



## **Module Three**

### **Segment #17**

### **Applying Step 2 to the Participant-Selected Policy Issue**

#### **Trainer Overview of Segment #17:**

In this segment you will lead the participants through the first part of Step 2: “Choosing a particular aspect of the system’s response to battered women.” The participants will then work in small groups and use Step 2 to analyze the identified components. You will then facilitate reports back from the small groups and a discussion about their work on Step 2 to ensure a thorough analysis.

**Group Size:** Whole group, small groups, whole group

**Total Time:** 60 minutes

#### **Time Line:**

- |   |            |
|---|------------|
| ▪ Choosing a particular aspect of the system’s response to battered women | 15 minutes |
| ▪ Small group activity  | 25 minutes |
| ▪ Report back and discussion  | 20 minutes |

#### **Set-Up/Equipment:**

- Copies of Handout #14-2 (if desired) and Handout #17-1, Small Group Instructions and Step 2 Form
- Flip Chart, Newsprint, Markers, Tape, Overhead Projector for Overhead #20, and Blank Transparencies (if desired)

#### **Training Goals:**

- To reinforce that the goal of policy analysis is to thoroughly consider all current and potential systemic options, and to understand and be able to articulate the effects of each on battered women.
- To provide participants an opportunity to choose a particular component of a system’s response to battered women and analyze it.

#### **Trainer Preparation:**

- Prepare to lead participants through the first part of Step 2
- Prepare to explain the small group exercise.
- Prepare to facilitate the discussion. As part of the planning for the training, it will be helpful to identify current and potential responses in the selected area and prepare some analysis of them.

**NOTES** 

**Detailed Instructions:**

❖ **CHOOSING A PARTICULAR ASPECT OF THE SYSTEM'S RESPONSE TO BATTERED WOMEN**  
**Time: 15 MINUTES**

1. **Refer to Handout #14-2 and explain that you are now going to facilitate a discussion of the first part of Step 2: "Choose a particular aspect of the system's response to battered women..." Lead participants through the tasks as listed in Handout #14-2. Write their responses on newsprint.**

*Trainer list of tasks from Handout #14-2:*

- ✓ List all components of the system's current response to battered women.
- ✓ Select one of the components listed to analyze.
- ✓ List proposed changes to that component of the system's current response.
- ✓ List changes that have not been proposed, but might improve the system's response to battered women.

❖ **SMALL GROUP ACTIVITY**  
**Time: 25 MINUTES**

1. **Distribute Handout #17-1 to participants and explain the small group activity. Break into small groups and assign each group a current or proposed response to analyze.**

❖ **REPORT BACK AND DISCUSSION**  
**Time: 20 MINUTES**

1. **Ask participants to come back as a whole group. Ask each group to use the Step 2 Form format to report back their work to analyze the particular component of the system's response. As the groups report, write key points on newsprint or overhead transparency. Invite other participants to add their analysis. Facilitate a discussion to ensure a thorough analysis.**



**Small Group Instructions and  
Step 2 Form**

**Small Group Instructions**

1. Each small group has been assigned a current or proposed policy to analyze. Review the policy assigned to your group.
2. Pick a person to take notes and report back to the whole group.
3. Analyze the policy assigned to your group using the Step 2 Form.



**Step 2 Form**

**Component of response to analyze:**

**Pros:** (positive effects for battered women)

**Cons:** (negative effects for battered women)

**Strategy to address “cons”:**

**Additional information needed from battered women:**

**Additional information needed:**

**Source:**



## Module Three Segment #18

### Planning to Gather Information Needed from Battered Women

#### Trainer Overview of Segment #18:

In this segment you will plan ways to gather the information needed from battered women that was identified during the Step 2 analysis completed in segment #17.

**Group Size:** Whole group

**Total Time:** 30 minutes

#### Time Line:

- Review of information needed and brainstorm strategies to gather it 20 minutes
- Facilitate a discussion to identify concrete planning steps to implement strategies identified 10 minutes

#### Set-Up/Equipment:

- Flip chart, markers, newsprint, tape
- Copies of newsprint or transparencies that list the information needed from battered women (prepared by trainer)

#### Training Goals:

- To provide participants with specific strategies for gathering needed information from battered women and a concrete set of steps to implement those strategies.

#### Trainer Preparation:

- Prepare to provide participants with the list of information needed from battered women which was generated during the Step 2 analysis of Segment #17.
- Review potential strategies listed in Segment #10.
- Prepare to help participants identify concrete steps toward implementing the strategies they identify.

*Note:* Discuss this planning task in advance with training organizers to determine current efforts, participant willingness, resource capacity, etc. for implementing information gathering strategies.

**NOTES** 

**Detailed Instructions:**

**❖ REVIEW OF INFORMATION NEEDED AND BRAINSTORM AND STRATEGIES TO GATHER IT**

**Time: 20 MINUTES**

- 1. Review particular information needed from battered women that was identified during the Step 2 analysis completed in Segment #17.**
- 2. Ask participants to suggest ways to involve battered women in the policy analysis process. Write the suggestions on newsprint.**

*Sample list from Segment #10:*

- ✓ Hire battered women/formerly battered women
- ✓ Formal research/evaluation
- ✓ Informal and formal surveys
- ✓ Electing battered women/formerly battered women to boards of directors
- ✓ Gathering information from advocates who work directly with battered women
- ✓ Focus groups
- ✓ Asking individual women

**❖ FACILITATE A DISCUSSION TO IDENTIFY CONCRETE PLANNING STEPS TO IMPLEMENT STRATEGIES IDENTIFIED**

**Time: 10 MINUTES**

- 1. Ask participants to list what action/s would be necessary to implement the strategies they've identified. List these on one side of the newsprint. Ask participants to identify, for each, the next step to take in order to ensure that the action is taken.**



*Examples:*

Strategy	Action/s	Next Step/s
Hire battered women/formerly battered women	Advertise positions, do outreach to recruit potential applicants	Talk to agency hiring committee
Formal research/evaluation	Analyze pros and cons of such research, identify potential researchers and sources of funding	Form research working group of staff/board of directors to explore issues and take next steps
Informal surveys	Design surveys and distribute	Talk to a local researcher about survey design, and develop distribution plan for staff
Gather information from advocates	Talk with advocates	Talk to meeting planner to put such a discussion on the next meeting agenda

**NOTES** 

## 2. Conclude segment by making the following points:

-  The meaningful involvement of battered women is the foundation of woman-defined policy advocacy.
-  Advocates need to understand the issues in order to know what information they must gather from battered women.
-  Advocates must plan how they are going to gather information and carefully frame the questions they will ask battered women.
-  Advocates must actively and respectfully seek out information from all women, including those they know well and those they have yet to reach. In particular, advocates must gather information from women of color, women from diverse ethnic orientations, and economically poor women.
-  Advocates must thoughtfully and carefully use the information they gather.



## Module Three

### Segment #19

### Applying Step 3 to the Participant-Selected Policy Issue

#### **Trainer Overview of Segment #19:**

In this segment, you will provide closure to the policy analysis discussions, characterize the discussion, identify main themes, and help participants plan their policy advocacy regarding the participant-selected issue.

👉 **Important note:** The process for policy advocacy planning should be agreed upon in advance with training organizers as part of the logistical organization of the training. This segment may simply “plan how to plan” for policy advocacy or actually begin the policy advocacy planning. See trainer preparation section below.

**Group Size:** Whole group

**Total Time:** 60 minutes

#### **Set-Up/Equipment:**

- Overhead transparencies or charts of key points (prepared by trainer)
- Flip chart, newsprint, markers, overhead Projector (if desired) and tape

#### **Training Goals:**

- To provide participants with main themes and characterizations from the discussion and to provide closure to the training.
- To provide participants with concrete next steps for their policy advocacy and/or policy advocacy planning.

#### **Trainer Preparation:**

- Discuss this segment with training organizers and agree on the goals and process for this segment. A variety of local factors will affect this decision.

Questions to consider:

- Are key decision-makers present and participating in the training? Are key people missing?
  - Would planning be done more effectively in a smaller/different group? If so, what guidance could the larger group give? How?
  - How much time and energy do participants have at this point in the training?
  - Do you have the key information you need in order to proceed with planning a strategy?
- 
- During the Break, review the newsprint/transparencies and prepare to characterize the analysis of the issues.



**NOTES** 

**Detailed Instructions:**

- 1. Ask participants to sum up the discussions and record their suggestions on newsprint.**

*Prompting questions:*

?? How would you sum up the discussions? What are the main themes? What responses were seen as good for battered women? Which were seen as harmful? Where was their agreement? Disagreement? Need for more exploration or analysis? What acceptable compromises were identified?

- 2. Complete agreed-upon planning process.**

- 3. Conclude this section by making the following points about policy advocacy planning.**

 When planning, think strategically:

- ✓ What do you want? Are several options possible?
- ✓ How are you going to get it?
  - Who needs to be involved? Who has the power? The money?
  - What is the sequence for advocacy activities? What comes first?
  - What activities or resources would move the process along? Whose help do you need?
  - What are the risks? For battered women? For you as an advocate? For your organization?

 Plans that are not implemented will not help battered women.

- ✓ You need to actually do what you plan to do. This may mean re-assigning staff, supervising and managing that staff, obtaining additional resources or funding, and assessing the effectiveness of the plan and making necessary modifications.



## **Module Three**

### **Segment #20**

### **Conclusion and Evaluation**

**Trainer Overview of Segment #20:**

In this segment you will conclude the training and give participants the opportunity to evaluate the training.

**Group Size:** Whole group

**Total Time:** 15 minutes

**Set-Up/Equipment:**

- Copies of Handout #20-1, Evaluation Form

**Training Goals:**

- To obtain feedback from participants about the training.

**Trainer Preparation:**

- Prepare to make closing remarks.

**NOTES** 

**Detailed Instructions:**

- 1. Thank participants for coming, for their attention, and hard work. Provide some inspirational remarks to close the training.**

*Possible remarks for trainer:*

“Woman-defined policy advocacy is hard and important work. As advocates for battered women, we can’t just continue to guide individual women through systems that are ineffective or unresponsive. We must try to make those systemic responses better. This is policy advocacy. This is the work we must do as advocates for battered women and their families.”

“This work must include advocacy to reduce physical violence and other batterer-generated risks. However, to build comprehensive solutions to domestic violence we must also take on poverty, bias/discrimination, and other risks that keep women and their children from being safe and independent.”

“When you are tired and worn out, try to remember and gather inspiration from battered women who often use complex and long-range strategies to build comprehensive solutions to the domestic violence in their lives.”

- 2. Distribute Handout #20-1, Evaluation Form. Ask participants to complete it.**





