

Building Comprehensive Solutions to Domestic Violence

Outreach to Underserved Communities

by

Sujata Warriar, Ph.D.

**National Resource Center on Domestic Violence
February 2000**



Outreach to Underserved Communities

A Curriculum in Five Modules

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Building Comprehensive Solutions to Domestic Violence

A project of
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Building Comprehensive Solutions to Domestic Violence is a multi-year initiative to help domestic violence organizations collaborate more effectively in their communities and build visions, policies, and practices that respond to the current realities facing battered women and their families, especially those living in poverty.

Beginning in the fall of 1998, the project, funded by The Ford Foundation, will produce a series of materials and launch several new initiatives. These include:

National Training Initiative to Enhance Collaboration. This initiative, designed for domestic violence advocates, will include the dissemination of training curricula on public policy skills, strategic thinking, negotiation, facilitation, and outreach to underserved communities. Materials will be distributed to statewide and local domestic violence programs in 1999.

Policy and Practice Paper Series. These new papers are designed to provide domestic violence advocates with basic, useful information about the ways that systems, such as child protection and health care, operate and offer suggestions for effective ways to initiate systemic collaborations and improve public policy.

Vision Paper Series. These new papers are created to spark dialogue in the battered women's movement about future collaborative directions for our work. The first papers in the series will explore the links among domestic violence, poverty, and economic justice, and reexamine the role of men in the work to end domestic violence.

Meeting Battered Women's Basic Human Needs. In 1999, the project will publish descriptions of innovative transitional and permanent housing programs developed and managed by domestic violence organizations around the country. A project goal is to design strategies that increase housing and economic opportunities for battered women. The project will also continue to develop papers on welfare and child support and describe emerging issues and approaches in response to welfare law changes.

The New England Network on Domestic Violence and Poverty. This project will explore a variety of approaches to multi-disciplinary policy development and advocacy for battered women and their families, especially those who are living in poverty. Coordinated by Greater Hartford Legal Assistance (CT), our collaborative partner, the Network will be a catalyst to develop comprehensive policy strategies to address domestic violence and poverty. Materials and lessons learned from the Network will be shared with domestic violence coalitions and anti-poverty advocates around the country.

FOR MORE INFORMATION: contact the NRC at 800-537-2238.

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The National Resource Center on Domestic Violence (NRC) was founded in 1993 as a key component in a national network of domestic violence resources. As a source of comprehensive information, training and technical assistance on community response to and prevention of domestic violence, the NRC exists to support the capacity of organizations and individuals working to end violence in the lives of women and their children.

The NRC’s first priority is to proactively support the work of national, state and local domestic violence programs. It has also placed an emphasis on increasing organizational responsiveness to the needs identified by communities of color and other traditionally underserved populations. The NRC exists as a project of the Pennsylvania Coalition on Domestic Violence, a pioneering leader in policy development, training and technical assistance in the movement to end domestic violence.

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Building Comprehensive Solutions to Domestic Violence

by
Susan Schechter
Project Director

Building Comprehensive Solutions to Domestic Violence

When it began in the mid 1970s, the battered women’s movement focused on three urgent tasks: (1) securing shelter and support for abused women; (2) securing safety, often by improving laws and the police and court response to domestic violence; and (3) changing people’s consciousness about violence against women through education. To achieve this ambitious agenda, advocates for battered women had to design two new kinds of organizations—shelters and state domestic violence coalitions—and focus on legislative reforms in criminal justice and social service funding.

In the last twenty years, grassroots domestic violence organizations have mushroomed and met many of their initial institutional and legislative goals. As a result, the world has changed. Basic protections for women, although still inadequate, are in place in many locations.

The domestic violence movement has offered new and life-saving solutions to women, yet our strategies also have limitations. They primarily suggested two alternatives to abused women: either leave your partner and go to a shelter, or use the criminal justice system to stop the assaults. Unfortunately, we know that these options fail to meet the needs of many. They overlook, for example, the fact that women need economic support and housing to live independently and survive. We know that many women choose not to leave their partners and want to stay within their communities.

After twenty years of work, it is obvious that the domestic violence movement needs to create a broader and deeper set of options for abused women. This will require our working collaboratively with an ever-increasing number of agencies and communities to help women solve problems of violence, poverty, and chemical dependency. It also will require that we learn to encourage others, outside the domestic violence movement, to develop solutions to the problem.

A new vision – and set of skills and practices – needs to guide this work. This vision must view collaboration as an important strategy to improve the lives of the millions of abused women who rely on diverse community and governmental agencies for their protection, housing, job training, welfare benefits, and medical care.



Fortunately, as a result of the work of the battered women’s movement, many governmental agencies, professionals and citizens group now believe that violence against women is unacceptable. Many want to be part of the solution to stop domestic violence and help abused women and their families. It is time to take further advantage of these openings and opportunities.

Until recently, domestic violence advocates played the role of critic of institutions and their response to battered women and their children. Now advocates also are asked to provide answers to the complicated policy questions of welfare administrators, mental health providers, chiefs of police, doctors and nurses, clergy, teachers, governors, and legislators. Historically, many domestic violence advocates have worked in small, relatively isolated shelter settings. Now advocates are asked to inform and organize community-wide collaborations to respond to the complicated and multiple needs of hundreds of thousands of poor women who are asking for help to end the violence.

This new role requires new skills, as well as a broader vision. In three new curricula – and in the larger Ford Foundation sponsored initiative, *Building Comprehensive Solutions to Domestic Violence*, that supports them – the National Resource Center is responding to this need. To bring additional skills to domestic violence advocates, we have designed curricula which cover public policy development, outreach to underserved communities, and skills for successful collaboration (including material on collaborative mindset, strategic thinking, negotiation, and meeting facilitation). The curriculum that follows this Introduction is “Outreach to Underserved Communities.”

How the Curricula Were Developed

In 1996, funding from the Ford Foundation offered the National Resource Center on Domestic Violence the opportunity to develop training materials to support the collaborations and public policy work emerging from the grassroots. To determine priority needs, however, we decided to conduct interviews with local domestic violence organizations, state coalition directors, women of color active in the movement, the staff of federal and state agencies, and allied professionals from health, child welfare, criminal justice, and the religious community. The key question taken up in this needs assessment was: “How prepared are local, state, and national domestic violence organizations to play a broader collaborative role in the community, and what training tools are needed to support this role?”

Although many people whom we interviewed discussed positive aspects of collaborations and public policy work, many others reiterated a set of common, troubling themes: many domestic violence organizations lacked the time, resources, and training to build and sustain effective community and institutional collaborations; many programs failed to plan for public policy discussions; and some were intimidated and frightened by these new tasks.



This is not surprising, considering that, in any given month, domestic violence advocates are negotiating for improved responses with police; judges in criminal, civil, or juvenile court; the staff of housing agencies; medical personnel; and child protection workers.

In our interviews, we also found that domestic violence agency staff and allied professionals often have little understanding of each other's roles, organizational and statutory mandates, professional limitations, and ethical obligations. As a result, misunderstandings and missed opportunities abound. In addition, while most federal grants now insist on collaboration, many communities have few – if any – mechanisms to support professionals to work collaboratively. In the interviews, doctors, social workers, and lawyers often complained as much about their peers' lack of respect toward advocates as they did about advocates' behavior. While there is lip service paid to the importance of collaboration, there seems to be little time and few training opportunities to make these complicated processes work.

These findings led us to design a plan to develop policy and collaboration skills training for domestic violence organizations. Before we actually hired writers, however, our plans and priorities were reviewed by an advisory board of advocates assisting the National Resource Center on Domestic Violence.

Once the three major training curricula – Introduction to Policy Advocacy and Analysis, Outreach to Underserved Communities, and Skills for Successful Collaborations (including material on collaborative mindset, strategic thinking, negotiation, and meeting facilitation) – were developed, each was tested. Test sites included domestic violence coalitions in Massachusetts, Rhode Island, Connecticut, Florida, Maine, Iowa, Nebraska, and West Virginia. After each test, authors substantially revised their material to incorporate feedback from the participants.

Target Audiences

Each curriculum was designed for and tested with domestic violence advocates, program directors, community educators, and state-wide trainers from domestic violence coalitions. Although domestic violence advocates and program directors may have different organizational roles, each interacts daily with other systems and can benefit from the skills taught in this curriculum. We urge those who teach this material to offer it to a wide advocacy and administrative audience.

The curricula are designed specifically for staff of grassroots domestic violence organizations. If service providers from other systems are using the material, the facilitator should adapt the content, modifying case examples and roleplays.

These curricula are written as extensive guides for facilitators, with detailed instructions provided by the authors.



Outreach to Underserved Communities: Introduction to the Curriculum

Curriculum Overview

Outreach is a primary advocacy strategy of the battered women's movement. Reaching out and working with individuals, groups, and systems is how advocates have generated fundamental social change on the issue of domestic violence. However, over the past few years it has become clear that outreach to underserved communities has been given limited attention. Although the movement has known that both the issue of diversity and the limited access to quality services for battered women¹ from underserved communities need to be addressed, significant steps have not been taken. The task is difficult for many reasons: there is a lot of work to do; there are no clear guidelines on how to approach and work with members of the underserved communities; and most advocates lack basic knowledge about the issues. This curriculum attempts to fill this need.

In this curriculum, the term *underserved*² refers to individuals or communities which are subject to various barriers that deny or limit access to quality domestic violence advocacy and services. The barriers often arise out of complex historical intersections of various groups, political structures, and sources of power. These barriers include racism, classism, heterosexism, ageism, sexism, and ableism. When such barriers are present in domestic violence programs, it is difficult for women from underserved communities to seek and obtain the quality and culturally competent advocacy, services, technical assistance, and resources they need to be safe.

There are many reasons why advocates should commit to conducting outreach to underserved communities. This curriculum stresses the following three reasons:

- Outreach is morally the right thing to do.
- Outreach is absolutely necessary for community collaboration, so that a particular community can take responsibility for addressing domestic violence.
- Outreach helps battered women's advocates and programs design and provide quality advocacy, support, and services for battered women.

The methods for conducting outreach range from the fairly simple to the complex and must include both long-term and short-term strategies. When devising strategies, advocates must always respect the norms of privacy and dignity of the group, and the strategies must reflect an understanding of a particular group's frame of reference. In order to build links and trust with a particular community, the domestic violence program has to attempt to find common ground with the community and learn from it. When the program integrates that knowledge



with thoughtful self-awareness, the building blocks of a working relationship will be in place.

This curriculum teaches the following basic principles to guide outreach to underserved communities:

- Recognize the value of working together.
- Recognize that your organization will change as a result of outreach.
- Be open to criticism.
- Define your goals, and be clear about which goals can change and which cannot.
- Invite people in a meaningful way.
- Accept the transfer of leadership to the particular community.
- Enjoy the rewards.

Overview of the Modules

The modules seek to meet the following objectives:

- The battered women's program/advocate understands the need for outreach to diverse communities on the issue of domestic violence.
- The program/advocate understands the basic principles of outreach and diversity.
- The program/advocate uses basic collaboration skills to conduct outreach.
- The program/advocate uses existing tools and skills to conduct outreach and educational efforts to diverse communities.
- Advocates begin to partner with community members on a regular basis in order to work towards each community's assuming ownership of the issue of domestic violence.
- Advocates understand the need for a collective search for solutions for ending domestic violence.
- Programs are better able to provide quality advocacy, support, and services to battered women from diverse communities.

Module 1 includes an overview of the curriculum, a brainstorm activity about why do outreach, a lecture on the principles of outreach and introduction to key terms, and work in program teams on Worksheets #1 and #2, which help programs get started on outreach activities.

Module 2 includes small group work on Worksheets #3, #4, and #5, which help programs select a community for outreach, determine how to get to know that community, and identify barriers to that outreach.



- Module 3** includes interactive exercises to help participants look at their own “personal issues,” a lecture/discussion on outreach skills and strategies, work in small groups on Worksheets #6 and #7 to help programs prepare for their first meeting with the community they’ve selected, and a lecture on creating sustainable communities.
- Module 4** includes a lecture on building bridges, a lecture/discussion on divisive reactions to diversity, and small group work on Worksheet #8 to help programs address problems that arise when conducting outreach.
- Module 5** includes small group work on Worksheet #9 to help programs plan for a response to difficult outreach issues.

How to Use This Curriculum

The modules are designed to be used over two days. This approach works well for exploring new endeavors, as well as analyzing past outreach problems.

Scheduling

On Day 1 of the training, start with Module 1 and go through the lecture and discussion on outreach skills and strategies in Module 3. Day 2 would then begin with the small group work on Worksheet #6. The module should be taught in an interactive mode, with enough time allowed for participants to work meaningfully on the worksheets. Give breaks when you want, but it is best to break for 10 to 15 minutes after each module. Be aware that sometimes breaks are needed because of the intensity of the work.

The times listed in each module are maximum times. The amount of time each module will actually take depends on group participation.

Worksheets

The curriculum is designed to engage participants in a process that will help them to develop new outreach strategies and to troubleshoot existing problematic outreach efforts. The modules include a mix of presentations and time for each program to complete worksheets in small groups. The worksheets are meant to be guides for the planning and thinking which the program must do before starting any outreach activity.



The instructions in this curriculum often state that worksheets are to be completed by members of the program team in consultation with each other. During this training, each participant should have a blank copy of each worksheet. The responses to the questions on the worksheet, however, should be arrived at by consensus within the program team, and the consensus answer then recorded by each participant on her worksheet.

It is not possible for participants to complete all the worksheets during the formal training sessions. In the sections where the participants work on the worksheets, there is guidance on how much of each worksheet should be completed during training. As part of the planning process for the training, it is important to inform participant programs that the work will not be completed in the training and that the program should decide before the training how it will make time to complete the work after the training – for example, schedule time at staff meetings to complete the worksheets.

Programs should be informed of the following preferred procedure for worksheets processed by program employees in their home offices as a continuation of work in preparation for program outreach. Each team member should fill out her own worksheet before the designated staff meeting. At the meeting, the employees should discuss their various answers and arrive at a consensus, which should then be recorded on its own worksheet as the program's response.

Format

Directions for trainers are listed in **bold face text**. Special instructions, notes for lectures, etc., are set off by headings in *italics*.

Planning and Trainer Preparation

Approach

The material in the curriculum might be difficult for some of the participants. Over the last few years many of us have felt that we have been “put up against the wall” because of the way in which we have expressed our biases, “isms,” and prejudices. These biases might have been exposed in anti-racism training that made some of us uncomfortable, or may have been raised in less constructive settings. The goal of this training is to provide an opportunity for programs and advocates to improve their outreach efforts. The goal can be reached only in a training environment that feels safe for all participants, encourages constructive exchanges, and facilitates meaningful self-analysis. It is the trainer's responsibility to establish and maintain that environment.



The following are some tips for trainers on how to set the stage for a productive training:

- Tell participants it is not possible to cover all the “isms” or underserved communities in this training. Encourage the programs to commit to additional training and opportunities to explore these issues.
- Remind participants that this is ongoing work, and there are no simple answers and solutions to these longstanding and complex problems.
- Allow participants time to work with others from their program and use the guided worksheets to help them through some of the issues.
- Remember that the training is interactive and that the individuals in each program will have to do the work.
- Remind participants that the training is designed to provide tools and principles to guide their work, not “the answers” to the difficult questions and issues that arise.
- Encourage participants to work together as a team.
- Be aware that participants may have had similar training around diversity, cultural sensitivity, and multicultural issues. Clarify that this training adds to existing material and skills that the participants might already have and that the material will enhance their abilities.
- Participants should interact with one another and with the trainer.

Selection of trainers

This curriculum requires experienced trainers with excellent facilitation skills and a familiarity with the issues and dynamics surrounding outreach to underserved communities. Trainers must be comfortable with handling the potentially difficult exchanges that may arise out of discussions about such issues as racism, classism, and failed outreach efforts.

The race/ethnicity of the training team is also important. Ideally, the team will include one woman of color and one white woman. This models the importance of diverse leadership and provides more opportunity for the trainers to provide constructive guidance to participants.



It is also essential that the trainers be able to demonstrate the approach and goals of this curriculum when interacting with participants and responding to their comments and questions. Trainers must be able to model throughout the training the outreach skills listed in Overhead #12: listening, listening without judgment, awareness of how they respond to attacks, acceptance of all feelings, honesty, respect and humility, authenticity, and maintaining an open attitude. Trainers must have the skills and experience to be aware of the possible power dynamic between the trainers and between the trainers and the participants. For example, a trainer who is a white woman working with a trainer who is an African-American woman should not do all the talking or appear to “take over” the training. Also, trainers must have the demeanor and skill to avoid shaming or blaming participants for their comments. For example, if one of the trainers is openly lesbian, and a participant makes a stereotypical comment – such as, “gay people can’t have children” – it is essential that the lesbian trainer be able to respond to the participant constructively, encouraging dialogue and learning, and not “jumping all over her” for being heterosexual.

Audience

The training is designed for a program rather than for individuals. The rationale is that outreach is a programmatic experience, and lessons learned will arise out of program successes and failures. Successful outreach efforts need institutional support from a program and cannot succeed when done only by an individual. Each program has to carefully consider various elements before embarking on an outreach program. A number of advocates (not just the outreach coordinator) should attend, so that outreach can be thought through as a team. This design is based on careful thought and on pilot tests.

The following audience configuration conditions are critical to the success of the training:

- Program advocates who are going to be involved in or actually doing the outreach efforts should attend the training.
- Each program should send a minimum of two advocates, and up to a maximum of five.
- Each program must send a director, administrator, or other staff with authority in the program.
- There should be no more than twenty-five people in the training.
- This training can be provided to all the staff of one program instead of five programs attending a single training.

As part of the planning process, the trainer/s must make sure the program/s will commit to these conditions.



Trainer preparation

Each trainer should read the following paper as part of the preparation for presenting the curriculum: S. Warrier and V. Coffey. 1997. “Achieving Effective Domestic Violence Public Education in a Diverse Society: A Solutions-Oriented Approach.” National Resource Center On Domestic Violence. (See Appendix D.)

Preparation of case examples

Ideally, the case examples should include underserved communities that the program knows about and that are in the program’s catchment area. In addition, trainers should find out if the program is considering conducting outreach to a particular community. If the program cannot provide examples, the trainer should ask which community the program thinks it might have difficulty reaching. If the program has already done outreach, it might be best to work with case examples that it had problems with so that the curriculum principles and tools can be applied to a difficult outreach experience and help participants figure out how to overcome such challenges.

When working with the program to decide on case examples, it is important to clarify that it must choose a case example from any underserved community. The following are the dimensions of diversity from which the underserved are generally derived:³

- **Age**
including a recognition of the different realities, needs and issues facing girls/boys, adolescent girls/boys, adult women/men, and older women/men.
- **Ethnicity/Race**
including different realities related to racial and ethnic group and sub-group identification, color, cultural practices, particularly those which facilitate/support or impede/undermine work to end violence against women.
- **Immigration/Citizenship Status**
including individuals who are refugees, asylees, and immigrants.
- **Religious/Cultural**
including religious/cultural practices and beliefs which facilitate/support or impede/undermine work to end violence against women.
- **Health Status**
- **Illnesses, Diseases and Risk Conditions**
including people with a range of conditions from diabetes, high blood pressure, breast cancer, and HIV/AIDS to schizophrenia, depression and substance abuse. This may also include the un-insured and medically underserved.
- **Differently Abled**
including a range of people – from those who are learning disabled and mentally challenged, to those who are deaf/hard of hearing, blind, mute, wheelchair bound, or victims of inaccurate perceptions of disability. In addition to the access-to-services issues which adult survivors with disabilities face, children’s disabilities may also significantly affect a battered mother’s options.



- **Sexual Orientation/Identity**

including lesbian, gay, bisexual and transgendered individuals, communities, and organizations.

- **Language**

including linguistic ability, cultural dialects and accents which facilitate/support or impede/undermine individual and community access to services and other resources. Other recognized forms of language used by individuals to communicate with others may include, for example, but are not limited to, sign language, and the use of pictorial images in art therapy, by children surviving or witnessing abuse.

- **Education/Literacy**

Literacy is an important subset of education and includes, but is not limited to, for example, being able to read a protective order and write notes about an incident shortly after it occurs. Education, the broader category, includes, but is not limited to, for example, development of skills that enable one to calculate how much emergency financial support is available, etc.

- **Economic Status**

including access to financial and other support, particularly a livable income, shelter/housing, food, clothing and other necessities.

- **Housing**

including homeless individuals and migrant farm workers.

- **Isolation**

including individuals with limited or no access to transportation, telephones, and/or other technological means of communication.

- **Geographic Isolation**

including individuals and communities in rural areas.

- **Semi-Closed Communities/ Ethnic Segregation**

including individuals residing in Indian country, ethnic neighborhoods, and immigrant communities with limited access to appropriate services, accurate information and resources.

The census calls this category ethnic segregation.

- **Closed Communities** including individuals residing in federal enclaves, military installations, communes, and self-governed areas.

- **Women Charged/Convicted of Crimes**

including battered women who are incarcerated, convicted of crimes, charged with crimes and/or fleeing criminal prosecution.

The case examples can be from any community from the above groups, or a combination, but they cannot be from groups such as, for example, the police or upper-middle-class white women. It is not that victims from these groups do not have their own difficulties, but that the goal is to work on outreach to those who are denied or have limited access to quality domestic violence advocacy, support, and services.

Training location, handouts, and overheads

Consider the size of the audience and the room when choosing the method of audiovisuals to be used. Ideally, both overheads and newsprint should be used. Prepare overheads and handouts ahead of time. The Training Schedule is Handout #1 (3 pages) for the participants.



Overheads #1 and #2 have been combined into Handout #2 (2 pages). Afterthat, the text of each overhead is included in the matching handout so that the participants can easily follow the lectures and take notes. Distribute the appropriate handouts and worksheets as you begin each session or module. Make more than enough copies of the handouts and worksheets.

Consider the acoustics of the room.

Tables – preferably round – should be provided. This enables members of the programs to spread out their worksheets and better discuss the issues.

¹ Because the overwhelming majority of domestic violence victims are women abused by their male partners, this curriculum uses “she” or “battered woman” when referring to a victim of domestic violence, and “he” when referring to a “batterer.” All victims of domestic violence deserve support and responsive advocacy, including victims in same sex relationships and male victims abused by female partners.

² Adapted from a working definition of “underserved” developed by the National Resource Center on Domestic Violence.

³ Adapted from a working definition of “underserved” developed by the National Resource Center on Domestic Violence.



Outreach to Underserved Communities



Training Schedule DAY ONE

<u>Program</u>	<u>Time</u>
Module One – “Unraveling What We Know”	
✍ Introductions	20 minutes
✍ Overview of Project and Curriculum Modules	20 minutes
✍ Brainstorm Activity: Why Do Outreach to Underserved Communities?	20 minutes
✍ Lecture: Basic Principles of Outreach	30 minutes
<i>Optional Break</i>	<i>10 minutes</i>
✍ Before Beginning Outreach, Small Group Work by Program Teams – Worksheet #1: Experiences with Outreach	30 minutes
✍ Worksheet #2: Critical Self-Assessment of Program	30 minutes
<i>Break</i>	<i>15 minutes</i>
Module Two – “The Threads”	
✍ Introduction to Module Two	10 minutes
✍ Worksheet #3: Selecting a Community	20 minutes
✍ Worksheet #4: Getting to Know Your Selected Community	60 minutes
✍ Worksheet #5: Barriers to Outreach	30 minutes
<i>Break or Lunch Break</i>	<i>15 minutes 60 minutes</i>



Outreach to Underserved Communities

Training Schedule DAY ONE (continued)








<u>Program</u>	<u>Time</u>
Module Three – “Begin to Weave”	
 Interactive Exercises: Our Personal Issues	30 minutes
 Lecture/Discussion: Outreach Skills and Strategies	20 minutes

This curriculum is part of the *Building Comprehensive Solutions to Domestic Violence* initiative of the National Resource Center on Domestic Violence, funded by the Ford Foundation.



Outreach to Underserved Communities

Training Schedule DAY TWO

<u>Program</u>	<u>Time</u>
Module Three – “Begin to Weave” (continued)	
 Worksheet #6: Preparation for the First Meeting	45 minutes
<i>Break</i>	<i>10 minutes</i>
 Worksheet #7: Practical Applications	35 minutes
 Lecture: Creating Sustainable Communities	30 minutes
<i>Optional Break</i>	<i>10 minutes</i>
Module Four – “Kinks in the Weave”	
 Lecture: Building Bridges	20 minutes
 Discussion/Lecture: Divisive Reaction to Diversity	45 minutes
 Worksheet #8: Problems That Arise	30 minutes
<i>Break</i>	<i>10 minutes</i>
Module Five – “Those Difficult Issues”	
 Worksheet #9: Those Difficult Issues	90 minutes

This curriculum is part of the *Building Comprehensive Solutions to Domestic Violence* initiative of the National Resource Center on Domestic Violence, funded by the Ford Foundation.



MODULE ONE
“UNRAVELING WHAT WE KNOW”

Group Size: Whole Group (limited to 25)
Small Groups
Individuals should sit with other members of their program.

Total Time: 2 hours, 40 minutes, including a 10-minute break,
followed by a 15-minute break before the next module.



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❖ **INTRODUCTIONS**

Time: 20 MINUTES

The trainers should introduce themselves and welcome the participants.

Ask the participants to introduce themselves.

❖ **OVERVIEW OF PROJECT AND CURRICULUM MODULES**

Time: 20 MINUTES

Trainer outline for introduction

- ☞ *Building Comprehensive Solutions to Domestic Violence* is a multi-year initiative to help domestic violence organizations collaborate more effectively in their communities and build vision, policy and practices that respond to the current realities facing battered women, especially those who live in poverty.
- ☞ The initiative is a project of the National Resource Center on Domestic Violence and is supported by The Ford Foundation.
- ☞ These modules, designed for domestic violence advocates, are part of a national training initiative to enhance collaborations.

Trainer outline for overview of curriculum modules

- ☞ **See earlier sections entitled “Overview of the Modules” and “Approach.” Give participants an overview of the modules and the agenda for the day.**

Emphasize the following:

- **The curriculum is designed to engage participants in a process that will help them develop new outreach strategies and troubleshoot existing problematic outreach efforts.**
- **The training will provide tools and principles that will help them in their work – not “the answers” to the complex issues that may arise in outreach efforts.**



- ➔ **Post Overheads #1 & #2 (combined into Handout #2 for the participants) and review the goals for the training.**

Overhead #1: Training Goals (page 1 of 2)

- The battered women’s program/advocate understands the need for outreach to diverse communities on the issue of domestic violence.
- The program/advocate understands the basic principles of outreach and diversity.
- The program/advocate uses basic collaboration skills to conduct outreach.
- The program/advocate uses existing tools and skills to conduct outreach and educational efforts to diverse communities.

Overhead #2: Training Goals (page 2 of 2)

- Advocates begin to partner with community members on a regular basis in order to work towards each community assuming ownership of the issue of domestic violence.
- Advocates understand the need for a collective search for solutions for ending domestic violence.
- Programs are better able to provide quality advocacy, support, and services to battered women from diverse communities.

❖ **BRAINSTORM ACTIVITY: WHY DO OUTREACH TO UNDERSERVED COMMUNITIES?**

Time: 20 MINUTES

Ask participants to list aloud why we should reach out.

Write the list on newsprint. Participants may use examples from their own experiences or those of others.



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Sample list

- ✓ because women face cultural barriers to accessing services
- ✓ so that women can be represented
- ✓ because community agencies do have resources to help
- ✓ to ensure that they know we are here
- ✓ because we can learn things about our program from them
- ✓ battered women are all colors
- ✓ racism is one oppression we fight as part of domestic violence
- ✓ language barriers
- ✓ education
- ✓ to counter what the abuser has been telling the victim
- ✓ to expand and connect the network of help at various levels
- ✓ to share things in common
- ✓ to meet the needs of immigrant women
- ✓ program visibility
- ✓ all battered women are not the same
- ✓ to understand diverse thoughts and needs
- ✓ need to rethink our services

Thank participants for generating the list.

👉 *Note:* If no list is generated, move to Overhead #1 and review why we do outreach.

❖ **LECTURE: BASIC PRINCIPLES OF OUTREACH**

Time: 30 MINUTES

➔ **Post Overhead #3 and review the four main points.**

Overhead #3: Introduction

- Outreach is a primary advocacy strategy of the battered women's movement.
- Outreach has generated fundamental social change on the issue of domestic violence.
- Outreach to underserved communities has been inadequately addressed.
- Addressing issues in underserved communities is an important part of prevention work.



Trainer notes for Overhead #3

- 👉 Remind participants that outreach is the reason the movement is where it is today. A good example of such outreach is the work which battered women’s advocates did with the criminal justice system. It took years, but the advocacy is beginning to pay off. It was a long and hard battle, but advocates made the commitment to make it work.
 - 👉 The problem has been that outreach to underserved communities has been more difficult because numerous issues trip us up. These issues include not knowing how best to approach various communities, or what questions to ask; our own internal preconceived ideas about the communities and outreach work; and various other barriers.
- ➔ **Post Overhead #4 and review why advocates should make a commitment to outreach to underserved communities.**

Overhead #4: Commitment to Outreach

- Outreach is morally the right thing to do.
- Outreach is absolutely necessary for community collaboration so that a particular community can take responsibility for addressing domestic violence.
- Outreach helps battered women’s advocates and programs design and provide quality advocacy, support, and services for battered women.

Trainer notes for Overhead #4

- 👉 In this section remind advocates that fundamental social change on the issue of domestic violence cannot occur until the communities own the issue for themselves. Through the linkages we create with members of community groups, they learn to own and address the issue themselves. In the past, we have often failed to do this.

The result has been that battered women were left with two choices: leave the relationship and the community, or get the law to help. When communities take charge of the issue, it will also

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assist battered women’s programs to provide effective advocacy, support, and services to that community. That’s the broadest vision.

→ **Post Overhead #5 and review the principles for outreach.**

Overhead #5: Principles for Outreach

Principles to guide outreach to underserved communities

- Recognize the value of working together.
- Recognize that your organization will change as a result of outreach.
- Be open to criticism.
- Define your goals, and be clear about which goals can change and which cannot.
- Invite people in a meaningful way.
- Accept the transfer of leadership to the particular community.
- Enjoy the rewards.

Trainer notes for Overhead #5




It is important to remember that there is inherent value in working together – that the work to help battered women and end domestic violence will be more successful. This is an important principle to keep in mind, because there will be times when outreach will be difficult and discouraging. Outreach efforts will change the way an organization functions and responds to battered women. Advocates, like all people, can be resistant to change. When faced with such resistance, it is important to go back to the basic goals and reasons for outreach and renew the program’s commitment to the work.

Sometimes a program receives a grant to conduct outreach to a particular community. At first, there is a great deal of excitement and enthusiasm, and everyone jumps right in. Many of us have experienced this. But then things fall apart. There may be



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accusations and counteraccusations. For example, the community may say, “The program doesn’t understand our needs, and the staff is biased against us. They just used us to get the money.” The program may respond with, “We are trying to help battered women, but they don’t want to accept that there is domestic violence in their community, and they are blocking our efforts.”

-  These exchanges are not helpful unless they lead the program personnel to a review of their motives and activities, and to some introspection about their approach to and view of the particular community. We think we’re “in the right” because we are trying to help battered women. Sometimes this can make it difficult to be open to criticism. Unless we can hear all that a community is saying to us, including the criticism, we won’t be able to adequately prepare for or implement effective outreach and advocacy to underserved communities. In addition, when we work with people who are different, it is important to remember that there are all kinds of “isms” floating around. We must be prepared to hear what people are saying, analyze our own “baggage,” and make the changes in our attitude and behavior that are necessary for effective advocacy with underserved communities.
-  To invite people meaningfully does not involve just one person. This is tokenism. Also, we can’t stop after one attempt. If you invited representatives from the community and they did not respond, then go back and look at the invitation. How was it communicated? To whom? What were people invited to participate in?”
-  Accepting the transfer of leadership to the community means that, when outreach is successful, domestic violence becomes the community’s issue, and the community makes the decisions about how it will respond. Sometimes it is hard for advocates to “let go” and support the community’s decisions, especially if those decisions differ from what the advocate would decide. However, this transfer of leadership and responsibility is essential to successful outreach, and ultimately to enhancing the safety of battered women.



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- ➔ **Post overhead #6 and review the key points about Outreach strategies.**

Overhead #6: Outreach strategies

Outreach strategies should

- range from simple to complex and from short-term to long-term,
- respect the community’s norm of privacy and dignity, and
- reflect an understanding of and respect for the group’s frame of reference.

Trainer notes for Overhead #6

👉 Sometimes it might work better in a particular community to invite people around other issues and not focus the outreach on domestic violence. Consider a range of issues, such as English-as-a-second-language (ESL) classes, resume writing, job skills, a more social get together, etc. Do your homework. It is important to have a range of strategies.

👉 Advocates must respect the group’s norms around privacy and dignity. For example, in some groups it is all right to talk about income and money, and in others it is not. If we attempt to understand the group’s frame of reference, then the rest of the work becomes easier.

- ➔ **Post Overhead #7 and review the definitions of *diversity* and *multicultural***

Overhead #7: Diversity, Multicultural

Diversity

- based on ethnicity, race, sexual identity, gender, etc.
- includes and accounts for differences within each group

Multicultural

- based **only** on ethnicity and race
- does not account for differences within group




Trainer notes for Overhead #7

 **Definitions**

Diversity: This is a term that acknowledges that we live in a society that consists of many different groups. The groups include those based on ethnicity, race, sexual identity, gender, economic status etc. Each group has its own culture. In its broadest sense, the term also includes and accounts for differences within each group.

Multicultural:

This term is often used to mean the same thing as diversity. But the two terms are not the same. Multicultural usually refers to groupings based on ethnicity and race. The term implies that various groups live together in “harmony.” It also does not account for differences within each group.

 Stress that there has always been confusion around the terms *multicultural* and *diversity*. The two terms are not the same. Multicultural was a hot word a few years ago. The problem with the term is that it continues to propagate the myth that the United States is a “melting pot” – that cultures integrate and become one “multicultural” society. The term also does not account for differences within a group.

Diversity is the preferred term because it accounts for the differences found within a group. For example, if we say that Latinas are a *multicultural* group, all we convey is that they are different from other ethnic groups. However, if we say that Latinas are a *diverse* group, we account for differences among Latinas, such as their country of origin, length of stay in the U.S., sexual orientation, etc.

➔ **Post Overhead #8 and review the definition for *community*.**

Overhead #8: Community

Community: A group of people sharing common interests and affected in similar ways by systems of power.

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Trainer notes for Overhead #8

 **Definition**

Community: A group of people sharing common interests and affected in similar ways by systems of power.

Examples of communities are the members of a labor union, women in a welfare-to-work program, members of a congregation, people in same sex relationships, and able-bodied persons.

Although communities are groups that share common interests, there might be subgroup differences within larger groups. Communities are not fixed entities; they change, and sometimes subgroups form as a result. It is important to be aware of this. For more information, see the discussion of “Exercise 3: Stereotypes, Biases, and Prejudices,” in Module Three.

Example: Latinas living in a large city may be a huge community. Within that community are subgroups, such as Puerto Ricans, Mexicans, and Columbians. Even these subgroups will have subgroups, such as wealthy Mexicans and poor Mexicans.

→ **Post Overhead #9 and review the definition for *underserved*.**

Overhead #9: Underserved

▪Race/ethnicity	▪Language issues
▪Age	▪Economic status
▪Immigration status	▪Education/literacy
▪Religious/cultural	▪Geographic isolation
▪Illness/diseases and risk conditions	▪Semi-closed/ethnically segregated
▪Differently abled	▪Closed communities
▪Sexual orientation	▪Women charged with crimes



Trainer notes for Overhead #9

 Go over the identifiers that comprise the *underserved*.

The following are the dimensions of diversity from which the underserved are generally derived:⁴

- **Age**

including a recognition of the different realities, needs and issues facing girls/boys, adolescent girls/boys, adult women/men, and older women/men.

- **Ethnicity/Race**

including different realities related to racial and ethnic group and sub-group identification, color, cultural practices, particularly those which facilitate/support or impede/undermine work to end violence against women.

- **Immigration/Citizenship Status**

including individuals who are refugees, asylees, and immigrants.

- **Religious/Cultural**

including religious/cultural practices and beliefs which facilitate/support or impede/undermine work to end violence against women.

- **Health Status**

- **Illnesses, Diseases and Risk Conditions**

including people with a range of conditions from diabetes, high blood pressure, breast cancer, and HIV/AIDS to schizophrenia, depression and substance abuse. This may also include the uninsured and medically underserved.

- **Differently Able**

including a range of people – from those who are learning disabled and mentally challenged, to those who are deaf/hard of hearing, blind, mute, wheelchair bound, or victims of inaccurate perceptions of disability. In addition to the access-to-services issues which adult survivors with disabilities face, children’s disabilities may also significantly affect a battered mother’s options.

- **Sexual Orientation/Identity**

including lesbian, gay, bisexual and transgendered individuals, communities and organizations.

- **Language**

including linguistic ability, cultural dialects and accents which facilitate/support or impede/undermine individual and community access to services and other resources. Other recognized forms of language used by individuals to communicate with others may include, for example, but are not limited to sign language, and the use of pictorial images in art therapy, by children surviving or witnessing abuse.

- **Education/Literacy**

Literacy is an important subset of education and includes, but is not limited to, for example, being able to read a protective order and write

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notes about an incident shortly after it occurs. Education, the broader category, includes, but is not limited to, for example, development of skills that enable one to calculate how much emergency financial support is available, etc.

- **Economic Status**

including access to financial and other support, particularly a livable income, shelter/housing, food, clothing and other necessities.

- **Housing**

including homeless individuals and migrant farm workers.

- **Isolation**

including individuals with limited or no access to transportation, telephones, and/or other technological means of communication.

- **Geographic Isolation**

including individuals and communities in rural areas.

- **Semi-Closed Communities/ Ethnic Segregation**

including individuals residing in Indian country, ethnic neighborhoods, and immigrant communities with limited access to appropriate services, accurate information and resources. *The census calls this category ethnic segregation.*

- **Closed Communities**

including individuals residing in federal enclaves, military installations, communes, and self-governed areas.

- **Women Charged/Convicted of Crimes**

including battered women who are incarcerated, convicted of crimes, charged with crimes and/or fleeing criminal prosecution.

⁴ Adapted from a working definition of “underserved” developed by the National Resource Center on Domestic Violence.




➔ **Post Overhead #10 and review the stages of working relationships.**

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Overhead #10
Stages of Working Relationships

1. Cooperation:	working together	Unequal Power
2. Coordination:	working together and being aware of power differentials	↓
3. Collaboration:	working together and sharing power equally	Shared Power

Trainer notes for Overhead #10

 **Cooperation, Collaboration and Coordination:** All three terms refer to working together towards a common goal. However, the differences among them are important.

Cooperation refers only to working together and is often the first step.

Coordination takes into account power differentials among the groups working together, or whose cooperation is sought in a joint venture.

Collaboration refers to joint efforts based on everyone's having equal power and status to negotiate.

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☞ There is a step-by-step process for working with communities. It starts with cooperation, which means simply working together. As the work continues, the process of coordination begins, in which the coordinators account for power differentials between groups and analyze the impact of the power differential on group process. Finally, the process reaches the stage of collaboration, in which the efforts to address and work on the issue of domestic violence are based on power sharing. In order to get to collaboration, there has to be a method of addressing and dealing with conflicts and working through them.

➔ **Post Overhead #11 and review the definitions for *sensitivity and competency*.**

**Overhead #11
Sensitivity, Competency**

Sensitivity: being open and empathic towards a group’s issues and concerns

Competency: includes sensitivity and a critical analysis of one’s own biases and prejudices

Trainer notes for Overhead #11

☞ **Definitions**

Sensitivity: refers to being open and empathic towards a particular group’s issues and concerns.

Competency: includes both sensitivity *and* a critical analysis of one’s own biases and prejudices.

☞ *Sensitivity and competency* are words that create a lot of confusion. *Sensitivity* refers only to being open and empathic. *Competency* actually requires one to combine sensitivity with an analysis of one’s own biases and prejudices. The latter requires one to acknowledge and recognize that we all have biases and prejudices.



In order to develop a successful and competent outreach program, you have to combine an understanding of diversity with an analysis of your understanding and prejudices regarding the community.

❖ **BREAK (OPTIONAL)**
Time: 10 MINUTES

Take a 10-minute break at this point, if needed.

❖ **BEFORE BEGINNING OUTREACH,
SMALL GROUP WORK BY PROGRAM TEAMS –
WORKSHEET #1: EXPERIENCES WITH OUTREACH**
Time: 30 MINUTES

Ask participants to go to Worksheet #1 and take 10 minutes to work with their program team to complete it. The entire worksheet should be completed and processed. Participants must complete the sheets with their domestic violence program team.

This worksheet can be completed in 10 minutes. Process the answers in another 10-20 minutes. When processing the answers, the goal is for the group to see the variety of possibilities, not to indicate that there are right or wrong answers.

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**Text of Worksheet #1:
Experiences with Outreach**

Have you ever conducted outreach before?
(Circle one.) Yes No Don't Know

If yes :

What pleased you about the outreach?

What were the difficult issues?

What did you think worked well?

What did not work?

If no:

What were the reasons for not conducting outreach?


Do the reasons exist now?

If they do, can they be changed?

How can the change occur?



Trainer notes for Worksheet #1

 These are some possible answers for Worksheet #1:

What pleased them about outreach?

- learning
- hanging out
- educating themselves and others
- concern for safety of other women

What were the difficult issues?

- feeling of being an outsider
- feeling inept
- safety issues
- feeling of rejection
- adjusting program and policy
- program’s internal issues
- less reward back for all your energy
- people’s body language when they see your program title and the issue you are dealing with
- barriers that you cannot get past because you do not know what they are

What did you think worked well?

- feeling of trust
- they had questions
- they shared stories
- they felt that there was hope for them

What did not work well?

- physical structure of the place
- no continuity, it would fall apart
- inability to communicate effectively especially when there is a need to reword things
- trying hard not to be judgmental
- being impatient
- the community’s primary need is not part of our service making assumptions about primary needs

What were the reasons for not conducting outreach?**NOTES** 

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Trainer notes

👉 In this section, the answers tend to be lumped together and therefore you can process them as one question. If you run out of time to process this, you should encourage program teams to process this when they go back to their programs.

Some possible answers include

- lack of time
- lack of resources
- feeling that you have already done it
- it’s frustrating
- get caught up in crisis mentality – outreach requires planning
- has not been given sufficient priority in program
- commitment – when the community is only a small percent age of the total population, why bother spending time and resources

👉 Remind participants that a lack of resources/funding is an important reason to be hesitant to do outreach. Insufficient resources can lead to failed promises and can further the gap between the program and the community. If one of the program teams identifies this as an issue for its program, the trainer should reinforce that they can still use the training to consider what other issues there are and what kind of plan they need to have in place to address them. They can also use part of the time to develop a plan to seek funds for their outreach efforts to underserved communities. Even if a program has the resources and money to do outreach, it still needs to think through how much time and money it is going to expend in conducting outreach. The worksheets will help them do so.




❖ **WORKSHEET #2:**
CRITICAL SELF-ASSESSMENT OF PROGRAM
Time: 30 MINUTES

Ask the program teams to move to Worksheet #2 and spend approximately 15 minutes working on it.

Introduce the worksheet by stating that when people look at this they may say, “This is too obvious. Why bother?” The purpose of conducting a self-assessment before plunging into outreach is to identify concerns and issues. For example, “Is our staff diverse enough to meet the needs of the community? Whom are we not serving?”

Trainer notes for additional introduction to Worksheet #2

 What sometimes happens is that an “executive decision” is made to conduct outreach to a particular ethnic community. A program might then put an ad in the paper and hire someone from that community to do the outreach, and the rest of the staff may not feel any responsibility. If the outreach coordinator does wonderful work that results in some service change, then tensions can surface between the “old” staff and the new. Accusations may fly, and the outreach activity ends. It happens again and again. The way to avoid this is to closely examine the problem as an agency. Encourage participants to be really honest about service and staffing issues. Unless there is commitment from all levels of the program, the outreach activity will not succeed. In order for outreach behavior, attitude, and practice to change, there must be management support and institutional change. The worksheet will help the program team assess the program’s commitment.

**Text of Worksheet #2:
Critical Self-Assessment of Program**

1. How long has your program existed, and what is the program’s mission?
2. What are the goals of the program?
3. What are the services that are offered?
4. What is the population that the program serves now?
(in terms of age, ethnicity, disability etc.)
5. Of all the services provided by the program, which ones are effective and why?

Effective Services	Why are they effective	How do you know

6. Of all the services provided by the program, which ones are not effective, and why?

Ineffective Services	What makes them ineffective	Possible Solutions

7. Are there any funding constraints for outreach activities?
(Circle one) Yes No Don’t Know

If yes, what are the constraints?

Constraints	Possible Solutions	Resources Needed

If you don’t know, then how can you find out?

**Text of Worksheet #2:
Critical Self-Assessment of Program (continued)**





8. What is the current staff structure and composition?

Total number of staff:	
Total number of volunteers:	
Ethnic composition of staff:	
Ethnic composition of volunteers:	
Age and other characteristics of staff:	
Age and other characteristics of volunteers:	
Organizational structure:	<ul style="list-style-type: none">• Hierarchy• Other (please describe)
Duties of various staff members:	



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Trainer Notes for completion and processing of Worksheet #2

-  Program teams may not be able to complete the whole worksheet. Ask them to go back to the program and work on it in a staff meeting. Some teams may not see the point of the first three questions, or the last one. Some may not know the answers to these questions. It is okay for those teams to not work on those questions, but insist that they work on Questions 5, 6, and 7. Sometimes the staff attending the training might not have access to all the information and will have to get it after the training.
-  For this worksheet, trainers do not have to process all the answers. This worksheet is their internal work. You can ask whether any one wants to share anything interesting that they came up with. Most of them realize at this point that outreach is not as simple as they had thought – that hard work and planning are integral elements. This worksheet helps them to focus and plan the process.
-  Ask them if they have any concerns about the worksheets. Staff members might have concerns about being self-critical or about taking this work back to their program. Suggest that one of the ways to deal with this is to frame the work as a needs assessment followed by a planning process for outreach to a particular community. For example, you could start with one narrow issue, such as support groups. Encourage participants to think about what words they use and to be patient. The process may need to proceed slowly. Also, remind participants that some conflict is inevitable. It is okay to have conflict. Change often occurs through conflict.
-  If they have no concerns, reiterate the importance of the assessment as being critical to outreach efforts and planning. For advocates presenting themselves to a group that knows nothing about them or their services, it is just as essential for the advocates to know their own program as it is for them to understand the group that they are reaching out to.



❖ **BREAK**

Time: 15 MINUTES

Take a 15-minute break here before moving to Module 2. If you have the whole day, you can give short breaks between worksheets or wait till the section is complete. Assess the group’s needs before giving breaks.

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MODULE TWO “THE THREADS”

Group Size: Whole Group (limited to 25)
Small Groups
Individuals should sit with other members of their program.

Total Time: 2 hours, with no break,
followed either by lunch or by a 15-minute break
before the next module



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❖ **INTRODUCTION TO MODULE TWO**

Time: 10 MINUTES

In Module One the domestic violence program teams began the process of self-assessment. In this Module the teams will consider which community will be the focus of their outreach.

Remind participants that it is important for programs to do a self-assessment first. Once the program has a “sense of itself,” it is better able to decide if it is prepared to do outreach to particular communities and to represent the program to the community once the outreach has begun.

❖ **WORKSHEET #3: SELECTING A COMMUNITY**


Time: 20 MINUTES

Ask the program teams to turn to Worksheet #3. Explain that this worksheet will help the program team choose a community to focus on. Remind participants that they can choose a community defined by race, ethnicity, sexual orientation, economic status, etc. If necessary, post “Overhead #9: Underserved” and review which types of communities are underserved. Inform the teams that the community they pick will be the one they will work with the rest of the day.

Allow teams 15 minutes to complete the worksheet.

There is usually no need to process this worksheet, as it is simply designed to help teams get started with their planning process.

Trainer Notes

 Review the “Preparation of case examples” section in the introductory section. If a team chooses a community that is not underserved, such as police, or upper-middle-class women, you will need to redirect the team’s efforts. Support their identification of them as “groups,” and agree that these groups have concerns and needs for domestic violence services, but explain that they are not underserved. Review with the team the definition of underserved communities. **It is absolutely essential that teams identify an underserved community.**



Text of Worksheet #3: Selecting A Community

- 1. What reasons are there for you to do outreach now?**
- 2. What would the goal of that outreach be?**
- 3. Think about the women your program serves. List the groups in the community that are not represented among your clients – that you are not serving or think you should serve better.**
- 4. How do you know whether or not you are serving all groups in the community? Is there a way to make sure your assumptions are correct?**
- 5. Of the groups you listed in #3, which group(s) will be the focus of your efforts in the next year? After next year?**
- 6. How many months will you need to complete a planning process?**
- 7. If you know that there is a group that is very small – i.e., less than 1% of the population – how will you decide whether or not to reach out to them?**



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**❖ WORKSHEET #4: GETTING TO KNOW YOUR
SELECTED COMMUNITY
Time: 60 MINUTES**

Ask all participants to move to Worksheet #4. Let them know that the next two worksheets are perhaps the hardest to do. It is critical that they first review all the questions; then they can begin working on them one by one. Tell participants the following:

- **They will not be able to complete all the questions. Some of the questions require more time, hard work, and research.**
- **This process, although time consuming, is essential to effective outreach. The more knowledge one has about one's own program, as well as the community, the better the process will be, especially if problems arise later. The more you can learn about the community, the more effective you will be.**

Ask the teams to review all the questions but to make sure they work on Questions 2, 5, and 6. When there are about 15 minutes left, direct the teams to these questions and ask them to complete these, since these will be the ones that will be processed.



Text of Worksheet #4: Getting to Know Your Selected Community

Instructions:

- *Read through the entire sheet.*
- *You will not have time to complete the entire worksheet.*
- *You will need to gather more information before you can complete some of the sections. It is important to try to be as complete as possible and to be open to the possibility that there may be multiple and differing views from the community about the community.*
- *Try to identify how you will gather information you need.*
- *Make sure your program team completes Questions 2, 5, and 6 during the training. The trainers will process those questions with the entire group.*

1. Select one group that will be the focus of your outreach efforts in the next year.

2. List three beliefs you have about the group.

- 1.
- 2.
- 3.

Where did you get that information?

3. List three ideas you have about the group that you think might be misconceptions.

- 1.
- 2.
- 3.

How did you get those “ideas” about the group? How will you find out if they are misconceptions?

4. Describe your attitude towards the group.

Do you think it is the “correct” attitude?

5. List the five key issues in the community.

- 1.
- 2.
- 3.
- 4.
- 5.



Text of Worksheet #4, (continued)
Getting to Know Your Selected Community

- 6. Where do the women in the community go for help?**
- 7. List the key demographics for the community – e.g., population size, % males vs. % females, income levels, total number of adults etc.**

If you don't know, how will you get this information?

- 8. What do the community members see as their service needs?**
- 9. What do you think are the community's attitudes and beliefs regarding domestic violence?**
- 10. Describe how the community is currently dealing with domestic violence.**

If you don't know, how will you get this information?

- 11. List the leaders of the community, including at least two leaders who are women.**
- 12. Describe how the community views your program and the advocacy/services it provides.**
- 13. List at least two things your program will gain from outreach to this community.**


1.


2.




NOTES **Process Questions 2, 5, and 6 with the entire group.**


Trainer Notes to process Questions 2, 5, and 6:

 It is critical that you process Question 6. If you are running out of time, start with it.

 **Question 2:** Program teams will come up with varying answers depending upon the community the selected. List their answers on newsprint. Ask participants where they obtained the information that led to each belief.

Stress the point that whenever we take the time to consider our beliefs or misconceptions we usually discover that they have arisen from very limited information or from bad experiences with individual(s) from that particular community. To do effective outreach, each advocate/program must go beyond beliefs and misconceptions.

 **Question 5:** Again, there will be a variety of answers. List them on newsprint, by community. Stress that if a program team does not have the information, they need to figure out how to get it.

 **Question 6:** Encourage participants to generate a range of answers. List these on newsprint.

Possible answers:

- clergy
- public leaders
- grassroots leaders

Stress that finding out this information is essential to developing a successful outreach effort to a community. Programs must take the time and make the effort to gather this information.

Remind participants that they can continue to complete Worksheet #4 with the rest of their program personnel. Give participants some information about sources of information about communities.



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Trainer notes on sources of information about the community

- ☞ Sometimes, advocates can obtain some of the information they need from an individual from a particular community whom they already know. This type of connection is critical and will be of enormous assistance. However, it is important to remember that this person is an individual and just one person. She/He may not have all the answers, or has different experiences from others in the community. Learn as much as possible from her/him; but advocates may have to seek information from different sources as well.

- ☞ If a program can figure out to whom the women go to for help (remember, in many cases community leaders are men), participants then know with whom they have to build linkages. Again, there are tremendous differences within communities. In some cases, women prefer not to seek help from within the community and would rather do so from “outsiders” (this is often the case in small, closed communities).



❖ **WORKSHEET #5: BARRIERS TO OUTREACH**
Time: 30 MINUTES

Ask all participants to move to Worksheet #5. Tell participants the following:

- **This worksheet can be very difficult, because it requires a great deal of thinking and processing – preferably within the program. The goal today is for program teams to begin these discussions.**
- **Programs should complete all the applicable sections before beginning the outreach program, because it is often these barriers that make it difficult for a battered woman from an underserved community to access and obtain quality domestic violence advocacy, support, and services.**
- **It is essential that domestic violence programs understand how the community sees them. Until the domestic violence program can determine and accept how a community sees them and its advocacy, it cannot effectively reach out to that community. Identifying and exploring the community’s view may raise internal issues. Programs may want to hire outside consultants to help them address these issues and make the changes necessary to be responsive to all battered women.**

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Text of Worksheet #5: Barriers to Outreach

Instructions:

- ***Read through the worksheet and think about how the various factors listed may affect the community you've selected. List at least three of those effects. Focus on the factors that are most likely to affect your selected community.***
For example, if you are planning an outreach program for battered lesbians, then the effects of heterosexism/homophobia will be essential to explore.

- ***List the barriers those effects might create for battered women in that community.***
For example, racism can limit access to job opportunities. Limited job opportunities create economic barriers for battered women and limit their options and choices.

- ***List how those effects might impact your program's outreach planning and implementation.***
For example, an effect of classism is a lack of knowledge or understanding of women with little or no economic resources. This lack of knowledge can lead to ineffective outreach, such as an initiative that relies on phone contact when the women in the low-income community you've selected rarely have phones. Or, an advocate doing outreach to low-income battered mothers assumes a woman is neglecting her children because her home has no electricity – the advocate doesn't understand that the woman can't afford to both pay for electricity and feed her children, so she decides to buy food.

- ***List possible sources of help and support for your program to ensure that its outreach program responds to the effects/barriers and can be effective.***
For example, hire a consultant who is a member of your selected community or who has developed a successful outreach program to that community.



Text Worksheet # 5: (continued)
Barriers to Outreach


Factor	Effects of Factor	Barriers Created for Battered Women	Impact on Program's Outreach	Resources to Help Program
Racism/ Ethnic Bias				
Heterosexism/ Homophobia				
Classism				
Welfare Reform				
Poverty/ Homelessness				
Immigration				
Others (Identified by Program Team)				




NOTES 

Give program teams about 10 minutes to begin the worksheet. Ask the group if they want to share anything they came up with. (Sometimes they do, and in other situations they do not. Do not try to force them to talk.) List on newsprint the information the group chooses to share. Do not process each and every answer, because issues might come up that are beyond the scope of the training. For example, if the focus is on heterosexism and there is dissension within the group, redirect the attention of the group and tell them that this is a bigger issue than can be discussed here and that a later training on the specific ‘ism’ might be useful.

Trainer notes

 There will be much discussion within the group. A lot of what happens in processing will depend on the attitudes/policies/support of the agency within which the domestic violence program is housed. The easier issues to process are the impacts of welfare reform, poverty, and homelessness.

 **Ask them if they felt this worksheet was useful.**

The answers to this question usually are something like this:

- It is a more difficult process than they thought it would be.
- It is scary that they are missing sections of the community they thought they were reaching.
- They have gained an awareness of their own prejudice.
- They have discovered ways in which their programs may be creating barriers for battered women from underserved communities.

Conclude this module by thanking participants for sharing what is usually very difficult. State that you are glad that they have begun to identify issues and do the hard work that is essential for a great outreach program.

❖ BREAK
Time: 15 MINUTES

OR

LUNCH BREAK
Time: 60 MINUTES



MODULE THREE “BEGIN TO WEAVE”

- Group Size:** Whole Group (limited to 25)
Small Groups
Individuals should sit with other members of their program.
- Total Time:** 2 hours, 50 minutes, including a 10-minute break,
followed by a 10-minute optional break before the next module

Note: If training takes place over 2 days, the best place to break for the day is after the lecture/discussion on outreach skills and strategies (i.e., after 50 minutes). Begin Day Two with Worksheet #6.



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❖ INTERACTIVE EXERCISES: OUR PERSONAL ISSUES
Time: 30 MINUTES

Thank participants for the hard work they have done so far. Tell them that in this module we are going to have some fun looking at commonalities, differences, biases, and prejudices. Explain that by “laying these on the table,” participants will begin to be more aware of their own issues, as well as issues for their program.

Work through the next three interactive exercises. Explain that the exercises do the following:

- **Exercise 1⁵ emphasizes diversity within groups.**
- **Exercise 2 focuses on commonalities and differences.**
- **Exercise 3 exposes biases and prejudices.**

Trainer notes

 The three interactive activities link to form a set. Therefore, it is better to do all three, and perhaps cut the number of questions within each, than to skip any one of them.

⁵ This interactive exercise is adapted from J. Fazio and A. Ruiz-Contreras, “Domestic Violence: Cultural Competency in the Health Care Setting,” in the Family Violence Prevention Fund’s *A Trainer’s Manual for Health Care Providers*. 1998.



**Exercise 1.
Internal Diversity**

Trainer instructions

The following hand-raising exercise is intended to highlight differences and similarities within a group. Instruct participants that you will be asking a series of questions to which they should respond by raising their hands. In addition, also instruct them to look around and observe their colleagues. You can ask any or all of the following or make up your own:

- How many of you live less than 50 miles from where the training is occurring?
- How many of you live between 50 and 100 miles from where the training is occurring?
- How many of you live at a distance greater than 100 miles from where the training is occurring?
- How many of you are only children?
- How many of you have one sibling?
- How many of you have more than one sibling?
- How many of you have had any one grandparent come from another country into the United States?
- How many of you have had all grandparents come from another country into the United States?
- How many of you had all grandparents come from the United States?
- How many of you are not sure?
- How many of you speak another language in addition to English?
- How many of you speak more than one language in addition to English?
- How many of you speak only English?
- How many of you have worked for under 5 years in the domestic violence field?
- How many of you have worked from 5 to 10 years in the domestic violence field?
- How many of you have been in the field for over 10 years?

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Process Exercise 1 by reviewing the following and restating the goals of the exercise:


- **We all have similarities and differences that influence our experiences and our perspectives. Some similarities and differences are visible, while others are not.**
- **This exercise is meant to help you recognize general differences, the complexity of each individual, and the assumptions that we make about one another.**

**Exercise 2.
Commonalities and Differences**

On a flip chart, have the group complete any one or two of the following sentences:


- **When I was growing up, a woman's place was**
- **When I was growing up, a man's place was**
- **When I was growing up, a child was punished by**
- **When I was growing up, affection towards children was demonstrated by.....**

Trainer notes

 In this exercise the trainer can use one, or more than one, of the statements to illustrate the basic point. Use your own judgment to determine which ones to use.

 **Process the list the group has compiled.**

Trainer notes for processing Exercise 2

 Processing is extremely crucial. Focus on commonalities and variability. For example, if you choose to do "***When I was growing up, a woman's place was...***", the answers generated might include the following:

- in the kitchen
- to be a good mother



- in the mall
- to be barefoot and pregnant
- to be strong and independent
- to be a nurturer
- in the home
- one who gives in
- the one who ruled
- the mediator/peacemaker

On the other hand, if you choose to do “**When I was growing up, affection towards children was demonstrated by....**” the answers generated might be as follows:

- by hugs and kisses
- by mother only
- by father sometimes
- not by mother
- by father only
- by grandmother
- by buying things

Conclude Exercise 2 by making the following points:

- ✍ There is a great deal of diversity even in groups that appear homogeneous. At the same time, there is a great deal of commonality. This is important for advocates to understand.
- ✍ One way in which commonality and diversity play out is that, when we see ourselves as a group that is homogeneous, and contact a group that is obviously different, we end up focusing only on the difference. We forget that there is as much diversity amongst us as there is in the other group. There is also as much commonality.
- ✍ A sole focus on differences can lead to difficulties in the relationship between advocates and the community that is the focus of their outreach. To shift this focus on differences, we need to consider the ways in which racism, heterosexism, classism, etc., keep us from seeing the commonalities.
- ✍ A critical awareness of self is also important. The next exercise will help us see how an awareness of self affects how we see others.

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**Exercise 3.
Stereotypes, Biases, and Prejudices**

Using the same format as Exercise 2, ask the group to list – without too much thinking – all the attributes of a group chosen by the trainer.

List the attributes generated by the group on newsprint. Stress that they are to state attributes that come to mind and not process information.

Trainer notes

-  It is important to emphasize that participants should not process what they are thinking, but rather just say what comes to their minds.
-  The trainer should choose a group or groups from the list of underserved communities. (See Overhead #9.) These can range from those based on ethnicity/race, such as Asians, Latinos, African-American, Arabs, etc., to those based on other axes of identification, such as lesbians, gays, elders, immigrants, poor, etc. The idea is to let the group list out the attributes. You can use more than one group to illustrate the theme. Most of the time, the group will list positive and negative stereotypes – sometimes the negatives outweigh the positives.
-  ***It is really critical that the trainer make the participants feel comfortable and maintain a neutral stance no matter what the participants say.*** This also goes for other participants who might jump in to criticize someone’s comment. The idea is to generate the list no matter what it looks like.
-  Go with the flow of the group. If any person gets agitated as the list is being generated, it is best to stop and begin processing. Ask the person who is upset what the issue is, and then use it to focus on stereotypes. For example, in one setting, the group that was selected was “rural.” Participants were generating the list, which progressively got more and more negative. One participant got visibly upset, stating that she was from a rural community and she did not see herself in the list. This was a good time to stop and focus on the way in which we arrive at negative stereotypes, such as generalizations based on limited personal experience. The very same biases/stereotypes may permeate domestic violence programs and will make outreach efforts difficult and ineffective.




Example of lists for an ethnic group – Asians – and a religious group – Muslims

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Asians	Muslims
* secrecy	* silent
* silent	* oppressive
* language barrier	* restraint
* oppressive in-laws	* veils
* cruelty	* community condones domestic violence
* family honor	* arranged marriages
* sexualize the women	* women are not valued
* no help	* traditional
* powerful men	* covered
* domination	* powerful men
* killing baby girls	* domination
* women are not valued	* Taliban [refers to a group of very conservative Muslim leaders in Afghanistan who impose strict controls over women]
* traditional	* strong
* immigration issues	* together
* children not valued	* humble
* children have to be good	* mothers
* community condones domestic violence	* submissive women
* arranged marriages	
* mail order brides	

Ask participants to tell you what they observe about the list.

Trainer notes

 Most of the time they will notice that the list contains both negative and positive qualities that are stereotypical. Remind them that stereotypes that focus on differences are often how we “make sense” of those who are obviously different from us. Also remind them that there are similarities between the groups you worked on and similarities among the groups and us (domestic violence advocates).




Ask participants where they obtained the information they generated for the list.

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The answers usually include the following:


- Newspapers
- TV
- Individual experience
- Books
- In school
- Movies
- Other people

Make the following points:

-  Repeat the point that we all make sense of difference in stereotypical ways and by focusing on negative qualities.
-  We sometimes make sense of others from very limited pieces of information, or from bad individual experiences with one community member that we then generalize to the rest of the community. A really bad personal experience can affect individuals in profound ways.
-  Sometimes values attributed to diverse groups, and especially to underserved communities, are based on minimal information and on prejudices and biases – racism, classism, heterosexism, etc.

Ask participants to go back to Worksheet #4 and ask them to share the information they provided for Question 2.

Trainer notes

-  Worksheet #4, Question 2, reads: “List three beliefs you have about the group (you’ve selected for outreach).”

Some answers may be the following:

- Teen women:
 1. do not understand
 2. obtain information only from their peers
 3. believe they have the ability to stay safe
 4. think that puppy love is the real thing
- Latinos:
 1. belong to gangs
 2. are dangerous
 3. are involved with drugs



- ✍ There might be some reluctance to share this information. Stress that the list which they generated in Exercise 3 is probably not so different from their list of beliefs in Worksheet #4.

Conclude this section by making the following points:

- ✍ We all have biases and prejudices.
- ✍ It is critical to recognize what they are and to become comfortable with the personal and intellectual discomfort that comes with recognizing such bias. Only then can we create change and work with diversity.
- ✍ You can't hide bias and prejudice. If you don't recognize them and face them, they will come out in non-verbal cues or non-verbal reactions, such as raised eyebrows, squirming in the chair, etc.
- ✍ We must recognize and address our bias and prejudice to effectively do outreach to underserved communities. For example, if we say to a group that we find a particular practice “barbaric,” or “the men in your group are so barbaric,” then we alienate potential allies and possibly force them to defend their group and the very practices that we are trying to work with them to eradicate. If we focus only on differences, we lose common ground.

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❖ **LECTURE/DISCUSSION:
OUTREACH SKILLS AND STRATEGIES**
Time: 20 MINUTES


→ **Post Overhead #12 and review the basic skills needed for effective outreach.**


Overhead #12: Outreach Skills

- Listening
- Listening without judgment
- Awareness of how you respond to attacks
- Acceptance of all feelings
- Honesty
- Respect and Humility
- Authenticity
- Maintaining an open attitude

Trainer notes for Overhead #12

 Use a combination of lecture and question-and-answer formats.

 Remind participants that the skills needed for outreach are the same skills they use for their work with battered women.

 *Listening, and listening without judgment*

When community members raise concerns, one has to listen – and to listen non-judgmentally. This means that you have to use your ears, eyes, mind and mouth – i.e., listen, watch, and think before you speak. In order to listen without judgment, you have to be aware of your biases, as well as the issues on which you cannot compromise.

Example:

If you know that community members will tell you that couples counseling is critical and important in that community, you’ll need to ask yourself how you’d respond. Will your domestic violence program start to offer couples counseling? How would you explain the dangers which couples counseling might raise for some battered women? How would you make sure you understand how it might help some battered women, particularly battered women from that community? First, listen to what the community is saying. Always be courteous when explaining your concerns.



👉 *Awareness of how you respond to attacks*
How do you offer and receive criticism?

👉 *Acceptance of all feelings*
This does not mean you accept all actions.

👉 *Honesty*
Seek and tell the truth.

👉 *Respect and Humility*
Acknowledge there is a lot you do not know and admit when you’ve made a mistake.

👉 *Authenticity*
Be real – e.g., attend community events before you approach the community.

👉 *Maintaining an open attitude*
Be willing to learn, to try new things, to see things differently.

➔ **Post Overhead #13 and review the core strategies for outreach.**

Overhead #13: Outreach Strategies


- There is inherent value in working together, whatever the differences.
- Commitment at all levels in the organization is a must.
- Patience is critical – outreach to diverse communities takes time.

Trainer notes for Overhead #13

👉 Outreach is a two way street. Advocates must learn about the community as much as the community learns about domestic violence. This is why it is important to get the whole organization committed. For example, when working with the police or CPS, advocates often got line workers committed to doing domestic violence work, but the line workers could not implement new procedures because there was no buy-in from their supervisors and upper level management.

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 Advocates can’t do it all or do it “overnight.” It will be helpful to figure out the four or five most important things you want to accomplish with your outreach. Then narrow down that list. In a time of limited resources, you have to think strategically. Remember that each community and each agency is different – you have to be patient.

Note: The total elapsed training time at this point (exclusive of breaks) is 5 hours, 20 minutes. If you need to end the day, this is the best place. Start the next day with Worksheet #6.



DAY TWO

❖ **WORKSHEET #6: PREPARATION FOR THE FIRST MEETING**

Time: 45 MINUTES

Ask participants to move to Worksheet #6 and once again to work with their program team to complete it. Ask them to make sure they work on Questions 4 and 5.

Give the teams about 15 minutes to work on this sheet, reminding them at the 5-minute mark to work on Questions 4 and 5.

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**Text of Worksheet #6:
Preparation for the First Meeting**

- 1. Develop two goals for the first three months of outreach efforts and prioritize them.**
 - 1.
 - 2.
- 2. For each goal, list strategies to help you accomplish that goal, a timeframe to complete each strategy, and which staff will be responsible for ensuring action.**

Goal 1:

Strategies	Time Frame	Staff Responsible
1.		
2.		
3.		
4.		
5.		

Goal 2:

Strategies	Time Frame	Staff Responsible
1.		
2.		
3.		
4.		
5.		



Text of Worksheet #6: (continued)
Preparation for the First Meeting

3. Develop a list of important points about your program that you are going to share with members of the community during the first meeting:

4. List at least two things you might say that you think would “turn off” community members:







5. List at least two things you think community members might say that would “turn you off”:



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Process the worksheet, making sure to process Questions 4 and 5. Ask if any group wants to share any information. Write their responses on newsprint.

Trainer notes for processing Worksheet #6

-  Stress the importance of planning when doing outreach. Planning does not mean that there will be no disappointments or difficulties down the road, but planning will make it more likely that disappointments or difficulties will be dealt with constructively. Planning will make it easier to go back and learn from your mistakes, rather than throwing in the towel.
-  Encourage program teams to complete the rest of the worksheet later.
-  Some possible answers to question #4
 - I know more about their problems than they do
 - Something stereotypical
 - They have problems of domestic violence, even if they say they do not
 - Focusing only on our goal – the need to do outreach
 - They are not handling the issue of domestic violence properly
 - Going in with an intervention idea they have not accepted
-  Some possible answers to Question #5
 - There is no domestic violence in our community
 - They always go back
 - No response at all
 - You are doing this because you have money
 - They deserve each other
 - When will you provide men's services?
-  Let them know that all the answers generated are important. The more thought that goes into the activity, the better prepared the program will be in dealing with tough questions from the community.
-  Remind participants that the community has the right to ask such questions, and the domestic violence program must stand by its principles of safety and self-determination for battered women.



❖ **BREAK**

Time: 10 MINUTES

❖ **WORKSHEET #7: PRACTICAL APPLICATIONS**

Time: 35 MINUTES

Ask the program teams to turn to Worksheet #7. Tell them they will have about 30 minutes to work on the questions. Ask them to spend about 10 minutes on the role-play. Ask them to make sure they work on Questions 5 and 6. Remind participants at the 5-minute mark that they need to finish Questions 5 and 6.

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Text of Worksheet #7: Practical Applications

Role Play

Pick one or two people to play community member/s, and the rest of the team will play themselves – domestic violence advocates. During the role play, the advocates should try to find out the following:

- * What the community’s interests are
- * How you should share information about your program with the community
- * Whether you can work out one shared goal with the members of the community
- * Whether you can agree on a timeframe for any of your goals

Process the first meeting by answering the following:

1. Do the interests of the community match the goals of your outreach program? (Circle one.) Yes No Don’t Know
2. Review your earlier goals, strategies, and timeframes. What goals and what strategies need changing?
3. Did you develop a new goal? If yes, how does this new goal affect the agency?
4. How do others in the agency feel about the new goals?
5. Are any of your program’s current services problematic for women in the community and therefore in need of change? If yes, complete the following:

Change in service	Staff responsible for change	How other staff might feel



Text of Worksheet #7: (continued)
Practical Applications

6. If the outreach effort is successful, during the timeframe you set, are there any rules of the program that will make it difficult for the women from the community to access services? If yes, complete the following:

Program Rules	Flexible Y/N	If No, Why?	If Yes, How and who can change the rules?	How other staff might feel
1.				
2.				
3.				
4.				


If you don't know, can you think of some possibilities?





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Process the role-play first. Then process Questions 5 and 6. Ask for feedback from the role-play. How did it go? What did you find?

Trainer notes

-  Programs usually find themselves introducing the program and establishing initial communication and getting beyond barriers. They usually find this helpful because the exercise forces them to think about exactly what they would say and do. Those who play the role of the community member begin to understand how the other side might feel. This is a helpful exercise since it helps participants begin to understand how they might appear to others.

-  When processing Questions 5 and 6, there might be some reluctance to share. If they want to share their answers, that is fine, but participants are sometimes reluctant to do that because they usually do not have solutions.

-  A goal of this worksheet is to get the programs to think about how their services and programs might change if they reach out to a particular community.

Example: Assume a program conducts outreach to poor women in a rural area. After a tremendous amount of work, women have begun calling for help. Transportation is a big issue, and the program has an agreement with a cab company to provide rides for the women. However, the women from the community are reluctant to ride alone with a cab driver, unless someone from the program accompanies them. This is against program rules because of liability issues. The next step is to examine why the rules were developed and which rules will be changed and for whom.



❖ **LECTURE:**
CREATING SUSTAINABLE COMMUNITIES⁶
Time: 30 MINUTES

We have now covered some basic principles about outreach, and some issues and concerns. We have worked through some strategies for initial contact. As we start the program, we must now keep in mind that we are starting our outreach program not as a one-shot deal but rather as the beginning of a long relationship. We want to build a collaboration based on mutual work, respect, and eventually trust. The initial strategies are linked to a broader design of sustaining the relationship and collaboration.

- ➔ **Post Overhead #14 and reiterate the factors necessary to create and sustain long-term relationships with underserved communities.**

Overhead #14: Sustaining Relationships

- Everyone in the agency takes responsibility.
- Everyone is patient and committed to the “long haul.”
- The program creates new materials in the appropriate language/s.

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⁶The concepts outlined below are borrowed and adapted from the following books. Both books were enormously helpful to me in clarifying my thinking around these issues, and I am grateful to all the authors. Albrecht, L., & Brewer, R. M. (Eds.). 1990. *Bridges of Power: Women’s Multicultural Alliances*. Philadelphia: New Society Publishers. AND Starhawk. 1987. *Truth or Dare: Encounters with Power, Authority and Mystery*. San Francisco: Harper Collins.


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- **Post Overhead # 15 and stress the factors necessary to sustain collaboration.**

Overhead #15: Sustaining Collaboration

- Recognize that energy going out is balanced by energy coming in.
- Acknowledge that there is inherent value in all communities.
- Remember that collaboration is essential to ending domestic violence.
- Ensure that work is reciprocal, so that neither group profits unfairly.

Trainer notes for Overhead #15

 Sustaining collaboration refers to recognizing that the energy going out of any program is balanced by the energy coming in. If a program recognizes that there is inherent value in all communities, then sustaining the collaboration in order to end domestic violence is seen to be of paramount value. No side profits unduly if the work becomes genuinely reciprocal.

Example: A battered immigrant Vietnamese woman comes for services. We have a number of choices: (a) give up and offer nothing; (b) give minimal help; (c) find someone from the immigrant community to help with her immigration needs; (d) find volunteers to help with translation; (e) find some other community member to do some of the work. The woman will benefit most when we work with others to help her. We can't and shouldn't do all the work, but should rather build a network of resources and assistance to which we can connect battered women.

- **Post Overhead #16 and review the concept and principles of sustainability.**



Overhead #16: Sustainability

- allows us to balance inevitable conflicts
- allows us to distinguish between empowerment and rescue
- helps us to understand the need to sustain the relationship over time
- requires that nobody’s resources are being drained
- gives us new tools rather than new responsibility
- helps us figure out ways to share, not burden
- helps us build strength with collective power
- liberates power and control because we recognize that power is never static; it is fluid, changing, a movement, a balance.

Trainer notes for Overhead #16

☞ The last concept – ***liberates power and control because we recognize that power is never static; it is fluid, changing, a movement, a balance***⁷ – is difficult. In domestic violence programs, we are taught about power and control and the horrific results when that power is used to control an intimate partner. While it is true that power over people can be terrible, that is not the only kind of power there is. There are different kinds of power.

If we do not recognize the other kinds of power, we cannot create responsible leadership, which consists of sharing power among equals. This sharing arises out of (a) wielding influence that is not negative or destructive, but one that fosters freedom and (b) charting a course of action acceptable to all concerned. As a movement, we have power; we need to use the power responsibly to meet the needs of all battered women. Power between groups is not stable and static. This power is dependent on many kinds of external factors and issues. Therefore, historically, there have been shifts in this kind of power.

⁷ Much of the next section comes from Starhawk. 1987. *Truth or Dare: Encounters with Power, Authority and Mystery*. San Francisco: Harper Collins. I am grateful to Sue Ostoff of the National Clearinghouse for the Defense of Battered Women for pointing me in the direction of the Starhawk book during one of our numerous discussions around power.

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→ **Post Overhead #17 and review short-term strategies.**

Overhead #17: Short-Term Strategies

- Recognize the value of working together.
- Recognize that your organization will change as a result of outreach.
- Be open to criticism.
- Define your goals, and be clear about which goals can change and which cannot.
- Invite people in a meaningful way.
- Accept the transfer of leadership to the community.
- Enjoy the rewards.

→ **Post Overhead #18 and review long-term strategies.**

Overhead #18: Long-Term Strategies

- Commit yourself and the program.
- Affirm that each person and each group has inherent value.
- Acknowledge that the process of connection across differences is an emotional one and cannot be done with the mind alone.
- Understand that personal and programmatic change will occur.
- Insist on having a good time together.
- Let goals, priorities, and directions emerge from the interactions with diversity.
- Enjoy the rewards of your work.

→ **Post Overhead #19 and conclude this part of the training.**

Overhead #19: Value Diversity

- Diversity is stability.
- Diversity is strength.
- Diversity is a challenge.



Trainer notes

👉 If time permits, it is useful at this point to go over the table of feelings (in the next section) in about 5 minutes. Stress that it is important, when faced with criticism, that we understand where the criticism is coming from, and figure out what can and cannot be changed. Do not get guilt ridden. It is immobilizing. You have to move on. You cannot build a relationship built on being sorry. How we respond will affect battered women.

❖ **BREAK (OPTIONAL)**

Time: 10 MINUTES

Take a 10-minute break at this point, if needed.

NOTES 

MODULE FOUR

“KINKS IN THE WEAVE”

Group Size: Whole Group (limited to 25)
Small Groups
Individuals should sit with other members of their program.

Total Time: 1 hour, 35 minutes, with no break,
followed by a 10-minute break before the next module



NOTES 

❖ **LECTURE: BUILDING BRIDGES**

Time: 20 MINUTES

→ **Post Overhead #20 and review the reminders.**

Overhead #20: Reminder

- Accepting differences is a challenge.
- There is always an unconscious imposition of attitudes.
- Be aware of guilt, anger, and use of privilege.
- To connect, we need to learn to imagine the world from a different position.

→ **Post Overheads #17 and #18, and review short-term and long-term strategies.**

Overhead #17: Short-Term Strategies

- Recognize the value of working together.
- Recognize that your organization will change as a result of outreach.
- Be open to criticism.
- Define your goals, and be clear about which goals can change and which cannot.
- Invite people in a meaningful way.
- Accept the transfer of leadership to the community.
- Enjoy the rewards.

Overhead #18: Long-Term Strategies

- Commit yourself and the program.
- Affirm that each person and each group has inherent value.
- Acknowledge that the process of connection across differences is an emotional one and cannot be done with the mind alone.
- Understand that personal and programmatic change will occur.
- Insist on having a good time together.
- Let goals, priorities, and directions emerge from the interactions with diversity.
- Enjoy the rewards of your work.



❖ **DISCUSSION/LECTURE:**
DIVISIVE REACTION TO DIVERSITY
Time: 45 MINUTES

Ask participants what negative feelings they had during a bad experience with outreach. List them on newsprint.

Using the table that follows, try to group the feelings into the following categories:

- (1) defensiveness,**
- (2) overpersonalization,**
- (3) withdrawal,**
- (4) weary and resentful, and**
- (5) trying to limit outspoken minorities to their issue.**

NOTES 

Divisive Feelings Table

Groups of feelings	Advocate's feelings	What advocates can do
Defensiveness	<ul style="list-style-type: none"> ▪ This is an unjust criticism. ▪ I accepted the original criticism to help build relations, but I feel the accusation was unfair. ▪ My program and I have to continually make changes. 	<ul style="list-style-type: none"> ▪ Accept that there will be inaccuracies, injustices, and exaggeration. ▪ There is no excuse for not struggling. ▪ Remain authentic to your program. ▪ Try to understand the criticism and respond constructively. ▪ Guilt is immobilizing; remember that collaboration is not built on being sorry. ▪ Consider what this means for your work.
Overpersonalization	<ul style="list-style-type: none"> ▪ This attack is against me. ▪ The program members do not like or respect me. 	<ul style="list-style-type: none"> ▪ Do not get stuck there. ▪ Take small concrete efforts and steps. ▪ Sometimes the issue might be personal and requires individual change
Withdrawal	<ul style="list-style-type: none"> ▪ I am hurt by their attitude. ▪ I do not want to participate. ▪ I do not want to work with them. 	<ul style="list-style-type: none"> ▪ Do not take personal criticism to heart. ▪ Hurt is understandable. ▪ There is pain on both sides in confrontation. ▪ Do not spend more energy on personal guilt than on systems change. ▪ Learn from what happened.
Weary and resentful	<ul style="list-style-type: none"> ▪ They always have privileges. ▪ I should be able to say what I want. ▪ I am tired of hearing their constant complaints about oppression. 	<ul style="list-style-type: none"> ▪ Avoid saying “that issue” again ▪ Learn to include those experiences that are not our own. ▪ See interrelationships between experiences and oppressions.
Trying to limit outspoken minorities to their issue	<ul style="list-style-type: none"> ▪ Only one person should represent that group. ▪ They have no business talking about what we should do. 	<ul style="list-style-type: none"> ▪ All women should speak on a variety of issues. ▪ Avoid tokenism – the policy of making only a superficial effort at inclusion.

- ➔ **Post Overheads #21 through #25 and review the characteristics of each of these categories. Advise advocates that there are ways in which they can move beyond their emotional reactions to bad experiences. If they desire to provide quality services to battered women, then they will have to figure out ways in which they can deal with their reactions and begin a new outreach program.**

NOTES 

Overhead #21: Defensiveness

Indication	Response
<ul style="list-style-type: none"> ▪ Cannot take criticism ▪ Accuses program of injustice ▪ Accepted original critique but feels it is unjustified 	<ul style="list-style-type: none"> ▪ Accept that there will be inaccuracies, injustices, and exaggeration. ▪ There is no excuse for not struggling. ▪ Remain authentic to your program. ▪ Try to understand the criticism and respond constructively. ▪ Guilt is immobilizing; remember that collaboration is not built on being sorry. ▪ Consider what this means for your work.

Overhead #22: Overpersonalization

Indication	Response
<ul style="list-style-type: none"> ▪ This attack is against me. ▪ The program members do not like or respect me. 	<ul style="list-style-type: none"> ▪ Do not get stuck there. ▪ Take small, concrete efforts and steps ▪ Sometimes the issue might be personal and requires individual change.

NOTES 

Overhead #23: Withdrawal

Indication

- I am hurt by their attitude.
- I do not want to participate.
- I do not want to work with them.

Response

- Do not take personal criticism to heart.
- Hurt is understandable.
- There is pain on both sides in confrontation.
- Do not spend more energy on personal guilt than on systems change.
- Learn from what happened.

Overhead #24: Weary and Resentful

Indication

- They always have privileges.
- I should be able to say what I want.
- I am tired of hearing their constant complaints about oppression.

Response

- Avoid saying “that issue” again.
- Learn to include those experiences that are not our own.
- See interrelationships between experiences and oppressions.

Overhead #25:

Trying to Limit Outspoken Minorities to Their Issue

Indication

- Only one person should represent that group.
- They have no business talking about what we should do.

Response

- All women should speak on a variety of issues.
- Avoid tokenism – the policy of making only a superficial effort at inclusion.



❖ **WORKSHEET #8: PROBLEMS THAT ARISE**

Time: 30 MINUTES

Ask participants to go to Worksheet #8. Ask them to use a case example of a difficult outreach effort to try to rework their thinking. Ask them to spend about 15 minutes on the worksheets – and to make sure they answer Questions 1 and 7 (if applicable in their case example).

NOTES 

Text of Worksheet #8: Problems that Arise

It is inevitable that difficulties will arise. If things did not work out, process the following:

- 1. What went wrong? List them in order of importance.**

- 2. Is the relationship salvageable?
(Circle one.) Yes No Can't tell at this point**

If Yes, then:

- a. What new goals have to be set?
- b. What new strategies and time frames?
- c. Which staff member(s) will be designated the outreach person(s)?

If No, then:

- a. What are the strategies to let go?
- b. What lessons have you learned for the future?



Process what went wrong – Question 1 and Question 7.

Trainer notes on possible answers to Question 1 (What went wrong? List them in order of importance.)

- accusations of any of the “isms”
- contact moved away from the community
- community was not open
- difficulties with language
- leadership in the community was not open to domestic violence program
- too many people from the community at meetings
- too many complaints about other parts of the systems

Trainer notes on possible answers to Question 7 (What lessons have you learned for the future?)

- Be more cautious and not overly enthusiastic
- Plan more carefully
- Establish numerous contacts
- Try to learn more about community and their issues
- Try to find out where women go for assistance
- Take small steps

All of the above – and any other answers that are generated – are valid. Stress that programs need to be aware of the variety of possible approaches, and of the need to take careful and critical stock of the past, in order to move on.

Remind them about the need for careful and thoughtful planning, which must include institutional support as well as ensure that community members can fully participate in the outreach effort.

❖ **BREAK**

Time: 10 MINUTES

NOTES 



MODULE FIVE
“THOSE DIFFICULT ISSUES”

Group Size: Whole Group (limited to 25)
Small Groups
Individuals should sit with other members of their program.

Total Time: 1 hour, 30 minutes, with no break



NOTES 

❖ **WORKSHEET #9: THOSE DIFFICULT ISSUES**
Time: 90 MINUTES

In any outreach activity, there will inevitably be difficult issues that are raised. Depending on the community, some of the issues might center on “isms” for example. Unfortunately, both the domestic violence programs and the community often respond in typical ways leading to the collapse of communication and efforts to end domestic violence. It is important for the program to practice how to deal with difficult issues that might come up before they actually do.

Ask participants to go to Worksheet #9 and spend about 30 minutes working up through Question 7. Ask them to first carefully read through all the questions before proceeding to answer them.



Text of Worksheet #9: Those Difficult Issues

You are at an event organized by the community – a result of a year of working together. There has been much excitement, and everyone has looked forward to the event. There is a large audience, and you are beginning to enjoy the rewards of the hard work. During the event, members of the community begin to ask you difficult questions and raise the following issues:

- 1. How will you respond to the following challenges? List at least three responses you can give.**
 - a. “Men are battered in equal numbers.” “What about men? What are you doing to help them?” “Why can’t you provide services for the men?”
 - b. “Your program is all about breaking up the family.”
 - c. “Our women would really like Family Counseling.”
 - d. “You should really have anger management groups.”
 - e. “Your program is feminist, and you are trying to destroy our community.”

- 2. Have the above issues been raised? (Circle one.) Yes No Don’t Know**

- 3. Do you believe these are typical responses that are raised at community events? (Circle one.) Yes No Don’t Know**

- 4. What has been the domestic violence advocate’s typical response?
List at least three:**

- 5. What strategies did you use to deal with such community issues and responses?
List at least three:**

- 6. Have these issues come up in other settings, such as police training?
(Circle one.) Yes No Don’t Know**



Text of Worksheet #9: (continued)
Those Difficult Issues

7. How did you deal with those issues in those settings? List at least three strategies:

8. What can be learned from these and applied to community situations?

9. How did you feel about the community after these difficulties? List at least five reactions:

10. Have charges of racism, classism or homophobia been leveled against your program in the past? (Circle one.) Yes No Don't Know

If yes, how did the program process the charges at the event or meeting?

- a. What was your response at the event?**
- b. How did the program deal with the charges?**
- c. What happened afterwards?**
- d. Were you satisfied with the outcome(s)?**
- e. What could have been done differently?**
- f. What new strategies are needed?**



Ask participants if they would like to pick a question to process as a whole group. (*Trainer note:* The best ones to process are Questions 2, 4, and 7.) **List the varieties of responses so that programs can share the information with each other. Tell them that there are no right answers but that they have to figure out how they are going to deliver the answer depending upon the community. The same point can be said in many different ways. The trick is to figure out what people will hear.**

Take a break and resume in order to finish the worksheet. Ask the participants to spend another 30 minutes on the worksheet.

Process Question 8 first. Again there will be a variety of answers, and all the programs should be able to observe and learn from the different strategies.

Proceed to Question 10. Refer them to the table in Worksheet #5 as a helpful guide. In addition, remind them that there are numerous trainings available on dealing with many of the issues raised there. Working on the issues is essential but beyond the scope of this training.

➔ **Post Overhead #5 and reiterate the basic principles of outreach.**

Overhead #5: Principles for Outreach

Principles to guide outreach to underserved communities

- Recognize the value of working together.
- Recognize that your organization will change as a result of outreach.
- Be open to criticism.
- Define your goals, and be clear about which goals can change and which cannot.
- Invite people in a meaningful way.
- Accept the transfer of leadership to the particular community.
- Enjoy the rewards.



NOTES 

Remind participants that the issues raised by the community are legitimate. How we handle them makes all the difference.

Ask participants to complete the evaluation form (Handout #26).
(Trainers should feel free to alter the form to suit their own purposes.)



Appendix A











Handouts for Participants

Outreach to Underserved Communities, by Sujata Warriar

**Handout #1
(page1 of 3)**

Outreach to Underserved Communities

Training Schedule DAY ONE



<u>Program</u>	<u>Time</u>
Module One – “Unraveling What We Know”	
 Introductions	20 minutes
 Overview of Project and Curriculum Modules	20 minutes
 Brainstorm Activity: Why Do Outreach to Underserved Communities?	20 minutes
 Lecture: Basic Principles of Outreach	30 minutes
<i>Optional Break</i>	<i>10 minutes</i>
 Before Beginning Outreach, Small Group Work by Program Teams – Worksheet #1: Experiences with Outreach	30 minutes
 Worksheet #2: Critical Self-Assessment of Program	30 minutes
<i>Break</i>	<i>15 minutes</i>
Module Two – “The Threads”	
 Introduction to Module Two	10 minutes
 Worksheet #3: Selecting a Community	20 minutes
 Worksheet #4: Getting to Know Your Selected Community	60 minutes
 Worksheet #5: Barriers to Outreach	30 minutes

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**Handout #1
(page 2 of 3)**

Outreach to Underserved Communities



**Training Schedule
DAY ONE (continued)**

<u>Program</u>	<u>Time</u>
<i>Break or Lunch Break</i>	<i>15 minutes 60 minutes</i>
Module Three - "Begin to Weave"	
 Interactive Exercises: Our Personal Issues	30 minutes
 Lecture/Discussion: Outreach Skills and Strategies	20 minutes

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Outreach to Underserved Communities

Training Schedule DAY TWO

<u>Program</u>	<u>Time</u>
Module Three – “Begin to Weave” (continued)	
 Worksheet #6: Preparation for the First Meeting	45 minutes
<i>Break</i>	<i>10 minutes</i>
 Worksheet #7: Practical Applications	35 minutes
 Lecture: Creating Sustainable Communities	30 minutes
<i>Optional Break</i>	<i>10 minutes</i>
Module Four – “Kinks in the Weave”	
 Lecture: Building Bridges	20 minutes
 Discussion/Lecture: Divisive Reaction to Diversity	45 minutes
 Worksheet #8: Problems That Arise	30 minutes
<i>Break</i>	<i>10 minutes</i>
Module Five – “Those Difficult Issues”	
 Worksheet #9: Those Difficult Issues	90 minutes

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Handout #2
Training Goals
(page 1 of 2)

- **The battered women’s program/advocate understands the need for outreach to diverse communities on the issue of domestic violence.**

- **The program/advocate understands the basic principles of outreach and diversity.**

- **The program/advocate uses basic collaboration skills to conduct outreach.**

- **The program/advocate uses existing tools and skills to conduct outreach and educational efforts to diverse communities.**

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Handout #2
Training Goals
(page 2 of 2)

- **Advocates begin to partner with community members on a regular basis in order to work towards each community's assuming ownership of the issue of domestic violence.**

- **Advocates understand the need for a collective search for solutions for ending domestic violence.**

- **Programs are better able to provide quality advocacy, support, and services to battered women from diverse communities.**

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Handout #3
Introduction

- **Outreach is a primary advocacy strategy of the battered women's movement.**
- **Outreach has generated fundamental social change on the issue of domestic violence.**
- **Outreach to underserved communities has been inadequately addressed.**
- **Addressing issues in underserved communities is an important part of prevention work.**

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Handout #4
Commitment to Outreach

- **Outreach is morally the right thing to do.**

- **Outreach is absolutely necessary for community collaboration so that a particular community can take responsibility for addressing domestic violence.**

- **Outreach helps battered women's advocates and programs design and provide quality advocacy, support, and services for battered women.**

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Handout #5
Principles for Outreach

Principles to Guide Outreach to Underserved Communities

- Recognize the value of working together.**

- Recognize that your organization will change as a result of outreach.**

- Be open to criticism.**

- Define your goals, and be clear about which goals can change and which cannot.**

- Invite people in a meaningful way.**

- Accept the transfer of leadership to the particular community.**

- Enjoy the rewards.**

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Handout #6
Outreach Strategies

Outreach strategies should

- **range from simple to complex and from short-term to long-term,**

- **respect the community's norm of privacy and dignity, and**

- **reflect an understanding of and respect for the group's frame of reference.**

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Handout #7
Diversity, Multicultural

Diversity

- based on ethnicity, race, sexual identity, gender, etc.
- includes and accounts for differences within each group

Multicultural

- based *only* on ethnicity and race
- does not account for differences within group

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Handout #8
Community

Community: A group of people sharing common interests and affected in similar ways by systems of power.


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Handout #9
Underserved

▪Race/ethnicity	▪Language issues
▪Age	▪Economic status
▪Immigration status	▪Education/literacy
▪Religious/cultural	▪Geographic isolation
▪Illness/diseases and risk conditions	▪Semi-closed/ethnically segregated
▪Differently abled	▪Closed communities
▪Sexual orientation	▪Women charged with crimes

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Handout #10
Stages of Working Relationships

1. Cooperation:	working together	Unequal Power
2. Coordination:	working together and being aware of power differentials	
3. Collaboration:	working together and sharing power equally	Shared Power

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Handout #11
Sensitivity, Competency

Sensitivity: being open and empathic towards
a group's issues and concerns

Competency: includes sensitivity and a critical analysis of one's
own biases and prejudices

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Handout #12
Outreach Skills

- **Listening**

- **Listening without judgment**

- **Awareness of how you respond to attacks**

- **Acceptance of all feelings**

- **Honesty**

- **Respect and Humility**

- **Authenticity**

- **Maintaining an open attitude**

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Handout #15
Sustaining Collaboration

- **Recognize that energy going out is balanced by energy coming in.**

- **Acknowledge that there is inherent value in all communities.**

- **Remember that collaboration is essential to ending domestic violence.**

- **Ensure that work is reciprocal, so that neither group profits unfairly.**

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Handout #16
Sustainability

- **allows us to balance inevitable conflicts**

- **allows us to distinguish between empowerment and rescue**

- **helps us to understand the need to sustain the relationship over time**

- **requires that nobody's resources are being drained**

- **gives us new tools rather than new responsibility**

- **helps us figure out ways to share, not burden**

- **helps us build strength with collective power**

- **liberates power and control because we recognize that power is never static; it is fluid, changing, a movement, a balance.**

Outreach to Underserved Communities, by Sujata Warriar

Handout #17

Short-Term Strategies

- Recognize the value of working together.**

- Recognize that your organization will change as a result of outreach.**

- Be open to criticism.**

- Define your goals, and be clear about which goals can change and which cannot.**

- Invite people in a meaningful way.**

- Accept the transfer of leadership to the community.**

- Enjoy the rewards.**

Outreach to Underserved Communities, by Sujata Warrior

Long-Term Strategies

- **Commit yourself to the program.**

- **Affirm that each person and each group has inherent value.**

- **Acknowledge that the process of connection across differences is an emotional one and cannot be done with the mind alone.**

- **Understand that personal and programmatic change will occur.**

- **Insist on having a good time together.**

- **Let goals, priorities, and directions emerge from the interactions with diversity.**

- **Enjoy the rewards of your work.**

Outreach to Underserved Communities, by Sujata Warriar

Handout #19
Value Diversity

- Diversity is stability.**

- Diversity is strength.**

- Diversity is a challenge.**

Outreach to Underserved Communities, by Sujata Warriar

Handout #20 Reminder

- **Accepting differences is a challenge.**

- **There is always an unconscious imposition of attitudes.**

- **Be aware of guilt, anger, and use of privilege.**

- **To connect, we need to learn to imagine the world from a different position.**

Outreach to Underserved Communities, by Sujata Warriar

Handout #21
Defensiveness

Indication

Response

- | | |
|---|---|
| <ul style="list-style-type: none">■ Cannot take criticism
■ Accuses program of injustice
■ Accepted original critique but feels it is unjustified | <ul style="list-style-type: none">■ Accept that there will be inaccuracies, injustices, and exaggeration.
■ There is no excuse for not struggling.
■ Remain authentic to your program.
■ Try to understand the criticism and respond constructively.
■ Guilt is immobilizing; remember that collaboration is not built on being sorry.
■ Consider what this means for your work. |
|---|---|

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Handout #22
Overpersonalization

Indication

Response

▪ **This attack is against me.**

▪ **Do not get stuck there.**

▪ **The program members do not like or respect me.**

▪ **Take small concrete efforts and steps.**

▪ **Sometimes the issue might be personal and requires individual change.**

Outreach to Underserved Communities, by Sujata Warriar

Handout #23 Withdrawal

Indication

- I am hurt by their attitude.
- I do not want to participate.
- I do not want to work with them.

Response

- Do not take personal criticism to heart.
- Hurt is understandable.
- There is pain on both sides in confrontation.
- Do not spend more energy on personal guilt than on systems change.
- Learn from what happened.

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Weary and Resentful

Indication

- They always have privileges.
- I should be able to say what I want.
- I am tired of hearing their constant complaints about oppression.

Response

- Avoid saying “that issue” again.
- Learn to include those experiences that are not our own.
- See interrelationships between experiences and oppressions.

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Handout #25

Trying to Limit Outspoken Minorities to Their Issue

Indication

- Only one person should represent that group.
- They have no business talking about what we should do.

Response

- All women should speak on a variety of issues.
- Avoid tokenism – the policy of making only a superficial effort at inclusion.

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Handout #26
Evaluation Form
for
Outreach to Underserved Communities

1. **What did you like about the methods for conducting outreach to the underserved, as presented in the curriculum?**

2. **What areas of the curriculum did you find difficult?**

3. **Are there any sections that you think are not useful in terms of the group to which you plan to reach out?**

4. **What sections were useful? Why were they useful?**

5. **What areas do you think should be elaborated in future presentations?**

Please use other side if necessary. Thank you for your help!

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Appendix B

Worksheets for Participants

Outreach to Underserved Communities, by Sujata Warriar

Building Comprehensive Solutions to Domestic Violence

The National Resource Center on Domestic Violence

Worksheets - Page B 1

Worksheet #1
Experiences with Outreach

- 1. Have you ever conducted outreach before?**
(Circle one.) Yes No Don't Know

- 2. If yes :**
 - a. What pleased you about the outreach?**

 - b. What were the difficult issues?**

 - c. What did you think worked well?**

 - d. What did not work?**

- 3. If no:**
 - a. What were the reasons for not conducting outreach?**

 - b. Do the reasons exist now?**

 - c. If they do, can they be changed?**

 - d. How can the change occur?**

Worksheet #2 (page 1 of 3)
Critical Self-Assessment of Program

- 1. How long has your program existed, and what is the program's mission?**

- 2. What are the goals of the program?**

- 3. What are the services that are offered?**

- 4. What is the population that the program serves now?**
(in terms of age, ethnicity, disability etc.)

- 5. Of all the services provided by the program, which ones are effective and why?**

Effective Services	Why are they effective	How do you know

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Worksheet #2 (page 2 of 3)
Critical Self-Assessment of Program

6. Of all the services provided by the program, which ones are not effective, and why?

Ineffective Services	What makes them ineffective	Possible Solutions

7. Are there any funding constraints for outreach activities?

(Circle one.) **Yes** **No** **Don't Know**

a. If yes, what are the constraints?

Constraints	Possible Solutions	Resources Needed

b. If don't know, then how can you find out?

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Worksheet #2 (page 3 of 3)
Critical Self-Assessment of Program

8. What is the current staff structure and composition?

Total number of staff:	
Total number of volunteers:	
Ethnic composition of staff:	
Ethnic composition of volunteers:	
Age and other characteristics of staff:	
Age and other characteristics of volunteers:	
Organizational structure:	<input type="checkbox"/> Hierarchy <input type="checkbox"/> Other (please describe)
Duties of various staff members:	

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Worksheet #3 (page 1 of 2)

Selecting A Community

- 1. What reasons are there for you to do outreach now?**

- 2. What would the goal of that outreach be?**

- 3. Think about the women your program serves. List the groups in the community that are not represented among your clients – that you are not serving or think you should serve better.**

- 4. How do you know whether or not you are serving all groups in the community?
Is there a way to make sure your assumptions are correct?**

- 5. Of the groups you listed in #3, which group(s) will be the focus of your efforts in the next year? After next year?**

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Worksheet #3 (page 2 of 2)
Selecting A Community

6. How many months will you need to complete a planning process?

7. If you know that there is a group that is very small – i.e., less than 1% of the population – how will you decide whether or not to reach out to them?

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Worksheet #4 (page 1 of 4)
Getting to Know Your Selected Community

Instructions:

- *Read through the entire sheet.*
- *You will not have time to complete the entire worksheet.*
- *You will need to gather more information before you can complete some of the sections. It is important to try to be as complete as possible and to be open to the possibility that there may be multiple and differing views from the community about the community.*
- *Try to identify how you will gather information you need.*
- *Make sure your program team completes Questions 2, 5, and 6 during the training. The trainers will process those questions with the entire group.*

1. Select one group that will be the focus of your outreach efforts in the next year.

2. List three beliefs you have about the group.

1.

2.

3.

Where did you get that information?

Worksheet #4 (page 2 of 4)
Getting to Know Your Selected Community

3. List three ideas you have about the group that you think might be misconceptions.

1.

2.

3.

How did you get those “ideas” about the group? How will you find out if they are misconceptions?

4. Describe your attitude towards the group.

Do you think it is the “correct” attitude?

5. List the five key issues in the community.

1.

2.

3.

4.

5.

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Worksheet #4 (page 3 of 4)
Getting to Know Your Selected Community

6. **Where do the women in the community go for help?**

7. **List the key demographics for the community – e.g., population size, % males vs. % females, income levels, total number of adults etc.**

If you don't know, how will you get this information?

8. **What do the community members see as their service needs?**

9. **What do you think are the community's attitudes and beliefs regarding domestic violence?**

Worksheet #4 (page 4 of 4)

Getting to Know Your Selected Community

10. Describe how the community is currently dealing with domestic violence.

If you don't know, how will you get this information?

11. List the leaders of the community, including at least two leaders who are women.

12. Describe how the community views your program and the advocacy/services it provides.

13. List at least two things your program will gain from outreach to this community.

1.

2.

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Worksheet #5 (page 1 of 3)

Barriers to Outreach

Instructions:

Read through the worksheet and think about how the various factors listed may affect the community you've selected. List at least three of those effects. Focus on the factors that are most likely to affect your selected community.

For example, if you are planning an outreach program for battered lesbians, then the effects of heterosexism/homophobia will be essential to explore.

List the barriers those effects might create for battered women in that community.

For example, racism can limit access to job opportunities. Limited job opportunities create economic barriers for battered women and limit their options and choices.

List how those effects might impact your program's outreach planning and implementation.

For example, an effect of classism is a lack of knowledge or understanding of women with little or no economic resources. This lack of knowledge can lead to ineffective outreach, such as an initiative that relies on phone contact when the women in the low-income community you've selected rarely have phones. Or, an advocate doing outreach to low-income battered mothers assumes a woman is neglecting her children because her home has no electricity – the advocate doesn't understand that the woman can't afford to both pay for electricity and feed her children, so she decides to buy food.

List possible sources of help and support for your program to ensure that its outreach program responds to the effects/barriers and can be effective.

For example, hire a consultant who is a member of your selected community or who has developed a successful outreach program to that community.

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Worksheet #5 (page 2 of 3)
Barriers to Outreach

Factor	Effects of Factor	Barriers Created for Battered women	Impact on Program's Outreach	Resources to Help Program
Racism/ Ethnic Bias				
Heterosexism/ Homophobia				
Classism				

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**Worksheet #5 (page 3 of 3)
Barriers to Outreach**

Factor	Effects of Factor	Barriers Created for Battered women	Impact on Program's Outreach	Resources to Help Program
Welfare Reform				
Poverty/ Homelessness				
Immigration				
Others (Identified by Program Team)				

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Worksheet #6 (page 1 of 3)

Preparation for the First Meeting

- 1. Develop two goals for the first three months of outreach efforts and prioritize them.**
 - 1.
 - 2.
- 2. For each goal, list strategies to help you accomplish that goal, a timeframe to complete each strategy, and which staff will be responsible for ensuring action.**

Goal 1:

Strategies	Time Frame	Staff Responsible
1.		
2.		
3.		
4.		
5.		

Worksheet #6 (page 2 of 3)
Preparation for the First Meeting

Goal 2:

Strategies	Time Frame	Staff Responsible
1.		
2.		
3.		
4.		
5.		

- 3. Develop a list of important points about your program that you are going to share with members of the community during the first meeting:**

Worksheet #6 (page 3 of 3)
Preparation for the First Meeting

4. List at least two things you might say that you think would “turn off” community members:

5. List at least two things you think community members might say that would “turn you off”:

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Worksheet #7 (page 1 of 3)

Practical Applications

Role Play

Pick one or two people to play community member/s, and the rest of the team will play themselves – domestic violence advocates. During the role play, the advocates should try to find out the following:

What the community's interests are

How you should share information about your program with the community

Whether you can work out one shared goal with the members of the community

Whether you can agree on a timeframe for any of your goals

Process the first meeting by answering the following:

- 1. Do the interests of the community match the goals of your outreach program? (Circle one.) Yes No Don't Know**
- 2. Review your earlier goals, strategies, and timeframes. What goals and what strategies need changing?**

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Worksheet #7 (page 3 of 3)
Practical Applications

6. If the outreach effort is successful, during the timeframe you set, are there any rules of the program that will make it difficult for the women from the community to access services?

If yes, complete the following:

Program Rules	Flexible Y/N	If No, Why?	If Yes, How and who can change the rule?	How other staff might feel
1)				
2)				
3)				
4)				

If you don't know, can you think of some possibilities?

Worksheet #8 (page 1 of 2)

Problems that Arise

It is inevitable that difficulties will arise. If things did not work out, process the following:

1. What went wrong? List them in order of importance.

**2. Is the relationship salvageable?
(Circle one.) Yes No Can't tell at this point**

If Yes, then:

a. What new goals have to be set?

b. What new strategies and time frames?

Worksheet #8 (page 2 of 2)

Problems that Arise

c. Which staff member(s) will be designated the outreach person(s)?

If No, then:

a. What are the strategies to let go?

b. What lessons have you learned for the future?

Worksheet #9 (page 1 of 4)

Those Difficult Issues

You are at an event organized by the community – a result of a year of working together. There has been much excitement, and everyone has looked forward to the event. There is a large audience, and you are beginning to enjoy the rewards of the hard work. During the event, members of the community begin to ask you difficult questions and raise the following issues:

- 1. How will you respond to the following challenges? List at least three responses you can give.**
 - a. “Men are battered in equal numbers.” “What about men? What are you doing to help them?” “Why can’t you provide services for the men?”**

 - b. “Your program is all about breaking up the family.”**

 - c. “Our women would really like Family Counseling.”**

 - d. “You should really have anger management groups.”**

 - e. “Your program is feminist, and you are trying to destroy our community.”**

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Worksheet #9 (page 2 of 4)

Those Difficult Issues

2. **Have the above issues been raised?**
(Circle one.) Yes No Don't Know
3. **Do you believe these are typical responses that are raised at community events? (Circle one.) Yes No Don't Know**
4. **What has been the domestic violence advocate's typical response?**
List at least three:
5. **What strategies did you use to deal with such community issues and responses?**
List at least three:
6. **Have these issues come up in other settings, such as police training?**
(Circle one.) Yes No Don't Know
7. **How did you deal with those issues in those settings? List at least three strategies:**

Worksheet #9 (page 3 of 4)
Those Difficult Issues

- 8. What can be learned from these and applied to community situations?**
- 9. How did you feel about the community after these difficulties? List at least five reactions:**
- 10. Have charges of racism, classism or homophobia been leveled against your program in the past? (Circle one.) Yes No Don't Know**

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Appendix C

Overheads for Trainers

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Training Goals

(page 1 of 2)

- The battered women's program/advocate understands the need for outreach to diverse communities on the issue of domestic violence.
- The program/advocate understands the basic principles of outreach and diversity.
- The program/advocate uses basic collaboration skills to conduct outreach.
- The program/advocate uses existing tools and skills to conduct outreach and educational efforts to diverse communities.

Training Goals

(page 2 of 2)

- Advocates begin to partner with community members on a regular basis in order to work towards each community's assuming ownership of the issue of domestic violence.

- Advocates understand the need for a collective search for solutions for ending domestic violence.

- Programs are better able to provide quality advocacy, support, and services to battered women from diverse communities.

Introduction

- Outreach is a primary advocacy strategy of the battered women's movement.
- Outreach has generated fundamental social change on the issue of domestic violence.
- Outreach to underserved communities has been inadequately addressed.
- Addressing issues in underserved communities is an important part of prevention work.

Commitment to Outreach

- Outreach is morally the right thing to do.
- Outreach is absolutely necessary for community collaboration so that a particular community can take responsibility for addressing domestic violence.
- Outreach helps battered women's advocates and programs design and provide quality advocacy, support, and services for battered women.

Principles for Outreach

Principles to guide outreach to underserved communities

- Recognize the value of working together.
- Recognize that your organization will change as a result of outreach.
- Be open to criticism.
- Define your goals, and be clear about which goals can change and which cannot.
- Invite people in a meaningful way
- Accept the transfer of leadership to the particular community.
- Enjoy the rewards.

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Outreach Strategies

Outreach strategies should

- range from simple to complex and from short-term to long-term,
- respect the community's norm of privacy and dignity, and
- reflect an understanding of and respect for the group's frame of reference.

Diversity, Multicultural

Diversity

- based on ethnicity, race, sexual identity, gender, etc.
- includes and accounts for differences within each group

Multicultural

- based *only* on ethnicity and race
- does not account for differences within group

Overhead #8

Community

COMMUNITY:

**A group of people sharing
common interests and
affected in similar ways by
systems of power.**

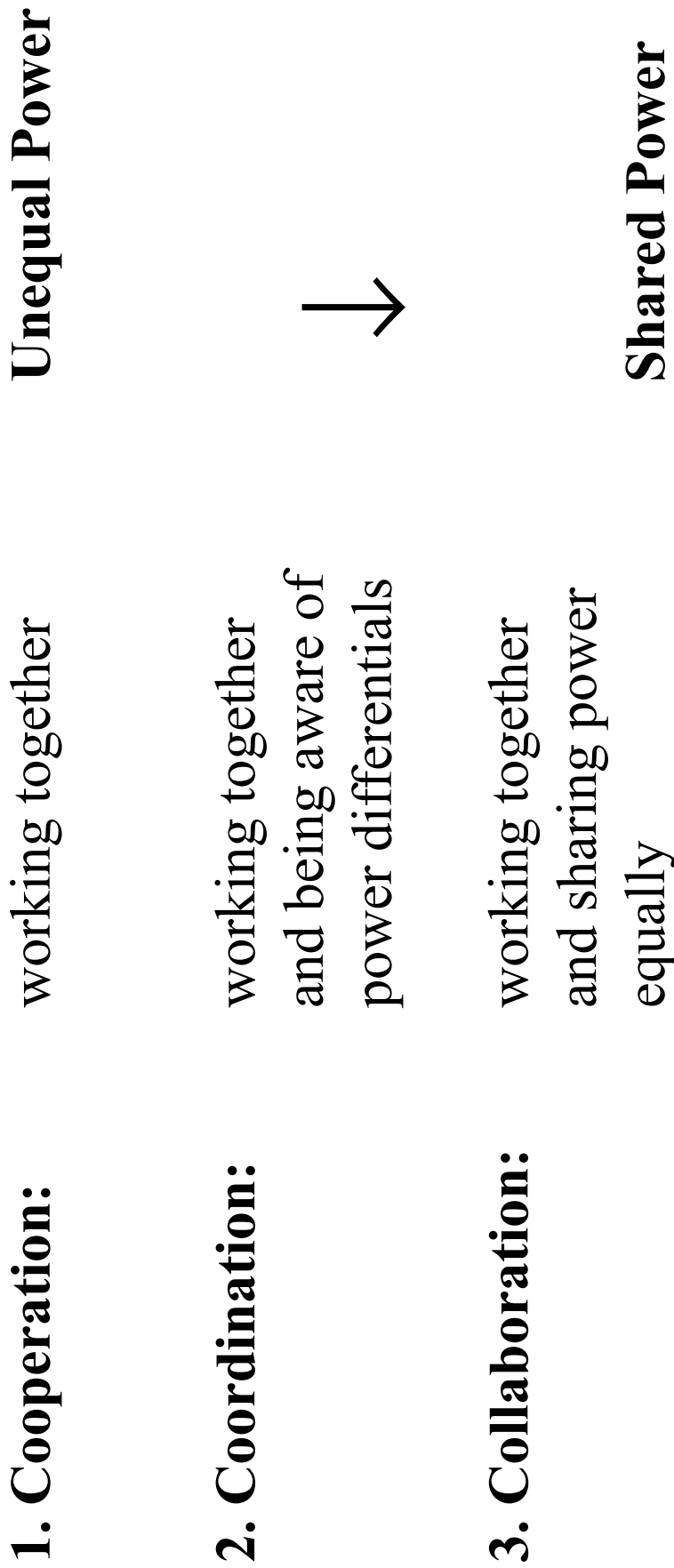
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Underserved

▪ Race/ethnicity	▪ Language issues
▪ Age	▪ Economic status
▪ Immigration status	▪ Education/literacy
▪ Religious/cultural	▪ Geographic isolation
▪ Illness/diseases and risk conditions	▪ Semi-closed/ ethnically segregated
▪ Differently abled	▪ Closed communities
▪ Sexual orientation	▪ Women charged with crimes

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Stages of Working Relationships



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Sensitivity, Competency

Sensitivity: being open and empathic towards a group's issues and concerns

Competency: includes sensitivity and a critical analysis of one's own biases and prejudices

Outreach Skills

- Listening
- Listening without judgment
- Awareness of how you respond to attacks
- Acceptance of all feelings
- Honesty
- Respect and Humility
- Authenticity
- Maintaining an open attitude

Outreach Strategies

- There is inherent value in working together, whatever the differences.
- Commitment at all levels in the organization is a must.
- Patience is critical – outreach to diverse communities takes time.

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Sustaining Relationships

- Everyone in the agency takes responsibility.
- Everyone is patient and committed to the “long haul.”
- The program creates new materials in the appropriate language/s.

Sustaining Collaboration

- Recognize that energy going out is balanced by energy coming in.
- Acknowledge that there is inherent value in all communities.
- Remember that collaboration is essential to ending domestic violence.
- Ensure that work is reciprocal, so that neither group profits unfairly.

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Sustainability

- Allows us to balance inevitable conflicts
- Allows us to distinguish between empowerment and rescue
- Helps us to understand the need to sustain the relationship over time
- Requires that nobody's resources are being drained
- Gives us new tools rather than new responsibility
- Helps us figure out ways to share, not burden
- Helps us build strength with collective power
- Liberates power and control because we recognize that power is never static; it is fluid, changing, a movement, a balance.

Short-Term Strategies

- Recognize the value of working together.
- Recognize that your organization will change as a result of outreach.
- Be open to criticism.
- Define your goals, and be clear about which goals can change and which cannot.
- Invite people in a meaningful way.
- Accept the transfer of leadership to the community.
- Enjoy the rewards.

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Long-Term Strategies

- Commit yourself and the program.
- Affirm that each person and each group has inherent value.
- Acknowledge that the process of connection across differences is an emotional one and cannot be done with the mind alone.
- Understand that personal and programmatic change will occur.
- Insist on having a good time together.
- Let goals, priorities, and directions emerge from the interactions with diversity.
- Enjoy the rewards of your work.

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Value Diversity

- Diversity is stability.
- Diversity is strength.
- Diversity is a challenge.

Reminder

- Accepting differences is a challenge.
- There is always an unconscious imposition of attitudes.
- Be aware of guilt, anger, and use of privilege.
- To connect, we need to learn to imagine the world from a different position.

Defensiveness

Indication

- Cannot take criticism
- Accuses program of injustice
- Accepted original critique but feels it is unjustified

Response

- Accept that there will be inaccuracies, injustices, and exaggeration.
- There is no excuse for not struggling.
- Remain authentic to your program.
- Try to understand the criticism and respond constructively.
- Guilt is immobilizing; remember that collaboration is not built on being sorry.
- Consider what this means for your work.

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Overpersonalization

Indication

- This attack is against me.
- The program members do not like or respect me.

Response

- Do not get stuck there.
- Take small concrete efforts and steps.
- Sometimes the issue might be personal and requires individual change.

Withdrawal

Indication

- I am hurt by their attitude.
- I do not want to participate.
- I do not want to work with them.

Response

- Do not take personal criticism to heart.
- Hurt is understandable.
- There is pain on both sides in confrontation.
- Do not spend more energy on personal guilt than on systems change.
- Learn from what happened.

Weary and Resentful

Indication

- They always have privileges.
- I should be able to say what I want.
- I am tired of hearing their constant complaints about oppression.

Response

- Avoid saying “that issue” again.
- Learn to include those experiences that are not our own.
- See interrelationships between experiences and oppressions.

Trying to Limit Outspoken Minorities to Their Issue

Indication

- Only one person should represent that group.
- They have no business talking about what we should do.

Response

- All women should speak on a variety of issues.
- Avoid tokenism – the policy of making only a superficial effort at inclusion.

Appendix D

Preparatory Reading for Trainers

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A WORKING DISCUSSION PAPER

**Achieving Effective Domestic Violence Public
Education In A Diverse Society:
A Solution-Oriented Approach**

Authors

Sujata Warriar & Vickii Coffey

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***“Rather than difference itself,
it is the response to difference that is the problem.***

***Rather than culture itself,
it is the attitudes about culture that are the problem.***

***Rather than diversity itself,
it is the ways in which major institutions of this country have responded to
culturally, racially and ethnically diverse people that is the major source of
our condition of ...inequality.”¹***

Introduction

Within the past few decades, the battered women’s movement has brought to light the issue of domestic violence and its long-term effects on women. Public education² through community events, media presentations and trainings has raised awareness of the tremendous cost of domestic violence to society. The movement has effectively documented that domestic violence cuts across race, ethnicity, sexual identity, class, age, and ability. Across the spectrum, women from every culture and community seek support from the movement to live free from intimate violence. Policies of Zero Tolerance³ for domestic violence exist in many communities. Tremendous changes in public policy and attitudes towards domestic violence have been achieved through public education and activism by battered women’s advocates. Organizing and mobilizing communities to take responsibility and ownership of the issue of domestic violence has been a key component in public education campaigns.

While great strides have been made, all policies, practices, services and community organizing have not been equally successful in addressing the multiple needs of all communities within our society. It is becoming increasingly clear that the ‘one size fits all’ approach does not work. Changes in the composition of the population, new research about the disparity in accessing services and supports for victims of domestic violence, and increased advocacy and activism by disadvantaged groups have led to an acknowledgment of, and an increased interest in addressing the issue of diversity.

This paper was conceived to help remedy the lack of information on how to address the issue of diversity in public education, at a time when funders are increasingly seeking more responsible work in diverse communities. The objective is to provide hands-on information and techniques that will help battered women’s advocates and others working to end domestic violence better address diversity in their public and community education campaigns.

The diversity of the United States is its definite strength. Informally, diversity has meant race/ethnicity. In this document diversity is defined more broadly to include sexual

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identity, age, class, ability, religion, socioeconomic status, immigration status, and location (i.e. urban/rural). It is not enough to acknowledge that differences exist. Our attitudes and responses to differences have a significant impact on our ability to address existing inequalities for women in many communities. Confronting the issue of diversity in the domestic violence movement is a tremendous, on-going challenge.

Our response and work must arise from an understanding that many women experience abuse in intimate relations, simultaneously with other forms of personal, environmental and social violations. Most women do not experience these as separate and competing claims.⁴ For example, a poor, 55 year old Asian battered woman not only has to negotiate the intimate violence in her life, she must also navigate complex relations based on age, race, identity, culture and other dimensions. In fact, keeping issues separate has often worsened divisions among women.

I. Violence Against Women as a Human Rights Issue

Historically, we are at the right juncture to include diversity in public education on domestic violence. Alliance building with other groups is critical when we consider the larger global political climate. The globalization of the economy, the decline in power for many groups of people who had made gains in the 1960's and the current climate of intolerance make building alliances with diverse groups more urgent than ever. Building alliances has been helpful across diverse societies of the world. Therefore, taking this stance can help domestic violence advocates do our work in our own smaller but diverse localities. The time is also right to reframe the issue of domestic violence as an abuse of human rights because advocates in the United States are: a) increasingly coming into contact with diverse people from different parts of the globe in their own communities; b) through their journeys outside the U.S., getting to know diverse groups of people; and c) beginning to hear about the issues confronting groups who are different from the mainstream.

Overall, domestic violence in its many and varied forms is only one part of the larger spectrum of violence against women. These range from female foeticide⁵ at one end to woman murder at the other. In between, violence takes the form of female infanticide,⁶ neglect of female children, rape/sexual assault, battering, female genital mutilation,⁷ discrimination, domestic violence in all its forms, harassment, and economic coercion. Numbers and statistics abound on the pervasive nature of violence against women and girls. This brutality is neither inevitable nor natural, but rather an unacceptable means of maintaining power and control that should be dismantled.⁸

Advocates in the battered women's movement understand that power and control are at the heart of domestic violence and to end domestic violence social power must be more equitably distributed. But the imbalance in power can be dismantled only when we work together on the intersection of issues such as economic justice, racism, heterosexism, class and imperialism⁹ to name a few. Given different cultural, social, economic and political contexts, all women are not subject to or at risk of becoming direct victims of gender-based violence. Sometimes women belonging to a particular class, race or sexual identity can

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contribute to the oppression of other women by not understanding that violence may be expressed differently, although it arises out of the same structure. This oppression is apparent in comments such as:

- “The men in your culture are horrible to women...How can they burn their women?” in reference to dowry deaths.
- A look of total disgust passes over the faces in the audience as someone begins talking about female genital mutilation. “How can they be so barbaric?”
- “How can a lesbian abuse her partner? It has to be mutual.”
- “ In that culture, the men are so brutal that they will kill the woman, even if she looks at another man. Imagine, it is called the honor defense.”

The above statements are dismissive of the subjugation of other women and of other cultures as a whole. Although the forms of abuse might be different, the bottomline remains that one half of humanity is at risk of being brutalized from cradle to the grave solely on the basis of gender. This is what we need to remember in our work. While acknowledging differences, we must also accept similarities.

Alliance building is key to bridging cultural differences. Public education in its many forms is already in place within the battered women’s movement as one of the primary mechanisms to bring about social change. It also allows us to build alliances with diverse groups. One model that might work for educators and outreach staff is the interactive model developed by Alper.¹⁰ This model emphasizes the interaction between various forms of oppression. It recognizes that the structure of our society imposes unfair privileges and burdens upon a number of social groups and that there are many different forms of oppression, which interact with each other in complex ways. Further, since no one form of domination should be considered the driving force in all contexts, eliminating a single form will not get rid of all the others. In this model, public education and consciousness raising are an integral part of broadening everyone’s understanding of their own issues, of the issues of others and the links between them all.

As advocates and community educators, educating ourselves and others about issues of diversity is an integral part of ending the oppression which leads to domestic violence and all other forms of violence against women.

At this point, you might very well say: “Why should I bother with all of this?” or “Of what use is my knowing that women across the world are victimized in a number of ways?” or “This only makes my work in this small area of my world so much harder.”

The above are all very legitimate questions, but miss two important points. First is that understanding that domestic violence is a human rights issue allows advocates across the globe to have a collective, common ground. Second, it makes our work easier because it allows for the inclusion of diversity. Remember, understanding and embracing diversity is a journey.

The reasons for including diversity in our work are many and range from simple to complex. As battered women’s advocates become more successful in our public education efforts, more groups are claiming ownership over the issue of domestic violence and more

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survivors are seeking our assistance. Changes in immigration laws in the 1960's opened the doors to the United States to people from many countries. In order to help battered victims from diverse groups, we have to understand how their hopes and fears, norms about privacy and dignity are defined by their cultural frame of reference. The more open and respectful we are, the quicker they may accept new ways of pursuing and achieving safety. Battered women's advocates must continue to address the issue of domestic violence and respect the differences among women working toward a common goal by:

- finding out what are the issues in the communities that make up our service regions;
- asking how we can build a link between domestic violence and other issues such as poverty, homelessness and immigration which are of importance to those communities;
- being creative and open to non-traditional strategies to end domestic violence, understanding that a 'traditional/standard' approach may not work in every situation; and
- linking all the related issues through the prism and philosophy that: One half of humanity, i.e. ALL WOMEN, should be able to live dignified lives free from violence and domination.

II. Framing the Discussion: Concepts and Definitions

The previous section described the challenges battered women's advocates face in understanding and appropriately responding to broadly diverse groups who are seeking domestic violence supports and services. As such, our discussion of diversity must start at a place that is broadly defining and encompasses varying viewpoints. Language or words frequently have more than one meaning and are subject to a variety of interpretations influenced by our individual and collective experiences.

The purpose here is to frame the context and meaning of diversity in relation to other frequently used concepts and definitions which attempt to describe people's values, beliefs, assumptions and behaviors. The intent of this section is to establish mutual terminology which will enhance our discussion about domestic violence outreach, public education and prevention in diverse communities.

The following list of definitions are provided as a frame of reference and as a source for connecting the concepts discussed in this document. They have been adapted and/or reprinted here from the works of various authors who are listed and acknowledged in the reference section.¹¹

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Culture. Culture is a stable pattern of beliefs, attitudes and behaviors, transmitted from generation to generation for the purpose of successfully adapting to other group members and to their environment.

Cultural Awareness. Cultural awareness occurs when people develop sensitivity and understanding of another cultural group. It usually involves individual, personal, internal changes in terms of attitudes and values. Awareness and sensitivity also refer to the qualities of openness and flexibility that people develop in relation to others.

Cultural Competence. Cultural or ethnic competence refers to the development of skills that help people behave in a culturally appropriate way with a given group, demonstrating both sensitivity to cultural differences and the use of appropriate cultural symbols when interacting and communicating with members of diverse populations. It involves the acceptance of ethnic differences in a open, genuine manner, without condescension and without patronizing gestures.

Cross Cultural Attitudes. Cross cultural attitudes are perceptions individuals hold about other cultural groups. They can be categorized as:

- **Superiority.** The provider considers the client's culture inferior or worthless and actively tries to impose his/her values and world-view.
- **Incapacity.** The provider acknowledges differences, but has no skills or tools to address them effectively.
- **Universality.** The provider considers that all humans share basic values and therefore treats all people alike, regardless of their differences.

Discrimination. This involves unfavorable treatment or action against an individual or group on the basis of ethnic background, race, gender, age, physical ability and other characteristics.

Diversity. Diversity as a concept acknowledges that we live in a society that consists of multiple groups, with each group having its own culture; it holds that there may be more differences among ourselves than there are similarities. In its broadest form, diversity encompasses differences in culture, national origin, gender, sexual identity, socioeconomic/ educational status, physical or mental capacity, age, language, beliefs, values, behavior patterns or customs among the various groups within a community, organization, or nation.

Ethnicity and Ethnic Groups. Ethnic groups are those that can be distinguished by socially selected cultural characteristics, such as names, language, accents, religion, and various behavioral characteristics. Examples of ethnic groups include: Korean, Jewish, African, etc.

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Empowerment. Empowerment is a process of increasing personal, interpersonal and/or political power so that individuals take action to improve their life situations.

Heterosexism. Heterosexism is the institutional response which assumes that all people are heterosexual and therefore excludes the needs, concerns and life experiences of lesbians and gay men. Heterosexism extends beyond homophobia. A person without any homophobic attitude can still be heterosexist by not working to challenge and change those policies and practices within her/his institution that have heterosexist results.

Homophobia. Homophobia, which has its roots in sexism, is the irrational fear of lesbians and gay men and the hatred, disgust and prejudice that fear brings.

Imperialism. Imperialism is a system which includes the policies and practices by which a nation extends its authority over another. This can be achieved by acquiring rights over another nation's territory by force (e.g. how the British acquired many countries by force and then extended their authority over conquered nations). The modern form of conquest is more subtle. Territories are acquired today by economic and political control. Social control is then extended through economic policies that are enforced through giving or withholding money and sometimes through the practices of corporations.

Minorities. This is a sociological term that refers to a culturally, racially or physically distinctive social group whose members experience various disadvantages at the hands of other more powerful social groups. These disadvantages include prejudice, discrimination, segregation, or persecution (or a combination of these). Despite its literal meaning, a minority is not a statistical category, although minority groups are generally of smaller size than the dominant group.

Multicultural. The term multicultural usually refers to groups comprised of people of different races or ethnicities. It is in common usage today and means that members of different racial/ethnic groups live together in *harmony* with some understanding, tolerance and valuing of differences.

Prejudice. Prejudice commonly means a *prejudgement* about a person or group and may involve the harmful application of incorrect stereotypes. It involves attitudes and feelings resulting in the tendency to engage in a negative action against the person or group about which these attitudes and feelings have developed.

Public Education. Public or community education is one of the primary social change mechanisms in place within the battered women's movement. It includes many activities such as: community presentations, media advocacy, school prevention programs, development and distribution of outreach/awareness materials, provision of training to other professionals, implementation of awareness campaigns and organizing public events. The goals of

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public education include increasing public awareness and social action related to domestic violence, outreach to survivors and their children, primary prevention, and increasing responsiveness of service providers and community systems to battered women.

Race and Racial Group. Race has been given a biological and social meaning. It means a distinct category of human beings with physical characteristics transmitted by descent. Caucasian and Asian are examples of racial groups.

Racism. Racism is racial prejudice plus power. Racism is the intentional or unintentional use of power to isolate, separate and exploit others. This use of power is based on a belief in superior racial origin, identity or supposed racial characteristics. Racism confers certain privileges on and defends the dominant group, which in turn sustains and perpetuates racism. Both consciously and unconsciously, racism is enforced and maintained by the legal, cultural, religious, educational, economic, political, environmental and military institutions of society. Racism is more than just a personal attitude; it is the institutionalized form of that attitude.

III. Making a Case for Effective Domestic Violence Public Education and Outreach: Common Errors in Cross-Cultural Interactions and Communications

Effective domestic violence public education must include diverse groups. Most advocates know how to do public education on domestic violence. The challenge is how to create and make public education campaigns more appealing in a diverse society. As such, we must advance our goal of culturally competent work and collaboration with broad communities in a manner which is culturally sensitive and appropriate.

This section has been developed to illustrate common errors in the way advocates and others approach working with diverse populations. It was designed with the input of domestic violence advocates willing to share their experiences, successes and failures, to help others improve their responsiveness to battered women from diverse communities. The following scenarios illustrate ineffective response, as well as considerations for effective response.

Illustration A: A Case of Omission

Over the past year, a local jurisdiction developed a statewide program to help improve the health care response to domestic violence, based on a national training model. The project consists of 13 statewide hospitals in partnership with local domestic violence programs. Each facility is unique in terms of size, staffing, patient population, geographic location (i.e. rural vs. urban), as well as organizational structure and culture. Participating hospitals are charged with developing model response/interventions and providing staff and public education to patients presenting with domestic violence injuries in their emergency rooms. All facilities have assigned multi-disciplinary teams to the project, many of which are

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comprised of racially homogenous groups. Because of the lack of diversity among team membership, most have cited great difficulty in reaching and servicing diverse population groups. During a recent technical assistance site visit the following scenario took place.

The hospital team, which is based in an area that is predominantly white, reported considerable challenges to developing and implementing their program. Their list included difficulties in getting hospital administrative support for the program, challenges in training and engaging hospital staff, patient denial and reluctance to disclose or utilize the new services offered, and budget constraints restricting the development and distribution of public education materials. When asked if they had any difficulties with outreach and service to diverse populations, one member of the team enthusiastically replied, “that’s one problem we don’t have here!”

Ineffective Response

The scenario above illustrates a frequent error of omission. The problem was reducing diversity to only one component – race. The majority of the hospital’s patient population and staff were white; however they do serve a diverse patient population including elderly, physically challenged, gay and lesbian individuals. Individuals are complex, with multiple needs, ideas and responses. Communities are also complex. As advocates we must resist the temptation to reduce complex issues and to simplify needs in order to make our work easier, which is truly a disservice to battered women and our programs. Effective response requires us to have a greater understanding of the elements of diversity so that battered women frame the issue of domestic violence based on: 1) their specific experiences, 2) the sensitivity of community supports offered and 3) their confidence that they are not alone.

Effective Response

The following points illustrate some ways in which the mistake of omission could have been avoided in the above scenarios:

- Remember, even a single community is comprised of diverse individuals with diverse understandings of complex issues.
- Learn about the needs of the community and the particular issues confronting that community. Work collaboratively with the community. Community education is a two way street.
- Conduct a self assessment of the program. Ask the following questions: a) Is the program meeting the needs of all the community members that it claims to be serving?, b) If not, why?, c) If yes, but limited to some areas - assess what those areas are and what needs to be done, and d) Do program staff reflect the community you are serving?
- Review and evaluate program materials and resources on hand. Do your materials exclude certain groups of women because of language or inappropriate design such as graphics or symbols that do not fit with how their community wants to be identified? Does the program have access to and use appropriate interpreters and translators when needed?

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- Have a distribution plan - make sure that you have different approaches for distribution. What works for one group might not work for another. Be sure to re-evaluate your plan to ensure that it reaches various segments of the population.

Illustration B: A Case of Tokenism

Recently, the head of one of the nation's largest and most progressive social service agencies announced a strategic process to improve existing agency-wide domestic violence policies and procedures. The primary strategy was to create a safe, supportive, accepting and resourceful workplace environment for gay men and lesbian women who were victims of domestic violence. Education and outreach was to target well-over 5,000 agency employees and hundreds of agency contractors and vendors. The effort was applauded as a major step toward undoing workplace homophobia and discrimination and as an innovation for other institutions to model their commitment to social change. The method for achieving the objective was the development of an internal agency advisory committee that would review existing policy and procedures on domestic violence and recommend necessary revisions.

The first meeting was called and as introductions were made it was acknowledged that *one member* of the task force, who was also an employee of the agency, was there representing 'the gay community.'

Ineffective Response

The error most apparent in this scenario is tokenism. Within gay/lesbian/bisexual/transgendered communities, culture is not one-dimensional. Cultural groups have many and varied subcultures within cultures such that one person's identity, values, beliefs, attitudes, assumptions, life experience and social environment are not representative of all others in that group. The struggles within gay/lesbian/bisexual/transgendered communities are the same struggles experienced within the larger society such as, classism, racism, sexism, ageism and ableism. All of which add to and interact with the oppression of homophobia. Another important consideration is that the term 'gay' is frequently used to refer to gay men rather than being inclusive of lesbian, bisexual and transgendered individuals.

The organization's reliance on one person to describe an entire segment of the population was nothing more than tokenism. Developing broad-based rules and procedures based on one person's reality can only lead to promoting myths and misunderstandings about gay/lesbian/bisexual/transgendered individuals and their communities.

Effective Response

It is important to recognize the good intentions of organizations struggling with the complexities of workplace homophobia and discrimination against members of the gay/lesbian/bisexual/transgendered community. The issue in the previous scenario was not the organization's commitment to institutional and social change, rather the *process* selected to achieve change. An effective response would:

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Avoid tokenism. Workplace groups and advisory bodies committed to undoing homophobia and discrimination must include a diverse group of employees who are gay/lesbian/bisexual/transgendered, as well as heterosexual men and women who are community allies in this work.

- Frame any discussion with input from a wide variety of individuals; and
- Engage with many different individuals from within the community on a wide variety of topics. Let them set the pace and agenda for activities.

Educate players. Start with and build upon a framework for communication and planning. It is important to avoid the pitfalls of communication and language barriers common in cross-cultural interactions. Don't assume that words mean the same thing to everyone. Develop a process or tool for bridging possible communication gaps. This can be accomplished by distributing articles and information about the target group and through educational in-service presentations and workshops for all employees. Most importantly, consensus on appropriate language, terms and references can be gained by engaging in open, sensitive and respectful dialogue.

- Establish common ground in definitions using diverse ideas and beliefs;
- Acknowledge differences and similarities; and
- Use the expertise of representatives of the community to help dispel myths and promote reality and fact.

Illustration C: A Case of Exclusion

A few years ago, a group of campus and community organizations came together for the purpose of organizing an annual healing service for survivors of abuse. First year event organizers included community and campus clergy, college students, women's advocates and service providers. Promotional flyers were developed and distributed to invite survivors of emotional, physical and sexual abuse who were interested in exploring the spiritual dimensions of their healing. The service was hosted on a local college campus. In anticipation of plans to annualize the event, program organizers distributed survey evaluations for feedback. Event participants responded that the event needed to be more accessible and inclusive of people with disabilities. The following year organizers chose a location that was more accessible and hired sign language interpreters. On the day of the event no one with disabilities seemed to be in attendance.

Ineffective Response

The error in this scenario is unintentional exclusion. It is clear that the organizers of the event were trying to be responsive. Overall, their problem was a lack of knowledge about the disability community and their inability to link and communicate effectively with persons from within the community. Errors that were made included: 1) the assumption that events are made accessible by just attending to location, 2) the fact that promotional outreach and

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materials were not made culturally sensitive or inviting to the target community (e.g. advertising in community newsletters and papers, brochures in large print or braille for visually impaired persons, information on accessible supports offered at the event, etc.) and 3) that critical linkages were missed because members of the disability community were not included in the planning of the event or represented as members of the organizing group.

Effective Response

A great many of us make sense of the world by generalizing about a particular group with very little information about that group. Some information comes from personal contact with a few members of that group, some from information from other persons, books and educational materials, and the rest from accounts in the media. Often the potential for thinking through collaborative work and outreach is compromised in the interest of expediency and good intention. Examples of ways to increase the accessibility of events are: 1) to develop materials accessible in braille or large print, 2) to place refreshments and signs low enough to be accessible to people in wheelchairs, and 3) to hire sign language interpreters as support people. To be inclusive it is important to:

- Obtain as much information as possible about your target community. Establish a mutual ground for respect;
- Do not make assumptions, based on limited information. Elicit a community world view;
- Incorporate and maintain the values of that community in designing public education campaigns; and
- Plan every detail/aspect of events using the filter: *“Is this accessible and respectful of all members of the audience?”*

Illustration D: A Case of Achieving Board Diversity For All The Wrong Reasons

Many domestic violence programs serve very diverse populations and frequently direct service staff to match the composition of clients served. For most agencies, however, the real challenge is in diversifying the ranks of organizational leadership, (i.e. management staff, board membership, etc.). In some cases, funders have been the driving force to change leadership. Unfortunately, funder-driven motivations for recruitment of and outreach to staff and program participants cannot and should not substitute for agency investment and commitment to diversity.

Some time ago, as part of an annual funding review, a domestic violence shelter program received a request from one of its funders to conduct an agency-wide diversity assessment of staff, board, clients and volunteers. The purpose of the analysis was to demonstrate agency compliance with affirmative action/equal employment opportunity goals. As such, the agency ranked excellent in every area, except Board of Director membership. A meeting was called to develop a plan to address the existing problem. Some members of the Board resisted the idea of complying with the funder’s request, because they felt that the organization was already diverse enough. They were also uncomfortable with the notion that

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the funder's request was setting organizational policy. However, at issue was more than \$100,000 in agency funding if the agency failed to comply, so majority consensus was to demonstrate efforts toward compliance.

The outcome of the meeting included a commitment to three specific, proactive measures: 1) development of a recruitment committee, 2) development and implementation of advertising and marketing strategies for outreach, and 3) development of a list of specific skill requirements needed to complement the existing board membership. Several errors were made in the process. First the recruitment committee was comprised of a basically homogenous group of board members (i.e. same race, class, sexual identity, physical capacity, etc.). Second, advertisement was purchased in two of the mainstream, major daily newspapers rather than those primarily reaching members of minority groups. Third, recruitment letters were sent to the human resource divisions of major corporations instead of community businesses, organizations and meeting places of the targeted groups. And last, skill criteria developed to determine candidate eligibility was formulated to target only upper and middle class professional women with graduate degrees.

For months the committee searched for just the right candidates, but not one person came forward. Finally, frustrated by the unsuccessful outcome of the search, the chair of the committee gave her report at the board meeting. She reported that committee efforts had been stalled, because recruitment of 'qualified minorities' was just too competitive and that all the good candidates were already committed to other organizations!

Ineffective Response

Unfortunately, the scenario above is a classic and often re-occurring pattern of seeking to achieve diversity for all the wrong reasons. In this case, errors occurred in two primary areas: *people and process*. The people selected to move the process were lacking in resource skills and motivation to do so. From the very beginning, planning and recruitment efforts were not inclusive of and/or balanced with a recruitment committee comprised of a diverse group of invested individuals. Although the goal of achieving diversity is altruistic, the organizational motivation to act in this case was not. Promotional efforts were limited and restricted by focusing advertising and recruitment efforts only on mainstream channels and resources which is often the case when people are not familiar with alternative resources and lack the motivation to seek them out.

Effective Response

Achieving and maintaining diversity requires organizational commitment from the top and the deliberate implementation of strategies to recruit and to retain members of diverse groups of people. It also requires understanding diversity within a population and developing ways to identify and nurture relationships with other organizations and networks that can be a rich source for recruitment. Some general points to remember are:

- Conduct a critical assessment of organizational short and long range goals to provide clear insight on why it is important to diversify leadership. Be sure to review challenges and benefits to doing so and inform key players of the findings;

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- Be flexible and creative; don't wait for the community to come to your Board; go on a fact finding mission and gather information about the people and communities you want to reach. Attend and support target community events, meet informally with members of the community and invite members of the community to informally meet with the Board; and
- Develop a supportive environment. Select recruitment committee members who are a part of the communities you are reaching out to and are sensitive and aware of the cultures of others. Most importantly, be sure that committee members are personally invested in the process and the goal of organizational diversity.

*“There never was in the world two opinions alike,
no more than two hairs or two grains;
the most universal quality is diversity.”¹²*

Moving Toward Solutions and Social Change

Practical Guidelines

Effective outreach and public education in diverse communities is not an easy task. The sheer multiplicity of cultures and ethnic subgroups within today's society underscores the challenge faced by any individual or organization attempting to understand diversity and do domestic violence intervention and prevention work. Planning, preparation and patience are key. The prerequisite is to create open, sensitive and flexible cross-cultural dialogue which is essential to achieving collective progress in our work to end domestic violence. Approaching discussions and collaborations in a manner that establishes mutual ground and respect for community partners will lead to reciprocal opportunities for growth and learning. Taking risks and using non traditional networks for doing the work are vital and require methods that engage a broad range of knowledgeable, diverse individuals. In this way we effectively use collective, creative energy and insight, and we greatly enhance our ability to connect abstractions with reality and fact.

Understanding that we are moving along a continuum which enhances our skills and ability to bridge differences and cultivate self-awareness is critical. Remember that, even if we plan thoroughly, things do go wrong. This does not mean that work on the issue of diversity should be abandoned; rather, it should push us towards re-evaluation. The following are some guiding principles on how to incorporate diversity in your outreach, public education and prevention campaigns.

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1. Approaching the Community

Familiarize. Get to know the community that you want to reach. Attend and support community-based events BEFORE you ask the community to work with you or your group. Become familiar with community meeting places, leadership, issues, needs and opportunities for joint work.

Be clear about what you are asking from the community. Know the difference between cooperation, coordination and collaboration. *Collaboration* means being inclusive from beginning to end and sharing planning duties with representatives from the community at the table as decision-makers. *Coordination* often does not include the upfront inclusion in planning programs and events, but rather joining in decisions that are already made and partially implemented. An example is asking a community group to join a rally or march after all the event planning is completed. *Cooperation* can mean little more than giving consent or endorsement to the requesting organization. An example is asking for a letter of support for funding or as endorsement for an event. Collaboration that is respectful and focused on clear goals yields the best long term results.

Eliminate barriers to communication. Hire and involve staff and volunteers who are reflective and representative of the community you target for outreach. Eliminate language barriers and avoid situations of language discrimination which preclude participation of the entire community and reduce the accessibility of your event or program. Develop and use interpreting and translation resources. Develop and disseminate culturally sensitive and appropriate educational materials.

Conduct a critical analysis. Seek feedback from the community about your staff and agency, strengths and weaknesses. This can be accomplished through conducting informal/formal surveys and by talking to people one on one. Listen to what the community has to say and act on the information in a respectful and thoughtful way. Remember that community members who take the time and interest to provide this important information to your organization are allies and friends. Their support is invaluable.

2. Planning A Public Education Activity

Build Partnerships. Recruiting help, setting goals and defining objectives are the first steps to planning and implementing a successful event. Establishing a diverse planning group comprised of dedicated, committed cross-cultural community representatives and staff is equally imperative. Define roles and establish shared leadership. Give everyone present an equal opportunity to share their knowledge and expertise. Sometimes as professionals it is very difficult for us to let go of our own desires to lead and control situations and events. Draw upon everyone's skills and be careful not to disqualify the resourcefulness of community members. Consistently seek feedback from as many people as you can and be sure to leave time to debrief after the event.

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There are a number of compelling reasons to enlist the help of others in your community in planning and carrying out community events:¹³

- it will increase the inclusiveness of the event;
- it can help you define issues, content, and format of your event in a way that is most relevant to your audience;
- it will increase the number of individuals and organizations taking responsibility for ending domestic violence;
- it may increase the publicity and visibility of the event; and
- it broadens the base of resources you have to draw from for planning and carrying out the event. It is also important to remember that, while events have multiple purposes and effects, you will not be able to achieve everything with one event. By choosing a few achievable goals you will be more likely to succeed in meeting them.¹⁴

Content, format and logistics. Advocates use a variety of public education event strategies including community rallies, vigils, media campaigns, distribution of educational materials, workshops and trainings to name a few. Familiarity with the specifics of the community in which you are planning outreach will help tailor your event and deliver your message in a way that is understood and accepted by the whole community. Public speeches should be delivered in languages familiar to the community, utilizing appropriate interpreters. Planning events in spaces and places that are environmentally friendly to diverse groups is another important logistical component. Locations which are familiar to members of the community and which are known to promote and value diversity are recommended. Spaces which display cultural artifacts, fabrics, furnishings, books, and photographs are inviting and enhance opportunities for broader community participation.

Getting the word out. The best method to get information to the specific community you are trying to reach is to develop a comprehensive community /public relations and media plan as a part of annual agency planning and goal setting. The plan should incorporate traditional and non traditional media to reach communities that are diverse, such as using creative slogans and images familiar to the community; planning and implementing special events; utilizing distribution networks such as, ethnic newspapers, magazines and newsletters; and advertising information on grocery bags and milk cartons. For example, in some past African traditions, announcements of special events and holidays were carried by a *Griot* selected from the community. The *Griot* was customarily the King's fastest messenger who traveled on foot, from tribe to tribe to deliver important news verbally. Although the use of Griots in today's society is outdated, an important lesson is conveyed: that is, *word of mouth* to this date is still regarded as an important element of culture and communication in African and African American communities.

Models for Community Organizing

Our work and philosophy compel us to infuse diversity into all aspects of community education, outreach and organizing rather than compartmentalizing diversity as a separate

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issue in our events and services. Thus far, our discussion has centered on how we can move toward and adopt model practices which promote collaboration with diverse communities. A number of programs have exemplified these practices and serve as good models to follow. In a previous section, programs were highlighted for their inability to comprehensively address the issue of diversity. This discussion would be incomplete without sharing the valuable lessons learned from model programs and events. Two such projects are the ***Lotus Project***, a family violence prevention project in Asian communities in San Francisco, California and ***Silent Too Long, Silent No More***, an inter-cultural march and rally in Chicago, Illinois.

1. The Lotus Project

From 1989 to 1992, the Asian Women's Shelter (AWS) conducted a three year pilot program to develop family violence prevention strategies in Asian and Pacific Islander (API) communities. It is often assumed that there can be one strategy for approaching API communities. However, API communities include an array of ethnic cultures from China, Japan, Vietnam, Cambodia, India, and Pakistan, to name a few. It was clear to AWS that one strategy could not and would not work, and that they were targeting many different cultural and ethnic groups. Work with each group raised considerations such as generational issues, language barriers and varying community needs.

In response, AWS conducted a thorough and comprehensive community and organizational assessment to determine: 1) where the communities were, 2) how communities were organized, 3) what would be the role of AWS in relationships with communities, 4) how well AWS was organized to meet the community needs, and 4) what were the best ways to identify community-based and community-centered strategies to approach and engage the various groups. Throughout the process of development and implementation of the project, AWS was careful to ensure that appropriate levels of representation and participation from every community group were cultivated, nurtured and maintained. Outreach was very inclusive, encompassing many women from very diverse cultures and with varying points of view. Broad-based representation was sought at each step of the process and community members were recruited and trained as staff, board and volunteers. The result was a long-term vision of where to go, how to get there, and the delivery of appropriate messages and materials to each community throughout the process.

The essence of the Lotus Project is summarized in the words of its founding staff, *this program...is unique in that it incorporates the acknowledged differences between communities and fosters community-specific responses while at the same time bringing communities together under the larger category of 'Asian' and under the common goal of family violence prevention. The circular style and lotus-like growth in which the participants, components, and years of the project interweave reflect Asian traditional views of organization and form.*¹⁵

Valuable lessons learned and shared by the Lotus group are:

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- **There is no such thing as a “one size fits all” strategy. Diverse communities require diverse strategies.**
- **An open attitude is critical since community education is a two way street. We have as much to learn from a particular community as they have to learn about domestic violence.**
- **Recognize, acknowledge and respect the strengths of the community. We are not here to deliver the truth; rather we are here to work together.**
- **Patience is a must. Addressing diversity takes time and needs long term vision.**
- **Addressing diversity is all our responsibility.**
- **Commitment to diversity and an ability to examine ones’ prejudices, biases and stereotypes is essential to building bridges.¹⁶**

2. Silence Too Long, Silence No More

In 1995, a very diverse group of domestic violence activists, formerly battered women and women’s organizations¹⁷ came together to plan a multi-ethnic, multi-cultural anti-violence march and rally. They were motivated by the fact that for too long their communities had suffered in silence, distanced from the realm of mainstream domestic violence work. Conditions such as the lack of accessible, community-centered and located services, the lack of language appropriate services, the lack of community knowledge about and exposure to services and supports stimulated the group’s action. They also wanted to bring attention to the fact that their communities were invisible in messages and symbols delivered in broad-based domestic violence public education, outreach and prevention campaigns. And more importantly, they wanted to give their communities voice and presence in the work to end woman abuse.

The first decision made by the group was to address all forms of violence against women. This came from an intrinsic understanding that communities of color endure and experience simultaneous, multiple forms of oppression and violence across a broad spectrum of community cultures, social and political contexts. The rally addressed domestic violence, incest, mutilation, pornography, rape, prostitution, poverty, infanticide, femicide, racism, sexual harassment and all other forms of woman abuse as intertwining and intersecting entities.

Event planning took on several important dimensions. The event was designed as an outdoor rally and march, and organizers were charged with the task of finding a suitable community location. The place selected had been traditionally overlooked as a suitable site, because of its location in an urban poor neighborhood. Organizers recognized and understood the advantages of hosting a community rally and march in their community. This approach maximized opportunities for community participation, because it was easily accessible, called direct attention to a community which was sorely underserved, and challenged stereotypic attitudes which cause people to resist going to places where poor people live.

Community outreach promoted inclusiveness across gender, age, class and culture. Central to organizing efforts was the recruitment and presence of men, women and children

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at the rally. The event featured entertaining and educational presentations by poets, singers, speakers and musicians. Each participating community group sent a representative to speak on issues central to their community—in the language of their community. Translation and interpreting services were critical elements of the event and greatly contributed to the event's success. Each presentation was delivered in two languages - the language of the community represented and the English translation. The community was very receptive and more than 100 members joined the march and rally the first year. In the following year, 200 community members joined the rally and a solid collaboration with the local YWCA's Week Without Violence was established. Also on the increase is the participation of other community groups, along with the support of community print, radio and television networks.

IV. SUMMARY

We began this discussion by stating that achieving diversity in domestic violence outreach, public education, and prevention efforts is a reciprocal learning process. It is important to reiterate the fact that it is not easy work. It takes time, patience, and perseverance. We have also stated that it is important for domestic violence advocates, educators and outreach workers to link domestic violence to human rights issues in the local work that they do. While the impact may not be visible immediately, all local work has an international effect. The very fact that the United Nations now accepts violence against women as a human rights issue was achieved through extensive grass roots activism.

In addition, we have presented general guidelines which can be applied toward your individual and organizational efforts. However, it is important to note that we must continue to improve and learn from each other. The examples and guidelines presented here are not to be considered conclusive or exhaustive, but rather a starting point and basis for continued exploration. From inception, we have considered this document a working draft warranting your suggestions and shared experiences. We conclude by eliciting your continued support and commitment to this work. We would like to hear back from you. Tell us about what suggestions worked and what didn't work, so that we can share your insight and advance our collective efforts to end violence against women in every community and culture. Please use the enclosed feedback form to let us know your thoughts. Your ideas will be used to develop a second edition of this paper for distribution next year from the Domestic Violence Awareness Month Project.

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ENDNOTES

¹ Author unknown.

² For fuller explanation of public education see section II, definitions and concepts.

³ Zero Tolerance is a campaign that was launched in London, England in 1994. It is based on the premise that men have to accept responsibility for the abuse of power and it consists of public education, criminalization of battering and community coordination to end abuse of women. Many cities in the U.S. and Canada have similar campaigns (e.g. New York, San Diego, Quincy, MA to name a few).

⁴ Carrillo, R. "Women's Rights as Human Rights: Toward a Re-Vision of Human Rights." - Rest of cite to be located.

⁵ Foeticide is the termination of a pregnancy because the foetus is female. This is a variant of violence against women and girls and appears in cultures where girls are unwanted. Newly available sex-determination tests, such as sonograms and amniocentesis are used to determine the sex of foetus.

⁶ Infanticide is the killing of infants because they are unwanted for a variety of reasons. Girls are murdered in overwhelming numbers although occasionally boys are also killed.

⁷ Female genital mutilation or FGM encompasses a wide range of practices and occurs within a complex framework. Simply, it is practiced to control female sexuality and sexual pleasure. FGM cannot be compared to male circumcision. It involves the removal of the clitoris (known as clitoridectomy) at one extreme to the complete removal of the clitoris, the labia and sewing up with only an opening left for the passage of urine and menstrual blood (known as infibulation) at the other. FGM can result in serious health problems for women throughout their lives and possibly in death.

⁸ Bunch, C. 1997. "The Intolerable Status Quo: Violence against women and girls." Women Commentary. UNICEF, Washington D.C.

⁹ For fuller explanation of imperialism see definition, page 18.

¹⁰ This model was developed from the writings of Audre Lorde, Charlotte Bunch and Bernice Reagon by David J. Alper in the article: Alper, D.J. 1990. "Social Diversity and the Necessity of Alliances: A Developing Feminist Perspective." In L. Albrecht and R.M. Brewer (Eds.) "Bridges of Power: Women's Multicultural Alliances." Philadelphia, PA: New Society Publishers.

¹¹ Citations listed are incomplete; reference section to be developed. Authors/publications from which definitions were excerpted and adapted include: A. Giachello, M. Paternoster, L. Gutierrez, J. Vander Zanden, J.R. Feagin, National Council of Churches of the U.S.A. - Racial Justice Working Group and the Live and Learn Training Model.

¹² Author Michael de Montaigne. Citation is incomplete. Quote was excerpted from cultural sensitivity training materials of the Illinois Collaboration on Youth, 1996.

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¹³ Excerpted from National Resource Center, Community Education Project. Domestic Violence Awareness Month Kit, 1997. *Planning A Community-Wide Event: Some Basics*. National Domestic Violence Awareness Month Project, 1997.

¹⁴ Excerpted from National Resource Center, Community Education Project. Domestic Violence Awareness Month Kit, 1997. *Planning A Community-Wide Event: Some Basics*. National Domestic Violence Awareness Month Project, 1997.

¹⁵ The Asian Women's Shelter, The Lotus Project: Family Violence Prevention in the Asian Communities, August, 1992.

¹⁶ The Asian Women's Shelter, The Lotus Project: Family Violence Prevention in the Asian Communities, August, 1992.

¹⁷ Founding organizations included: Chicago Abused Women Coalition, Korean Women in Need, Travelers and Immigrants Aide, Mujeres Latinas en Accion, Gabriela, Palestinian Women's Association, and Mujeres for Guatemala.

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ORDER FORM

Building Comprehensive Solutions to Domestic Violence TRAINING CURRICULA

In an effort to enable domestic violence organizations to play a broader collaborative effort in the community, the Building Comprehensive Solutions to Domestic Violence initiative of the National Resource Center on Domestic Violence has developed three training curricula for the staff of grassroots domestic violence organizations. The three curricula are interrelated and build on each other, although each can stand alone as a teaching unit. Each curriculum contains an introductory discussion of the material, a suggested schedule, material to be copied as transparencies for overhead projectors, handouts to be duplicated for participants, and substantive discussion of each section for the trainer.

_____ Copies of **Introduction to Policy Advocacy and Analysis** by Jill Davies. x \$20.00 = \$ _____

This curriculum provides both a theoretical approach to systemic advocacy and basic hands-on tools to help advocates better prepare for their work with systems.

_____ Copies of **Outreach to Underserved Communities** by Sujata Warriar. x \$20.00 = \$ _____

This curriculum addresses the issue of diversity and offers a planning process to create quality responses for battered women from diverse communities.

_____ Copies of **Skills for Successful Collaborations** by Day Piercy. x \$20.00 = \$ _____

This is a skills-building curriculum in negotiation, collaborative mindset, strategic thinking, and meeting facilitation.

TOTAL \$ _____

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PAYMENT METHOD:

Check or Money Order

Please make payable to: National Resource Center on Domestic Violence

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Account Number _____ Exp. Date _____

Authorized Signature _____



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6400 Flank Drive, Suite 1300
Harrisburg, Pennsylvania 17112-2791