Part VII – Glossary
Adult protective services identify and assess elderly and disabled adults who have been abused or are at risk of abuse, investigate these cases and provide services, in part to prevent abuse from occurring or recurring.

After-school programmes extend adult supervision and aim to improve children’s academic achievement and school involvement by supporting their studies and offering recreational activities outside normal school hours.

Armed violence is the use or threatened use of weapons to inflict injury, death or psychosocial harm, which undermines development.

Caregiver support programmes to prevent elder abuse provide services to relieve the burden of caregiving, by, for instance, providing help with housekeeping and meal preparation, respite care, support groups and day care.

Changing social and cultural gender norms aims to alter the social expectations that define appropriate behaviour for women and men, such as norms that dictate men have the right to control women, and which make women and girls vulnerable to physical, emotional and sexual violence by men.

Child maltreatment is the abuse and neglect of children under 18 years of age. It includes all types of physical and/or emotional ill-treatment, sexual abuse, neglect, negligence and commercial or other exploitation, which results in actual or potential harm to the child’s health, survival, development or dignity in the context of a relationship of responsibility, trust or power.

Child protection services investigate cases of child maltreatment and identify, assess, and provide services to children and families in an effort to protect children and prevent further maltreatment, while wherever possible preserving the family. Such services are also sometimes known by other names, often attempting to reflect more family-centred (as opposed to child-centred) practices, such as “children and family services”, “child welfare services” or even “social services”.

Collective violence is the instrumental use of violence by people who identify themselves as members of a group – whether this group is transitory or has a more permanent identity – against another group or set of individuals in order to achieve political, economic or social objectives.

Community policing strategies aim to establish police-community partnerships and a problem-solving approach that is responsive to the needs of the community, through an active partnership between the police and the community.

Elder abuse is any act of commission or omission (in which case it is usually described as “neglect”), that may be either intentional or unintentional and involves persons aged 60–65 years or more (the age bracket for “old age” varies by country but often coincides with the official age of retirement). The abuse may be physical, sexual, psychological (involving emotional or verbal aggression), or financial, or involve other material maltreatment and result in unnecessary suffering, injury or pain, the loss or violation of human rights, and a decreased quality of life for the older person.

Gang violence is the intentional use of violence by a person or group of persons who are members of, or identify with, any durable, street-orientated group whose identity includes involvement in illegal activity.

Gender norms are social expectations that define what is considered appropriate behaviour for women and men. The different roles and behaviours of females and males, children as well as adults, are shaped and reinforced by gender norms within society.

Home visiting programmes involve visits by nurses to parents and children in their homes to prevent child maltreatment and promote positive infant, child and parental development by providing support, education and information.

Interpersonal violence is the intentional use of physical force or power, threatened or actual, by a person or a small group of people against another person or small group that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation.

Intimate partner violence is behaviour within an intimate relationship that causes physical, sexual or psychological harm to those in the relationship, including acts of physical aggression, sexual coercion, psychological abuse and controlling behaviours.
Medico-legal services for sexual violence victims provide immediate medical and psychosocial care and legal advice for victims, and collect medical and legal evidence to corroborate victim accounts and help identify perpetrators.

Mentoring programmes assume that a warm and supportive relationship with a positive adult role model can help to protect children and adolescents against involvement in youth violence. Mentoring programmes typically match a young person — particularly one at high risk of antisocial behaviour or growing up in a single-parent family — with a caring older person from outside the family. Mentors may be older classmates, teachers, counsellors, police officers or other members of the community.

Microfinance combined with gender equity training is designed to benefit women living in the poorest communities and combines the provision of microfinance with training and skills-building sessions for men and women on gender roles and norms, cultural beliefs, communication and intimate partner violence.

Parenting education programmes are usually delivered in groups with the aim of preventing child maltreatment and other problem behaviours by improving child-rearing skills, increasing knowledge of child development and encouraging positive child management strategies.

Pre-school enrichment programmes introduce young children early on to the skills necessary for success in school, and may also include the acquisition of life skills, thereby increasing the likelihood of future academic success and reducing the likelihood that children will become involved in violence as they grow into adolescents and young adults.

Problem-orientated policing integrates daily police practice with criminological theory and research methods to enhance prevention and reduce crime and disorder, and emphasizes the use of systematic data analysis and assessment methods.

Professional awareness campaigns to prevent elder abuse are designed for social and health care professionals whose routine contact with older people puts them in a position to identify and support those at risk of abuse or already being abused. They aim to increase professional awareness of elder maltreatment and improve professionals’ ability to identify and deal effectively with suspected cases, and include education about the signs and symptoms of elder maltreatment, discussion on the roles and responsibilities of professionals in protecting older people, and training in problem-solving skills.

Physical environment improvement involves efforts to reduce the likelihood of sexual assault by, for instance, improving the safety of trains or buses through the provision of special seating areas and/or compartments for women and girls, and ensuring that streets and parking areas have adequate street lighting.

Residential care policies and procedures to prevent elder abuse aim to improve standards of care in nursing and other residential care homes for elderly people by implementing policies and procedures within the homes that will reduce the likelihood of elder maltreatment. These may include promoting teamwork and professional development, a focus on person-centred care, and regular audits.

Schools-based bullying prevention programmes can take different forms. Individualized interventions provide anger management, social skills and assertiveness training to children already involved in bullying. Peer-led interventions teach peer helpers the basic skills of active listening, empathy, problem solving and supportiveness that they need to help others involved in a bullying situation. Whole-school approaches include the development of an anti-bullying policy, increased adult supervision on school grounds, the establishment of an anti-bullying committee and involvement of parents.

School-based dating violence prevention programmes typically aim to reach students aged 14–15 years, are often integrated into existing health and physical educational curricula and taught in sex-segregated classes. They have an underlying theme of healthy, non-violent relationship skills, and frequently involve using graduated practice with peers to develop positive strategies for dealing with pressures and the resolution of conflict without abuse or violence.

Self-directed violence is violence a person inflicts upon himself or herself, and categorized as suicidal behaviour or self-abuse.
Sexual violence is:

- any sexual act or attempt to obtain a sexual act
- unwanted sexual comments or advances or acts to traffic

that are directed against a person’s sexuality using coercion by anyone, regardless of their relationship to the victim, in any setting, including at home and at work.

Three types of sexual violence are commonly distinguished: sexual violence involving intercourse (i.e. rape), contact sexual violence (for example, unwanted touching, but excluding intercourse), and non-contact sexual violence (for example, threatened sexual violence, exhibitionism and verbal sexual harassment).

Sexual violence prevention programmes for school and college populations involve college/university, high school and middle school populations, and usually include educational and awareness-raising exercises that focus on challenging rape myths; providing information on acquaintance and date rape; reviewing statistics on rape, and coaching in risk reduction and protective prevention skills.

Social development/life skills training programmes are designed to help children and adolescents manage anger, resolve conflict and develop the necessary social skills to solve interpersonal problems without violence, and are usually implemented in school settings.

Training children to recognize and avoid potentially sexually abusive situations is usually delivered in schools, and aims to teach children about body ownership; the difference between good and bad touch; how to recognize potentially abusive situations; how to say “no”, and how to disclose abuse to a trusted adult.

Violence is the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation.

Violence against women is defined as any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether in public or in private life.

Youth violence is violence involving people between the ages of 10–29 years.