



GROWING
FREE OF
**GENDERED
VIOLENCE**
IN COSTA RICA

A) GENERAL INFORMATION

1. Name of the Project:

Growing Free of Gendered Violence in Costa Rica

2. Location:

Sector Roble Sur comunidad de la Carpio, de la segunda parada 50 m Sur y 50 Oeste. Casa ILORI, Uruca district, San José ward, San José province, Costa Rica.

3. Organization info:

Nombre de la organización: WWDF/BIENDEMUJER

Person in charge and post: Maritza Ulate Sancho, Manager

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4. Website and other social media sites:

Website: www.biendemujer.org & www.iloreworld.com

Facebook: www.facebook.com/iloreworld & www.facebook.com/biendemujer

Youtube: www.youtube.com/user/iloreworld

ISSUU: www.issuu.com/iloreworld

Instagram: [@fundacionbiendemujer](https://www.instagram.com/fundacionbiendemujer) & [@ILORIworld](https://www.instagram.com/ILORIworld)

Twitter: [@biendemujer](https://twitter.com/biendemujer)

5. Legal status of the organization:

WWDF / BIENDEMUJER Foundation is a non-profit organization registered in the National Registry of the Republic of Costa Rica on July 5, 2006, with legal status number 3-006-448660 and domicile in San José, Costa Rica. It is governed by the Law of Foundations No. 5338

6. What we do:

We contribute to the empowerment of women and the education of children at social risk. We develop projects and programs aimed at developing their potential and capabilities from an holistic, humanistic and gender perspective. The foundation is led by an Administrative Board. 11 people work and several volunteers collaborate. The main initiatives of the Foundation are ILORI Educational Program for children and Granos Solidarios Project for women.

7. Organization's experience working with children:

The ILORI Educational Program is the main program of the Foundation. It that began operating in 2011 and serves 208 children at social risk. Processes and learning spaces are facilitated to contribute to the development of skills, habits, knowledge, experiences and opportunities for their integral development. The aim is to reduce school repetition rates and complement their education with school reinforcement, technological learning, artistic development, environmental education, development of life skills and psycho-affective support. It works from Monday to Friday from 7:00 a.m. at 4:00 p.m. and Saturday from 9:00 a.m. 12 m. Two snacks and lunch are offered every day.

B) THE GENDER EQUALITY FOR AT-RISK KIDS IN COSTA RICA PROJECT

1. Context

Location: Carpio community in Uruca, San José, Costa Rica.

Carpio community: La Carpio is the largest informal settlement in Costa Rica. It is a binational community in practically the same proportion (Nicaraguans and Costa Ricans). More than 40% of the population is under 15 years of age. La Carpio is bordered by two rivers, the Virilla and the Torres, which are two of the most polluted rivers in Costa Rica. Besides the soils are on top of filling material causing landslides on its slopes. These factors contribute to the community being very vulnerable to natural disasters. At the end of the community there is a sanitary landfill that, despite the concessionaire's promises, emits foul odors. That landfill has already exceeded its useful life. Another major problem is overcrowding, since more than 25,000 people live on 0.6 km². The inhabitants of Carpio do not possess property titles and have great physical and psycho-emotional deficiencies, including low schooling, which discourage social mobility and deepen problems such as school dropout, domestic violence, social violence, teenage pregnancy, adult-teenage relationships, use and abuse of drugs, among others. Life for women and children in this community is not easy. In many cases, women are the breadwinners of their families, either working in low-paying jobs or devising ways to cover the basic needs of their home. Their life stories, the socioeconomic situation, lack of opportunities and in some cases their sentimental partners, hinder their possibilities of taking control of their own existence and improving their quality of life and those of their children. The vulnerability of women and girls is therefore greater than that of men. However, girls are the ones who are most affected. Parents, siblings and even mothers –estranged from their own situation– exercise power over them, often dictating what to do, how to dress, what to want, what to say, what to think. Usually girls grow up to repeat the sexist roles that have been imposed on them, internalizing them as desirable and thus perpetuating gender inequality and gender-based violence.

Problem: Stereotyped gender roles and consequent forms of coexistence between men and women promote and exalt sexist socialization of children. In the community of Carpio, these sexist imaginaries are strongly rooted. Gender inequity and gender-based violence are normalized, internalized and reproduced as behavior patterns in children's daily life weakening their self-perception, relationships, and potentialities, and hurting them both in the short and long term.

2. Project:

Description: Using creative, playful arts-based methods BIENDEMUJER Foundation will guide 200 children of the community of Carpio to deconstruct sexist imaginary of men and women and access gender equality perspective to rebuild their self-perception and develop new ways of relating to their peers, family, and community free of sexist perceptions, gender inequity, and gender-based violence.

Time: From July 1st 2019 to July 31st 2020

Activities and short-term results: Activities are in charge of a work team of a psychologist, a sociologist and musician, and a drama, art and yoga teacher.

WORKSHOP 1

200 children explore their imaginary on femininity and masculinity through movement and psycho-physical exercises: yoga postures, relaxation, visualizations, dance and creative movement.

ACTIVITY	ACTIVITY DESCRIPTION	TIME	SHORT-TERM OUTCOMES
<p>ACTIVITY 1</p> <p>That's how we are and this is what we carry.</p>	<p>Activity of 28 sessions per group taught by work team. Yoga techniques of relaxation and visualization, stories and songs are used as playful elements for children to explore their imaginaries around gender.</p>	<p>From June 1st 2019 to July 31st 2020</p>	<p>200 boys and girls have explored their imaginary on gender.</p>
<p>ACTIVITY 2</p> <p>Moving to the rhythm of our emotions</p>	<p>4 sessions per group of creative movement and corporal expression through contemporary dance as a language for the expression of emotions and feelings around the children gender imaginary and how to connect these concepts with their own body. A contemporary dance dancer joins the work team.</p>	<p>July 2019</p>	<p>200 boys and girls have explored and are more aware of their emotions and feelings around their gender imaginary.</p>
<p>ACTIVITY 3</p> <p>Self-care and self-protection</p>	<p>Making of personal hygiene items in two sessions, such as body cream and natural deodorant. Works as a way of introducing a metaphor of self-care. How one has to consciously "produce" discourses, attitudes, skills and strategies for self-protection and self-care.</p>	<p>August 2019</p>	<p>200 children know the importance of self-care and self-protection in different areas of their life.</p>
<p>ACTIVITY 4</p> <p>Moving with strength and determination to empower ourselves</p>	<p>Express through the energetic and rhythmic movements of the African dance, the strength and inner power to create experiences of empowerment and self-determination in the body. An African dance dancer joins the work team.</p>	<p>August and September 2019</p>	<p>200 boys and girls have empowered themselves through their bodies and acknowledge their potential, inner strength and ability to express themselves</p>

WORKSHOP 2

200 girls and boys explore their self-perception from a gender perspective. Ludic, pedagogical, creative and artistic activities encourage the expression of their emotions, experiences and feelings, and invite them to deconstruct sexist imaginary and recognize their potential as human beings beyond gender.

ACTIVITY	ACTIVITY DESCRIPTION	TIME	SHORT-TERM OUTCOMES
<p>ACTIVITY 5</p> <p>Dreaming my future</p>	<p>Kids create, paint and decorate their own pillow, with an aspirational idea for the future. It is an exercise of creativity and concentration to help them to imagine a hopeful future, free from sexist limitations and stereotypes.</p>	<p>September 2019</p>	<p>200 children have imagined their future and are aware of new opportunities that open up when they are not limited by sexist stereotypes and/or gender-based violence.</p>
<p>ACTIVITY 6</p> <p>My inner rhythm</p>	<p>Musical exercise on rhythm, sequence, coordination and dissociation, kids will use their voices and musical instruments to build musical rhythms. The metaphor of the exercise is that each person can (and should) build their own voice to express their emotions and feelings and demand their rights.</p>	<p>October 2019</p>	<p>200 children have identified their potential and possibilities to build their own voice to express their emotions, feelings and, demand their rights.</p>
<p>ACTIVITY 7</p> <p>Creation of stories / creative writing</p>	<p>Reading, listening and writing stories to provoke a relearning of masculine and feminine from the gender perspective to contribute to the coexistence in equality and respect. The exercises include reading comprehension, analyzing and writing of stories, texts, poems.</p>	<p>November 2019</p>	<p>200 children have explored masculinity and femininity concepts from their own life experiences and have rethinking those experiences from a gender perspective.</p>
<p>ACTIVITY 8</p> <p>Dramatizing and breaking roles.</p>	<p>Exercises and drama games encouraging children to reenact everyday situations that involve gender inequality from a gender perspective.</p>	<p>December 2019</p>	<p>200 children have learned that a gender perspective applied to everyday situations can change for good our coexistence.</p>
<p>ACTIVITY 9</p> <p>Express myself through my own canvas</p>	<p>Abstract paintings on canvas about feelings arising from concepts such as “gender equality”, “peaceful coexistence”, “sexism”, “gender violence” and as a technique to capture the children appropriation of these concepts and feelings. This activity is based on art therapy.</p>	<p>January 2020</p>	<p>200 kids have expressed symbolic meaning they give to concepts related to gender equality perspective.</p>

ACTIVITY	ACTIVITY DESCRIPTION	TIME	SHORT-TERM OUTCOMES
<p>ACTIVITY 10</p> <p>Shadow and light, the game of life</p>	<p>Shadow theater allows to enhance the expressiveness of children in certain anonymity and without the pressure of judgment from others. We will work in 2 ways: body shadow and Chinese shadows (flat puppets). A light will be projected on a white screen or fabric, and stories will be performed. Previously, the children will have contributed to the creation of the physical characters and will awaken them with the play of light and shadow, as a metaphor of real life.</p>	<p>February and March 2020</p>	<p>200 children have learned from their own experiences weaving into them the gender equality perspective and have reflected on the new nuances that these experiences take from that perspective.</p>
<p>ACTIVITY 11</p> <p>I learn in my neighborhood: Architecture and community</p>	<p>Spatial interventions and plastic activities that focus on the discussion and understanding of architecture and urban planning in the environment children dwell. Identifying of the public spaces traditionally assigned to men and women and the limitations of these segregations. Community mapping technique will be used.</p>	<p>April 2020</p>	<p>200 children have identified their community as an architectural space created by their own inhabitants and analyzed how the use of the space reflects sexist imaginaries and/or gender-based violence.</p>
<p>ACTIVITY 12</p> <p>Modeling new beings</p>	<p>Photography sessions with lighting set. Each kid chooses a model to create a character that transcends the man-woman categories. There will be an exhibition of photos with a small review of each of them</p>	<p>May 2020</p>	<p>200 children have reflected on the great category “human being” in which everyone must have the same rights, opportunities, and treatment regardless of gender.</p>
<p>ACTIVITY 14</p> <p>Build my identity from a new perspective.</p>	<p>Making masks with plaster, children shape their s faces. This is an “unfolding” exercise, which allows one to take off one own face, observe it and transform it. With the previous experiences and learning (activities carried out before) to rediscover me and others from a new perspective (gender equality perspective.)</p>	<p>June and July 2020</p>	<p>200 kids have recreated themselves through their masks, through the elements, textures, and forms of the mask, they have written their epilogue to the process of relearning of masculine and feminine from a gender equality perspective.</p>

WORKSHOP 3

200 children identify the broader social and geographical environment in which they develop, through socio-educational and cultural tours, in which they experience approximations / examples of opportunities / challenges of development in equal conditions. Several locations, according to activity.

ACTIVITY	ACTIVITY DESCRIPTION	TIME	SHORT-TERM OUTCOMES
<p>ACTIVITY 14</p> <p>Witnessing an activity traditionally assigned to men performed by women</p>	<p>Attend event / visit / interview where girls / women are protagonists of an activity that under the perspective of traditional roles is attributed to men.</p>	<p>During 2019, a date will be chosen according to possibilities.</p>	<p>200 children have witnessed and reflected on the premise "women can do..... just like men do"</p>
<p>ACTIVITY 15</p> <p>Witnessing an activity traditionally assigned to women performed by men</p>	<p>Attend event / visit / interview where girls / men are protagonists of an activity that under the perspective of traditional roles is attributed to women.</p>	<p>During 2019, a date will be chosen according to possibilities.</p>	<p>200 children have witnessed and reflected on the premise "women can do..... just like men do"</p>
<p>ACTIVITY 17</p> <p>Women in STEM</p>	<p>To visit a group/institution/company where STEM women are participating in order to make visible the importance of an increasing number of women participating in these fields of human endeavor.</p>	<p>During 2019, a date will be chosen according to possibilities.</p>	<p>200 children have witnessed and reflected on the abilities of women to perform STEM activities and the importance of doing so.</p>

Potential long-term impact:

200 kids from the community of Carpio will be able to:

- Recognize themselves as subjects of rights with dignity, autonomy, and citizenship regardless of their gender;
- Have better criteria and knowledge to face situations involving gendered violence within their families, community and else;
- Pursue relationships free of gender-based violence;
- Advocate for their rights and equal opportunities wherever they are;
- Understand and embrace that they can pursue any career/occupation/interest regardless of their gender.

Budget Summary:

TYPE OF ACTIVITY	(CONTRIBUTION OF)		TOTAL
	DONORS	WWDF/ BIENDEMUJER	
Profesional Services	\$5,917	\$46,239	\$52,156
Equipment	\$1,075	\$0	\$1,075
Administrative Expenses	\$0	\$83	\$83
Materials	\$5,822	\$0	\$5,822
Food	\$5,333	\$0	\$5,333
Entrance fees to events	\$1,333	\$0	\$1,333
Transportation	\$1,500	\$0	\$1,500
TOTAL	\$20,980	\$46,322	\$67,302



2019