

TOPIC:
VIOLENCE PREVENTION
ONE DAY TRAINING OF VOLUNTEERS



Learning objectives

At the completion of this topic, volunteers will be able to:

- + deliver the five lesson cards on preventing violence
- + identify various forms of interpersonal violence – physical, sexual, emotional/psychological and neglect
- + recognize that violence is preventable
- + define populations who are at higher risk of violence
- + identify practical actions to prevent violence in families and communities including during disasters
- + name options for handling and referring disclosures of violence



Main learning points



Key learning points

1. Everyone deserves to be safe from violence: physical, sexual, emotional and through neglect.
2. Hitting other people is harmful and unnecessary.
3. Sexual violence is cruel and degrading.
4. Crushing a person's self-esteem is damaging and unhealthy.
5. Violence can be prevented; helping resources and laws exist.



Suggested outline of activities

Depending on the number of volunteers and amount of discussion, this topic will take approximately 330 minutes / 5.5 hours to complete. This is equivalent to a one day of training (7 hours) if an additional sixty minutes is set aside for lunch and there are two fifteen minute breaks built into the day.

I. Introduction	Present information from the topic summary.	45 min.
II. Discussion	Volunteers will discuss the types of violence and vulnerable populations.	90 min.
III. Check your understanding	Self-assessment.	20 min.
IV. Activity in the Red Cross Red Crescent	Volunteers will practice their understanding using case studies.	175 min.

Facilitator tip:

- Violence can be a sensitive topic for some people due to having experienced it in some form and/or feeling a variety of emotions such as fear, shame and mistrust. The topic of violence should be handled with care and compassion.
- Remember to focus the discussions so that solutions remain practical and appropriate to the context where people live and work.
- If a translator is required to support the training, increase the training time by 40%.



Materials and preparation

- Prepared short presentation using the information from the topic summary.
- The Violence Prevention lesson cards.
- Power point tool.
- Flipchart paper and coloured markers.
- Copies of the local violence prevention laws for the territory or country.



Topic summary

IFRC's Strategic framework for Violence Prevention.

The IFRC has included Violence Prevention as part of its strategic framework. This includes: strategic aim three (promoting social inclusion and cultures of nonviolence and peace) of Strategy 2020; the Strategy on Violence Prevention, Mitigation and Response; Gender Strategy; and through global pledges and declarations. Many National Societies also include Violence Prevention in their own strategic frameworks and programming.

Everyone deserves to be safe from all violence – physical, sexual, emotional/psychological and neglect.

Children are the smallest, weakest and most dependent members of society so they are at the highest risk of violence. Women can also be at high risk because of the discrimination they face. Men,

the elderly, people with disabilities, and anyone who is seen as “different” or “less than” others can also be at high risk to violence. In disasters the risk of violence is increased.

Hitting another person is harmful and unnecessary.

Physical violence can have a physical and emotional impact on the victim/survivor. There are many options to disciplining children that do not include physical harm. Adults can communicate and deal with conflict with other adults without hitting or using violence. Not hitting others is also important because when people watch or hear violence in their family or community, it is unsafe and has long lasting impacts.

Sexual violence is cruel and degrading.

No child (girls or boys) or adult (women or men) should be touched in inappropriate, unsafe sexual ways. Sexual violence is cruel and people who inflict should feel ashamed. Sexual violence is often kept secret because children and adults are fearful or embarrassed to talk about what has happened. Sexual violence can occur against females or males of all ages and people of any sexual orientation.

Crushing a person’s self-esteem is damaging and unhealthy.

Emotional/psychological violence is part of all other forms of interpersonal violence – physical and sexual. Emotional violence can crush a person’s self-esteem; emotional scars can take longer to heal than physical bruises. Discrimination, such as gender-based discrimination, increases the risk of violence, especially against girls and women.

Violence can be prevented; helping resources and laws exist.

All adults have a responsibility to prevent violence. Although it is very challenging, violence is a preventable public health problem – in the same ways as other public health problems like malaria, measles, malnutrition, road accidents and HIV can be prevented and mitigated. There are practical actions individuals, families and communities can all take - prevention requires action from everyone. Helping resources exist for children and adults who have been hurt by violence.

Levels of violence in the world.

Examples of statistics on violence globally include:

- Each day 4,200 people die from violence (1.6 million a year); more than 90 per cent of them in low and middle income countries; approximately 2,300 die from suicide, 1,500 from interpersonal violence and 400 from collective violence.ⁱ
- Each year, 16 million cases of injury, due to violence, are severe enough to receive medical attention in hospitals.ⁱⁱ
- 500 million–1.5 billion children experience violence each year.ⁱⁱⁱ
- An estimated one in 20 elderly people experience abuse.^{iv}
- At least one out of every three women around the world has been beaten, coerced into sex, or otherwise abused in her lifetime—with the abuser commonly being someone known to her.^v
- Males are victims of nearly 80 per cent of all homicides, 60 per cent of suicides, and 80 per cent of violence-related injuries.^{vi}

For use in the section on “Discussion”

Overview of interpersonal violence (“violence”).

Interpersonal violence is when one person uses his or her own power, in any setting, to cause harm physically, sexually or emotionally/psychologically or through neglect to another person or group of people. Interpersonal violence is a global humanitarian problem. It occurs in every continent, country and community. Violence occurs in homes, schools, communities and online and the risk is increased in disasters. The impact of violence can be devastating for individuals, their families and communities

and can last a whole lifetime or even generations. There can be physical, emotional and psychological impacts.

Ecological model of violence – a comprehensive perspective.

There is no single cause of violence. People hurt other people due to complex dynamics between individuals, their families, communities and societies. The factors that mix to cause violence can be called “social determinants” or “root causes.” The ecological model shows how many factors at many levels combine to put people at risk. Although it is complex, violence is preventable.

People involved in an act of violence.

For each act of interpersonal violence there is a person inflicting violence, a target or victim/survivor of the violence, and often bystanders who watch, hear or know of the violence.

The person inflicting violence needs to stop using violence and take responsibility for their violent actions. The victim/survivor needs to get help and know that the violence is not their fault. The bystanders need to know they have an important role to prevent violence, speak out and get help – once it is safe to do so. When bystanders intervene, the risk of violence happening or continuing is significantly decreased.

Convention on the Rights of the Child (CRC) and Convention on the Elimination of Discrimination against Women (CEDAW).

CRC, article 19, states that all children have the right to live lives free of violence; The CRC articles can be summarized into the following categories: protection, participation and provision.

CEDAW calls nation states to eliminate discrimination against women and girls. This includes violence.

Culture.

Culture has been used throughout history as an excuse to hurt people; this is unacceptable. *Cultures* do not hurt, degrade and humiliate other people – *people* do. People’s behaviour can become safer and more respectful. Over time cultures and individuals can change; practices that are proven to be damaging, can be altered.

Disasters and violence.

In disasters, the risk of violence can increase because of shocks including the collapse of protective systems; increased individual, family and community stress; people relying on harmful coping mechanisms like alcohol and drugs; and crowded and insecure environments. Practical action to address violence in disasters include: Not acting out violently from anger or fear; managing stress levels (by staying busy, meditating/breathing deeply, helping others, taking time for yourself); not relying on harmful coping strategies like alcohol or drugs; making a disaster response plan for individuals and families so they know what to do and where to go to be safe; and working with communities to build prevention into disaster planning.

Key definitions

Violence: The IFRC defines violence as the use of force or power, either as an action or omission in any setting, threatened, perceived or actual against oneself, another person, a group, or a community that either results in or has a high likelihood of resulting in death, physical injury, psychological or emotional harm, mal-development or deprivation.

In essence, violence between people (interpersonal violence) is when one person uses his or her power, in any setting, to cause harm physically, sexually or psychologically to a person or group of people.

Sexual violence is a broad term that encompasses sexual abuse; sexual assault; sexual harassment; and sexual exploitation including forced prostitution and trafficking.

- Physical violence** is when a person in a position of power or trust deliberately hurts or threatens to injure another person—this includes hitting, throwing, pushing, grabbing, pulling, burning, chemical assaults, etc.
- Emotional/psychological violence** is when a person in a position of power, authority or trust repeatedly attacks a person’s self-esteem verbally or non-verbally. This can be done through a variety of actions including rejecting, degrading, isolating, ignoring, terrorizing, corrupting and exploiting. While physical scars may heal, emotional hurt may continue to cause pain long after the violence occurs.
- Neglect** is when a child’s basic needs are not met. Basic needs include safety/protection, nutrition, shelter, good hygiene, medical and dental care, adequate education, moral guidance and discipline, etc.
- Child:** Is defined by the *United Nations Convention on the Rights of the Child* as every human being under the age of 18 years unless, under national law, the age of majority is attained earlier. (Ensure you know the definition of a child that is used in the location of your training and when the).



Facilitator directions

I. Introduction to Violence Prevention ⌚: 45 minutes

1. Welcome volunteers to the session.
2. Ask volunteers what they have practised in their homes and in the community as a result of the previous sessions.
3. Ask volunteers how they have been using the Community Tools and the responses they have received from their community households. Share any feedback they have received about the Community Tools with the branch or chapter staff.
4. Encourage questions during training. Explain that volunteers can also use paper to write questions and deposit them in the question box. The questions will be reviewed and addressed at the end of each topic.
5. Introduce the topic objectives and agenda. Open the session by asking volunteers why they think the community chose this topic. Ask volunteers why preventing interpersonal violence (violence between people) is so important.
6. Review the training objective. Explain that the:
 - key objective of this one day training is to prepare volunteers to deliver five lesson cards on Violence Prevention to beneficiaries in local communities
 - five lesson cards (each thirty minutes; one card one hour) can be delivered at one time or in parts over several days or weeks and they can be complemented by other activities such as community theatre, music, etc.
 - training and the lesson cards are expected to be delivered in an interactive way and build on participant knowledge
7. Explain how violence prevention fits within the strategic aims of the IFRC and the National Society.
8. As a group define violence.
9. Complete the “treasure hunt” activity to introduce the volunteers to the messages of the lesson cards.
 - Break the group into smaller groups of 4 people each and ask each of them to answer the following questions.
 - When complete, debrief the answers (in the brackets below after each question) – use the content in the “Topic summary section” to add more details to each answer.

<u>“Treasure hunt” questions</u>	Lesson Card
- What are the five key messages of the Violence Prevention module?	1-5
- What card is designed to take the longest time to deliver?	2
- Which card discusses practical actions that can be taken to prevent sexual violence?	3
- Which card provides options for healthy discipline of children?	2
- What cards talk about the risk of violence in disasters?	1-5

- Which card lists the impact of violence; list three examples?	1
- Which card outlines the different ways people can hurt each other emotionally?	4

10. Review statistics on violence by asking volunteers to guess what statistics are correct (using the power point slides).

11. Explain that violence is predictable and preventable public health problem. It is not inevitable.

II. Discussion

🕒: 90 minutes

1. Key questions.

- Divide the volunteers into ten groups.
- Paste ten pieces of flip-chart paper on the walls – on each piece of paper write one of the questions listed below.
- Ask each group to stand next to one piece of paper – and ask them to answer their question (on the paper) within five minutes.
- After the five minutes are complete, ask each group to rotate to a new piece of paper (going clock-wise) and take three minutes to add more answers to the last group’s answers.
- Continue until all groups have answered all, or most, questions.



Questions

- What is emotional/psychological violence? Give examples
- What is sexual violence? Give examples
- What is physical violence? Give examples
- What is neglect/deprivation of children? Give examples
- What are alternatives to hitting children for discipline?
- Which populations are the most vulnerable to violence? Why?
- What role do “bystanders” have in preventing violence?
- Why does the risk of violence increase in disasters?
- What gives some people more power than others? How can power be misused?
- If a child reports violence to you, what can you do to respond?

Summarize. Have each group return to their “starting flip chart” and pick out two critical points to share with the larger group. As a group discuss any issues that were challenging, surprises, or are of particular importance. (Refer to the lesson cards where necessary to show how the answers are reflected in the actual CBHFA tools).

Facilitator tip:
 In discussions, remember that:
 - violence is often kept secret and hidden – it is not seen by others

- the impact of violence can be different for each individual based on many factors. No one form of violence necessarily has a greater impact than others
- although some categories of people can have increased risk to violence (e.g. children, women, the elderly and people with disabilities), violence can affect girls, boys, women and men of all ages and backgrounds
- people who inflict violence need to take responsibility for their own behaviour; this includes when men are violent towards other men, women or children
- the Red Cross Red Crescent has an important role to address violence through our work in communities and through our influence with key decision makers at all levels
- by working with communities, we can help identify practical solutions to prevent violence that are appropriate to the local realities. We can all take action within ourselves, families and communities
- like other public health problems, violence is preventable. This is supported by growing evidence from around the world

III. Check your understanding

: 20 minutes

1. Ask volunteers to review the main learning points of the training up to this point.
2. Ask volunteers to work in pairs to complete the self-assessment; the self-assessment is to check their understanding of the information covered so far.
3. Allow enough time for everyone to complete the self-assessment.
4. Have volunteers check the answers against the answers below.



Answer key:

1. What are alternatives to hitting children when they need discipline:
 - Discipline when you are calm – do not discipline if you are angry
 - Separate yourself from people you are upset with if you are very angry, return to talk to them when you are calm
 - Use positive language – using hurtful words and insults is not effective or necessary
 - Model the behaviour you want your children, family and friends to follow
 - Remember discipline means “to teach”; use each situation as a teaching opportunity.
2. What are some situations in a family when it is okay to hit someone else?
 - It is never okay or necessary to hit someone. Violence is not safe, effective or necessary. Violence should not be used in a family or in any situation.
3. What are some of the human impacts of violence?
 - Physical injuries.
 - Emotional injuries like feelings of shame, powerlessness and betrayal, confusion, sadness, and anger.
 - Loss of trust and self-esteem.
 - Diseases/illnesses.
4. If you watch or hear someone being sexually hurt, what immediate action can you take?
 - Get the person being hurt to safety.

- Get help immediately.
- Speak up to bring attention to the violence.
- Make it clear to the inflictor that violence is unacceptable and must stop immediately.
- Talk to someone else in the home or community who can help.

5. What practical actions can you take to prevent violence in a disaster?

- Do not act out violently in anger or fear.
- Manage your stress levels through talking to others, meditation or deep breathing, keeping your hands and mind active, helping others, taking time for yourself whenever possible.
- Do not use harmful coping strategies like alcohol or drugs.
- Find people who can support you emotionally and physically.
- Make a plan so you and your family know how and where to go to be safe; plan how your family can communicate and re-connect after a disaster.
- Work with community leaders, organizations and schools to build violence prevention into disaster planning.

6. If a person tells you they are being hurt by violence what can you do to help the person?

- Listen to the person and show empathy.
- Comfort the person.
- Take the person to a safe place.
- Know the community resources and support systems.
- If it involves a child, report the violence immediately to a helping resource in the community.

IV. Activity to practice delivering messages

🕒: 175 minutes

1. Review the key messages:



Key learning points

1. Everyone deserves to be safe from violence: physical, sexual, emotional and through neglect
2. Hitting other people is harmful and unnecessary
3. Sexual violence is cruel and degrading
4. Crushing a person's self-esteem is damaging and unhealthy
5. Violence can be prevented; helping resources and laws exist

2. Ask volunteers if there are any additional key messages.

3. Ask volunteers what practical, solution-oriented actions they can take to prevent violence in the community. Record their responses on a flipchart. Refer to the topic summary and add any further information.

4. Review/practice community activity.



Activity:

Split the volunteers into five groups and ask each group to practice delivery of one of the Violence Prevention lesson cards.

1. Assign each group one lesson card which they will be responsible to present.

2. Provide each group with fifteen minutes to practice delivering their lesson card. Ask the groups to ensure their presentations (using the directions and content on the back of the lesson cards) are interactive, involve all members of the group, and engage the audience.
3. Ask each group to deliver in twenty minutes the key elements of their lesson card to the whole group. After each presentation, allow ten minutes for the other groups to each provide feedback – two positive remarks about the presentation and two areas they have questions about or believe can be improved.
4. After all of the groups are finished, debrief themes about what worked, what did not, and answer any other questions the volunteers may have.
5. Highlight that the sessions to beneficiaries are best when they involve questions and participation from, are conversational (not a lecture) and are delivered with clarity.
6. Emphasize that the lesson cards are one tool to deliver the key messages; this can be complemented by community activities like theatre, music, etc. to reinforce the key messages.
7. If there is still time in the day, reinforce the learning through another practice session. Split the volunteers into pairs. Provide each pair ten minutes to practice delivering a new lesson card (other than the one they have already delivered). This session can focus on specific elements of the lesson card – not all parts need to be covered. The goal of the session is to make the volunteers comfortable with delivery of the lesson cards and content.

Allow 10 minutes for one volunteer to present to their partner and then vice-versa (10 minutes).

Once completed, allow ten minutes for the pairs to provide each other feedback on what worked, what did not, and to answer any other questions.

5. Answer any final questions.
6. Thank volunteers for their participation in the training.

ⁱ Butchart, A., Brown, D., Wilson, A., & Mikton, C. (2008). *Preventing violence and reducing its impact: How development agencies can help*. World Health Organization. Retrieved from: http://whqlibdoc.who.int/publications/2008/9789241596589_eng.pdf.

ⁱⁱ Butchart, A., Brown, D., Wilson, A., & Mikton, C. (2008). *Preventing violence and reducing its impact: How development agencies can help*. World Health Organization. Retrieved from: http://whqlibdoc.who.int/publications/2008/9789241596589_eng.pdf.

ⁱⁱⁱ UNICEF. (2009). *The state of the world's children, special edition: Celebrating 20 years of the Convention on the Rights of the Child*. New York: UNICEF.

^{iv} Butchart, A., Brown, D., Wilson, A., & Mikton, C. (2008). *Preventing violence and reducing its impact: How development agencies can help*. World Health Organization. Retrieved from: http://whqlibdoc.who.int/publications/2008/9789241596589_eng.pdf.

^v General Assembly. *In-Depth Study on All Forms of Violence against Women: Report of the Secretary General, 2006*. A/61/122/Add.1. 6 July 2006.

^{vi} Butchart, A., Brown, D., Wilson, A., & Mikton, C. (2008). *Preventing violence and reducing its impact: How development agencies can help*. World Health Organization. Retrieved from: http://whqlibdoc.who.int/publications/2008/9789241596589_eng.pdf.