

**UNIVERSITY OF THE AUTONOMOUS REGIONS OF THE NICARAGUAN  
CARIBBEAN COAST, CENTER FOR STUDIES AND INFORMATION ON  
MULTIETHNIC WOMEN, FORUM FOR WOMEN AND DEVELOPMENT,  
FUND FOR INTERNATIONAL ASSISTANCE OF NORWEGIAN STUDENTS  
AND ACADEMICS**

**Final Report**

**EXTERNAL EVALUATION OF THE COOPERATION 2003-2007**

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July 11, 2008

Translated by Judy Butler

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**EXTERNAL EVALUATION – COOPERATION REPORT  
2003-2010**

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## **Introduction**

1. This External Evaluation Report conducted for the Center for Studies and Information on Multiethnic Women (CEIMM) explains the progress made and achievements obtained in the past five years in the framework of cooperation from the Forum for Women and Development (FOKUS) and the Fund for International Assistance of Norwegian Students and Academics (SAIH) with the University of the Autonomous Regions of Nicaragua's Caribbean Coast (URACCAN). It also presents the lessons learned during the project implementation period and the challenges to be addressed by the partners and cooperants so as to achieve the objectives proposed in the process already underway (2007-2010).

2. The Report is divided into three parts. In the first part, I will enunciate the principles and mission of URACCAN in which the work of CEIMM is framed, and the structure and characterization of the administration model. I will then present a synthesis of the collaboration in the 2003-2007 period and the first half of 2008, and the objectives planned for the 2007-2010 period. Following that we will describe the objectives proposed for the external evaluation, its methodology, participants and activities conducted (see Appendix 1) and their limitations and scope. In the second part, I will synthesize the findings, taking as a frame of reference the assumptions that guided the methodological proposal (Appendix 2). This section reports on four areas of appraisal: a) Efficacy and effectiveness of the administration model; b) Relevance, pertinence, coherence and viability of the project; c) Sustainability and appropriation process; and d) Lessons Learned. Finally, in third and final part, I will present a series of proposals for action as inputs for guaranteeing the strategy during the remainder of the period.

### **First Part**

3. The cooperation program of FOKUS and SAIH with CEIMM has as its reference the Regional Autonomous Educational System (SEAR) and implementation of the regulations of the Autonomy Statute (Law No. 28) of the two regions that make up the Atlantic Coast of Nicaragua<sup>1</sup> and of the Strategic Development Plans that promoted the rights of indigenous peoples<sup>2</sup> and autonomy in the region. The creation and functioning

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<sup>1</sup> According to this Statute, The Atlantic was divided into north and south autonomous regions. Their geographic extension comprises 45.77% of the national territory (59,673.60 km<sup>2</sup>). The North Atlantic Autonomous Region (RAAN) is found in the northeast part of Nicaragua, and is the largest territorial portion of the Caribbean Coast with a surface of 32,127.28 km<sup>2</sup> (24.7% of the national territory); its administrative seat is in the municipality of Puerto Cabezas. The South Atlantic Autonomous Region (RAAS) has a territorial extension of 27,546.32 km<sup>2</sup> (21.1% of the national territory) and its administrative seat is in Bluefields.

<sup>2</sup> According to the Report of the Committee for the Elimination of All Forms of Racial Discrimination (*Informe CERD/C/NIC/14*. Comité para la Eliminación de todas las Formas de Discriminación Racial. October 15, 2007. Electronic version), the ethno-linguistic data obtained in the 2005 Population Census and in the URACCAN data base in 2004 reveal that the Nicaraguan Caribbean Coast is made up of six ethnic groups in nearly 50% of the national territory: Ramas and Mayangnas, (direct descendants of original

of URACCAN<sup>3</sup> is one of the expressions created to strengthen the Caribbean Coast's autonomy process.

4. For its part, FOKUS, a cooperation organization, coordinates the initiatives of the Norwegian organizations inspired by the Beijing Platform of Action for Women (1995) and strengthens initiatives geared to develop the formation and organizational capacities of women's networks in the international sphere. SAIH, a Norwegian organization, encourages educational processes that ensure respect for and promotion of the rights of indigenous peoples and ethnic minorities and in alliance with FOKUS promotes the elimination of stereotypes about countries of the South. In the convergence of interests, CEIMM-URACCAN, a Research Center ascribed to URACCAN committed to strengthening the capacities of indigenous, Afro-descended and mestizo women of Nicaragua's Caribbean Coast and the promotion of public plans and policies for gender equity, established three progressive cooperation agreements, which are the object of analysis of this evaluation.

5. As an institution of higher education, URACCAN promotes Teaching, Research and Community Social Extension processes in order to project development with identity that links the endogenous knowledge and traditional practices into broader social-cultural sphere and facilitates empowerment and the practice of interculturality. To this end, URACCAN performs a strategic role in that it not only contributes to professional formation but is also identified as an "accompaniment of the regional governments, helping in the formulation of working documents, legislation and consultation processes." In the words of its Rector:

*"We were founded by leaders of the regions to be able to have a positive impact on the reduction of institutionalized racism and influence the nation's development so that it include the aspirations and dreams of the people from the Caribbean Coast. For this to be possible, the same leaders said they believed that, although the university would have careers directed to the region's needs, to be able to prepare the human resources for autonomy it was fundamental to work not only with people who could get as far as the university, because we would be working only with one sector of the region and the serious thing, looked at crudely, is that it's not the professionals who come out of the university who make the main decisions, but rather the community leaders, who are owners of the territories and in our case are different types of authorities—municipal, local and regional. So where things should be functioning in a more community way, whether indigenous or black, is in the*

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peoples who speak their own language), Miskitus (which since the 17th century have created kinship links with people of African origin and Afro-Caribbean immigrants, but still also speak their own language); Creoles (descendants of white populations mixed with Africans brought by the English as slaves in the 18th century and with immigrants from Jamaica and Belize); Mestizos and Garifunas. Mestizos predominate in the mining communities, Miskitus in Puerto Cabezas and Mestizos and Creoles in Bluefields. In addition, indigenous communities of Xiu-Sutiavas, Naho-Nicarao, Chorotegas and Cacaotera-Matagalpas are found in the north, center and Pacific of Nicaragua.

<sup>3</sup> With campuses in Bilwi, Siuna, Nueva Guinea and Bluefields and an administrative seat in Managua. Five institutes and two research centers, one of which is CEIMM, exist in the campuses.

*community. That is why we ended up identifying the university as community-intercultural, to signify that although people may not have titles to get into the university, it should have the capacity to get to where the people are (Interview, Alta Hooker, Managua, June 9, 2008).*

6. In the Rector's intervention, she emphasized the longing to create an "imagined community" in such a way that it identifies the concept of ethnicity as something immanent that characterizes the identities, meanings, discourses and ideologies of the ethnic groups, although their expressions are the result of determined conditions at particular historical moments. For that reason, she grants major importance to reaching the leaders of the territories as it is necessary to intervene in social and power structures to make it possible to create these projects and dreams (Restrepo, 2004). In addition, this notion recognizes the heterogeneity of the actors and their conflicts in the moral domain of rights and obligations, inclusions and exclusions (Yeros, 1999).

7. The research centers and institutes<sup>4</sup> are called upon to be the "arms" of the university to intervene in the community, not in an isolated way but in articulation with the different university programs and careers, the regional, municipal and community governments, and also with constituted and/or emerging forms of organization and mobilization of civil society, among others. CEIMM's administration model is inspired and endorsed by that philosophy. CEIMM at the same time was called upon to fulfill a determinant role to ensure gender equity. We examined the cooperation agreements with FOKUS and SAIH taking as referents CEIMM's guidelines in gender equity terms in the university context.

#### ***a. Gender and CEIMM's mission in the context of URACCAN***

8. CEIMM was created in 2002 at the initiative of the Gender Team of the four campuses with the backing by the Regional Educational System (SEAR) for which CEIMM would be the mechanism to implement institutionalization of the gender approach in the university work and promote the development of a critical consciousness about gender inequalities at the community level (*Focal Group (FG) of university people, Bilwi, June 13, 2008*); (*Interview with Team Coordinator of Las Minas, June 11, 2008*). The cooperation agreements with FOKUS/SAIH contribute to such ends in the university community. Thus the administration model includes CEIMM's coordination with the vice rectorships,<sup>5</sup> the foreign cooperation units and the academic secretariats as well as the humanities areas, and in the field of community extension and advocacy articulates the plans and objectives of the different institutional sectors and women's movements of the region with needs for formation and advocacy.

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<sup>4</sup> These are the Institute of Environmental Resources and Sustainable Development, Institute of Autonomy, Institute of Traditional Medicine and Community Development, Institute of Promotion and Cultural Revitalization of Language, the Center of Formation and Information and CEIMM.

<sup>5</sup> The headquarters have been Bluefields, Nueva Guinea, Bilwi and Las Minas and their respective areas of influence.

9. From its origin, URACCAN issues affirmative action measures that prioritized the entry of excluded groups—women, members of minority ethnic groups, among others—and established among its guidelines to promote and achieve gender equity. This guideline finds its backing in article 23, clause 14 of the *Autonomy Statute of the Communities of the Atlantic Coast Regions*, which “promotes the integration, development and participation of women in all aspects of the region’s political, social, cultural and economic life.”

10. For CEIMM, promoting equality, self-determination and respect for individual and collective social, economic, political and cultural rights has been fundamental for the construction of a free society without discrimination in the framework of autonomy for the Caribbean Coast. For this, it saw the need to obtain and systematize information on the situation and role of women in this multiethnic context so as to influence public policy decisions. URACCAN itself promoted the formulation of the Regional Health Model and the design of a Regional Autonomous Educational System (SEAR). The gender approach was conceived as an “instrument of analysis for the construction and/or pre-affirmation of new roles that permit horizontal dialogue relations between men and women.”

#### ***b. FOKUS/SAIH – CEIMM Cooperation***

11. The first CEIMM Agreement with FOKUS/SAIH was signed in 2003 to get the “*Specialization of indigenous and ethnic women in multidisciplinary and participatory research with a gender and intercultural focus*” underway. It was an ambitious objective that opened the way to integrate the gender approach into the formation and investigative practice of 60 women teachers and members of organizations representing the ethnic groups of the region in the four campuses. Part of the strategy involved multiplying their learning through the replication of the formation of finalist students and university teachers (60 in total). In this way, CEIMM contributed to the institutional strengthening in the four pillar areas of URACCAN: Teaching, Research, Community Extension and Advocacy.

12. In January 2004, CEIMM presented the initiative “*Consolidation of its own culture of critical investigation and analysis of reality from an intercultural and gender vision*” with which to provide continuity to the process initiated so as to extend formation in research to members of the university and coast community and expand the conditions for developing a critical research-analysis awareness of reality with an intercultural and gender vision. In this way, it reinforced the link between teaching and research through training of teachers, associated researchers from the women’s organizations, researchers from the institutes and centers; the offer of graduate studies<sup>6</sup> and publicizing of the research results. Activities also began to create and strengthen interchange through Strategic Networks, which led to the establishment of a network of researchers associated with the Center.

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<sup>6</sup> “*Graduate Specialization on Methodology of Intercultural Participatory Research with a Gender Approach*” and “*Masters in Social Anthropology with a Gender Approach.*”

13. The learning growing out of the initiatives to integrate the gender perspective led to a definition of the situation of women in the Caribbean Coast as a problem of discrimination and exclusion that made it necessary, in addition to the educational and research processes, to reinforce community administration and build alliances with the authorities and civil society of the Caribbean Coast to address it. This led to the formulation and signing of the project “*Researching, Forming, Debating and Promoting: An Action Proposal in Response to Gender Violence in Multiethnic Contexts*” (INFODEPRO) 2007-2010, which was structured into two interrelated thematic blocs: a) Fighting gender violence; and b) Analytic construction of feminism from ethnic diversity.

### ***c. Administration Model***

14. During the evaluative process we defined various characteristics of the model through which CEIMM is articulating its task as an educational and research institution and its commitment to the progress of gender equity and promotion of the Coast’s development and autonomy. In the first place, it links the production of knowledge by research financed by FOKUS-SAIH with actions to influence development processes of the Coast community. One example is the initiative to combat violence. This is objective No. 7 of the SEAR: “*Promotion of a Culture of Peace and eradication of violence in human relations, in particular intra-family and domestic violence.*” To that end, it has proposed in its Research Program: “*To revitalize the traditional knowledge and practices of the indigenous peoples and ethnic communities through the active participation of students, teachers and community, as a strategy to generate autochthonous capacities and alternatives for strengthening the autonomy process and sustainable development in the Autonomous Regions of the Caribbean Coast of Nicaragua.*”

15. Another feature of the administration model is to identify synergies and create arenas for interchange. CEIMM seeks and combines resources of diverse types to stimulate processes that complement, provide feedback and strengthen each other. Among the various types of resources negotiated are human resources (specialists, authorities and cooperants, among others); financial resources (funds coming from consultancies and cooperation agreements); the region’s social and cultural capital (women’s organizations and civil society as a whole), and institutional resources (the university mission, agendas of governmental institutions) which, by putting them at the service of obtaining different objectives, are maximized for the obtaining of common ends.<sup>7</sup> (CEIMM Team from the four campuses, *First Meeting for the external evaluation, Bluefields, May 27, 2008*).

16. The CEIMM strategy is to direct interventions along the action lines at demarcated levels of influence: regional institutional, academic, communal territorial/municipal and

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<sup>7</sup> One example among several was the organization of the database disaggregated by sex, which was a result of the preparation of the Autonomous Regions Gender Assessment. Financed by the Inter-American Development Bank (IDB).



that of civil society of the Atlantic Coast and its corresponding actors (authorities, representatives of institutions and actors of civil society). The objective is to reinforce and expand the university leadership in its mission of promoting gender equity through specific support to the elimination of gender violence and propitiating the analytical construction of feminism through ethnic diversity.

17. CEIMM formulates operational plans (annual, semi-annual and quarterly) based on the demands that grow out of each area of influence of the campuses, thus ensuring the integration of each campus' own interests in its lines of work.

18. A central focus in the model is its pedagogical nature. CEIMM gives priority to the formulation of working teams around substantive issues and objectives: equity, justice, participation, production and dissemination of knowledge, among others.

19. Another aspect is the accompaniment and linkage with networks and other entities of civil society. In this way it facilitates and strengthens the formulation and development of plans that mobilize interests of different types, but prioritizing and ensuring that these plans are sensitive to women's interests.

20. Finally, the project administration and coordination are the responsibility of the CEIMM Direction and Project Coordinator, in concertation with the URACCAN Rector and Department of Foreign Cooperation. The CEIMM team (director, planning and project coordinator, coordinators in the campuses and team members, and the person responsible for finances) facilitates decision-making on issues, programming, projections and forms of linking with other teams and areas, such as research and graduate studies, humanities and the gender and interculturality committee in Nueva Guinea.

### *c. Methodology and the obtaining of information*

21. The Methodological Proposal prioritizes personal and collective reflection on the team's experience and work in correspondence with one of the underpinnings of the production of feminist knowledge, which values the perception and interests of knowledge by the agents involved according to their position in the social and institutional structure (Appendix 1. Methodological Proposal for the External Evaluation). Thus CEIMM invited participants from all levels of influence of the projects (Appendix 2. Agenda of the evaluation activities). Arenas of discussion and debate were created in the form of focal groups, as well as semi-structured dialogues and interviews, questionnaires and a guide for fulfillment of the evaluative cycle (Appendix 3. Guide for the evaluation process). CEIMM ensured the coverage of the evaluation in terms of its participants and their pertinence at different levels of action in the projects evaluated (Appendix 4. Participants in the External Evaluation). Also taken into account were the reflections and products of the Team's internal evaluation process and the documents generated in the form of "Good Practices" (Appendix 5. Good Practices in the Campuses). The availability of the team as a whole and its opening to the critical review of the processes generated—which are the same ones they dealt with in the review of actions outside of the cooperation agreements with FOKUS/SAIH—created a healthy atmosphere to estimate the progress reached, identify challenges and generate projections for the future.

22. To evaluate the materials and instruments generated, we identified theses and research monographs, radio and video programs and publications produced in the framework of the project and randomly selected four of each. The objective was to examine contents, approaches, processes and knowledge obtained using the following indicators as a minimum:

1. Sensitivity to gender and ethnicity;
2. Population to which they are directed;
3. Finality and objectives: elimination of inequality, discrimination and exclusion;
4. Characterization of the theoretical inputs;
5. Use of gender-sensitive language.

23. We also used bibliographical references: Human rights reports on the country for the Human Rights Committees and their respective Observations (Committee for the Elimination of Racial Discrimination (CERD), Committee for the Elimination of Discrimination Against Women (CEDAW); and some studies (BID, *Diagnóstico Educativo Comunitario en la Costa Caribe Nicaragüense*, 2003; *Diagnóstico "Realidad, contexto, limitaciones y potencialidades de las radios comunitarias en Nicaragua,"* 2005), which offer information for obtaining a greater understanding of the context in which the activities are conducted. CEIMM presented a compilation of the project results (Appendix 6. Compilation of the FOKUS/SAIH cooperation activities, compiled by Sorayda Herrera, Researcher of the Las Minas campus).

24. The appraisal of the initiatives and results obtained correspond to those established in the project documents, taking as a reference the principles and mission of URACCAN, FOKUS (paragraph 4 a. A 4 f). We were guided by the mission of URACCAN, CEIMM and the cooperating agencies regarding the value assigned to the activities to close gender inequality gaps, eliminate conditions of insecurity and violence against women and ensure women's inclusive participation in the region's governance processes and autonomous development.

25. Implementing an evaluation process of such magnitude enjoyed the substantive and logistical organization and support of the CEIMM teams in all their offices. Their invitation was answered with enthusiasm and commitment by the numerous agents involved in the execution, administration and evaluation of what was done, as well as by the participants. This was demonstrated by the numerous attendance and assignment of time to the programmed activities, which were developed without problems. As is to be expected, the geographical coverage, the difficult access to some places and the time assigned presented limitations with respect to the number and depth of the review and evaluation of the products from the 2003-2006 period. Nonetheless, teams of evaluators put into effect a critical reflection process with the participants, from whom results were obtained in the form of lessons learned and projections for the future.

## Second Part

### *a. Relevance, pertinence, coherence and viability: INFODEPRO (2007-2010)*

26. CEIMM's proposal to construct a culture of peace that ensures a life free of gender violence is relevant and pertinent. CEIMM proposes to have an impact on structural antecedents such as the generalized inequalities in the educational and justice systems and in administration processes with participation and democracy. To that end, it proposes differentiated strategies and levels of action that can help transform the practices that preserve segregation, inequality and a lack of respect and promotion of rights.

#### **i. Situation of women in the Caribbean Coast**

27. The barriers to the enjoyment of human rights and equity in access to security and administration of development by women in the Coast are rooted in the power relations of different stripes: national policy decisions that exclude and discriminate against Indigenous and Afro-descended peoples and ethnic communities; inequitable gender and ethnic relations; and conflicts of power and intra-regional differentiation and heterogeneity, among others. From the historical point of view, the relations between the colonial powers on the one side and the dominated populations—indigenous and Afro-descended peoples and their descendents—on the other, created structures that perpetuated practices and ideologies up to the present day that discriminate against and create unequal opportunities and treatment between men and women and between the peoples and national societies. These practices and mechanisms reinforce discrimination in the formulation of public policies and in the application of the law, particularly impeding the protection and promotion of human rights of indigenous and Afro-descended women. As a result, a gap is created in their capacities, their vulnerability is increased and they are excluded from the administration and decision-making practices, consequences that impede the full enjoyment of their rights.

28. Let's look at the human development situation of women of the Caribbean Coast, comparing it with the Human Development Indices (HDI) of the country as a whole. The latter was 0.690, position 112 in 2003 and 0.710, position 110 in 2005. Whereas the HDI of the RAAN in 2005 was 0.466 and of the RAAS was 0.454 (*Programa de las Naciones Unidas, PNUD, 2005*), which is a big difference. With respect to the Gender Development Index (GDI),<sup>8</sup> in 2003 Nicaragua occupied position 88 (0.683), and in

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<sup>8</sup> The Gender Development Index (GDI) adjusts the average progress taking into consideration the inequalities between men and women; i.e. to calculate the GDI the same variables are used as in the Human Development INDEX (HDI) (relative to health, education and income conditions), but the difference in the GDI calculation is that it includes the adjustment of the mean advances in each country with respect to life expectancy, educational level and income as a degree of disparity between men and women: The greater the

2005, it was 0.696. Life expectancy at birth was 75.0 for women and 69.0 for men. The adult literacy rate was 76.6 and 76.8, respectively. The combined enrollment rate for primary and secondary school is 72 and 70, respectively. The income received by women is 1,773 and by men is 5,577; in other words, men's income is triple that of women in the country. The HDI classification minus the GDI classification is -2.

29. The inequalities expressed in basic human development indicators gathered by the CEIMM study commissioned by the IDB (Torres & Dixon, 2006) can be related to the situation of gender violence. As is to be expected, the most significant gaps occur on the level of women's economic autonomy. The net economic activity rate of rural women is only 25%. Both men and women experience gaps related to their urban-rural location, but they are much greater among women. The economically active population is mainly male, especially in the rural areas. With respect to labor insertion, the relationship is segregated by gender: men are concentrated mainly in agricultural activities. Although a sizable proportion of women are also found in these same activities, over half are split between two tertiary categories: "Community, social and personal services" and "Commerce, hotels and restaurants."<sup>9</sup> A relative exception is presented by the rural women of the Caribbean Coast, where more than half (54%) are found in agricultural activities, although we could assume that a large part of them are not remunerated. "Household business" is the main income-generating strategy in female-headed households (one in three) more than in male-headed households (a little over one in five). Nonetheless, ownership of the household business falls more to those headed by men in the rural area (76.3% of the total rural businesses) than in the urban area (62.9% of the total urban businesses).

30. In turn, the relative weight of urban women occupied in informal sector agricultural activities is greater than that of men (84% vs. 76.6%). The greatest gender gaps are found in the service sector, an indication of the labor segregation characterizing them. In turn, the quality of the employment—any labor activity, remunerated or not, independent of the place in which it is developed—is deficient: there is a high percentage of invisible underemployment<sup>10</sup> compared to visible underemployment.<sup>11</sup> The problem is more serious in the latter: "The percentage of rural women working in this condition is more than triple the percentage of men in the same condition. The Caribbean Coast presents the most negative situation as the problem of underemployment affects nearly 60% of

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disparity between the genders in basic human development of a country, the lesser its GDI will be in relation to its HDI.

<sup>9</sup> As of the date of this study, women's insertion in rural zones in non-agricultural activities has not been addressed by the economic policies or by existing public programs such as the Productive Rural Development Program (PRORURAL) and the Program of Support to Micro, Small and Medium Business (PROMIPYME).

<sup>10</sup> % of occupied people who work a minimum of 40 hours a week and earn a wage below the officially established minimum wage.

<sup>11</sup> % of occupied people who work less than 40 hours a week, NOT voluntarily.

working rural women; and both in the rural sphere and in the urban one the gender gaps increase against women compared to the national averages” (Ibid., p. 16). In the case of income in urban areas of the Caribbean Coast, it is found to be between 71% and 75% of the corresponding masculine income. But in the rural areas it is the greatest gap of all groups analyzed (the average income of women is 64% of that of men). In addition, access to and control of the productive means, land ownership, access to financial services and technology, access to training and specialized advice for agricultural activities and nontraditional technical assistance such as agro-tourism and eco-tourism, are some of the demands made to the state in rural women’s forums and other specialized forums.

31. Given these data we can understand that violence against women has its expression in the discrimination and inequality found in interpersonal relations, structured practices in public policy, priorities of attention and service by the state institutions—health, education, economy—and historically rooted in the reigning ideologies, symbols, norms and codes of justice. For this reason we will focus attention on the INFODEPRO Agreement, as requested by FOKUS / SAIH.

## **ii. Gender-based violence: a human rights problem**

32. International and regional treaties and conventions and national commitments recognize violence against women as a violation of their human rights. In this framework we will analyze the formulation of the INFODEPRO 2007-2010 project, its pertinence and the progress made.

33. In Nicaragua violence against women is a problem aggravated by the armed conflict, changes in the social composition starting in 1990 with the entry of new actors (merchants, organized crime, war veterans and increasingly impoverished population are only some) that need to be addressed as an issue of discrimination, governance and gender justice. In the case of discrimination, the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) offers a normative framework to ensure equal conditions and compliance with women’s rights. In turn, the development of women’s autonomy and their substantive participation in the negotiation processes and reconstruction following conflict—governance—requires creating alliances to formulate concerted actions. And finally, gender justice requires that all dimensions of justice incorporate the gender perspective for which women’s participation is fundamental in the configuration of legal mechanisms that promote their rights and equal opportunities and treatment in the spheres of their lives. It requires introducing changes in the discriminatory laws, investigating cases of human rights violations and eliminating the injustices derived from the political, economic and social inequalities.

34. The Latin American and Caribbean region has the privilege of having the Inter-American Convention to Prevent, Sanction and Eradicate Violence against Women known as the Belem do Pará Convention (June 9, 1994), which was ratified by Nicaragua in 1995. It corresponds to the Inter-American System of Human Rights Protection to

enforce the rights consecrated in this and other instruments<sup>12</sup> with similar and connected aims. Violence against women is clearly defined in it as an issue of discrimination:

“Violence against women, or gender-based violence, is a form of discrimination that impedes women from exercising their rights and freedoms established in the human rights framework in equality with men.” This violence is the fruit of asymmetric relations of power between women and men and is manifested in both the family and community sphere and in the state as a whole.”

35. Paragraph 6 of the Convention warns of women’s risks of and vulnerability to gender violence due to their race or ethnic condition, and also to conditions of migration, refuge or displacement; pregnancy or disability, age or unfavorable socioeconomic situation or for having been affected by armed conflicts or the privation of their liberty. Thus for the analysis of violence we are taking into account the circumstances that surround them, the social context in which they are developing and the factors that underpin the social condition of women’s subordination and exclusion. In this case, we took into account the cross of the gender variable with others such a geographic location and ethnic identity.

36. The Penal Code of the Republic of Nicaragua (Decree 297 of 1971) punishes any inciting of the violation of human rights, as well as the commission of any act of violence against individuals (CERD, October 15, 2007). With respect to discrimination due to race and ethnicity, the Committee defines it as follows:

*“When the crime is committed for racial motivations or other type of discrimination referring to ideology or political option, religion or beliefs of the victim; ethnicity, race or nation to which the victim belongs; sex or sexual orientation; or the person’s illness or disability” (CERD, p. 16).*

37. The most recent General Commentaries of the Committee (CEDAW, 2007)<sup>13</sup> correspond to session 37 in which it responded to the presentation of the country’s 6th Periodic Report. The Committee points out the country’s deficiencies with respect to harmonizing the national legislation and the Family Code with the CEDAW requirements—which were ratified in 1981 without reservations, as well as the laws on equal rights and opportunities, and the lack of mechanisms to ensure compliance with the state’s responsibilities. It also notes the lack of commitment and of coordinated work

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<sup>12</sup> We highlight: the **Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and the Optional Protocol, 1979/1999**, which calls on the states to design a “policy to eliminate violence against women” and empowers women at a national level to demand and ensure that their claims are taken into account; the **United Nations (UN) Declaration on the Elimination of Violence against Women, 1993**; the chapter dedicated to violence against women in the **Platform of the UN World Conference on Women, Beijing 1995**; the **Statute of Rome from the International Criminal Court (ICC), 1998**, which includes sexual violence—rape, sexual slavery, forced prostitution and forced pregnancies—in the definition of crimes against humanity and war crimes; the **revision of Beijing (Beijing +5)** which calls for the criminalization of violence against women and the provision of measures to terminate violence against women for reasons of race, in which crimes of honor are included for the first time; the **United Nations Millennium Declaration, 2000**, which proposes “combating all forms of violence against women,” as well as support for some of the above-mentioned conventions.

<sup>13</sup> CEDAW. (2007). *Comité para la Eliminación de la Discriminación Contra la Mujer*. CEDAW. Electronic Version. CEDAW/C/NIC/CO/6

with other sectors to eliminate stereotypes and negative cultural attitudes and practices that discriminate against women and prevent the full enjoyment of their rights. In particular it expresses special concern about the lack of recognition and inadequate protection of the reproductive health and rights of women living in poverty, women in rural areas and Afro-descended women. It notes the high rates of adolescent pregnancy and high rates of maternal mortality related mainly to abuses and violations of the rights to sexual and reproductive health (illegal and unsafe abortions, lack of family planning services and lack of sex education programs).

38. With respect to the prevalence of violence against girls and women,<sup>14</sup> the Committee observed the lack of sensitivity and public condemnation and the lack of application of the laws and criminal processing of perpetrators and mainly the lack of access to justice by indigenous and Afro-descended women. It also notes the lack of statistical data disaggregated by type of violence and the relationship between perpetrators and victims and of actions taken to evaluate the effectiveness of the measures taken. As positive aspects it notes the establishment of the National Coalition against Trafficking in People in 2004 and its ratification of the complementary Protocol to Prevent, Eliminate and Punish Trafficking in people, especially women and children.

39. During the field work we identified how this is being addressed by the state institutions in the autonomous region as well as the efforts by the constituted women's networks. We observed that in the urban areas (Bluefields, Pearl Lagoon, Bilwi and Siuna) there are Women's Police Stations<sup>15</sup> and District Civil Courthouses for family issues, respectively, which in reality find their greatest support in the region's women's organizations, which have opened shelters and refuges or health centers, or those networks whose specific objective is to combat gender violence.

40. A legal juridical framework and norms and procedures are in effect for the Police Stations for Women and Children (Disposition 010/03) as well as the protocol known as the "Critical Route" aimed at offering medical and psychological attention.<sup>16</sup> Their effectiveness were consistently questioned by members of the Focal Groups, mainly due

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<sup>14</sup> The Policy against Gender Violence, an instrument produced in the framework of the cooperation agreements, incorporate updated statistics for the two regions.

<sup>15</sup> The first created by the Nicaraguan Women's Institute (1994) obtained financing from the government of Norway for three years for the "Expansion and Strengthening of the Police Stations for Women and Children – Phase I." Five Police Stations were set up initially, later in Estelí and León; cooperation ended up financing 13 Police Stations. From February 2001 to January 2004 the Police Stations of Police Districts I, V and VII of Managua, as well as Masaya, León, Chinandega, Estelí, Matagalpa, Jinotega, Nueva Segovia, Chontales, Bluefields and Boaco, were created as the governmental body designated by the government to coordinate their execution. As of April 2007, 25 Police Stations for Women and Children and 2 Municipal Police Stations were set up in Malpaisillo, León and La Concepción, Masaya, under the Department of Police Stations for Women and Children, a specialty of the National Police created by Disposition 023/06 of June 20, 2006. Later the National Department of the Police Stations for Women and Children was created as a sub-specialty of the Department of Criminal Investigation (now called Judicial Aid Department) to direct, set standards and advise and control the work of the police stations at a national level.

<sup>16</sup> [http://www.policia.gob.ni/comisarias\\_resena\\_historica.htm](http://www.policia.gob.ni/comisarias_resena_historica.htm) Access June 23, 2008

to the problem that it is not only the police. As was expressed by the Deputy Police Commissioner, there is no legal assistance for women once they file charges or during the process until it is concluded, so many abandon the trial.

*“There’s a great weakness because there’s not much public defense work. There have to be people who are on the side of the victim, telling them: “This is your process; I’m on your side to strengthen you, so you can talk and you’ll be told, this evidence we are presenting now are valid.” (Focal Group, Inter-institutional Network, Police Sub-station, Bilwi, June 13, 2008).*

40. The incorporation into the activities of the networks of members—men and women—from the state justice system is a key factor in that it permits those who identify the factors to be the ones to explain mistakes and deficiencies in the system and contrast them with the appreciations of female members of the organizations. Of course, this can cause occasional conflicts with their own hierarchical systems, so links of institutional legitimacy need to be established in the networks themselves.

42. Another aspect identified was the ideology of the judges and members of the court and of the Public Ministry expressed in practices that retard the procuring of justice. This was expressed in an interview with a judge who objected to the bureaucratic nature of the Critical Route and the idea that it is possible to obtain a psycho-social finding based on the initial interview, which is why, according to him, he does not intervene in these cases as he claims to be confined to the “principles of legality, impartiality, honesty and objectivity” (*Interview with Students of the Diploma Course Intervention in cases of Gender Violence, Bluefields, Male student, June 16, 2008*). He thus justifies his negligence in a procedure whose norms are blind to the specific needs of women for the application of the law.

43. In addition to insufficient resources, we verified that the police appropriate the transport and other resources assigned to the police stations of women (*Focal Group, Police Station of Women, Bluefields, June 16, 2008*). Their actions are thus ineffective, presenting a situation as if they were attending cases, but only simulating actions that do not lead to criminalization or sanctions and in many cases aggravate the consequences for the women.

44. Finally, an issue of concern to the CEIMM team is to give space and form to the debate about the application of customary law—in terms of communal justice systems and criminalization—restitution and/or mediation and reconciliation—and their harmonization with the international instruments (*CEIMM Team from the four campuses, First Meeting for the External evaluation, Bluefields, May 27, 2008*).

### ***b. Efficacy and effectiveness of the administration model: progress and achievements***

45. To appreciate the efficacy and effectiveness of the administration model used by CEIMM, I will refer to its conceptual underpinnings through the review of the project document *INFODEPRO 2007-2010* and the derived strategy. We observed that the project was structured around two thematic blocs, *fight against gender violence* and *analytic construction of feminism from ethnic diversity* for which research-action, the



opening of spaces for theoretical-conceptual reflection in the university community arena, strengthening of female leadership capacities and sensitizing the multiethnic society of the Coast about the need to build a society without gender violence and debate feminism and gender from ethnic diversity were proposed (p.5). CEIMM has made substantive progress in theoretical elaboration from the formulation of the project to now—as expressed in the Policy to address gender violence—and has started the debates that will lead to the proposing of a feminist approximation from diversity in the Caribbean Coast context. This latter aspect could be complemented with a characterization of the epistemological field in which the main proposals of feminist theory are debated so they can serve as a reference for the endogenous production of knowledge that does not yet exist in the region.

46. In the case of violence, the document presents a quantitative panorama—health statistics, data from the IDB study on the socioeconomic impact of violence against women (p.7)—and some references about the consequences of the *labor precariousness* and *disintegration of the accumulated social capital* (p.8). The first stage of the project, which is *Information*, has been sufficiently fulfilled in the first 18 months (2007-2008) and has led to the deriving of a substantive strategy for *Formation* based on *Debates* and the development into public policy *Proposals* now underway. For the remaining period CEIMM will be able to focus on formation, research and action in facilitating theoretical-conceptual debates to finalize the formulation of the strategy. I suggest formulating said *Proposal* considering the suggestions from the Belem do Pará Convention under a human rights focus. This strategy—which constitutes the main project result—would be geared to: a) integrating the principles and standards of human rights ratified by the state and assigning obligations to different agents of the Coast's socio-cultural fabric; b) going forward in the analysis of immediate, proximate and structural causes in the way done in Bluefields (*CEIMM Team of the four campuses, First Meeting for the external evaluation, Bluefields, May 27, 2008*), c) conducting the analysis of obligations holders and rights holders in each sphere and d) improving the capacities for realizing those rights. The conceptual underpinnings would be structured into such instruments (i.e. discrimination, by CEDAW and the Convention) and would establish differences for the promotion of equal treatment, equal opportunities and equal exercise and protection of rights.

47. For the construction of feminist theory I propose identifying the perspectives of feminist philosophy and the field of production of feminist knowledge. I refer to the feminisms of the first and subsequent waves (i.e. Marxist, radical, psychoanalysis, socialism, anarcho-ecologist, postmodern, phenomenological, ethical, epistemological) and identify the way in which the sources of oppression, subordination and/or exclusion are perceived. Also reinforce the use of the analytical category of gender and its articulation with other dimensions of inequality—ethnicity, race, inter-generational gaps, disability, poverty, among others—to construct feminism from the position and interests of the women on the Coast in a multiethnic context. The methodological-theoretical delineation of this component must be the responsibility of a team of teacher-researcher members of CEIMM, who will identify bibliographic and other resources that address the

multi-cultural, ethnic and gender focus, journals,<sup>17</sup> and feminist and gender study programs, among others, and will coordinate the sessions for the debate, critique and systematization of the learning.

### **i. Objective 1: Achievements in educational quality**

48. Education is a highly important process for the population of the Caribbean Coast of Nicaragua as it is aimed at surmounting inequalities, developing autonomy and maintaining and recreating their cultures, among others. CEIMM has articulated this aspiration in the teaching, research and community extension activities, guided by the objective of empowerment and promotion of interculturality. To that end it has taken into consideration the representativity of ethnic groups or communities, the accumulated knowledge of gaps in women's political participation and leadership, the addressing of gaps in access to the justice system, access to knowledge and equal opportunities and treatment in the educational processes, and research and action in the case of violence against women (Appendix 6. *Compilación de resultados de las actividades de cooperación CEIMM/FOKUS/SAIH* prepared by Sorayda Herrera, researcher from the Siuna campus, Las Minas).

49. In the first place we examined the capacity to respond to the need for formation and institutionalization of the gender approach in the educational community. Through interviews with the CEIMM team and members of the university community in focal groups, I can state that the FOKUS/SAIH cooperation has developed sensitivity to the practices, beliefs and values that produce gender inequalities in the classroom, the administration of the educational process and other spheres of daily life and have developed the ability to identify sexual stereotypes in maintaining them.

*“As a teacher I have learned to integrate the approach in two aspects: one, in planning my work to take account of the context and reality of the students and the issue of equity; and in the analysis of violence as a result of our socialization. We must go deeper into the personal aspect in our attitudes, work more on coexistence between men and women.” (FG, University teachers, Mayangna female teacher, Siuna, June 11, 2008).*

50. In addition, CEIMM is attributed with being a pioneer as for the first time in the region it is taking up “delicate, tough issues that are hard to treat” (FG, teachers and administrators from the Nueva Guinea campus, June 17, 2008) and in particular addressing and intervening in the problem of violence within and outside of the university campuses. In the discourse the problem is mainly conceived as “a public health problem,” especially by students seeking a diploma in Intervention and Treatment. The

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<sup>17</sup> The *Caribbean Review of Gender Studies*, published by the University of the West Indies, fosters the analysis of intersections among gender, ethnicity and social class in the region. Its objective is the development of feminist thinking in the Caribbean though its nature is disciplinary and multi-disciplinary.

majority of male teachers claim that it is a juridical problem in which the justice system has responsibilities. This could be taken as an indication of the potential that men have to get involved pro-actively in actions from the academic, institutional and regional spheres.

51. CEIMM also contributed to the development of observation instruments for the teaching practice. Its administration has ensured the greatest participation of representatives of establishments, organizations, groups and local authorities and has the legitimacy granted by the peoples and the autonomous Regional Councils. This analysis could be expanded to study forms of organization and functioning of the educational activities, including the structure of research in the institutes, and identify productive and reproductive work, access and control of benefits, limitations and opportunities and the organizational capacity of women and men to promote equality.

52. To value the programs offered by CEIMM—*Graduate Studies in Methodology of participatory research with a gender approach and interculturality, Prevention and Treatment of Gender Violence with an emphasis on sexual and domestic violence*, we held focal groups and applied a questionnaire (Appendix 7. Questionnaire for students). The criteria used were those of efficiency (repetition, drop outs and educational promotion), considering the fact that they were unprecedented activities in the university (knowledge, skills or values acquired) and finally pertinence, i.e. their response capacity to deal with the long- and short-term social demands.

53. In terms of the efficiency of the course offered in 2003, 120 people in the two seats signed up for 5 modules of 40 hours on Research Methodology with a gender focus, and all finished the course except in Bilwi, where the students presented the research protocol but did not develop it. In the replication, the *Graduate Course on participatory Research Methodology with a gender approach and interculturality*, offered in Nueva Guinea to students, teachers and the gender commission (2004), 100% presented essays with a gender approach. In the case of the course on *Prevention and Treatment of Gender Violence with an emphasis on sexual and domestic violence*, the efficiency in terms of the anticipated products—investigations or monographs—was high in three campuses, except in Bluefields, where some protocols were presented but not developed.

54. To better understand the situation in Bluefields, I examined the organization of the educational process and obtained the students' appreciation (contents, forms of evaluation, tutorships, technology support, follow-up). (*Focal Group, Diploma Students, two women and one man from the justice system, Bluefields, June 16, 2008*). This was organized into 6 modules offered for officials, judges and lawyers from the justice system, teachers, representatives of women's organizations and relevant institutions, over six months (one week per month). The students who came from the law career considered that the teachers selected were committed to the process in terms of knowledge and consultations, so they did the work required (one per module). Nonetheless, they expressed that due to lack of time, dedication to their work and the inability to dedicate themselves completely to the research they could not fulfill what was expected. On the other hand, the students—Psychologist and Social Worker from the Police Station of Women—presented research monographs, which are being finished (*FG, Students of the Police Station of Women, Bluefields, June 16, 2008*).

55. In my concept, the characteristics of the pedagogical concept used are a critical variable for the educational performance. I thus analyzed information gathered with the CEIIM team and we agreed that CEIIM structured the diploma course according to the possibilities—specialist teachers in the country, short time in the campuses for evaluation and follow-up, the university’s academic criteria, invitation to the community. Conscious of the limitations, it would be recommendable in the future to introduce a multidisciplinary educational structure along the lines of a “seminar” for which two specialists at a minimum would be in charge of formulating and jointly implementing the educational cycle—design, implementation, monitoring, tutoring, evaluation and follow-up. In addition, the university could review the criteria used for the evaluation of the performance and determine, in their case, what would be most appropriate for a diplomatic course of this nature. It is possible that another pedagogical alternative to formation in research would be more appropriate for the evaluation of knowledge and abilities acquired.

56. Although it was impossible to estimate reliably the efficacy regarding the degree of appropriation of the knowledge, it is useful to create follow-up activities to the academic processes promoted. In the graduate courses, the majority of the research done was in the disciplinary field of sciences and social sciences with a descriptive character: 11.9% systematized information about perceptions with respect to culture and life histories; 35.7% developed the issue of the economy and restrictions on their productivity and 46.6% showed interest in deepening their knowledge of violence against women. Prioritizing continual formation activities and study periods under the responsibility of CEIIM teacher-researchers will help maintain the academic debate and create propitious conditions for continuing the production of knowledge.

57. CEIIMM, in coordination with the Academic Secretariats, has articulated formation in research selecting relevant issues—political participation, educational practices that advance gender equality and, with the Academic Vice Rectories, actions to prevent and combat gender violence—as part of the community extension. For this reason, we can verify that the activities of support to teaching and the conducting of awareness-building campaigns and analysis of the teaching practice have been pertinent, as they have stimulated interest in contributing to the elimination of gender inequalities in both the campuses and the communities—including remote ones. A reflection of this interest is demonstrated by the Academic Secretariat of Nueva Guinea (*Interview Mibasan Aragón, Managua, June 18, 2008*) which by *motu proprio* did a study whose results were presented to the University Council in February of this year. Through data disaggregated by sex, the academic registry responded to the question: “What happens to women students?” In its opinion, the knowledge obtained has allowed it to make a more coherent analysis of indicators such as desertion, academic performance and academic retention, among others, which could serve to analyze institutions of the educational system and conduct targeted actions in the territories.

58. It is evident that the initiatives on where and how students are found in important indicators of the education quality have sparked interest that could be channeled to respond in depth to why women are where they are found. The university is in the condition to capitalize the sensitivity and abilities established to be able to propitiate conditions in which it can produce knowledge about aspects of the related social, cultural,

political or economic realities and identify the educational priorities and needs in the territories. The university's protagonist role will be informed by data that can be put to the disposition of various regional governance processes: in the Local and Regional Councils for the formulation of public policy agendas; during the exchanges with other universities and academic institutions; to improve the quality of the link with the Ministry of Education;<sup>18</sup> to contribute inputs to the networks, inter-sectoral gender groups and commissions, and so on.

59. The teachers proposed creating academic spaces to reflect on the identity of the peoples, their shared and non-shared history, language<sup>19</sup> and even gastronomy so as to identify norms and symbols of the region's cultures (*FG, Teachers and members of the university community, Siuna, June 11*). Moreover, the university authorities in all the campuses agreed about the gravity of the problem and some said they have confronted situations of violence against women in their campus (Siuna). They indicated that it would be desirable to establish joint campaigns with other university arenas—such as the Institute of Cultural Linguistic Promotion and Research (IPILC) to analyze the barriers to peace from the intercultural perspective.

60. It was not possible to review the contents of the educational programs or observe the curricular strategy by which the graduate courses and continuing education are conducted. Some students/researchers from the Bluefields campus commented that they had studied feminist epistemology (i.e. Sandra Harding) and Latin American feminists (i.e. Marcela Lagarde) although they believe that the approach and articles studied were a first approximation for which there will be follow-up.

61. In Siuna, we had the opportunity to appraise the impact of the grants to do research and monographs provided to three men and three women in the social sciences career, which permitted them to finish their studies. Those students would not have been able to finish the studies without that economic stipend. They are currently working in local health, sports and education institutions. One of them (a woman) directs a cooperative that fosters female enterprise. We had the opportunity to dialogue together with artisans who have received courses in business administration—although they are not part of the FOKUS/SAIH cooperation. They stressed the responsibility the students have to devolve and share the results of the research. The students suggested creating a network of alumni from the gender area so as to maintain continual formation processes, evaluate their own resources and eventually offer assistance in priority areas in their communities.

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<sup>18</sup> In an interview with the Ministry delegate in Bluefields (Creole, June 15) we verified the official de-linking and absence of a critical consciousness about multi-culturalism. I also observed tension between the acceptance of bilingualism and the promotion of interculturalness with the requirement decreed by the central government regarding reinforcement of the use of the Spanish language.

<sup>19</sup> The teaching practice, seminars, works and student participation is done in Spanish even though there is representation of ethnic communities that speak other languages. The students participating in the interviews and the people from the focal groups also come from those other communities.

62. The research on violence mainly looks into the nature and prevalence of abuse and violence at early ages and its repercussions in the self-esteem and reduced opportunities of the children. In the future CEIMM will be able to go further in fostering and forming research processes that investigate the weight of variables correlated with culture. It will permit an understanding that the expressions of physical and psychological violence, mistreatment, abuse and negligence or abandonment are not specific to these peoples and ethnic communities but can happen in a broad spectrum of society. They could be aimed at women but be crossed with other variables such as race, age, income, locale, sexual orientation, among others, understanding that it is possible that other vulnerability factors increase the situations of greater social risk and also affect the response of their members to conflict situations between the genders, and can give rise to feelings of insecurity. They can make way for the study of the weight that the transformation of productive activities is having or has had in the region; the position its members occupy due to changes in access to and control of productive resources, such as land, for example; the role that migration, both of its members to urban centers or outside the country and of others into its territories, has had; or, lastly, identification of the situations and attitudes of discrimination that the populations suffer as a whole and men's response to the conflicts.

63. Other issues that stand out in the university formation processes promoted by CEIMM were those related to the exclusion of women and their gender subordination: the lack of access to public arenas and collective decision-making by the peoples due to the lack of access for the formation of their administration capacities; the perception of diverse socialization agents—religious missions, political authorities, state projects, groups or NGOs—about the role and value of women's contribution to autonomy and to the equitable development of the peoples; the appreciation by civil society and the public in general about the causes and consequences of oppression, the social risk and greater vulnerability of women to gender violence.

64. Although I did not examine the contents of the undergraduate programs, it would be appropriate for the university, with facilitation by CEIMM, to review the Study Plans, considering the years that have passed and the team's progress. The result would be a process of curricular renewal that integrates the defined advances and challenges.

65. I explored the interest of teachers and other agents of the university community to establish mutual cooperation links with CEIMM and strengthen activities for the production of knowledge that results in proposals for the empowerment of women and their exercise of citizenship. One of these was the proposal by teachers of agricultural sciences and animal husbandry in Nueva Guinea to reinforce the formation of mestizo women who have increased their participation in these activities. Moreover, a mathematics teacher expressed interest in reinforcing math formation for women, a show of sensitivity to end educational segregation. These are initiatives that could be channeled through the Academic Secretariats with facilitation by CEIMM.

66. To conclude, from 2003 to 2007, through the cooperation of FOKUS/SAIH, CEIMM the formation of the university community in the use of the gender approach was initiated. In the future this can be complemented and guaranteed through URACCAN's

Strategic Planning guidelines in the form of gender audits.<sup>20</sup> Although not directly related to the sphere of action of the cooperation process evaluated, we could attribute said guidelines as an indirect consequence of this process.

## **ii. Objective 2. Installed capacities and instruments for mobilization**

67. In the first place, the cooperation has allowed CEIMM to form a team and ensure the institutional backing and community legitimacy needed to address the production of knowledge and the formulation of proposals for closing gaps and eliminating gender inequalities in the Atlantic region of Nicaragua. URACCAN's recently approved Strategic Planning guidelines are demonstrative of the progress and achievement of CEIMM and reaffirm the specialized nature of women's studies in the Caribbean Coast. In addition, through the "good practices" approach (Appendix 5. Good Practices in the Campuses) and the holding of a meeting in each campus focused on examining the administration, we recognized the growing level of complexity and the multiple and varied tasks this demands, including a lot of logistical tasks for the holding of activities.<sup>21</sup>

68. In the second place, the projects have permitted coordination and alliances with health and education institutions and the incorporation of their professionals as well as of the justice system authorities (police, public defense, human rights ombudspersons) in the four campuses. They have also permitted the creation of activities aimed at sensitizing authorities about the marginalization and exclusion by the institutions and mechanisms of justice, as well as the effects of violence—mainly aimed at showing the psychological effects and creating awareness in the coast population in general. There has also been progress with women's groups (i.e. the "*Piquineras*"—workers on the keys—whose economic activity has not been part of the support plans for the later reconstruction of the hurricane disaster) about their appropriation of being subjects of rights and recognition of the different manifestations of violence.

69. In the third place, we analyzed the networks and groups called to participate in the mobilization of gender interests. We thus observed that they are located in urban zones of URACCAN's areas of influence where the accountability required for the protection and promotion of women's rights is not present. We observed that they are made up of

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<sup>20</sup> A CEIMM team would be positioned to facilitate the formulation, implementation, monitoring and evaluating of the audits. This would involve examining the situation of women's rights—as students, as workers in different positions of the university organization and/or as members of the social, political and community fabric. As a result it would systematize the contribution of the university community through the critical appraisal of the progress and rollbacks in equality propitiated by the academic units: student entry and departure; areas of teaching, research and community extension; roles and stereotypes and educational practices in the curricula; gender gaps reflected in the alliances with the community at the local, regional, national and international levels as some of the areas.

<sup>21</sup> For example, an administration professional in Nueva Guinea was incorporated to supervise and provide logistical support to the innumerable and growing tasks.

women's organizations, gender commissions, members of institutions, government officials and local authorities, and even of international cooperants, and that their development levels vary according to the historicity of the places dealt with, the nature of their participants, the time dedicated to the activities, the nature of the membership—as representative of an institution or as a volunteer member—and the responsibilities and follow-up to the tasks agreed to or commitments acquired. They are more consolidated in Bilwi and Bluefields while in Nueva Guinea and Las Minas they are in the process of coming together due to the initiative of the women's organizations and of volunteers themselves.

70. Many achievements have to do with the strengthening of the women in the Municipal Councils. In the words of Angelita López, the Municipal Council Gender Commission president, and president of the Commission - member of the Women's Network and of the Commission of Women and Adolescents of the Autonomous Regional Council of the RAAS:

*“The work we began in 2004 with CEIMM has empowered us, especially those of us born in politics. We owe it the empowerment, the advice and the little progress we have...” (FG, Women's Network and Commission of Women and Adolescents of the CRA-RAAS, Bluefields, June 21, 2008).*

71. In this regard, it is necessary for CEIMM's link with the networks and organizations to be defined as an *alliance* in the strategic sense. CEIMM's financial contribution has stimulated the creation of volunteer networks and the participation of their members in planning and coordination activities. This can now be reoriented to evaluate the shared resources and synergies systematically, organize and hold formative activities that lead to the formulation of strategic plans and programs geared to achieve common ends. In the words of Commission Secretary Auxiliadora González:

*“CEIMM has helped us a lot, providing us per diems to travel; they are always with us. Without their support we wouldn't be seeing what we see now, a parliamentary agenda, a gender policy. Before we didn't know anything about gender violence in the region; now we've gotten as much as we got before in 18 years... We're talking more about women's human rights, but we need to be trained, as promoters, to be able to speak other languages to reach more people, to organize self-help groups...”*

72. In synthesis, in Bilwi and Bluefields, CEIMM is calling for the analysis and systematization of the potentials and opportunities of the institutions and requirements by women so they can agree to inter-sectoral accords. This will also permit them to develop knowledge about women's forms of mobilization, their achievements and developments from their ethnic and territorial diversity. The short-term objective is to develop knowledge and encourage inter-institutional agreements, and in the long term to develop their members' leadership and managerial capacities through the creation of a political environment that leads to fulfillment of the international obligations for the full enjoyment of their rights.

73. Finally, in accord with its commitment to impact on public policy decisions, CEIMM has led and facilitated the preparation of instruments created for the mobilization of



women's interests in the Regional Councils, such as the recently approved gender policy in the RAAS:<sup>22</sup>:

*“The gender equity public policy in Nicaragua’s South Atlantic Autonomous Region (RAAS) is a set of norms for actions, dispositions, principles, proceedings, orientations and directives established by state institutions, NGOs and civil society of the RAAS as a response to the persistent gender inequities and impact this inequality exercises on the life of people, which halts the region’s development and principally affects women. Through this public policy, the aim is to create inclusive systems and the promotion of opportunities and quality of life that let citizens, both men and women, participate and benefit as actors of development.” (p. 3).*

### **iii. Objective 3. Leadership and concertation of alliances**

74. The objectives outlined by CEIMM for the strengthening and equitable development of men and women of the Caribbean Coast autonomous regions are to develop women's autonomy, facilitate their access to justice and ensure their political participation in the search for individual and collective autonomy. These objectives directly correspond to the forms of self-government of the indigenous peoples and ethnic communities and are in accord with the specific rights framed in Laws 28 of constitutional regional autonomy. Nonetheless, the recognition of the guidelines and references of customary law does not always coincide with the state's justice system nor does women's participation in the decisions that affect them as members of these collective bodies. Thus cooperation has prioritized women's free and individual participation in local, regional, national and international arenas to contribute as women belonging to peoples and with citizen's rights in democratic processes.

75. The conceptual underpinning of this component is the category *social capital*<sup>23</sup> and the nature and degree of *associativeness*, as one of the expressions of the Caribbean Coast population, which distinguishes their organizations from the national ones, with actions in the region. The first is understood as a “system of cooperation, linked to the common good,” rooted in a system of values and a strict code of institutionalized and legitimated norms and values. The second has to do with the adhesion and mobilization around collective actions aimed at common objectives, in which elements such as social confidence, adhesion to norms and reciprocity are fostered. The map of local and

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<sup>22</sup> Gender Equity Policy in the South Atlantic Autonomous Region (RAAS) developed by CEIMM with the Commission on Women, Children and Adolescents (CRAAS) and the Inter-institutional and Sector Commission to address Gender-based Violence (April 2008).

<sup>23</sup> This notion has been criticized because its adoption responds more to political and institutional requirements than to a conceptual development. It represents the “available social energy” at the moment in which the following coincide: a) the crisis of social action by the state, b) the concentration of economic power due to globalization and c) the crisis of the traditional social subjects (social classes) (Gabriel Salazar, cited by Fauné, *ibid.*).

regional associativeness<sup>24</sup> shows different routes by indigenous peoples and ethnic communities, as well as that developed by interest groups (sectors) around specific mono-ethnic and multiethnic issues and also their dynamics, particularly of women. This demonstrates the context in which they have developed—violence, reconstruction following armed conflict or natural disasters, discriminatory and excluding economic development processes—and their disaggregated, atomized operation without a regional perspective.

76. We identified research activities during the 2003-2006 period related to the development of leadership capacities. We found that 17.7% of the total conducted during 2003-2007<sup>25</sup> corresponded to issues about women's political participation. I suggest that an article be prepared summarizing the results obtained and their implications for the networks, women in politics and the women's organizations on the coast.

77. In the framework of the projects, consultants, forums and the formulation of the gender policy have been done in Bluefields, in particular the participation of coast women in the Permanent Forum of Indigenous Peoples was ensured in the concertation of both a regional/international agenda and local agendas (Sumu-Mayangna women). It was not within the scope to explore the conceptions of leadership or identify the practices that characterize them, but we perceived their awareness as leaders for having transgressed norms and expectations of their gender role in their community: "See me as a man, I'm not going to cook" (*Interview of a female Moravian Church pastor, Bilwi, June 12, 2008*). The statement is a questioning of the nature of the existing gender order, which makes it possible to progress in the construction of a strategy for developing capacities that integrates the exercise of human rights and the alteration of power relations. This constitutes pending tasks.

78. With the realization of two of the five studies that served as inputs to feed the discussion of the First Summit of Indigenous Women of the Americas (Oaxaca, Mexico, December 2002), the voice of indigenous women from the coast, their cosmovision, their history, their understanding of the discrimination to which they are subjected and their projections and longings was heard. These studies, validated in the Summit itself, were "Gender from the Vision of Indigenous Women," and "Empowerment to ensure the full, active and pro-active participation of indigenous women and the strengthening of leadership." At the same time it developed the project "Specialization of indigenous and ethnic women in multidisciplinary and participatory research with a gender and intercultural focus."

79. CIEMM is also attributed with having facilitated the incorporation of women into the regional governments (Nueva Guinea, Bluefields). In Bluefields CEIMM is currently developing a project to promote the electoral participation of Afro-descended women. In

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<sup>24</sup> Based on *Estudios sobre la Frontera Agrícola* by María Angélica Fauné (1980-2002).

<sup>25</sup> The percentage illustrated the distribution of the thematic fields in the total number of investigations conducted up to 2007 (39) with or without disbursement of resources, monographs and undergraduate and graduate theses and others done as requisites for diplomas.

terms of women's organizations and networks visited—inter-sectoral networks against gender violence (Bluefields, Bilwi) and gender equity commissions (Nueva Guinea) we verified that they are operating, but observed the need to create a strategy with objectives aimed at maximizing their organizational capacity.

80. To address the problem of impunity by both the central and communal justice system, male members of the justice system—police, judges and prosecuting attorney—have been incorporated. We observed that some men promote men's integration into the networks through the use of arguments rooted in gender ideologies.

*“This is a problem of world order. There should be two people, one of the male sex and the other of the female sex. One who sees the part from which the violence in homes is promoted. There's no use dealing with the woman, the problems, the children and she returns home and it's always the same; she can't get out of it. Men's participation in the networks would be good because I think that the rate would drop that way... it would be good to do a project that focuses on that so the men are the ones who directly deal with the men. Machismo always exists; **a woman will never convince a man in cases of violence.**” (FG of the Inter-sectoral Network, Bilwi, male member of the Judicial Police, June 13, 2003).*

81. One implication is to continue identifying the perceptions, norms and values that make up the gender inequalities and address them in the creation of the proposal. For that CEIMM's facilitation is crucial to learn not only about the absences in the application of justice, but also the authorities' ideologies and practices, which are valuable inputs for the theory and practice in feminist research.

#### **iv. Objective 4. Communication and mobilization strategy**

82. URACCAN was initiated the network of community radios to facilitate civil society's participation and influence decision-makers. Through the cooperation of FOKUS/SAIH CEIMM it has contributed to this strategy through the formation of 25 students in communication media in the RAAS and the appropriation of communication spaces in which they have conducted awareness-building campaigns on women's inequality and recently on the causes and consequences of violence exercised in couple relationships. The coordinator and members of the university community expressed that the communities give recognition to the programs created (once a week) due to the function they fulfill in that they also receive and channel needs for attention and demands to the institutionality by coast women.

83. CEIMM has a specialist in all four campuses and a specialized adviser for the development of the profession's own abilities (editing, production, scriptwriting and others) (*Interview with Ileana Lacayo, Social Communicator, Bilwi, June 15, 2008*). Among the communicators, the person in charge of the program in Nueva Guinea stands out by her formation in computer science and gender theory, which has an impact on the efficient realization of the programs. In addition to having created the spaces for communication and mobilization, the cooperation by FOKUS/SAIH has facilitated the creation of a network of communicators with development potential.

84. One characteristic of the work as radio program coordinators is to take up the agenda and discussions held by the women's network and integrate them into their own programs. I observed a television program and listened to a section of a radio program done recently in Nueva Guinea. The first was about domestic violence to provide information on the services offered in the police stations to "treat, deal with and offer judicial assistance" ("Multiethnic Women" television program, Bilwi-visión, Mayo 2006). The second, done on International Women's Day, included vignettes of HIV-AIDS prevention campaigns done by others. In jointly analyzing the message, we found some sexist biases, so we reflected on the need for feminist practice: the questioning of prevailing discourses and norms. Given that the production of weekly programs requires numerous time-consuming tasks in the territories of influence (gathering of information, knowledge and/or experiences, systematizing the women's demands and interests, identifying and establishing contacts), these tasks leave no space for reflection. The program coordinators recognize that a pending task is to review the taped programs disseminated on the issues, debates, actors and ideologies that can serve as feedback and continual formative process for the CEIMM team as a whole.

85. It can be affirmed that the conflicts of intercultural values (those of the ethnic groups, original and Afro-descended peoples with those of the hegemonic national culture) take place mainly around gender inequalities. In various Focal Groups the participants made reference to the norms of a cultural nature related to violence against women. Among these the following stand out: a) Women are born and raised to obey men (*FG University Teachers, men, Las Minas, June 10, 2008*); b) men are raised in the belief that women are their property and that one way of showing their authority is by exercising physical force against them (*FG, Inter-sectoral Network against Violence, Bilwi, June 20, 2008*); c) women can't get a divorce: whoever denounces the aggressor does so to get something economic in exchange (*Interview with a female defense lawyer for aggressors in cases of violence, Bluefields, June 23, 2008*); d) women who seek refuge in their families once they have been attacked are returned to their homes with their husbands by their own parents as otherwise they are an embarrassment to the family (*FG of diploma students in prevention and treatment of gender violence, Las Minas, June 11, 2008*). We could say that the cultural imperatives restrict women's autonomy in such a way that it impedes them from acting against them. Therefore, it is very important to integrate the gender perspective into the defense of *autonomy* in the region's discourse as it impacts the promotion and protection of women's rights as an issue of interest to the coast citizenry.

86. This latter issue is a major challenge for CEIMM and the university as a whole as it is the basis for the norms of relations between coast men and women underlying the beliefs and practices that prevent the analysis of options and assuming of control over their decisions; i.e. exercising their autonomy. INFODEPRO has presented the need to create conditions so that cultural imperatives do not enter into conflict with women's civil rights and individual freedoms. In this regard, the proposal being constructed should incorporate education and knowledge about citizen's rights, public discussions and those among community members about notions of femininity and masculinity or about

relations between men and women and the way the communities understand and name<sup>26</sup> acts of violence and resolve their conflicts. In the words of a university teacher the “dialogue between men and women in search of peace” (*FG, University teachers, Mayangna professor, University FG, Las Minas, June 10*) is one of the conditions that allows for distance and critical reflection on gender roles and expectations. Women’s appropriation of these processes could promote the effective exercise of autonomy rights, including as a minimum the right to “have rights.”

87. Finally, CEIMMM helps put women’s concerns on the local agendas and its radio program is in condition to move to a message about abuses of women’s human rights that could question the arguments that tend to apologize for and represent the aggressors as “crazy,” possessed by rage or passion, or subject to the effects of alcohol or drugs. These latter arguments attenuate the importance of these acts and deny women’s right to live in a world free of violence. The radio program could become a referent about the initiatives, progress and rollbacks that occur during the implementation of INFODEPRO. This move requires disseminating information about the commitments the country has acquired and its fulfillment of the obligations, about international activities to condemn violence and especially the obligation of the country’s institutions to eliminate barriers and practices that perpetuate it. It could also be the arena for accountability by authorities (i.e. Local and Regional Councils, justice system officials) regarding implementation of their obligations. The campaigns would be informed by this content so they permit mobilization around the elimination of these obstacles.

### *c. Sustainability*

88. Throughout this report we have made reference to the route, achievements and progress that the FOKUS/SAIH cooperation has represented for URACCAN, CEIMM and the Atlantic Coast region in general. The cooperation has consistently and progressively positioned the role played by knowledge of gender inequities in the different spheres—academic, institutional/regional, community/territorial and local—and has demonstrated its value for achieving broader social and political objectives such as equity, justice and autonomy. In addition, the cooperation has allowed CEIMM to contribute inputs with a gender perspective for the academic agendas, those of the local, regional and international councils for the formation of specialized gender and inter-sectoral commission members, as well as specialized human and bibliographic resources, and has opened lines of relevant investigation for Nicaragua’s Caribbean Coast. Therefore, the projects implemented have structured processes and results that contribute to sustainability.

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<sup>26</sup> In the Mayangna language the word *violence* does not exist. It is conceived of as “damage” that must be repaired. The proposed way of addressing it starts from recognition that harm has been done and “the way in which we must resolve a problem” (Professor, *Ibid*).

89. The limited percentage of URACCAN's own funds earmarked for research, as well as its own activities as a center of studies, has demanded the raising of complementary resources, which constitutes a significant part of project planning. CEIMM also makes use of the synergies produced by the financing from agencies and cooperants and the incorporation of human resources—personnel that have left, students and scholarship holders, agents of the educational community and members of civil society organizations, but the commitments acquired have increased the length of the workday for the team members.

90. Among the opportunities and moments that could be taken advantage of are the following:

- The idea of creating an “Autonomy Observatory,” promoted in URACCAN's Strategic Plan, which could cover the progress of the institutionalization of the gender approach (consistently expressed in the Focal Groups held with members of the four campuses).
- The results of the consultations held for the formulation of the Regional Gender Equity Policy in all the municipalities: Nueva Guinea, Muelle de los Bueyes, Rama, Paiwas (San Pedro, Siquia, Malakawas and Ubu), El Tortuguero, Laguna de Perlas and La Cuenca (Orinoco, Tasba Pauni, Marshall Point, La Fe, Raitipura, Awas, Haulover and Kakabila), Bluefields (Rama Cay and Mahagani), La Desembocadura de Río Grande (Sandy Bay, Karawala, Walpa, Kara and La Barra), and Corn Island.
- The Regional Strategy for the Prevention of and Response to Gender-based Violence formulated with facilitation by CEIMM.
- The Common Women's Agenda formulated in the municipalities of Nueva Guinea, El Ayote, Muelle de los Bueyes and el Rama.
- The legitimacy that CEIMM has as a specialized center to support the Regional Government and Council initiative with respect to gender equity, as well as the entities of nongovernmental organizations and regional universities.

#### *d. Lessons Learned*

1. As the studies of the social and economic situation of women in the Caribbean Coast and the reports of CEDAW and CERD reveal, there are serious limitations to the access to and control of resources, goods and services by women in situations of insecurity and vulnerability and in compliance with the obligations that guarantee an atmosphere of respect for and protection of their human rights. Thus the elimination of inequity for gender reasons is an end in itself that is linked to the construction of a culture of peace free of gender violence.
2. Through the cooperation of FOKUS/SAIH, CEIMM has produced knowledge and promoted formative processes that have made women visible, contributed to the social valuing of their contributions and created

conditions and instruments directed to the development of their autonomy. With INFODEPRO, CEIMM is on the road to increasing the capacities for the exercise of their human rights and compliance with obligations by those responsible.

3. The field work showed the progress achieved in the institutionalization of gender in the educational processes and in policies and programmatic actions that ensure the inclusion of women's interests and their participation in the government of the autonomous region.
4. In addition, the contrast between the data of the studies on social capital and associativeness in the Caribbean and the findings of the observations of networks and focal group opinions reaffirm the role networks and associations can play as well as the need to promote the formation and organization of their members and the linkage of their initiatives to consensual plans with monitoring and follow-up.
5. In the past two years, the cooperation of FOKUS-SAIH has been crucial to the formulation and consolidation of a methodological route for addressing gender violence.
6. Based on the production and reproduction of culture one finds constitutive elements of the gender order that vary according to the particular process of each people or community and the participating individuals: language carries ways of seeing the world and, through them, ways of constituting the difference between genders; the shared history and oral tradition illustrates the role and position women occupy in the different phase of their life cycle and their social and institutional relations. The link they create and maintain with the land, their control and access to the resources and products derived from it; the fiestas and ceremonies, the forms of socialization and education, food preparation, music and clothes are some of the elements of symbolic capital that hold meanings and values in the existing gender regime.
7. The Caribbean Coast experiences crossed dynamics between tradition and change and between opportunities that demand a critical review of the maintenance of given values and practices with the adoption of new ones. Although the affirmation of identity and cultural and ethnic strengthening are promoted in the discourse of the movement favoring regional autonomy, this requires questioning affirmations that are "blind to gender" and gamble on transforming the relations of inequality and inequity that the region's women suffer. These constitute real individual, collective and institutional challenges.

## **Third Part**

### ***a. Proposals for complementary actions***

91. Violence is an obstacle to the development and usage of women's capacities, inhibits their participation in personal and collective decision-making and confines them to the domestic arena. It is a problem of the violation of human rights linked to security, public health, the application of justice and poverty.<sup>27</sup> Eliminating it contributes to Objective 3 of the Millennium Development Goals, "To promote gender equity and women's autonomy." Therefore, in light of the findings obtained during the evaluative process, I consider it necessary to continue supporting the formulation of the Proposal so as to: a) consolidate the achievements in the fight against gender violence and b) draw up guidelines for a feminist theory through diversity in a multiethnic context; as well as to extend the implementation period and assign additional funds to those contemplated in the project for conducting activities for the debate and production of knowledge. It is to be hoped that the cooperation alliance between CEIMM, URACCAN and FOKUS/SAIH will be able to consolidate the achievements, open new opportunities and effectively strengthen the human, financial, institutional and community resources for the promotion and protection of the human rights of coast women. The following proposals for action are directed to reach of the levels included in the project.

#### **i. Academic sphere**

- a. Systematize and disseminate the results of the research on prevalence, causes and consequences of all forms of violence against women, as well as those that expose the damage on women, families and communities caused by practices or cultural imperatives.
- b. Develop a data bank of "good practices" for the elimination of violence in similar conditions and contexts around the world.

#### **ii. Communal/territorial-municipal sphere**

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<sup>27</sup> The fight against poverty involves eradicating violence as an indispensable effort to provide people with minimum capacities to live a decent life. Diane Alméras, Rosa Bravo, Vivian Milosavljevic, Sonia Montaña and María Nieves Rico: "*Violencia contra la mujer en relación de pareja: América Latina y el Caribe. Una propuesta para medir su magnitud y evolución*," in the Inter-agency Project, "Uso de Indicadores de Género para la Formulación de Políticas Públicas," Unidad Mujer y Desarrollo, CEPAL, Santiago, Chile, June 2002.



- a. Formulate an education strategy on human rights that constitutes the communication and mobilization strategy in all campuses in a way that underpins and structures the communal and regional agendas by the groups, organizations and networks of community action (educational activities targeted by groups, dissemination of information to influence the levels of the project action and support for mobilization and advocacy around public policies, among others).
- b. Use the information and knowledge acquired as inputs for the strategy.
- c. Incorporate members from the local authority structures—members of churches and religious groups, men from the Regional Councils and notables from the community judicial systems as allies in favor of eliminating violence against women.

### **iii. Institutional/regional sphere**

- a. Draft and develop a formation program on human rights with the objective of closing the capacity gaps of possessors of rights and obligations.
- b. Analyze and identify gaps in compliance with the state institutions' obligations—economic, educational, health and justice spheres for the promotion and protection of women's rights.

### **iv. Sphere of coast civil society**

- a. Formulate and implement an “Accompaniment strategy” to the community initiative for the Elimination of Violence against Coast Women rooted in the human rights focus and Recommendation 19 of the CEDAW Committee. The strategy is rooted in reinforcement of the strategic *alliances* by URACCAN for the exchange of resources and creation of synergies.
- b. Evaluate the resources, plans and programs of the institutions, sector or organization committed to the form of gender audits with resources and co-participation by the institutions. The objective is to stimulate the articulation of actions by all members of the inter-sectoral networks.

## **b. Recommendations**

### **To FOKUS SAIH**

- a. Continue the financial support to the activities contemplated for the production of feminist knowledge from the university and for the formulation of the Regional Strategy for the Eradication of Gender Violence.

- b. Extend the project duration and assign additional funds to support the implementation of complementary actions such as those mentioned here.
- c. Strengthen CEIMM's participation as a facilitator and decisive agent to lead URACCAN in its institutional guidelines in favor of gender equity through initiatives such as the formulation, implementation, monitoring and evaluation of gender audits to be done in the campuses.

### **To URACCAN**

- a. Strengthen the formation processes and CEIMM's production of knowledge on gender, governance and gender justice as a contribution to autonomy and to the defense of the human rights of the Caribbean Coast peoples.
- b. Institute campaigns with other university arenas—such as the Institute of Cultural Linguistic Promotion and Research (IPILC)—to analyze the barriers to peace from the viewpoint of interculturality and increase the actions that close gender equality gaps in the results of the educational process.
- c. Ensure CEIMM's achievements as a result of the FOKUS/SAIH cooperation with respect to leadership, installed capacities and the development of advocacy instruments by consolidating a link in the form of a strategic alliance with institutions, networks and groups of women against violence as an explicit expression of its accompaniment strategy.
- d. Continue the development of teaching programs from the academic secretariats to achieve not only cognitive but also socio-emotional objectives that stimulate women's capacity to exercise autonomy.
- e. Review the criteria used to evaluate the performance in graduate courses and determine in each case the most appropriate aspect of the continual formation processes and community extension.

### **To CEIMM**

- a. Promote activities of continual formation and study periods for the Team under the responsibility of the teachers-researchers to create propitious conditions for academic debate and the production and dissemination of endogenous knowledge of the Caribbean Coast region of Nicaragua.

- b. Establish two-person coordinating teams—which can be located in different campuses—for the four pillars of URACCAN—teaching/research, extension, communication and advocacy, to take responsibility for getting a program underway that can guarantee the achievement of INFODEPRO’s objectives: a) development of the conceptual framework in light of the developments of feminist theory; and b) formulation of a strategy to guarantee the right of indigenous, mestizo and Afro-descended women to live a life free of violence.
- c. The coordinating teams will be in charge of formulating work plans, identifying bibliographic inputs and establishing a monitoring, evaluation and follow-up system. Over the course of the implementation, the coordinating teams will also be responsible for conducting a relevant formation and research process for which URACCAN and CEIMM will assign resources.
- d. Structure the administration of the remainder of the project period in correspondence with URACCAN’s programming: weekly planning and monitoring, quarterly coordination and monitoring meetings and annual evaluation of the results obtained.

***b. Proposal to guarantee the development of the strategy for the protection and promotion of human rights<sup>28</sup>:  
Construction of a culture of peace free of gender violence***

<b>Levels and objectives</b>	<b>Short-term results that require the development of capacities, production of knowledge and/or linkage with other initiatives</b>	<b>Indicators to finalize INFODEPRO</b>	<b>Long-term impact indicators</b>
<b>I. Regional institutional sphere:</b>  Development of capacities of the agents as obligation holders.	1. Analysis and situation of human rights. 2. Research into the situation and analysis of gender violence on the Coast 3. Local/communal, institutional and regional program and strategy that ensures prevention, treatment, care and procurement of justice in cases of gender violence.	1. Human rights report on women in the Coast. 2. <i>Number and type of research and analysis activities conducted.</i> 3. <i>Agreements and commitments by the institutions.</i> 4. <i>Number of representatives of networks, undergraduate and graduate students and/or local authorities who accede to, participate and act effectively in monitoring for prevention, treatment, care and procurement of justice in cases of gender violence.</i>	1. <i>Legislative and political measures that ensure the application of measures that advance in eliminating gender inequalities;</i> 2. <i>Effective participation of representatives of networks, institutions and authorities in decision-making about programs and policies for the procurement of justice</i> 3. Procurement of justice, promotion and protection of women's human rights.
<b>II. Academic Sphere:</b> Development of men and	1. Shift to human rights focus 4. <i>Conceptual development of difference, cultural diversity, citizenship and</i>	1. <i>Capacities of the personnel of the university personnel, the obstacles to the</i>	1. Seminar or meeting of the Caribbean region propitiated by CEIMM and

<sup>28</sup> The italics are to highlight the advances to be consolidated in the short term and the long-term impact indicators.

Levels and objectives	Short-term results that require the development of capacities, production of knowledge and/or linkage with other initiatives	Indicators to finalize INFODEPRO	Long-term impact indicators
women as subjects of rights	<p><i>autonomy of Coast women.</i></p> <ol style="list-style-type: none"> <li>2. <i>Formulation of a substantive-methodological proposal that can develop the university's accompaniment process to contribute to the production of knowledge related to the situation of violence against women and the development of education programs in human rights.</i></li> <li>3. <i>Introduce curricular contents and practices that foster the development of women's autonomy.</i></li> <li>4. <i>Establish cooperation relations between CEIMM and URACCAN's institutes.</i></li> </ol>	<p><i>promotion and protection of rights to a life free of violence, discrimination and inequalities of any stripe.</i></p> <ol style="list-style-type: none"> <li>2. <i>Systematization of the results of the research done by CEIMM, identification of good practices, lessons learned and accumulated knowledge and experiences for the generation of new approaches.</i></li> <li>3. <i>Number and content of the research activities conducted;</i></li> <li>4. <i>Curricular contents incorporate key concepts: gender approach, human rights, analysis of capacities to eliminate gender inequalities.</i></li> <li>5. <i>Alliances established and expressions of cooperation with the institutes to promote equity.</i></li> </ol>	<p>strategic associates of the university community;</p> <ol style="list-style-type: none"> <li>2. <i>Panel for the debate on the role and performance of URACCAN through CEIMM and its institutes in winning autonomy for the women of the Coast;</i></li> <li>3. <i>Improvement of the capacities of those responsible for promoting and protecting women's rights;</i></li> <li>4. <i>Institutional identity characterized by the production of specialized knowledge and methodologies that contribute to respect for the principles of participation, equality, non-discrimination, empowerment and autonomy of coast women.</i></li> </ol>
<b>III. Communal/territorial – municipal/communal</b>	<ol style="list-style-type: none"> <li>1. <i>Report on the state of capacities of rights holders and obligations holders;</i></li> <li>2. <i>Contribution to the</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Results of the research discussed and disseminated in the region and in institutions that</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Publication and systematization of concepts and methodologies for the promotion and</i></li> </ol>

Levels and objectives	Short-term results that require the development of capacities, production of knowledge and/or linkage with other initiatives	Indicators to finalize INFODEPRO	Long-term impact indicators
<p><b>sphere:</b> Promotion and strengthening of the <i>social capital</i> through networks and strategic alliances</p>	<p><i>development of programs of the women's networks in light of the results of the above Report.</i></p> <ol style="list-style-type: none"> <li>3. <i>Conceptual and methodological elaboration and analysis that addresses the "critical route" of the aggressor and the procurement of justice;</i></li> <li>4. <i>Foster and develop alliances between CEIMM and institutions that help develop the administration capacities of women in local governments as well as individual capacities for the development of autonomy</i></li> <li>5. <i>Recognition of the leadership of representatives of women's networks and participation in decision-making</i></li> <li>6. <i>Alliances with leaders, religious personnel, communal judges and other agents of the coast's cultural production to identify sources of discrimination and inequality of women who experience violence and evaluate the consequences for them, the families and the coast community.</i></li> </ol>	<p><i>produce knowledge;</i></p> <ol style="list-style-type: none"> <li>2. <i>Programs of formation and support on human rights in the deats and in the territories;</i></li> <li>3. <i>Percentage and posts of women who enter the spheres of the Local and Regional Councils.</i></li> <li>4. <i>Number, posts and involvement of people of influence in the region.</i></li> </ol>	<p>protection of women's human rights.</p> <ol style="list-style-type: none"> <li>2. <i>Personnel formed in the application of the rights focus for the promotion and protection of human rights and the procurement of justice.</i></li> <li>3. <i>Systematized and critically appraised knowledge about the processes that are at the base of the violence exercised against women and its distinct manifestations as well as knowledge of the consequences.</i></li> </ol>
<p><b>IV. Sphere of the coast's civil society:</b></p>	<ol style="list-style-type: none"> <li>1. <i>Formulation of a communication and mobilization strategy that</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Progressive participation and development of</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Conditions created for the promotion, protection and</i></li> </ol>

<b>Levels and objectives</b>	<b>Short-term results that require the development of capacities, production of knowledge and/or linkage with other initiatives</b>	<b>Indicators to finalize INFODEPRO</b>	<b>Long-term impact indicators</b>
Education in human rights with an inter-cultural vision	<p><i>combines formation and creation of alliances, monitoring and follow-up.</i></p> <ol style="list-style-type: none"> <li>2. <i>Publicizing of knowledge and critical reflection about the situation of coast women's human rights.</i></li> <li>3. <i>Information about the paths, options and alternatives (international instruments, campaigns held in other countries, legislative measures, among others) for the exercise of rights and the existing policy measures that propitiate equal opportunity and treatment and the procurement of justice;</i></li> <li>4. <i>Interchanges among women's communication networks and mobilization networks for the protection of women's human rights</i></li> </ol>	<p><i>capacities for the exercise of rights and fulfillment of responsibilities.</i></p> <ol style="list-style-type: none"> <li>2. <i>Strengthening of the accumulated social capital;</i></li> <li>3. <i>Stimulus to the creation of women's networks with capacities for monitoring and evaluation of compliance with the commitments.</i></li> <li>4. <i>Number and objectives of the exchanges, knowledge acquired and challenges of formation identified.</i></li> </ol>	<p>guarantee of the enjoyment of human rights and gender equity;</p> <ol style="list-style-type: none"> <li>2. Incorporation of the women's networks and groupings into local, national and international networks and movements;</li> <li>3. Local and national policies aimed at strengthening the capacities to prevent, denounce and procure justice for women.</li> </ol>

## Appendices

Appendix 1: Methodological proposal for the External Evaluation

Appendix 2: Agenda of activities of the External Evaluation

Appendix 3: Guide for the evaluation

Appendix 4: Participants in the external evaluation activities

Appendix 5: Good practices of the CEIMM teams

Appendix 6: Compilation of the activities of the FOKUS/SAIH cooperation

Appendix 7: Questionnaire for students

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