

# *“VIOLENCE AND MATERNAL HEALTH IN MULTICULTURAL CONTEXTS”*

*A self-instruction and training model in participatory audio format for the detection of family violence during pregnancy, aimed at monolingual women or women whose second language is Spanish (project underway)*

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# BACKGROUND

*This proposal arose from two broad lines of work:*

- 1. A project conducted in collaboration with the Family Violence Prevention Fund (1999-2004), the goals of which centered on guaranteeing the application of integral care models for domestic and family violence victims, sensitizing public policy makers and the population in general about the right to a violence-free life, influencing the fulfillment of public policy, and proposing modifications in domestic or family violence policy.*
- 2. The results of various research-action projects obtained in coordination with and/or under the direction of Graciela Freyermuth, Ph.D.*

*Diverse situations in both lines of work made clear the urgency of developing a strategy by which to directly approach the topic in the context of indigenous populations.*

# OBJECTIVES

- *Contribute to the reduction in maternal death via the timely detection of violence among pregnant women, an important element in reducing obstetric risk.*
- *Promote knowledge and awareness of rights and the exercise of citizenship among indigenous women.*
- *Provide tools that support the process of empowerment of indigenous midwives.*

A group of women are seated in a room with a light green wall. They are wearing traditional, colorful embroidered blouses. The room has several framed pictures on the wall. The women are engaged in conversation, and one woman in the center is wearing a blue shawl. The text "Description of the four constituting modules" is overlaid on the image in a white, italicized font.

*Description of the four  
constituting modules*




*Module I: “Premarital cultural and familial aspects that make women vulnerable to reproductive risks of family and domestic violence”*

This is a sensitization module regarding the importance of midwives in the detection of family or domestic violence.

It provides elements to detect precursors of vulnerability to family violence and reproductive health harm prior to marriage.

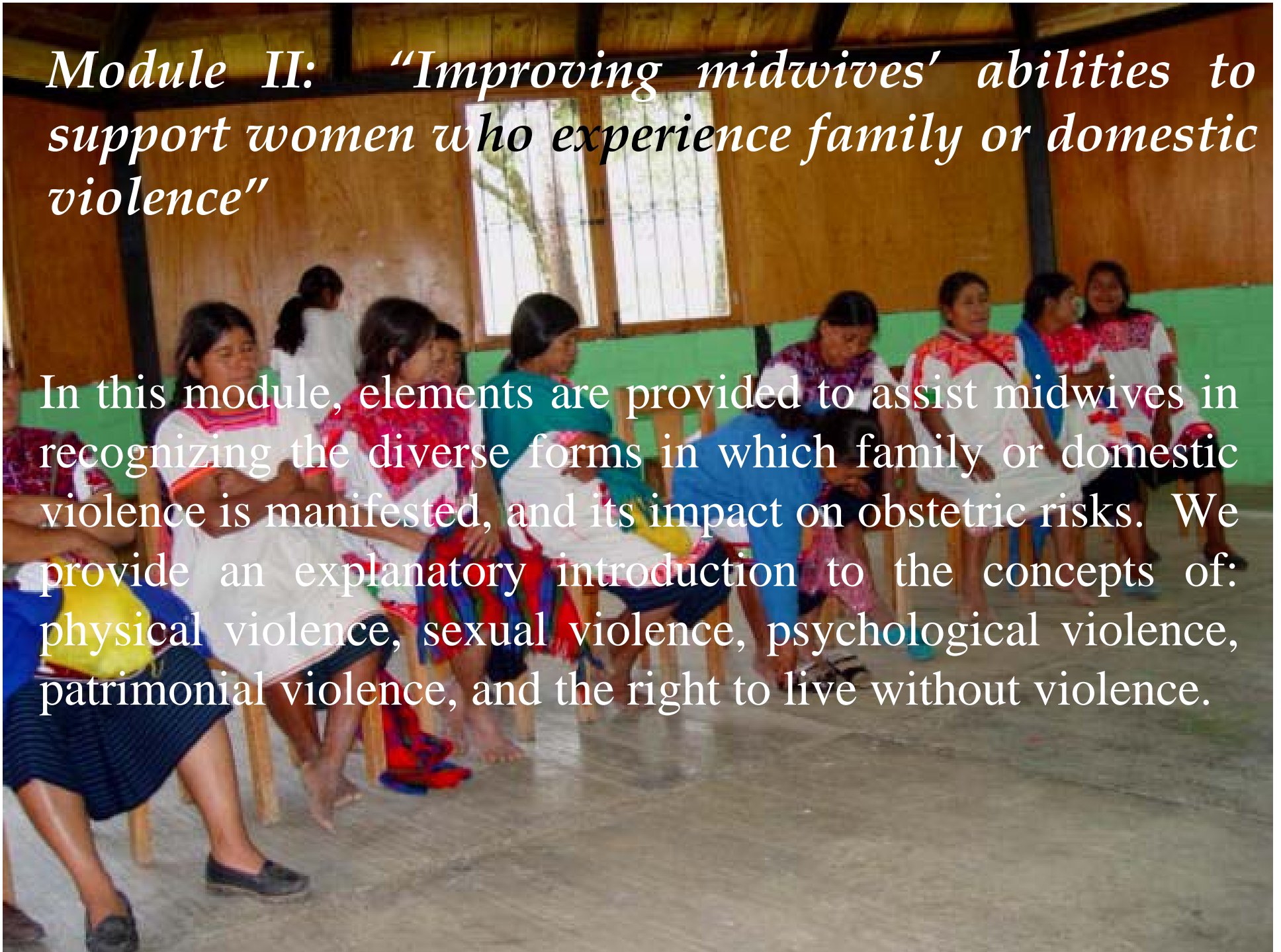
The module also illuminates connections between past events and those of the present and the future.

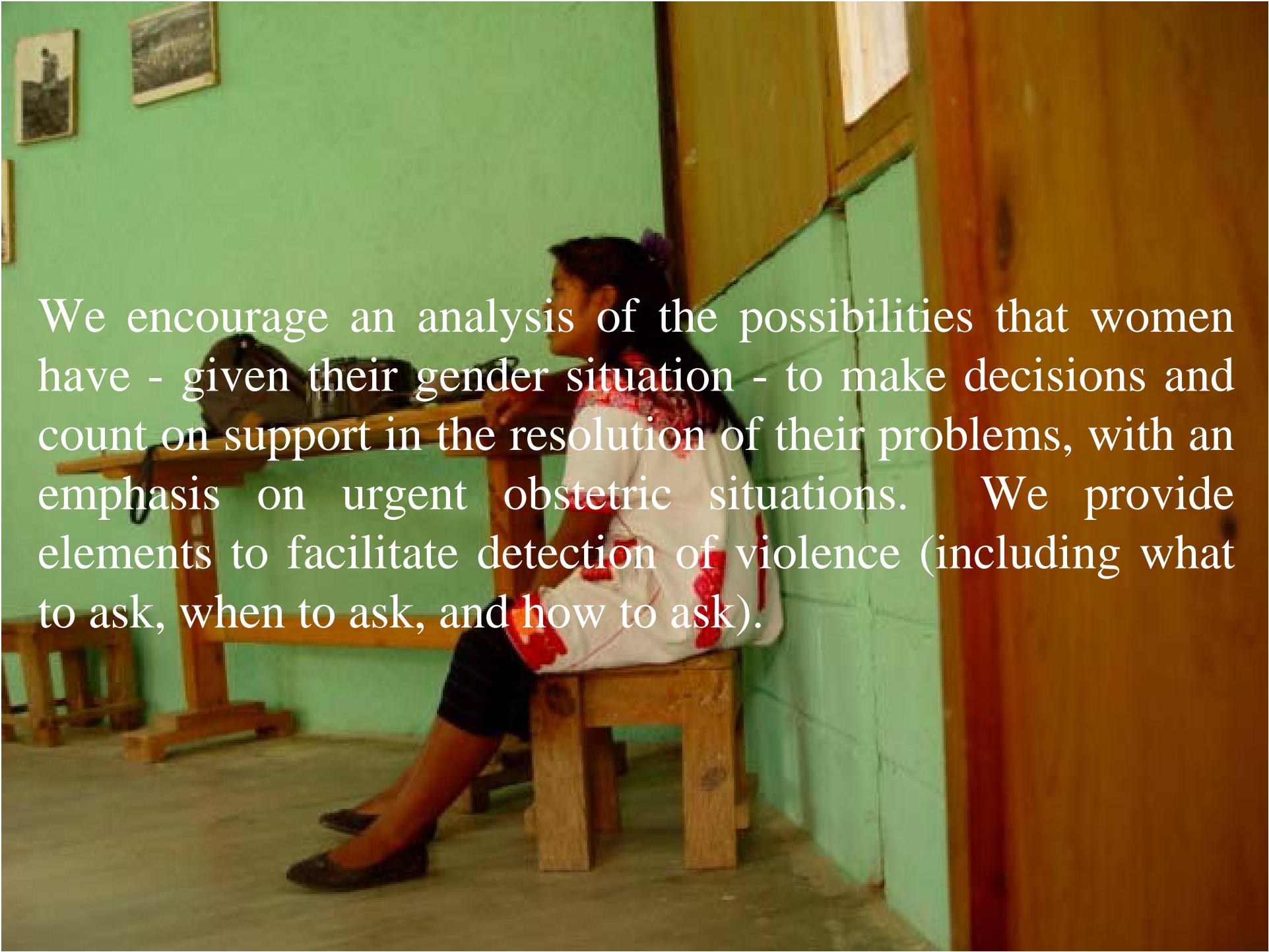


In this module, in addition to facilitating the recognition of gender inequality as the source of violence against women, the concept of *family violence* is introduced and conceptualized as a crime subject to punishment if it is reported.

*Module II: “Improving midwives’ abilities to support women who experience family or domestic violence”*

In this module, elements are provided to assist midwives in recognizing the diverse forms in which family or domestic violence is manifested, and its impact on obstetric risks. We provide an explanatory introduction to the concepts of: physical violence, sexual violence, psychological violence, patrimonial violence, and the right to live without violence.



A woman with long dark hair, wearing a white blouse with red floral embroidery and dark pants, is sitting on a wooden bench. She is looking towards the left. The room has light green walls with a few framed pictures. A wooden table is in front of her, and a wooden door is on the right. The text is overlaid on the image in white font.

We encourage an analysis of the possibilities that women have - given their gender situation - to make decisions and count on support in the resolution of their problems, with an emphasis on urgent obstetric situations. We provide elements to facilitate detection of violence (including what to ask, when to ask, and how to ask).





## *Module III: “Documentation of abuse”*

*The specific objectives of this module are to :*

*Recognize the cyclical and progressive nature of acts of family or domestic violence and their distinct risks posed to health and life, as well as to identify the value of documenting violence cases in terms of risk reduction and the inclusion of evidence for legal action.*

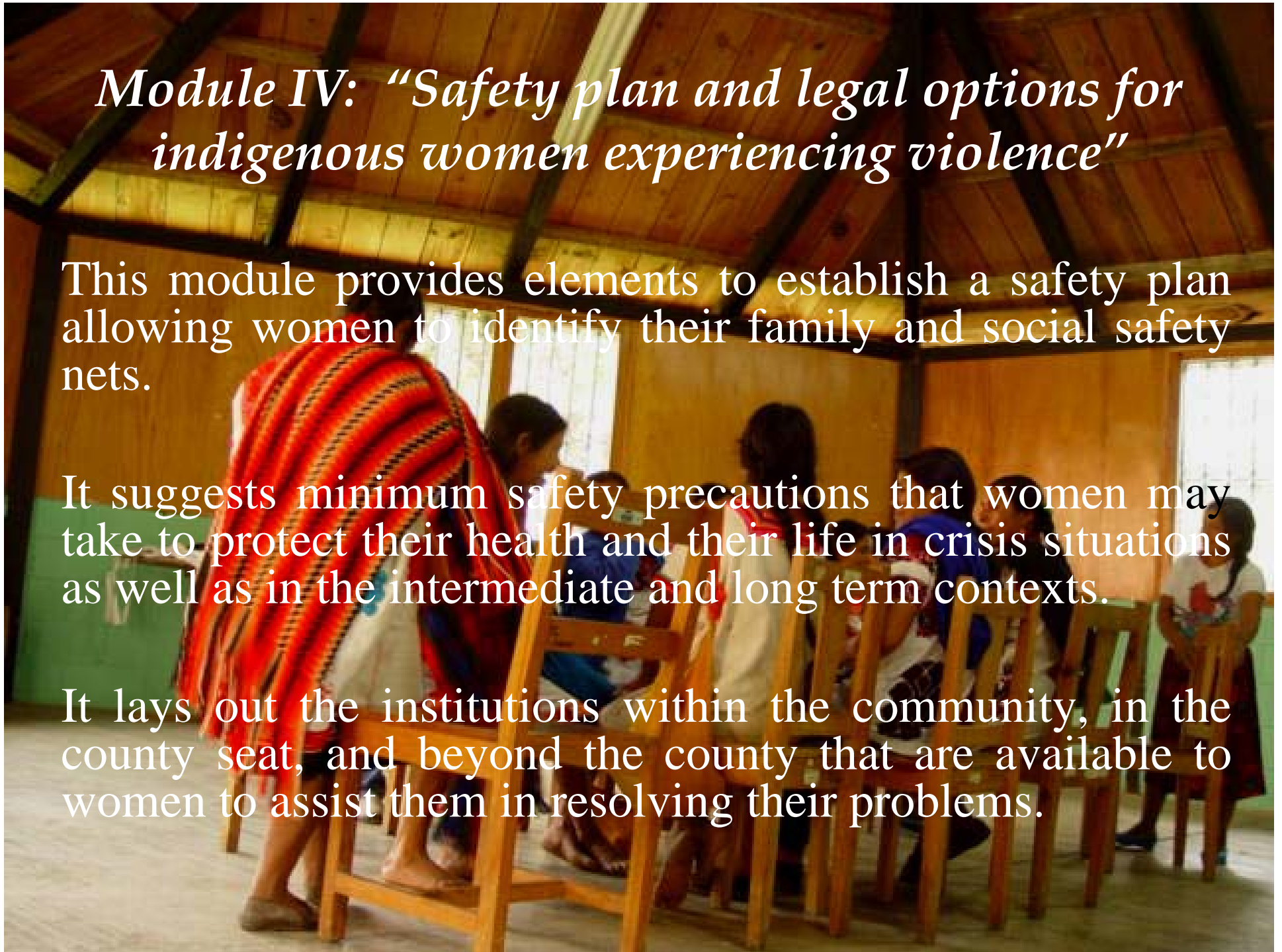
*In this module, listeners are introduced to and assisted in the use of a manual of illustrations developed specifically to document violent acts, injuries, and the possible consequences or harm posed by violence to maternal-infant health.*

## *Module IV: "Safety plan and legal options for indigenous women experiencing violence"*

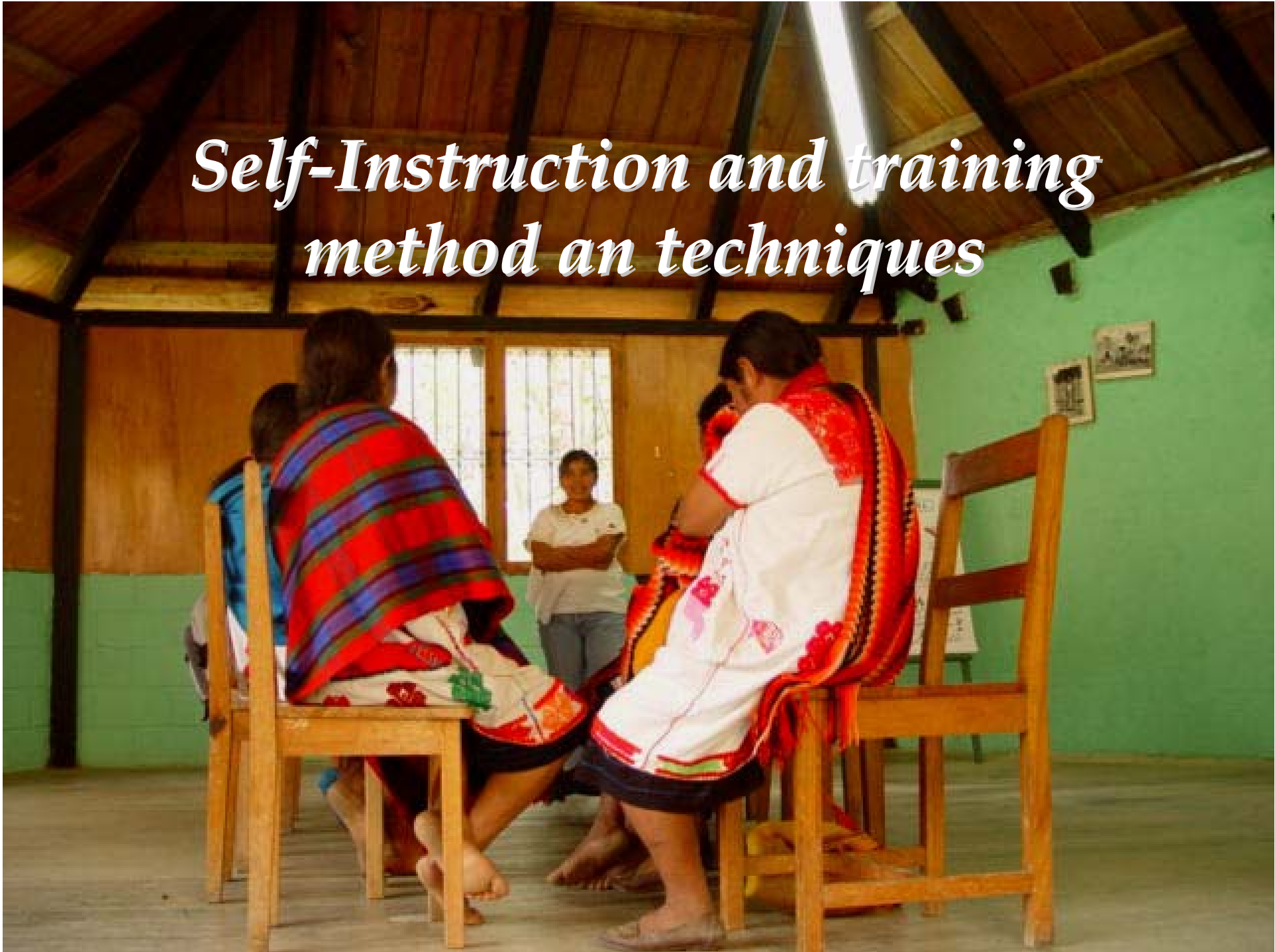
This module provides elements to establish a safety plan allowing women to identify their family and social safety nets.

It suggests minimum safety precautions that women may take to protect their health and their life in crisis situations as well as in the intermediate and long term contexts.

It lays out the institutions within the community, in the county seat, and beyond the county that are available to women to assist them in resolving their problems.

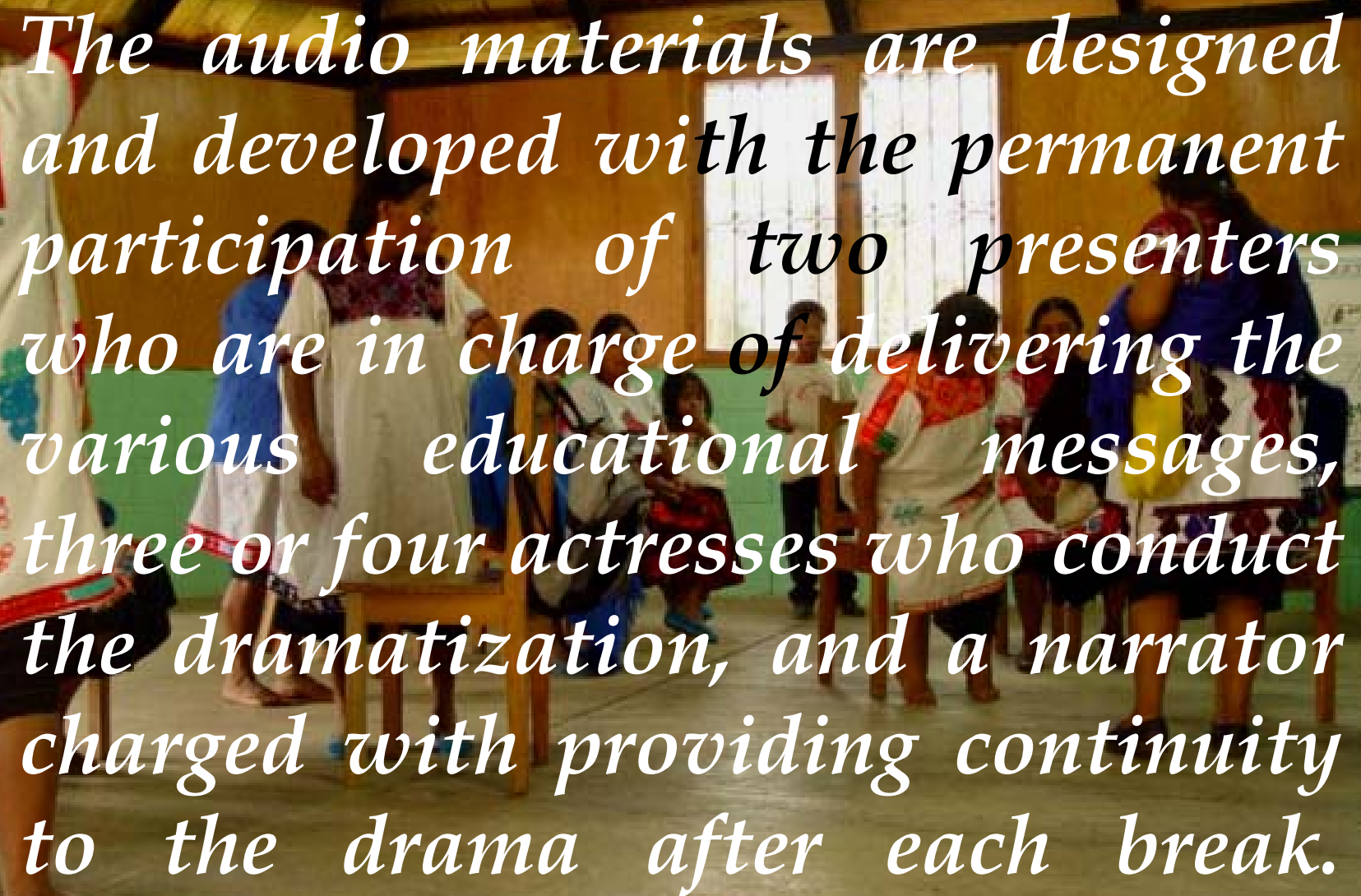


*Self-Instruction and training  
method an techniques*

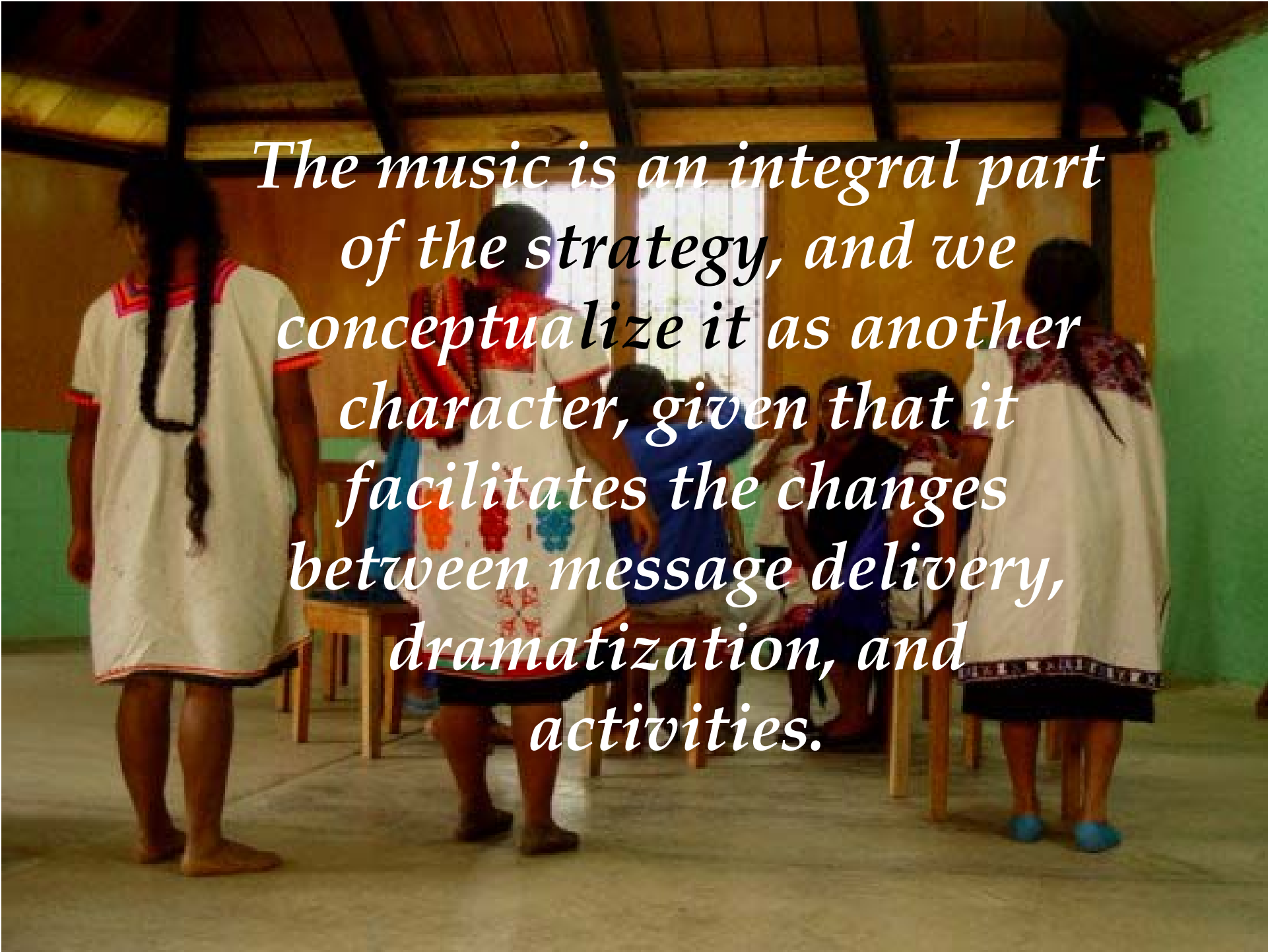


A group of people, likely students, are seated on wooden chairs in a room with a high, vaulted wooden ceiling and green walls. They are wearing traditional, colorful clothing. The text is overlaid on the image, describing a self-instruction and training method.

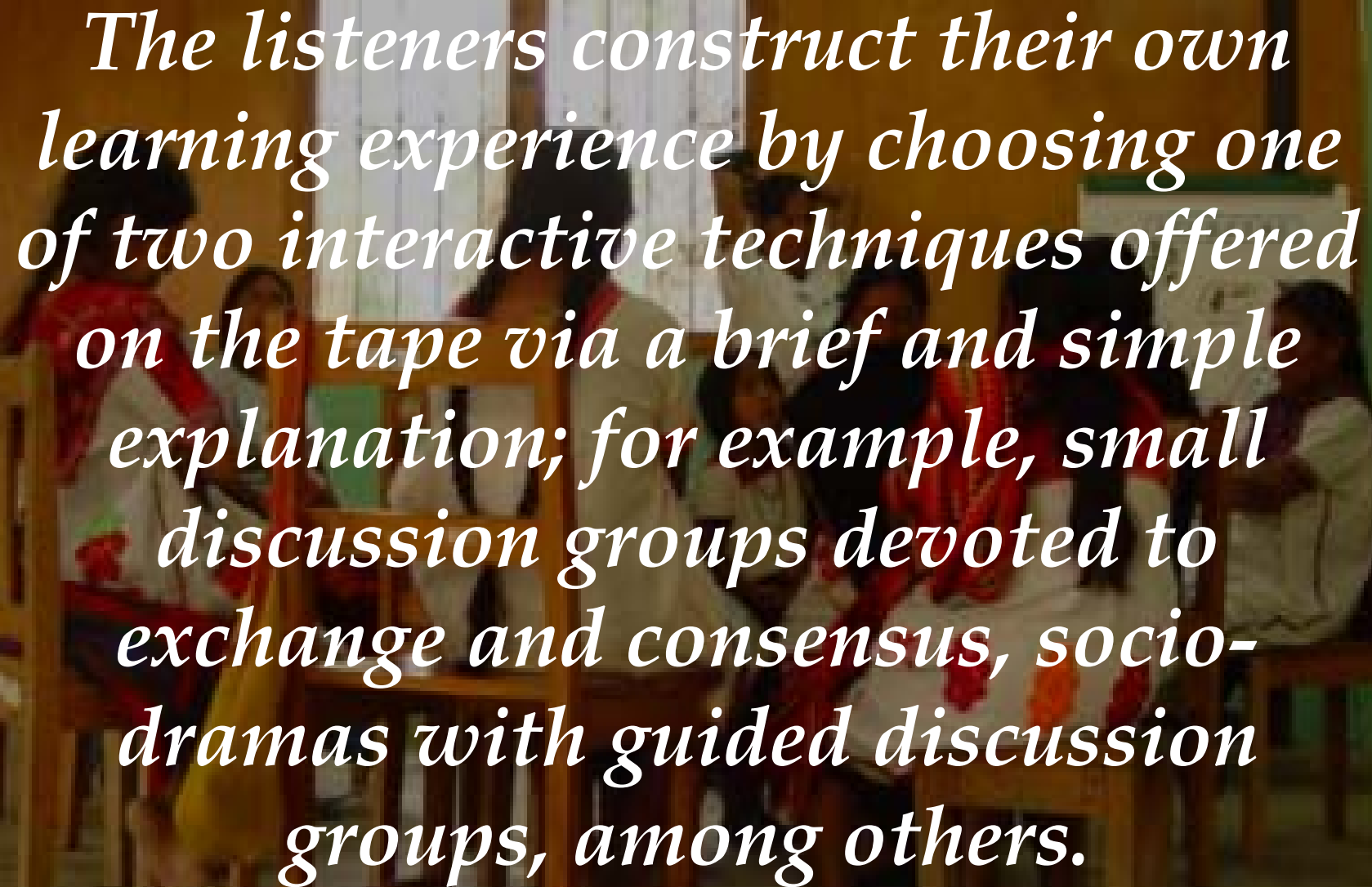
*The self-instruction and training method allows for listeners' active and autonomous involvement, and makes them responsible for their own educational progress.*

The background image shows a group of people in a room with a wooden ceiling and walls. Several individuals are wearing traditional, white, embroidered clothing with colorful patterns. They appear to be in the middle of a performance or a community activity. The text is overlaid on this image in a white, cursive font.

*The audio materials are designed and developed with the permanent participation of two presenters who are in charge of delivering the various educational messages, three or four actresses who conduct the dramatization, and a narrator charged with providing continuity to the drama after each break.*



*The music is an integral part of the strategy, and we conceptualize it as another character, given that it facilitates the changes between message delivery, dramatization, and activities.*



*The listeners construct their own learning experience by choosing one of two interactive techniques offered on the tape via a brief and simple explanation; for example, small discussion groups devoted to exchange and consensus, socio-dramas with guided discussion groups, among others.*

*Listeners also do individual activities specifically related to the illustrated manual or based on hands-on practice*





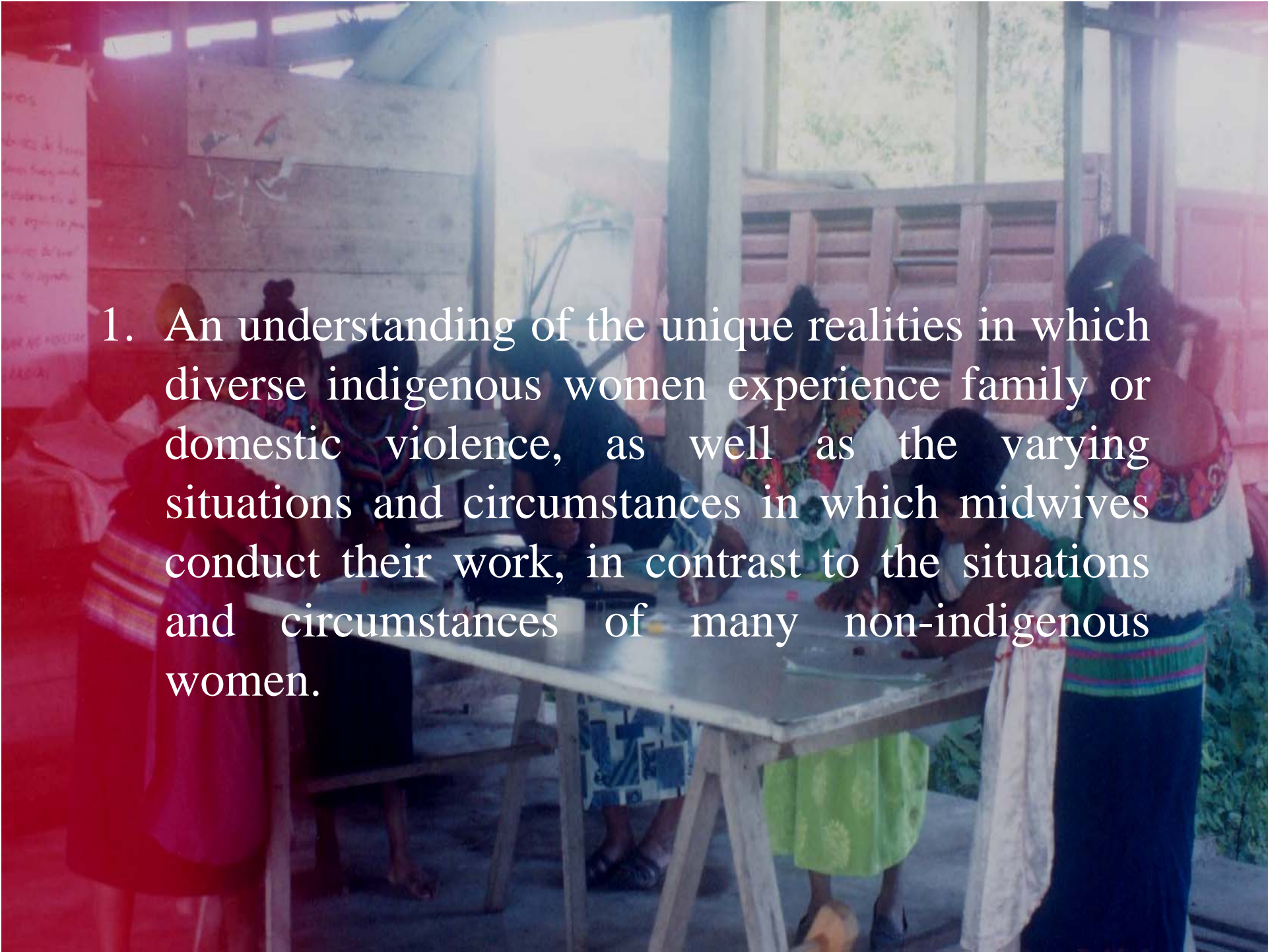
A photograph of a group of people in a traditional wooden building. In the foreground, a woman stands with her back to the camera, wearing a white tunic and a vibrant red and black patterned shawl. She is holding a wooden chair. In the background, several other people are seated on similar wooden chairs, some facing each other as if in a group discussion. The room has a high, vaulted wooden ceiling and large windows with metal grates. The floor is made of light-colored wood or bamboo.

*Time for group  
work: 3 hours  
average*

*Tape-recording  
length: 1 hour  
average*

A photograph of a lush green landscape. In the foreground, there are dense green trees and bushes. A small house with a white roof is partially visible through the trees on the right. In the background, there are rolling green hills and a mountain range under a cloudy sky. The text "Eleven processes forming the module framework" is overlaid in the center in a white, italicized font.

*Eleven processes forming  
the module framework*

A photograph showing a group of women, likely indigenous, gathered around a long wooden table in a room. They are wearing traditional, colorful clothing. The room has posters on the wall, and the scene appears to be a community meeting or a training session. The image is overlaid with a semi-transparent red and blue gradient.

1. An understanding of the unique realities in which diverse indigenous women experience family or domestic violence, as well as the varying situations and circumstances in which midwives conduct their work, in contrast to the situations and circumstances of many non-indigenous women.

A photograph showing a woman in a blue shirt and plaid skirt on the left, holding a white sheet of paper and pointing to it. She is surrounded by a group of women in traditional, colorful embroidered clothing. They are gathered around a table or surface, looking at papers. The background shows a rustic building with stone and wood walls. The text is overlaid on the image in white font.

2. Definition of specific objectives and detailed content.

3. Design of the didactic approach, in which ethnographic material becomes the vehicle for problematizing the topic for collective analysis and construction of knowledge and development of abilities.

4. Conversion to radio script format.

A group of indigenous women are seated in a circle on wooden chairs inside a room with a high, vaulted wooden ceiling and walls. They are dressed in traditional white blouses with colorful embroidery and shawls. One woman on the right is standing and holding a book, possibly presenting or discussing it. The atmosphere appears to be a collaborative meeting or workshop.

5. Adaptation of the script to indigenous language semantic construction.

6. Translation of the script into indigenous language.

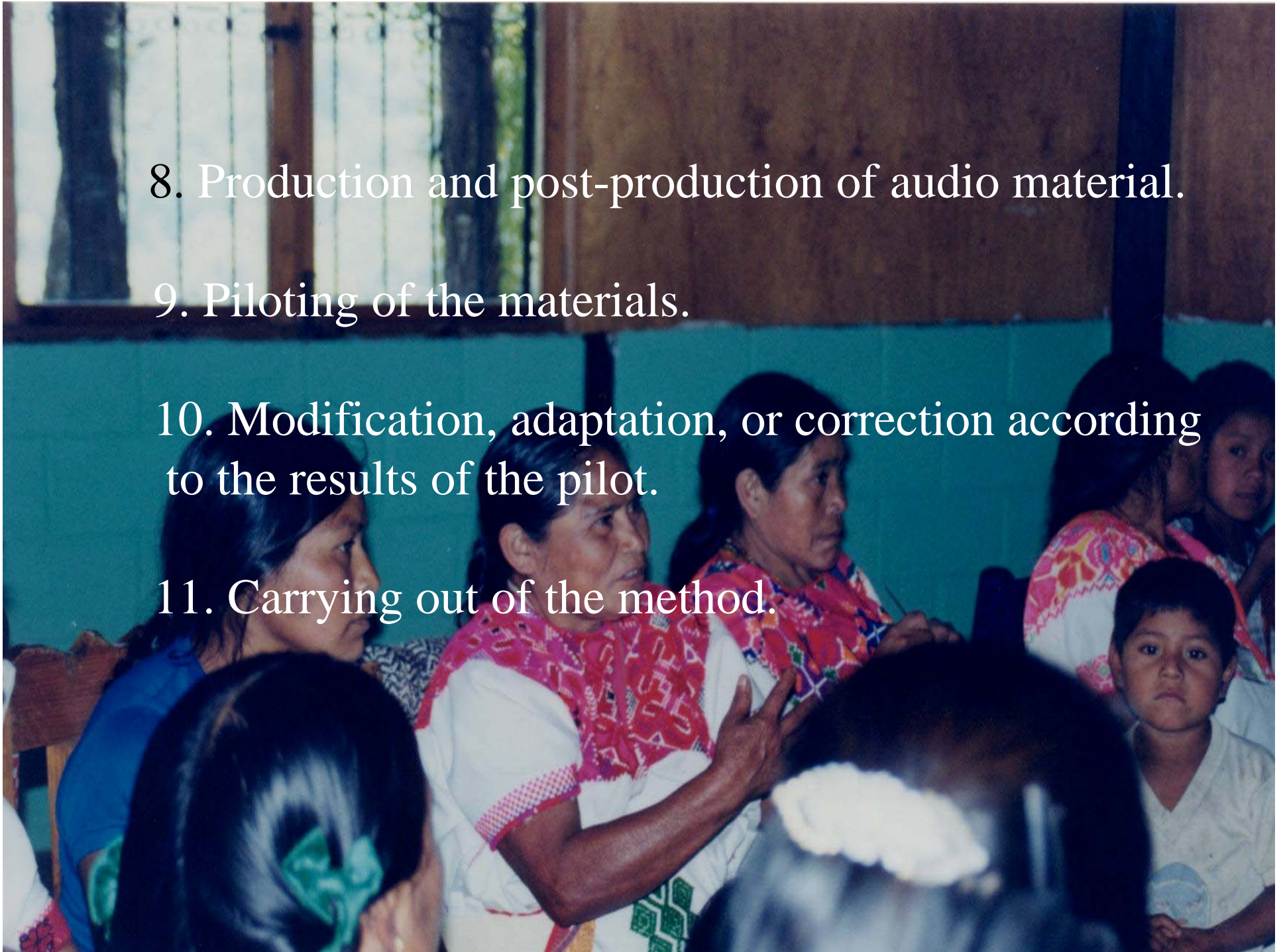
7. Definition and development of illustrations for inclusion in the support manuals.

8. Production and post-production of audio material.

9. Piloting of the materials.

10. Modification, adaptation, or correction according to the results of the pilot.

11. Carrying out of the method.



## *Recommendations*

Consider contextual diversity and adapt the method to better fit the local characteristics, observing the following tenets:

1. Keep practical activities linked to everyday experience.
2. Reflect the knowledge of the target population.

## *PROJECT ADVANCES*

- The model has been translated and validated in Spanish, Tsotsil and Tseltal.
- 17 Tsotsil midwives have undergone self-training.
- 16 young indigenous Community Health Technicians and 13 primary care level health care workers from Health Jurisdiction II have been trained in managing the model in order to promote its use.
- 40 midwives (20 Tseltales and 20 with minimal Spanish language skills) are currently being trained.



# OUR EXPECTATIONS

*In the short run:*

- *By early this next year, the group of midwives who helped us in the piloting process will apply their acquired knowledge and skills to actively identify and document family and domestic violence.*

*Given necessary technical support, women in this same group will become trainers and achieve the replication of the model.*



# OUR EXPECTATIONS

*In the intermediate run:*

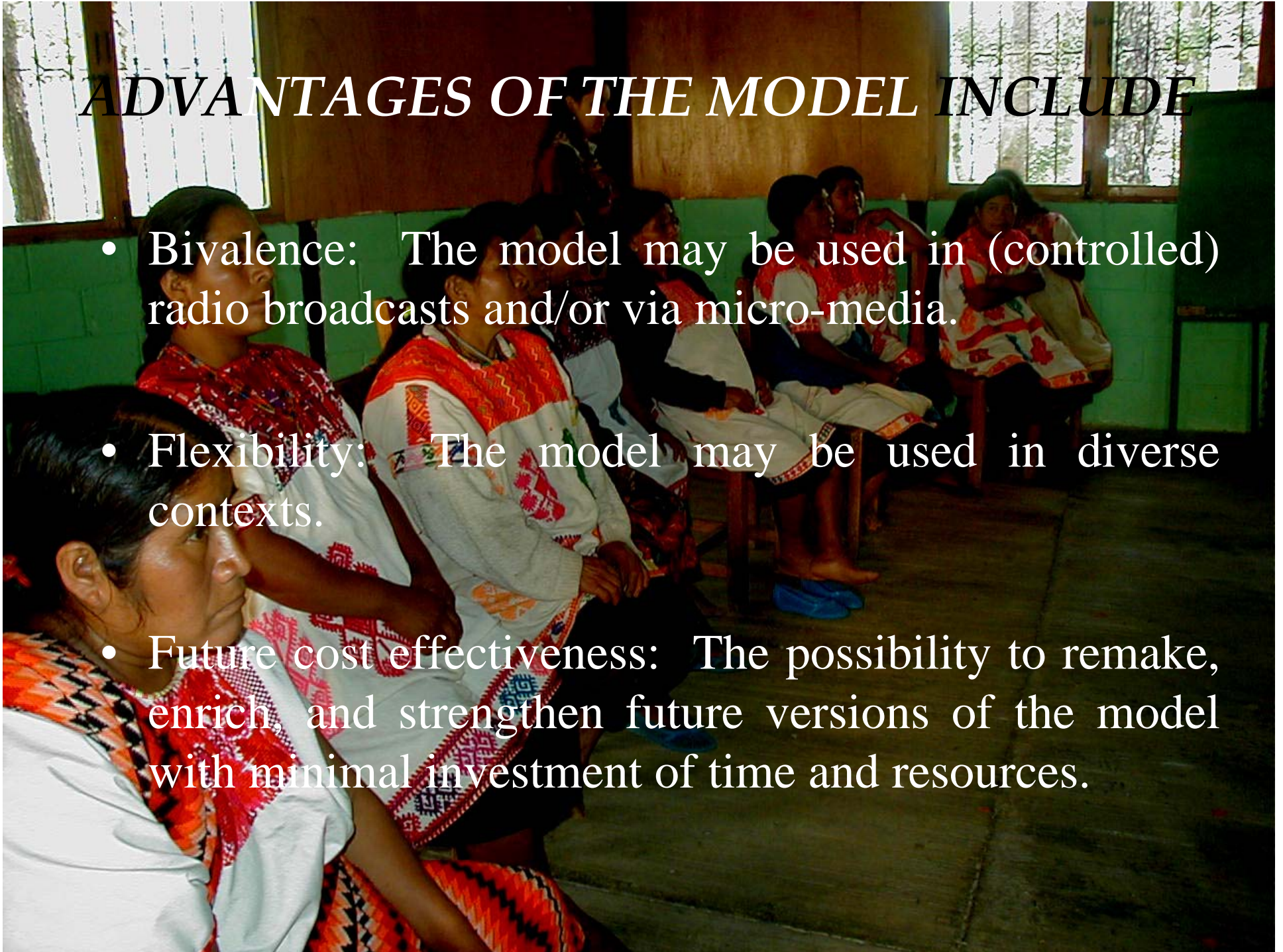
- *A system for monitoring and evaluating impact will be established.*

*In the long run:*

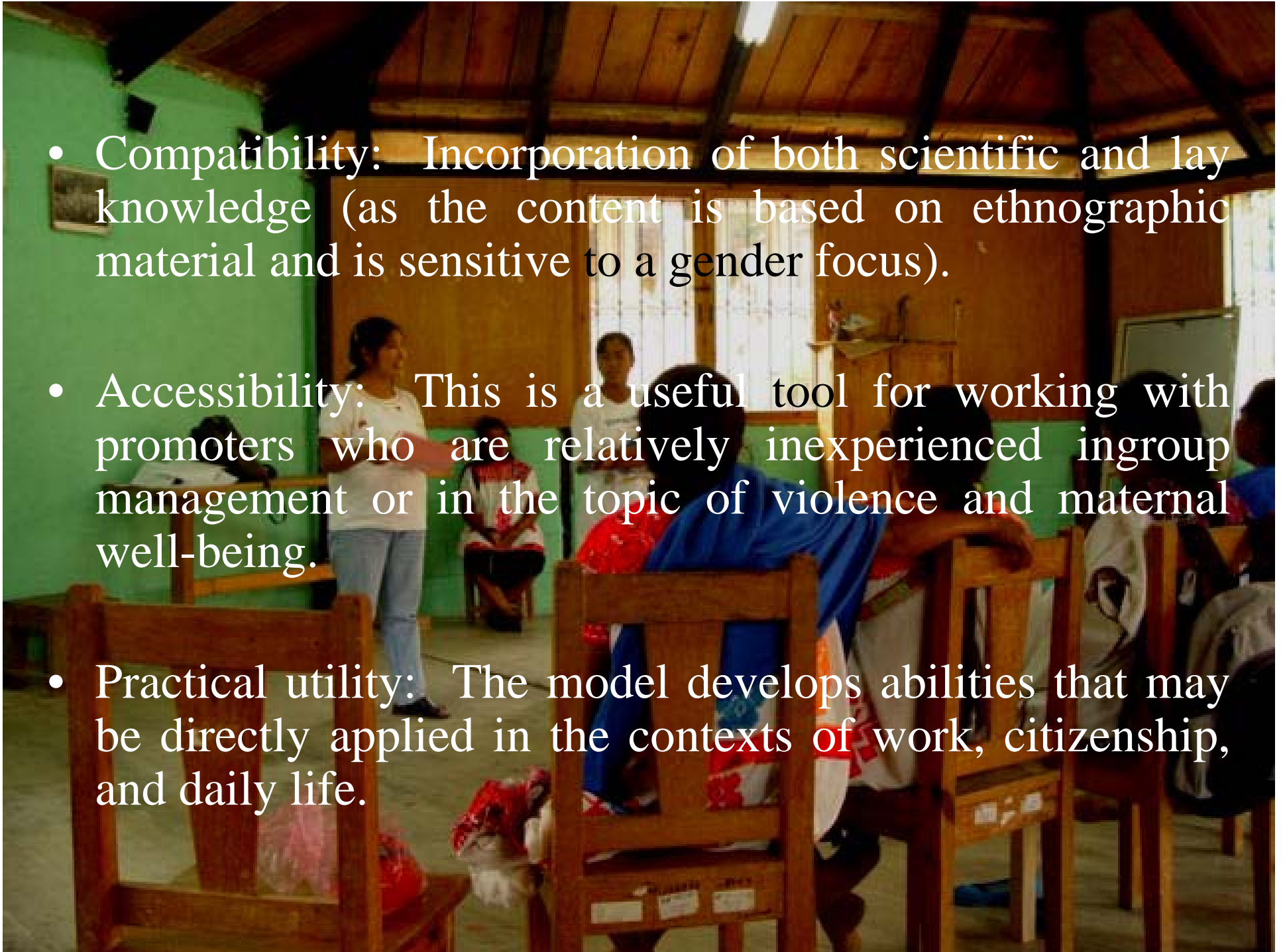
- *The model will become institutionalized.*

## *ADVANTAGES OF THE MODEL INCLUDE*

- Bivalence: The model may be used in (controlled) radio broadcasts and/or via micro-media.
- Flexibility: The model may be used in diverse contexts.
- Future cost effectiveness: The possibility to remake, enrich, and strengthen future versions of the model with minimal investment of time and resources.



- **Compatibility:** Incorporation of both scientific and lay knowledge (as the content is based on ethnographic material and is sensitive to a gender focus).
- **Accessibility:** This is a useful tool for working with promoters who are relatively inexperienced in group management or in the topic of violence and maternal well-being.
- **Practical utility:** The model develops abilities that may be directly applied in the contexts of work, citizenship, and daily life.



Module I: "Premarital cultural and familial aspects that make women vulnerable to reproductive risks of family and domestic violence"

1a Parte

2a Parte

Module II: "Improving midwives' abilities to support women who experience family or domestic violence"

1a Parte

2a Parte

# *Modules in Spanish*

Module III: "Documentation of abuse"

MODULO 3

Module IV: "Safety plan and legal options for indigenous women experiencing violence"

MODULO 4