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# CREATIVITY IN TRAINING SPECIALISTS WORKING WITH VIOLENT FAMILIES

Methodological  
article

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## Keywords

*Cognitive appraisal,  
Emotion,  
Physiological changes,  
Cognitive reaction,  
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Response*

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## Abstract

*The people that suffered domestic violence should learn to teach themselves, to acquire social experiences and knowledge on their own, to learn how to develop their relationships with other people on the basis of confidence and partnership and be gender sensitive, to learn to collaborate, to make a team successfully, and to learn how to exchange generously their experiences with others.*

*Our training project is built on the non-violence ethics and philosophy. It has a strong ground based on acquiring knowledge through one`s own experience. During each meeting the participants get the power, that is the right to be a competent part in a training dialogue. The participants become active players of the teaching process.*

Every day we hear about violence, this index is a red light for a civilized community that tries its best to minimize the violence range commonly and worldwide. Violence provides its presence in a wide spectrum of everyday life. In these days we are witnesses of violence in high levels. (Ayoub, E., Ștefârța, A., 2015) Problems are not solved, and that gives us a look to that life accompanied with torture and suffering, although that logic leads a person that suffers to try to change their reality but that mostly does not happen. It is clearly seen that family violence cases and couples difficult situation lead to a continuous suffering and daily violence. Our researches are based on cases of women that had suffered violence once in most of cases but continue their whole life suffering violence. Another aspect of problem to be studied is the impact of emotional and social damages of violent family on children.

These are the reasons to work intensively in training specialists that will work with people that suffered domestic violence.

And because this subject is very actual and difficult we are using different techniques in these training activities. The people that suffered domestic violence should learn to teach themselves, to acquire social experiences and knowledge on their own, to learn how to develop their relationships with other people on the basis of confidence and partnership and be gender sensitive, to learn to collaborate, to make a team successfully, and to learn how to exchange generously their experiences with others.

Our training project is built on the non-violence ethics and philosophy. [Figure No.1. A box with ideas] It has a strong ground based on acquiring knowledge through one's own experience. During each meeting the participants get the power, that is the right to be a competent part in a training dialogue. [Figure No. 2. The exercise „A little person”] The participants become active player of the teaching process. [Figure No. 3. The exercise „My coat of arms”]

We are using different techniques as are: discussions in small groups, discussions in large groups, brainstorming, case studies, role-playing, invented situations. We found that during each training session we had to use education as a unique and valuable experience of each student, it means the respect to her/his individuality and experiences. [Figure No. 4. The final discussion of the results] This respect was learnt through successful communication, gender equality, dialogue of varieties, collaboration with other persons, and non-violence education. Each meeting was

composed by a set of exercises designed to develop the mentioned skills of participants. The intention of our formation course is to give to future specialist the power to work with people that suffered domestic violence in order to get the awareness as to their potential and a possibility to realize their talents as well.

We used creativity to apply the techniques that we collected from different sources as are trainings, seminars, methodological books and textbooks, meetings, conferences, seminars. We created some new exercises as well. It means that creativity should be intensively used when training specialists that will work with victims of domestic violence.

We intended to change attitudes and values, to make participants to be more socially responsible, to prepare them to be ready for mutual support, social active, to build healthy relationships based on partners' model.

We believe that every man and every woman has the power and rights of self-realization without distinction of any kind, because thoughts and attitudes of every person are equally valuable and worthy of respect. (Sarhan Abd el hai, R., Ștefârța, A., 2015)

The traditional pedagogy was based on differences and distinctions. In oriental families parents educate girls differently because parents, relatives, neighbors see girls as cardinally different from boys. (Behore, E., Ștefârța, A., 2015) This difference is based on socialized distinctions, not physiological ones. In some textbooks we find sentences as is: "mother washes a window". This socialization according to „men's" and „women's" roles proceeds from first school step. (Ayoub, E., Ștefârța, A., 2015)

The contemporary pedagogy is based on the discovering similarities which could aid to eliminate those distinctions that will help people later to occupy an adequate place in schools and families and later in society, to strengthen their role in social and economic development. These changes will promote the process of changing the society as a whole, that will make a less aggressive and more stable world – the world that the humankind needs today. (Empowering education, 2001)

After our sessions, our participants became more social responsible, more communicative and less aggressive.

During our trainings, the participants are able to:

- overcome difficulties arising during their professional and private activities;
- develop their abilities and skills;
- experiment with new ideas;
- know and accept the basis of non-violent and non/dominating approach;

- care about themselves and others` health;
- require, understand and accept other person`s opinion as to her/his life and work;
- identify and describe a purpose and tasks of her/his life;
- have a substantial potential for further education and development;
- have a systematized approach in solving problems;
- find a satisfaction in changes;
- revise tasks of her/his activity regularly;
- comprehend the basis of effective group work;
- manage his/her time effectively;
- seek new experiences;
- believe in a possibility to change relations between people, their attitude to themselves and their work;
- work on creating a climate of confidence in groups;
- develop plans well;
- realize an importance of sense of success for herself/himself;
- evaluate her/his work and achievements regularly;
- encourage those who work hand-in-hand;
- regard his/her mistakes quietly, without despair. (Ștefârța, A., 2015)

The participants understood that they have a hard and persistent work. During each meeting they begun to be able to be flexible, to express their thoughts informally and nontechnically to one audience and more intellectually to another. They begun to be able to behave naturally. (Ștefârța, A., 2015)

The non-violence is an ideal we should be looking for. We understand that there is not an absolute non-violence. If we want to practice non-violence system, it does not mean we always act and react only non-violently. It also does not mean that we never will return to an old system. Non-violent behavior means that we will always seek the non-violence, but it does not mean we always will be successful in that.

When we defend ourselves, attacking someone, the defence is at a cost of that person. Violence has taken roots in us deeply because:

- instinct of self-preservation;
- educational system based on the power-weakness model of relations.

Global statistics show that the bigger part of abusers are men. But it should not be so categorical. We should not forget about influence of social roles in shaping both former and latter. If we begin to search for a reason of different attitudes to the problem, we inevitably conclude that so-called „wpmen`s” education and „men`s” education pay attention to different moments. We mean not a separate education, but education of girls and boys, women and men.

In some cultures the men`s education emphasizes getting skills of a positive self/affirmation. They try to form a personality of boy which includes such traits as firmness, courageausness, self-confidence as well as ability to defend his family, wife, mother. Because of that men at mature age often have problems when they should be „weak”, expressing their feelings or doubts. (Ștefârța A., Ayoub E., 2016)

We have to mention that „men`s” education offers more models of apparent violence, of direct physycal violence, e.g. training in wrestling instead of training in art of communication. (Sarhan Abd el hai, R., Ștefârța, A., 2015)

„Women`s” education of some cultures emphasizes getting skills of communication. „True girl” must be able to hear, to be soft and compliant. She also must not be self/assertive person; she must behave herself in accordance with desires of other people, be beautiful, open to others, and altruistic. They expect from girls and women rather attentiveness, executive discipline, support that their own ideas and leadership. (Sarhan Abd el hai, R., Ștefârța, A., 2015)

In some cultures, „women`s” education involves more models of invisible, indirect violence. For example, hitting someone is not supposed to be very womanly action. But mocking at colleagues with gossips, on the contrary, is „very womanly”. (Sarhan Abd el hai, R., Ștefârța, A., 2015)

Despite of many positive changes in our life, we still can find these models of education.

Because of that ways to the non-violence for women and men we decided to work in these direction:

- for men – more attention to training communication skills;
- for women – more attention for forming a positive self-esteem.

Educating non-violence does not mean educating chaos and anarchy.

We also believe that people are studying more effectively when their own knowledge and abilities are appreciated as well as when they have a possibility to share and analyze their own experiences in comfortable environment. That is why our formative meetings had ahd a content that met needs of participants to be able to accept their experiences. In this way, our formative meetings were based on:

- people`s demands and life experience;
- exchange and dialogue or reflection and action.

To improve the educational practice it is necessary to combine in one methodology the research with active class participation, the

gains of democratic practice, the organizational changes, the group process, and the reflective practice.

Our main purpose of the action research was to determine the conditions under which the most effective self-reflection is possible: conditions under which the tasks and needs can be examined; the practice is acceptable both strategically and experimentally; and the practices themselves can be organized the process in such a way that the reflecting community would make a contribution in improving its activity and understanding.

Our research of the process of intervention had had some characteristics:

- educational process for everyone;
- persons are seen as members of a group, not as individuals;
- changes in course of work;
- empowering;
- cyclicity;
- collaboration;
- activity and participation.

Each meeting had had seven stages:

- identifying a problem;
- determining questions which would arise in course of the research;
- determining alternatives;
- identifying a subject to be researched;
- presenting an innovation;
- introducing an innovation;
- monitoring and evaluating;

Next cycle was focused in experiencing the problem and re-determining it.

We came to some conclusions after each meeting:

- people learn anything more effectively when they are active participants of the process;
- our formative seminars must use a variety of techniques, exercises and role-playing to involve participants in analysis and reflections of their experiences;
- the materials must be compiled, because each theory or scheme must be learned immediately;
- all materials must be accompanied by the practical exercises;
- learning by experience means that within a group everyone has a possibility to share her/his knowledge and problems as well as to find a solution;
- forming an climate of confidence in the group is critical for success of the whole process;
- the mission of the teacher is to help participants to be active as possible and to understand the key concepts and ideas properly;
- the teacher must be prepared to adapt the schedule according to needs and ideas emerging in course of training.

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**ANNEXES**



*Figure No.1. A box with ideas*



*Figure No. 2. The exercise „A little person”*

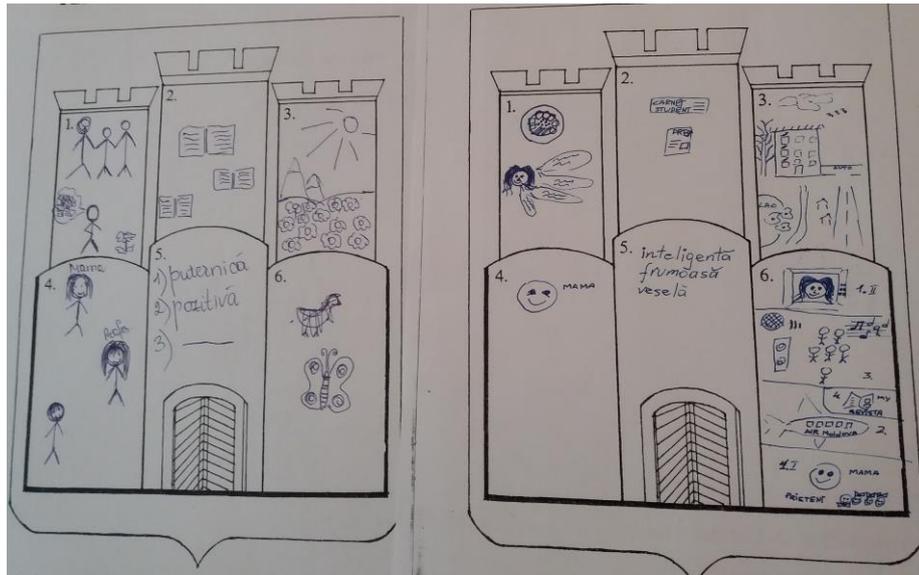


Figure No. 3. The exercise „My coat of arms”



Figure No. 4. The final discussion of the results