Violence and Injury Prevention
Short Course – Facilitator’s Guide

Preventing Intimate Partner and Sexual Violence against Women
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Introduction

This facilitator’s guide is intended for those who will conduct the short course. It provides an overview of the course, a suggested agenda, as well as some information about adult learning that may help you facilitate the course.

Before you conduct the course, we suggest that you read through this facilitator’s guide, develop a customized agenda for your audience, select and potentially adapt the modules to your local situation (e.g., add local data and examples), and prepare the handouts and materials needed for each session (as indicated at the beginning of each module).

Besides this facilitator’s guide, you will need the files for each module, which include PowerPoint presentations, facilitator notes, and participant handouts. In some cases modules will also contain activity handouts that will provide additional information. We recommend that the modules in this course be presented according to the order provided in the course agenda; however adaptations can be used made, to accommodate your schedule.

Course Overview

This course presents an evidence-based public health and life-course approach to preventing intimate partner and sexual violence against women.

It provides an overview of the scale of the problem, its consequences and costs, risk and protective factors for intimate partner and sexual violence, and the importance of intimate partner and sexual violence primary prevention strategies.

This course seeks to promote better understanding of the field of intimate partner and sexual violence prevention; and to provide participants a basic understanding of the following:

- The importance of a primary prevention approach to intimate partner and sexual violence
- Definitions of intimate partner violence and sexual violence
- Magnitude and distribution of intimate partner and sexual violence
- Consequences of intimate partner and sexual violence
- Risk factors and protective factors for intimate partner and sexual violence (organized according to the ecological model)
- Primary prevention strategies to address intimate partner and sexual violence
- Improving programme planning and evaluation
Training Audience

The primary training audience for this course includes:

- Individuals actively engaged in developing policies for intimate partner and sexual violence prevention and implementing intimate partner and sexual violence prevention programmes.

Secondary training audience(s):

- Individuals providing financial support for intimate partner and sexual violence prevention programmes;
- Individuals providing support for women's health and wellness programmes;
- Individuals working in sectors relevant to intimate partner and sexual violence prevention programmes (e.g. criminal justice, emergency departments, shelters, outreach, etc.)

Training Objectives

1. Acquire a basic understanding of the evidence-based public health approach to intimate partner and sexual violence prevention and appreciate the importance of primary prevention strategies.

2. Acquire an understanding of the nature, magnitude, and consequences of intimate partner and sexual violence against women, including the global and local epidemiology of intimate partner and sexual violence;

3. Acquire an understanding of the risk and protective factors for intimate partner and sexual violence in general and within the local context;

4. Acquire an understanding of the evidence base for the primary prevention of intimate partner and sexual violence prevention;

5. Acquire an understanding of the planning, implementation, and evaluation of primary prevention programmes for intimate partner and sexual violence.
Details of the Course

Course duration: 3 days

Topics Covered

1. Introduction to an Evidence-Based Public Health and Life-Course Approach to Preventing Intimate Partner and Sexual Violence
2. The Nature and Magnitude of Intimate Partner and Sexual Violence
3. The Consequences of Intimate Partner and Sexual Violence
4. Risk and Protective Factors for Intimate Partner and Sexual Violence
5. Primary Prevention Strategies – The Evidence Base
6. Primary Prevention Strategies - Examples of Programmes for Which There is Some Evidence
7. Improving Programme Planning and Evaluation: Step 1-3
8. Improving Programme Planning and Evaluation: Step 4-6
# Agenda

## Day 1

<table>
<thead>
<tr>
<th>Time</th>
<th>ACTIVITY</th>
<th>Notes for Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 – 9:00 AM</td>
<td>Registration</td>
<td></td>
</tr>
<tr>
<td>9:00 – 9:30 AM</td>
<td>Welcome and Overview of Course &amp; Pre-Course Questionnaire</td>
<td>Refer to the Course Overview and Pre-Course Questionnaire provided in this document.</td>
</tr>
<tr>
<td>9:30 – 11:00 AM</td>
<td><strong>Module 1</strong>: Introduction to an Evidence-Based Public Health and Life-Course Approach to Preventing Intimate Partner and Sexual Violence</td>
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<tr>
<td></td>
<td>• Presentation 1</td>
<td>Refer to the folder Module 1</td>
</tr>
<tr>
<td></td>
<td>• Module 1 Activity: Categorizing Intimate Partner and Sexual Violence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prevention Activities and Programmes</td>
<td></td>
</tr>
<tr>
<td>11:00-11:30AM</td>
<td>Coffee/Tea Break</td>
<td></td>
</tr>
<tr>
<td>11:30 – 1:00 PM</td>
<td><strong>Module 2</strong>: The Nature and Magnitude of Intimate Partner and Sexual Violence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Presentation 2</td>
<td>Refer to the folder Module 2</td>
</tr>
<tr>
<td></td>
<td>• Module 2 Discussion: Small Group Role Play Defining and Reporting Intimate Partner and Sexual Violence</td>
<td></td>
</tr>
<tr>
<td>1:00-2:00PM</td>
<td>Lunch Break</td>
<td></td>
</tr>
<tr>
<td>2:00-3:30PM</td>
<td><strong>Module 3</strong>: The Consequences of Intimate Partner and Sexual Violence</td>
<td></td>
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<tr>
<td></td>
<td>• Presentation 3</td>
<td>Refer to the folder Module 3</td>
</tr>
<tr>
<td></td>
<td>• Module 3 Discussion: Long-Term Consequences of Intimate Partner and Sexual Violence</td>
<td></td>
</tr>
<tr>
<td>3:30 – 4:00 PM</td>
<td><strong>Wrap-up Day 1</strong></td>
<td>Wrap up may include a review of the Take Home Messages for today’s Module Activities. This may include a group discussion and final feedback or responses from participants.</td>
</tr>
</tbody>
</table>


## Day 2

<table>
<thead>
<tr>
<th>Time</th>
<th>ACTIVITY</th>
<th>Notes for Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 – 9:30 AM</td>
<td>Review of Day 1, Overview of Day 2</td>
<td>Review of Day 1 may consist of a recap of the Summary and Conclusion section and Take Home Message of the Activity section of Modules 1, 2, and 3. Overview of Day 2 should include what topics will be covered throughout the day.</td>
</tr>
</tbody>
</table>
| 9:30 – 11:00 AM | **Module 4**: Risk and Protective Factors for Intimate Partner and Sexual Violence  
- *Presentation 4*  
- *Module 4 Activity*: Identifying Risk and Protective Factors of Intimate Partner and Sexual Violence at Different Levels of the Ecological Model | Refer to the folder Module 4 |
| 11:00-11:30AM | Coffee/Tea Break | |
| 11:30AM-1:00PM | **Module 5**: Primary Prevention Strategies – The Evidence Base  
- *Presentation 5*  
- *Module 5 Activity*: Elevator or Taxi Cab Speech | Refer to the folder Module 5 |
| 1:00-2:00PM   | Lunch Break | |
| 2:00-3:30PM   | **Module 6**: Primary Prevention Strategies - Examples of Programmes for Which There is Some Evidence  
- *Presentation 6*  
- *Module 6 Activity*: Reviewing the Effectiveness of Primary Prevention Strategies | Refer to the folder Module 6 |
| 3:30 – 4:00 PM | Wrap-up Day 2 | Wrap may include a review of the Take Home Messages for today’s Module Activities. This may include a group discussion and final feedback or responses from participants. |
# Day 3

<table>
<thead>
<tr>
<th>Time</th>
<th>ACTIVITY</th>
<th>Notes for Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 – 9:30 AM</td>
<td><strong>Review of Day 2, Overview of Day 3</strong></td>
<td>Review of Day 2 may consist of a recap of the Summary and Conclusion section and Take Home Message of the Activity section of Modules 4, 5, and 6. Overview of Day 3 should include what topics will be covered throughout the day.</td>
</tr>
<tr>
<td>9:30 – 11:00 AM</td>
<td><strong>Module 7: Improving Programme</strong></td>
<td>Refer to the folder Module 7</td>
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<tr>
<td></td>
<td>Planning and Evaluation: Step 1-3</td>
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<td></td>
<td>• <strong>Presentation 7</strong></td>
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<tr>
<td></td>
<td>• <strong>Module 7 Activity:</strong> Applying Steps 1-3 to Strengthen Planning and Implementation</td>
<td></td>
</tr>
<tr>
<td>11:00-11:30AM</td>
<td><strong>Coffee/Tea break</strong></td>
<td></td>
</tr>
<tr>
<td>11:30AM-1:00PM</td>
<td><strong>Module 8: Improving Programme</strong></td>
<td>Refer to the folder Module 8</td>
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<tr>
<td></td>
<td>Planning and Evaluation: Step 4-6</td>
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<tr>
<td></td>
<td>• <strong>Presentation 8</strong></td>
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<tr>
<td></td>
<td>• <strong>Module 8 Activity:</strong> Applying Steps 4-6 to Strengthen Planning and Implementation</td>
<td></td>
</tr>
<tr>
<td>1:00-2:00PM</td>
<td><strong>Lunch Break</strong></td>
<td></td>
</tr>
<tr>
<td>2:00 – 3:30 PM</td>
<td><strong>Module 9: Future Research Priorities</strong></td>
<td>Refer to the folder Module 9</td>
</tr>
<tr>
<td></td>
<td>and Conclusions</td>
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</tr>
<tr>
<td></td>
<td>• <strong>Presentation 9</strong></td>
<td></td>
</tr>
<tr>
<td>3:30 – 4:00 PM</td>
<td><strong>Wrap-up; Post-Course Evaluation</strong></td>
<td>The wrap-up may include a review of the Take Home Messages and a dialogue with participants about: What they learned from the course, How this information will be pertinent to their work, Next steps for how they plan to implement this knowledge in their local settings and work places. This may include a group discussion and final feedback or responses from participants. For the Post-Course Evaluation, please refer to the Post-Course Questionnaire provided in this document.</td>
</tr>
</tbody>
</table>
The following section presents some critical aspects of adult learning, which you may want to consider as you prepare to deliver face-to-face workshops on Violence and Injury Prevention. Attending to the different learning styles of your participants and engaging them throughout the workshop will help ensure the success of the program. For instance, you may pause at different points during a PowerPoint presentation and pose a question to your audience or encourage audience members to share some relevant example(s).

**The Nature of Adult Learning**

Adults are practical learners who are motivated when the learning is relevant and directly applicable to their lives. Adults' learning needs are often generated by real-life problems and changing life events.

Adults need a learning environment that feels safe. It is important to establish guidelines that provide for a respectful, nonjudgmental learning environment in which participants' confidentiality is maintained. Doing so enables participants to feel safe enough to make mistakes, share their thoughts and opinions freely, and take the risks needed to learn. In addition, facilitators who give participants positive reinforcement help to build participants' sense of competence.

Adults need a sense of control over their learning. Goals and objectives should be reviewed at the beginning of a training session involving adults. While the facilitator should be flexible about accommodating participants' needs throughout the training, this flexibility needs to be balanced with maintaining sufficient control to cover the essential material and keep the event on track.

The experience, knowledge, skills, and interests that adults bring should be acknowledged as a rich resource for learning. Drawing on participants' previous experiences and accomplishments can be an effective way to help them make connections to material that is new to them.

As adults learn, they need time to integrate and internalize new information. Adults master new information and skills more readily when it relates to and fits with their perspective and past experiences. It can be very helpful for the facilitator to ask periodically if participants have any questions.

When new learning conflicts with their beliefs or values, adults may need opportunities to air their concerns. Facilitators may find it necessary to describe a new or different idea repeatedly and in a variety of ways; it takes adults time to make the accompanying mental and emotional shifts.
Adults learn best when they can ask questions, discuss ideas, participate in activities, and learn from each other. Adults benefit from activities (especially in small groups) where they can apply, analyze, synthesize, and generalize from what they have been learning. When participants are able to debrief in a large group following a small-group activity, their learning is further enhanced. There are many such opportunities for interaction in the workshop that you will deliver.

The Role of the Facilitator

A facilitator uses lectures when appropriate but also does the following:

- **Engages** participants in discussions and activities
- Keeps discussions and activities **focused, interesting, and useful**
- Draws on participants' **previous experiences**
- Helps participants to **integrate** what they are learning

A facilitator maximizes learning by striking a balance between conveying the necessary material and attending to participants' needs and the group process.

Facilitation is critical when working with adults because it moves the adult learner out of the role of passive listener and into the role of active participant in the learning process. When a learning experience for adults is well-facilitated, participants make connections between the information and skills they are learning and their work and/or personal lives; they also share information, ideas, and experiences with their fellow learners.

When facilitating learning activities, effective facilitators utilize the following skills:

- **Communicating effectively**
  *This includes talking slowly, making eye contact, and reacting to the audience to ensure that the material is presented clearly to participants and the pace of the course is neither too fast nor too slow.*

- **Encouraging discussion and keeping it focused**
  *This includes engaging the audience by asking questions and listening to feedback at times during the presentation and during the module activity. It is important to keep participants on track when conversation begins to become sidetracked away from the main focus of the module.*
• **Using well-structured learning activities**
  *This includes clearly explaining the activities to participants and ensuring that all materials have been prepared to hand out in advance. It is important to make sure that everyone in the group understands what the purpose of the learning activity is and what their role will be in the activity. For small group activities it is important to check in with each group to listen to what they are suggesting and making sure that any questions they have are addressed.*

• **Understanding and addressing the group's needs**
  *This includes providing locally relevant examples. While the content of the modules provides a foundation for learning, there is a strong need to make the course relevant to local concerns. Adjustments can be made to incorporate local issues by adding new information or changing slides as needed.*

• **Managing time**
  *This includes keeping presentation, activities, discussions, and breaks within the scheduled time frames. It is helpful to become acquainted with the content of presentations and activities before the meeting and to practice presenting material within the given timeframe.*

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### Dealing with Challenging Training Situations

When there is a significant problem with a training or workshop, it is often the result of something the facilitator or the participants (or a combination of the two) are doing. Below are examples of challenging training situations that originate with participants, and which have their roots in the facilitator's actions.

#### Challenges Related to Participants' Styles

<table>
<thead>
<tr>
<th>Underparticipation</th>
<th>Some strategies for dealing with underparticipation include the following:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Encourage participants to talk with each other by having them answer each other's questions, for example.</td>
</tr>
<tr>
<td></td>
<td>• Organize small-group activities</td>
</tr>
<tr>
<td></td>
<td>• Ask participants what would help them to participate more actively</td>
</tr>
<tr>
<td></td>
<td>• Have participants work with a partner to think of examples, develop questions, or provide responses to questions</td>
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<tr>
<td></td>
<td>• Ask open-ended questions and allow ample</td>
</tr>
</tbody>
</table>

Underparticipation

There are many forms of underparticipation, including silence, always agreeing, refusing to take part in activities, and coming late or leaving early.

Underparticipation may result when participants are shy, tired, bored, unaccustomed to participating actively in trainings, feeling resistant toward or negative about the topic, or required to attend the training and feel resentful.
<table>
<thead>
<tr>
<th>Overparticipation</th>
<th>Some strategies for dealing with overparticipation include the following:</th>
</tr>
</thead>
</table>
| When participants overparticipate, they may talk too much, interrupt each other and the facilitator, or stray from the topic at hand. Individuals may overparticipate because they are naturally talkative, poor listeners, in need of attention, or overly eager to learn. | • Acknowledge and express appreciation for the person’s contributions  
• Ask the person to connect his or her comments to the topic  
• Summarize the person's points and redirect the discussion  
• State that you would like to hear from participants who have spoken little or not at all  
• Say, "We need to move on to another topic now." |

<table>
<thead>
<tr>
<th>Antagonism or Aggression</th>
<th>Some strategies for dealing with aggression include the following:</th>
</tr>
</thead>
</table>
| An aggressive or antagonistic participant may challenge or argue with the facilitator excessively, stick stubbornly to a certain point of view, or try to take over the session. Participants who challenge a facilitator are not usually being intentionally hostile. Instead, the person may:  
  • Want attention  
  • Resent being in the training  
  • Be upset for reasons unrelated to the training  
  • Be trying to get support for his/her point of view  
  • Not be getting what he or she expected from the training | • Stay calm, listen to what the person is saying, and try to understand his or her perspective.  
• Accept feedback and differences of opinion respectfully. Admit any mistakes you make.  
• Respond with sincerity and try to engage the person in a positive way. Emphasize issues on which you agree. Do not get caught in debating details.  
• Pay attention to signs from the rest of the group that indicate they are either willing or reluctant to move on. (You do not need unanimous agreement to proceed.)  
• If appropriate, offer to talk with the person privately during a break. |
Challenges Related to the Facilitator's Style

The two most common mistakes that facilitators make are talking too much and allowing the group to depart from the agenda or timeframe for the event.

<table>
<thead>
<tr>
<th>Talking Too Much</th>
<th>In order to avoid talking too much, facilitators should do the following:</th>
</tr>
</thead>
</table>
| Some facilitators may simply be unaware that they are talking too much; others truly believe that what they have to say is more important than participants' contributions. In either case, participants end up feeling left out, bored, and/or frustrated, all of which detract from the learning experience. | • Focus on valuing the contributions of participants  
• Become aware of how much time they allow others to speak  
• Build time into the agenda for participant contributions  
• Not skip or shorten opportunities for participants to talk, even if time is running short |

<table>
<thead>
<tr>
<th>Departing from the Agenda/Timeframe</th>
<th>To keep the group on track, facilitators should do the following:</th>
</tr>
</thead>
</table>
| Straying from the agenda can happen when the facilitator talks too much, allows discussion or a small-group activity to continue for too long, lets reports from small groups run too long, or allows a break to last too long. When this occurs, important content may not be covered sufficiently (or not at all), and some participants may feel that they did not have enough opportunity to contribute and/or that the topics of most importance to them were cut short. | • Have a clear agenda that is reviewed with the group at the beginning of the training and posted for easy reference  
• Make adjustments if the group deems it valuable to deviate from the agenda, so that the essential content gets covered and all participants have a chance to contribute  
• have someone else (a co-facilitator or participant) serve as timekeeper, giving a signal when it is nearly time to move to the next activity |

Another challenge that you may confront as a facilitator is being asked a question for which you do not have an answer. In this situation, it is best to do the following:

- Be honest. Admit that you do not know the answer. (Remember, it is human not to know everything!).
- Not be defensive.
• Not offer an incorrect answer.

• Come prepared with background material that you can review for an answer while participants are engaged in another activity.

• Offer to check with other resources and send an answer later (be sure to follow up).

The information in the Adult Learning section has been adapted with permission from the Fetal Alcohol Center for Training (FACT) Online Training of Trainers! course (Education Development Center, Inc.).

Planning for Your Workshop

In this section, you will start planning the logistics for the face-to-face workshop. Attending to the details of the workshop will help ensure the success of the program.

Preparing for the Workshop

There are some details to address in the last few weeks and days before you deliver the workshop including the following:

Food: Simple refreshments can go a long way toward creating a positive learning environment for everyone. Organizing light refreshments (e.g., coffee, tea, juice, water) and snacks (e.g., fruit, cakes, biscuits) is absolutely essential.

Nametags: Providing nametags for participants and the facilitator(s) helps everyone get to know each other more quickly.

Participant handouts: Have one photocopy of every handout and the pre-workshop assessment and post-workshop assessment for every participant AND a few additional sets of materials for individuals who may show up without having registered. Handouts are indicated in the Agenda and in the notes for each module.

Facilitator materials: These include the PowerPoint presentations and the module notes.

Equipment: You will need a laptop computer and liquid crystal display projector (if you plan to use the PowerPoint slides).

Equipment check: Before the workshop begins, test your equipment to ensure that it works and that you know how to use it.
Large board or paper to write on: Check with the workshop site to be sure that a whiteboard, blackboard, or newsprint and markers will be available for use at the workshop (if you plan to use them).

Locally relevant examples: While the content of the modules provides fundamental information about intimate partner and sexual violence prevention there is a strong need to make the course relevant to local concerns. Adjustments can be made to incorporate local issues by adding new information or changing slides as needed.

Practice: Become very familiar with the workshop materials and practice the activities before delivering the workshop.

Finally, keep the following pre- and post-workshop suggestions in mind:

<table>
<thead>
<tr>
<th>Setting up the Workshop Space:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Check the temperature, lighting, and noise level in the room.</td>
</tr>
<tr>
<td>• Set up the chairs (so that everyone can see, hear, and interact well) and the refreshments.</td>
</tr>
<tr>
<td>• Arrange participant nametags, handouts so they can be easily accessed.</td>
</tr>
</tbody>
</table>

After the Workshop

• Reflect on what worked and didn't work well in the workshop and make notes so you can make any necessary adjustments the next time you offer the workshop.

The information in the Planning for Your Workshop section has been adapted with permission from the Fetal Alcohol Center for Training (FACT) Online Training of Trainers' course (Education Development Center, Inc.).
Intimate Partner and Sexual Violence Prevention
Pre-Course Questionnaire

1. Name

2. Occupation

3. Institution at which you work and its location.

4. Briefly describe the type of intimate partner and/ or sexual violence prevention related work and activities you are involved in.

5. Briefly describe what you are hoping to get from this course that will help you in your work.
Intimate Partner and Sexual Violence Prevention
Post-Course Questionnaire

1. Did this course change your opinion or ideas on what intimate partner and sexual violence prevention involves? If so, how?

2. How do you see the material presented in this course helping you with your own work?

3. What topics in this course were especially of interest for you?
4. Were there any topics in the course that you would like to see added, that were not covered?

5. Were there any topics in the course that you would like to see deleted, especially if more time were needed for other topics?

6. Do you have any suggestions on how to make the course more useful for people such as yourself?