilitator an idea on how to go about the activities in this session.

2. On the Menti website, pose the following questions:
   - What thoughts pop up when you read this phrase -- care work?”
   - “Who do you think does most of care work?”

3. The participants’ answers need not be elaborate. They may submit one to two words or a phrase that would best describe their answer.

4. After the participants submit their answers to the Menti word cloud, the facilitator should read aloud, process and summarize the answers to each question.
Fact or bluff (10 minutes)

1. Spiel: “Let’s explore the concept of unpaid care and domestic work further through a game called FACT or BLUFF which is inspired by a local game show called "Celebrity Bluff."

2. The facilitator will prepare PPT slides where each contains a statement about unpaid care work. Participants will have to guess whether the statement is a FACT (an actual occurrence) or a BLUFF (a false threat or claim intended to deter or deceive someone) by putting their answers in the Zoom chat box. The facilitator will reveal and discuss the answer once the participants are done chatting. It is up to the facilitator how many statements will be shown and discussed depending on the available time. [Note: A timer may be set for each statement e.g., 10-15 seconds for participants to answer FACT or BLUFF in the chat box.]

3. The following are the proposed statements:
   - FACT: Women spend almost seven hours a day on multi-tasking care (doing at least two care activities at the same time). [Source: 2021 National Household Care Survey by Oxfam Pilipinas]
   - BLUFF: Young girls and boys of the same age spend equal amounts of care work.
     a. FACT: Inequality starts early: Girls spend more time on care work and total work than boys in the same age group [Source: 2021 National Household Care Survey by Oxfam Pilipinas]
   - BLUFF: Walang ang asawang babae na magreklamo sa gawaing bahay.
     a. FACT: May ang asawang babae na magreklamo sa gawaing bahay.
   - FACT: Some adult men think that shaming fellow men for doing housework is acceptable.
     a. Additional info: For adult men, some answered that beating women (0.66%), yelling at women (0.98%), and shaming fellow men (1.31%) for doing housework are acceptable. [Source: 2021 National Household Care Survey by Oxfam Pilipinas]
   - FACT: Women think that washing clothes or doing the laundry is the most problematic housework. [Source: 2021 National Household Care Survey by Oxfam Pilipinas]

Discussion/input (30 minutes)

1. Explain the following concepts through an interactive discussion. The facilitator may opt to use some PPT slides for added visuals:
   - Gender division of labor
     a. The way work is divided between men and women according to their gender roles is usually referred to as the “gender division of labor”
     b. It includes 40xf only paid employment, but more generally the work, tasks and responsibilities that are assigned to women and men in their daily lives which, in turn, can determine patterns in the labor market
c. Productive work refers to activities related to the production of goods for consumption or trade and income-generating activities

d. Reproductive work refers to tasks and activities relating to the creation and sustenance of a family or household

e. Additional reading for GDOL:

- What is unpaid care and domestic work (UCDW)?
  a. Includes activities such as childbearing, rearing, household chores and caring for household members and the community.
  b. Often disproportionately assigned to women and girls.
  c. Care work makes all other work possible. Yet, it is undervalued and invisible.

- Why should you care?
  a. Care work is fundamentally important because it is a universal human need, without which the society and economy cannot function.
  b. Yet, women spend up to 13 hours a day on unpaid care work compared to only 8 hours spent by men. [2021 National Household Care Survey by Oxfam Pilipinas]
  c. Women and young girls bear the burden of UCDW which may hinder their human rights and limit their opportunities and time to do other things such as recreational and paid activities
  d. Time poverty is working long hours and having no choice to do otherwise.
  e. It is a gender and human rights issue.

- Unpaid care and domestic work are not a standalone problem. It is connected to other social problems or issues such as education, health, security, climate and environment and poverty.

- Unpaid care work statistics during the pandemic (Check 2021 Household Care Survey PPT slides in the assigned Google Drive Folder)

- 5Rs of unpaid care and domestic work (refer to previous session’s discussion/input portion)

2. PKKK may opt to invite Oxfam manager Leah Payud for this discussion particularly to discuss the UCDW statistics.

3. Show video of BPO employees sharing on unpaid care work. The facilitator may opt to only show a few clips in order to save time.
Reflexions/sharing (10 minutes)

1. After learning about unpaid care work and watching videos of fellow BPO employees, open the floor for participants to reflect, share and discuss. Again, a participants may opt to raise a hand and unmute or share using the Zoom chat box. Some probing questions:
   - “Were you able to relate to what was shown in the video?”
   - “How was your experience with unpaid care work as a BPO employee during this time? Before the pandemic?”

2. The facilitator should encourage participants to share their own experiences and help in processing them.

Synthesis (10 minutes)

1. Quiz bee
   - Spiel: “To recap what we discussed today; we will have a “Kampihan sa Tahanan” quiz bee where participants can win various prizes. There will only be five winners for this session.

   - WHAT IS THE QUIZ BEE ALL ABOUT?
     a. The quiz bee will feature five multiple choice questions tackling different concepts or ideas discussed in today’s session.

   - HOW CAN PARTICIPANTS WIN?
     a. To participate, simply go to the Slido link provided by the facilitator using your phone, laptop, or computer. You will be able to access the questions there. Questions will be flashed one at a time.
     b. In order to win, participants must answer each question CORRECTLY and SWIFTLY. The first person to get the correct answer will get the highest points for each question. Slido.com will automatically compute and compile the points of each participant. A scoreboard will be shown after each question. After the answers to all five questions have been submitted, Slido will reveal the top five winners of our quiz bee.

   - WHAT CAN PARTICIPANTS WIN?
     a. Enumerate or show pictures of prizes before starting the game to entice or encourage the participants to join the quiz bee.

   - KAMPIHAN SA TAHANAN QUIZ BEE questions for Session 3:
     1] Based on the 2021 National Household Care Survey, women allocate 13 hours a day for all kinds of care work during the pandemic. On the other hand, how many hours do men allocate for the same work?
       a) 12
       b) 11
       c) 8
       d) 6.34
2) What are the 5Rs of UCDW?
   a) Recognize, Reassess, Reduce, Represent, Reward
   b) Recognize, Redistribute, Reduce, Represent, Reimburse
   c) Remember, Redistribute, Reduce, Represent, Reward
   d) Recognize, Redistribute, Reduce, Represent, Reward

3) Fill in the blank with the best answer: Unpaid Care and Domestic Work is a gender and ________ issue.
   a) Human Capacity
   b) Private
   c) Human Rights
   d) Human Lives

4) Unpaid care and domestic work are classified into which kind of work?
   a) Productive Work
   b) Reproductive Work
   c) Income-Generating Work
   d) Part-Time Work

5) Which R from UCDW’s 5Rs refers to acknowledging, appreciating, and valuing care work?
   a) Reduce
   b) Redistribute
   c) Recognize
   d) Reward

2. OPTIONAL: The facilitator may or may not show summary slides. Depending on the available time, the facilitator may read again or just breeze through the slides.

   • What is unpaid care and domestic work (UCDW)?
     a. Includes activities such as childbearing, rearing, household chores and caring for household members and the community.
     b. Often disproportionately assigned to women and girls.
     c. Care work makes all other work possible. Yet, it is undervalued and invisible.

   • 5Rs of UCDW:
     a. Recognition
     b. Reduction
     c. Redistribution
     d. Representation
     e. Reward

1. Spiel: “For the next session, we will focus on unpaid care work before and during the pandemic. In preparation, we would like to give you a very simple assignment.”

   • Assignment: Take a picture while doing a household chore with your main carer at home (if you are the main carer, ask a family member to share the load with you). Post pictures in the group chat.

2. Post-test assessment:

   • Explain to the participants that there will be a post-test assessment to measure changes in their level of perception or understanding after the session.
• Using the Zoom poll feature, have the participants answer the following:

a. "I think housework and caring for children, the sick and elderly should be considered as WORK." (Yes, No, Maybe)
b. "I think housework and caring for children, the sick and elderly have an economic impact." (Yes, No, Maybe)
c. "I think this pandemic made housework harder to do." (Yes, No, Maybe)
d. "I do not think housework and caring for children, the sick and elderly should be a public issue." (Yes, No, Maybe)
e. "I am confident that I am knowledgeable about the issue of unpaid care and domestic work." (Yes, No, Maybe)
f. "I think I only started helping around the house DURING the pandemic." (Yes, No, Maybe)
g. "I think I was doing my part in household chores and taking care of my family members BEFORE and DURING the pandemic." (Yes, No, Maybe)
h. "I think I have taken some action recently to promote more shared care work at home and in my company." (Yes, No, Maybe)

• Wait for the participants to answer the poll. Poll results should be shared by the facilitator and discussed. Significant percentages or differences in answers should be highlighted.

5. Announcements:

• Give schedule for next session
• Ask participants to join the FB group chat
• Spiel: “Don’t forget to join us in the next session to earn points for our “Kampihan sa Tahanan” raffle which will be held during the last care session. Attending 4-6 sessions will give you a chance to win household items. So, stay tuned for that!”
• Give instructions for the distribution of food and communication allowance.
References


Investing In Women. (n.d.). Who we are. Retrieved from Investing In Women: Smart Economics – An Initiative of the Australian Government: https://investinginwomen.asia/about/#who-we-are

Islamic Relief Worldwide. (2019). Training of Trainers on Gender and Conflict Sensitivity with BWC Staff and Personnel.


Oxfam Pilipinas (n.d.) What is Care Work? Infographic


Care Session 4:
CARE WORK AND THE CARE DIAMOND

OBJECTIVES:

1. To introduce the idea that care is a collective responsibility that involves not only households but also communities/NGOs, the private sector and, especially, the state
2. To introduce the state as a key duty bearer responsible for addressing the unequal distribution of care work and systematic gender inequality and injustice
3. To help the participants reflect on how unpaid care work affects them and their line of work particularly during the pandemic

MODULE FLOW:

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<td>2. Preliminaries</td>
<td>10 minutes</td>
<td>Introductory PPT slides and Zoom poll</td>
</tr>
<tr>
<td>3. Deepening activity</td>
<td>30 minutes</td>
<td>PPT slides and videos</td>
</tr>
<tr>
<td>4. Discussion/input</td>
<td>20 minutes</td>
<td>PPT slides</td>
</tr>
<tr>
<td>5. Reflections/sharing</td>
<td>10 minutes</td>
<td>PPT slide</td>
</tr>
<tr>
<td>6. Synthesis</td>
<td>10 minutes</td>
<td>Summary slides, assignment and announcements</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>1.5 hours</td>
<td></td>
</tr>
</tbody>
</table>

METHODODOLOGY:

Waiting time (10 minutes)

- Upon opening Zoom for the participants, the title/background video should be played to allow participants to read announcements or instructions while waiting.

- Instructions may include one like the following: “While we wait for other participants, please share your name, company/organization and location in the chat box.”

- The title/background video may also contain house rules (mute/unmute, raise hand, etc.), a definition of online safe space and the following information:
What is a care session?
- It is an online learning space which provides an opportunity for its participants to reflect on and discuss the issue of unpaid care and domestic work as well as women’s empowerment and breadwinner roles.

What is unpaid care and domestic work (UCDW)?
- Includes activities such as child-bearing, rearing, household chores and caring for household members and the community.
- Often disproportionately assigned to women and girls.
- Care work makes all other work possible. Yet, it is undervalued and invisible.

“Did you know?” facts about UCDW
- “Unpaid care and domestic work tasks are traditionally assigned to and completed mostly by women and girls.”
- “Unpaid care and domestic work tasks are not paid, requires time and energy, and is done out of social obligation or love and affection.”
- “Unpaid care and domestic work are often not recognized as work.”

The facilitator may encourage the participants to put their names and other information in the chat box. The facilitator may also remind the participants that the session will be starting in xx minutes.

### Preliminaries (10 minutes)

1. Introduction of host or facilitator
   - Please refer to Session 1 Preliminaries

2. Short introduction of organizations (PKKK and Oxfam)
   - Please refer to Session 1 Preliminaries

3. Why are we here?
   - Please refer to Session 1 Preliminaries

4. Pre-test assessment
   - Using the Zoom poll feature, have the participants answer the following:
     a. “I think housework and caring for children, the sick and elderly should be considered as WORK.” (Yes, No, Maybe)
     b. “I do not think housework and providing care can have negative effects on the carer’s physical, mental, and emotional health.” (Yes, No, Maybe)
     c. “I think the government should be involved in issues relating to housework and caring for children, the sick and elderly.” (Yes, No, Maybe)
     d. “I think schools should be involved in issues relating to housework and caring for children, the sick and elderly.” (Yes, No, Maybe)
     e. “I am confident that I am knowledgeable about the issue of unpaid care and domestic work.” (Yes, No, Maybe)
f. “I think I only started helping around the house DURING the pandemic.” (Yes, No, Maybe)

g. “I think I was doing my part in household chores and taking care of my family members BEFORE and DURING the pandemic.” (Yes, No, Maybe)

h. “I think I have taken some action recently to promote more shared care work at home and in my company.” (Yes, No, Maybe)

- Wait for the participants to answer the poll. Poll results should be shared by the facilitator and discussed. Significant percentages or differences in answers should be noted. Based on the results of the poll, the facilitator should discuss or explain concepts or statements which may be initially confusing to the participants in order to garner more positive results with the post-test assessment in mind.

5. House rules and establishing an online safe space

- Please refer to Session 2 Preliminaries

**Deepening activity (30 minutes)**

1. Spiel: “We will now be moving on to our first activity which will surface the participants’ initial ideas about today’s topic. This activity will also give the facilitator an idea on how to go about the activities in this session.”

2. Using the Zoom poll feature, the facilitator should pose the following question and provide options for the participants’ answers so that they can easily accomplish this task.

   - “Which household chore do you think is the hardest to do?”
     a. Doing the laundry
     b. Cooking
     c. Cleaning the house
     d. Taking care of kids
     e. Helping kids with their school modules
     f. Ironing
     g. Tending the garden
     h. Taking care of the sick and elderly

   Note: PKKK can opt to lessen or add more options

3. Let the participants vote for their answer. They may only choose one.

4. After voting, share the results to the participants and discuss with them.

5. Tell the participants to keep in mind the most common answer for the next part of the activity.

6. Next, ask the participants who among the family usually does the care work task. Have them answer in the Zoom chat box.
7. Read aloud their answers and acknowledge that in different situations, the answers may vary. There is no right or wrong answer.

8. Spiel: "Imagine the person who does the most difficult care work task and place him/her in the center of this diamond."

9. Spiel: "This is a Care Diamond. At its four points, there are assigned groups or areas. One is the household (i.e., family) and another one is the community (i.e., neighbors, friends, religious organizations, etc.). The other two are the state (i.e., local government/municipality) and the private sector (i.e., employer, markets, shops).

10. Ask the participants how the four actors can assist the person in the middle to do the selected care activity (i.e., childcare). In the case of the state, for instance, this could be a schoolteacher, a nurse or a local councilor who has brought a childcare facility to the area. For the case of the private sector, this could be an employer who has included a childcare facility in the workplace or a local business providing paid childcare services (in this case, the facilitator may remind that paid services should not substitute the state's free public services when it comes to care, particularly in poor areas).

11. Encourage the participants to participate or answer by interacting through the chat box or raising their hand and unmuting their microphones once they have been acknowledged.

12. Close with the key idea that care is everybody's responsibility and society cannot leave one or several people to do it all, as this is unfair and leads to violations of their human rights.
Discussion/input (20 minutes)

1. Key ideas:
   - Everyone is born with human rights. These rights cannot be taken away from anyone and it is the state’s responsibility to respect, protect and fulfill everyone’s human rights.
   - All women are born with equal rights to men. This principle is stated explicitly in international human rights treaties ratified by governments around the world.
   - An overload of care work among the poorest women and girls leads to a violation of their human rights. These women do not have time, energy or money to engage in other activities that can fulfil their right to an education, decent work, political participation and rest.
   - The state is responsible for ensuring that care work can be shared more equally between households, communities/NGOs, the private sector and the state. Sharing care work is the only way that more people can fully enjoy their human rights.
   - Gender relations are power relations.
     a. “Power relations are the interactions between different groups in a society. Power relations are the ability of one group or a person to control others, and they exist at all levels of society.” [Read more at: https://www.reference.com/world-view/power-relations-8263a0ae182ff7c4]
        ▪ Power over: It is repression, force, coercion, discrimination, corruption and abuse, and is readily reproduced.
     b. Gender relations are power relations: “Often what it means to be a ‘woman’ is to be powerless [quiet, obedient, accommodating]. A ‘real man,’ by contrast, is powerful (outspoken, in control, able to impose his will), particularly in relation to women. These gender roles tend to perpetuate the power inequalities on which they are based. For example, the fact that many men and women think it’s not ‘natural’ for women to speak up in public often poses a key barrier to women’s access to decision-making. ‘Power equals masculinity’ also helps explain why powerful people often demonstrate dominance in gendered ways.” [Read more at: https://www.dlprog.org/opinions/gender-and-power-six-links-and-one-big-opportunity]
   - Reclaiming power over ourselves, building a counterculture
     a. What is “Power within”?
        ▪ “Power within is a concept which refers to a person’s self-worth and self-knowledge.”
        ▪ “Each one of us has the capacity, skill, and knowledge to contribute, participate and lead in any given situation.”
        ▪ “Mahalaga ako at may likas akong taglay na galing.”
b. What is “power with”?
   - It is shared power that grows out of collaboration and relationships.
   - It is built on respect, mutual support, shared power, solidarity, influence, empowerment, and collaborative decision-making
   - “We have decided how we are going to be with each other in a manner that serves us.”
   - Relate it back to the title of the care sessions -- “Kampihan sa Tahanan.”

   c. What is “power to”? 
      - Together (power with), we can effect change and make a difference towards achieving a more equal and kinder world

   d. Spiel: “Relating the matter back to unpaid care work, what do we do now?”
      - “Our understanding of unpaid care and domestic work and the gender roles attached to it is deeply entrenched in our culture.”
      - Since we have power within, power with and power to, we can do something to change the situation and influence social agents or institutions in society. We can do so by practicing the 5Rs of UCDW:
        - Recognize unpaid and poorly paid care work, which is done primarily by women and girls, as a type of work or production that has real value.
          - Life hack: tips from life coach Apples Garcia
        - Reduce the total number of hours spent on unpaid care tasks through better access to affordable and quality time-saving devices and care support infrastructure.
          - Life hack: Oxfam manager Leah Payud’s insights on using Time and Labor-Saving Equipment (TLSE)
        - Redistribute unpaid care work more fairly within the household and simultaneously shift the responsibility of unpaid care work to the state and the private sector.
          - Life hack: Mr. and Mrs. Domesticated’s tip on how to use jokes and lambing to encourage a partner to share care work
        - Represent the most marginalized caregivers and ensure that they have a voice in the design and delivery of policies, services and systems that affect their lives.
          - Life hack: participation and support of key influential people particularly from the government
        - Reward more and decent work opportunities for care workers.

Reflections/sharing (10 minutes)

1. Pose the following:
   - “Do you have any questions, reflections or comments?”

2. Let the participants answer either through the chat box or by raising hand and unmuting.
3. Ask the participants to share in the chat box what they learned in the session or how the session has helped them (one word or a phrase will do).
Synthesis (10 minutes)

1. Quiz bee

- Spiel: “To recap what we discussed today, we will be having a “Kampihan sa Tahanan” quiz bee” where participants can win various prizes. There will only be five winners for this session.

- WHAT IS THE QUIZ BEE ALL ABOUT?
  a. The quiz bee will feature five multiple choice questions tackling different concepts or ideas discussed in today’s session.

- HOW CAN PARTICIPANTS WIN?
  a. To participate, simply go to the Slido link provided by the facilitator using your phone, laptop, or computer. You will be able to access the questions there. Questions will be flashed one at a time.
  b. In order to win, participants must answer each question CORRECTLY and SWIFTLY. The first person to get the correct answer will get the highest points for each question. Slido.com will automatically compute and compile the points of each participant. A scoreboard will be shown after each question. After the answers to all five questions have been submitted, Slido will reveal to the top five winners of our quiz bee.

- WHAT CAN PARTICIPANTS WIN?
  a. Enumerate or show pictures of prizes before starting the game to entice or encourage the participants to join the quiz bee.

- KAMPIHAN SA TAHANAN QUIZ BEE Questions for Session 4:
  1) Which of the following constitutes the Care Diamond?
     a) Household, community, private sector, state
     b) Us as Individuals
     c) Media, school, work, state
     d) Political, social, and economic processes
  2) Fill in the blank with the best answer: Gender relations are ___________?
     a) A universal human need
     b) Power relations
     c) Human relations
     d) Communication needs
  3) Who is responsible for ensuring that care work can be shared more equally between households, communities/NGOs, the private sector, and the state?
     a) Us as Individuals
     b) NGOs
     c) Schools
     d) State
  4) What is the type of power that represses, coerces or forces other people in their control?
     a) Power with
     b) Power over
     c) Power under
     d) Power to
  5) What is the type of power that grows out of collaboration, solidarity and relationships?
     a) Power with
     b) Power over
     c) Power under
     d) Power to
1. **OPTIONAL:** The facilitator may or may not show summary slides. Depending on the available time, the facilitator may read again or just breeze through the slides.
   - What is unpaid care and domestic work (UCDW)?
     a. Includes activities such as childbearing, rearing, household chores and caring for household members and the community.
     b. Often disproportionately assigned to women and girls.
     c. Care work makes all other work possible. Yet, it is undervalued and invisible.
   - The Care Diamond
   - 5Rs of UCDW:
     a. Recognition  
     b. Reduction  
     c. Redistribution  
     d. Representation  
     e. Reward

2. **Spiel:** “For the next session, we will focus on unpaid care work before and during the pandemic. In preparation, we would like to give you a very simple assignment.”
   - Assignment: Discussion board – In our GC, share your insights on the following statement: “Is unpaid care and domestic work a human rights issue? Why or why not?”

3. **Post-test assessment:**
   - Explain to the participants that there be a post-test assessment to measure changes in their level of perception or understanding after the session.
   - Using the Zoom poll feature, to have the participants answer the following:
     a. “I think housework and caring for children, the sick and elderly should be considered as WORK.” (Yes, No, Maybe)
     b. “I do not think housework and providing care can have negative effects on the carer’s physical, mental, and emotional health.” (Yes, No, Maybe)
     c. “I think the government should be involved in issues relating to housework and caring for children, the sick and elderly.” (Yes, No, Maybe)
     d. “I think schools should be involved in issues relating to housework and caring for children, the sick and elderly.” (Yes, No, Maybe)
     e. “I am confident that I am knowledgeable about the issue of unpaid care and domestic work.” (Yes, No, Maybe)
     f. “I think I only started helping around the house DURING the pandemic.” (Yes, No, Maybe)
     g. “I think I was doing my part in household chores and taking care of my family members BEFORE and DURING the pandemic.” (Yes, No, Maybe)
     h. “I think I have taken some action recently to promote more shared care work at home and in my company.” (Yes, No, Maybe)
   - Wait for the participants to answer the poll. Poll results should be shared by the facilitator and discussed. Significant percentages or differences in answers should be highlighted.

5. **Announcements:**
   - Give schedule for next session
   - Ask participants to join the FB group chat
   - **Spiel:** “Don’t forget to join us for the next session to earn points for our “Kampihan sa Tahanan” raffle which will be held during the last care session. Attending 4-6 sessions will give you a chance to win household items. So, stay tuned for that!”
   - Give instructions for the distribution of food and communication allowance.
References


Oxfam Filipinas (n.d.). What is Care Work? Infographic


PKKK. (2018). PKKK Brochure


Stuart, G. (2019, February 1). 4 types of power: What are power over; power with; power to and power within? Retrieved from Sustaining Community [Blog]: https://sustainingcommunity.wordpress.com/2019/02/01/4-types-of-power/

Care Session 5: 
THE BASKET OF CARE WORK AND RIGHTS

OBJECTIVES:

1. To explore human rights from a care perspective
2. To understand that harmful gender norms and an excessive amount of care work hampers the enjoyment of one’s rights
3. To discuss unpaid care work as a human rights issue
4. To further discuss the concept of “sharing/redistributing” care work

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<th>Sub-topic</th>
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METHODODOLOGY:

Waiting time (10 minutes)

- Upon opening Zoom for the participants, the title/background video should be played to allow participants to read announcements or instructions while waiting.
- Instructions may include one like the following: “While we wait for other participants, please share your name, company/organization and location in the chat box.”
- The title/background video may also contain house rules (mute/unmute, raise hand,
Preliminaries (10 minutes)

1. Introductions of hos or facilitator
   - Please refer to Session 1 Preliminaries

2. Short introduction of organizations (PKKK and Oxfam)
   - Please refer to Session 1 Preliminaries

3. Why are we here?
   - Please refer to Session 1 Preliminaries

4. Pre-test assessment
   - Explain to the participants that there will be a pre-test assessment which will help PKKK and Oxfam gauge their level of perception and understanding of the topic at hand.
   - Using the Zoom poll feature, to have the participants answer the following:
     a. “I think unpaid care and domestic work is a human rights issue.” (Yes, No, Maybe)
b. “I think housework and caring for children, the sick and elderly should be considered as WORK.” (Yes, No, Maybe)

c. “I think housework and caring for other people ensures the fulfillment of their human rights.” (Yes, No, Maybe)

d. “Fulfilling human rights is the state’s responsibility only, I have no part in it.” (Yes, No, Maybe)

e. “I am confident that I am knowledgeable about the issue of unpaid care and domestic work.” (Yes, No, Maybe)

f. “I think I only started helping around the house DURING the pandemic.” (Yes, No, Maybe)

g. “I think I was doing my part in household chores and taking care of my family members BEFORE and DURING the pandemic.” (Yes, No, Maybe)

h. “I think I have taken some action recently to promote more shared care work at home and in my company.” (Yes, No, Maybe)

• Wait for the participants to answer the poll. Poll results should be shared by the facilitator and discussed. Significant percentages or differences in answers should be noted. Based on the results of the poll, the facilitators should discuss or explain concepts or statements which may be initially confusing to the participants in order to garner more positive results with the post-test assessment in mind.

5. House rules and establishing an online safe space

• Please refer to Session 2 Preliminaries

Menti activity (10 minutes)

1. Spiel: “To start off, we’re going to have a very simple activity which can help surface your initial ideas about our topic today. This activity will also give the facilitator an idea on how to go about the activities in this session.”

• Please respond to this question: “Do you think unpaid care work is a human rights issue?”

2. After the participants have submitted their answers to the Menti word cloud, the facilitator should read aloud, process and summarize the answers to each question. The facilitator may also call on volunteers to elaborate on their answers.

Deepening activity and discussion (40 minutes)

1. Explain to the participants that there will be an activity and discussion called, "The Basket of Care Work and Rights."

2. The objective in this session is to find out how unpaid care work is related to human rights.

3. First, introduce and level off on the concept of human rights.

   a. History of human rights
i. The Universal Declaration of Human Rights (UDHR), adopted by the UN General Assembly in 1948, was the first legal document to define the fundamental human rights to be universally protected.

ii. Human rights law obliges governments to do some things and prevents them from doing others. Philippine laws ensure that no individual, group or entity, including the government, has the right to do anything that violates another’s rights.

b. What are human rights?
   i. There are “standards that recognize and protect the dignity of all human beings.”
   ii. Human rights laws “govern how individual human beings live in society and with each other, as well as their relationship with the State and the obligations that the State have towards them.”

c. Characteristics of human rights:
   i. Fundamental and inherent
   ii. Universal
   iii. Indivisible and interdependent
   iv. Inalienable

d. Kinds of human rights: There are different ways of categorizing human rights, but this session will focus on the following categories: (1) civil and political; and (2) economic, social and cultural.
   i. Civil and political rights - The law provides that people must be allowed to participate freely in civil and political life without facing repression or discrimination. Most civil and political rights are about protection from certain things like torture and slavery.
   ii. Examples of civil and political rights
      1. The right to life, which is violated by actions like death by torture, neglect and use of force
      2. The right to freedom of expression, which is violated by restricting access to ideas and limiting press freedom
      3. The right to privacy, which is violated by intruding on a person’s sexual life or personal data
      4. The right to asylum, which is violated by deporting someone to a country where their lives are at risk
      5. The right to a fair trial and due process, which is violated by a court that’s not impartial and by excessive delays
      6. The right to freedom of religion, which is violated when someone is punished for following their beliefs or forced to adopt another religion
      7. The right to freedom from discrimination, which is violated when characteristics like race, gender and religion are used as justification for actions like being fired from a job.
   iii. Economic, social, and cultural rights or ESCR are human rights that guarantee persons the conditions they need to live a life of dignity--where human beings can achieve well-being, realize their potential and have the opportunity to find happiness and fulfilment.
iv. Examples of ESCR:

1. The right to an adequate standard of living, which includes aspects such as food security, adequate housing, and access to clean water and dignified sanitation.
2. The right to health, which includes guarantees such as access to healthcare, healthy environmental conditions and protection against epidemic diseases.
3. The right to education, which includes the obligation to provide free and compulsory primary education, and accessible secondary and higher education.
4. The right to social security, which includes adequate protection in the event of unemployment, sickness, maternity, disability and old age or other limits to livelihood in circumstances beyond one’s control.
5. Workers’ rights, which include the freedom from forced labor, fair wages and equal pay, safe and healthy working conditions, and the right to organize and unionize.
6. Cultural rights, which include the right to participate in cultural life and to share in and benefit from scientific advancement.
7. The right to a healthy environment.

e. States have obligations and duties under international law to respect, protect and fulfill human rights.

f. Both as a right and an obligation

i. Individuals also have responsibilities. In exercising their human rights, they must respect the rights of others which includes standing up for the human rights of others.

4. Next, flash a picture of a basket that can contain human rights.

3. Ask the participants: “What are examples of human rights that you know are essential in order to live?”

4. Have the participants answer through the Zoom chat. List down their answers and ask the participants to imagine these human rights being put in the basket.

5. Tell the participants that the basket will be set aside first as everyone watches a short video clip. (Ang Tangina Ina)
6. After watching the short video clip, ask the participants what the video says about men and women. List down their answers in two separate columns (men as breadwinner or “mahusay na ama” and women as caregiver or “mabuting ina”).

7. Have the participants also list down the expected work from these two and discuss the gender stereotypes/norms that will emerge. (How women’s work is often not appreciated because it is unpaid and “natural or normal”)

8. Bring back the basket of human rights and ask the participants how human rights and caregiving roles are connected.

9. Critical questions which the facilitator can ask:
   - How are human rights and care work connected?
   - What rights are violated when a person does too much care work without being helped? What can be done about it? Can care be shared with other people? Can the state take on some responsibility for care work?
   - What does an overloaded basket show us in terms of care activities and rights?
   - What about the rights of people who require care? How are their rights being violated here?

10. Key messages:
    a. Our society has prevalent gender norms which assign men as breadwinners and women as caregivers.
    b. Care work ensures the attainment of human rights (food, water, education, etc.). But how can we ensure that a care worker’s human rights are guaranteed and attained?
    c. Harmful gender norms and excessive amount of care work deprive a person the enjoyment of one’s rights. An overload of care work deprives a care worker of their human rights (e.g., lack of opportunities and time, no redistribution of work). For most women and other marginalized groups, such overload is a reality. In order to accomplish their assigned care work tasks, they may need to sacrifice opportunities and give up some of their human rights.
    d. (Show data on gender norms from the 2022 baseline study -- “Addressing Gender Norms on Unpaid Care Work Among BPO Millennials in the Philippines in the Time of COVID-19” by Miriam College WAGI.)
    e. Unpaid care work is a human rights issue.
       i. Additional readings or key points may be lifted from here:
f. Women’s rights are human rights.
   i. What does this statement mean?
      • In the beginning, women did not have the same rights as men. Several women’s organizations fought for the many rights that women today enjoy such as the right to vote, to be educated and to work.
      • The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) of 1979 is a key international treaty addressing gender-based discrimination and providing specific protection for women’s rights. It sets out an international bill of rights for women and girls and defines what states’ obligations to make sure that women enjoy those rights.
      • “Women’s rights are human rights.” Although this may be an obvious point, it is always worth emphasizing because many women still face discrimination and violence today. “We cannot have a free and equal society until everyone is free and equal. Until women enjoy the same rights as men, this inequality is everyone’s problem.”
      • Note for facilitator: When explaining this point, also emphasize that the rights of people of various SOGIE-SC are also human rights.
   ii. How are women’s rights being violated?
      • The facilitator may enumerate certain manifestations of gender bias to answer this question or explain gender inequality which may include GBV, sexual violence and harassment, workplace discrimination and discrimination based on sexual orientation and gender identity.

f. The state is responsible for ensuring that care work can be shared more equally between households, communities, NGOs, the private sector and the state.

h. Care work is teamwork!

11. Reclaiming power over ourselves, building a counterculture

a. What is “power within”?
   • “Power within is a concept which refers to a person’s self-worth and self-knowledge.”
   • “Each one of us has the capacity, skill and knowledge to contribute, participate and lead in any given situation.”
   • “Mahalaga ako at may likas akong taglay na galing.”

b. What is “power with”?
   • It is shared power that grows out of collaboration and relationships.
   • It is built on respect, mutual support, shared power, solidarity, influence, empowerment, and collaborative decision-making
   • “We have decided how we are going to be with each other in a manner that serves us.”
   • Relate the matter back to the title of the care sessions -- “Kampihan sa Tahanan.”
c. What is “power to”?
   - Together (power with), we can effect change and make a difference towards achieving a more equal and kinder world
     - A concrete example will be the ceremonial signing of a manifesto of support from the IT and Business Process and Association of the Philippines (IBPAPP) and Contact Center Association of the Philippines (CCAP) which signifies the support for work teams during the new normal.
     - The facilitator may add key points here about the manifesto once the webinar document has been released

12. How can we address this human rights issue?
   a. 5Rs of unpaid care and domestic work:
      i. Recognize unpaid and poorly paid care work, which is done primarily by women and girls, as a type of work or production that has real value.
         • Life hack: tips from life coach Apples Garcia
      ii. Reduce the total number of hours spent on unpaid care tasks through better access to affordable and quality time-saving devices and care support infrastructure.
         • Life hack: Oxfam manager Leah Payud’s insights on using Time and Labor-Saving Equipment (TLSE)
      iii. Redistribute unpaid care work more fairly within the household and simultaneously shift the responsibility of unpaid care work to the state and the private sector.
         • Life hack: Mr. and Mrs. Domesticated’s tip on how to use jokes and lambing to encourage a partner to share care work
      iv. Represent the most marginalized caregivers and ensure that they have a voice in the design and delivery of policies, services and systems that affect their lives.
         • Life hack: participation and support of key influential people particularly from the government
      v. Reward more and decent work opportunities for care workers.

Reflections/sharing (10 minutes)

1. Pose the following questions:
   - “What did you learn in today’s session? How has the session helped you?”

2. Let the participants answer either through the chat box or by raising hand and unmuting. Ask the participants to share in the chat box what they learned in the session or how the session has helped them (one word or a phrase will do).

Synthesis (10 minutes)

1. Quiz bee
• Spiel: “To recap what we discussed today, we will be having a “Kampihan sa Tahanan” quiz bee where participants can win various prizes. There will only be five winners for this session.

• WHAT IS THE QUIZ BEE ALL ABOUT?
  a. The quiz bee will feature five multiple choice questions tackling different concepts or ideas discussed in today’s session.

• HOW CAN PARTICIPANTS WIN?
  a. To participate, simply go to the Slido link provided by the facilitator using your phone, laptop, or computer. You will be able to access the questions there. Questions will be flashed one at a time.
  b. In order to win, participants must answer each question CORRECTLY and SWIFTLY. The first person to get the correct answer will get the highest points for each question. Slido.com will automatically compute and compile the points of each participant. A scoreboard will be shown after each question. After answers to all five questions have been submitted, Slido will reveal the top five winners of our quiz bee.

• WHAT CAN PARTICIPANTS WIN?
  a. Enumerate or show pictures of prizes before starting the game to entice or encourage the participants to join the quiz bee.

• KAMPIHAN SA TAHANAN QUIZ BEE questions for Session 5:
  1] What refers to the standards that recognize and protect the dignity of all human beings?
     a) State obligations  d) Political, social, and economic processes
     b) Human rights      c) Laws and policies
  2] Fill in the blank with the best answer: Women’s rights are ______________?
     a) A universal human need  d) Human rights
     b) Divisible and dependent
  3] What is the key international treaty addressing gender-based discrimination and providing specific protection for women’s rights?
     a) CEDAW  c) RA 9262
     b) Magna Carta of Women d) RA 6972
  4] What is the type of power that refers to a person’s self-worth and self-knowledge?
     a) Power with  c) Power under
     b) Power over  d) Power within
  5] Which R from the 5Rs of UCDW refers to the call to share care workload with family, the community, state, and private sector?
     a) Recognize  c) Redistribute
     b) Reduce  d) Reward

2. OPTIONAL: The facilitator may or may not show summary slides. Depending on the available time, the facilitator may read again or just breeze through the slides.
• What is unpaid care and domestic work (UCDW)?
  a. Includes activities such as childbearing, rearing, household chores and caring for
Care Sessions on Unpaid Care and Domestic Work

Kampihan sa Tahanan

4. Why we need to talk about UCDW?

3. The Basket of Human Rights

5. Power within, to, with

5Rs of UCDW:

a. Recognition
b. Reduction
c. Redistribution

d. Representation
e. Reward

3. Spiel: “For the next session, we will focus on unpaid care work before and during the pandemic. In preparation, we would like to give you a very simple assignment.”

b. Why we need to talk about UCDW?

c. The Basket of Human Rights

d. Power within, to, with

5Rs of UCDW:

- Recognition
- Reduction
- Redistribution
- Representation
- Reward

3. Spiel: “For the next session, we will focus on unpaid care work before and during the pandemic. In preparation, we would like to give you a very simple assignment.”

- Assignment: List down and/or share pictures with the group how you empower or appreciate your main carers at home. If you are the main carer, how do other people show their appreciation to you? How do you appreciate yourself? Post your answers in our GC.

4. Post-test assessment:

- Explain to the participants that there will be a post-test assessment to measure changes in their level of perception or understanding after the session.

- Using the Zoom poll feature, have the participants answer the following:

  a. “I think unpaid care and domestic work is a human rights issue.” (Yes, No, Maybe)
  b. “I think housework and caring for children, the sick and elderly should be considered as WORK.” (Yes, No, Maybe)
  c. “I think housework and caring for other people ensures the fulfillment of their human rights.” (Yes, No, Maybe)
  d. “Fulfilling human rights is the state’s responsibility only. I have no part in it.” (Yes, No, Maybe)
  e. “I am confident that I am knowledgeable about the issue of unpaid care and domestic work.” (Yes, No, Maybe)
  f. “I think I only started helping around the house DURING the pandemic.” (Yes, No, Maybe)
  g. “I think I was doing my part in household chores and taking care of my family members BEFORE and DURING the pandemic.” (Yes, No, Maybe)
  h. “I think I have taken some action recently to promote more shared care work at home and in my company.” (Yes, No, Maybe)
  i. “I found the topic to be very informative and useful in my everyday life.” (Yes, No, Maybe)
  j. “I think the session was coordinated, organized and facilitated well.” (Yes, No, Maybe)
• Wait for the participants to answer the poll. Poll results should be shared by the facilitator and discussed. Significant percentages or differences in answers should be highlighted.

5. Announcements:

• Give schedule for next session
• Ask participants to join the FB group chat
  ▪ Spiel: “Don’t forget to join us for the next session to earn points for our “Kampihan sa Tahanan” raffle which will be held during the last care session. Attending 4-6 sessions will give you a chance to win household items. So, stay tuned for that!”
  ▪ Give instructions for the distribution of food and communication allowance.

References


Kamplihan sa Tahanan: Care Sessions on Unpaid Care and Domestic Work


Oxfam Pilipinas (n.d.). What is Care Work? Infographic


Stuart, G. (2019, February 1). 4 types of power: What are power over; power with; power to and power within? Retrieved from Sustaining Community [Blog]: https://sustainingcommunity.wordpress.com/2019/02/01/4-types-of-power/


Care Session 6:

CARE-WORKING TOGETHER DURING THE NOW-NORMAL

OBJECTIVES:

1. To brainstorm various ways on how to “unburden” main carers or drivers of UCW
2. To emphasize the importance of laws in the promotion of gender equality and positive gender norms
3. To help the participants reflect on how unpaid care work affects them and their line of work particularly during the pandemic

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<tr>
<td>6. Synthesis</td>
<td>10 minutes</td>
<td>Summary slides, assignment and announcements</td>
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TOTAL: 1.5 hours

METHODOLOGY:

Waiting time (10 minutes)

- Upon opening Zoom for the participants, the title/background video should be played to allow participants to read announcements or instructions while waiting.

- Instructions may include one like the following: “While we wait for other participants, please share your name, company/organization, and location in the chat box.”
• The title/background video may also contain house rules (mute/unmute, raise hand, etc.), a definition of online safe space and the following information:
  o What is a care session?
    ▪ It is an online learning space which provides an opportunity for participants to reflect on and discuss the issue of unpaid care and domestic work as well as women’s empowerment and breadwinner roles.
  o What is unpaid care and domestic work (UCDW)?
    ▪ Includes activities such as childbearing, rearing, household chores and caring for household members and the community.
    ▪ Often disproportionately assigned to women and girls.
    ▪ Care work makes all other work possible. Yet, it is undervalued and invisible.
  o “Did you know?” facts about UCDW
    ▪ “Unpaid care and domestic work tasks are traditionally assigned to and completed mostly by women and girls.”
    ▪ “Unpaid care and domestic work tasks are not paid, requires time and energy, and is done out of social obligation or love and affection.”
    ▪ “Unpaid care and domestic work is often not recognized as work.”

• The facilitator may encourage participants to put their names and other information in the chat box. The facilitator may also remind the participants that the session will start in xx minutes.

Preliminaries (10 minutes)

1. Introduction of host or facilitator
   • Please refer to Session 1 Preliminaries

2. Short introduction of organizations (PKKK and Oxfam)
   • Please refer to Session 1 Preliminaries

3. Why are we here?
   • Please refer to Session 1 Preliminaries

4. Pre-test assessment:
   • Explain to the participants that there will be a pre-test assessment which will help PKKK and Oxfam gauge their level of perception and understanding of the topic at hand.
   • Using the Zoom poll feature, have the participants answer the following:
     a. “I think housework and caring for children, the sick and elderly should be considered as WORK.” (Yes, No, Maybe)
     b. “I think I have a role in addressing the issue of unpaid care and domestic work.” (Yes, No, Maybe)
     c. “I think the government, school and media should be involved in issues relating to housework and caring for children, the sick and elderly.” (Yes, No, Maybe)
     d. “I think the overload of unpaid care and domestic work can be solved only with
proper time management skills.” [Yes, No, Maybe]
e. “I am confident that I am knowledgeable about the issue of unpaid care and domestic work.” [Yes, No, Maybe]
f. “I think I only started helping around the house DURING the pandemic.” [Yes, No, Maybe]
g. “I think I was doing my part in household chores and taking care of my family members BEFORE and DURING the pandemic.” [Yes, No, Maybe]
h. “I think I have taken some action recently to promote more shared care work at home and in my company.” [Yes, No, Maybe]

- Wait for the participants to answer the poll. Poll results should be shared by the facilitator and discussed. Significant percentages or differences in answers should be noted. Based on the results of the poll, the facilitator should discuss or explain concepts or statements which may be initially confusing to the participants in order to garner more positive results with the post-test assessment in mind.

5. House rules and establishing an online safe space

- Please refer to Session 2 Preliminaries

**Menti activity (10 minutes)**

1. Spiel: “To start off, we’re going to have a very simple activity which can help surface your initial ideas about our topic today. This activity will also give the facilitator an idea on how to go about the activities in this session.”

- Please respond to this question: “Why do you think laws are important?”

2. The participants’ answers need not be long. They may respond with one to two words or a phrase that would best describe their answer.

3. After the participants have submitted their answers to the Menti word cloud, the facilitator should read aloud, process and summarize the answers to each question. The facilitator may also call on volunteers to elaborate on their answers.

**Deepening and discussion activity (40 minutes)**

1. Spiel: “Laws are important because they set standards in maintaining peace, order and security in society. Laws also provide people access to justice. Lastly, laws protect and fulfill people’s rights and liberties. Such laws apply to everyone – men, women, girls, boys, persons of diverse SOGIE, PWDs, indigenous peoples and other intersecting identities. At this point, through a simple activity, we will be reviewing some Philippine laws and see how they differentially impact men and women”.

2. Note to the facilitator: This simple activity may be done through a Zoom poll or the facilitator may flash each statement and have the participants answer through the Zoom chat.
3. TRUE/FALSE activity. Have the participants answer TRUE or FALSE to each statement based on what they know, their experiences and even their assumptions.

a) Statement: “When involved in crimes or matters of sexual infidelity (adultery and concubinage), both married men and women receive the same amount or level of punishment.”
   ➢ Answer: FALSE.
   ➢ Source: Philippine ACT No. 1385 The Revised Penal Code Articles 333 and 334
   ➢ Explanation: According to the Revised Penal Code, only women can be charged with adultery, and only men can be charged with concubinage. If we read the articles in the Code, it can be seen that married women are given heavier sentences. Aside from that, when a woman catches her husband in an act of concubinage, our law requires her to prove or present the evidence needed (read below), while men need only to prove or present one evidence - that his wife had sexual intercourse with another person.
   • Article 333 on adultery: Adultery is committed by any married woman who shall have sexual intercourse with a man not her husband and by the man who has carnal knowledge of her knowing her to be married, even if the marriage be subsequently declared void.
     i. Adultery shall be punished by prision correccional in its medium and maximum periods. [six years for both the married woman and her paramour]
     ii. If the person guilty of adultery committed this offense while being abandoned without justification by the offended spouse, the penalty next lower in degree than that provided in the next preceding paragraph shall be imposed.
   • Article 334 on concubinage: Any husband who shall keep a mistress in the conjugal dwelling, or shall have sexual intercourse, under scandalous circumstances, with a woman who is not his wife, or shall cohabit with her in any other place, shall be punished by prison correctional in its minimum and medium periods. (four years and one day for the married man)
     i. The concubine shall suffer the penalty of destierro/banishment.

b) Statement: “Parents who, by surprise, catch their daughter/s with ages below 18 years old in a sexual act with another person, and physically injure and even kill both child and her seducer will only be punished by banishment and not imprisonment.”
   ➢ Answer: TRUE.
   ➢ Source: Philippine ACT No. 1385 The Revised Penal Code Article 247
   ➢ Explanation: This statement is true. This certain article paints girls to be more inferior than boys, with the latter having more freedom in the family. Furthermore, the law perpetuates harmful gender norms which dictate that women should be held at higher moral standards and social expectations when it comes to their sexuality. Any deviation from those expectations permits the
parents, especially the father, to injure or kill his daughter and her seducer. In addition, the law also paints girls to be properties of their parents, and women to be properties of their husbands.

- **Article 247 on death or physical injuries inflicted under exceptional circumstances.** Any legally married person who, having surprised his spouse in the act of committing sexual intercourse with another person, shall kill any of them or both of them in the act or immediately thereafter, or shall inflict upon them any serious physical injury, shall suffer the penalty of destierro. If he shall inflict upon them physical injuries of any other kind, he shall be exempt from punishment. These rules shall be applicable, under the same circumstances, to parents with respect to their daughters under 18 years of age and their seducer, while the daughters are living with their parents. Any person who shall promote or facilitate the prostitution of his wife or daughter or shall otherwise have consented to the infidelity of the other spouse shall not be entitled to the benefits of this article.


3. Statement: “The father and mother shall both exercise parental authority over their children. When it comes to disagreements, collaborative decision-making recognizing the power of both parties should be done.

- **Answer:** FALSE.
- **Source:** Philippine EO No. 209 The Family Code of the Philippines Article 211
- **Explanation:** While it is true that the law acknowledges that both parents shall both exercise parental authority over their children, when it comes to disagreements, the decision of the father shall prevail unless the mother resorts to judicial action. According to the Philippine Commission on Women (n.d.), the article gives “...the husband/father the power to decide and completely divest the wife/mother of any say unless she resorts to judicial action. This is discriminatory to women because it uses the proxy standard of sex by blindly presuming that the man always knows the best thing to do for the family, whereas the woman is not fit to make such sound judgment (para. 9).”

- **Article 221:** The father and the mother shall jointly exercise parental authority over the persons of their common children. In case of disagreement, the father’s decision shall prevail, unless there is a judicial order to the contrary...xxx” [emphasis supplied.]

4. Ask the participants why they think Philippine laws were created this way and allow them to process their answers.
5. Key message: “Our laws can perpetuate harmful gender norms which might create and/or strengthen stereotypes that limit one’s fulfillment of their human rights.”

- Spiel: “From our activity, we can gather that men and women, boys and girls are regarded and treated differently by the State which regards men as the decision-makers, property-holders and as liberated sexual beings, whereas women are followers whose bodies are properties of their husbands and their families. These stereotypes that our laws perpetuate stem from, build up and strengthen the gender norm: “Men are the breadwinners of the family, while women are the caregivers.” Our lawmakers who subscribe to this gender norm assumes that men have more power than women in their family because they are the ones earning. Therefore, they are the decision-makers and property-holders and are granted with more freedom. Women, on the other hand, are the opposite. These kinds of laws which promote gender inequalities contribute to the non-recognition and non-redistribution of unpaid care and domestic work because women are being limited to a caregiving role.”

6. Spiel: “At this point in our workshop, we will be watching a short video about unpaid care and domestic work and the impact of laws on women.”


8. After watching the video, ask the following questions one at a time. The participants may either raise their hand and unmute or post their answers in the Zoom chat box.

- “Who are the characters in the video?”
- “What are the care work issues of women portrayed in the video?”
- “Do you think the issues portrayed in the video are true to life?”
- “What were the ways presented in the video that helped the woman/women?”
- “Can these solutions be replicated in the Philippines?”

9. Flash the question: “What are some amendments or new laws that you, as BPO workers, want and need in order to unburden the overload of unpaid care and domestic work during this pandemic?” (i.e., amending existing harmful laws and enacting new ones that would provide quality care services, day long minding centers, water systems, social benefits, etc.)

10. Allow the participants to spend the rest of the time brainstorming together what care services or interventions that the state, private sector (their companies), communities and the rest of society can invest in.

11. Key message: “In our previous activity, we looked at two laws which had provisions that supported harmful gender norms. It cannot be denied that there are other laws in the Philippines that need to be amended in order for them to be more inclusive about the needs and issues related to unpaid care work. The Philippines also lacks laws which specifically address this issue. More needs to be done in recognizing that unpaid care work sustains our
lives and our society that is why it is important that it is recognized as both work and human rights issues.”

12. Key message: “In the video that we watched, we saw how inclusive and care-sensitive laws can drastically change a woman’s life – in terms of health, well-being and fulfillment of their human rights. By having these kinds of laws, women and other marginalized identities are given more time and opportunities to participate in society more equally with men. These state laws and interventions, paired with our own actions and power to create or influence a counterculture, will pave the way for women to be recognized and to be given opportunities to be breadwinners and men as caregivers of the family as we care-work together for a better new normal. (Important point: women and men can both be breadwinners and caregivers).”

13. Reclaiming power over ourselves, building a counterculture

a. What is “power within”?
   - “Power within is a concept which refers to a person’s self-worth and self-knowledge.”
   - “Each one of us has the capacity, skill and knowledge to contribute, participate and lead in any given situation.”
   - “Mahalaga ako at may likas akong taglay na galing.”

b. What is “power with”?
   - It is shared power that grows out of collaboration and relationships.
   - It is built on respect, mutual support, shared power, solidarity, influence, empowerment and collaborative decision-making.
   - “We have decided how we are going to be with each other in a manner that serves us.”
   - Relate the matter back to the title of the care sessions – “Kampihan sa Tahanan.”

c. What is “power to”?
   - Together (power with), we can effect change and make a difference towards achieving a more equal and kinder world.

14. Spiel: “Relating the matter back to unpaid care work, what do we do now?”

a. “Our understanding of unpaid care and domestic work and the gender roles attached to it is deeply entrenched in our culture.”

b. “Since we have power within, power with and power to, we can do something to change the situation and influence social agents or institutions. We can do so by practicing the 5Rs of UCDW:
   - Recognize unpaid and poorly paid care work, which is done primarily by women and girls, as a type of work or production that has real value.
     - Life hack: tips from life coach Apples Garcia
   - Reduce the total number of hours spent on unpaid care tasks through better access to affordable and quality time-saving devices and care support infrastructure.
     - Life hack: Oxfam manager Leah Payud’s insights on using Time and Labor-Saving Equipment (TLSE)
   - Redistribute unpaid care work more fairly within the household and simultaneously shift the responsibility of unpaid care work to the state and the private sector.
• Life hack: Mr. and Mrs. Domesticated’s tip on how to use jokes and lamby to encourage a partner to share care work
  ▪ Represent the most marginalized caregivers and ensure that they have a voice in the design and delivery of policies, services and systems that affect their lives.
• Life hack: participation and support of key influential people particularly from the government
  ▪ Reward more and decent work opportunities for care workers.

Reflections/sharing (10 minutes)

1. Pose the following questions:
   
   • “What did you learn in today’s session? How has the session helped you?”

2. Let the participants answer either through the chat box or by raising a hand and unmuting. Ask the participants to share in the chat box what they learned in the session or how the session has helped them (one word or a phrase will do).

Synthesis (10 minutes)

1. OPTIONAL: The facilitator may or may not show summary slides. Depending on the available time, the facilitator may read again or just breeze through the slides.

2. “Kampihan sa Tahanan” raffle draw and graduation
   
   • The facilitator should prepare beforehand the list of those eligible to join the raffle draw [must have attended 4-6 sessions]. PKKK may upload the names of eligible participants to an online randomizer. Six participants will be receiving grand prizes [top three or first three
   
   • drawn from the online randomizer]. Minor prizes will also be given to three more participants.
   
   • After the raffle draw, the facilitator will flash all the names of the participants from Care Sessions 1-6 and explain how the participants will receive their online certificates as well as their food and communication allowances to close the program.

3. Post-test assessment
   
   • Explain to the participants that there will be a post-test assessment to measure changes in their level of perception or understanding after the session.
   
   • Use the Zoom poll feature and have the participants answer the following:
     a. “I think housework and caring for children, the sick and elderly should be considered as WORK.” (Yes, No, Maybe)
     b. “I think I have a role in addressing the issue of unpaid care and domestic work.” (Yes, No, Maybe)
     c. “I think the government, school and media should be involved in issues relating to
Kampihan sa Tahanan: Care Sessions on Unpaid Care and Domestic Work

housework and caring for children, the sick and elderly.” [Yes, No, Maybe]
d. “I think the overload of unpaid care and domestic work can be solved only with proper time management skills.” [Yes, No, Maybe]
e. “I am confident that I am knowledgeable about the issue of unpaid care and domestic work.” [Yes, No, Maybe]
f. “I think I only started helping around the house DURING the pandemic.” [Yes, No, Maybe]
g. “I think I was doing my part in household chores and taking care of my family members BEFORE and DURING the pandemic.” [Yes, No, Maybe]
h. “I think I have taken some action recently to promote more shared care work at home and in my company.” [Yes, No, Maybe]
i. “I found the topic to be very informative and useful in my everyday life.” [Yes, No, Maybe]
j. “I think the session was coordinated, organized and facilitated well.” [Yes, No, Maybe]

• Wait for the participants to answer the poll. Poll results should be shared by the facilitator and discussed. Significant percentages or differences in answers should be highlighted.

4. Announcements for Special Care Session 7

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Care Session 7:

GENDER NORMS AND UCDW IN THE EXPERIENCE OF BPO MILLENNIALS DURING COVID-19

OBJECTIVES:

1. To emphasize and strengthen the connection between gender norms (breadwinner responsibilities and caregiving) and the work that women, men, boys, girls and persons of diverse SOGIE do in the context of COVID-19
2. To highlight and surface BPO millennials’ lived experiences and thoughts about unpaid care and domestic work as well as gender norms gathered throughout the previous six care sessions and from WAGI’s baseline study
3. To provide a special summary or overview session for recurring BPO millennial participants and a catch-up session for new participants who joined later in the course of the campaign

MODULE FLOW:

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<tr>
<td>TOTAL:</td>
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<td></td>
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</tbody>
</table>

METHODOLOGY:

Waiting time (10 minutes)

- Upon opening Zoom for the participants, the title/background video should be played to allow participants to read announcements or instructions while waiting.
- Instructions may include one like the following: "While we wait for other participants, please share your name, company/organization and location in the chat box."
Preliminaries (10 minutes)

1. Introduction of host or facilitator

2. Short introduction of organizations (PKKK, Oxfam and IW)
   - When discussing the organizations, a PPT slide should be used to facilitate their brief introduction and help the participants digest the information better even when explained swiftly.
   - Project introduction:
     a. PKKK – "The Pambansang Koalisyon ng Kababaihan sa Kanayunan (PKKK) is a national coalition of rural women organizations with members consisting of women farmers, fishers, women informal workers, Moro, indigenous peoples, women settlers and youth from all over the Philippines. PKKK and its members work towards the advancement and fulfillment of rural women’s rights."
     b. Oxfam Pilipinas -- "Oxfam Pilipinas is an international non-government organization which envisions and works for a future where Filipinos are free from poverty."
     c. INVESTING IN WOMEN – "Investing in Women, an initiative of the Australian government, catalyzes inclusive economic growth through women’s economic empowerment in Southeast Asia."

3. Why are we here?
   - "Influencing gender norms in the time of COVID-19" project campaign
a. Spiel: “This is a campaign funded by Oxfam Pilipinas and Investing in Women (IW), which challenges inequality, structures, norms and values that are central in advancing women’s rights and economic access and empowerment. By the end of the campaign, the following are the expected results”:
   - Promotion of positive shifts in gender norms by local influencers
   - Unique practices and positive deviance among urban millennial men and women
   - Discussions and debates on the impact of COVID-19 on gender norms, shared UCW and breadwinner responsibilities are initiated

b. New project campaign developments
   - Because of new project campaign developments, what was originally a six-month campaign with six care sessions became a seven-month one with a seventh care session.
   - The project partners decided to hold a seventh care session because they saw it as a good opportunity to continue the rapport with previous participants and to engage new ones. The seventh care session is entitled, “Gender Norms and UCDW in the Experience of BPO Millennials During COVID-19” and it has the following objectives:
     - To emphasize and strengthen the connection between gender norms (breadwinner responsibilities and caregiving) and the work that women, men, boys, girls and persons of diverse SOGIE do in the context of COVID-19
     - To highlight and surface BPO millennials’ lived experiences and thoughts about unpaid care and domestic work as well as gender norms gathered throughout the previous six care sessions and from WAGI’s baseline study
     - To provide a special summary or overview session for recurring BPO millennial participants and a catch-up session for new participants who joined later in the course of the campaign
       - This session is considered a special non-mandatory activity. New and previous BPO millennial participants are welcome to join.

c. Incentives and prizes -- explain the following to the participants:
   - All participants will receive food allowances amounting to Php285.00 per person per session attended
   - All participants of the seventh care session will be receiving special care kits and giveaways
4. Pre-test assessment

- Explain to the participants that there will be a pre-test assessment which will help PKKK, Oxfam and IW gauge their level of perception and understanding of the topic at hand.

- Using the Zoom poll feature, have the participants answer the following:
  a. “I think housework and caring for children, the sick and elderly should be considered as WORK.” (Yes, No, Maybe)
  b. “I think men also have the responsibility to do housework and caring for children, the sick and elderly.” (Yes, No, Maybe)
  c. “I think the government should be involved in issues relating to housework and caring for children, the sick and elderly.” (Yes, No, Maybe)
  d. “I think the issue of unpaid care and domestic work should be recognized, valued and appreciated.” (Yes, No, Maybe)
  e. “I am confident that I am knowledgeable about the issue of unpaid care and domestic work.” (Yes, No, Maybe)
  f. “I think I only started helping around the house DURING the pandemic.” (Yes, No, Maybe)
  g. “I think I was doing my part in household chores and taking care of my family members BEFORE and DURING the pandemic.” (Yes, No, Maybe)
  h. “I think I have taken some action recently to promote more shared care work at home and in my company.” (Yes, No, Maybe)

- Wait for the participants to answer the poll. Poll results should be shared by the facilitator and discussed. Significant percentages or differences in answers should be noted. Based on the results of the poll, the facilitator should discuss or explain concepts or statements which may be initially confusing to the participants in order to garner more positive results with the post-test assessment in mind.

5. House rules and establishing an online safe space

- Spiel: “Part of our objectives for these care sessions is to create an online safe space where we can pause and reflect about our lives given the topic at hand.”

- Present the following definition for OSS:
  a. What is an online safe space?
     - “It is a place or an environment where a person is respected, secure, can show and communicate their true self where there is genuine care, support system, sensitivity, equality, no judgment and no discrimination against one’s gender, age, race, social standing and experiences.” [Miriam College]

- Spiel: “To achieve our objectives and to create an online safe space, we need to have the participants’ full cooperation and participation.”
  a. It is important for the facilitator to ask if the participants are “G” (game) to create and maintain this online safe space for everyone during the session. They can type “G” on the chat box if they agree to uphold and maintain the online safe space with everyone.
Deepening activity and discussion (40 minutes)

1. Spiel: “To start off, we’re going to have a very simple game called “Word Association” using the word cloud feature on the Menti website. We will be going through each of the words in the concept: “unpaid care work.” The facilitator will be flashing each word at a time, and participants will be asked to type the first word they think of when they hear or read this word. Participants will submit their answers through Menti.”

2. Flash the following words in order, one at a time.
   - Unpaid
   - Care
   - Work

3. The facilitator should process the participants’ answers after each word. It is important to take note of the answers which fit or relate to the actual definition of unpaid care work.

4. From their answers to each of the words, collectively piece together what UCW is. The facilitator may pick words from the Word Association game to build the definition or ask the participants which definition is based on their own answers.

5. After the activity soliciting the meaning of UCW, thank the participants for their participation and proceed to discuss the actual definition of unpaid care work.

   - What is unpaid care and domestic work (UCDW)?
     i. Includes activities such as childbearing, rearing, household chores and caring for household members and the community.
     ii. Often disproportionately assigned to women and girls because of gender norms
     iii. Gender norms are ideas, expectations and standards about how women and men should be and how they should act. Internalized early in life, gender norms can establish a life cycle of gender socialization and stereotyping.

   - UCDW statistics
     i. 16.4 billion hours are spent in unpaid care work each day. This is equivalent to two billion people working eight hours per day or a full-time shift for no remuneration. (Source: study by UNESCAP (Sep 2021) entitled, “COVID-19 and the Unpaid Care Economy in Asia and the Pacific”)
     ii. Research findings from the 2017 Oxfam National Household Care Survey found out that Filipino women spend 12 hours daily on care work while men only spend five hours to do the same. Four years after, in 2021, another study by Oxfam was conducted to account for Filipinos’ care work during the COVID-19 pandemic, a time when the majority were forced to stay at home and work from there. It was also found out that women’s care work increased to 13 hours a day while men’s care work also increased to eight hours a day.
• “Unpaid”
  i. Because UCDW is non-remunerated work, its value and contributions are not being recognized and appreciated.
  ii. Care work makes all other work possible. It is the cornerstone of all human activity and is essential for the market economy to function.
  iii. There is a need to recognize UCW as an economic activity which greatly impacts a country’s national income or gross domestic product (GDP).
  iv. “Recognition of the role of the care economy and its reorganization are imperative to correcting gender imbalances in the public and private spheres.” (Source: study by UNESCAP [Sep 2021] entitled, “COVID-19 and the Unpaid Care Economy in Asia and the Pacific”)

• “Care”
  i. Gender norms and stereotypes dictate that women are society’s and their family’s caregivers while men are the breadwinners.
  ii. Caring qualities, activities and responsibilities are often perceived and relegated to women and girls
  iii. Common notion: Care is “natural” – therefore, it is free and normal

• “Work”
  i. Gender division of labor - refers to the allocation of different jobs or types of work to women and men. Productive or paid work is most often assigned to men, while reproductive work or unpaid care work is often assigned to women.
  ii. Unpaid care work or reproductive work is often not recognized as work. In effect, it is also regarded as a non-issue – something that should not be considered a problem, criticized or questioned.
  iii. Care work is work. It makes all other work possible.
  iv. The Care Diamond (state, community and NGOs, family, the private sector) must ensure that care work is shared (by the family and society) and must provide decent and paid opportunities for care workers.

• Unpaid care and domestic work are both a gender and a human rights issue. It affects everyone – women, girls, men, boys, the LGBTQIA+, PWDs, the elderly and those who are not part of traditional families such as single-headed households and same-sex couples. Because of this reality, it is important that everyone understands the gravity of this issue and promotes change in their various spaces as people work together to fulfill the rights of those who are unjustly burdened by an overload of UCW.

6. Spiel: “Over the past months, f both new and old participants in this care sessions have discussed the concept and experience of unpaid care and domestic work during the pandemic. Through participatory discussions, the sessions were able to collectively surface the UCW experiences and ideas of BPO participants during the pandemic. This time, we would like to use your words and your knowledge in summarizing and highlighting what UCW is from your perspective.”
7. Proceed to show the participants’ ideas and experiences lifted from the Saved Zoom chats from Care Sessions 1-6. The messages of the participants may be presented in a manner that appeals to millennials (please refer to the “Categorized anecdotes from CS BPO PAX” matrix and PPT slides for content). Based on the saved Zoom chats during Care Sessions 1-6, here are the following categories of their answers:

- Gender norms about women
- Gender norms about men
- Decision-making
- UCW strategies/experiences of BP0s
- Men as breadwinners and women as caregivers
- Sources of gender norms and stereotypes
- Rejecting stereotypes
- Hoping and striving for change
- Empowering messages
- Recommendations

8. After presenting the BPO participants’ UCW anecdotes, ask them if they want to add anything, clarify, agree or disagree with any statement.

9. Key message: “We did this activity in order to show that you, our participants, already have UCW knowledge that stems from your own experiences. What we did together during our care sessions was to collectively surface and provide an open space to talk about the kind of work that is made invisible and not recognized, valued and appreciated. With your knowledge and ideas, we hope that we can together effect change that will fulfill the human rights of our care workers and address the issue of gender inequality and unpaid care work.”

10. Reclaiming power over ourselves, building a counterculture

   c. What is “power within”?
      ▪ In order to effect change together, we must start with ourselves.
      ▪ “Power within is a concept which refers to a person’s self-worth and self-knowledge.”
      ▪ “Each one of us has the capacity, skill and knowledge to contribute, participate and lead in any given situation.”
      ▪ “Mahalaga ako at may likas ako taglay na galing.”

   d. What is “power with”?
      ▪ It is shared power that grows out of collaboration and relationships.
      ▪ It is built on respect, mutual support, shared power, solidarity, influence, empowerment and collaborative decision-making
      ▪ “We have decided how we are going to be with each other in a manner that serves us.”
      ▪ Relate the matter back to the title of the care sessions -- “Kampihan sa Tahanan.”

   d. What is “power to”?
• Together (power with), we can effect change and make a difference towards achieving a more equal and kinder world.

11. 5Rs of UCDW

• Since we have power within, power with and power to, we can do something to change the situation and influence social agents or institutions. We can do so by practicing the 5Rs of UCDW:
  i. Recognize unpaid and poorly paid care work, which is done primarily by women and girls, as a type of work or production that has real value.
   1. Life hack: tips from life coach Apples Garcia
  ii. Reduce the total number of hours spent on unpaid care tasks through better access to affordable and quality time-saving devices and care support infrastructure.
   1. Life hack: Oxfam manager Leah Payud’s insights on using Time and Labor Saving Equipment (TLSE)
  iii. Redistribute unpaid care work more fairly within the household and simultaneously shift the responsibility of unpaid care work to the state and the private sector.
   1. Life hack: Mr. and Mrs. Domesticated’s tip on how to use jokes and lambing to encourage a partner to share care work
  iv. Represent the most marginalized caregivers and ensure that they have a voice in the design and delivery of policies, services and systems that affect their lives.
   1. Life hack: participation and support of key influential people particularly from the government
  v. Reward more and decent work opportunities for care workers.

• OPTIONAL: If there is enough time, have a second activity on the 5Rs of UCDW. Ask the participants to list down activities, policies or infrastructure that they need in order to address their overload of UCW. The participants may start off by using the recommendations that they had in the previous care sessions [refer to “Categorized anecdotes from CS BPO PAX” matrix and/or PPT for content] and categorizing them into the 5Rs. The participants may also add new recommendations.

Reflections/sharing (10 minutes)

1. Pose the following questions:
   • “What did you learn in today’s session? How has the session helped you?”

2. Let the participants answer either through the chat box or through unmuting. Ask the participants to share what they learned in the session or how the session has helped them in the chat box. [One word or a phrase will do.]
Synthesis (10 minutes)

1. **OPTIONAL:** The facilitator may or may not show summary slides. Depending on the available time, the facilitator may read again or just breeze through the slides.

2. Closing remarks

3. Post-test assessment

   - Explain to the participants that there will be a post-test assessment to measure changes in their level of perception or understanding after the session.

   - Using the Zoom poll feature, have the participants answer the following:
     a. “I think housework and caring for children, the sick and elderly should be considered as WORK.” [Yes, No, Maybe]
     b. “I think men also have the responsibility to do housework and caring for children, the sick and elderly.” [Yes, No, Maybe]
     c. “I think the government should be involved in issues relating to housework and caring for children, the sick and elderly.” [Yes, No, Maybe]
     d. “I think the issue of unpaid care and domestic work should be recognized, valued and appreciated.” [Yes, No, Maybe]
     e. “I am confident that I am knowledgeable about the issue of unpaid care and domestic work.” [Yes, No, Maybe]
     f. “I think I only started helping around the house DURING the pandemic.” [Yes, No, Maybe]
     g. “I think I was doing my part in household chores and taking care of my family members BEFORE and DURING the pandemic.” [Yes, No, Maybe]
     h. “I think I have taken some action recently to promote more shared care work at home and in my company.” [Yes, No, Maybe]
     i. “I found the topic to be very informative and useful in my everyday life.” [Yes, No, Maybe]
     j. “I think the session was coordinated, organized and facilitated well.” [Yes, No, Maybe]

4. Announcements:
   - Distribution of care kits
## References


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