Final Report:

Responding to Gender-Based Violence through Social Work Curriculum in El Salvador

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Background

Responding to Gender-Based Violence through Social Work Curriculum in El Salvador builds on two collaborative projects with McMaster University School of Social Work in Hamilton, Canada and the Universidad Luterana Salvadoreña in San Salvador, El Salvador: (i) The Rights for Children and Youth Partnership (*Social Sciences and Humanities Research Council* Partnership Grant) and (ii) Central American Women at Home and in the Diaspora (McMaster Seed Grant). During data collection, young people and women who were considering, and who had migrated to Canada, spoke about the impacts and normalization of gender-based violence on the family, community, socially and the economy in El Salvador. It was identified that women and young people were taking extreme measures, such as dangerous migration pathways and unaliving themselves to escape. One of the recommendations from the research was to strengthen collaborative responses across sectors, led by social work. From this recommendation, combined with research on practice-based interventions in El Salvador, the collaborators determined that developing a social work curriculum could begin this process of multi-sectoral coordination.

In 2020, shortly after this project began, we experienced a turning point worldwide due to the COVID-19 pandemic. In both, El Salvador and Canada governments enforced "sheltering in place" (i.e. staying home and leaving the house on for essentials) to safeguard health and prevent spread of the virus. This presented a dangerous situation for women and children. The Gender Equality Observatory for Latin America and the Caribbean [GEOLAC] (2022) reported an increase across the globe in gender-based violence, in El Salvador between 30-60%. This surge is due, in part, to risk factors such as confinement, other restrictions on mobility and isolation. But it is also the result of the public and private sectors' limited capacity to respond, particularly in the COVID-19 context (GEOLAC, 2022).

Rationale

Research conducted by the United Nations High Commissioner for Refugees (2015; 2020) confirms gender-based violence is one of the most pressing social concerns of women living in El Salvador— as it permeates their day-to-day lives (i.e., gang violence, intimate partner violence, femicide). Menjívar and Walsh (2017) draw attention to the lack of actualization of women's rights, as the basis for social and political acceptance of physical and other forms of abuse across Central America. Pardilla (2016) names gender-based violence a "tool for terror" (39), an extension of male dominance, power, and violence that exists at the social and state level. The social structures of heteronormativity, patriarchy, and coloniality are implicated in the process of El Salvador and the rest of the Northern Triangle becoming one of the deadliest and violent geographies for women. The situation in El Salvador for women is deadly, including the higher risk for femicide in the region, as is the migration journey (Amnesty International, 2019; UNHCR, 2019).

The presence of, and failure to, prevent violence and protect women contravenes El Salvador's signature on the United Nations Universal Declaration of Human Rights (UDHR) and the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW). Gender-based Violence is preventing the actualization of Human Rights for Women and girls by (i) forcing them to live in fear of violence, (ii) reducing their access to education and meaningful employment and, (iii) eroding their dignity and preventing them from engaging in civil society.

The violence experienced in El Salvador, by women and their communities is connected to a long history of colonization, coloniality and exploitation from the countries of the Global North. Pardilla (2016) traces the lineage of male-dominance, power and violence in Guatemala and El Salvador. During the civil war period, violence (La Violencia) and mass murder brought an acceptance of terror in the social consciousness, with the post-war peace process doing little to change this. These contemporary manifestations of violence are attributed to what Quijano (2000) names the Coloniality of Power (CoP), intersected with gender – the Coloniality of Gender (Lugónes, 2007). These are the remnants of colonialism violently implemented by Spain.

Most research in El Salvador and across Central America focuses on the economic impacts and the prevalence of Gender-based Violence, instead of resolutions and interventions (Pan-American Health Organization, 2017). Front-line service providers in Central America, including social work, are ill-equipped to work with women who have endured violence (UNHCR, 2019). In their scoping review, Abrego and colleagues (2017), found that over 70% of interventions to Gender Based Violence in Central America were created in the Global North. These initiatives did not reflect the geopolitical realities and were ineffectual with women, falling short of making systemic change. The Pan-American Health Organization (2017) also concluded there was a lack of regionally—specifically knowledge and evidence-based interventions available for social workers across the region. Social work continues to be influenced by models produced by the Global North and exported to the South (Lizano & Sapozhnikov, 2018).

These gaps in locally specific knowledge, reinforce the notion that Social Work is "tinged with the stain of colonialism and imperialism" (Razack 2009: 11). The manufacturing model, the idea that interventions can be practiced anywhere, reinforces the idea of coloniality – that countries of the South are just less modern and need to "catch-up" (Carranza, forthcoming). For social workers in El Salvador their reality is amidst a backdrop of violence, chronic underfunding of services and an on-going American influence on the structuring of services (Lizano & Sapozhnikov, 2018). The nature of the work in gender-based violence produces vulnerabilities to negative outcomes such as vicarious trauma and burnout (Babin et al., 2012; Lizano, 2015). Disconnection between interventions and geographical realities can contribute to, and heighten the risk of burnout for social workers. Burnout is theorized as a response to chronic exposure to work stressors and manifestations range from emotional to physical symptoms (Maslach & Leiter, 2014). Emotional exhaustion is reported as the most common symptom of burnout in social work. Defined as the social worker feeling emotionally depleted and overtaxed from their workplace (Lizano & Sapozhnikov, 2016).

Purpose

The curriculum was built on engagement with local knowledge to create an educational opportunity that reflected the needs identified by social workers in El Salvador, In strengthening this knowledge, social workers are better prepared to work with those who have experienced violence by:

- Knowing the community history and its context
- Understanding and applying a range of interventions
- Begin the process of developing best practices in Central America
- Articulate and identify the causes of practitioner burn-out
- Prevent burn-out in oneself and colleagues

- Professors have an increased ability to hear stories of gender violence, as they are able to recognize the warning signs for Post-Traumatic-Stress-Disorder (PTSD) and burnout

Activities and Methods:

Collaborative planning began in September 2019 and was finalized by the end of the year. However, we encountered unexpected delays with the COVID-19 pandemic at the start of 2020. Respecting the ways that the pandemic was shifting the emotional landscapes in each country, experiences of grief and loss combined with uncertainty of safety in relation to the virus, the project was placed on hold until June of 2021. Resuming in the summer of 2021 data collection respected all government mandates of in-person work, following the guidelines of both universities. As COVID-19 cases began to surge, data collection was moved to online via ZOOM. This presented challenges amidst pandemic related struggles, such as privacy/security, working from home, child and eldercare, plus technological infrastructure. The team met regularly to support the work and ensure it was respectful of those participating during the pandemic.

Planning

The team, El Salvador and Canada, finalized the objectives, action plan, in a series of meetings in 2019. These were revisited and updated throughout the project:

ACTION PLAN: The 2030 Sustainable Development Goals identifies two key strategies to address an array of global challenges: (i) quality education, and (ii) gender equality. These goals guided the development of the social work curriculum and incorporated knowledge of prevention of PTSD and burnout—as this is the reality of those that work with violence in the country.

OBJECTIVE: To identify professional experiences of Social Work related to gender-based violence and professional exhaustion, as an input for the updating of the academic study plan.

DEFINITION OF GENDER-BASED VIOLENCE: Any action or conduct, based on gender and the intersection of identities (race, class, sexual identity, age, ethnicity, among others), that causes death, harm or physical, sexual or psychological suffering to a person, both in the public and private spheres.

Activities

(1) **Literature Review**: Completed primarily by the team in El Salvador, with assistance from Canada. This focused on current policies, history, and interventions
(2) **Participant Recruitment**: Completed by the team in El Salvador, via directed emails, verbal recruitment and word of mouth. Data collection was planned for in-person but was not possible with the COVID-19 pandemic. Interviews and focus groups were a mix of online (via Microsoft teams) and in-person. Focus groups were not favorable due to waves of COVID- 19 and scheduling conflicts.
(3) **Data Collection:** Individual interviews and focus groups (N=30) were conducted, with a total of 30 people participating. There was a cross section of race, gender and 2SLGBTQIA+ identifying people. Including *Individual Interviews (26)*: Teachers (6) Graduates of the Program (10), Service Providers (10), *Focus Group (1)*: (4) people total

   Consultations were with recent ULS/UNSSA graduates (10, within 5 years of graduation) with a focus on community work and/or gender-based violence and local knowledge and

their own professional needs, current faculty and service providers. Institutional Ethics was not required at either University as data collection focused was with service providers. A consent script and interview guide was developed by the team and refined throughout the process. Due to Covid-19, all interviews were carried out virtually. Interviewers verified Wi-Fi connections and ensured the platform was secure. Participants received the consent and interview guide prior to the discussion..

(4) **Transcriptions:** Verbatim transcriptions
(5) **Data Analysis:** Completed with NVivo14 software
(6) **Curriculum Design**: Using themes from analysis and the literature, the teams co-developed the modules and implementation strategy.
(7) **Teaching**: The course was piloted January 23rd- 27th 2023

Image Description: Three women with the photo taken from behind discussing Women's rights in El Salvador

Overview of Findings[1]

Definitions of Gender-Based Violence in the field:

In Social Work, gender violence is conceived as all that abuse of power within the patriarchal culture of El Salvador that threatens the physical, psychological and sexual integrity of people and particularly in populations of children, adolescents, women, older adults, people living with disability, 2SLGBTQIA+ among others. One service provider said: "It is all that exercise of power that we do in an abusive way towards women. These manifestations of power can be direct or indirect, but they still have an impact on people's lives". The professionals consulted described gender violence in unidirectional terms, emphasizing gender-based violence as violence against women. However, the professionals also pointed out groups who are vulnerable in the face of socially established cultural patterns, such is the case of the 2SLGBTQIA+ community, childhood and adolescence, among others. Building on this, a recent graduate noted "they are all those actions against women, due to the fact of being a woman, but also the 2SLGBTQIA+ population suffers from gender violence. In these cases, human dignity as a central point does not exist, violating the individuality of people." At a social level, it translates into greater inequality, poverty and a breach of values of solidarity and respect for other people.

The participants defined gender violence as the asymmetry of socially established roles for men and women both, in the public and private spheres, and that are structuring quite marked power relations. "It is this asymmetry that men assume in their role, possibly as providers, decision makers, which places them in the foreground and tries to relegate the role assigned to women to the background in different areas." Emphasizing the historically established power relationship another recent graduate mentioned: "our society has been built in an unequal way and has been built in such a way that there is a fairly strong power relationship in terms of political, economic, social, and women have been unprotected in the field of human rights." Participants agreed that throughout history systematic violence has been exercised in relations of domination, marking inequality between the genders. For this domination, family played a dual role. People found both comfort and safety in their families, and the family as also a source of gender inequality.

Support Networks:

In El Salvador, positive family, community and institutional networks can help prevent and break the cycles of gender-based violence to which the victims are exposed. Alternatively, it can result in the opposite, networks that re-victimize and normalize acts of violence. One service provider emphasized the construction of community networks that allow people to reinterpret and retell their stories, forge relationships of solidarity, strengths, and advance culturally rooted issues. Further, she stated "I think that in the communities there is a little more solidarity. There is more closeness between the members that make it up." Participants in the focus group agreed that the community is the crucial network for those experiencing violence and when solidarity exists in it, representing a protective factor. Community and family were regarded as the most important for people experiencing, and working towards ending violence.

A professional stated "family is the first network that people go to because they are the closest, we even look to those friends because of the trust they have". A professor added "the first

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[1] All quotes were translated from Spanish

network that should be sought out is family, his mother, close friends with whom there is trust and, as a last resort, an institution." The family as the first space for socialization is seen in El Salvador as the natural context to grow in harmony and receive the necessary support in situations of adversity. The people consulted agreed that the trust must be there to search out support, and people must not feel they will be judged. However, the family can also be the space where *machismo* patterns continue to be reproduced "our ancestors, that is, our grandparents and our parents, were socialized where women should be the eternal caregivers of their children, relegating the woman to a position of caretaker, not to a position that should be recognized as contributing to society". This archetype was described as "Women are beings built from the time we are born based on the myths of romantic love, that love can do everything, supports everything and for that very reason they rarely ask for help"

In relation to non-familial networks one government participant stated "there are intersectoral tables at the municipal level to directly address gender-based violence. The units are to coordinate with other areas, like health, but many times they are only focused on sexual violence – they could play a much more important role with justice organizations." Women preferred informal support networks. Informal support was accessible, and represented a space where women could find themselves. There was also opportunities to strengthen their self-esteem and resilience to effectively face and denounce gender-based violence.

Gender violence risk factors

The culture of patriarchy was identified as a risk factor for all women. A professor explained that during colonialism "We have acquired a cultural pattern and ideological systems. The institutions play a role of replicating the same violent and phallocentric system". Further "the patriarchal, adult-centric culture in which we have grown up— that is the culture that is at the base of all social patterns, including the religious parts. The idea of sin [in marital breakdown] does not allow people to be as they are, so it makes people who live in this condition live these scenarios in a hidden way, without disclosing it". The violence embedded in the culture is transmitted through generations. A teacher stated, "the cultural pattern is inherited in such a way that girls, if they grow up in that family environment, replicate *machista* culture." Indicating how families are organized in colonial marked gender roles, where masculine needs are prioritized, and feminine needs are made invisible shaping the way members relate to one another. These processes assign men the role of economic provider. One participant said, "the economic dependence that women have causes women to be trapped in violent relationships with their partners". In discussing risk factors, participants shared some ideas on how to interrupt these contributing patterns. One idea was through the education system - raising levels of education and shifting the socialization of young people within the institution. As one teacher stated, "Education itself is a risk factor- the low levels of schooling that people have is a predominant factor." They furthered this discussion about the circumstances that mark gender violence and how the lack of education affects the capacity of a person, male or female, to break circles of violence. The people consulted also highlighted the traditional system in terms of educational quality needing to promote capabilities, personal reflection and critical thinking about how gender roles affect people's lives—providing safe environments within and outside the educational space. A Professor noted, "the social systems in which we are shaped by - in the field of education, if the teachers in a school come without training in gender issues, surely they will educate in this way". Encouraging the education system to engage differently with shaping

gender was seen as crucial for the future path forward. According to participants, this required governmental support and shift in legislation.

Legislation

About national and international regulations one social worker noted

> The laws in our country have empty spaces. The Salvadoran legislative framework must also open up, to see women the same way they see men...We have special laws, but these special laws are not on the Constitution when it comes to being moralists. I would believe that Salvadoran legislation does not favor the woman, we have been carrying this burden since 1983.

Further, "now in the country we have one of the best legal frameworks at the regional level with the civil war. However, sometimes the law cannot be an instrument for the protection of women because the application and those applying it do not have a gender awareness or an inclusive approach and to prioritize people in greater risk and in conditions of vulnerability". The people consulted discussed the gaps in the application of the laws in scenarios of gender-based violence. One government worker and service provider said, "people are unaware of the regulatory framework, they are unaware of the laws." There was an identification of need for training and sensitization on gender issues for judges, prosecutors and other professionals to guarantee equity in the application of the laws.

At the institutional level there is a lack of care and accompaniment to cases related to gender violence, "for me one of the limitations could be the bureaucratism that exists in the institutions and when it comes to working with people, one can see the limitations. One can see where the users and the institutions themselves collide." Another social worker recalled when referring to the funding for care in gender issues "resources are not allocated, either by the State or in the institutions and organizations of civil society that work on this issue, or in academic entities to respond to the problem", demonstrating the need to allocate funds to create initiatives working towards equality.

Along with gaps in legislation there is the culture of *machismo*. One front-line provider commented, "those who are in charge of these police stations are sexist people. People who violate human rights. People who don't even know how to deal with a case." There was concern for institutional violence by an entity that was to ensure the public safety of all people. However, within the institutions, cultural patterns are reproduced that violate the life and integrity of various populations, including the 2SLGBTQIA+ community. One government worker stated, "LGBTIQ+ population, is more unprotected and although there are organizations [to do it], there is always much more marked violence and the State's institutions do not support them either because they are entrenched by people who do not believe in the protection and human dignity of this population."

In terms of training for governments and those creating legislation, one participant affirmed, "the State fails because professionals are not trained to care for these people", continuous training and professional suitability allows specialized attention in matters of gender violence that avoids re-victimization and moves towards action. Attributed to both, intentional and unintentional processes, the people consulted also stated that there is a certain degree of resistance, denial or justification in the face of gender violence. One person commented, "many people do not

recognize it, precisely because there is a lot of misinformation about gender issues". Working amidst the lack of awareness and gaps in legislation was attributed to many problems in direct service, and a key factor in burnout.

Professional burnout

The professionals who are working in gender-based violence continually hear and accumulate cruel stories and events of abuse and violence. One worker commented, "on many occasions, one takes these afflictions, these cases to the head. Sometimes, we don't even sleep thinking about how to work with someone." Continuing this line of thought, "some cases are so, so strong that one says, wow! How can a person carry all that?". The approach to gender violence from Social Work and other professions implies putting the person first and yourself in the background. As one recent graduate explained "there are cases so real and strong and in some of them you get so involved in the case that you feel that it could be your family member, your aunt, your son, your friend." Further, in discussing the connections to violence one front-line worker stated, "I have felt identification with the cases and it has been difficult for me to separate personal experiences with the experiences of people." Many referred to their own experiences of violence, the effect of remembering or reproducing their own experiences in themselves in conscious or unconscious ways.

The people consulted mentioned professional exhaustion repeatedly, with one commenting "the stress levels at the end, in which we are already burned out and the fact that anxiety has been increasing" and that "I felt the burnout syndrome, I was answering emails on Sundays and I reached a point where I had to organize myself, time to work and time to rest, giving rest the same importance that I give to work". People found that they were using all available and reserve energy in response to daily work stresses.

Working with gender-based violence requires professional expertise, knowledge and ethics. None of these mitigated the internal situations of people that often went unnoticed. These were: the pressure of facing constant and deep states of tension from the experience of stories of violence, emotions of helplessness, the impact of the tragedies of the people who experience gender-based violence. Participants noted that this stress compromised their health and made it difficult to live their lives.

Image Description: Dr. Carranza and Lic. Villacorta facilitating a ssesion

The Curriculum

Using the literature review and the data analysis, the objectives of the curriculum were to:

● Strengthen theoretical and practical knowledge on gender analysis in cases of gender-based violence.
● Enhance intersectional analysis in interventions in Social Work practice.
● Strengthen decolonial analysis in the analysis and interventions in practice of Social Work.
● Promote the adoption of mental health care strategies of professionals in Social Work individually and institutionally before conducting interventions related to Gender-Based Violence and implications of professional burnout.

These objectives would be met by including, via teaching and discussion, the following in the curriculum:

- Understanding the international and national legal system on gender and the application on Salvadoran reality.

- Analysis of the social construction of gender as a historical process and the importance of its deconstruction for the guarantee of rights between men and women
- Understanding the impact of gender-based violence on the lives of victims (7 types)
- Know the normative framework of protection at the national and international level in the promotion of equitable social relations
- Identify the elements of practical application at the professional level for gender research and intervention
- Teaching intersectional knowledge and applications to analyze Social Work and interventions.
- Apply decolonial knowledge in the analysis and interventions in practice of Social Work.
- Teach and discuss recognizing the signs of burnout, prevention and possible mitigate strategies.

The training took place between January 23, 2023 and January 27, 2023, it included both – morning and afternoon sessions. Using a hybrid delivery method with participants in person and online (San Salvador and Cabañas campuses). The curriculum included instructional and active participant engagement, including group discussions and presentations at the end of the sessions (*Schedule Appendix A*).

Future Work:

The week-long teaching ended with a critical reflection wherein the participants became acutely aware that in many occasions and/or at various points in their life they, themselves, had endured gender-based-violence. Moreover, many of them disclosed that the academic space they occupied was not free from such of violence. The power dynamics of El Salvadorian society were painfully replicated in the classroom.

The participants' emotionality led them to explore possibilities to develop a working group to address such dynamics. Conversations arrived at the need of policy development that protects students and female professors from such abuses. A consensus emerged – they could not work towards healing other –before healing themselves from the injuries of gender-based-violence and the overall harms of patriarchy and *machismo*. They discuss possibilities to continue the conversations once a month in order to seek alternatives and possible funding.

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Appendix A: Schedule of Events (January 23rd-27, 2023)

DIA I (Day One)

Fecha		Persona Responsable
Enero 23, 2023		
	Tema	
9:00 AM	Introducción del programa y equipo	Mirna Carranza (MC)
9:30 AM	Marcas historicas: Colonialismo, Colonialidad, Colonialidad de Género, Modernidad	MC
10:30 - 10:45	Receso	
10:45 AM	Modernidad: Marcos Jurídicos Internacionales y Nacionales. Derechos Humanos; Derechos de las Mujeres, Pueblos Indígenas y Afro-descendientes, Diversidad Sexual	Larissa Villacorta (LV)
12:00	Almuerzo	
1:00 PM	Marco Juridico ….	LV
3:00 PM	Receso	
3:15	¿De qué hablamos cuando hablamos de patriarcado?	LV
4:00 PM	Preguntas	MC & LV

DIA II

Fecha		Persona Responsable
Enero 24, 2023		
	Tema	
9:00 AM	Interseccionalidad	MC
10:30 AM	Receso	
10:45 AM	Violencia basada en género Introducción	LV
12:00	Almuerzo	
1:00 PM	Tipos y modalidades de Violencia basada en género	LV + MC
3:00 PM	Receso	
3:15 PM	Cont…	MC & LV
4:00 PM	Preguntas	MC & LV

DIA III

Fecha		Persona Responsable
Enero 25, 2023		
	Tema	
9:00 AM	Intervenciones -Intervención en crisis -Socio ecológico -Red social y comunitaria -Resolución de casos concretos con perspectiva de género. -Nuevas intervenciones de abordaje a partir de la pandemia por COVID-19	Ilse
10:30 AM	Receso	
10:45 AM	Intervenciones cont…	Ilse
12:00	Almuerzo	
1:00 PM	Burnout	MC
3:00 PM	Receso	
3:15 PM	Auto-cuido	MC
4:00 PM	Preguntas	MC & Ilse

DIA IV

Fecha		Persona Responsable
Enero 26, 2023		
	Tema	
9:00 AM	Aplicaciones de Campo I Trabajo en grupo	Ilse & MC
10:30 AM	Receso	
10:45 AM	Aplicaciones de Campo II Trabajo en grupo	Ilse & MC
12:00	Almuerzo	
1:00 PM	Presentaciones de grupo	Ilse & MC
3:00 PM	Receso	
3:15 PM	Presentaciones de grupo	Ilse & MC
4:00 PM	Preguntas	Ilse & MC

DIA V

Fecha		Persona Responsable
Enero 27, 2023		
	Tema	
9:00 AM	Practica de Trabajo Social Informada por Trauma ¿Qué es trauma? ¿Qué es Estrés Post-Traumático?	MC
10:30 AM	Receso	
10:45 AM	Tipologias de Trauma	MC
12:00	Almuerzo	
1:00 PM	Trauma cont	MC
3:00 PM	Receso	
3:15 PM	Trauma cont.	MC
4:00 PM	Preguntas	MC