Full Cooperation: Zero Violence
Stage 3 Training

Train the Trainer

Trainer’s Manual

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Management and Coordination of the project ‘Full Cooperation: Zero Violence’:

Annalise Muscat, Project Manager, Human Rights and Integration Directorate, Malta

Stage 3 Train the Trainer Trainer’s Pack Author:

Beverley Gilbert, Senior Lecturer, Centre for Violence Prevention, University of Worcester, UK

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## Acronyms

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<thead>
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<th>Acronym</th>
<th>Description</th>
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<tr>
<td>CPV</td>
<td>Centre for Violence Prevention at the University of Worcester</td>
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<tr>
<td>DV</td>
<td>Domestic Violence</td>
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<tr>
<td>DASH (2009)</td>
<td>Domestic Abuse, Stalking and Honour Based Violence checklist</td>
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<tr>
<td>GBV</td>
<td>Gender Based Violence</td>
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<tr>
<td>MEAE</td>
<td>Ministry for European Affairs and Equalities</td>
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<tr>
<td>MARAC</td>
<td>Multi Agency Risk Assessment Conference (UK)</td>
</tr>
<tr>
<td>MARAM</td>
<td>Multi Agency Risk Assessment Meeting (Malta)</td>
</tr>
<tr>
<td>MoU</td>
<td>Memorandum of Understanding</td>
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<td>SOP</td>
<td>Service Operating Procedure</td>
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Full Cooperation: Zero Violence

1.1 Main aim of the project

Full Cooperation: Zero Violence aims to develop and implement multi sectoral and multi-disciplinary cooperation that enables relevant professionals to effectively collaborate to prevent and respond to violence against women.

1.2 Objectives of the project

a. To strengthen multi-sectoral and multi-disciplinary cooperation, enabling relevant professionals to collaborate on, mitigate and respond to violence against women (VAW) and gender-based violence (GBV) effectively;

b. To develop and implement training programmes, a manual of procedures (MOP) and a set of standard operating procedures (SOP) enabling cooperation and coordination of professionals from various sectors who come into contact with potential victims, thus ascertaining an upgrade in the quality of services and the introduction of national minimum standards;

c. To raise awareness and encourage victims and potential victims, witnesses and bystanders to report violence and seek help through the upgraded services; and

d. To share lessons learnt in European Union (EU) fora and bilaterally.

1.3 Three Stage Training Profile

Development and delivery of a 3 part-training programme on VAW has been undertaken addressing:

- understanding VAW and GBV;
- identifying VAW and GBV and responding to it;
- supporting victims;
- responding to perpetrators;
- preventing secondary victimisation;
- examine and challenge own professional norms and values on VAW and GBV; and
- comprehensive and appropriate handling of referrals on VAW and GBV.

Stage 1 - Initial 3 days of training to develop an understanding of and to identify VAW and GBV. This training considers who can be victims, including children. The training
considers prevention of DV and GBV, the importance of risk assessment/management and commencement of multi agency information sharing and practice to reduce risk of harm.

- **Stage 2** – A further 3 days of training to enhance understanding of VAW and GBV, to consider complexities of coercive control, stalking and so called honor based violence and this stage has an emphasis on multi agency cooperation, appropriate information sharing and multi agency risk assessment meetings. The findings from the research undertaken by the University of Malta will be incorporated into this stage of training.

- **Stage 3** – 1 day train the trainer package to be delivered to 100 key professionals, within multi agency groups.

### 1.4 University of Worcester’s Involvement

In early 2016 the University of Worcester was approached by the Ministry for European Affairs and Equalities to be the international and principal partner in the *Full Cooperation: Zero Violence* project, with a specific remit to undertake the development and delivery of a tailor made training programme targeting professionals from different agencies and organisations across Malta.

Professor Elizabeth Gilchrist and Beverley Gilbert are the designated trainers for the *Full Cooperation: Zero Violence* project. Both are located at the Centre for Violence Prevention (CVP) at the University of Worcester in the United Kingdom. Both academics have a wealth of relevant academic and professional experience adding high value to the project as a whole. The Centre for Violence Prevention (CVP) is an interdisciplinary and inter-professional centre with an overall aim of providing a stimulating and inclusive environment in which to study and understand violence and abuse and its prevention - regardless of who it is perpetrated by, against or between.

### 1.5 Professionals undertaking training

with the original estimated figures for attendance:

- 40 of 116 doctors at the Primary Healthcare Department (MEH)
- 40 of 236 nurses at the Primary Healthcare Department (MEH)
- 30 of 30 social and community professionals (FSWS)
- 70 of 140 psycho-social school professionals (MEDE)
- 60 of 120 guidance teachers (MEDE)
- 100 of 200 personal and social development teachers (MEDE)
- 15 of 30 legal aid lawyers (MJCL)
- 12 of 42 judges (MJCL)
- 3 of 3 senior professionals at the Department of Justice (MJCL)
- 100 of 300 police officers (MPF)
- 50 NGO professionals (various NGOs)

In excess of 600 professionals from multi agencies have now completed Stage 1 and Stage 2 training, with 100 selected from this number to deliver Stage 3 Training to peers from their own organisations.

1.6 **Research from the University of Malta** – Dr Marceline Naudi, Professor Marilyn Clark and Holger Saliba

The Department of Gender Studies, Faculty for Social Wellbeing at the University of Malta, undertook research as part of *Full Cooperation: Zero Violence*. This sought to identify the barriers survivors of gender-based violence against women in Malta and Gozo face when seeking help and effective interventions at the various state and voluntary run services as seen from their perspective. It also considered issues faced by professionals when delivering a service to the survivors as seen from the professionals’ perspective. The research findings were incorporated into Stage 2 and Stage 3 training.

The research study can be accessed via:


1.7 **Expected results of Full Cooperation: Zero Violence**

- A functioning multi-sectoral and multi-disciplinary group with focal points from the associate partners coordinated by CDV;
- Use of MoP and SOP in victim support;
- Trained professionals ready to support victims and potential victims and work with professionals from other sectors and disciplines; and
- Increased reporting and referrals across sectors and disciplines.
Stage 3 Train the Trainer

2.1 Introduction

This training pack has been developed by the Centre for Violence Prevention (CVP) at the University of Worcester in partnership with Malta’s Ministry for European Affairs and Equalities (MEAE) as part of the Full Cooperation: Zero Violence EU co-funded Project.

Stage 3 Training ‘Train the Trainers’ programme is designed to support the dissemination of information to peers within the trainer’s own professional organisations. The aims of Stage 3 training are to:

- To roll out awareness of gender based and domestic violence to multi agency professionals who have not already completed Stage 1 and Stage 2 Full Cooperation: Zero Violence training throughout 2017/18;
- To identify high risk of harm for those community members experiencing domestic abuse; and
- To give professionals confidence in referral of high risk of harm cases of domestic violence to the Malta Multi Agency Risk Assessment Meetings (MARAM), which is incorporated within the Strategy and Action Plan.

CVP have developed this one-day training programme for professional peer trainers from all partner agencies contributing to the Full Cooperation: Zero Violence project. The information covered within this training day is specifically for dissemination to peer colleagues within the trainers' own organisation:

- Malta’s definition of domestic violence and gender based violence
- Encouraging and responding to disclosure; risk identification; introduction to the DASH 2009 checklist
- Standard Operating Procedure (SOP) and Memorandum of Understanding (MoU) between agencies and entities in Malta
- MARAM and referral routes

2.2 Trainer considerations

Each session has key messages attached that relate to the overall aim of the Stage 3 training programme. Any adaptions that you make should meet these key messages. Timings have been given as a guide, however, you may decide to shorten/expand sessions slightly, or run a couple of
sessions together in a workshop style. Do not leave out sections of this training, or shorten the
day significantly, as this will have an impact on the key messages you are delivering.

When running training it is important to consider the following factors and plan how you will
create a safe environment for learning. This applies even when delivering 'in house' to your own
colleagues.

The points below should ideally be incorporated into your 'Introduction' session.

2.3 Language

Victims/Survivors of domestic abuse are referred to in these materials as a service user, parent,
patient and client interchangeably, depending on the context of the point being made and your
professional context. As a trainer, you will have your own preferred terms and it may be worth
adding these when setting out the context for the training.

'Training participants' will be referred to as such, or as, 'learners' in the context of the training.

2.4 Learning Environment

Trainers should ensure that training participants feel that it is a safe learning environment and
monitor this throughout the session. It is advisable to invite learners to ask questions or to make
comments as they arise throughout the training. This makes for better participation and
discussion between the trainer and learners, and also amongst the whole group.

You are encouraged to vary delivery styles across the sessions, to suit a variety of learning styles
and to keep up training participant engagement levels. Try to minimise PowerPoint use where
appropriate and encourage learner participation as much as possible. Film clips and practical,
participatory exercises are helpful to engage your audience and to illustrate the key points you
wish to make.

It is also valuable to encourage learners to mix with professional peers that they do not normally
work with as this encourages everyone to integrate and share best practice. Given you will be
training to peers within your own agency, it may be best to mix the group to share good practice
amongst each other. So, for example, if you are delivering training to police colleagues, mix the
group so that officers from different Policing Districts and different policing roles are working
together on this Stage 3 training.
As there is group work involved, we would suggest a ‘cabaret style’ training set-up, with four groups if numbers allow. Again, this facilitates discussion, and minimises non-attention or distraction.

It is common to form an agreement about how the learning environment will be managed. Depending on time, you can either agree this following group discussion, or you may simply ask for quick suggestions – see Welcome & Introduction session.

Commonly group agreements include:

- **Time**

  Keeping to time is important if all the learning objectives are to be met and needs to be observed by both trainers and learners. This includes training start times, breaks and in attending the whole day of training. Good time keeping is about respect.

- **Giving everyone space to participate**

  People learn differently. Some individuals learn by asking questions and debating points, whereas others are quieter or more reflective. It is important that everyone think about the needs of others within the learning group. Encourage learners to ask questions but also to consider holding back when they know they have contributed a lot to the discussions so that quieter group members can also have an opportunity to participate.

- **Respecting difference**

  In terms of professional background and level of experience, everyone has something to contribute, irrespective of rank, professional position or time in role. It is also important to acknowledge that we are all diverse and that some diversity is not visible. Ask training participants to think carefully about the language they use, and how this could have an impact on others. You may wish to remind your group about occupational and professional policies around discrimination and equality.

- **Health Warning – wellbeing and personal safety**

  Domestic violence is a prevalent issue in all community groups; some training participants will have experienced domestic abuse directly in their own personal lives, some within their wider family network or within their friendship groups. Some training participants may have perpetrated abuse. This is a reality. It is important to give a health warning at the start of each training day. The points on self-care below can help you address this.
It is crucial to give additional health warnings before starting any exercises that are particularly impactful. For example, if you are going to show some film or use a real case as a case study. The potential for learning will be reduced if learners are distressed and therefore, if you are considering using different materials or film clips, do ensure that they contain nothing graphic or gratuitous.

Some learners may choose to opt out of practical or film sessions. This is entirely appropriate in terms of self-care (see below).

Trainers need to consider whether in light of this, the training participant needs support outside of the training room or whether they will have difficulty in responding to disclosures from clients in their daily role. The trainer(s) should discuss this privately with the training participant and not within the main training group.

➢ **Confidentiality**

Training participants will hopefully take their learning and share it widely; this does not include details of disclosures that other learners may have made about their personal or professional life. It is essential that sensitive or private information should be left in the room. **Trainers have a duty of care; where you have concerns that someone may be at risk in their personal life or if you have concerns about their practice, you will need to speak to them about this and potentially escalate concerns.** Be open and clear about this from the outset but reassure learners that you would consult with them privately first.

➢ **Self-care**

There is no requirement or necessity for learners to make personal disclosures. Where some training participants have experienced domestic violence, some may choose to share this. Encourage learners to think carefully before doing so as it may impact on how comfortable they feel within the group for the remainder of the session. This may be particularly so if they are training alongside people they know and work with. Although many professional training participants will be exposed to upsetting and challenging situations daily in their work, when undertaking training, they are not in their usual professional environment and this can mean that material raises emotional distress in a way they were not expecting. Normalise this and encourage learners to look after themselves; opting out of exercises or taking time out when they need to.

***As a trainer too, it is important to allow yourself time for debrief following delivery.***
➢ **Jargon**

Trainers may wish to list and display unusual terms and acronyms; professional ‘jargon’, on flipchart e.g. MARAM, DASH etc. and invite training participants to highlight any jargon used throughout the session for inclusion on the list. You will find a glossary at the front of this pack.

➢ **Evaluations**

Please ensure that there is adequate time at the end of the training day to allow learners to complete evaluations without rushing or leaving prior to the end of the training day.
Preparation for delivery of training

Please check the list of materials needed for each session (listed at the start of the session). Other considerations:

- To generate the maximum learner motivation and responsivity to this training, you are encouraged to personalise the training session to suit local agency need and to incorporate your own ideas and skills. However, you must deliver the essential materials, policies. It is essential that the key messages associated with the training are covered as they link to the overall aims of the Full Cooperation: Zero Violence project.

- Download the film clips or ensure your venue has efficient internet access in advance. There are sections of the training that use film as a training medium. Check the facilities you will have available to you before the session. Consider alternatives in the event of a technical problem.

- Speak to your Malta MARAM co-ordinator. They will collate MARAM referrals and can tell you the agreed process for this in your area as the MARAM is rolled out in Malta. If possible, it is advisable to observe a local MARAM meeting if you are not familiar with the process.

- Speak to your local domestic abuse service/s. This is likely to be Aġenzija Appoġġ and/or a specialist domestic abuse service. It is important for you to understand the service they offer and how referrals are made in order to encourage learners to make referrals. You should consider linking up with the relevant domestic violence champion for the area/s you will be training in to find out about local resources and agreed processes prior to delivering training to your peer colleagues.

Access to Support Numbers and details

- The Full Cooperation: Zero Violence ‘Collection of Services’ booklet will be useful to show to your training participants, and to highlight the location of this within the MEAE website page for Full Cooperation: Zero Violence.
Domestic abuse support available from:

Aġenzija Appoġġ Head Office

**Address:** 36, St Luke's Road, G'Mangia, PTA 1318

**Telephone:** +356 22959000

**Fax:** +356 21225354

**E-mail:** appogg@gov.mt
Further Reading & Resources MEAE web pages

**Full Cooperation: Zero Violence background information:**

The background and rationale for the project is outlined online, please see the following link:


**Full Cooperation: Zero Violence Training Programme details**

A specifically designed three stage training programme was created by the Centre for Violence Prevention (CV)) at the University of Worcester for professionals from various sectors and disciplines across Malta. The training to professionals helps enhance the existing knowledge and skills of professionals with an emphasis of creating greater awareness of GBV/DV, sensitisation and knowledge on how to respond to victims/survivors and how to better identify victims of violence and enhance confidence in reporting crimes and in help seeking.


**Full Cooperation: Zero Violence Research:**

The research conducted for the *Full Cooperation: Zero Violence* project was carried out by the Department of Gender Studies, Faculty for Social Wellbeing, University of Malta. The research attempts to identify and explore the barriers that survivors of gender-based violence against women in Malta and Gozo face when seeking help and effective interventions at the various state and voluntary services as seen from the survivors’ perspective, as well as those faced by professionals when delivering a service to the survivors as seen from the professionals’ perspective.


**The Gender-based Violence and Domestic Violence Bill**

## Full Day Training Course to be delivered to peers within own organisation

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<th>Topic</th>
<th>Exercise</th>
<th>Aims</th>
<th>Slides</th>
</tr>
</thead>
<tbody>
<tr>
<td>08.00-</td>
<td>Welcome &amp; introductions</td>
<td>Introduction to the training and the trainers, recap on Stage 1&amp;2 training &amp; developments to processes and policies in Malta</td>
<td>Develop an understanding for the purpose and aims of the day, Introductions, trust building and confidence</td>
<td>1-4</td>
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<tr>
<td>08.00-</td>
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<tr>
<td>08.30-</td>
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<tr>
<td>08.30-</td>
<td>Session 1 GBV/DV refresher</td>
<td>Whole group flipchart exercise, defining the issues</td>
<td>To refresh previous learning and establish a common group understanding around GBV/DV, definition, law and prevalence</td>
<td>5-49</td>
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<td>09.30-</td>
<td></td>
<td>Definitions in Malta, law and prevalence of GBV/DV</td>
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<td>09.30-</td>
<td></td>
<td>Power and Control Wheel</td>
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<td>09.30-</td>
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<td>Hear Our Voice - Part 1</td>
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<td>09.30-</td>
<td>Morning Break</td>
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<td>09.45-</td>
<td>Session 2 Legal matters</td>
<td>Legislation and requirements</td>
<td>Present relevant legal documents and entity SOP, MoU process directives</td>
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<td>Agreed SOP and MoU documents and how these work in practice between organisation</td>
<td>Discussion of how these will work and responsibilities</td>
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<tr>
<td>10.45-</td>
<td></td>
<td>***separate addendum document ***</td>
<td></td>
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<tr>
<td>10.45-</td>
<td>Session 3 Encouraging and responding to help seeking</td>
<td>Flipchart exercise on barriers to disclosure/engagement.</td>
<td>To reinforce the value of ‘routine enquiry’ in identifying those at risk.</td>
<td>52-58</td>
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<tr>
<td>12.15-</td>
<td>Lunch</td>
<td></td>
<td>To consider the factors that impact on how responsive a victim of GBV/DV may be.</td>
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<tr>
<td>13.00-</td>
<td>MARAM</td>
<td>MARAM Guidelines and who does what when?</td>
<td>To reinforce the value of using an evidence-based tool to identify and record the risks.</td>
<td>60-86</td>
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<td>13.00-</td>
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<td>Risk, Referral and Representation</td>
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<tr>
<td>Time</td>
<td>Session</td>
<td>Activity</td>
<td>Explanation</td>
<td>Time</td>
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<tr>
<td>14.00-14.45 45 mins</td>
<td>Session 5  Referring high risk case to MARAM</td>
<td>Case Study and referral practice</td>
<td>To feel confident in making a MARAM referral and responsibility in liaising with line manager or MARAM agency representatives</td>
<td>87-92</td>
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<td>14.45-15.00</td>
<td>Evaluations and CLOSE</td>
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<td>Summary of training day and close training to ensure all queries are responded to</td>
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Individual sessional content

Welcome & introductions 30 mins

Aim of session

To set the scene for the training, get to know the group and gather/address any questions, concerns and expectations.

Key messages

The training will give your training participants practical guidance and confidence to respond appropriately with a service user experiencing GBV/DV. It will also cover safe and accountable actions following identification of key risk of harm factors connected with GBV/DV. You will discuss the Maltese MARAM process and the importance of risk assessment and risk management. Some key messages are contained within the PowerPoint slide presentation that must be used in conjunction with this Trainers Manual.

Suggested materials

- Power Point presentation
- Film clips pre downloaded
- Flip chart
- Supporting documents; power and control wheel, MARAM referral form
- Post-it notes (optional)

Considerations

As a minimum, give an overview of the context and set the right tone for training participants to get the best out of the training. The training input will work better if the group have had an opportunity to get to know each other and feel comfortable to ask questions.

Suggested Learning Activity

- Trainers open the training session with a welcome and briefly introduce themselves. This training is aimed at supporting training participants to work safely and appropriately with service users following disclosure or identification of domestic violence. Explain that today will be a practical day with lots of opportunity for questions. Acknowledge that learners are likely to have completed some form of domestic violence awareness training
and that the key elements of this will run through the sessions covered. Acknowledge the diversity of knowledge and experience in the room and that respectful perspectives are welcomed.

✓ Cover Housekeeping (fire escapes/alarms, toilets, breaks, mobile phones).

✓ Invite attendees to introduce themselves. It is suggested that you ask each person to give their name, role/where they work and how that links to those experiencing GBV/DV.

You can offer to support individual training participants on where they can take any queries or find out relevant information (this may be done on the day or after the session).

✓ Highlight today’s aims and objectives (power point)

✓ It is ESSENTIAL to mention that learners take care of themselves and take self-responsibility for any personal disclosures on the training and take time out or pass on an exercise if they need to (see guidance on self-care and welfare in the Introduction section for Trainer above). You might introduce this by acknowledging that some training participants may have personal experience of domestic abuse, either themselves, their friends or family etc., and that most of the group will have encountered domestic abuse with the service users they work with.

✓ Trainer should then cover a learner agreement as outlined in the Introduction section above; confidentiality; jargon; gender; timings; and then using the PP Slide entitled 'Working Together', explain the importance of today’s learning environment and respecting differences. We want everyone to get the best out of the training.

✓ Take any questions before you begin Session 1.
Personal Training Notes:
Aim of session

To refresh previous learning and to establish a common group understanding around GBV/DV. Within your group of training participants, there is likely to be a range of prior learning and understanding from previous professional experience and/or training; this is a refresher to get everyone thinking about GBV/DV from the research, literature and statistics available.

Learning objective

Define GBV/DV and recognise that it is a misuse of power and control within personal intimate or family relationships.

Key Messages

- GBV/DV is a prevalent and pervasive occurrence in society. It is not always physical and is systematic in nature. It is recognised as a form of gender-based violence with, on average, 1 in 4 women experiencing domestic violence in their lifetime. Whilst anyone can experience GBV/DV, the prevalence and impact on women and girls is disproportionate.

- GBV/DV is a misuse of power and control.

- While domestic violence is present in every part of our society, perpetrators will make use of aspects of their partner's 'identity' (e.g. their age, religious or cultural background, social status, disability, sexuality) to make the abusive behaviour more painful or isolating.

- Professionals will be coming into contact with service users, clients or patients experiencing GBV/DV and some of them may be at high risk of serious harm or homicide.

Gender-based violence encompasses the spectrum of abuse experienced disproportionately by women and perpetrated predominantly by men i.e. domestic violence, rape and sexual assault, childhood sexual abuse, sexual harassment, stalking, commercial sexual exploitation, and harmful traditional practices such as female genital mutilation (FGM), forced marriage and so-called 'honour' crimes.
Suggested materials

- Power Point presentation
- DVD or internet access to Hear Our Voice, available by searching for Hear Our Voice Borders on https://www.youtube.com/watch?v=SlhA3QL0tsI
- Flip chart pre-prepared with large template of power & control wheel
- Copies of the Power & Control Wheel (1 per learner - www.theduluthmodel.org) (Appendix 1)
- Optional - Equality Wheel (1 per learner - www.theduluthmodel.org) (Appendix 2)

Considerations

You might prefer to use other videos for this session. Do however; ensure that similar messages and content are used so that the key points regarding GBV/DV are conveyed to your learners.

*Please make sure that you have watched any film/clips in advance* and checked how the content is relevant and links to the power & control wheel.

You should NOT show anything graphic in this section, to do so may revictimize or further traumatize a learning participant who has experience themselves of GBV/DV.

An alternative is to create relevant case studies for the learners to discuss in small groups and populate the Power & Control wheel with examples they see.

Diversity should be woven through this session to challenge stereotypical views and responses in an enabling manner.

Additional Resources

- Council of Europe Convention on preventing and combating violence against women and domestic violence, accessed via; https://rm.coe.int/168046031c
- The Duluth Model website (http://www.theduluthmodel.org/training/wheels.html)
- Women’s Aid Femicide short film (3:38 minutes) https://vimeo.com/119247947
Learning Activity

✓ Ask small groups to come up with a definition of domestic violence on a flipchart to share to the whole training group

✓ Ask them to list all other connected or similar terms or phrases on a flipchart

✓ Remind learners of the Malta definition of Domestic Violence (power point);

Malta’s definition of Domestic Violence

"Domestic violence" means all acts or omissions including verbal, physical, sexual, psychological or economic violence causing physical and, or moral harm that occur within the family or domestic unit, whether or not the perpetrator shares or has shared the same residence with the victim, and shall include children who are witnesses of violence within the family or domestic unit;

"family or domestic unit" includes:

a) current or former spouses, civil union partners or cohabitants;
b) persons living in the same household as the offender or who had lived with the offender within a period of three years preceding the offence;
c) persons whose marriage has been dissolved or declared null;
d) an ascendant or descendant;
e) other adults sharing the same household;
f) persons in an informal relationship, who are or were dating;
g) persons who are, or have been, formally or informally engaged with a view to get married or enter into a civil union;
h) persons who are related to each other either by consanguinity or affinity up to the third degree inclusively;
i) persons having or having had a child in common.

"gender" means the socially constructed roles, expectations, activities, behaviours and attributes that society at any given time associates with a person being either a male, female, or any other gender;

"gender-based violence" means all acts or omissions that are directed against a person because of their gender, that result in, or are likely to result in, physical, sexual, psychological or economic harm or suffering, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life;

✓ State that we are aware GBV/DV is rarely a one off incident (here you may choose to show a power point slide which evidences local data if possible - covering the number of reported incidents and their repeat rate overall). Domestic violence is mostly a pattern of controlling and coercive behaviour, which the abuser uses to gain complete power and control over the victim and/or family.

✓ Explore coercive control – there are PowerPoint slides to assist you, going on to look at femicide, the reality of GBV in our communities, and a short film clip.
✓ Draw the training participants’ attention to the Duluth Power and Control Wheel, and as trainer, give a printed copy to help discussion and the exercise (below) within this session.

✓ **Video Exercise:** If you are using ‘*Hear Our Voice*’ explain that you are going to watch a video which tells the stories of women in the Scottish Borders who experienced domestic abuse. They will hear examples of behaviours perpetrators have used and the impact these have had on each of the women. As they view the stories, ask them to consider the wheel on their power and control wheel copy, and the headings, and think about behaviours that illustrate the headings displayed. Ask them to make notes about what they see when watching the video.

✓ **Important – show the first 5 minutes of the video, stop after 5 mins (up to *Who Helped?*) so that you can show the last 5 mins in session 3.**

✓ Spend 10-15 minutes discussing what the group saw and heard. Ask the group if they heard any examples that could populate the power and control wheel (e.g. checking mileage – financial abuse/intimidation; ‘bad mum’ – using children; stopping from seeing family – isolation, etc.). There will be cross-over so don’t worry too much about where to list the behaviour, try to get examples for each heading and if there are any blank then ask the group for other suggestions of behaviours that might go in here – perhaps they have seen some examples at work, is there anything specific to their own professional practice that they often see?

✓ Ask about any additional diversity issues within the film. How might a perpetrator use the age, ethnicity, sexuality or disability of the victim to further revictimize and abuse?

✓ To conclude this session, the trainer might hand out the corresponding Equality Wheel and explain that this represents the dynamics of a healthy relationship and provides an alternative view based upon equality, respect, support, partnership, negotiation. Relationships are rarely this balanced, but it provides a different perspective to consider and crucially, there is an absence of Power and Control at the centre of the wheel.

✓ There are different versions of the Duluth Power and Control wheel e.g. young person, LGBT and Muslim wheel. The ‘nurturing children’ version is a good one when working
with parents. You can also download the wheels in other languages. They can be readily found by searching online.

The Duluth Model website (http://www.theduluthmodel.org/training/wheels.html)

Personal Training Notes:
Session 2
Key legislation
Malta Service Operating Procedure (SOP) and Memorandum of Understanding (MoU) documents for your entity or organisation

***This legal section of the training is contained with a separate document, an addendum to this training manual.

Written by: Dr Desiree' Attard and Dr Cheryl Azzopardi

N.B. This will be available in Maltese and English on the Full Cooperation: Zero Violence web page (see MEAE online)
Aims of session

To reinforce the value of ‘asking the question’ or, otherwise known as, ‘routine enquiry’ in identifying those at risk further harm. To consider the factors that effect on how a victim of domestic abuse may be regarding readiness to disclose their experiences of abuse.

To establish the importance of transparency around information sharing and intervention following disclosure.

Learning objective

To recognise the need to reduce barriers to disclosure and engagement, and to understand best practice around information sharing and recording information that is disclosed.

Key messages

It is only by identifying that a service user is experiencing domestic violence and engaging them positively that we can then ensure they are offered appropriate support as part of a co-ordinated multi agency response that addresses the risk level. We need to be clear about how information that is disclosed will be stored and shared.

Suggested materials

- Power Point
- Flipchart
- Video clip ‘Hear Our Voice’

Considerations

The drive to introduce routine enquiry throughout multi agency practice is being continued in many EU nations including the UK. Trainers should ensure they are clear about the status of any Maltese policies pertaining to their organisation or entity at the time of training delivery to ensure messages are consistent with organisational policy.
Suggested Learning Activity

- Start this session by continuing with the last 5 minutes of the 'Hear our Voice' film (from session 1). In this part of the film (from Who Helped? onwards) the survivors give a clear message to professionals and the wider public about what they can do to help, support and protect victims of domestic abuse.

A key point is about asking the right questions in the right way – this is vital.

- Lead a group discussion linking this to asking the question
  
  - By not asking we miss the opportunity to reduce risk of harm
  - By not asking we miss the opportunity to offer support and help
  - By not asking we miss the opportunity to address the risks - protection of parents and their children can be enhanced by early disclosure
  - As well as asking, we need to be equipped to respond appropriately

- Ask the group how they find routine enquiry works in practice? Do they feel comfortable in asking the question? Have they done so? How did it go? Were they able to help?

- Next task for the group,

  - Flipchart exercise – ask what the barriers are to disclosure and record the responses on a flipchart to begin the discussion.
  - If numbers allow, split into 4 small groups and ask each look at one of the areas below, and feedback is then taken as a whole group from the trainer.
    - Group 1 - The environment in which to ask.
    - Group 2 - The rapport required between the client and the worker.
    - Group 3 - How you ask the question.
    - Group 4 - How you respond to a disclosure of domestic abuse.

- Debrief - the following key points may come up:

  - Environment – creating a private and confidential environment – this is likely to be in the parent’s home so consider the impact of this, who is around, etc
• Rapport - choosing the right time to ask, being confident in asking, considering body language, active listening
• Question – how to pitch routine enquiry as a normal part of your approach, direct questions are better
• Response – believing and validating, exploring further – link this into a fuller discussion on next steps (below).

- Lead a discussion on the next steps following disclosure.

- If we are asking the question about domestic violence, professionals need to know what to do with the response and should be aware of local resources and protocols.

- **Information sharing.** Show the PowerPoint slides on information sharing if you feel it is appropriate (Stage 2 training).
  
  ▪ Refer to Malta policy on this and your own professional area guidance;
  ▪ Before you apply the DASH 2009 checklist it is best practice to start out with a very clear discussion around confidentiality and information sharing so that the service user understands that if you feel they or their children may be at risk of harm you would need to take steps to address this, and that may involve sharing information with other agencies;
  ▪ In relation to risk identification and MARAM, the GDPR makes provision to share information to protect ‘vital interests’ of the subject in matters of serious harm and life and death. Domestic violence can result in serious, life changing harm up to and including homicide. Remember, protection of life is a Human Right and we must act;
  ▪ In session 5 we will look at Dash thresholds for referrals and potentially sharing information without consent however this is the exception not the rule and every situation needs to be considered carefully on an individual basis;
  ▪ Also remember: “If there is any doubt about the safety or wellbeing of a child and the decision is to share, the Data Protection Act or GDPR should **not** be viewed as a barrier to proportionate sharing.”

- Ask where do your professional group record responses to routine enquiry and details of the DASH 2009 risk checklist? Do you use a structured domestic violence risk assessment tool? Our understanding is that this would be in the case notes rather than hand-help notes but again learners should link to local protocol around this.
• When we explore risks with a service user, this first priority is to address these risks and consider appropriate safety and support options. However, as professionals we also need to consider our own accountability – when working with high risk of harm and potential homicide, we need to be able to demonstrate defensible decision-making with regards to any action taken or not taken.

• We can demonstrate accountability by recording relevant and proportionate information and responding in an appropriate way. The MARAM process and the DASH 2009 will support professionals to do this, and we will explore further this afternoon.

- Check-in with the group. We want them to feel comfortable in knowing what to do if and when a service user discloses domestic violence and understand the importance of responding and recording the approach appropriately.

- If training participants seem overwhelmed or concerned about the next steps, emphasise that after lunch we are going to be covering risk identification and safety planning and giving some tools to support colleagues to firstly address the safety of service users who are experiencing domestic violence, and secondly to support their own accountability in the process of risk management.

**Film clip (7minutes 7 seconds)**

'How My Dog and I Escaped From a Life of Domestic Abuse'

https://www.youtube.com/watch?v=iXYjflgees

Consider with the group using this single film example;

✓ Why wasn't she able to leave?
✓ How was she able to leave?
Personal training notes:
It is important to take lunch to allow training participants to have a break from training input, especially important when considering emotive subjects such as GBV/DV.
Firstly:

Invite training participants to consider; why are you undertaking this training? Why is it so important that we work together to tackle domestic violence? *(see slide number 61).*

Essentially, it is to manage risk relating to high-risk domestic violence in our communities. The issue is prevalent throughout the world, as we will see in this film from Australia.

- Play the **Film Clip** (26 minutes)

*A national disgrace*

This is how Australian Prime Minister Malcolm Turnbull describes the domestic violence epidemic racking Australia (2016). The same issue across the globe, shattering the lives of our children, our families, our communities. Malta is no different.

https://www.youtube.com/watch?v=G92DqkdheK0

*** High risk can only be dealt with by way of a joined up multi agency approach to risk assessment and risk management.***

- Continue this session by showing slides introducing the concept of MARAM from ‘Session 4’ on the power point presentation.

- Discuss the Malta MARAM process that is being introduced to enhance multi agency responsibility and safe working practice. Putting all the pieces of the information jigsaw together, the key is communication and information sharing within multi agency working practice.

- MARAM will consider **only High-risk** cases of domestic violence across the islands and enables multi agency decision making to take place to protect individuals and families who are experiencing abuse.

- MARAM is discussed within ‘Society’s Concern, the Strategy and Action Plan’, available online at MEAE. Show this on the screen and encourage participants to read the content.
The slides include short films that describe the UK MARAC process. These inform the similar Maltese process of MARAM and usefully describe how it works and who does what when.

This section includes brief information about the DASH (2009) risk identification checklist and considers children and harm.

Hand out the MARAM Guidance document to training participants for their future information.

**Secondly:**

*** It is important to reiterate that,

**All children within a domestically violent household should be considered to be at risk of harm.**

Slide presentation continued here, followed by a film clip:

**Film Clip (7:05 minutes)**

“Domestic violence: The children affected - BBC News” A special report into children caught up in domestic abuse. Jeremy Cooke has been with Northumbria Police as they deal with more and more cases.

This film illustrates the impact of domestic violence on children, and the impact on the mother-child bond.

https://www.youtube.com/watch?v=RNYPGwmOxnY
Personal training notes:
Start this session by discussing the power point slides relating to risk (slides). This includes how to refer a case as a professional into the MARAM process.

Case study – Marie & Kevin

Give out the case study for training participants to read, Marie and Kevin (Appendix 3)

Give out a blank copy of the MARAM Referral Form (Appendix 4), and ask participants to complete this individually based on the brief information they have from the case study of Marie and Kevin

Discuss the referral form as a whole group

What additional information would you need to know?

Who would you send the referral to?

What would you as a professional like to achieve?

What would success look like in this case?

Key risk message to deliver –

REMEMBER: the most dangerous time for a woman is when she tries to leave the abusive relationship.
'Alone we can do so little; together we can do so much.' Helen Keller

The point being that working together in a multi-agency, collaborative way, we can achieve so much more in terms of addressing gender based and domestic violence.

Helen Adams Keller (June 27, 1880 – June 1, 1968) Born in Alabama, Helen was an American author, political activist, and lecturer. She was the first deaf and blind person to earn a Bachelor of Arts degree. She went on to become a world-famous speaker and author, a campaigner for women’s suffrage, disability and welfare rights. Anne Sullivan was Helen's tutor and companion for 49 years; together they enabled Helen to reach her potential and to make a difference.

**Suggested materials**

- Evaluation forms

**Suggested learning activity**

- Thank everyone for their participation and ensure they know how to access further information and guidance.

- Ask everyone to complete an evaluation form before they leave.
APPENDIX 1

Duluth Power and Control Wheel

DOMESTIC ABUSE INTERVENTION PROGRAMS
202 East Superior Street
Duluth, Minnesota 55802
218-722-2781
www.theduluthmodel.org
APPENDIX 2

Duluth Equality Wheel
APPENDIX 3

CASE STUDY – Marie Jones and Kevin Abela

Marie comes into the reception area of your building with her 8-week-old baby Rio. Marie is tearful and reaches into her handbag for a tissue. You invite her to take a seat and she says she is frightened at home and she says that she is worried that her partner might kill her if she leaves him. You can see that she has a bruise to the left side of her face. You ask Marie how you can help her.

Marie says that she and her partner Kevin are having significant issues within their relationship and are always fighting. She explains that they have been together for just over two years and he has always been very protective and caring about her, but always jealous. She says that this was quite romantic at first, no one had ever loved her so strongly. However, things changed once she became pregnant and he became much more controlling, to the point where she was not allowed to leave their apartment without him. She tells you that before Rio was born she had tried to end the relationship, but Kevin wouldn’t accept this. Since Rio came along, things have been even worse, and they are verbally arguing most days. But Kevin has told her he can’t live without her and Rio, that his life would be over, she says she doesn’t know what he would do if she left him, she says that he has told her he will hang himself from a tree. She believes that he would do this as he seems to love them so much and that if she leaves he couldn’t live without her and has threatened to kill her first.

Kevin does not like Marie’s family or friends, he says that they are not good for her, which means Marie now has little contact with anyone. She feels very lonely. She tells you that Kevin’s family have been around a lot since Rio was born, but Marie is not very comfortable about this, although she feels she can’t say anything as any criticism of Kevin’s family leads to him slapping her and being verbally abusive. Marie tells you that Kevin has becoming more and more emotionally abusive towards her and she is feeling increasingly low. He is saying that she is fat, ugly and useless. She is losing contact with friends – Kevin never liked them and used to make it difficult for her if she went for a night out by texting all the time, turning up, and accusing her of flirting with other men. Now that she has Rio, her social life is non-existent. She can’t even go out to meet friends at the coffee shop as she used to. Kevin makes comments about her change in appearance, her increased weight since having Rio, and is cruel about their post baby sex life.

Marie says she thought she was able to manage the situation on her own, but she now realises that he is capable of hurting her. Recently he grabbed her hair and pulled her to the ground until she let him see a message on her phone, which he thought, was from an ex-boyfriend. She has
been terrified of him since. He forces her to have sex most days, even though she finds it uncomfortable since the birth, and he punched her in the face this week after she said 'no' to his sexual advances.

Marie says she isn't sure what to do, because she still loves Kevin, he is the father of her child. She finishes your meeting by apologising, saying that she could be overreacting as it has been a stressful time for them recently and she is sure things will improve once Rio starts sleeping better. Marie says that she's sorry for wasting your time as you will have so many more important things to deal with.
Applying the Dash Risk Checklist & making a MARAM Referral

You will be asked to answer the questions on the DASH (2009) risk checklist. Use the information from the case study and add the following detail.

Q1 Has the current incident resulted in injury – when Kevin pulled Marie to the ground by her hair there was no visible injury although the back of her head was a bit tender. When he punched her this week, a bruise was visible on her left cheekbone and swelling.

Q2 Are you very frightened – Yes, Marie was shaken up by the incident and is terrified of it happening again. Violence makes her scared, and she thinks he will cause her significant harm soon. She is worried about Rio as he was in her arms when Kevin punched her in the face this week. She is scared of the sexual humiliation she is being subjected to, she thinks what he is doing is raping her.

Q3 What are you afraid of – Injury and potentially death - whilst she was on the floor Kevin sat on her and held her down until he got her phone. She is worried he will go further next time and she could get hurt. His slaps are now punches and the violence is escalating in frequency and extent. The sexual abuse too is painful. He has threatened to kill her, then to kill himself if she tries to leave him.

Q13 Has Kevin ever used weapons – Not a weapon but he has thrown her phone at her before, it just missed her face and smashed against the wall.

Q15 Has Kevin every tried to strangle/choke/suffocate/drown – as he was sitting on her and holding her down he had his hands around her neck. She didn't pass out, but it was very uncomfortable, and she struggled to breathe for a minute or so. This was particularly terrifying for Marie.

Q17 Is there anyone else you are afraid of – Marie is scared Kevin will carry out his treat to hang himself from a tree. Also, Kevin’s family are also emotionally abusive, calling her names and telling her that’s she's useless. They laugh when Kevin insults her and send awful messages on Messenger.

Q18 Do you know if Kevin has hurt anyone else? – Marie heard that his ex-girlfriend had accused him of punching her, but Kevin has denied this. He says that his ex-partner had mental health issues and that she was abusive towards him.

Q24 Do you know if Kevin has ever been in trouble with Police – Marie knows he has a conviction from years ago which she thinks is for assaulting another man in a street fight. Kevin minimises this and won’t talk about the past as he feels he is different now.

DASH (2009) suggests that Marie is at high risk of harm as a victim of domestic violence.
## APPENDIX 4

### MALTA MARAM 1 Referral Form

Referral To:  

Date:  

<table>
<thead>
<tr>
<th>Victim Name</th>
<th>DOB/Age</th>
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<tbody>
<tr>
<td>Ethnicity</td>
<td>I.D. Number</td>
</tr>
<tr>
<td>Address</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Offender Name</th>
<th>DOB/Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity</td>
<td>I.D. Number</td>
</tr>
<tr>
<td>Address</td>
<td></td>
</tr>
</tbody>
</table>

**Children’s Details:**

<table>
<thead>
<tr>
<th>Full Name</th>
<th>DOB</th>
<th>Sex</th>
<th>Ethnicity</th>
<th>Address if different to above</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

GP details for family (if known)
**Reasons for Referral** (please attach copy of agency risk assessment):

**Level of Risk** (please circle)

- Standard
- Medium
- High

Complete next section if risk assessment is not attached.

i. **Background and Risk Issues:**

ii. **Why does this case require a multi-agency approach?**

Please indicate if there have been any of the following:

- a previous multi-agency meeting MARAM: Yes/ No [if yes date of meeting(s)]
<table>
<thead>
<tr>
<th>Question</th>
<th>Yes/ No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child/Adult Protection conference(s) [if yes date of meeting(s)]</td>
<td></td>
</tr>
<tr>
<td>Is there a child protection enquiry ongoing?</td>
<td></td>
</tr>
</tbody>
</table>

***On completion, this form must either be emailed to the MARAM coordinator. This form must be received before your case can be added to the MARAM agenda.
APPENDIX 5

Evaluation Sheet

Date: ..............................................

Name of participant (optional): ..............................................................

In order to maintain our learning events at the level required, we need to know to what extent the programme has met your needs. Kindly complete the following:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>1 Excellent</th>
<th>2 Good</th>
<th>3 Satisfactory</th>
<th>4 Poor</th>
<th>5 Very Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How did the training meet your expectations?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Were the training aims and objectives clearly explained?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>How do you rate the training delivery?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Were there sufficient discussions, participation and group involvement?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>How do you rate the training aids (overhead projector, dvd, etc) used?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>How do you rate the room(s) used for the training?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>How do you rate the organisation and administration of the training?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>How do you rate the refreshments served during the activity? (If applicable)***</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Please add any other comments related to the training day:

......................................................................................................................................................................................
...........................................................................................................................................................................................................
...........................................................................................................................................................................................................
...........................................................................................................................................................................................................

Thank you for your feedback.
APPENDIX 6

Stage 3 Train the Trainer

Film clips used

All film clips are readily available via open internet access. You may wish to load these onto your laptop to ensure that they remain available when delivering to your peer colleagues.

**Session 1**

a) Coercive Control: (6:09 minutes)
*ITV This Morning*, I Had No Idea I Was in an Abusive Relationship Because of Coercive Control
https://www.youtube.com/watch?v=-XNZuKkcDkM

b) The reality of Gender Based Violence in our communities: Femicide (3:38 minutes)
NYLON Films for Women's Aid, Karen Ingala-Smith, NIA, Freshfields Bruckhaus Deringer and Deloitte https://vimeo.com/119247947

c) GBV – a global pandemic (1:54 minutes)
United Nations - Unite for International Day to End Violence Against Women

d) Hear Our Voice (part 1) (first 5 minutes)
Scottish Borders Council - Four women tell their personal stories of the reality of domestic abuse in rural Scotland. https://www.youtube.com/watch?v=SlhA3QL0tsI

**Session 2**

No films used in this session

**Session 3**

e) Hear Our Voice (part 2) (second 5 minutes)
Scottish Borders Council - Four women tell their personal stories of the reality of domestic abuse in rural Scotland. https://www.youtube.com/watch?v=ShA3QL0tsI

f) “How My Dog and I Escaped From a Life of Domestic Abuse” (7:07 minutes)
ITV This Morning https://www.youtube.com/watch?v=iXYfJPlgees

Session 4

g) “A National Disgrace” (26 minutes)
Al Jazeera English - Behind Closed Doors: Domestic Violence in Australia | 101 East https://www.youtube.com/watch?v=G92DqkdheK0

h) The MARAC meeting: roles and information sharing (5:26 minutes)

i) The MARAC meeting Action Planning (4:21 minutes)

j) DASH 2009 An introduction to risk identification in domestic abuse cases (4:17 minutes)

a) Domestic violence, the children affected - BBC News (7:05 minutes)
https://www.youtube.com/watch?v=RNYPGwmOxnY

Session 5

No films used in this session