



GENDER AND SOCIAL INCLUSION ANALYSIS REPORT

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About IEEPP

The Institute for Strategic Studies and Public Policy (Instituto de Estudios Estratégicos y Políticas Públicas, IEEPP) is an independent “think-and-do tank” based in Nicaragua with a regional focus for Central America. Since its foundation in 2003, IEEPP is dedicated to improving and supporting citizen participation in public affairs and providing conceptual and methodological support to citizens, decision-makers and NGOs with an interest in social inclusion and public policies for good governance.

IEEPP gives special attention to the analysis of national and Central American issues that contribute to more democratic inclusive societies and transparent governments. Our research focuses on topics such as transparency, good governance, social inclusion, human rights, violence prevention and human security.

In terms of our work with civil society, IEEPP provides training, advice and evidence-based reform proposals to civil society leaders and transparency activists to make their work more effective. Our methodologies are designed to go beyond traditional academic research methods in order to produce knowledge that is evidence-based and has practical value for advocacy groups and policy makers (state institutions, regional bodies, international cooperation agencies and academia).

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I. EXECUTIVE SUMMARY

This report summarizes the findings from a Gender and Social Inclusion intersectionality analysis, which is based on socio-economic and demographic conditions of Nicaragua, and provides recommendations aligned with the anticipated strategic development objectives, which were provided by USAID Nicaragua. In addition to the overall country context and macro-level gender and social inclusion issues in Nicaragua, this analysis also considers the areas where USAID Nicaragua's current program areas that are likely to continue into the next strategy period and provides recommendation on how to strengthen gender integration and social inclusion at the sectoral level. In Nicaragua, certain groups - women; indigenous peoples and afro-descendants; lesbian, gay, bisexual, transgender and intersex (LGBTI) persons; and people with disabilities - confront serious barriers that prevent them from fully participating in the nation's political, economic, and social life. Members of these groups are often marginalized and excluded through many practices, including stereotypes, stigmas, and violence, which make them vulnerable to persistent poverty and insecurity.

The most important projects on gender issues and social inclusion in the country led by civil society organizations (CSOs) have focused on quality and access to education, food security, citizen participation, sexual and reproductive health, gender based violence, HIV prevention, economic inclusion, governance, youth empowerment, and entrepreneurship. The majority of these projects target youth, women and children. Many movements are highly politicized and the success depends on the organization or key members' affiliation with the current ruling political party. Despite the current Nicaraguan government's official position to prioritize gender equality and social inclusion, many CSOs have documented unreported cases of gender-based violence, slow uptake of prosecution against human traffickers, and lack of response to illegal encroachment into indigenous territories.

Findings from this analysis are complex and multi-layered. Key findings include: 1) Despite the woman Vice President and the law mandating 50% quota for women political candidates in elections, women's political leadership and meaningful participation is dismal, especially in the Caribbean Coast region and within indigenous communities. 2) Although small handful of people with disabilities CSOs have succeeded in raising the visibility of their advocacy to secure their rights and increase accessibility to basic social services, people with disabilities in the rural areas as well as children with intellectual disability experience severe marginalization and are most vulnerable to physical and sexual violence. 3) Urban/rural divide as well as culture norms strongly influence the concept of rights and agency – e.g., Miskito community enforces strictly binary gender definitions and patriarchal structures that punish homosexuality and normalize a form of child marriage as well as rape culture as a rite of passage to womanhood.

There has been a significant decrease in social and inclusive economic development investments in the country. According to the review of international and national initiatives

by international organizations, Government of Nicaragua (GON), and other donors, programs are almost entirely focused on the following non-political topics: education, food security, gender-based violence (mainly in rural settings), sustainable and economic development, reproductive health rights, maternal morbidity and mortality and poverty reduction. Other than USAID programs, there are no projects that specifically aim to create a positive environment for at-risk children and youth. Even with the widely lauded one-laptop per child initiative with Fundación Zamora Terán, a local foundation that promotes use of information and computer technology in classrooms, the use of technology neither goes beyond linear text-based learning nor improves students' reading skills. This landscape, combined with the deepened knowledge of those who are marginalized, provides an opportunity for USAID to maximize its limited resources to support stronger and more integrated technology use, knowledge transfer, and training that specifically target and differentiate the approach for women and children in rural areas, LGBTI persons, indigenous and afro-descent peoples, and people with disabilities.

In the report, specific recommendations are provided for each proposed Development Objective (DOs), Intermediate Results (IRs), and illustrative indicators that could be used to integrate gender and social inclusion into the next iteration of the Country Development Cooperation Strategy (CDCS), and future projects and activities.

The report's conclusions highlight some of the major trends that provide windows of opportunities:

1. Women and minority leadership, membership, and volunteers of NGOs have declined, but this is not due to the lack of interest. Therefore, USAID's leadership training programs has an opportunity more effectively engage and nurture broader-base of potential community leaders.
2. Violent crimes against women persists according to the communities, but there are less officially reported cases. This is one of the issues that is bringing together people from different regions and backgrounds. Therefore, there are opportunities for USAID to raise awareness, support organizations that tries to both fill information gaps and demand application of rule of law, and prevent further gender-based violence incidents.
3. Several studies have noted greater influence of religious ideas in Nicaraguan society and there is increased internet usage and smartphones. This presents USAID with additional stakeholders and outreach tools for its programs.
4. Social justice as a new topic in the discourse among the civil society leaders, and gender and social inclusion issues have gained much more attention.
5. Official-government demographic and social inclusion data are outdated or inaccurate. Several CSOs have begun their own observatories or knowledge sharing networks.

The research findings are organized by following themes: health, education, violence, citizen participation, and economic participation. The information is presented as matrices to illustrate intersectional nature as well as complexity of dynamics among identities and demographic groups. In addition, the desk and field research revealed there are many research gaps. The lack of information limits the possibility of targeting and designing comprehensive development strategies as well as projects; therefore, specific research questions for more detailed project and activity-level issues are included at the end of the report.

II. RESEARCH'S OBJECTIVES AND CONTEXT

The gender and social inclusion analysis is a forward-looking document that applies the concept of intersectionality to socio-economic and demographic examination of the country. The analysis is aligned with the scope and aims of the anticipated development activities provided by USAI/Nicaragua. This analysis has considered the areas where USAID/Nicaragua is currently working and provides recommendation on how the Mission can strengthen gender integration and social inclusion at the sectoral level.

The specific objectives of this report are:

- Social Inclusion intersectionality analysis based on socio-economic and demographic conditions of the country.
- Provide recommendations on how the USAID can strengthen gender integration and social inclusion at the sectoral level.
- Provide concrete recommendations and their resource implications on gender and selected social inequalities mitigation measures that can be integrated into USAID/Nicaragua's Development Objectives (DOs), intermediate results (IRs), and sub-IRs, results framework (RF), monitoring, evaluation, and learning (MEL), and Indicators.
- Full, complete, and up-to-date analysis of constraints to gender and other social equality in the areas where USAID/Nicaragua works for more sustainable development outcomes and more effective use of funding.

III. OVERVIEW

In Nicaragua, certain groups – women, indigenous and afro-descendants, lesbian, gay, bisexual, transgender and intersex (LGBTI) persons, and people with disabilities - confront serious barriers that prevent them from fully participating in the nation's political, economic, and social life. Members of these groups are often marginalized and excluded

through many practices, including stereotypes, stigmas, and violence, which makes them vulnerable to persistent poverty and insecurity. Such practices can deprive them of their dignity, security and the opportunity to lead a better life. Social inclusion is a vital part of a country's development and it severely affects the country's productivity and prosperity.

A review of recently completed assessments and studies confirmed that a deeply rooted culture of machismo and widespread discrimination practices continue to be the foundation for gender inequality in the country as indicated in the USAID Nicaragua Country Strategy 2013-2017. Nicaragua has low-income inequality and moderate group inequality, but high spatial inequality. Isolated rural areas are the most impoverished and have the fewest opportunities to escape poverty. In the Caribbean Coast region, the conflict among the indigenous communities (most notably Miskitos), settlers, and authorities has caused increased insecurity.

The country's legal framework in support of gender equality and social inclusion is relatively strong, yet the government's ability to enforce this framework has been limited. It has a strong civil society and a wide variety of capable NGOs that attempt to address gender and social inclusion issues, but their efforts lack coordination and resources. The prominent role of ruling party affiliated institutions is well positioned to respond to local challenges but they are strongly centralized by government authorities and not always inclusive of non-party members.

Poverty statistics provides a glimpse of divisions and challenges. International Foundation for Global Economic Challenges (FIDEG in Spanish) in 2015 reported that 50.3% of Nicaraguans live in poverty¹ (defined as living with less than US\$2 a day). The official survey of the National Institute of Development Information (INIDE in Spanish) in its 2014 Living Standards Measurement Survey² indicate that Managua, relatively homogeneous and urban, has the lowest proportion of the population living in poverty and extreme poverty (11.6%) and (1.8%). This is a stark difference from the more rural and diverse central region that reports 44.4% of the population living in poverty and 13.9% living in extreme poverty, and the Caribbean Coast with 39% and 11.5% respectively.

Such disparity is also reflected in education statistics, which the latest available numbers are from 2010. There is a national average of 5.4 years of schooling with significant territorial inequalities: Average person from Managua reports 9.2 years of schooling, while an average person in the Caribbean Coast region has less than 4 years of schooling.

¹ FIDEG, 2015, http://fideg.org/wp-content/uploads/2017/02/INFORME_DE_RESULTADOS_DE_LA_ENCUESTA_2015_-_Versin_WEB_270616.pdf

² EMNV 2014; <http://www.inide.gob.ni/Emnv/Emnv14/EMNV%202014-2%20Febrero%202016.pdf>

Access to work and schooling is also gendered. Among youth between 25 and 29 years old, the percentage that has concluded post-secondary education is 8% of men and 10% of women. 13% of men and 43.5% of women between ages 15-29 are neither studying nor working. Reaching higher education does not translate to better jobs or opportunities in Nicaragua. Young female university students aged 20 to 29 are employed in low productivity sectors by 78%. Despite agricultural advancement and development, as there has been 32.4% increase in the amount of land allocated to agricultural activities in 6 years in the Caribbean Coast, 64% of women and 40% of men young people aged 20 to 29 years were engaged in low productivity sectors according to a study published in 2016.

Selected data for each demographic factor are listed below.

GENDER

- *Income gap despite leveling education level:* Men earn 17% more income than women with the same educational level in Nicaragua (ECLAC 2010).
- *Unfair burden of adolescent pregnancy and childcare among teenagers:* The incidence of adolescent pregnancy in women aged 15 to 19 is 20%, the highest in the region, yet only 3% of men under the age of 20 report having children. According to a FUNIDES study, on average the age of the male sexual partner of adolescent girls is 5 or 6 years older than the girl³. Adolescent girls are being impregnated by older men. Furthermore, key informants reported one of the main reasons is that many men and adolescent boys do not know they are impregnating girls.
- According to the latest official Nicaraguan Demography and Health Survey (ENDESA 2011/12)⁴, the percentage of adolescents (between 15 and 19 years old) with children or are pregnant is 20.3% in urban areas and 27.4% in rural areas. The departments with the highest percentage of pregnant adolescents are Jinotega and Nueva Segovia at 29% each and the Northern and Southern Caribbean Coast Autonomous Region (RAACN and RACCS in Spanish) at 31%. Another reason could be related to pregnancies resulting from rape. Some determinants of mid-teen pregnancy (15-17 years old) include group pressure, rape, and sex under coercion.
- *Unequal parenting responsibilities:* Machismo also dissociates men from parenthood. A study carried out in the context of the "What must be painful" campaign shows that 5 out of 10 of the male parent do not become emotionally and/or economically responsible for the baby.
- *Widespread violence against women:* A recent study by a research team of Psychology alumni of the National Autonomous University of Nicaragua (UNAN-

³ FUNIDES, Causas y Consecuencias del Embarazo Adolescente, page 13

⁴http://www.inide.gob.ni/endesa/Endesa11_12/HTML/endesa11/assets/common/downloads/InformePreliminar.pdf

Managua) revealed that 7 to 8 out of 10 Nicaraguan women "suffer repeated violence, whether physical or psychological on behalf of their partners." The IML study concludes that violence against women is a major problem in Nicaragua, with a rate of 104 to 289 legal medical examinations for violence against women per 100,000 inhabitants, which surpasses the parameters of the World Health Organization (WHO), that indicates that rates higher than 10 per 100,000 are considered abnormally high and hence indicative of an epidemic. (IML 2016) According to IML 45% of the violence against women cases were domestic violence, 31% were victims of physical violence, 23% of sexual violence, and approximately 1% of psychological violence. (IML, 2016) Of the total number of complaints on sexual offense, 83% are submitted by women. Additionally, of the total number of domestic violence cases 81% are filed by women. (IML 2016)

- *Intimate partner violence prevalent in many different ways:* 42.8% of women have experienced verbal violence in urban areas and 28.1% in rural areas. 23.4% of women suffered physical violence in urban areas and 15.2% in rural areas. Men's susceptibility to physical violence: Of the total claims for physical injuries, a clear majority (63%) of victims are men.
- *Women of all backgrounds vulnerable to violence:* According to the IML in 2015, 60% of the total reported incidences were from women. Of those women, 34% were housewives, 27% were students, 11% were service workers, and 5% were other professionals.
- *Improved gender parity in political participation, but meaningful participation questionable:* Nicaragua has high levels of political participation of women due to a quota system incorporated in a reform to the Electoral Law in 2012, stating "Political parties or alliances of parties that participate in the municipal elections, deputies of the National Assembly and the Central American Parliament, must include in their lists of candidates' fifty percent of men and fifty percent of women ordered equitably and presented alternately." (Art. 82). As a result, the country currently has 50% of mayors, 49.8% of deputy mayors, 50.4% of women councilors, 51% of deputy councilors and 58.1% of women parliamentarians. However, several civil society organizations that focus on supporting women's rights claim these numbers do not express the reality, since women in these positions do not have significant leadership or influence.

LGBTI

- *Systemic isolation and exclusion of gender and sexual minorities:* Intense, unrelenting, and often intentional discrimination have devastating consequences that range from concealment and latent fear, psychological and physical suffering from various types of aggression, suicide attempts, to addiction as an escape valve. This limits the human potential and possibility for gender and sexual minorities from

constructing positive images of themselves and becoming productive and fully integrated members of their communities.

- *Critical information gaps:* Although the most comprehensive study on the LGBTI population in Nicaragua⁵ presents various gaps and barriers, unfortunately information on intersex people living conditions is not available.
- *More susceptible to poverty:* 76.7% of LGBTI people live in poverty with US\$2 or less per day. Of these, 45% live on less than \$1 a day, even though 73.4% are employed, their income is precarious.
- *Wide-spread discrimination and violence at home and public spheres:* 100% of LGBTI people report having been discriminated against in school; 48.5% by their families; 22.9% in their jobs; and 11.7% by medical staff. 48.6% have suffered physical violence and 2 out of 10 are rape victims. 2.1% report they suffer from violence occasionally, 21.2% often and 6.7% always. In 66.1% of cases of violence, they were attacked in public spaces, 6.3% at work, 20.8% at home and 6.8% at school. Incidences of violence in schools and other discriminations are higher outside Managua.
- *Within the LGBTI community, those who are more visible experience more violence:* Of all types of violence, those who suffer violence the most are transwomen (79.5%), lesbian (49.8%), gay (44.6%), bisexual (19.4%) and transmen (36.4%).
- *Younger people experience more violence:* The ones who suffer more violence range between 26-35 years old (40%) and between 19-25 years old (36.7%).
- *Lack of education attainment:* 69.6% drop out of school (primary and secondary education) due to financial problems.⁶ The highest academic level attained amongst LGBTI population is university (27.9%), technical (7.7%), secondary (48.3%), primary (12.1%), illiterate (2.3%) and literate (1.7%).
- *Many LGBTI persons do not feel basic human rights are respected:* 72.3% claim that there is no respect for their human rights by the media and 84.2% perceive that there is no respect in general by society.

PEOPLE WITH DISABILITIES

- *Available data on people with disability is outdated:* According to the Census conducted by the Ministry of Health "Todos con Voz" (2009), people with disability in Nicaragua are 2.5% of the total population. 49% of the people with disability are men and 51% are women. This is the latest official report on disability in the

⁵"A look at sexual diversity in Nicaragua," Strategic Group on Human Rights of Sexual Diversity (2010) https://www.oie-miseal.ifch.unicamp.br/pf-oiemiseal/public-files/una_mirada_a_la_diversidad_sexual_en_nicaragua.gedds_2010.pdf

⁶ The report specifically indicates (pg. 27) "3 out of 4 people who report having dropped out did it due to financial or health problems."

country. Information on compliance with laws and regulations related to people with disabilities are also not available.

- *A wide range of disabilities:* Of the people with disabilities, 36.9% have a physical and mobility impairment, 25.9% have an intellectual disability, 12.7 have a visual disability and 10.1% have a hearing and sensorial disability. Reasonable accommodations often are not available to meet the needs of various types of disability.
- *People of all ages with disabilities:* 33.3% of people with disabilities have 60 years of age or older, 20.4% are between the ages of 40 and 59, children and adolescents represent 24.1% of the total.
- *Lack of education attainment:* 41% of people with disabilities lack schooling, 19.1% have a pre-school education, and 25.7% have primary education, more than 85.8% of the total population with disability have less than basic preparation. Only 2.7% have attended university and 7% have some technical education. The Educational Orientation Unit of MINED only report having 130 teachers who rotate through regular study centers to attend students with educational needs associated or not with a disability.
- *Low employment and compounded effect when combined with gender inequality:* 48.58% are unemployed and only 12.29% have employment or are self-employed. Women with disability face greater bias to stay home. Families, whether for fear of security or shame, do not encourage the women with disabilities to go outside their homes. Data shows that three out of ten women with disability perform more household chores than the rest of their family.
- *Geographic concentration.* Nearly half of the people with disabilities in Nicaragua live in five departments⁷:

Department	Percentage of the population with disabilities
Managua	24.5%
León	8.9%
Jinotega	7.2%
Chinandega	6.8%
Matagalpa	6.8%

- *Ubiquitous discrimination and violence:* 98% of people with disabilities suffer from some type of physical, verbal, economic and/or sexual violence. Children with disabilities are 3.7 times more often victims of violence than children without disabilities. (Federation of Associations of Persons with Disabilities) and only one in eleven of those who have suffered physical violence filed a complaint with the Police. The prevalence of sexual violence against women is highest in the

⁷ http://www.cawn.org/assets/toolkit_FEMUCADI%20doc.pdf

Caribbean, where one in five women with disabilities "live or have experienced sexual violence."

INDIGENOUS PEOPLES AND AFRO DESCENDANTS⁸

- *Demographics of the Caribbean Coast where most indigenous peoples and afro descendants have historically been the majority have been changing:* The highest rate of population growth due to migration in Nicaragua is recorded on the Caribbean Coast, and is due to a net increase in mestizo families that are systematically settled in the agricultural frontier zones. 33.3% of the total population of the Caribbean Coast is based in urban areas, while 66.7% is in rural areas.
- *Limited access to basic services and rampant poverty:* On the Caribbean coast, 43.0% of the population over 10 years old is illiterate, which rises to 55.0% in rural areas. The national average of illiteracy is 24.5%. Between 73.6% and 75.0% of the population of the Nicaraguan Caribbean Coast lives in poverty and extreme poverty. Residents who have been able to get a job receive a very low income that only covers 50% of the basic food basket, and 80% of that income goes to the purchase of food products. Only 82% of indigenous or Afro-descendant people complete primary education. The figure plunges to 70% among those living in rural areas. Only 40% complete secondary education in the urban areas and 20% in the rural areas. (ECLAC, 2010b). In Nicaragua, less than 5% of indigenous people aged 20 to 29 in rural areas have 13 years of education or more (ECLAC, 2014)
- *Dismal employment and economic status for the region most populated by the indigenous peoples and afro descendants:* In the Caribbean Coast, the proportion of the population employed in the informal sector is very high. In rural areas, 84% of men and 80.8% of women, in urban areas 65.2% of men and 69.3% of women. Underemployment affects almost 60% of rural women and 44% of urban women, versus 32% of rural men and 24% of urban men employed.
- *More pronounced gender gap:* Only 15.4% of the registered property is owned by women, and 94.3% of female landowners own less than 14 hectares of land, versus 33.7% of men. The group with the lowest access to credit in the country are the rural women of the Caribbean Coast, who obtain only 18% of the loans granted and 6.5% of the corresponding total credit mass.
- *Fractured ethnic groups that feel discriminated by each other:* Creoles, Miskitos, and Ulwas feel discriminated against mainly by Mestizos, but Miskitos and Ulwas also feel discriminated against by Creoles. Moreover, Ulwas feel discriminated against by Miskitos. It appears that the smaller the minority group, the greater the experience with discrimination by larger ethnic groups. (LAPOP)

⁸ Statistical Yearbook for Latin America and the Caribbean of the Economic Commission for Latin America and the Caribbean (ECLAC) http://repositorio.cepal.org/bitstream/handle/11362/37647/S1420569_mu.pdf

- *Increasing incidents of human trafficking:* In the Northern Caribbean Coast Autonomous Region (RACCN) municipalities, particularly those along the coast and Honduran border (esp. Puerto Cabezas and Waspan), the communities and NGOs report that despite the increased human trafficking incidences, cases are not investigated by the police.
- *Higher exposure to illicit activities among indigenous communities:* Those who identify themselves as Miskito report more awareness of illegal drug sales in their neighborhoods than those who describe themselves as mestizos in Puerto Cabezas, Prinzapolka, and Bonanza.

Snapshot of Civil Society efforts in Nicaragua⁹:

The most relevant efforts, measured by its ability to reach important portions of the population on gender and social inclusion issues in the country, by civil society organizations have focused on projects on equal opportunities in education, food security, citizen (especially indigenous women) participation in political and civic processes, sexual and reproductive health, gender based violence, HIV prevention, economic inclusion, socio-economic research, governance, youth empowerment and entrepreneurship.

There is a higher percentage of ongoing CSO projects that focus on youth, women and children than those working with people with disabilities, LGBTI and/or indigenous and afro-descents people.

Selected key organizations working on social inclusion and gender in the country expressed increasing concern about the lack of funding opportunities for their projects.

IV. SOCIAL INCLUSION AND INTERSECTIONALITY THEORETIC APPROACH

This research analysis asserts that social inclusion seeks the productive and social insertion of people who, due to their condition or socioeconomic situation and structural inequalities are excluded from the dynamics of development, limiting their effective membership in society and a full exercise of citizenship, generating more social inequality. (Inclusive Social Development, Jan 2016, ECLAC)¹⁰

The analysis of inequalities refers to the asymmetries in the capacity to appropriate resources and productive assets and the exclusion and inequitable distribution of political and economic power, means and opportunities, level of income, access to education, health,

⁹ Please see Annex III of selected key Civil Society Organizations in Nicaragua working on Social Inclusion and Gender.

¹⁰ It also considers the definition provided by the World Bank of “*Social inclusion is the process of improving the ability, opportunity, and dignity of people, disadvantaged based on their identity, to take part in society.*”

decent work conditions, social protection and opportunities for social participation. (The social inequality matrix in Latin America, Oct. 2016, ECLAC)

The Intersectionality has also been considered to address social inclusion at different intersections of identity, social position and policies or institutional practices. This approach contemplates the interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, and it is regarded as creating overlapping and interdependent systems of discrimination or disadvantage.

Based on research findings and the Gender and Social Inclusion Analysis objectives, the report also structures recommendations based on the intersectionality approach as applied to the different levels of marginalization and needs of men and women, LGBTI, indigenous and afro-descent peoples, and people with disabilities for the selected sectors: health, education, political participation, economic participation, and citizen security/violence.

V. MISSION'S STRATEGIC PRIORITIES AND RELEVANCE OF THE GENDER AND SOCIAL INCLUSION ANALYSIS

As considered in the new five-year strategy that follows current Country Development Cooperation Strategy (CDCS), which has been extended until 2019, USAID/Nicaragua aims to prevent erosion of national democratic governance and citizen insecurity along Nicaragua's Caribbean Coast, through revisions to the two current Development Objectives (DOs).

Research findings on the social inclusion spectrum validate both DOs continue to be an important challenge for Nicaraguan development. To provide an insight that can be helpful to make decisions at CDCS level and help identify where additional analysis might be needed at the project and activity level, the following issues have been identified:

DO1 – Citizen's ability to engage in democratic governance will increase (focus on youth and the rural/urban divide) by (IR 1.1) increasing effectiveness of local governance, (IR 1.2) increasing advocacy for democratic processes, and (IR 1.3) increased dissemination of independent information.

- There has been a notable reduction in donor investments in the country. From the international and national initiatives reviewed (from international organizations, Government of Nicaragua (GON), and foreign government's aid) there is practically no emphasis on democratic governance, freedom of speech and/ or advocacy for democratic processes. (Please see Annex II for a list of projects, donor, and focus)
- The main emphasis for these projects is placed on:

1. Education (World Bank, Spanish government, IDB, EDUCO);
2. Food security (Action Against Hunger, TROCAIRE);
3. Gender-based violence (in rural settings) (Gruppo Di Volontariato Civile);
4. Sustainable development (European Union, WE EFFECT);
5. Reproductive Health Rights (Health Limited);
6. Maternal morbidity and mortality (IDB);
7. Poverty (IDB, SDC, TROCAIRE); and
8. Economic Development (ICCO, PADF, Plan International).

DO2 - Safety and competitiveness of at-risk children and youth on the Caribbean Coast will be improved by (IR 2.1) improving reading performance, (IR 2.2) increasing work force and life skills, and (IR 2.3) increasing community engagement in creating a positive environment for at-risk children and youth. Although a handful of donors engage in related programming, their programs do not outline specific plans to include and address the differentiated needs of children and youth from marginalized communities.

For example,

- The international community that continues to work in the country and the GON is actively addressing education backlog in children. The most important initiatives are currently funded by the World Bank with two main projects, the Alliance for Education Quality Project (March 2017) for US\$ 55 million and the Support to the Education Sector Project (PASEN 1 and 2, USD\$ 34.14 million) scheduled to finish December 2017. The main objectives of these Projects are to: (a) improve the students' retention rate in primary schools of participating municipalities; (b) Improving the quality of Teaching Methods, c) strengthening the Ministry of Education's (MINED) education management capacity; and, d) Improving physical conditions in targeted schools. These programs do not specify any gender and social inclusion approach, outline non-discrimination or anti-bullying policies, or target specifically marginalized children and youth.
- In reference to increasing work force and life skills there are several technical training and economic development programs with youth focus. Programs led by EDUCO (Spanish NGO), ICCO, Plan International, the Pan American Development Foundation, the European Union and the Spanish government focuses on basic training programs in management, trades and culture of savings, strengthening small companies and startups thorough mentorship, business plan formulation and networking. These programs neither mention any gender and social inclusion approach nor strategically target marginalized children and youth.

- Other than current efforts by USAID/Nicaragua, there are no projects identified specifically aimed to create a positive environment for at-risk children and youth at the community and/or school level.
- From the overview of the current initiatives in the country there are no projects focusing on the use of technology¹¹ to go beyond linear text-based learning, improving the student's reading skills and to provide proper skills for the work force and to improve people's life. This is an interesting opportunity for USAID, due to its limited resources to support projects with strong technology use, transfer and training components mainly for women and children in rural areas, LGBTI, indigenous and afro-descent peoples and people with disabilities.

VI. METHODOLOGY AND STRATEGY

The Gender and Social Inclusion Analysis is structured with an intersectional approach and a mixed-method by collecting and analyzing qualitative data via focus groups and in-depth interviews.

The methodology and specific tasks as approved in the Work Plan were;

- Phase 1: Desk Research, review and analysis of pertinent literature, documents, and indices, including descriptive statistics;
- Phase 2: Consultations with Stakeholders & Field Study Focused on Information Gap, which consisted in meetings and discussions, 17 Key Informant Interviews (opinion leaders, academics, researchers, activists, CSOs managers) and focus groups. The team consultants conducted 5 Focus Groups to cover four priority regions: (1) Northern Region of the Country; (2) The Dry Corridor of the country, (3) The Northern Region of the Caribbean Coast (RACCN), and; (4) The Southern Region of the Caribbean Coast (RACCS), for the overall-national perspective. The Focus groups included opinion leaders and subject matter experts and CSOs leaders for gender, LGBTI, indigenous people, afro-descent communities and people with disabilities. The key informants and the focus groups participants were selected considering the representativeness of different interest groups and they were designed considering generational difference and included organizations with young and elder leadership;

¹¹Ever since 2009, the international NGO One Laptop Per Child in partnership with the Fundación Zamora Terán, a non-profit organization based in Nicaragua, more than 45,000 laptops have been distributed to children in Nicaragua, this program has benefited a limited amount of children and Nicaragua and its impacts on the quality of education remain unknown. (<https://blogs.worldbank.org/impactevaluations/one-laptop-per-child-is-not-improving-reading-or-math-but-are-we-learning-enough-from-these-evaluati>)

- Phase 3: Analysis of the Findings and Formulation of Recommendations consisted in a comprehensive approach of laws, policies and regulations, cultural norms and beliefs, roles, responsibilities, and time used, access to and control over assets and resources and patterns of power and decision-making to structure findings and recommendations at a macro and sectoral level.

VII. KEY HIGHLIGHTS FOR THE KEY INFORMANT INTERVIEWS¹²

The key informants' interviews were designed to collect information from a wide range of people—including community leaders and/or professionals, with first-hand knowledge about the research objectives and target population. The interviewees provided qualitative and descriptive information, an understanding of the perspectives, behavior and motivations of members of specific communities, interpretations of quantitative data and, provided key recommendations for this research.

The interviews validated much of the desk research findings and conclusions, and gave valuable feedback to design the focus group guidelines in a way the interaction amongst participants could provide a local perspective.

Main findings:

- The most vulnerable population in the country are children with intellectual disability, women with disabilities, rural indigenous women (mainly Miskito), and young women in rural areas.
- The RACCN is a more challenging region for implementing programs due to strong influence of communal and territorial authorities, greater degree of insulation, violence between Miskitos and settlers, and extreme poverty.
- In the RACCN and the RACCS, two major challenges identified are: 1) The presence of logging, African palm and mining companies as a serious livelihood and food security challenge to indigenous and afro-descendent communities, and; 2) Members of political and economic elites, most often mestizos, in the RAACS have greater influence and access to central government authorities in comparison to indigenous and afro-descendent communities, limiting the proper representation and advocacy of their rights.
- Widespread and consistent discrimination in the country against LGBTI, people with disabilities, and women is the main cause for exclusion, violence and marginalization.
- Development projects are often not designed with an inclusive and participatory approach (especially in ensuring that the design of project's performance indicators take into consideration the differentiated needs of the marginalized communities).

¹² For the list of key informants, please see Annex IV: Key Informant Profiles.

Monitoring and evaluation systems currently do not include a strong local empowerment perspective, local capacity-building and long-term interventions.

Key informants also recommended that project design should have a much more local approach considering particular differences, such as, the urban-rural divide and the participating ethnicities, in such a way that intervention strategies are adapted, as far as possible, to local realities, considering localities below municipal level, such as communal governments and the supra-municipal spaces such as the territorial governments and the communal councils.

There was a high regard for the project developed by FADCANIC in the Caribbean Coast, providing work alternatives for young people that are culturally appropriate for the region's diversity; nonetheless they mentioned the main challenge is the impact it can also have reducing local socio-economic conditions that represent a risk for youth development. Key informants expressed that the lack of synergy among projects has made them less effective. They advised projects to have complementary activities amongst them and increase coordination among implementing partners.

In addition, people with disabilities who participated in the Focus Group in Bluefields pointed out that the FECONORI / Global Communities Project has allowed them to organize and provided them with an opportunity to learn about their rights and resolve differences amongst different advocacy organizations. They also expressed that the Project contributed to change the government's perception of people with disabilities who were previously regarded as "beggars" and know they recognize they can also elaborate proposals and have a much more proactive role.

During the Focus Group discussions, more details about the state of trafficking in persons (TIP) emerged. Despite a lack of reliable data and a reported reduction in the official government statistics on the incidences of TIP, there are several alarming concerns raised by community stakeholders. Key findings include:

- When the members of CEDJUHCAN conducted a baseline study (2016) to determine the main violence issues in 21 of their communities, it revealed that several Miskito adolescents in these communities were TIP victims. The victims were said to be taken to Puerto Cabezas and Panama.
- Focus group participants in Bilwi mentioned that TIP is not an issue normally discussed among community members because people feel "ashamed," and also because in many cases parents themselves "give" the girls and adolescents to the offenders in exchange for money. They particularly noted high levels of vulnerability in the communities alongside the Rio Coco due to its proximity with Honduras. They mentioned the Rio Coco has traditionally been a settlement for

Honduran drug traffickers who capture and hold hostage girls and teens from the communities “for weeks or months.”

- Indigenous transgender women are also extremely vulnerable to labor trafficking. Natty González from ANDISEX and also a member of the Regional Government and of "Diverse Communities," she knows of cases of indigenous transgender women in the Bilwi area who were taken under the promise of false work opportunities and later held captive working under severely hazardous conditions.
- In Bluefields, TIP cases are mainly for sexual exploitation and related to drug traffickers. Illicit organizations particularly target young people. Víctor González from FADCANIC, who is currently working on the "Change now, stop the violence" campaign, said "there are networks of facilitators of girls and adolescents to drug traffickers. These networks involve women, who serve as recruiters who convince teens to have sex with narcos in exchange for money or specific goods (i.e. cell phones, clothes, shoes). Taxi drivers also play a key role in this network, they also identify and transfer victims.”
- The participants of the Focus Group in Bluefields mentioned that due to poor economic conditions of the city teen girls are an easy prey for TIP networks for sexual exploitation. They also noted that while Afro-descendant, mestizo and indigenous women are victims of traffickers, indigenous women are more vulnerable to poverty, lack of education and information, particularly in communities such as Rama and Punta del Rio Grande.
- In Chinandega, members of the Women's Movement identified Corinto and Puerto Morazán and the municipalities in the boundaries with Honduras as those with the highest prevalence of TIP cases, and Guatemala as the main destination. They also pointed to families, though not considered accomplices, but rather as “facilitators.”
- In Jinotega, there was no mention of TIP cases; however, they claimed there are “suspicious vans” traveling throughout Central America as a risk factor.

VIII. HIGHLIGHTS OF FOCUS GROUP DISCUSSIONS

The team consultants conducted 5 Focus Groups to cover four priority regions for the overall-national perspective: (Please see Annex VI of Focus Group participants and Guideline).

Focus Group	Date	Participants		
		Men	Women	Age range
Northern Region of the Country - Jinotega	May 27	1	9	18-65

The Dry Corridor of the country - Chinandega	May 26	4	6	18-60
The Northern Region of the Caribbean Coast (RACCN), Bilwi	May 11	4	6	24-57
The Southern Region of the Caribbean Coast (RACCS), Bluefields.	May 9	6	5	16-45
The Southern Region of the Caribbean Coast (RACCS) Bluefields - specific for people with disabilities	May 9	3	5	24 – 67

The Focus groups included opinion leaders and subject matter experts and CSOs leaders for gender, LGBTI, indigenous and people with disabilities. The guideline to conduct the focus groups incorporated many findings of the key interviews and priority topics on gender and social inclusion, it was designed with an intersectional approach and considered elements that led participants to discuss both exclusion and inclusion factors.¹³

The notable findings from the focus group discussions that are notable due to their difference from the available literature include:

- A perception of important decrease in social and political participation. NGOs are much weaker and competing against each other due to lack of funding opportunities from both the domestic and international communities. Lack of collaboration is also considered a major barrier amongst NGOs.
- Amongst the biggest cross-sector concern is the lack of economic opportunities and access due to persisting discrimination mostly in semi-urban and rural settings.
- Awareness-raising activities, especially about the special needs of people with disabilities, are important and necessary to promote human rights and effectively include people with disabilities as productive members of the society.
- Civil society organizations that are not aligned with government policies are excluded from resources and denied access to authorities. People in public offices of all levels who are critical to or challenge the government in any way are often expelled.
- In Chinandega and Jinotega people do not identify themselves as belonging to any indigenous communities. An effort was made to reach out specifically to those who identify as indigenous to participate in the focus groups; however, participants only identified themselves as belonging to urban or rural areas.

¹³ Specific details of Focus Group participants can be found in Annex VI.

- Participants emphasized the importance of the international community documenting the particularities of each region to improve their project design and to pursue a local perspective.
- In the Caribbean Coast region, increasing violence due to land conflicts and drug traffickers' presence was constantly mentioned. In the Pacific Coast region, there is a perception of greater violence due to political harassment.
- The police are constantly identified as a major transgressor of human rights.
- The quality of social programs conducted by the government is perceived to be negatively affected by strong centralization policies and guidelines from national authorities in Managua.
- Intersex people were never mentioned and have not been studied.

IX. MATRICES WITH THE ANALYSIS OF MAJOR FINDINGS AND GAPS

The main findings and major trends were analyzed with an intersectionality approach identifying specific information gaps on five main sectors: health, economic participation, citizen security/violence, education, and citizen participation. On health issues, per mission's request, special emphasis was made on sexual and reproductive health.

- Matrice 1 – HEALTH
- Matrice 2 – ECONOMIC PARTICIPATION
- Matrice 3- CITIZEN SECURITY / VIOLENCE
- Matrice 4- EDUCATION
- Matrice 5 - CITIZEN PARTICIPATION

X. ANALYSIS OF FINDINGS AND MAJOR GAPS

A. HEALTH

Gender Gaps

- Statistics show advances in women's health, but fail to capture the psychological effects of violence. These effects are more serious for urban women due to overcrowded living conditions and higher stress levels. However, different negative experiences and stressors exist for rural women. Young women in Chinandega, mainly those in rural areas, report that there is no privacy and adequate care on behalf of health personnel who scold and expose them with the rest of the staff.

LGBTI

- Persistent violence and discrimination from health personnel exist in both urban and rural settings. Although the robust legal framework is already in place, Ministerial Resolution of 2015, but its implementation is highly criticized since it is unknown to approximately 80% of health personnel.

Indigenous Peoples and Afro Descendants

- Recognized progress in recognition of midwives and natural medicine.
- Young women in rural communities consider data privacy & confidentiality is often violated limiting access and trust for any sexual and reproductive health issues.
- In the northern Caribbean region, many women report lack of sensitivity on behalf of health personnel when providing them with medical care in gender-based violence cases.

People with Disabilities

- In urban areas, they claim the need of a more comprehensive health service, that includes psychological therapy.

B. ECONOMIC PARTICIPATION

Gender Gaps

- Women and children are reported working in hazardous conditions for lower wages than men in tobacco farms in the northern region of the country.
- In urban areas, young women have limited economic participation due to lack of training in new technologies and lack of self-confidence.

- In urban areas women consider pregnancy the biggest barrier to advance in their professional careers, they claim not to be able to assume more responsibilities because they have double workload (as mothers and workers).
- Women do not own real estate in general (in rural and urban settings) limiting their access to credit. Rural women have limited access to land and no decision-making power over it even when they own it.
- In urban settings, more women in the work force are altering the power relations in society inciting more violence from young men who feel their masculinity threatened.
- In the northern region, even when microfinance institutions prioritize women, women do not decide on what to invest their money on. The elder prefers to inherit their land to their male sons rather than to their daughters. Furthermore, the lack of economic opportunities forces women to migrate to Spain, Costa Rica and Panama, overburdening grandmothers as caregivers of the children that are left behind.
- In the northern region during coffee harvest season men usually have total control of the family income. Since only men are officially registered as workers, women do not receive payment for their work even when they work side by side. Farm owners are only required to guarantee food and social security to those who are officially enrolled as workers.
- Young professionals do not have access to credit because they don't have access to land to put as warranty, they are discriminated by their parents who consider them irresponsible and unable to manage properties.
- Some indigenous communities in the RAACN allow women access to land, but in these cases, they often face several citizen insecurity issues, such as sexual and physical violence, due to settlers. This trend also forces them to migrate to Bilwi and Waspam to work as domestic workers with little labor protection and benefits and for less than minimum wage.

LGBTI

- Due to discrimination and low education levels transwomen are often most marginalized, and say that they only have only three career options and are often earn below minimum wage: domestic workers, stylists at beauty salons, or sex workers. In Jinotega Transgender women report being forced to work as street vendors in trade shows, in bars, or as prostitutes in public parks.
- Many LGBTI persons expressed that they must hide their sexual orientation and gender identity (more prevalent amongst indigenous communities) to keep their jobs. Furthermore, LGBTI persons face pressure from their own family to hide their identity. In urban areas many members of the LGBTI community agree with their families to hide their sexual orientation and gender identity in exchange for financial support.

People with Disabilities

- The Ministry of Labor does not have the capacity to enforce the law that obliges companies and institutions to hire people with disabilities.
- In the RACCS and the RACCN, women with disabilities live in extreme poverty, and when they do work, they are overworked with both domestic chores at home and at their workplace where they are almost always paid below minimum wage.

Indigenous Peoples and Afro Descendants

- Indigenous women in the RACCN are particularly excluded from work opportunities and are expected to do domestic chores.
- The exploitation of natural resources on behalf of large enterprises is affecting the livelihood of communities, their ecosystem (fishing and hunting) and food security.
- In the RACCN there is a strong language barrier for employment opportunities.
- In urban settings women work mainly as caretakers limiting any additional time to look for any other employment.
- In the Northern region of the country, people consider having limited working opportunities in NGOs, regarded as “private companies” owned and operated by families.

C. CITIZEN SECURITY/ VIOLENCE

Gender Gaps

- Women and girls in rural areas who suffer from violence face strong institutional barriers (from the police and the judicial system) and barriers imposed by their own family to not disclose publicly the crimes they suffered.
- In Miskito communities the concept of adolescence does not exist, so young girls are expected to become women quickly. Their adult status is determined by marriage, being pregnant, or having children, which contributes to a form of child marriage and adolescent pregnancy.
- Miskito women also report being abused by communal authorities (judges and wihthas) when they apply the Talamana Law, which includes an economic reparation agreed between elder family members. Even if the women were negatively affected, they are left out of the negotiation and also the final economic settlement.
- In many indigenous communities in RACCN and RACCS rape is not perceived as a crime, because adolescent women (even as young as 12 years old) are considered “ready” to become “women.”
- Women in Chinandega expressed concerns over the disappearance of women's commissaries, which they believe further limits access to justice. Women are sent

to regular judicial assistance with untrained officers and this leads to higher levels of impunity.

LGBTI

- LGBTI persons lack family support and experience widespread violence from their own family members, which is much more severe in rural areas. Furthermore, members of the LGBTI communities report experiencing discrimination from other LGBTI members often according to their socioeconomic conditions.
- Miskito identities are constructed based on biological differences between men and women. There is no other identity recognized aside from man and woman, which forces transgender people to leave the community or hide their gender identity. Because of these precarious living conditions, a key informant stated transgender people have a life expectancy of 30 years in rural, especially indigenous areas.
- In urban areas, the media contributes to more discrimination and violence against LGBTI persons as they sensationalize incidences and replicate discriminatory stereotypes.
- The police is considered a major transgressor of human rights both in rural and urban settings.
- In rural indigenous settings, sexual violence against gay and lesbian children is considered a way to “cure” them. Corrective rape, as such violence is called, is a type of violence that goes unnoticed and is not reported to the authorities.
- In rural areas, lesbian women are forced by the families and communities to marry and have children in a heterosexual relationship, and suffer systematic rape from their spouses.
- In the northern region of Nicaragua communities and law enforcement minimize the violence and abuse against the LGBTI population and label them as “private passionate quarrels” that do not deserve equal treatment of law or social services to the victims.

People with Disabilities

- In both rural and urban settings, many families feel shame about and pity towards the members with disabilities and attempt to hide them, therefore limiting their mobility and opportunity to integrate into the community.
- In both rural and urban settings, there is prevalence of physical violence, sexual violence, or both against people with disabilities. Children with intellectual disability are the most vulnerable.

Indigenous Peoples and Afro Descendants

- In the RACCN violation of indigenous territorial rights by settlers and cattle ranchers has caused a spiral of violence that authorities are not responding to appropriately. The law enforcement and courts often refuse to take cases or rule that the members of the indigenous communities sold the land according to the existing procedures.

D. EDUCATION

Gender Gaps

- Across the country, women mainly study service careers, not technical or technology careers, which often earn higher wages.
- Young men in rural areas in many cases are forced to abandon school to work the land.
- Miskito women have less access than all other ethnic groups to higher-level education. Miskito men also believe being a man means they should be able to provide for their family, so that their wives can stay at home and take care of the family.
- Young men and women living in rural areas have limited access to secondary education, because secondary schools are concentrated in urban areas, especially near Waspam and Bilwi.

Significant issues that affect both men and women:

- Primary schools in the northern and southern Caribbean coast do not cover the full primary education cycle.
- In the northern region of the country (specifically Jinotega) there is a limited offer of quality post-secondary education.
- The lack of supervision on behalf of official authorities in rural areas has triggered high absenteeism from teachers in schools.

LGBTI

- LGBTI children across the nation experience extreme bullying in schools. However, the discrimination manifests in different forms in different communities. For example, school staff and teachers in Miskito communities do not recognize any identity other than male or female.
- LGBTI kids from indigenous communities are often ostracized and expelled from school. This has severe consequences to human potential. For example, some studies note that 70% of transgender women are functional illiterates.

- Urban LGBTI youth from middle and upper income families are enrolled in small garage schools or taken out of the country, so that they can be out of the public eyes and do not bring shame to the family.
- The church has a strong interference in schools and has prohibited sexual and reproductive education. This sharpens the prejudice towards LGBTI persons and women who look for sexual and reproductive care.

People with disabilities

- Children who have an intellectual disability suffer more severe bullying.
- The lack of trained teachers, teaching material and appropriate infrastructure limits the access for people with disabilities to obtain education and other social services to be able to fully participate in their communities. The situation is even direr in the Caribbean Coast. For example, in Bluefields the braille system is considered inappropriate. Combined, the lack of adequate accommodation lead to a concern that even when the children with disabilities are able to physically attend school, there is no evidence that they actually learn.
- When families hide their family members with disabilities from the public sphere, it adds another barrier to children with disabilities and keeps them away from studying.

Indigenous Peoples and Afro Descendants

- Even when the text books are translated into their native indigenous language, the learning materials are decontextualized from their reality, making them an instrument of social exclusion and contributing to dropouts.
- Indigenous and Afro-descendant communities report that teachers are not properly trained for multicultural settings.
- There is a disconnect between the technical training and local needs & preferences (i.e. Fishermen do not want to fix cellphones).

E. CITIZEN PARTICIPATION (SOCIAL AND POLITICAL)

Gender Gaps

- When urban women participate in the government, they often participate in a submissive and silent way. When they are seen to digress or non-compliant, many noted that they are dismissed violently.
- In Chinandega many CSOs have been dismantled and the number of volunteers has diminished drastically. As international support diminished and government harassment increased, women volunteers more often choose to participate in hiding to protect their families or to be able to get a job.

- In Chinandega, local CSOs recommended local monitoring and evaluation assessments of social programs, which are ordered by authorities in Managua and lack a local vision.
- Older women in RAACN have greater participation within religious institutions, but they do not have decision-making positions. Their participation is often limited to community fundraising activities.
- Women have been recently excluded from communal governments in the RACCN and the RACCS according to the 2017 review of gender composition of the communal government positions.
- The Moravian Church, which is most predominant in RACCN, does not have any women as part of their leadership across all levels in the five districts of the Moravian Church. This is a recent change and was made evident in recent elections.

LGBTI

- Political participation is only numerical and is not applicable for decision-making positions. Some members of the LGBTI community consider the government's support for the issue to be insufficient.
- There is more leadership, access to information and empowerment of LGBTI youth in the Southern Caribbean Coast region in comparison to the Northern Caribbean Coast region.
- LGBTI activists perceive a favorable international trend towards advancement of their human rights, but at a local level in urban settings, they believe it has only encouraged people to conceal their hatred. Many do not see that a profound change in values has taken place to dispel discrimination and stereotypes.
- The Office of the Attorney General (Procuraduría) has been relegated to work on HIV prevention and has not sufficiently defended LGBTI human rights. It is perceived by the advocates that promote LGBTI rights as a pantomime that seeks to keep advocacy organizations “entertained” without any objective results.
- A degree of acceptance among political parties also varies. Some political parties, notably FSLN and MRS, are considered to be more inclusive than others.
- A degree of capacity among local organizations and efforts also varies. For example, CSOs in Matagalpa are perceived as more organized and with strongest leadership in comparison to Jinotega. However, this may be due to the fact that Jinotega is considered a much more conservative area.
- In the Caribbean Coast the Catholic and Moravian church are considered more discriminatory than the Anglican church, which is the only one that publicly allows LGBTI persons to attend the service.

People with Disabilities

- In Chinandega, people with disabilities are more vocally advocating for their civil and political rights, unlike other areas where people with disabilities often focus on demand for obtaining medical assistance.
- People with disabilities in urban areas report that even when the family and other support exists, lack of infrastructure in public and private institutions pose serious limitations to their movement and full participation.

Indigenous Peoples and Afro Descendants

- In indigenous communities, mainly in the north, participation in politics and local leaderships are mainly led by adult men due to seniority requirements.
- In Bluefields, some consider mestizos have more access to central authorities, others consider that differences amongst ethnicities and lack of access to central authorities are accentuated by political and economic elites.
- Social and political participation by the indigenous and afro-descendant people is limited to the municipal level, and they are often ignored or sidelined in the institutions specific to the autonomous regions.
- Leadership training often only focus on youths, whereas intergenerational dialogue especially for the cultures that emphasize generational hierarchy and seniority for decision making is important for creating a broader buy-in for any proposed changes.
- There is a nationwide deficit in the defense of political rights of indigenous peoples. Furthermore, establishing and promoting political participation according to the customary and autonomous regional structures, which are different from the traditional party models of the Pacific Coast region, are perceived to be discouraged by the national government.
- Creole people believe the Nicaraguan government seeks to divide them. Currently there are two Creole Authorities, one recognized by the government and another one recognized by “the people,” as referred to by some community members.

XI. RECOMMENDATIONS (Linked with identified Gaps in Matrices Pg. 23-29)

The recommendations are organized by DOs, and illustrative suggested indicators or suggestions for existing indicators are listed for each sub-IR as a possible tool to enhance gender integration and social inclusion into the CDCS in future projects and activities.

DO1 – Citizen’s ability to engage in democratic governance will increase with special focus on youth and the rural/urban divide.

Suggested activities under this DO include:

- Training and exchange programs on effective digital activism tactics, online community building, video and technology-based civic organizing strategies to drive citizen engagement.
- Coalition building and sharing research projects amongst NGOs working on democracy and governance issues is highly recommended.
- Short-term exchange programs to expose independent Nicaraguan journalists to successful practices in countries with similar closing of democratic spaces.
- Provide technical assistance to independent media representatives and journalists to increase the availability of quality news when reporting on gender-based violence, LGBTI related news and people with disabilities.
- Provision of technology and training for people living in rural areas to do visual citizen reporting through social networks on violence cases.
- Support the creation of a high-level plan that is strategic and concise and provides a straight-forward umbrella framework of strategies that can be implemented statewide by similar focus CSOs in the country.

IR1.1 Effectiveness of Local Governance Improved

- Number of Civil Society Organizations using USG assistance to promote political participation and inclusion.
- Number of approved equal opportunities policies and/or programs at the local level and evidence of their implementation.
- Number of Civil Society Organizations active in the poorest municipalities in the country.
- Percentage of respondents that perceive an improvement in the provision of public services to LGBTI, people with disabilities, rural women and children. (data source: survey)

Sub 1.1.1. Civil Society Capacity to Advocate with technology for Transparency and Accountability Increased

- Number of civil society organizations (CSOs) receiving USG assistance engaged in advocacy interventions for marginalized people with technology.
- Number of people trained in effective digital activism tactics and technology-based civic organizing strategies.

Sub 1.1.2 Citizen Participation in Decision-Making and Oversight Increased.

- Number of USG-funded organizations representing marginalized constituencies trying to affect government policy.
- Number of USG-funded organizations conducting government oversight with the use of technology.
- Number of USG-funded organizations representing marginalized constituencies trained on information and communication technologies and open government.

IR.1.2 Advocacy with the use of technology for Democratic Processes Increased

Sub. 1.2.1 Capacity of Key Youth Leaders Enhanced with technology

- Number of trained citizens in political leadership with digital tools with USG assistance.
- Number of creative urban interventions to fight stigma and discrimination against LGBTI and people with disabilities.

IR 1.3 Dissemination of Independent Information through social networks increased

Sub 1.3.1 Independent Media Presence Strengthened with technology

- Number of training days provided to journalists with USG assistance, measured by the number of virtual sites or initiatives created by trained journalists.
- Number of people living in rural areas trained in the use of new technologies and social networks.

Anticipated areas of resistance or constraints and how to cope with such barriers:

Only 31.8% of the population in Nicaragua use internet and Facebook, however the percentage of the population with internet usage has consistently grown in comparison to previous years. There are two important initiatives that can increase this statistic very fast, the first is the Caribbean Regional Communications Infrastructure Program (CARCIP) to improve broadband in Nicaragua's eastern regions funded by the World Bank and the

second one is an initiative of Telefónica that plans to deploy a 3,158-mile fiber cable covering Central America. In several municipalities, the government provides free access to internet on public parks and plazas and more than 7 million people own a mobile line. There are no statistics on the amount of people who own a smartphone however telephone operators report it represents 40% of their sales, along with an active informal market of smartphones nationwide. In 2014, a study by gualocal.com placed Nicaragua as the country with the highest annual increase of smartphones (123%). A recent independent study (July 2016) conducted by the Central American University (UCA) in 5 departments stated that nine out of ten Nicaraguans own a mobile phone, of which 81.2% are smartphones and most use it to connect to Facebook.

There are currently no government restrictions on access to the internet or internet chat-rooms, leaving virtual spaces as the few public advocacy spaces available. This should be considered as an opportunity to train and provide technical assistance and technology to minimize high logistics costs, low access to information and creative sensitization strategies against social discrimination and stigma, due to the increasing rate in connectivity but also because it is mostly used by young people. In the past, there have been reports of NGOs websites being hacked or forced to shut down temporarily, however there are many digital strategies to protect and secure internet sites.

DO2 aims to improve the safety and competitiveness of at-risk children and youth on the Caribbean Coast.

Suggested activities under this DO are:

- In depth research on TIP prevalence in the area and link to community, especially parent advocacy and preventions efforts.
- Training on Storytelling techniques (including digital storytelling) to create compelling examples of lessons learned, advocacy, research findings and effective community and other institutional responses on TIP and GBV issues.
- Develop online and other accessible community resources to provide interactive teaching, lessons, videos, audio tutorials and apps.
- Develop customized teaching, lessons, videos, audio tutorials and apps for indigenous and afro-descents people and advocate for their use in formal and informal learning environments.
- Develop assistive technologies for children with disabilities and advocate for their use in formal and informal learning environments.
- Offline and online training sessions with teachers on overall learning and assistive technologies.
- Provide concrete technical assistance to implement anti-bullying strategies and methodologies in schools, and measure the effectiveness to ensure the staff and institutions are creating safe learning environment for everyone.

- Creative digital and offline awareness-raising campaigns on discrimination against children with disabilities and from other marginalized groups.
- Research on employability and life skills for people with disabilities and LGBTI population with emphasis on the rural and urban divide.
- Refine technical and vocational training programs for the RACCS and the RACCN to both meet specific needs of the area as well as anticipate the growth in the economic opportunities in the area.

IR 2.1) improving reading performance,

Sub IR 2.1.1: Access to Formal and Informal Reading Programs Increased

- Number of online resources created to provide interactive, lessons (i.e. videos, audio tutorials and apps) segregated by those customized for indigenous and afro-descendants people and provide evidence of usage.
- Number of assistive technologies¹⁴ developed to help children with learning disabilities and physical impairments.
- Number of trainings for teachers on assistive technologies and reading and writing resources and methodologies.
- Number of mobile devices provided and used by children with disabilities.

IR 2.2) Increasing work force and life skills

Sub-IR 2.2.1: Relevance of Employability and Life Skills Programs Increased

- Disaggregation of current indicators by types of disability, sexual orientation and gender identity, and ethnicity whenever possible and safe to do so.

Sub-IR 2.2.2: Access to and Completion of Employability and Citizenship Programs Increased.

- Number of online and physical resources created to provide interactive integrated life skills, psychosocial support referrals for boys and girls (focused on violence) segregated by those customized for indigenous and afro-descendants people and provide evidence of usage.
- Proven content on conflict resolution, GBV, positive parenting skills, etc. integrated into life skills and training of trainer's programs (including against LGBT and between boys) segregated by those customized for indigenous and afro-descendants people and provide evidence of usage.

IR 2.3) Increasing community engagement in creating a positive environment for at-risk children and youth.

¹⁴ Device, piece of equipment or system that helps bypass, work around or compensate for an individual's specific learning deficits)

- Number of schools implementing anti-bullying intervention strategies with USG assistance.

Sub IR 2.3.2: Community mobilization in support of education and security increased

- Indicator: Number of creative digital and offline awareness-raising campaigns on discrimination against children with disabilities with USG assistance.

Anticipated areas of resistance or constraints and how to cope with such barriers:

The usage of technology in learning environments usually implies an investment on technology infrastructure, developing devices and training. However, there is a global trend of decreasing technology costs and there are many alternative low-cost strategies for education settings, for example Endless computers are a Linux-based operation system with school education focus that does not require an internet connection.

On the other hand, increasing use of smartphones in the country enables faster replicability and scalability of tech-based initiatives. It is highly likely to experience teacher's resistance to change and innovation in educational settings, however with proper training and assistance teachers who feel they are part of the change and work cooperatively in the process of understanding the current problems and the potential for improvement they participate are highly likely to actively participate and even expressing desire for change.

XII. CONCLUSIONS

Gender and Social Inclusion analysis for Nicaragua highlights major trends at the national levels, such as persistent discrimination and barriers for several marginalized groups, but also how the social inclusion issues interact with other challenges and opportunities in Nicaragua. Despite decreased leadership of NGOs and reduced membership and volunteers, opportunities exist for engaging traditionally marginalized groups of people through information and communication technology as there is an increased internet usage and smartphones.

One of the direct results of machismo and increased insecurity is more violent crimes against women. However, there are opportunities to engage on this topic through faith-based organizations as there is a greater influence of religious ideas in society, and there is increased interest among civil society leaders on social justice as a new topic.

One of the key recommendations focuses on recognizing the effect of intersectionality and the complexities that the people of various marginalized groups from geographic area. Therefore, leadership training should have a differentiated yet broader participation that includes intergenerational dialogue and bridging the geographic, especially urban-rural divides.

One of the critical need is on the availability of data. Official data on demographic, social inclusion, and violence against the members of the marginalized communities are outdated or do not exist. Engagement of and support to civil society to be able to collect as well as demand accurate documentation is also necessary for evidence-based decision making and programming.

On the other hand, the desk research revealed there are many research gaps that limit the ability to thoroughly assess gender and social inclusion challenges in the country. The lack of information limits the possibility of targeting and designing comprehensive development strategies.

Questions and research gaps that merit further study are:

- What are the psychological effects of violence against women, people with disabilities and LGBTI?
- What are the effects of violence in different types of environment? For example, the differences between women living in urban and rural settings?
- Evaluate how education materials are designed and contextualized for multicultural settings and how has decontextualized traditional texts become an instrument of social exclusion and its correlation (if any) with dropout rates?
- What are the impunity levels in gender-based violence and violence against LGBTI population?
- Which technical education is most appropriate for the different regions?
- How can technology improve advocacy levels amongst people with disabilities?
- How can technology increase learning opportunities for people with disabilities and people in rural settings?
- How can technology foster democracy and human rights advocacy, what are the local challenges and opportunities and what is the current use of it for advocacy in the country?
- What is the potential social impact for indigenous communities and afro-descent population of new road infrastructure in the Caribbean Coast?
- What are the LGBTI population living conditions in indigenous communities?
- How could technology improve access to education for people in rural and indigenous communities and for people with disabilities?
- What is the prevalence of school bullying and what are the differences between rural and urban settings?

XIII. ANNEXES

1. Selected quotes of key findings from key informants interviews and focus group participants.
2. Key international NGOs and donors' social inclusion and gender projects in Nicaragua.
3. Key civil society organizations working on social inclusion issues.
4. Bibliography

ANNEX I

QUOTES FROM KEY INFORMANTS AND FOCUS GROUP PARTICIPANTS

A. HEALTH

GENDER

- Statistics show advances in women's health, but fail to portray the psychological effects of violence. These effects are more serious for urban women due to overcrowded living conditions and higher stress levels.

"...un factor contribuyente a la violencia es el stress mismo y (...) nunca he visto un estudio en el que se midan la diferencia urbano-rural ... Por la dispersión de las casas en el campo la gente tiende a vivir en un ambiente general más pacífico, no hay hacinamiento en las casas como hay en los asentamientos de las ciudades, por ejemplo la gente están doce personas viviendo bajo un mismo techo, el primo, el hermano (...) todo se oye, no tenés privacidad (...) mientras si vos vivís en la naturaleza, en la casita de campo, (...) el hombre se va largo a veces a trabajar la tierra y no vuelve en horas, hay una gran diferencia entre lo urbano y lo rural, el tráfico, vos como mujer aquí vas o como hombre desesperada llevando a tu niño que te lo van a cuidar y después corre al trabajo y después el semáforo nunca cambia o sea ese nivel de stress aumenta la posibilidad de una violencia perpetua"

– An NGO leader.¹⁵

- Young women in Chinandega, mainly those in rural areas, report there is no privacy and receive bad treatment from health personnel who scold and expose them with the rest of the staff.

"...como experiencia propia de chavala...es muy difícil llegar a un centro de salud e ir a pedir un método anticonceptivo sin ser rechazada o señalada. Yo considero que piensan que (como somos) chavalas, que no sabemos nada de la vida o sea juzgan. Visité un centro de salud para investigar más: llegué y dije ´doctora, vengo a planificar´ ´no, no, no ¿cuántos años tienes´ (La doctora) comenzó a decir que necesito un permiso de mis padres y me pareció un poco raro, porque si es mi vida, yo soy la que va decidir (...) fue un poco incómodo, porque no lo dijo en

¹⁵ Translation: "... a factor contributing to violence is stress itself and ... I have never seen a study in which the urban-rural difference is measured ... By the dispersion of the houses in the countryside people tend to live in a more peaceful general environment, there is no overcrowding in houses as there is in the settlements of cities, for example there aren't twelve people living under one roof, cousin, brother (...) everything is heard , You do not have any privacy (...) while if you live in nature, in the cottage, (...) the man goes away sometimes to work the land and does not return in hours, there is a big difference between Urban and rural settings, also traffic, you are desperately looking for someone to look after your kids and running to work, the traffic light never changes, etc. that level of stress increases the possibility of perpetual violence "

privado, lo dijo así frente a todos, pensé 'mejor me voy' porque me está dando pena, entonces no volví a regresar a ese centro de salud''¹⁶

- A participant of the focus group in Chinandega

LGBTI

- Persisting violence and discrimination on behalf of health personnel in urban and rural settings.
- Ministerial Resolution of 2015 is perceived as very positive but highly criticized because it is **unknown** by 80% of health personnel.

"...En el sistema de salud si hay un avance... existe la resolución ministerial del MINSA, del año dos mil quince, que establece que no hay discriminación en ningún centro público o centro privado de la salud para las personas de la diversidad sexual. (Pero) nos damos cuenta en la realidad que esa resolución nadie la conoce que solo algunas personas que han estado vinculada a la digamos a la realización de esa resolución la conocen pero el resto, los médicos no la conocen, las enfermeras no la conocen, el personal administrativo ni siquiera la conoce y los guardas de seguridad tampoco la conocen, los camilleros no la conocen, los enfermeros no la conocen, nadie la conoce ni siquiera los directores de los Municipios entonces vos te das cuenta que la resolución ministerial para la diversidad sexual sigue estando en papel mojado".¹⁷

- An NGO leader

INDIGENOUS AND AFRO DESCENDENTS

- Recognized progress in recognition of midwives and natural medicine.

"... hoy en día... pues gracias, nos permiten la medicina tradicional y llevarla dentro del centro (de salud). Si yo estoy embarazada puedo ir con una partera (...) La vez pasada yo traje un chavalito enfermo de las comunidades estaba jugando béisbol y se cayó desmayado, y quedó como tieso (...) yo digo al doctor 'puedo hacer una medicina natural' (...) a las 2 de la

¹⁶ Translation: "as my own experience ... it is very difficult to get to a health center and go and ask for a contraceptive method without being rejected or pointed out. I consider that they think that (we) as teenagers, that we do not know anything about life and they judge us. I visited a health center to investigate further: I came and said I do not know, I come to plan "no, no, no, how old are you? (The doctor) started to say that I need a permission from my parents and I found it a little strange, because if it is my life, I am the one who is going to decide (...) it was a little uncomfortable, because he did not say it in private, he said it in front of everyone, I thought 'I better go' because he is embarrassing me and then I decided not to return to that health center"

¹⁷ Translation: "... In the health system there is improvement ... there is the ministerial resolution of MINSA, of 2015, which states that there should be no discrimination in any public center or private health center for LGBTI people (But) we realize in reality that this resolution nobody knows it, only those involved in creating it, but the rest, doctors do not know it, nurses do not know it, not even the administrative staff know it, no one knows it not even the directors of the municipalities, so you realize that the ministerial resolution is still on wet paper. "

madrugada, le traigo y le sobo, el doctor me permitió sobar todo, al rato 2 o 3 minutos ya se curó (...) lo que no puede hacer doctor podemos hacer nosotros con medicina natural y eso es un avance que tenemos y antes no podíamos."¹⁸

- A participant of the focus group in Bilwi

- Young women in rural communities consider data privacy & confidentiality is often violated limiting access and trust for any sexual and reproductive health issues.

*"...la educación sexual se necesita trabajar, hasta el momento muchas de nuestras mujeres, hombres de los pueblos indígenas mueren de ETS y es un tabú donde no se habla en la familias sobre educación sexual (...) muchos mueren de VIH, muchos desde nuestra cultura decimos que la gente le "hizo mal", con ese pensamiento no van a hacer sus exámenes y así se mueren jóvenes, cuando uno sabe que con VIH se puede vivir mucho y se mueren, muchas madres, muchas mujeres amas de casa del hogar están infectando con ETS"*¹⁹

- A participant of the focus group in Bilwi

- In the northern Caribbean region, many women report lack of sensitivity on behalf of health personnel (both men and women) when providing them with medical care in gender-based violence cases.

PEOPLE WITH DISABILITIES

- In urban areas, they claim the need of a more comprehensive health service, which includes psychological therapy.

"... cuando una persona (...) tiene una discapacidad, primero tiene una situación sicosocial, es lo primero que va, pero se observa lo físico primero antes de ver la autoestima (...) nosotros solo no podemos lograrlo. La persona con discapacidad en el espacio laboral de la inclusión debe de ser preparada, primero elevar su autoestima (...) nosotros las personas con discapacidad de una u otra forma, siempre vivimos con la limitación psicológica..."

- A participant from focus group in Bilwi

¹⁸ Translation: "... nowadays ...thankfully, we are allowed traditional medicine and we can take it inside the (health) center. If I am pregnant I can go with a midwife (...) Last time I brought a sick kid from the communities I was playing baseball and fainted, and was stiff (...) I say to the doctor 'I can make a Natural medicine '(...) at 2 am, I bring and I take it, the doctor allowed me to give him a massage, after 2 or 3 minutes he healed (...) what the doctor can't do we do with natural medicine and that is an advance that we have and before we did not. "

¹⁹ Translation: "... sex education needs to be worked on, so far many of our women, indigenous men die from STDs and it is a taboo where families do not talk about sex education ... many die of HIV, Many from our culture say that people "did it wrong", with that in mind they don't go and get their exams and so they die young, when one knows that with HIV you can live and many die, many mothers, many women who are households have STDs "

B. ECONOMIC PARTICIPATION

GENDER

- Women and children are reported working in hazardous conditions in Tabaco farms in the northern region of the country.

"...en el lugar donde yo vivo hay una empresa tabacalera pero bien marginal (...) han salido como tres camionadas de mujeres envenenadas porque el tabaco tiene un veneno químico (...) que cuando las lluvias caen el tabaco suelta y al mojarse los poros de nuestro cuerpo se abren y sale este químico y ellas salen envenenadas... ellas pagan un seguro, pero ese seguro nunca se cumple cuando están enfermas y más bien las sacan del trabajo eso es lamentable... Ellas no se quejan por miedo porque se quedan sin empleo. A los niños menores dicen que les garantiza una pensión, se les garantiza almuerzo, que salen a la una... pero la cosa es que en este país la política es bien fregada y por debajera a ellos les avisan cuando va a llegar el ministerio del trabajo pero ellos todo el tiempo sacan a las cuatro (a los niños) ...el trabajo es pesado para adultos y allí van niños, mujeres embarazadas, allí van de todo".²⁰

- A participant of the focus group in Jinotega

- In Urban areas, young women have limited economic participation due to lack of training in new technologies and lack of self-confidence.

"Lo principal es la brecha digital. Tienen poca información o capacitación en temas digitales. Entonces eso les hace tener miedo de las redes, llenar un formulario, inclusive para acceso a crédito en los bancos y eso cada día es más complicado."²¹

- Alejandra Espinoza, Executive Director Vital Voices Nicaragua

- In Urban areas women consider pregnancy the biggest barrier to advance in their professional carriers, they claim not to be able to assume more responsibilities because they have double workload (as mothers and workers).
- Women do not own real state in general (both rural and urban) limiting their access to credit. Rural women have limited access to land and no decision-making power over it even when they own it.

²⁰ Translation: "... in the place where I live there is a tobacco company but very marginal ... three truckloads have come out of poisoned women because tobacco has a chemical poison (...) when it rains it falls loose and it goes into the pores of our body and they come out poisoned ... they pay insurance, but that insurance is never fulfilled when they are sick and they instead lose their job that is unfortunate ... They do not complain because of fear because they stay unemployed, To the younger children they say that they guarantee a pension, lunch, and that they can leave at one o'clock ... but the thing is that in this country the policy is well scrubbed and informally they get a call when the ministry of labor will arrive, in reality they keep children till four pm, the work is heavy for adults and despite that you children, pregnant women, everyone goes there. "

²¹ Translation: "The main challenge is the digital divide. They have little information or training in digital subjects. So that makes them afraid of networks, filling out a form, even to access credits in banks, every day its more complicated."

“El tema legal sería es uno, el principal desafío, muchas de ellas no tienen las propiedades a su nombre y otra cosa importante es que muchas de ellas no tienen su cédula entonces por ende no puede tener sus propiedades ni acceder a un préstamo y dar en garantía una propiedad, creo que eso es lo más importante que las propiedades en la gran mayoría no están a nombre de las mujeres.”²²

-Alejandra Espinoza, Executive Director Vital Voices Nicaragua

“...la tierra está a nombre de los hombres, por ejemplo, una mujer que va a hacer un préstamo no puede porque no tiene una garantía fiduciaria, no tiene como pagar, segundo sos indígena vivís en tierras comunales, el título es de la comunidad como vos vas a utilizar esos documentos”.²³

- A participant of the focus group in Bluefields

- In urban settings, more women in the work force is altering power relations in society which has provoked more violence from young men who feel their masculinity threatened.

“Hay una pérdida de poder económico en los hombres por el desempleo, hay un aumento del poder económico de las mujeres, por los cambios de género y por todas las políticas que los organismos multilaterales que fomentan la integración de la mujer en ámbito laboral entonces hay un cambio en esas relaciones de poder, pero no hay un cambio en las creencias y mentalidades de género, patriarcales, por lo tanto hay una crisis profunda en los hombres que están viendo en la mujer una amenaza laboral que no han podido digerir los cambios de género que se han desarrollado...”²⁴

- A violence prevention specialist of an NGO

- In the northern region, even when microfinance institutions prioritize women, women do not decide on what to invest their money and parents prefer to inherit their land to male sons than to their daughters. The lack of opportunities force women to migrate to Spain, Costa Rica and Panama, provoking a work overload to grandmothers as caregivers of their grandchildren.

²² Translation: “The legal issue would be the main challenge, many of them do not have the properties in their name and another important thing is that many of them do not have their identity card so they cannot have their properties titled or access a loan and give in guaranteeing a property, I think that's the most important thing that properties in the great majority of the cases are not owned by women.”

²³ Translation: “... the land is owned by men, for example, a woman who is going to make a loan cannot because she does not have a fiduciary guarantee, she has no way to pay, second you are indigenous you live on communal lands, the title belongs to the community How are you going to use those documents? ”

²⁴ Translation: “There is a loss of economic power in men due to unemployment, there is an increase in the economic power of women, the changes of gender and all the policies that the multilateral organizations that promote the integration of women in labor therefore there is a change in these power relations, but there is no change in gender beliefs and patriarchal mentalities, therefore there is a deep crisis in men who are seeing in women a labor threat, they have not been able to digest the changes of Gender that have developed...”

*“Tengo acceso a crédito, a mí me lo aprueban porque dicen a los varones no se los aprueban porque allí nomás salen y se lo toman, pero en el caso mío mi esposo no es vicioso, pero como es a las mujeres que les aprueban y en todo ando metida yo... pues yo saco los créditos y el préstamo que a mí me dan yo se lo doy a él”.*²⁵

- A participant of the focus group in Jinotega

*“...vos tenés gente trabajando como domésticas en la ciudad, se van a trabajar a Costa Rica y otras se van a Panamá, España... en el caso de las mujeres jóvenes para las familias es más fácil su inserción en ese medio laboral, es esa economía de cuidado, cuidas esto, cuidas la casa (...) vos vas a las comunidades y una gran parte de jóvenes ya no están, porque entonces ellos se van, cae todo el cuidado de la familia en las abuelas...”*²⁶

- A participant of the focus group in Jinotega

- In the northern region during coffee harvest men have total control of the family income, only men are officially registered as workers, therefore women do not receive payment for their work. Farm owners are only required to guarantee food and social security to those who are officially enrolled as workers.

*“...en el campo, las mujeres entran a empleos temporales, y la particularidad de Jinotega es que muchas veces quien se apunta es el hombre en la planilla y entonces el hombre es el que administra todos esos recursos, el hombre hace la fila, se paga y la mujer se queda sin nada...Esto no tiene que ver sólo con la planilla, tiene que ver con el tema del INSS, porque el INSS ahora se está metiendo mucho a las fincas y exige que determinado porcentaje de los trabajadores esté registrado en la planilla y eso de que (solamente) el hombre firme hace de que en la finca se reduzca la planilla y también (tiene que ver) con cuestiones de comida, si yo tengo cinco cortadores en la planilla... yo tengo que garantizar cinco platos de comida...”*²⁷

- A participant of the focus group in Jinotega

- Young professionals do not have access to credit because they don't have access to land to put as warranty, they are discriminated by their parents who consider them irresponsible and unable to manage properties.

²⁵ Translation: “I have access to credit, I approve because they say that for men they do not approve because they just go out and drink it, but in my case my husband is not vicious, but as it is the women who get it approved and I'm involved in everything then I take the loans and when they give it to me I give it to him”.

²⁶ Translation: “... you have people working as domestic workers in the city, they go to work to Costa Rica and others go to Panama, Spain ... in the case of young women it is easier for them to get into the work environment, in the economy of care-giving, take care of the house (...) you go to the communities and a lot of young people are gone, and because they leave, all the care-giving burden of the family falls on the grandmothers”

²⁷ Translation: “... in the countryside, women enter into temporary jobs, and the peculiarity of Jinotega is that many times men are the only ones included on the payroll and then the man is the one who manages all the resources, the man lines up, they get the pay and the woman is left with nothing ... This is not only about the payroll, it has to do with the social security issue, because social security officials are now going into the farms and demands that a certain percentage of the workers be registered in the payroll and (only) the having men officially enrolled makes it more reduced, but this also has to do with food issues, if I only have five cutters on the payroll ... I only have to guarantee five food dishes...”

“...después tenemos jóvenes que son cuestionados generacionalmente porque te dicen que no hacen nada, que solo viven en Facebook, que no les preocupa nada, están cuestionados a lo interno y es la primera gran exclusión que tienen desde la familia. No ha habido ni un solo programa de reforma agraria para los jóvenes, desde hace más de 30 años en este país, porque prácticamente la tenencia de la tierra en este país, es una cuestión de otra generación, que implicó procesos políticos, o sea se vinculó a demandas políticas de desmovilizados, de contra y recontras y todo ese rollo, primer parámetro de exclusión está siendo desde la familia, que tampoco se quieren arriesgar a heredar porque dicen, este vende la tierra, se compra una moto y un celular y se descapitaliza”²⁸

- A participant of the focus group in Jinotega

- Some indigenous communities in the RAACN allow women access to land, but in these cases, they must face strong insecurity issues due to settlers forcing them to migrate to Bilwi and Waspam to work as maids in precarious conditions and for less than minimum wage.

“...Es importante decirlo porque no hemos avanzado en la gobernanza territorial que significa cómo los pueblos y las comunidades van a lograr uso y control y administración de su tierra y recursos, para que la juventud y las mujeres ya pueden acceder a la tierra, ya pueden acceder a tener su propia parcela... cuando ha entrado la invasión, de los colonos, le ha venido a quitar esos espacios, ya la mujer sola, ya no quiere ir a su parcela”²⁹

- A participant of the focus group in Bilwi

“ (la situación con los colonos) está desplazando a aquella mujer soltera que podría producir una hectárea o dos hectáreas de frijol y (...) ya no puede... no es que las mujeres nuestras no tengan capacidad de trabajo, no es que las mujeres no tengan esa capacidad, lo que pasa es que se le va reduciendo la oportunidad, incluso estoy hablando específicamente para las mujeres rurales y que están en las comunidades, producto de eso se está saliendo la gente a Puerto Cabezas o Waspán”

- A participant of the focus group in Bilwi

²⁸ Translation: "... then we have young people who are questioned generationally because they tell you that they do nothing, they only spend time on Facebook, they do not care about anything, they are questioned internally and it is the first great exclusion they have from their families. There has not been a single agrarian reform program for young people in more than 30 years in this country, because practically land tenure in this country is a question of another generation, involving political processes, that is to say, Linked to political demands of demobilized, contra and re-contras and all of those issues, the first parameter of exclusion comes from the family, who do not want to risk inheriting because they say, this kid sells the land to get a motorcycle and a cell phone and Decapitalizes...".

²⁹ Translation: "... It is important to say because we have not advanced in territorial governance which means how the peoples and communities will achieve use and control and administration of their land and resources, so that youth and women can now access land, and can have the opportunity to have their own allotment... with the invasion, the settlers, it has come to take away these opportunities and woman alone, no longer wants to go into their allotment... "

LGBTI

- Due to discrimination and low education levels they only have 3 working options, domestic workers, beauty salons or sex workers (hazard labor below minimum wage). Many, to keep their jobs must hide their sexual identity (more prevalent amongst indigenous communities)

*"...si sos una persona gay, indígena, sin educación, con toda esa sumatoria...no podés tener acceso al trabajo"*³⁰

- A participant of the focus group in Bilwi

*"...son contadas las personas (transexuales) que yo puedo mencionar que están en centros de labores formales, en su mayoría están en lo informal, están vendiendo fritangas en las esquinas de Bilwi, están trabajando hasta el nivel de explotación en los hogares cómo amas de casa, como asistentes del hogar, para ocupar ese término, y si vos vas y le preguntás cuánto ganan, hay algunas que aceptan salarios de 800 córdobas mensuales y tenemos nosotros compañeras que por la necesidad tienen que asumir esa necesidad"*³¹

- A participant of the focus group in Bilwi

*"...En el caso de las chicas Trans no pueden llegar travestidas o vestidas como mujeres a los puestos de trabajo, porque no se los dan, porque la gente los queda viendo de una manera muy rara, tenes que llegar a trabajar, tenés que cortarte el pelo, tener un corte varonil..."*³²

- A participant of the focus group in Bilwi

- In Urban settings, many members of the LGBTI community agree with their families to hide their sexual identity in exchange for financial support.
- In Jinotega Transgender men are forced to work as street vendors at trade shows, in bars or as prostitutes in public parks.

"...si sos una persona gay o lesbiana tenés más desventaja, por los valores morales, hay una serie de argumentos religiosos que te ponen en desventaja... pero también si sos persona que 'transgrede' el género en el caso de transexuales, el único empleo que tienen es en el parque, prostituyéndose, porque por el hecho que naciste hombre y usas ropa femenina, ya no vales, sos alguien a quien ni siquiera es correcto hablarle en la calle, entonces ¿qué les queda? Andar itinerantes en las ferias porque es la otra forma de empleo, vender caramelos o palomitas, ayudar a alguien en un bar o prostituirse tal vez por cien córdobas o sea

³⁰ "... if you are a gay person, indigenous, without education, with all that added up ... you cannot have access to employment"

³¹ "... people (transsexuals) I can mention who are in formal workplaces, mostly informal, are selling fritangas in the corners of Bilwi, are working to the level of exploitation in houses in domestic services, as home assistants to occupy that term, and if you go and ask how much they earn, there are some that accept salaries of 800 cordobas per month and we have colleagues who accept that out of necessity "

³² Translation: "... Transwomen cannot come dressed or dressed as women to their jobs, because they are not hired, because people are watching them in a very strange way, (if) you have to get to work, you have to cut your hair and have a manly cut ... "

*arriesgándose a que las golpeen, a veces hasta que las puñaleen, si van a poner denuncia en la policía desde allí ya los policías empiezan a reírse y no te ven como un ciudadano sujeto de derechos...*³³

- A participant of the focus group in Jinotega

PEOPLE WITH DISSABILITIES

- The Ministry of Labor does not have the capacity of enforce the law that obliges companies and institutions to hire people with disabilities.

*“La mayor dificultad está en el acceso al empleo aunque la ley establece que en cincuenta empleados uno al menos debe de tener una discapacidad no cuenta el Ministerio del Trabajo con los medios o la voluntad pues del gobierno para garantizar que esa disposición de ley sea cumplida y respetada por la empresa privada y por los distintos sectores involucrados...”*³⁴

- An NGO leader

- In the RACCS and the RACCN, women with disabilities live in extreme poverty, have work overload and make below minimum wage.

*“...ser pobre, ser mujer y tener discapacidad como que es el más terrible de todos los casos... porque el ser mujer ya lleva una desventaja ...”*³⁵

- A participant of the focus group in Bluefields

*“...una mujer sorda tiene que hacer todos los oficios de su casa, es la empleada de la casa (...) muchas familias eso es lo que hacen la chavala sorda es la chacha de la casa (...) desde que naces con una discapacidad el mundo ya está como en contra tuya”*³⁶.

- A participant of the focus group in Bluefields

INDIGENOUS AND AFRO DESCENDENTS

³³ Translation: “ ... if you are a gay or lesbian person you have more disadvantage, because of moral values, there are a number of religious arguments that put you at a disadvantage ... but also if you are a person who 'transgressed' gender in the case of transsexuals, The only job they can get is at the park as prostitutes, because by the fact that you were born a man and you wear women clothes, you are no longer considered worth anything, you are someone who doesn't even have the right to speak in the street, what is left? Walking in fairs because it is the other form of employment, selling candies or popcorn, helping someone in a bar or as prostitutes maybe for a hundred Cordobas risking being hit, sometimes until they are stabbed and if they put a claim in the police from the police officers begin to laugh and do not see you as a citizen subject to any rights ... ”

³⁴ Translation: “The greatest difficulty is in access to employment, although the law states that out of fifty employees one must have a disability the Ministry of Labor does not count with the means or the will of the government to ensure that this provision of law is fulfilled and respected by the private companies and by the different sectors involved ... ”

³⁵ Translation: “... to be poor, to be a woman and to have a disability is the most terrible of all cases ... because being a woman already has a disadvantage ...”

³⁶ Translation: “... a deaf woman has to do all the shores of the house, she is the housemaid ... many families that is what they do the deaf women becomes the chacha of the house (...) ever since you are born with a disability the world is already against you ”.

- Indigenous women in the RACCN are particularly excluded from work opportunities and are expected to do domestic chores.

“...nos discriminan por ser población pobre, una, después por ser indígena y tercero por ser mujer... así que (las) mujeres indígenas triplemente están discriminadas en diferentes espacios. No hay un valor del trabajo de (la) mujer indígena, somos los que servimos a nuestro marido, y el trabajo que desde la mañana que levantamos hacemos hasta amanecer no se valora, aparte de eso servimos, no disfrutamos, porque estamos cansadas todo el día, aparte en la noche tenemos que servir bien, pero no vestimos, no comemos como se debe, ni disfrutamos, y si salimos de ese ámbito y venimos a trabajar aquí, venimos a ser empleadas”³⁷

- A focus group participant in Bilwi

“Aunque la Constitución Política lo ha reconocido, no se han establecido políticas públicas del acceso a la tierra, el poder respetar la propiedad comunal. En el caso nuestro, aunque la propiedad es colectiva, en algunas comunidades está más marcado la discriminación si sos madre soltera, o si sos una madre soltera joven, pues dependiendo si estás bajo el techo todavía, tenés que estar en la parcela de tu abuela o de tu padre”³⁸

- A focus group participant in Bilwi

- The exploitation of natural resources on behalf of large enterprises affect the livelihoods of communities, their ecosystem (fishing and hunting) and food security.

“... hace como 2 años aparecieron un montón de peses muertos en todo el lado de Kukarahill por todos los agroquímicos que usan que escurren están dañando y afecta demasiado tanto así que actualmente si nos dedicamos a la ganadería y agricultura de subsistencia no vamos para ningún lado, en uno que otro momento la tierra va estar tan árida tan inerte que ni vamos a tener agricultura”³⁹

- A focus group participant in Bluefields

³⁷ Translation: “... they discriminate against us because we are a poor, on the first hand, because we are indigenous on the second hand and third because we are women ... so indigenous women are triple-discriminated in different spaces. There is no value of the work the indigenous woman does, we are the ones who serve our husband, and the work that we do ever since dawn is not valued, besides that we serve, we do not enjoy, because we are tired all day, aside from that at night we have to serve well, but we do not properly dress, we do not eat as we should, nor enjoy, and if we leave that area and come to work here, we also come to be domestic workers”

³⁸ Translation: “Although the Political Constitution has recognized it, no public policies have been established for land tenure and the respect of communal property. In our case, although the property is collective, in some community’s discrimination is more pronounced if you are a single mother, or if you are a single young mother, depending on whether you are still under the roof, you have to be on the parcel of your grandmother or your father’s”

³⁹ Translation: “... about 2 years ago a lot of dead fish appeared on the whole side of Kukarahill because of all the agrochemicals that they use that are running out and damaging it affects us so much that if we currently do cattle ranch and subsistence agriculture we are not going nowhere, at one time or another the land will be so arid so inert that we will not have any agriculture.”

- In the RAACN there is a strong language barrier for employment opportunities.

"...el obstáculo que se tiene al momento de acceder al empleo (...) es el tema del idioma, está esa limitante (...) si soy un joven indígena de una comunidad y vengo a buscar empleo a la ciudad, por el hecho de no hablar español no me van a dar el empleo o por el hecho de que no tenga experiencias en equipos o en ese tema me limita, creo que eso también forma parte de los obstáculos que vivimos a diario".⁴⁰

- A focus group participant in Bilwi

- In urban settings women work mainly as caretakers limiting any additional time to look for other employment.

"...en ese enfoque el hombre es (el) proveedor, la mujer cuidadora... entonces el que está en relación con los medios de producción es el hombre".

- Isolda Espinosa, economist

- In the Northern region of the country, people consider having limited working opportunities in NGOs, they are considered as “private companies” owned and operated by families.

"...en cuestiones culturales para la comunidad indígena no hay una edad específica en el tema de la adolescencia, si ya tenés una niña, volviste a ser una mujer de un día para otro, ahora vos tenés que independizarte, ahora vos tenes que responderte solo. (Por tan razón) no hay un concepto que pasó una situación delicada, ya sea violación o qué (...) de niña pasabas a ser mujer, o de niño pasabas a ser hombre, tenías que responsabilizarte (...) tiene que haber una desconstrucción de ciertas prácticas y conceptos en el tema tradicional y cultural".⁴¹

- A focus group participant in Bluefields

- Afro descendent women suffer discrimination in recruitment by companies that provide direct customer service (bank, retail stores, etc.).

⁴⁰ Translation: " ... the obstacle that one has when accessing employment ... is language, that limitation is ... if I am an indigenous youth of a community and I come to seek employment in the city, because I don't speak Spanish they will not give me the job or the fact that I do not have experiences in teams or in that subject limits me, I think that is also part of the obstacles that we live with every day."

⁴¹ Translation: "... in cultural matters for the indigenous community there is no specific age in the subject of adolescence, if you already have a girl, you became a woman from one day to another, now you have to become independent, now you have to take care of yourself. (For that reason) there is no concept that you went through a difficult situation, whether it was rape or what ... as a girl you became a woman, or as a child you became a man, you had to hold yourself accountable (...) There must be a deconstruction of certain practices and concepts in the traditional and cultural subject."

*“...no sé si ustedes se han fijado, en los dos bancos que tenemos ahorita ¿cuántas personas negras están trabajando en esos bancos? hasta el momento yo entro en esos bancos y todavía no encuentro a una persona negra. Y si la encontrás es de piel clara”.*⁴²

- A focus group participant in Bluefields

C. VIOLENCE

GENDER

- Women and girls in rural areas who suffer from violence must face stronger institutional barriers (police and judicial system) and barriers imposed by their own family.

*“ (A las) mujeres más bien la autoestima se les ha bajado... las mujeres más bien como antes han sido sometidas por los hombres, están callando nuevamente porque ya no tienen dónde acudir, sienten miedo, más que ahora saben que estos centros alternativos donde ellas podían ir (...) ya no podemos hacer nada, qué nos queda, sí están llegando a que se les brinde la atención psicológica, de repente una orientación jurídica , un acompañamiento pero nosotros más allá ya no podemos hacer nada porque todo queda allí más de ese acompañamiento ya no pueden hacer más nada”.*⁴³

- A focus group participant in Chinandega

*“En mi comunidad hubo una mujer decapitada (por el marido) entonces aquí se han quedado como que se lo merece es que dicen que andaba vagando, dice un hombre: ‘es que dicen que vivía con otro’, entonces todos los hombres tienen una justificación para eso. Hasta los mismos hijos decían: ‘mire que mi mama tuvo la culpa’.”*⁴⁴

- A focus group participant in Jinotega

*“...la policía pretende ocultar datos, lo que no quiere es agravar los datos estadísticos por eso evade esa responsabilidad y hace lo menos posible por tu denuncia...”*⁴⁵

- A focus group participant in Jinotega

⁴² Translation: “... I do not know if you have noticed, in the two banks we have now, how many black people are working in these banks? So far, I go into those banks and still I cannot find a black person. And if you find any is of light-skinned.”

⁴³ Translation: “Women’s self-esteem has been lowered ... women just like before that have been subjected by men, they are quiet again because they have nowhere to go, they feel fear, more now that these alternative centers where they could go (...) now we can’t do anything, they used to go to get psychological attention, and suddenly a legal orientation (limits it), we can only provide accompaniment but we cannot do anything else..”

⁴⁴ Translation: “In my community, there was a woman beheaded (by her husband) so here they have said she deserved it because she was wondering around, one man said she “was living with another (man)” so now all men have a justification for doing that. Even her children said, “I think my mother was to blame.”

⁴⁵ Translation “... the police are trying to hide data, they do not want to aggravate the statistical data, in order to that they avoid their responsibility and make it very hard for you to do a proper complaint ...”

- In Miskito indigenous communities the concept of adolescence does not exist, women go from being girls to women, their adult status is determined by marriage, being pregnant or having children.
- Miskito indigenous women, receive violence from Community authorities (judges and wihtas). For many gender based violence claims they apply the *Talamana law*, which consists in an economic reparation agreed between elder family members.
- In many indigenous communities (north and south) rape is not perceived as a crime, because adolescent women (even at 12 yrs. old) are considered “ready” to become “women”.

*“...no hay un concepto (idea de) que pasó una situación delicada, ya sea violación o qué (...) de niña pasabas a ser mujer, o de niño pasabas a ser hombre, tenías que responsabilizarte (...) tiene que haber una desconstrucción de ciertas prácticas y conceptos en el tema tradicional y cultural”.*⁴⁶

- A focus group participant in Bilwi

- Women in Chinandega consider the disappearance of women's commissaries further limits access to justice, women are sent to regular judicial assistance with untrained officers; provoking higher levels of impunity.

*“...muchas mujeres (donde eran) las comisariás llegan llorando, ellas llegan llorando y les dicen “no, ándate al otro lado en auxilio judicial” entonces las atiende cualquier policía, la remite a fiscalía pero hasta allí queda... las denuncias, todos esos caso no salen y se quedan engavetados y sino los bolean de un lado a otro”.*⁴⁷

- A focus group participant in Chinandega

LGBTI

- Widespread Family violence, much more severe in rural areas.

⁴⁶ Translation: “... in cultural matters for the indigenous community there is no specific age in the subject of adolescence, if you already have a girl, you became a woman from one day to another, now you have to become independent, now you have to take care of yourself. (For that reason) there is no concept that you went through a difficult situation, whether it was rape or what ... as a girl you became a woman, or as a child you became a man, you had to hold yourself accountable (...) There must be a deconstruction of certain practices and concepts in the traditional and cultural subject.”

⁴⁷ Translation: “... many women (go to where there used to be women's commissaries) arrive crying, they arrive crying and they tell them to go to regular judicial aid and they get attention from any regular police officer, they are referral to the prosecution, these complaints do not come out and remain shelved and if they insist they have them go from one place to another.”

"...la policía no le va hacer caso a una trans, más si el denunciante es un hombre 'de respeto'".⁴⁸

- A focus group participant in Jinotega

"...en la calle ven a una persona que es gay y le empiezan a chiflar, a vulgarear y hacen que la persona se sienta mal."⁴⁹

- A focus group participant in Jinotega

- Discrimination from other LGBTI due to socioeconomic conditions.

"... existe bastante discriminación en el sentido de que, bueno, por decirte algo, existen discriminaciones por la parte como te miras vos, como te ven, la discriminación clasista eso es lo más esencial en lo que nos hemos identificado ahora, si sos un homosexual de dinero o sos un homosexual que no tenés dinero".

- An NGO leader

- Miskito Identities are built based on biological differences between men & women and religious beliefs. There is no other identity recognized aside from man and woman.

"En la construcción del género desde la cosmovisión miskita simplemente sos hombre o sos mujer, y la definición de lo que es ser un hombre, tiene que ver o parte de "no ser una mujer" y está biológicamente fundamentada. Inclusive implica un designio divino en términos de Dios nos hizo hombre, nos hizo mujer, a la mujer le dio una vagina, senos, la capacidad de reproducir, a mí me dio un par de testículos, un pene, fuerza para hacer determinadas tareas, es decir el hombre y la mujer están claramente determinados. Entonces LGBTI no entra, no calza y hay chavalos y chavalas que se reivindican como homosexuales (experimentan) las dinámicas de exclusión y de discriminación".⁵⁰

- An NGO leader

- Because of these precarious living conditions, a key informant expressed trans people have a life expectancy of 30 years.

"... (las) persona Trans por su sexualidad conlleva en una cadena de discriminación que termina con la persona Trans y seguro que lo van a decir en las entrevistas, la esperanza de vida para las personas Trans es de treinta años"⁵¹.

⁴⁸ Translation: "... the police will not listen to a trans, even more so if the complaint is filed by a "respected man"

⁴⁹ Translation "... on the street they see a person who is gay and they start to whistle, to vulgarize and make the person feel bad."

⁵⁰ Translation: "In the construction of gender from the Miskita worldview you are simply a man or a woman, and the definition of what it is to be a man, has to do with everything that doesn't make you a woman and its biologically grounded. It even implies a divine design in terms of God made us man, made us woman, the woman has a vagina, breasts, the ability to reproduce, and gave me testicles, a penis, strength to do certain tasks, that is, the man and the woman are clearly determined. So, LGBTI identity does not fit and there are boys and girls who claim are homosexuals (experience) the dynamics of exclusion and discrimination."

⁵¹ Translation: "... (the) Trans people suffer a chain of discrimination that ends with the Trans person and (..) their life expectancy is thirty years."

- An NGO leader

- Gay men with higher socioeconomic level reproduce patriarchal values.

"...hay hombres gays con muchos poder adquisitivo que están en esa línea del eje patriarcal: hombres blancos, poderosos ministros, jefes de grandes empresas, empresarios fuertes que se juntan en ese sistema del poder y que su sexualidad esta la viven en una burbuja y el resto es su vida es ser hombre con poder"⁵².

- An NGO leader

- In urban areas, the media contributes to more violence due to sensationalism and replication of discriminatory stereotypes.

"realmente los medios de comunicación (...) en vez de ayudar a comunicar a la población nicaragüense lo que están ayudando a que crezca el nivel de la violencia, al transmitir las noticias con ese enfoque amarillista, violentando a las personas fomentando los prejuicios, fomentando la burla hacia las personas... porque cuando ven un caso de una chica Trans o un chico Trans lo que dicen el hombre vestido de mujer o la mujer vestida de hombre en vez de educar a través de las palabras adecuadas."⁵³

- An NGO leader

- The police are considered a major transgressor of their human rights both in rural and urban settings.
- In rural indigenous settings, sexual violence in gay children (both male and female) is a way to “cure” them.

"...lo que yo si tengo que decirte es que se sigue viviendo en las familias el abuso sexual como una forma también de corregir la sexualidad de los niños y las niñas en el sentido de que los abusadores, aunque eso no es justificación, ellos dicen a esa niña si se ve machorra tiene que probar hombre para que no sea lesbiana y en caso de los chavalos pues también hay un manoseo y una violencia hacia los niños que son muy afeminados por ejemplo".⁵⁴

- An NGO leader

⁵² Translation: "... there are gay men with a lot of purchasing power who are in that line of the patriarchal axis: white men, powerful ministers, bosses of big companies, strong businessmen who come together in that system of power and their sexuality is living in a bubble and the rest is his life is being a man with power. "

⁵³ Translation: "Really the media (...) instead of helping inform the Nicaraguan population they are helping to raise the level of violence, transmitting the news with a sensationalist approach, encouraging peoples prejudice, encouraging mockery towards people ... because when they learn of cases of Transsexuals what they say the man dressed as a woman or the woman dressed as a man instead of educating with the right words. "

⁵⁴ Translation: "... what I do have to tell you is that sexual abuse continues to be experienced in families as a way to correct the sexuality of boys and girls in the sense that abusers, although it's not a justification, they say that a girl if you see her as a tom boy she has to prove a man that she is not lesbian and in case of the teenager boys there is constant sexual harassment and violence towards children who are effeminate".

- In rural areas, Lesbian women are forced to marry and have children and suffer systematic rape from their spouses.

*“...las lesbianas (...) el problema digamos de las mujeres rurales es más difícil digamos es otro mundo si sabemos que hay muchas de ellas que han sido madres a la fuerza (...) nosotros tenemos el caso de una mujer, una lesbiana no me acuerdo si es en Nagarote o en La Paz Centro que tiene cinco hijos...se vio obligada a parir y ella acepta que ha sido violada”.*⁵⁵

- An NGO leader

- In the northern region violence and abuse against the LGBTI population is minimized and labeled as “private passionate quarrels”

*“...sin embargo no creas, a kelvin le hicieron un “lío pasional” (...) son procesos bien lentos y en Jinotega en general hay mucho machismo”.*⁵⁶

- A focus group participant in Jinotega

PEOPLE WITH DISSABILITIES

- In rural and urban settings family hides and any members with disabilities.

*“...el maltrato familiar, el maltrato social, la violencia sexual, violencia psicológica a las personas con discapacidad en los territorios es grande, hay que trabajar de lleno en ese campo”.*⁵⁷

- A focus group participant in Bilwi

- In rural and urban settings, there is prevalence of exposure to physical violence, sexual violence or both; amongst them children with intellectual disability are the most vulnerable.

*“(Una conocida) tiene una niña con discapacidad intelectual, ella comentaba así entre nosotros que ella le dejaba crecer las uñas a su niña para que un futuro un hombre la quisiera violar poderse defender”.*⁵⁸

- A focus group participant in Bluefields

⁵⁵ Translation: “... lesbians ... the problem of rural women is more difficult to say it’s another world but we know that there are many of them who have been mothers by force ... we have the case of a woman, a lesbian woman from Nagarote or La Paz Centro that has five children ... she was forced to give birth and she recognizes she was raped...”

⁵⁶ Translation: “... however you wouldn’t believe, to Kelvin they gave him a “passionate quarrel”(…) these are very slow processes and Jinotega in general there is much machismo.”

⁵⁷ Translation: “... family mistreatment, social abuse, sexual violence, psychological violence against people with disabilities in the territories is great, we have to work hard in that field.”

⁵⁸ Translation: “A personal acquaintance has a girl with intellectual disability, she commented thus among us that she let her child’s nails grow so that if in the future, a man wanted to rape her to be able to defend herself.”

INDIGENOUS AND AFRO DESCENDENTS

- In the RACCN violation of indigenous territorial rights has caused a spiral of violence that authorities are not attending properly.

“...la invasión de los colonos, esto es importante decirlo, porque no hemos avanzado en la gobernanza territorial que significa cómo los pueblos y las comunidades van a lograr uso y control y administración de su tierra y recursos”

- A focus group participant in Bilwi

“No les gusta la presencia del Ejército en las comunidades... el problema (presencia de colonos) no es en las comunidades, es en el perímetro... (los miembros del Ejército) acosan a las niñas menores de edad, ha habido violaciones. Es necesario que el gobierno interceda y saquen a los ilegales... la Ley establece un procedimiento y no lo hacen”

- An NGO Leader

D. EDUCATION

GENDER

- Women are mainly studying service careers, not technical or technology careers
- Young men in rural areas in many cases are forced to abandon school to work the land.

“... (En las zonas rurales) no todas las escuelas llegan hasta el sexto grado, ahí tenés un problema que el chavalito llega hasta, 4to, 5to, se ha hecho un gran esfuerzo por parte del gobierno pero a eso le hace falta. Ya no digamos en la secundaria que están fundamentalmente en los principales municipios de las cabeceras departamentales o cabeceras municipales. Entonces, para que un chavalito del campo pueda cursar la secundaria es prácticamente misión imposible.”⁵⁹

- An education specialist

- Miskito women have less access than all other ethnic groups to higher-level education. (see previous quote)
- Young men and women living in rural areas have limited access to secondary education, because secondary schools are concentrated in urban areas (Wasbam and Bilwi).

⁵⁹ Translation: “... (In rural areas) not all schools reach the sixth grade, there you have a problem that the kid reaches until, 4th, 5th, a great effort has been made by the government but still needs to do more. Not to mention secondary schools that are fundamentally in the main municipalities of the departments or municipalities. So, for a boy from a rural community to attend secondary school is practically an impossible mission...”

“...en la Costa Atlántica y te digo es difícilísimo trabajar en esas escuelas porque los maestros llegan tres días a las semanas cuando mucho (...) porque es difícil llegar, porque no hay condiciones y eso hace que en estas regiones del Caribe haya mucha más ausencia de los maestros y por tanto muchas dificultades de aprendizajes...”⁶⁰

- An NGP leader

Affecting both gender:

- Primary schools in the northern and southern Caribbean coast do not cover the full primary education cycle.
- In the northern region of the country (specifically Jinotega) there is a limited offer of quality post-secondary education.
- The lack of supervision on behalf of the education ministry in rural areas has triggered high absenteeism from teachers in schools.

LGBTI

- Extreme bullying in schools against LGBTI.

“...las oportunidades de educación únicamente las personas (transexuales) que se ‘vistan detrás del telón’ pueden llegar a tener su cartón, su título...deben ser más cautelosos, vestirse normal ante la gente, solamente los círculos de amigo saber lo que hacen, más allá nadie (...) por temor...”⁶¹

- A focus group participant in Bilwi

- 70% of transgender men and women are functional illiterates.
- Urban youth in urban areas of middle and upper income are enrolled in small garage schools or taken out of the country.

“...muchos de los chavalos digamos que tienen familia con buenos recursos económicos lo que hacen es ponerlos en colegios privados pequeños donde no tienen tantos problemas vos sabes

⁶⁰ Translation “... on the Atlantic Coast and I say it is very difficult to work in these schools because teachers arrive three days a week at most ... because it is difficult to reach because there are no conditions and that makes in these regions of the Caribbean higher Absence of teachers and therefore provoking many learning difficulties...”

⁶¹ Translation: “... education opportunities only for people (transsexuals) who 'stand behind the curtain' can get to have their cardboard, their title ... they must be more cautious, dress normal, only in close friend circles know who they really are, no one else (...) out of fear ... ”

*los colegios que hay aquí de garaje que se gradúan chavalos y chavalas en cinco años igual que el resto pero los grupos son chiquitos que son doce estudiantes que no están visibles..*⁶²

- An NGO leader

- The church has a strong interference in schools and has prohibited sexual and reproductive education, this sharpens the prejudice towards LGBTI group (and women).

*“...a las niñas y los niños dentro de las escuelas públicas o privadas no se les está dando una educación integral pues, tenemos el tema de la salud sexual y reproductiva que se aborda hasta el primer año de secundaria, aunque en los libros de primaria, a nivel de ministerio de educación están estas temáticas, el profesorado no los aborda porque no se siente preparado para abordarlo porque sí hay cartillas muy buenas a veces en ese registro de qué y por donde andamos y por ejemplo hay cartillas de prevención del abuso sexual, cartillas sobre temas de salud sexual y reproductiva para abordarlo desde la primaria, el profesorado por esos miedos y por ese temor de perder su trabajo o porque también son señalados (...)el hecho de cómo la religión incide en el tema educativo porque de repente una maestra de la zona rural y quiere abordar el tema de sexualidad desde primaria y decirle al pene “pene” y a la vagina “vagina” y de repente tiene conglomerada a la comunidad entera y ya diciendo que la maestra es una vulgar..”*⁶³

- A focus group participant from Chinandega

- LGBTI from indigenous groups are often expelled from school.
- Miskito population (school staff and teachers) do not recognize any identity other than male or female.

PEOPLE WITH DISABILITIES

- Children who have an intellectual disability suffer more severe bullying.

“...mi hermana (con una discapacidad intelectual) está en una escuela regular y ella misma lo dice ‘esta profesora pareciera que no me mira (me ignora) como que si yo viniera de otro lado’... ¡una niña (con discapacidad) intelectual que te diga eso!

⁶² Translation: “... many of the kids say that they have families with good financial resources and what they do is put them in small private schools where they do not have so many problems you know the garage schools that we have here that graduates’ kids and girls in five years just like the rest, they have very small classroom groups with less than twelve students. ”

⁶³ Translation: “...girls and boys in public or private schools are not being given a comprehensive education because we have sexual and reproductive health that is addressed until the first year of high school, although in primary school books, according to the ministry of education it is included, the faculty does not address it because they do not feel prepared to address it, sometimes there are very good bookmarks, some on (...)prevention of sexual abuse, Booklets on issues of sexual and reproductive health to address it in primary, but teachers fear losing their jobs or calling attention... the fact that religion affects the educational issue because if suddenly a teacher from the rural area wants to approach the subject of sexuality in primary and calls the penis “penis” and the vagina “vagina” she suddenly gets singled out by the community and named vulgar..”

- A focus group participant in Bluefields

- The lack of trained teachers, teaching material and the lack of infrastructure severely limits access for people with disabilities, even more so in the Caribbean Coast. (In Bluefields, the braille system is considered inappropriate). There is concern that even when attending school there is no evidence that they actually learn.

“Mi niña tiene problemas de lenguaje, tiene 12 años entonces me decía una maestra a mí que lo tenía que mandar a una escuela especial, pero yo le decía que no, porque se supone que la educación es inclusiva y tiene que haber alguien que supervise cómo están educando, a una niña dentro de la escuela, pero me insistió mucho, pero yo no le hice caso yo deje a mi hija allí y mi hija ahora está en quinto grado, repitió un grado por la dificultad que tiene, pero allí seguimos”⁶⁴

- A focus group participant in Chinandega

- Family hides family members with disabilities keeping them from studying. (relevant quote included previously)

INDIGENOUS AND AFRO DESCENDENTS

- Translated texts are decontextualized to their reality, making them an instrument of social exclusion that increases dropout rates.

“...también hay problema de fondo hasta los esfuerzos que se han hecho simplemente se hace una traducción literal de los contenidos que han estado históricamente en español ósea no hay temáticas de historia de la Costa Caribe”⁶⁵

- A focus group participant in Bluefields

- Teachers are not properly trained for multicultural settings.

“¿De qué manera hay exclusión en educación? Existe una comunidad de la zona sur de Bluefields que se llama Corn River o Río Maíz conformada por creole e indígenas miskitos, el texto que allí se utiliza es en español, hay una carencia de docente, siempre buscan a elegir a un docente para mandarlo para allá, docente que mandan es un mestizo y yo he experimentado que el joven, el niño, está en su aula de clase y te queda viendo porque no está entendiendo y el

⁶⁴ Translation: "My child has language problems, she is 12 years old and her teacher told me I had to send her to a special school, but I said no, because education is supposed to be inclusive and there has to be someone to supervise how they are educating her in school, but she insisted a lot, but I did not listen to her, I left my daughter there and my daughter is now in fifth grade, she repeated a grade because of the difficulty she has, but there we continue.."

⁶⁵ Translation: "... there is also a fundamental problem, the efforts that have been made have simply done a literal translation of the contents that have been historically in Spanish, the history of the Caribbean Coast is excluded."

*trata de copiar lo que está diciendo el profesor en el texto pero el dentro de su lenguaje no capta lo que el profesor le quiere decir y el déficit en educación en nuestra región tiene que ver precisamente con la formación lingüística tiene que ver con esa apatía entre el docente que es mestizo y mi hijo que es creole”.*⁶⁶

- A focus group participant in Bluefields

- There is a disconnection between the technical training and local needs & preferences (i.e. Fishermen do not want to fix cellphones)

“Un proyecto de AID le costó un año, cuidado más, poder sentarse a hablar con PRONICARIBE...definieron una oferta técnica con el proyecto aprendo y emprendo, ejecutaron una oferta técnica porque era la demanda. Ayer, el viernes hubo en una graduación de chavalos en reparación de motores marinos fuera de borda ¿Dónde van a ir a trabajar? Eso es real, dónde van a ir a trabajar, uno. Dos, vamos a formar 30 chavalos más ¿dónde los vamos a llevar? es decir que va a ver un desborde de capacidades de cara al contexto y tres, que tipo de trabajo es el que se está promoviendo”.

- An NGO leader

*“Yo creo que también la cooperación tiene que aportar mucho para las organizaciones juveniles que están liderando jóvenes...lastimosamente hay un fenómeno: los que piensa y deciden lo que queremos son las personas mayores ¿al fin y al cabo nosotros donde quedamos como jóvenes? porque quizás al chavalito lo llevas a que vaya a aprender a como componer un celular, pero el chavalito toda la semana se dedica a ir a pescar, hay una diferencia grande”.*⁶⁷

- A focus group participant in Bilwi

E. SOCIAL AND POLITICAL PARTICIPATION

“...el desafiar ahora estas creencias que el gobierno tiene es como desafiar a Dios (...) como joven me siento excluido realmente porque no representan nada de lo que los jóvenes realmente queremos ni siquiera se nos toma en cuenta y a los jóvenes que tienen la oportunidad

⁶⁶ Translation: “..In what way is there exclusion in education? There is a community in the southern area of Bluefields called Corn River or Maíz River formed by Creole and Miskito, the text used there is in Spanish, there is lack of teachers, when they look for a teacher to send there they send a mestizo and young, the children in the classroom and just looking because they don't understand and tries to copy what the teacher is saying in the text but the inside of his language he does not capture what the teacher wants to say and the deficit in education in our region has to do precisely with the linguistic training it has to do with that apathy between the teacher who is mestizo and my son who is creole...”

⁶⁷ Translation: An AID project it took them a year, maybe more, sitting down to talk to PRONICARIBE ... they defined a technical offer with the project I learn and I become an entrepreneur, they executed a technical offer because it was the demand. Yesterday, on Friday there was a graduation of kids in repairing outboard marine engines. Where are they going to work? That's a real question, where are they going to work, on one hand. Two, we're going to train 30 more kids. Where are we going to take them? We are going to see an overflow of capacities facing the context and three, what kind of work is the one that is being promoted? “. (...) "I think foreign has to contribute a lot to youth organizations that are led by young people ... unfortunately there is a phenomenon: those who think and decide what is going to happen are the elderly, after all, where are we as young people? Because maybe they take youngsters to learn how to repair mobiles but maybe this kid does fishing all week, there is a big difference.”

*no pueden hablar porque ni siquiera se les da la oportunidad realmente de decir qué piensan o de realmente expresarse como debería de ser.*⁶⁸

- A focus group participant in Chinandega

*“...si vos trabajás con el Estado te tenés que callar, renuncias al activismo porque lo renuncias, no podés estar porque aquí el Estado no quiere nada con las organizaciones sociales”*⁶⁹

- A focus group participant in Bluefields

GENDER

- Urban women often participate in the government in a submissive and silent way and when they dissent, they report being dismissed violently.

*“...últimamente estamos viendo más mujeres en los cargos políticos, pero simplemente están ahí por imagen, por quererse lavar las manos diría yo el gobierno, pero ellas no toman decisiones porque las que los toman siempre son los hombres, ellas simplemente afrontan las decisiones...”*⁷⁰

- A focus group participant

- In Chinandega CSOs have been dismantled and the number of volunteers has diminished drastically, volunteers choose to participate in hiding to protect their families or to be able to get a job (due to lack of international aid projects and government harassment).

*“...cuando vengo a estas cosas, tengo que venir a escondidas, porque incluso la presidenta de la organización me dijo ‘mire Chena, como usted no le trabaja a nadie, nadie la puede correr, pero a su hijo sí, porque trabaja en el Estado, entonces usted tenga cuidado cuando vaya a esas reuniones’”*⁷¹.

- A focus group participant

- In Chinandega, local CSOs recommended local monitoring and evaluation assessments of social programs, which are ordered by authorities in Managua and lack a local vision.

⁶⁸ Translation: “... today defying these beliefs that the government has is like challenging God ... as a young man I really feel excluded because they do not represent anything that the young people really want or even consider the young people and those who have the opportunity to participate they cannot speak because they are not even given the opportunity to really say what they think or really express themselves as it should be. ”

⁶⁹ Translation: “... if you work with the government you have to shut up, you have to give up activism because you have to quit, the government wants nothing to do with social organizations”

⁷⁰ Translation: “..... lately we are seeing more women in political positions, but they are simply there as a charade, the government wants to wash their hands, but they do not make any decisions because those who make them are always men, they simply face decisions ... ”

⁷¹ Translation: “... when I come to these things, I have to sneak in, because even the president of the organization said to me, Chire, since you do not work for anyone, nobody can fire you, but your son does, because he works in the government, so be careful when you go to those meetings.”

*“...las políticas no tienen seguimiento ni valoración (...) somos uno de los países que mejores políticas tiene. Pero en la implementación y seguimiento y evaluación cuales son los indicadores y verificadores de que esas políticas están siendo inclusivas, parte de esos verificadores los hemos mencionado aquí, pero claro, no las puedo poner al desnudo ese tipo de casos porque necesito mostrar que estamos bien hacia afuera”.*⁷²

- A Focus Group participant

*“los proyectos no se diseñan desde los municipios (...) se hacen en escritorios en Managua”*⁷³

- A focus group participant in Chinandega

- Women are excluded from communal governments in the RACCN and the RACCS.
- Older women in RAACN have greater participation within religious institutions, but they do not hold decision-making positions, they are mainly included for fundraising activities. The Moravian Church does not have any women participating in the five districts of the Moravian Church.

*“En las elecciones para elegir al superintendente de la Iglesia Morava de Nicaragua y a la Junta Directiva, se eligió a José Rivera como Superintendente y la Junta Directiva no quedo conformada por ninguna mujer...no hubo postulaciones de mujeres”*⁷⁴

- A Focus Group participant in Bilwi

LGBTI

- Political participation is only numerical and is not applicable for decision-making positions, some members consider the government's support to be insufficient.

*“...no vamos a decir que todo es color de rosa, no vamos a decir que porque el gobierno ha aperturado un espacio de atención a población de comunidades diversas (LGBTI), que todo está bien, simplemente es un espacio que tenemos que trabajarlo, fortalecerlo, desarrollarlo desde nuestras capacidades porque nosotros ni siquiera tenemos un fondo asignado para trabajar, simplemente un espacio, nada más”.*⁷⁵

- A Focus Group participant in Bilwi

⁷² Translation: “... policies do not have follow-up or evaluation (...) we are one of the countries with the best policies. But in the implementation and monitoring and evaluation where are the indicators and verifiers that guarantee that these policies are being inclusive, some of these missing verifiers we have mentioned here, but of course, I cannot expose such cases because I need to showcase that everything is good to the exterior...”

⁷³ Translation: “...projects are not designed in the municipalities (...) they are made in offices in Managua”

⁷⁴ Translation: “In the elections to elect the Superintendent of the Moravian Church of Nicaragua and the Board of Directors, Jose Rivera was elected as Superintendent and the Board of Directors was not conformed by any woman ... there were no nominations of women”

⁷⁵ Translation: “... we are not going to say that everything is great, we are not going to say that because the government has opened a space of attention to LGBTI communities that everything is fine, it is simply a space that we have to work in, strengthen it, develop it from our capabilities because we do not even have a fund allocated for projects, it's simply a space, nothing more.”

- There is more leadership, access to information and empowerment of LGBTI youth in the southern Caribbean coast in comparison to the northern region.
- There is a favorable international condition for the advancement of their human rights, but at a local level in the urban areas it has encouraged people to conceal their hatred. A profound change in values is not perceived.
- The prosecution (*procuraduría*) has been relegated to work on HIV prevention and has not been belligerent in defending LGBTI human rights. It is perceived as a pantomime that seeks to keep organizations “entertained” without any objective results.

“...el avance que tuvimos en dos mil diez con la creación de la Procuraduría Especial (...) para los derechos de la diversidad sexual también ha quedado relegada y ese ha sido un trabajo que hemos visto desde las organizaciones (...) Samira Montiel, que es la procuradora especial, ella es abogada, lesbiana pública activista con el trabajo político-partidario entonces ha estado relegada a estar en reuniones con el tema de VIH, es miembro del CONSIDA, entonces el 80%, de su trabajo se realiza con relación del tema del VIH, y muy poco con el tema de los derechos”

- An NGO leader

- Political parties, FSLN and MRS are considered more inclusive.

“...los dos únicos partidos políticos que tienen cierta apertura política (para miembros de la diversidad sexual) son el MRS y el FSLN. En el frente sabemos que por su estructura necesitan incluir el tema en los grupos de jóvenes, porque a las reuniones de la marcha llega un chavalito del frente (...) la juventud sandinista tiene un espacio meramente de la diversidad, entonces él es el representante para la diversidad para Managua, entonces el Frente y el MRS, son los únicos que tienen dentro de su estructura política partidaria apertura para que jóvenes de la diversidad sexual”.

- An NGO leader

- CSOs in Matagalpa are perceived as more organized and with strongest leadership in comparison to Jinotega. Jinotega is considered a much more conservative society.

“...por ejemplo Matagalpa todavía hay un nivel de más respeto, quizás porque son ciudades más grandes, Jinotega es terrible”.

“... Matagalpa ha tenido organizaciones feministas, eso influye en una sociedad”.

“...decís: ‘Red de mujeres del Norte’, pero con quien se tiene que andar pegada es con la Red de Mujeres de Matagalpa porque como aquella tienen una mayor visibilización”.

- Focus group participants in Jinotega

- In the Caribbean Coast the Catholic and Moravian church are considered more discriminatory than the Anglican church, which is the only one that allows LGBTI to attend mass.

PEOPLE WITH DISABILITIES

- In Chinandega, people with disabilities claim that they should improve advocacy for their civil and political rights and not just to obtain medical assistance.

“... ‘si no nos dan... no participamos’ ...los espacios no solo están para eso, sino para aprender, conocer tus derechos, organizarnos para demandar”

- A focus group participant in Chinandega

- Urban people report serious limitations to their participation due to lack of infrastructure in public institutions.

INDEGENOUS AND AFRO DESCENDENTS

- In the Indigenous communities, mainly in the north, participation in politics and local leaderships are mainly by adult men due to seniority requirements.

“...muchos de nosotros representamos organizaciones que trabajan en el tema de liderazgo, la mayoría de los liderazgos comunitarios y de barrios son de personas adultas y tenés que tener un rango de edad, aunque no esté escrito en un estatuto o reglamento, tenés que llenar ciertos requisitos, primero porque en el de identidad cultural no tengo todavía sabiduría necesaria para poder brindarle el camino necesario a mi grupo”⁷⁶

- A focus group participant in Bilwi

- In Bluefields, some consider Mestizos have more access to central authorities, others consider that differences amongst ethnicities and lack of access to central authorities are accentuated by political and economic elites.
- Social and political participation is limited to the municipal level, often ignoring the institutions specific to the autonomous regions.

“... hay que entender los contextos y que hay que entender que los espacios de participación pueden ser que estén, pero posiblemente no son los que estamos acostumbrados a ver; eso por un lado, lo otro es que no sirve un programa de país que no integre, no considere la perspectiva autonómica, es decir, si están pensando en más participación municipal ¡qué deacachimba! Pero eso no es útil para la gente y para los chavalos y para la autonomía desde una perspectiva generacional ...podrá ser útil para otros, pero a ese nivel a ese espacio y siendo la autonomía uno de los elementos fundamentales de nuestro contexto, sino la integran, no sirve.”

⁷⁶ Translation: "... many of us represent organizations that work on the topic of leadership, most community leaderships and neighborhoods are adults and you have to have an age range, even if it is not written in a statute or regulation, you have to comply with certain requirements, first because in the cultural identity I do not yet have the necessary wisdom to be able to provide the necessary path for my group "

“...lo municipal, que es por ejemplo el programa de gobernabilidad municipal que hemos venido trabajando, el foco es la participación municipal a través de lo establecido por la Ley de Municipios, las ordenanzas, todo eso. Pero eso tiene un límite, porque también hay espacios debajo de lo municipal que son los gobiernos comunales, hay espacios supramunicipales que son los gobiernos territoriales, están los concejos comunales, están las dinámicas de la autonomía”.

- An NGO leader

- Leadership training shouldn't be focused only on youngsters and intergenerational dialogue should be strengthened.

“El punto tiene que ver cómo logramos una construcción de esos liderazgos desde una perspectiva intergeneracional, es decir, cómo podemos ir construyendo, capas, capas y capas, en términos generacionales e intergeneracionales, que realmente se permita la definición de una visión común...”

- An NGO leader

- There is a deficit in the defense of political rights of indigenous peoples, they are not allowed to participate in politics in schemes other than the traditional party models of the Pacific.
- Creole population believe the government seeks to divide them. Currently there are two Creole Authorities, one recognized by the government and another one recognized by “the people” (as referred to by participants)

“...ahí hay intereses económicos-políticos grandes entonces a mí que me conviene dividirlos, me conviene mantenerlos divididos entre más divididos están... ahí hay intereses grandes entonces no están pensando en su sector están pensando en sus intereses propios y son dos grandes directivas que se tiran a matar todos los días en las noticias eso es el pan diario de cada día”

- A Focus Group participant in Bluefields

“...son dinámicas que a veces no contribuye que se visibilice las problemáticas de los sectores porque usted se va a las comunidades yo como mestiza yo llego y me siento entro a una casa de un misquito no hay ese conflicto el conflicto esta allá arriba haciendo una nube negra...”

- A Focus Group participant in Bluefields

ANNEX II

Key International NGOs and Donor's Community Projects in Nicaragua

International NGOs:

- Action against Hunger
<https://www.accioncontraelhambre.org/es/nicaragua>
Focus: Food security and livelihoods.

- Christian AID/ Puntos de Encuentro/IEEPP
http://ec.europa.eu/europeaid/projects/promocion-de-una-cultura-de-paz-en-la-familia-y-la-comunidad-desde-una-masculinidad-con_en
Focus: Promoción de una cultura de paz en la familia y la comunidad desde una masculinidad con enfoque de género en Nicaragua

- EDUCO
<http://educoco.org.ni/>
Focus: Primary education

- Gruppo Di Volontariato Civile
http://ec.europa.eu/europeaid/projects/para-mujeres-rurales-libres-de-violencia_en
Focus: Gender-based violence in rural woman

- HEALTH LIMITED
http://ec.europa.eu/europeaid/projects/reproductive-health-rights-indigenous-and-marginalised-women-central-america_en
Focus: Reproductive Health Rights for Indigenous and Marginalised Women in Central America

- ICCO
<http://iccoco.org/>
Focus: Economic Development

- Pan American Development Foundation (PADF)
<https://www.padf.org/>
Focus: Social and Economic Development



- Plan International

http://ec.europa.eu/europeaid/projects/empoderamiento-y-proteccion-de-ninas-mujeres-adolescentes-y-jovenes-ante-la-violencia-de_en

Focus: Empowerment and protection for girls and adolescent women against gender-based violence.

- SCOTTISH CATHOLIC INTERNATIONAL AID FUND LBG

http://ec.europa.eu/europeaid/projects/promotores-rurales-jovenes-promoviendo-comunidades-sostenibles-traves-de-la-agroecologia-en_en

Focus: Young rural promoters, promoting sustainable communities through agroecology in Nicaragua

- TROCAIRE

<https://www.trocaire.org/>

Focus: Sustainable livelihood

- WE EFFECT

<http://www.weeffect.org/where-we-work/latin-america/nicaragua/>

Focus: Economic development for small entrepreneurs of the Northern Caribbean Region

Key Donor's Community Projects:

- 1) **Swiss Agency for Development and Cooperation (SDC)**
<https://www.dfae.admin.ch/deza/es/home/paises/america-central.html>
Focus: Economic and inclusive development

- 1) **European Union**
https://eeas.europa.eu/delegations/nicaragua/1611/proyectos-de-la-ue-en-nicaragua_es
Focus: Sustainable Development

- 2) **European Union / World Bank**
http://ec.europa.eu/europeaid/projects/administration-agreement-world-bank-implementation-support-programme-education-sector-0_es
Focus: Support Program to the Education Sector in Nicaragua (PROSEN)

- 3) **World Bank**
<http://documentos.bancomundial.org/curated/es/419171483545408042/pdf/ISR-Disclosable-P126357-01-04-2017-1483545397958.pdf>
Focus: Basic Education (PASEN II)

<http://documents.worldbank.org/curated/en/225281492308020968/pdf/Nicaragua-PAD-P161029-PAD2208-03272017.pdf>
<http://documents.worldbank.org/curated/en/308211487065264058/pdf/Plan-de-Pueblos-Ind-genas-y-Afrodescendientes-MINED-Proyecto-ACE-09022.pdf>
Focus: Quality of Education

- 4) **Inter-American Development Bank**
<http://www.iadb.org/es/proyectos/project-information-page,1303.html?id=NI-L1095>
Focus: Health / Community Health Program for rural municipalities

- 5) **European Union / Spanish Government**
http://ec.europa.eu/europeaid/projects/programa-de-apoyo-la-educacion-tecnica-y-formacion-profesional-en-nicaragua-tecnica_es
Focus: Vocational training

ANNEX III

Key International and Domestic CSOs Leading Projects on Social Inclusion and Gender in Nicaragua

- Asociación de Educación y Comunicación “La Cuculmeca”
<http://cuculmeca.org/>
Focus: Equal opportunities
- Asociación de Mujeres Indígenas (AMICA)
<http://amica.esy.es/amicabilwi/about/>
Focus: Participation of indigenous women
- Centro de Estudios para la Gobernabilidad y la Democracia-CEGODEM
<http://cegodem.org/>
Focus: Citizen participation (active and proactive)
- Centro de Estudios y Promoción Social -CEPS
<http://cepsnicaragua.org/>
Focus: Sustainable development with equity
- Centro de Información y Servicios de Asesoría en Salud- CISAS
<http://www.cisas.org.ni/>
Focus: Program on Sexual and Reproductive Health, HIV and AIDS
- Centro por la Justicia y los Derechos Humanos de la Costa Atlántica de Nicaragua-CEJUDHCAN
<https://cejudhcan.wordpress.com/>
Focus: Youth Leadership of Indigenous and Afro-descendant Peoples
- Federación Agropecuaria de Cooperativas de Mujeres del Campo-Femuprocan
<http://www.femuprocan.org/>
Focus: Development of productive capacities of peasant women
- Federación de Personas con Discapacidad- FECONORI
<http://feconori.org/>
Focus: Rights of people with disabilities



- Fundación Internacional para el Desafío Económico Global- FIDEG
<http://fideg.org/>
Focus: Socio-Economic research
- Fundación Violeta Barrios de Chamorro-FVBCH
<https://violetachamorro.org.ni>
Focus: Access to secondary education (Solidarity mentors)
- Instituto de Estudios Estratégicos y Políticas Públicas -IEEPP
<https://www.ieepp.org/>
Focus: Governance and social inclusion
- Movimiento de Mujeres Nidia White
<https://movimientodemujeresnidiawhitesaludsinlimite.wordpress.com/>
Focus: Sexual and reproductive rights and violence.
- Observatorio de Derechos Humanos y Autonómicos -ODHA BICU
<http://odha-ni.org/>
Focus: Human rights of indigenous peoples, Afro-descendants
- Programa Feminista La Corriente
<http://lacorrientenicaragua.org/>
Focus: Women's Sexual and reproductive rights
- Fundación para la Autonomía y el Desarrollo de la Costa Atlántica de Nicaragua - FADCANIC
<http://www.fadcanic.org.ni/>
Focus: Development with equity and justice
- Voces Caribeñas
<https://vocescaribenas.wordpress.com/>
Focus: Gender, youth and entrepreneurship.

ANNEX IV

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