



Learn more about the Regional Program ComVoMujer and its efforts to prevent violence against women

The Interactive Path – Step by step against violence

“I learned that you have to show respect and not beat anyone, above all I learned to say, ‘No to violence!’”

“I learned that you shouldn’t beat mothers and that I’m valuable!”

*Testimonies from boys and girls
who participated in the Interactive Path*

► The partners

The Interactive Path – Step by step against violence (IP) (*‘Ruta Participativa – De salto en salto a la violencia ponemos alto’*) is a methodology for the primary prevention of violence against women. After being officially approved in 2012, it has been applied by different partners, including governmental organizations, as well as organizations of the private sector and civil society, in every country that the Regional Program ComVoMujer works in: Bolivia, Ecuador, Paraguay, and Peru.

In the case of **Peru**, it has been carried out in cooperation with public schools of the regional governments of Ica (central coast) and Apurimac (southern highlands); with Monterrico National Pedagogical Institute and School Annex; and in the context of the regional campaign ‘San Martín against Violence Against Women’ (northern jungle) with the Regional Directorate of Education (DRE) and the Women’s Emergency Center (EMC) of the regional government.

In **Ecuador**, the Interactive Path has been implemented mainly in cooperation with universities: the Technical University of Ambato (UTA), the Salesian Polytechnic University (UPS), and the Technical University of Loja (UTPL) in partnership with the prefecture of Loja. It has also been implemented by civil society entities, such as

the shelter María Amor (*Casa de Acogida María Amor*) in Cuenca, the Foundation Azúcar, the Coordination of Urban Women of Cotacachi (province of Imbabura) and their support network. The IP has also been supported by the Research Center for Specialized Training (CIE-NESPE) and various municipalities, such as the municipality of Mocha in the province of Tungurahua (central highlands).

In **Paraguay**, it has been carried out in cooperation with the National Organization of Rural and Indigenous Women (CONAMURI). In **Bolivia**, ComVoMujer worked with the Center of Young People for Human Development (CEJUPA) in El Alto, with Santa Teresa School in La Paz, and the Lasalle University.

In **Germany**, the University of Applied Sciences in Wiesbaden became interested in the IP due to its innovative, interactive and experienced-based approach, and will carry out the IP in Germany in October 2015 for the first time.





Children from the Casa de Acogida María Amor holding signs with messages against violence towards women (Station 5).



Facilitators about to carry out a puppet play (Station 4).

► Collaboration

The collaboration with our counterparts consists in forming teams of facilitators who are trained to carry out the IP with 6 to 9 year old children. They are especially trained in getting the children involved in each of the five learning stations, in order to help them reflect and understand violent, discriminating, and unequal gender relations. The facilitators are also trained in guiding the children towards rejecting those inequalities and proposing behaviors of respect and equality which lead to healthier and better relationships.

To guarantee the success of the IP, the context, the profile of the team to be trained, and the conditions for the application are analyzed. The actual training of facilitators is interactive and usually based on the experiences of the participants. The local partners receive technical assistance for the implementation until they are able to implement it on their own and with their own materials.

Additionally, facilitators receive a manual that provides theoretical and practical pedagogical guidelines and basic concepts on violence against women. The second updated edition of the manual includes work experiences in different regions of the four countries, which facilitates its application in different contexts.

Although the IP is designed to work in the formal education sector, it is easily adaptable to informal or alternative spaces. Anyone properly trained, whether they are students, parents, community leaders, or

anyone else, can assume the role of facilitator and apply it. This is why the IP works well with all kinds of partners, whether they are part of the public or private sector or civil society organizations.

► Lessons learned and impact

Our experiences have proven that the IP is attractive for all sectors of society because it is literally child's play, meaning that it is easy to learn and implement. It also does not require highly specialized material which makes it more likely to be sustainable.

The IP adapts to different socio-cultural and economic contexts, which makes it easy to apply both within formal and informal education and in both urban and rural regions of the Coast, Highlands, and the Amazon.

The IP is also cost-efficient because, with only 11 facilitators, more than 100 children can be reached a day. If several kits of materials and enough room for the learning stations are available and facilitators have had previous practical experience, the number of participants can be raised considerably. For example, in Canton Mocha, Ecuador, the IP was carried out in a school with 286 children simultaneously.

Although it is designed for 6 to 9 year old children, the IP also works with children aged 5 to 11 and has also proven to work with deaf children.



Child participant with her poster on fighting violence against women (Station 5).



Trainers and facilitators at a training.

Its innovative character has considerably influenced the academic sector as the universities ComVoMujer works with include the new methodologies in different specialties, such as primary education, preschool, psychology and/or social communication.

The IP also gives university students the opportunity to complete training or voluntary work in a very simple way. Finally, it provides the opportunity for conducting research to generate evidence on the impact of transformative measures on socio-cultural patterns that legitimize violence against women.

In early 2015, ComVoMujer can state that more than 250 people in four countries have been trained in facilitating the IP directed towards children in preschool and primary school. More than 1,600 children in Bolivia, Ecuador, Paraguay, and Peru have participated and learned, in an entertaining and unconventional way, to say 'No to violence against women!'.

The children participating actively attain a higher than usual level of reflection on the issue. They manage to take an external perspective and obtain a voice, promoting their individuality, respecting themselves, and gaining confidence to talk about their experiences. They are able to understand the intergenerational transmission of violence and consequently, how they are affected by this issue. They also start to see how different topics are interconnected, for example noting that machismo itself is violence.

We received positive comments from facilitators, who acknowledged that being involved in the IP has

allowed them not only to learn more about the phenomenon of violence against women, but has also led to positive changes in their own lives.

Two universities in Ecuador have included the IP in their curriculum and can count on a team of 34 trained teachers that can train student facilitators, who then apply the IP in the context of their obligatory internship in more than 24 schools.

Additionally, civil society groups and other organizations are regularly applying the IP in their field of action, placing it in their action plans or curriculum. For example, in Paraguay, CONAMURI has included the IP as a permanent strategy for alternative socialization of children. Their first facilitators have been responsible for conducting ongoing training with future trainers in its educational institute Mitai Roga (a nursery school).

Finally, the University of Applied Sciences in Wiesbaden, Germany has conducted an initial survey of data for a research project on the impact of the IP in Ecuador and Germany, for which a 'German Participatory Path' will be developed and implemented as a pilot at the end of 2015.



Child reflects on violence against women (Station 2).



Girls watch a puppet play (Station 4).

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