



# CASA PUEBLITO

**Pre-Arrival Manual**  
**(2016 Edition)**

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## I WELCOME

### *Our Mandate*

Casa-Pueblito strives to educate Canadians on issues of international social justice and provide avenues for Canadians to work in solidarity with Nicaraguans. Casa facilitates opportunities for groups of Canadians, especially young Canadians, to visit and learn about the realities of life in Nicaragua. To do this, Casa-Pueblito builds partnerships with Nicaraguan communities and supports them in their community development efforts.

Casa-Pueblito runs a centre in Managua, Nicaragua that provides a basic dormitory, resource library, and group meeting space for visiting school groups. Casa-Pueblito's programming is overseen by a Nicaraguan Centre Manager and a Canadian Global Education Coordinator whose work with local communities and leaders of Canadian groups makes the exposure experience possible.

Casa-Pueblito receives no government funding. We rely on our fundraising activities in Canada and on the donations from individuals, foundations, community groups, unions, and religious organizations.

### *What is Casa-Pueblito?*

Casa Canadiense-Pueblito Canada (here forth known as Casa-Pueblito) is the amalgamation of two Canadian charities that support community development initiatives in Latin America and Canada. It is an organization and education centre with four staff in Managua, Nicaragua, and staff, a governing board, and countless volunteers based in Toronto, ON, Canada.

### *Pueblito Canada*

Pueblito was started in 1974 when a group of passionate Canadians teamed up to contribute to a better life for children in Latin America. Led by Peter Taçon, the group founded a children's village in Costa Rica, which served as an alternative model to government orphanages and offered street children the chance to grow up in a family environment. The name of this first project, called Pueblito after the Spanish word for "little village," became the name of the organization as it continued to grow. The Costa Rican government officially took over full responsibility of the village in 1989 and it still exists today. Pueblito spent the next 25 years supporting vibrant community initiatives in Latin America and gained experience providing a wide variety of development programs for children. In 2014, Pueblito celebrated its 40th anniversary and embarked on an exciting new path with Casa Canadiense.

### *Casa Canadiense*

Casa Canadiense was founded in 1992 by a group of Canadian educators who were inspired by their contact with the Nicaraguan people during the 1980s Sandinista Revolution. The founders purchased a house in Managua, Nicaragua in 1992 from the Scarborough Foreign Mission and from there the work began. Since its founding, Casa has worked with communities and local organizations on projects ranging from building schools and wells, to providing dental care and undertaking collective art projects. Over the years, Casa has advocated for Canadians to understand social justice and poverty issues, and to support social movements for justice in an ever



globalizing world. Today, united with Pueblito Canada, it continues to work towards a more just and equal world with the Nicaraguan people.

#### *The newly amalgamated Casa-Pueblito*

Pueblito and Casa have worked together on a variety of projects since the 1990s. From 2007-2010 Casa and Pueblito executed a Preschool Lunch program, shared a staff person, and shared an office. We have considered ourselves sister organizations, sharing resources, expertise, and have supported each other's programming since 2006. In November 2014, after one year of discussion, negotiation and preparation, we officially amalgamated into one organization, Casa-Pueblito. So far our union has been an overwhelmingly positive move for both organizations. Our projects reflect the shared values of Casa Canadiense and Pueblito Canada, and we look forward to improving educational opportunities for children and youth in Latin America as well as within Canada.

Casa-Pueblito continues implementing the work of the former Casa Canadiense in educating Canadians on global issues through the microcosm of Nicaragua. Delegations, mainly of high school students, take a trip to Nicaragua in order to experience life in one of our Nicaraguan partner communities. Through a Global Education delegation, students will better understand the hardships and joys of life in Nicaragua, the obstacles the country faces, the people that are its future, and explore wealth, poverty and inequality in a global and cross-cultural context.

Casa-Pueblito also supports grassroots community development projects that are devised and overseen by local community leaders and cooperatives. These projects most often have an educational focus. They can range from small infrastructure projects, training and professional development projects, to a seed bank for an agricultural cooperative. Thousands of Canadians are also involved in this effort through fundraising activities in Canada.

Our house in Nicaragua's capital city, Managua is located in Residencial El Dorado, blocks away from the Huembes market. The house is run by four staff, three Nicaraguans and one Canadian. The house serves as a reception spot for Canadian delegations, a community development center, and as a reference point in Managua for Nicaraguans and foreigners who dream of a better world.

#### *History of our offices and the "Casa" house in Nicaragua*

The "spark" of "Casa Canadiense" emerged during the Sandinista revolution in 1980s. During this time, many Canadians were engaged in solidarity and support work, through organizations such as Canadian Action for Nicaragua and Tools for Peace. Some of Casa's present supporters were solidarity activists in the 1980s and their support for Nicaragua continues until today.

Over the past 24 years the "Casa" has hosted hundreds groups interested in sharing with Nicaraguan communities, as well as film crews, dentists, musicians, journalists, individual volunteers and researchers. After Hurricane Mitch, Casa played a key role in informing Canadians about actual conditions in the country and in fundraising and reconstruction efforts. In addition, Casa has financed many grassroots community development projects, mostly in the field of education.





### *Philosophy*

Our philosophy approaches grassroots community development work from a solidarity perspective rather than one of charity. What does that mean? Charity generally implies an inequitable relationship; a giver and a receiver. The vocabulary around charity often includes words like: give, help, save, fix, and poor. These terms add to the roles of giver and receiver, furthering the gap between the people on either end of the relationship.

Solidarity, on the other hand, implies an equal relationship. While the groups that come down are indeed supporting the communities that they visit via financial and/or material donations, there is recognition that there is equal value in the experience that the group is living through its time with families and communities. We choose to promote solidarity between Canadians and Nicaraguans, something which implies a long-term commitment from Canadians to the people of Nicaragua and of the global community in general.

Casa-Pueblito is non-denominational and non-partisan.

For more information on Casa-Pueblito's philosophy, please see Appendix 4: Casa-Pueblito's Values Statement.

### *The Casa Project Fund*

The Casa Project Fund supports grassroots community development projects that are proposed, created, and led by our community partners in Nicaragua. Each year, our community partners formulate and submit project proposals to Casa-Pueblito, and the projects selected for the year are funded by the Casa Project Fund. Since our organization works through a solidarity lens, we ensure that communities themselves are leaders in the project formulation and management. Each project supported by the Casa Project Fund has a budget of USD \$4,500. Organizations who are applying to the Casa Project Fund for the first time apply for a USD \$3,000 grant.

Our Global Education program is vital to the maintenance of our Casa Project Fund. The funds that go to support our community partners are collected from the various Global Education delegations that pass through our doors each year. In order to take part in a Global Education delegation, groups are asked to contribute a CAD \$ 5,000 donation to our Casa Project Fund. The total money contributed to the Casa Project Fund by our delegations is then divided equally amongst our community partners to fund their development projects.

Through the Casa Project Fund, delegations are able to support multiple community projects with a broad range of focuses, such as youth programs, construction projects, agricultural projects, and music and arts classes. Furthermore, the Casa Project Fund allows Casa-Pueblito to continuously work with our community partners and foster long term relationships and bonds of solidarity that our organization strives for.

Delegations that visit Casa-Pueblito are matched with one of our partner communities whose project is being support by the Casa Project Fund. The delegation will stay with this community partner in Nicaragua, and volunteer with the project while getting to know the community.





## *Organizational Structure*

### Board of Directors

The Board of Directors is based out of Toronto, Ontario, Canada.

### Toronto Staff

Our Casa-Pueblito staff in Toronto consists of a team of four: our Executive Director, a Program Manager, a Fundraising Administrator, and a Bookkeeper. The team is responsible for the overall functioning of our organization in Toronto, which includes fundraising and running our Toronto-based programs, including *Voices for Change: Developing Leadership in Inclusive Education*. This program works with both teachers and youth to increase student success and retention rates among Latino-Hispanic youth in Toronto.

### Managua-Based Staff

Casa-Pueblito has a total of six staff members in Nicaragua: A Center Manager, the Global Education Coordinator, an Administrative Assistant, a Housekeeper, and two Security Guards.

Casa-Pueblito's programming in Nicaragua is run by two staff on site: the Global Education Coordinator, who oversees delegations and global education, and the Centre Manager, responsible for the overall running of the organization and who oversees community projects. They are responsible for Casa-Pueblito's activities in Nicaragua, and report directly to the Executive Director and Board of Directors.



## II WHY ORGANIZE A TRIP TO NICARAGUA?

Many sources cite Nicaragua as the second poorest country in the Americas after Haiti. Other sources recognize Nicaragua as being home of Latin America's second socialist revolution – the Sandinista Revolution (1979 – 1990). No matter what your focus, Nicaragua's history, economy, geography and ecology make it a perfect microcosm for exploring the challenges and joys of a country and people who live very differently from Canadians. With proper facilitation, youth and adults alike can deepen their understanding of global realities and thus become better global citizens.

There are many reasons to organize a trip to Nicaragua. For example:

### *Education*

- View first-hand the impact of neo-liberal policies in impoverished countries.
- Meet with organizations and community leaders to understand Nicaraguan history and its current reality as a microcosm for geopolitics, globalization, and international human relations.
- Compare personal experience with notions of "Third World" poverty held from afar.

### *Solidarity*

- Promote social justice and a sense of global awareness and responsibility.
- Work side-by-side with Nicaraguans from organized communities and contribute to sustainable, community projects that will improve living conditions for local inhabitants.
- Build meaningful relationships with community members by staying with host families.
- Build bridges between youth from very different contexts in today's globalized world.

### *Cultural exchange*

- Share ideas and solutions for global issues such as climate change, gender equity, and livelihood in shifting economic times.
- Widen horizons through cultural exchange.
- Promote cross-cultural understandings and relationships.

### *Self-emergence*

- Encourage young leaders to advance the notion of global awareness and responsibility in their home communities.
- Foster personal and community growth.
- Create the opportunity for transformational personal experiences that inspire all of us to work towards a more just world.

We challenge you and your group to embody solidarity and social justice in your learning experience. Not to do charity work or to give something to the Nicaraguan people, but to come in order to raise awareness about the often hidden responsibility we carry as inhabitants of the global North.



### III HOW CAN CASA-PUEBLITO HELP YOU?

Casa-Pueblito since its inception has promoted and facilitated visits to Nicaragua by Canadians, both by groups and individuals. Most groups that Casa-Pueblito has facilitated have been school study and volunteer work delegations. It is important to clarify, however, that our efforts to promote and facilitate such visits in no way imply responsibility, either financial or legal, for these visits. This may be obvious in the case of individual visitors, but may not be so obvious in the case of groups.

Canadian delegation organizers should understand from the beginning that the legal and financial responsibility for their group's visit rests solely with the Canadian group, School Board, or other agency involved – and not with Casa-Pueblito in Canada or Nicaragua.

#### *Lodging*

In Managua, the Casa-Pueblito has the capacity to lodge ten persons on site and can locate up to twenty more in nearby homes. Individual lodging at Casa costs US\$10 per night, per person.

#### *Meeting Spaces & Library*

Groups staying at the Casa also have access to its outdoor and indoor meeting spaces and to a valuable documentation centre of print and visual media materials about Nicaragua.

#### *Group Facilitators*

Casa-Pueblito partners a delegation with a Group Facilitator, usually young, bilingual, and experienced with social justice organizations and education. Group facilitators (GF) arrange a suitable itinerary for the delegation and draw up an accurate group expenses budget. The GF takes care of logistical issues before and during your arrival in Nicaragua, such as organizing the group's volunteer work, booking educational workshops and conferences, booking accommodations and meals during excursions or in the community, and many other tasks. Casa hires Group Facilitators on a yearly basis and matches Group Facilitators and visiting groups at the beginning of the school year. The Group Facilitator accompanies the group in order to handle logistics and act as a translator.

The Group Facilitators are hired by and paid by Casa-Pueblito. While the Group Facilitators and the group leader(s) will be in direct communication, the Global Education Coordinator (GEC) and the Center Manager will be kept up-to-date by the Group Facilitator. The Global Education Coordinator will assist the Group Facilitator in any logistical tasks needed for the delegation. The GEC may assist in drawing up itineraries and budgets for group expenses or assure transportation and educational talks are booked and confirmed, although these are the primary responsibilities of the Group Facilitator. The GEC will respond to the delegation leader's inquiries on these subjects.

#### *Workshops in Managua*

Delegations will receive an introductory orientation about Nicaragua and Casa-Pueblito's programming at the beginning of the trip. Educational workshops, guest speakers, group reflections, end of the trip debriefing, and post trip action planning will be planned and facilitated by the Group Facilitator and the Global Education Coordinator. Before arriving in the community, the Casa-Pueblito





team will brief the delegation on the Casa-Pueblito counter-part that they will be visiting and what to expect in the host community.

Furthermore, you will have the opportunity to meet with local organizations and knowledgeable individuals for in-depth discussions on current issues. Here is a list of some workshops and experiences offered:

- Alternative tour of Managua.
- Roberto Huembes Popular Market exercise: Visit the market and buy enough food to feed a family of 6 with the amount of money a typical family makes in a day. Activity is followed by a reflection on food security and the cost of living in Central America.
- Misa Campesina (Campesino Mass) at Batahola Norte Cultural Center, a liberation theology church.
- Visit Esperanza en Acción, an organization that supports fair trade artisans.
- Visit Podcasts for Peace, an organization supported by Casa-Pueblito that serves residence of Acahualinca, a neighborhood just outside of La Chureca dump site in Managua.
- An overview of Nicaraguan history taught by a guest lecturer.
- Meet with the ANAIRC sugar cane workers who are protesting against the Pellas family (one of the richest families in Central America) for the poor working conditions that have resulted in chronic kidney failure in former and current sugar cane workers.
- Watch documentaries and movies on Nicaragua, such as “My Village, My Lobster”, “Managua “The World is Watching”, “The World Stopped Watching”, “La Yuma”, “El Hombre Nuevo”, “Dreaming Nicaragua”, and many more.
- Final Reflections, Wrap-Up, and Re-entry to Canadian society workshop.
- Action planning for public engagement activities in Canada.

This isn't an exhaustive list. We are happy to design specific workshops for groups. Guest speakers are paid US\$50 for a typical 2-3 hour workshop.

#### *Connection with a Counterpart*

We connect your delegation with a counterpart where your group will stay for several days to learn about their work and the community. Casa-Pueblito will facilitate communication between the Canadian group and the local grassroots organization, and will act as an intermediary in the transfer of project funds. These funds are directed to our Casa Project Fund and are then transferred to the community. We will follow up on accounting for project funds with the chosen organization and will facilitate post-visit communication.

Casa-Pueblito will visit the work project site that the Canadian group will be visiting before the arrival of the group in order to create an itinerary for the visiting group, a delegation budget that is realistic, and ensure safe working and living conditions. The Global Education Coordinator will make at least one visit to the work site during the delegation's stay in order to resolve any problems or questions that may arise, and help the group assess their experiences. Casa-Pueblito will also follow up with the community counterpart to evaluate the delegation's time in the community.





### *Charitable Tax Receipting*

Casa-Pueblito can issue charitable tax receipts for donations received by the group for their community work project. If possible donors request charitable tax receipts for their donations, and if such funds are to be used for the group's work project in Nicaragua, Casa-Pueblito in Toronto will be happy to receive those funds and issue the tax receipt to the donor. Casa-Pueblito in Toronto will then transfer this money to Casa-Pueblito in Managua.

For any questions regarding charitable tax receipts, please email our current Global Education Coordinator, Juan Carlos Jimenez, at [juancarlos@casapueblito.org](mailto:juancarlos@casapueblito.org).

### *Money Handling*

It is important for delegation leaders to understand that they are responsible for handling and organizing their finances during their stay in Nicaragua. Casa-Pueblito personnel will not assume this responsibility. Likewise, accounting for group expenditures is the responsibility of the group, not Casa-Pueblito.

As of 2013, Casa-Pueblito is unable to transfer the delegation trip expenses funds through its bank account.

It is not possible to answer in advance all the many questions that might arise from this brief description of the Casa-Pueblito's role as a facilitator of group visits to Nicaragua from Canada. Group organizers are encouraged and free to ask any specific questions that come to mind before making their decision to accept Casa-Pueblito facilitation.

For more information about Casa-Pueblito's role as a facilitator of Global Education experiences, feel free to email our Global Education Coordinator, Juan Carlos Jimenez, at [juancarlos@casapueblito.org](mailto:juancarlos@casapueblito.org).





## IV WHAT TO EXPECT

### *Trip Duration*

Most delegations from Canadian secondary school institutions come on a 10-day to 2-week trip. Two-week trips are certainly more fulfilling. University-level groups often come for three weeks to a month.

### *Basic Itinerary*

A group's itinerary is as follows: the first two and last two days are usually spent in Managua where Casa-Pueblito's house is located. Time is mostly dedicated to learning about Nicaraguan social issues, such as its history, environmental issues and climate change, labor rights, and gender justice, amongst others. Part of the itinerary includes group orientation and final reflection.

The majority of the trip is spent in the host community where the work project is undertaken. Host communities are often outside Managua, either in a smaller city or in a rural setting. However, there are host community options in the capital city, if the group prefers. Generally, mornings are spent on the work site and afternoons are used for educational workshops, local outings to sites of interest, and activities with the host community.

If the group would like, a trip to the beach or to one of many volcanoes and nature preserves can be scheduled for the end of the trip.

### *Host Families*

In the host community, students and teachers alike stay with host families. Host families have been carefully chosen by the local partner organization in coordination with Casa-Pueblito. Group participants will be hosted at minimum *in pairs* and will share two or three meals a day with their families. While participants will most likely have to share a room, this room will provide them with basic privacy.

Host families are paid a fair price by the group for room and board at a rate prearranged by Casa-Pueblito. *While the host families will be poor, we ask that no participant give their family extra money or respond to a request for money from the family.* Many times, donations or money gifts create tensions in the communities we visit. Please, *we ask that no participants give their family extra money* in order to avoid creating tensions in the community.

### *Community Work*

When delegations come to Nicaragua and raise funds for the Casa Project Fund, participants will be able to participate and volunteer with one of Casa-Pueblito's community partners in Nicaragua. For an infrastructure-building project, the group will likely be invited to take part in one phase of the construction process. Your group will not be there long enough to see the whole process through. In fact, Canadians on the work site tend to slow things down, but it is a time to learn and share work together in solidarity.





For a non-building project, for instance the seed bank or workshop series, the group's days in the community could be spent planting or harvesting in the field or working alongside teachers at a preschool.

In both cases, a typical day will be composed of some work, an educational workshop or fieldtrip, and a debriefing at the end of the day.

Casa-Pueblito provides monitoring and follow-up so that you can hear stories and numbers and see pictures from the project in its completion.

#### *Climate & Dress*

While Nicaragua generally has a hot climate (30°C or more), long pants and closed toed shoes are the cultural norm, and there are certain areas and times of the year where you and your students will need to cover up in the evenings due to lower temperatures (15 to 20°C) and/or mosquitoes. The group may also need rain gear, including rubber boots. *Please see Section VII for a more in depth discussion of clothing.*

#### *Food*

You will be well fed with mainly local fare. Look forward to rice, beans, plantain, tortillas, tomatoes, cabbage, avocado and a variety of tropical fruits. Beef and chicken are also very common. There are some vegetarian options, which would usually consist of rice, beans, and vegetables. Common drinks are coffee, soft drinks and great fresh fruit juices.

#### *Group Leadership*

While Casa-Pueblito supports groups that undertake trips to Nicaragua, your group will still need to be self-reliant. While in Nicaragua, there will be many responsibilities on the shoulders of the group leader(s). As a group leader you will need to decide how to best delegate the many daily tasks you will face, such as managing delegation funds, organizing the group in general (daily itinerary, problems), logistics (transportation, snacks), communication with local counterparts while in the community, for example.

As well, your team will need Spanish skills. This can be provided by the Group Facilitators mentioned above but generally, the better your Spanish, the more you will be able to get out of the experience.

In addition to logistical leadership, it is important to show leadership within your group towards the community: respect, open mindedness, a sense of humour, positivity, and flexibility are all essential. They are even more essential in a leader when circumstances make it difficult to retain these traits.

It is strongly advised that you establish rules, even a contract, that apply to students and teachers alike which among other things prohibits drinking, use of illegal substances, sexual relations with other members of the group or with the community and wandering off alone. Any of these actions by group participants should result in immediate repatriation.





Group participants are the legal responsibility of the group coordinators as representatives of their organization or school board. Casa-Pueblito does not assume legal responsibility for decisions made by delegation participants. That said Casa-Pueblito staff will do their best to make sure all participants are safe and well.

#### *Time and Delays*

Generally speaking, time delays are more acceptable in Central America than they are in North America. With an effort by both the group and the host community, you will be able to make the most of your time in Nicaragua. The host community will expect you to comply with your itinerary, so please be punctual and advise your hosts of any changes. At the same time, be flexible as there may be some minor, unavoidable delays or changes to the itinerary. We suggest that group members bring along cards, books, or a guitar just in case delays occur.

Furthermore, activities at the work site may not always start out as fast as you would like. However, local counterparts will have done everything possible to get the project ready for your arrival.

#### *An Open Mind*

In your host community and on the work project, you will witness things being done differently and decisions being made that don't necessarily make sense to you as a Canadian. All these occurrences will be perfectly logical from the Nicaraguan point of view. Remember that you are here to learn and that North American solutions may not always be the best solution. It is important to be respectful of leaders and workers from the community.

#### *Educational Philosophy*

We are all clear that this trip is about education, not about charity. More specifically, Casa-Pueblito wants it to be a transformative experience for group participants. You and your students will be helping a community reach some of their collective goals with the donation for the work project; however, these actions will only become *transformational* for the Canadian participants through active reflection and debate. We urge you to make time in your itinerary for group reflection and to help your participants to put their experiences in larger historical and political contexts. This may take some humility and willingness to ask questions yourself. It is one of the best ways to maximize the educational potential of an exposure trip.

Please see Appendix 1: Introduction to Nicaragua for more background info on Nicaraguan culture, history, geography, and politics.





## V GROUP PREPARATION 1 – EDUCATING OURSELVES

### *Preliminary Points for a Group Leader to Consider*

First some philosophical considerations:

- What do you want your students to get out of this experience?
- What do you want your school to get out of this experience?
- What do you want your local community and the donors that support the trip to get out of this experience?
- What does solidarity mean to our group?

There are some more practical issues to consider:

- When will your school board let you take students overseas?
- How many days of class are your students permitted to miss?
- Can Casa-Pueblito accommodate your group during that time period?

### *Getting Started on this Experience*

While each group leader has his or her ideas about what they want their students to get out of this experience, it is always seen primarily as a learning experience. Here are some ideas of issues that you can have your students learn about and debate during the months leading up to the trip:

- 1) Start working on the group's Spanish skills.
- 2) Learn about Nicaraguan history, geography, culture, economy, the Sandinistas, Sandino, Carlos Fonseca...
- 3) Learn about the concepts of social justice, global inequality, anti-oppression, solidarity, liberation theology, fair trade and responsible tourism...
- 4) Deconstruct the idea of poverty and wealth. What is poverty? Is poverty just about money and material possessions? What is wealth? What does poverty look like in Canada? How is poverty in Canada different or similar to poverty in countries such as Nicaragua? What do we think poverty in the “Third World” looks like? How has poverty been marketed to “pull on our heart strings”? Is this image true to reality? Is this marketing of poverty ethical?
- 5) What is “development”? What is the difference between development, charity and international relief work? How do you define what Canadian groups like your own do? How do different Canadian NGOs tackle development issues? Is all development helpful? What are the Millennium Development Goals and the Sustainable Development Goals?
- 6) Discuss cross-cultural issues: cultural differences, cross-cultural communication, and tools for cross-cultural exchange.





- 7) Discuss some safety issues such as what to do in the case of an earthquake and personal safety (always be accompanied with one other person, do not go out of your home at night, don't have anything too flashy with you).

#### Post-Trip Activities

- What post-trip projects will you expect your students to undertake and what sort of research or documentation activities will they need to carry out to undertake these follow-up projects?
- How do you envision your group educating your home community upon return and what sort of research or documentation activities will they need to carry out to undertake these follow-up projects?

The more time spent in pre- and post-trip activities, the more deep and transformational the time in country will be for the participants.

In order to prepare students for their trip to Nicaragua, Casa-Pueblito facilitates pre-arrival workshops with our delegations to talk about what to expect on their Global Education trip. Casa-Pueblito will go over important concepts with your group, such as our history, Nicaraguan history, and our solidarity model. Upon your return to Canada, Casa-Pueblito is also available to facilitate a post-delegation debrief session to assist participants in reflecting on their experience and about possible steps forward in putting their Global Education learning in practice.

If you are interested in hosting Casa-Pueblito for a workshop with your delegation, please email Juan Carlos Jimenez, the Global Education Coordinator, at [juancarlos@casapueblito.org](mailto:juancarlos@casapueblito.org).



## VI GROUP PREPARATION 2 - LOGISTICS

### *Travel Health Issues*

It is necessary to take some basic health precautions for traveling to Nicaragua. For example, it is necessary to make sure all members of the group have Hepatitis A & B shots. As well, there is malaria, dengue, chikungunga, and zika in Nicaragua. Group participants will have to decide how they wish to deal with this risk. It is very important to make these important decisions about international travel health matters at least 3 months before departure. Please consult informed health care providers about these issues.

Useful sources of information on travel health issues		
Health clinics	Government agencies (US & Canadian)	Other
<b>Montreal Travel Clinic</b> 500 Sherbrooke street west, 11 <sup>th</sup> floor Tel: (514) 499-2772	<b>Global Affairs Canada</b> <a href="http://www.international.gc.ca/international/index.aspx?lang=eng">http://www.international.gc.ca/international/index.aspx?lang=eng</a>	<b>International Society for Travel Medicine:</b> <a href="http://www.istm.org">www.istm.org</a>
<b>Ottawa Infections Diseases Travel Clinic</b> #470-1053 Carling Ave Tel: (613) 761-4972	<b>Health Canada</b> <a href="http://www.hc-sc.gc.ca">www.hc-sc.gc.ca</a>	<b>Travel Med:</b> <a href="http://www.travelmed.com">www.travelmed.com</a>
<b>Toronto Center for Travel and Tropical Medicine</b> <a href="http://www.tghtravel.ca">www.tghtravel.ca</a>	<b>US Centre for Disease Control:</b> <a href="http://www.cdc.gov">www.cdc.gov</a>	<b>World Health Organization:</b> <a href="http://www.who.int">www.who.int</a>
<b>Vancouver Travel Clinic</b> 1090 West Pender, 11 <sup>th</sup> floor (602) 681-2400		Lonely Planet, Moon, or other travel guide books

Furthermore, please find out well in advance if some of your students have serious allergies or other health problems. Depending on the specific circumstances, some individuals might want to reconsider visiting Nicaragua. For example, exposure to dust in Nicaragua is frequent and intense. This may make it difficult for someone with allergies and sensitivities.

**Group participants must have proper travel health insurance that includes a repatriation clause in case of serious injury that is best treated in Canada.**

As for diarrhea and other intestinal problems: someone in the group will always get sick, it is unavoidable and no big deal, as long as it is properly monitored and common sense is used. Bring Gastrolyte for general use, Imodium for travel days and perhaps also Ibuprofen and Acetaminophen for fever. There are also many natural substances that can be purchased in Canada to effectively deal with intestinal infections. Please decide how you want to proceed with keeping your group strong and happy.



**Please pack a general first aid kit. We highly recommend that at least one delegation member be certified in basic first aid.**

#### *Minors*

Will some of your students be minors under Canadian law? Please inform yourself well about Canadian laws and local school board regulations pertaining to travelling with minors.

#### *Passports*

Every member of the group will need a passport valid for at least six months beyond the date of return to Canada.

Please travel with a photocopy of every passport and with copies of all other important documents.

Each Canadian participant needs to have their birth certificate available in Canada with a contact there, should they need to replace their passport while in Nicaragua.

#### *Visas*

Will any of the students not travel with a Canadian passport? While, Canadians do NOT need special visas to visit Nicaragua or to pass through the United States, people of other nationalities may. Applying for these visas is often a lengthy process.

*The closest Nicaraguan Consulate is in Washington DC:*

Consul general: Francisco Campbell Hooker  
1627 New Hampshire Ave., N.W.  
Washington, D.C. 20009  
Tel: (202) 939-6531 / (202) 939-6573 / (202) 937-6532  
Fax: (202) 939-6574

#### *Emergency contact information*

You will need to compile a complete list of group participants, including name, birth date, passport number and pertinent allergies. Furthermore, please specify a primary emergency contact in Canada for the period while the group is in Nicaragua. Please also provide the Casa-Pueblito with this list.

Please leave copy of all passports and the emergency contact page with your primary contact in Canada.





## *US Consulates in Canada*

### **Ottawa**

#### *Postal Address:*

The Embassy of the United States of America  
PO Box 866  
Station B  
Ottawa, Ontario K1P 5T1 Canada  
Telephone: (613) 688-5335  
Fax: (613) 688-3082

#### *Courier Address:*

The Embassy of the United States of America  
207 Bank Street, suite 418  
Ottawa, Ontario K2P 2N2 Canada  
DO NOT SEND MAIL TO THIS ADDRESS

#### *Street Address:*

The Embassy of the United States of America  
490 Sussex Drive  
Ottawa, Ontario K1N 1G8 Canada

### **Toronto**

#### *Street Address:*

360 University Avenue  
Toronto, Ontario M5G 1S4 Canada  
[www.toronto.usconsulate.gov/content/index.asp](http://www.toronto.usconsulate.gov/content/index.asp)

### **Quebec**

#### *Street Address:*

2 Place Terrasse Dufferin, behind Château Frontenac.

#### *Mailing Address:*

B.P. 939  
Québec, Québec G1R 4T9 Canada  
[www.quebec.usconsulate.gov/content/index.asp](http://www.quebec.usconsulate.gov/content/index.asp)

### **Montreal**

#### *Street Address:*

1155 St. Alexandre Street  
Montréal, Québec H3B 1Z1 Canada

#### *Mailing Address:*

Post Office Box 65, Postal Station Desjardins  
Montréal, Québec H5B 1G1 Canada  
[www.montreal.usconsulate.gov/content/index.asp](http://www.montreal.usconsulate.gov/content/index.asp)

## VII GROUP PREPARATION 3 – THINGS TO KEEP IN MIND

### *Conversation*

Good discussion topics include: Nicaragua, Canadian experience in the country, his/her family as well as that of the person to whom he/ she is speaking and his / her home country. When first meeting someone, avoid talking about politics since people are divided over this sensitive subject. Humour is naturally something that many cultures appreciate and Nicaragua is not the exception. Lastly, Nicaraguans are known as particularly friendly people.

### *Communication Styles*

The amount of personal space that Nicaraguans prefer to keep is significantly less than what Canadians are used to; therefore, expect to have people stand quite close to you when they are speaking (although the distance is not as close as in Arab countries, for instance). Eye contact is not as important as it is in Canada, but it is not poorly regarded either. Thus, it is best to not change your behaviour, but do not be offended if people do not look directly at you when they are speaking. Nicaraguans have very pronounced body language and some gestures may create confusion. For instance, people point with their mouths to indicate a person or object. Rubbing two index fingers together indicates that you want to pay for something and may be another potentially confusing gesture. Canadians often think that the two previously mentioned gestures have sexual connotations, but this is not the case at all. As far as tone of voice and directness are concerned, Nicaraguans express themselves differently as they do not follow a straight line, but tend to go off on a tangent, particularly when expressing disagreement.

When first addressing someone it is best to speak to them in a formal manner and use the polite form of the word "you". It usually does not take that long to get comfortable with the other person and interact with them in a more familiar fashion. Nicaraguans generally call one another by their first names. To show respect, put the word "Don" or "Doña" in front of the person's first name: Don Francisco, or Doña Isabel, for example.

Do not think that Nicaraguans are racist because of the way they express themselves and their sense of humour. For example, in Spanish the word "Negro" refers to the color black and is different from that same word in English. Characterization of a person based upon the bodily features is common in Latin American. Thus, in Nicaragua, someone who has slightly almond-shaped eyes may be called "Chinese" and some who looks Arab might have the nickname "Turk" since the first Arabs to visit Nicaragua sold Turkish carpets.

### *In People's Homes*

How to enter someone's house- say "con permiso." Getting offered a seat – offering guest in your home a seat is considering good manners. You can refuse if you prefer to stand up – it's not bad manners.

Dinners in host families – you will very infrequently be served at a table with the rest of the family. You will most likely be served at the table while the family eats apart, generally sitting on anything in the vicinity of the kitchen. Many times, this is done because there are not enough chairs or table space for



the visitors and the family. Families create space for the guest to eat as a polite practice of hospitality. Don't be afraid to find your way to where the family is to be more around them.

#### *Food Safety in Nicaragua*

For travelers that are in the country for a short time, it is recommended that they take some basic food safety precautions. Casa recommends that you don't drink tap water and instead always drink either filtered or purified water. We also recommend that you stay away from raw fruits and veggies sold in markets and at traffic lights; they are washed in tap water and are out in the open for long periods of time. The same goes for street food; eat it at your own risk!

The absolute best way to prevent the spread of illness is to prevent the spread of germs, so stick to good hand-washing techniques at all times.

Be sure to stay hydrated! Nicaragua's sun can get very hot and it is easy to become dehydrated without even realizing it.

#### *Relations between the Sexes*

Please be aware that friendships between males and females may be mistaken viewed as a romantic relationship, which may cause discomfort amongst the delegation, and may misrepresent the intentions and dynamics of the delegation and our organization in the community. Please keep this in mind as you begin to interact with other young people in your host community and remember that this might affect how Nicaraguan's perceive your friendships with other people in your group.

In the case that you are romantically approached by someone this is making you feel uncomfortable, remember to respect yourself and stick up for your personal limits. You have every right to firmly to say that you are not interested and look for ways to physically leave the situation, including asking your colleagues, teachers, and facilitators for assistance.

#### *Your Legacy in the Community*

People take note and remember that everything you do while in Nicaragua will reflect on you, your school and on Casa-Pueblito. Ask yourself, how do you want to be remembered?

As you are getting ready to leave you may be asked by individuals for personal items to leave as a souvenir of your stay in your host community. This is what locals call "recuerdos". You will be asked for personal items that the community members have seen you carry or wear on a regular basis, like bracelets. You may want to leave things to the people you have made friends with. However, be aware that the whole community will soon know who got stuff and who didn't so please try and be as discreet and as fair as possible.

You may be asked for money. Please don't give community members money and please discuss these requests with your group leaders.





### *Suitable Clothing*

In Nicaragua, semi-formal dress attire is highly regarded, with men wearing short-sleeved shirts, slacks and shoes. It is similar for women; they wear comfortable, but formal clothes. When dressing, clothes should always be neat and clean. Shorts and flip flops are considered informal in the pacific of Nicaragua among the poor sectors of society.

- Even though the climate is hot, men and women do not typically wear shorts outside their homes. (This is different within the upper classes and on the Atlantic Coast.)
- Men almost always wear closed toed shoes in public. Women sometimes wear fancier sandals. Flip-flops are considered very informal.
- It is not appropriate for men to take their shirts off in public.
- Furthermore, Nicaraguan women tend to dress conservatively, especially in the more rural areas. While some Nicaraguans may dress in clothes that expose parts of the body, it is **highly recommended** for foreign visitors not to dress this way, considering the nature of this trip.

We would ask all group participants to please select their travel wardrobe with care. Please choose pants and peddle-pushers over shorts, walking shoes for daily wear over flip-flops, long skirts and dresses and non-revealing tops. Please avoid shorts, skirts or dresses that do not reach the knees. Please be mindful of covering your chests and your midriffs.

#### **Clothes**

- underwear
- socks
- light pajamas
- skirt or dress (knee-length or longer)
- short/long sleeve shirts
- something slightly formal
- sandals (for at home)
- sweater or light fleece
- work pants and work shirt
- hiking shoes/work boots

#### **Gear**

- swimsuit
- light sleeping bag
- water bottle
- work gloves
- sun hat and sunglasses
- sunscreen and bug spray
- flashlight and batteries
- light rain gear





- flip flops for showering
- mosquito net

### Toiletries

- personal hygiene items
- hairbrush
- toothbrush and paste
- face cloth and towel
- deodorant
- soap/shampoo in bags
- toilet paper/handi-wipes

### Other

- camera
- journal and pen
- musical instrument
- personal comfort object
- stuff to keep you entertained while waiting
- Spanish-English resources

### *What not to bring*

Please do not bring expensive jewelry, precious keepsakes, iPods, MP3 players, laptops, electrical items like hairdryers or irons, excessively packaged items, or any other item that is important to you and that you do not want to lose.

### *Gift-Giving*

Gift-giving becomes a rather complex topic when we are giving cross-culturally. Many times when there are assumptions made about the level of people's living circumstances, our gut response is to try and give as much as we have in material wealth – which in Canada we have in abundance. But gift giving in the spirit of charity can be hurtful and damage the long lasting relationships that you are working to build up during your visit. The following are some questions you can ask yourself and your group when you are considering what kinds of donations to bring with you:

- Has the request for this donation come from the community, or is it something I have seen that I think they must need?
- How could this gift be perceived? (ie. if I'm giving someone soap or toothpaste, will they interpret it as me thinking they are dirty, or unhygienic?)
- Have we talked over our ideas with the Managua staff to see if there is a need for this kind of donation in the community we are going to visit?
- In what ways do our gifts show that we care about our host community?

When considering what it means to give gifts in the spirit of hospitality, you might find some of the following to be good ideas to share as a gesture of thanks with your host family:





- book of photos of Canada
- CD of Canadian music
- bottle of maple syrup
- maple leaf pin
- T-shirt with Canadian emblem

Also, it's a great idea to bring personal photos of your friends and family to share with your local hosts. Photos are a great way to communicate beyond language barriers and family is something valued highly in Nicaragua so people will appreciate you sharing that part of your life with them. Maybe you would want to include a couple of pictures that you wouldn't be sad to leave behind, sometimes leaving pictures with your host family is a wonderful way for them to remember their time together with you.

Casa-Pueblito generally discourages gift giving that goes over and above what is given in the "spirit of hospitality". If you hope to bring down a large donation of any one particular thing, please consult first with the Casa-Pueblito staff to ensure that there is a need for it in the communities we work with.

Each group participant will want to bring some personal spending money, mostly for buying gifts here to take home. However, given the educational nature of the trip and the economic condition of the majority of people you will meet on your trip, we ask that group members limit the amount of money they bring. Personal spending money should be brought in US dollars (Canadian dollars are NOT accepted in Nicaragua). We suggest no more than U\$150 per participant.

Please remember that with your presence and your donation to the community project, your group is already contributing greatly to the local community. While there is often incredible need in the community you will visit, arriving in the community with bags and bags of material donations is not necessarily the best route to take. So much "stuff" can detract from building human relationships.

That said, there are great needs in the communities you will visit but your role will be to share in the joys and sorrows of the community and to learn as much as you can to bring home with you. We often say that the service-learning journey really begins when you arrive back home with your stories to share with family and friends. Through you, people will be able to learn about what it means to be a global citizen and hopefully contribute to Casa's long term community development programs in the future!

#### *What if you are asked to give?*

If the situation arises in your community home stay that you are asked to give above and beyond what you have already given to the project, make sure to let people know that the way you are helping the community is by contributing to a community project in order to benefit all community members and not just one individual family.

**Please do not give any direct donations of money to community members.** Your home stay families are already well compensated for hosting and your group has already contributed greatly to the community by fundraising for the project you are a part of.





**Please do not make any promises to fund any proposed projects in the community.** Let people know that you are working with Casa-Pueblito and that they should present their proposal ideas to us. Communities are able to submit up to one proposal every year for funding.

Giving can be complicated, and can have impacts on relationships and communities that we may never have thought of. We encourage all groups to have open discussions about appropriate gift giving and feelings around how we can use our position of privilege in the most effective ways.

#### *Challenges*

We have three challenges for you while you visit Nicaragua:

- 1) **Wash own clothes at least once.** Have your host mom or sisters teach you how. Laundry is done by hand by women in Nicaragua. The host families will offer to do your laundry. Try at least once to do it yourself to a) see how hard and time consuming it is; and b) demonstrate that men too are able to wash clothes.
- 2) **Interact with youths in the host community as a group.** It's often the most difficult to try and relate to people your own age that come from a completely different context. We suggest that the group organize one or two youth-focused activities so that you can get to know your peers, their dreams and their perspective on the world.
- 3) **Recognize the privilege of being able to be on this trip.** It is a privilege to be in Nicaragua on this school trip. Most youth in the world cannot travel overseas for educational purposes. They would not get the travel visas and/or they would not be able to raise enough funds etc. Please be aware of how lucky you are to be here.





## VIII GROUP PREPARATION 4 – FINANCES

*How much money will the group need to fundraise?*

The group will need to raise two separate sets of funds. One set of funds will be used to cover general group expenses (transportation, lodging, meals, facilitation, etc.) of your trip in Nicaragua. The other is for the work project and will be donated to Casa-Pueblito.

Please note that the Casa-Pueblito quotes prices and costs in USD as this is the most common foreign currency used in Nicaragua. We will always write US currency as USD or U\$. Canadian currency will be written as CAD\$. If you are ever in doubt, please ask us to clarify.

You will need to bring your funds in USD. Canadian dollars are not accepted in Nicaragua.

### *Projecting General Group Expenses*

A group of 16 participants on a 10-day trip, working at a community outside Managua may need approximately \$16,000 USD in order to cover a trip to Nicaragua. This amount is broken down into two groups 1) Tax receiptable fees and 2) In-country group expenses. This does NOT include previous expenses such as airline tickets or travel health insurance.

Here is an estimated outline of the **tax receiptable amount** paid directly to Casa Toronto: (**Please note that it is in Canadian dollars**)

Cost	Details	Amount (CAD)
Casa Project Fund Donation	100% of this donation is put towards community development projects	\$5000
Participant Fee (includes 4 nights lodging in Managua, and a Group Facilitator to plan and facilitate your delegation)	<p>Covers the administrative costs required to host guests and maintain relationships with community partners throughout the whole year.</p> <ul style="list-style-type: none"><li>• Up to 14 participants (including teachers), the fee will be \$ 250 CAN per person.</li><li>• Per person costs for each additional person after 14 participants will be \$ 275 CAN.</li><li>• Per person costs for each additional person after 20 participants will be \$ 300 CAN.</li><li>• Per person costs for each additional person after 25 participants will be negotiated with the group leader.</li></ul>	On average: \$4,050 (varies with group size)
	Total	\$9,050

***\*\* For a group of 16 people staying for 10 days***





Here is an estimated outline of **in-country group expenses**: (Please note that it is in US dollars as this is the only accepted form of foreign currency in Nicaragua)

Cost	Details	Amount (USD)
In country transportation	Buses between sites and during tours	\$1,300
Food in Managua		\$1,800
Food & lodging in host community	\$15/ person/ night (this assumes 6 nights)	\$1,440
Guest speakers & workshops	\$50/ each, so it depends on how many you meet with (this number assumes 8)	\$400
Airport entrance fee	\$10/person payable upon entry into the country	\$160
Emergency	Reserve in case of emergency	\$700
Miscellaneous	Water, toilet paper, cell phone, photocopies	\$300
	Total	\$6,100.00

***\*\* For a group of 16 people staying for 10 days***

This is only an estimation of necessary costs. One of our Group Facilitators will provide you with a more accurate projection of your group's in-country expense budget.

#### *Fundraising for the Casa Project Fund*

We ask groups to fundraise \$5,000 CAD (or more) for the Casa Project Fund. The money raised will go to supporting all of the Nicaraguan projects funded through Casa-Pueblito that year. You are then hosted by one of the communities funded through the Casa Projects Fund, but your fundraising is actually going to benefit not only your host community but also other Nicaraguan community development projects. For a complete list of all of the projects supported, please ask the Casa Managua staff.

We are able to start the projects whenever funds arrive, so please let us know when you are ready to send the project funds so we can get started with the communities on their projects before the group arrives. Ideally, if you are able to send donations for Casa Projects Fund six week before the trip starts that gives us enough time to get working!

#### *Fundraising ideas*

There are many ways to raise both funds and awareness about the relevant issues at the same time. Students are often very creative, resourceful and committed. Here are a few ideas to get you started:

There are well-known campaigns and their spin-offs to raise funds. For example:

- 24-hour famine (World Vision)
- Wake-a-thon
- Silent auctions
- Coffee house or talent night
- Community raffles
- Documentary film night





Many groups take to selling things. Often you can do this in coordination with other organizations, such as Cafe Etico in Vancouver ([www.codev.org/codev2\\_cafeetico.cfm?pagenumber=0](http://www.codev.org/codev2_cafeetico.cfm?pagenumber=0)). Cafe Etico has **organic, Nicaraguan coffee** that groups can buy for fundraising purposes. Chocosol (<http://chocosol.posterous.com/>) is an amazing fair trade chocolate and coffee business in the Toronto area.

Other groups – such as Champlain College – have had success selling **awareness raising items**. One year, they sold neon orange shoelaces – it really took off! Once you have been to Nicaragua once, you can capitalize on **crafts** you bring back such as hammocks, ceramics, t-shirts etc. and use them for the next round of fundraising.

Many of our groups have had success with food-related benefits. Beyond the often used bake sale. **Special banquet dinners** with a fixed ticket price are generally a great success – the menu can be gallo pinto (Nicaraguan rice and beans), spaghetti, whatever your students feel up to making.

**Shows and expositions** are another fundraising idea. Try an international talent show or a photo gallery/art exhibition.

Finally don't forget that **local businesses and community organizations** also have funds that they can donate to your group's endeavor. Try Rotary Clubs, the Lions Club, and local churches as well as the local teachers' union and unions that parents and friends might belong to.

#### *Charitable Tax Receipts*

Casa-Pueblito is a registered Canadian Charity. As such, all fundraising for the Casa Project Fund and the Participant Fees are eligible for tax receipts, if desired.

Please send all funds for your trip to Casa Toronto **by cheque** one month prior to your trip to Nicaragua:

Casa-Pueblito  
107A 2238 Dundas St. W  
Toronto, ON M6R 3A9

And clearly label which amounts are:

- Casa Project Fund (tax deductible)
- Participant Fee (tax deductible)

For further information about receiving Chartable Tax Receipts please contact **the Global Education Coordinator, Juan Carlos Jimenez, at [juancarlos@casapueblito.org](mailto:juancarlos@casapueblito.org).**





## IX POST-TRIP FOLLOW-UP

An overseas service-learning trip has the potential to have a profound effect on all participants. It is very important to keep in mind that participants will suddenly see their home community and their home country in a different light after this trip. Furthermore, once a group has had the privilege to travel to Nicaragua, it has acquired the responsibility to educate other Canadians about the issues they learned about on the trip. Therefore, there are many things to do and to consider once the group returns to Canada.

### *The Body, Mind, & Spirit*

Group participants have just had an intense experience, and it can manifest itself in the body. Upon return, people will need to adjust back into their old routines. That includes having time for both bodily rest and mental reflection during the first few days.

Participants may have gone home with an illness. Students who feel unwell should visit their family doctor as soon as possible.

The feelings and observations that often arise upon return to one's home country are sometimes referred to as "re-entry". Some common examples are:

- It can seem impossible to communicate one's enthusiasm to friends and family at home. People often find that they are very excited to share what they have learned with their friends and families, but that family and friends don't ask the right questions or lose interest very easily. Here are two strategies: 1) When asked "So, how was it?", answer with a question - "What would you like to know? About the people, about our excursion, about the work project?" This is an easy way to figure out who is really interested and who wants only the short answer. 2) Another option is to come up with a two-minute response that satisfies you. This is the answer that you can use for people who really don't want to hear the whole story.
- It is often difficult to become re-accustomed to the wealth and opulence in Canada. While it can be difficult to do such things as enter gigantic supermarkets or shopping malls, this is a sign of valuable lessons having been learned. *It is also potential energy that can be harnessed into constructive social justice activities in Canada.* Be sure to discuss with your students how they have felt upon return and how they see Canada differently now that they have seen how the majority of the people in the world live.

Note that it can be easy to be too hard on friends and family who "don't seem to understand". Remind your students to not get down on their friends and family. It is a good idea to meet together as a group to share these feelings.

### *Community Education at Home*





It is a privilege to be able to travel to another country. Few Nicaraguans are able to travel to Canada for example. Having taken the trip implies an ethical responsibility to share what you have observed and learned with other Canadians. Furthermore, many people in Canada helped your group get to Canada. They will want to know what you did and how it went.

Please have group participants plan presentations for both the school and the greater community. Don't forget to include your major donors. It will help you when you ask them for funds the next time. Often teachers require that students produce class projects post trip. Students are often quite creative and produce great multi-media presentations.

Casa-Pueblito would love to receive a copy of videos and other resources produced by the group post-trip. It helps us measure the impact of our educational mandate.

#### *Remembering Nicaragua*

The group will leave Nicaragua with very strong feelings towards the people they met on the trip. While we don't expect those feelings to last forever and while we recognize that communication with these people will be difficult, there are many ways that the group can honour their new Nicaraguan friends.

For example, photos are very important for Nicaraguans. The host families and host community in general will be delighted by seeing photos of your time spent together. Upon return to Canada it would be a very kind gesture to collect photos for the host community. Casa-Pueblito in Managua is open to delivering mail designated for host families when we visit our community partners. Furthermore, more and more Nicaraguans are using digital means of communication. Likely at least one person in your host family or host community will have access to email or Facebook. We recommend this as a way to stay connected with your host community.

Sometimes a community member will ask delegation participants directly for funds either during the trip or after. Casa-Pueblito works hard with each of our counterparts to identify projects that are the priority of the whole community and will benefit the greatest number of people. They then submit these projects to the Casa Project Fund to be funded by groups like yours. If someone from your host community writes to you to ask for funds, please contact Casa-Pueblito. We would be happy to work with you to support a project identified by the community as their priority. However, we would rather you not fund the communities directly because it doesn't honor the fair process that they have gone through to put forward a project together.

One of the best ways you can remember your host community is to tell stories about your time living and working together. Try to tell stories not just about the poverty and challenges you saw, but also the strengths of the community and what we as Canadians have to learn from your host community in terms of attitudes and solutions to global issues.

#### *Ensuring that it is a Transformative Experience*

What group participants get out of a service-learning trip often depends on group leadership. As we have mentioned, a service-learning trip is meant to be transformative. It is about changing how we see the world, not just about funding a project in a community in the global South. The potential impact of





this trip is only achieved by proper reflection and facilitation. Participants will gain many insights from directed discussions about issues, observations and feelings that arise during and post-trip.

We urge you to follow-up with the group when you arrive back in Canada. Please reflect on the trip and the impact it has had on how the participants see the world. Some possible questions for reflection are:

- How do participants see the world/ Canada/ Nicaragua/ themselves differently after this experience?
- What can we do to promote equality with our Nicaraguan brothers and sisters?
- What can we learn from our Nicaraguan counterparts?
- How are we privileged as Canadians, and what can we do with that privilege to promote social justice and global equality?

Casa-Pueblito will be delighted to support you in discussing these issues with your group. If you would like Casa-Pueblito to assist your school in a post-delegation reflection, feel free to email Juan Carlos Jimenez, the Global Education Coordinator, at [juancarlos@casapueblito.org](mailto:juancarlos@casapueblito.org).

## X CONCLUSION

It can be easy to get swept up in fundraising, what to pack, and the logistics of an itinerary. We hope that this guide along with discussions with the Casa-Pueblito coordinators can ease this process along, and leave space to prepare for a transformational experience.

Maybe this is your first time travelling to Latin America or maybe you have been coming to Nicaragua since the brigades of the 1980s. Either way, if you bring a spirit of fascination, this passion will inspire your whole group. This could mean reading online news about Nicaragua or starting a journal to reflect on your own expectations and assumptions in the lead up to the trip.

If you have any questions please feel free to contact the Global Education Coordinator. We would also appreciate any feedback and suggestions on how to improve this guide for the 2017 edition.

In peace & solidarity,

Casa-Pueblito

## APPENDICES

### *APPENDIX 1: INTRODUCTION TO NICARAGUA*

Here is some basic information for your personal reference that you may choose to consult when working with groups. Please feel free to add your knowledge and experiences into any discussion around these particular topics.

#### **Geography**

Largest but most sparsely populated of the Central American nations, Nicaragua borders on Honduras to the north and Costa Rica to the south. It is slightly larger than New York State. Nicaragua is mountainous in the west, with fertile valleys. Two big lakes, Nicaragua and Managua, are connected by the Tipitapa River. The Pacific coast is volcanic and very fertile. The swampy Caribbean coast is aptly called the "Caribbean Coast" (51% of the national territory)

#### **Climate**

Nicaragua has a predominantly tropical climate, alternating between two seasons: rainy and dry (winter and summer). This is the result of its geographic location between 11 and 15 degrees latitude north and the humidity from both the Atlantic and Pacific oceans which give it a fairly stable season.

In the Central Region the rainy season lasts from May to October. The dry season occurs from November through April. During December the weather is more temperate. The warmest months are March, April and May, Nicaragua's "sea season".

The climate in the Atlantic Coast has been classified as having the highest temperature and humidity. The temperature in this region corresponds to that in tropical jungles and ranges above 89° F.

#### **Demographics**

According to the 2005 census, Nicaragua has a population of 5,483,400, an increase of 20% on the 1995 census figure of 4,357,099. Whites and Mestizos make up the majority (86%) of the population of Nicaragua with approx. 69% Mestizos and 17% Caucasian (mostly of Spaniard, German, Italian, or French ancestry). Nicaraguan demographics reflected a different composition prior to the Sandinista revolution of 1979 since most of the migration during the years that followed was primarily of upper or middle class Nicaraguans which were comprised primarily of whites. A growing number of these migrants have been returning after, though a vast majority remains living abroad for the most part.

In the nineteenth century, there had been a substantial indigenous minority, but this group was also largely assimilated culturally into the Mestizos majority. Primarily in the 19th century, Nicaragua saw several waves of immigration from other European nations. In particular the northern cities of Estelí, Jinotega and Matagalpa have significant fourth generation Germans. Most of Nicaragua's population lives in the western region of the country in the departments of Managua, Granada and Leon.

About 9% of Nicaragua's population is black, or Afro-nicaragüense, and mainly reside on the country's sparsely populated Caribbean or Atlantic coast. The black population is mostly of West Indian (Antillean) origin, the descendants of indentured laborers brought mostly from Jamaica and Haiti when the region was a British protectorate. Nicaragua has the second largest black population in Central America after Panama. There is also a smaller number of Garifuna, a people of mixed Carib, Angolan, Congolese and Arawak descent.

The remaining 5% is comprised of the unmixed descendants of the country's indigenous inhabitants. Nicaragua's pre-Colombian population consisted of the Nahual-speaking Nicaraо people of the west after whom the country is named, and six other ethnic groups including the Miskitos, Ramas and Sumos along the Caribbean coast. While very few pure-blooded Nicaraо people still exist, the Caribbean peoples have remained distinct. In the mid-1980s, the government divided the department of Zelaya - consisting of the eastern half of the country - into two autonomous regions and granted the African and indigenous people of this region limited self-rule within the Republic.

90% of Nicaraguans live in the Pacific lowlands and the adjacent interior highlands. The population is 54% urban. An estimated 1.4 million Nicaraguans live outside of Nicaragua, mainly in neighbouring Costa Rica and in the United States.

### History

Nicaragua takes its name from Nicaraо, chief of the indigenous tribe that lived around present-day Lake Nicaragua during the late 1400s and early 1500s. In 1524, Hernandez de Cordoba founded the first Spanish permanent settlements in the region, including two of Nicaragua's principal towns: Granada on Lake Nicaragua, and Leon east of Lake Managua. Nicaragua gained independence from Spain in 1821, briefly becoming a part of the Mexican Empire and then a member of a federation of independent Central American provinces. In 1838, Nicaragua became an independent republic.

Much of Nicaragua's politics since independence has been characterized by the rivalry between the Liberal elite of Leon and the Conservative elite of Granada, which often led to civil war. Initially invited by the Liberals in 1855 to join their struggle against the Conservatives, an American named William Walker and his "filibusters" seized the presidency in 1856. The Liberals and Conservatives united to drive him out of office in 1857. Three decades of Conservative rule followed. Taking advantage of divisions within the Conservative ranks, Jose Santos Zelaya led a Liberal revolt that brought him to power in 1893. Zelaya ended a longstanding dispute with Britain over the Atlantic Coast in 1894, and reincorporated that region into Nicaragua.

The United States intervene in Nicaraguan politics by applying economic pressure and sending armed forces such as the U.S. Marines, who remained in the country from 1912 to 1933. Subsequently, the United States backed a military dictatorship headed by General Anastasio Somoza who, after three decades of rule, was succeeded by his two sons. From 1936 to 1979 the Somoza "dynasty" ran the country as a personal fiefdom in conjunction with several wealthy landowning families whose estates were worked by an increasingly poverty-stricken peasant class.

Discontent with the widespread corruption of the Somoza regime and its brutal tactics against all political opposition within Nicaragua led to the creation in 1961 of a Marxist-oriented political and

military movement known as the Frente Sandinista para la Liberación Nacional (Sandinista National Liberation Front, or FSLN). The “Final Offensive” against the Somoza regime began in 1978, allowing the Sandinistas to seize power the following year and established a five-member junta which ruled until, in 1984, they became the dominant party in a freely elected national assembly. The Sandinistas adopted an economic model that mixed state and private ownership in agricultural and industrial enterprises while nationalizing banking and monopolizing government control over foreign trade. The confiscation of properties owned by the Somoza family and its associates, which included a fifth of the country’s arable land, facilitated an agrarian reform that benefited 60 percent of rural families.

Friendly relations established by the Sandinista government with the Soviet Union, Cuba, and other socialist countries triggered the wrath of the United States, which in 1981 cut off aid to Nicaragua, blocked loans from international financial institutions, and eventually imposed a trade embargo. The United States also helped to train and fund a rural mercenary army known as the contras, which launched a war against the Sandinista government. Nearly a decade of civil war during the 1980s resulted in the death of about 30,000 people, the emigration of more than one-fifth of the population, and the internal displacement of a quarter of a million Nicaraguans. The entire population suffered as well because of a decrease in social spending and shortages of food and other necessities.

Nicaragua’s fragile peace, inaugurated in 1990 by an electoral victory of the U.S.-backed Unidad Nacional Opositora (United National Opposition, or UNO) was marred by resurgent contra violence that was not fully extinguished until 1994. The Sandinistas remained an oppositional political force but were weakened by internal conflicts.

Former Managua mayor and Conservative candidate Arnoldo Alemán won the 1996 election. Former Sandinista leader Daniel Ortega was his closest rival.

In 1998, Hurricane Mitch killed more than 9,000 people, left 2 million people homeless, and caused \$10 billion in damages. Many people fled to the U.S., which offered Nicaraguans an immigration amnesty program until July 1999. Nicaragua remains one of the poorest countries in the Western Hemisphere.

In the Nov. 2001 presidential elections, Enrique Bolaños, the ruling Liberal Party leader, defeated Ortega, who was attempting a comeback.

In Aug. 2002, former president Arnoldo Alemán was charged with fraud and embezzlement, and in 2003 he was sent to prison for 20 years. Subsequent President, Bolaños triumphantly called it the “frying of the Big Fish.” The anticorruption watchdog, Transparency International, ranks Alemán among the most corrupt leaders of the past two decades.

The country received an enormous show of support from the international community in 2004 when the IMF and World Bank forgave \$4.5 billion of Nicaragua's debt. In April 2006, a free-trade agreement with the U.S. (CAFTA) went into effect.

Former Sandinista president Daniel Ortega won the November 2006 presidential election with 38% of the vote and took office in Jan. 2007. His term as president thus far has been as controversial as when the PLC Liberals were in power in the 90's.

Ortega has received harsh criticisms from right-wing politicians in Nicaragua, primarily to do with his ongoing spending of public money on FSLN propaganda, the amount of power his wife seems to have in the decision making process, and several constitutionally questionable political decisions that have been made. The mayoral elections of 2009 were said to be rigged, a claim that was supported by a number of international governments and that resulted in the U.S. withdrawing significant human development funding from the country. The aforementioned propaganda can still be seen at the major intersections in Managua, where massive signs display Ortega's headshot against the backdrop of the fluorescent pink, chosen as a party color by his wife. More recently, Ortega has made attempts at modifying the constitution, attempts that are said to be illegal and in contravention of the constitution itself. He has also been heavily criticized by the left-wing for having passed an anti-abortion law that does not even allow for therapeutic abortion.

All of the above being said, the Ortega government has made progress in a number of areas over the past four years. They injected a considerable amount of money into public education, making it truly public for the first time since the 1980s. They also executed a number of programs for campesinos, purchasing chickens and livestock for families to contribute to their self-sustainability. Most Nicaraguans will also tell you that, while still dismal, Nicaraguan healthcare has improved some since the FSLN took power again in 2006.

Daniel Ortega has won a third presidency in 2011, election results that have been riddled in controversy, since the constitution of Nicaragua states that a president can only be in office for two periods. Daniel Ortega had been president of Nicaragua from 1985 to 1990, and a second time from 2006 to 2011, which should technically disqualify him. However, the Supreme Court ruled that Daniel Ortega would be able to run for a third election, which worries critics in that it may open doors for a president to remain president for life with indefinite re-election. International observer missions of the Organization of America States, the Episcopal Conference, the European Union and the United States concluded that elections failed to be transparent. Daniel Ortega won this election with 62% of the votes.

In Daniel Ortega's government, Nicaragua's economy has diversified with Free Trade Zones, mining concessions and natural resource extraction, tourism, and foreign investment. In the past years, Nicaragua has been praised for its social stability with the lack of gang violence that is seen in neighbouring El Salvador, Honduras, and Guatemala. However, critics have accused the government for lacking transparency and repressing and stifling of opposition movements.

In the lead up to the 2016 elections, Nicaragua has been hit with a drastic three year drought that has impacted *campesino* famers throughout Nicaragua, especially the Northern and Pacific areas. Furthermore, since 2013, the government of Nicaragua has been in negotiations with the Chinese enterprise HKND to create a Nicaraguan Inter-oceanic canal that would rival the Panama Canal. This development project has received much opposition, with mass movements being formed in communities around Lake Nicaragua and the planned construction site to stop the canal. There have been over 40 anti-canal marches in country so far.

As we write these words, the country is preparing itself for the 2016 elections.

## Language

The official language of Nicaragua is Spanish. Nine other main languages are/were spoken in Nicaragua. Currently 7 of these are considered living languages whilst 3 of them are extinct. Below is a list of these languages along with some details about them:

### *Spanish*

Spanish is also known as Español or Castellano. Millions of people worldwide speak Spanish and it is the most widely spoken Romance language (Iberian Romance language). Spanish spoken in Nicaragua is a different dialect to that spoken in Spain. Certain words may differ as well as pronunciation. However, people who speak any form of Spanish will be able to communicate effectively in Nicaragua.

### *Garifuna*

Also known as Caribe, Black Carib or Central American Carib is a Caribbean language (a group of languages endemic to South America). Interestingly Garifuna's vocabulary is broken into terms used exclusively by men and terms used exclusively by women, but not in all cases.

### *Miskito*

Is also referred to as Mosquito, dialect use mostly by the Miskito Indians. The use of the language seems to be decreasing with about 200 000 individuals speaking it.

### *Nicaragua Creole English*

Most people who speak this language will also speak Spanish and English. Creole languages are those which have developed from combining two or more different languages.

### *Rama*

This language is said to be going extinct. Speakers of Rama also tend to speak Nicaragua Creole English.

## Religion

Roman Catholicism is the major religion, but evangelical Protestant groups have grown recently, and there are strong Anglican and Moravian communities on the Caribbean coast. The 2013 Latinobarometro shows religious affiliation as follows: Roman Catholic 47%, Protestant/Evangelical 37%, Atheist/Agnostic 12%, other 3%, and none 1%.

## Economy

Nicaragua's economy has historically been based on the export of cash crops such as bananas, coffee, and tobacco. In addition, Nicaragua's rum is renowned as among the best in Latin America, and its tobacco and beef are also well regarded. During the Sandinista War in the early 1980s, much of the country's infrastructure was damaged or destroyed, and inflation ran for a time at several thousand per cent. Since the end of the war almost two decades ago, many state-owned industries have been privatized. Inflation has been brought to manageable levels, and the economy has grown quite rapidly in recent years.

As in many other developing countries, large segments of the economically poor in Nicaragua are women. In addition, a relatively high percentage of Nicaragua's average homes have a woman as head of household: 39% of urban homes and 28% of rural homes. Unemployment is officially counted at around 6.8% in 2014.

In 2005, finance ministers of the leading eight industrialized nations (G-8) agreed to forgive some of Nicaragua's foreign debt, as part of the HIPC program. According to the World Bank, Nicaragua has a GDP of around \$11.81 US billion dollars in 2014.

Nicaragua under Daniel Ortega (2006-2016) has diversified its economy and has received record levels of investment from both the international private sector and international financial institutions. Nicaragua has also received support with its membership in the Bolivarian Alliance of the Americas (ALBA), which has allowed Nicaragua to invest in roads, ports, and electricity generation.

Since 2011, Nicaragua has been the fastest growing economy in Central America second to Panama. In 2016, the International Monetary Fund (IMF) removed its offices from Nicaragua, stating that the country had completed its obligations and has shown an average 4% growth in the economy for five consecutive years.

While the official macro-economic statistics have pointed to enhanced growth in the economy, these statistics are not representative of the living conditions of Nicaraguans. Economic growth has also been coupled with high food prices, salary controls, and persistent youth unemployment, substance abuse, and marginalized living conditions in rural and urban areas. The high costs of agricultural production costs and competitive international food markets have also been coupled with a three year drought that has drastically impacted peasant farmers and local economies since 2013.

Nicaragua's membership in ALBA and PETROCARIBE has allowed Nicaragua to export agricultural business to Venezuela, and freed up half the cost of oil imports from Venezuela to agricultural development, small business, and poverty reduction. Agricultural development, however, has been focused on support large export based companies, while small peasant farmers continue to struggle to compete with international markets and high production costs.

The Nicaraguan unit of currency is the Córdoba (NIC) and was named after Francisco Hernandez de Córdoba its national founder.

### **Tourism**

In the last 15 years or so, the tourism sector has seen an economic boom, positively affecting the Nicaraguan life and economy. In 2010, Nicaragua set a landmark in its history by bringing in 1 million tourists in one calendar year. The country is mostly famous for its landscapes, flora and fauna, culture, beaches and of course, its lakes and volcanoes.

According to the Ministry of Tourism of Nicaragua, the colonial city of Granada is the preferred spot for tourists. Also, the cities of León, Masaya, Rivas and the likes of San Juan del Sur, San Juan River, Ometepe, Mombacho Volcano, Corn Island & Little Corn Island, and others are main tourist attractions. In addition, ecotourism and surfing attract many tourists to Nicaragua.

Tourism is a main source of international investment into Nicaragua; today, tourism is the second largest industry in the nation. More investment and support from the government is expected after the Central American-Dominican Republic Free Trade Agreement was signed.

While the tourism industry has contributed to economic growth, critics have noted that the tourist industry has led to social milieus that create tensions in local Nicaraguan communities. For example, rising housing prices in areas such as Granada and San Juan Del Sur has led to gentrification that has created areas in Nicaragua that are owned and managed almost completely by foreigners. Furthermore, income inequality and stratification has increased dramatically as foreigners buy properties and live in Nicaragua beside villages and neighbourhoods whose residents are feeling the burden of diminishing peasant economies. Developments such as these have created mixed feelings and resentments amongst the population in tourist areas.

### **Culture**

The country has strong folklore, music and religious traditions, deeply influenced by Iberian Peninsula culture but enriched with Amerindian sounds and flavours. Nicaragua has historically been an important source of poetry in the Hispanic world, with internationally renowned contributors, the best known being Rubén Darío. Also included in this group are Ernesto Cardenal, Jose Coronel Urtecho and Pablo Antonio Cuadra.

Education is free for all Nicaraguans. Elementary education is free and compulsory although this is not strictly enforced and many children are not able to attend due to their families need to have them work. Communities located on the Atlantic Coast have access to education in their native language. Higher education has financial, organic and administrative autonomy, according to the law. Also, freedom of subjects is recognized. Nicaraguan culture can further be defined in several distinct strands. The west of the country was colonized by Spain and its people are predominantly Mestizos with a small European population. Spanish is invariably their first language.

The eastern half of the country, on the other hand, was once a British protectorate. English (Creole) is still predominant in this region and spoken domestically along with Spanish. Both languages are taught in schools. Its culture is similar to that of Caribbean nations that were or are British possessions, such as Jamaica, Belize, The Cayman Islands, etc. Although recent immigration by Mestizos has largely influenced younger generations and an increasing number of people are either bilingual at home or speak Spanish only. There is a relatively large population of people of mixed African descent, as well as a smaller Garifuna population. Due to the African influence, in the East Coast, there is a different kind of music. It is the popular dance music called 'Palo de Mayo', or Maypole, which is celebrated during the Maypole Festival, during the month of May. The music is sensual with intense rhythms. The celebration is derived from the British Maypole for May Day celebration, as adapted and transformed by the Afro-Nicaraguans on the Caribbean coast.

### **Music & Dances**

The Nicaraguan music and dances are a product of the heritage and the mixture of different cultures from indigenous tribes, European conquerors, and African slaves.

The music and dances were born in the different regions of the country. Even though each region has its own traditions, all Nicaraguans consider themselves to share one cultural identity. This is why dances from the Caribbean Coast (that have a lot of African influence) are danced in the Pacific, and northern dances are just as well performed in the south.

### Literature

The Nicaraguan artistic literature is very diverse and has had representatives known throughout the world.

The first big literature piece is the Nicaraguan comedy-dance ‘El Güegüense’ or ‘Macho Ratón’, which was first published in Carazo in the 17th century, written in Nahuatl and Castilian. The play is from an anonymous author and it represents Nicaraguan colonial times. A mixture of indigenous and Spanish elements can be found in the play, both in the music as well as in the play itself. Its name comes from the main character ‘El Güegüense’, a name that is derived from the nahuatl word ‘huehue’ meaning ‘old’. The Güegüense takes advantage of his astuteness to trick the authorities of the play that represent the Spanish conquerors. This theatrical play was recently named ‘Master Play of the Oral and Intangible Patrimony of Humanity’ by UNESCO, because it represents a pacific resistance from the indigenous peoples against the cultural and authoritarian imposition by the Spanish conquerors.

The literature representation of Nicaragua in the world relies on the Nicaraguan poet Rubén Darío (1867-1919), known by Hispanic culture as one of the creators of Modernism. His repertoire is broad and reproduced in many languages.

Nicaragua is the nation of many poets and narrators. Nowadays, modern authors known internationally include Ernesto Cardenal, Gioconda Belli and Sergio Ramírez.

## APPENDIX 2: EDUCATIONAL RESOURCES

### English

#### Readings

DeFronzo, James. *Revolutions and Revolutionary Movements*. Westview Press. 2011.

Dixon, Marlene; Susanne Jonas eds. *Revolution and Intervention in Central America*. Synthesis Publications, 1983.

Isbester, Katherine eds. *The Paradox of Democracy in Latin America: Ten Country Studies of Division and Resilience*. University of Toronto Press, 2011.

New International: *A Magazine of Marxist Politics and Theory. The Rise and Fall of the Nicaraguan Revolution*. Pathfinder Press, 1994.

Plunkett, Hazel. *Nicaragua in Focus: a Guide to the People, Politics and Culture*. London : Latin America Bureau, 1999.

Ross, Clifton; Marcy Rein eds. *Until The Rulers Obey: Voices from Latin American Social Movements*. PM Press, 2014.

Walker, Thomas W. *Nicaragua: The Land of Sandino*. Westview Press, 1991.

Zimmermann, Matilde. *Sandinista: Carlos Fonseca and the Nicaraguan Revolution*. Duke University Press, 2001.

#### Videos

*Cover up*, 1988 (USA), Directors: David Kasper and Barbara Trent

*No Pasaran*, 1984 (Australia), Director: David Brandbury

*The World is Watching*, 1988 (Canada), Director: Peter Raymont / White Pine Productions ([www.whitepinepictures.com](http://whitepinepictures.com))

*The World Stopped Watching*, 2003 (Canada), Director: Peter Raymont / White Pine Productions ([www.whitepinepictures.com](http://whitepinepictures.com))

Australian screen: <http://australianscreen.com.au/education/> - documentary downloads with teaching resources attached.



#### Internet resources

**Envio magazine** - [www.envio.org.ni](http://www.envio.org.ni)

**Visual Geography Series:** [www.vsgbooks.com](http://www.vsgbooks.com) – look for the Nicaragua link on the scroll down country list on the left hand side of the screen; includes photos, websites and even links to progressive teachers guides.

**Zmag:** [www.zmag.org](http://www.zmag.org)

**Resource centre of the Americas:** [www.americas.org](http://www.americas.org)

**Centre for Latin American and Caribbean Studies (CERLAC), York University:** [www.yorku.ca/cerlac/](http://www.yorku.ca/cerlac/)

#### Teaching resources

**CODEV** - [www.codev.org](http://www.codev.org)

- Global stories (EFL and literacy teaching resource)
- Community success stories (EFL and literacy teaching resource)
- Culture of Peace (primary)
- Not so natural disasters (primary and secondary versions)
- Thirsty planet (secondary)
- Child labour (secondary)
- Globalization (secondary)
- 500 years and beyond (secondary)

**OXFAM Canada** - [www.oxfam.ca/news-and-publications/educational-resources](http://www.oxfam.ca/news-and-publications/educational-resources)

D. Stocker. ***Math that matters, A teacher resource for linking math and social justice.*** Canadian Centre for Policy Alternatives. [www.policyalternatives.ca](http://www.policyalternatives.ca)

**Latin American and Iberian resources / Resources for teachers:** <http://laii.unm.edu/teachers.php>

**Resources for teaching of the Americas (RETANET):** <http://retanet.unm.edu>

**Pearson Ethics Initiative:** [www.pearsoncollege.ca/archives/pastprojects/PEI/resources/html](http://www.pearsoncollege.ca/archives/pastprojects/PEI/resources/html)

**Indiana University Progressive Faculty Coalition:** [www.bloomington.in.us/~pfc/teaching.html](http://www.bloomington.in.us/~pfc/teaching.html)

#### **French**

#### Internet resources

**Solidarite, Union, Cooperacion (SUCO):** [www.suco.org](http://www.suco.org)

#### **Spanish**



Readings

Perez-Baldodano, Andres. *Entre el Estado Conquistador y el Estado Nación.: providencialismo, pensamiento político y estructuras de poder en el desarrollo histórico de Nicaragua...*

Videos

*Vos que sos mi hermana*, 1999 (Spain), Director: Yolanda Olmos Ruiz, Producer: Entrepueblos (Spain)

*No todos los sueños han sido sonados*, 1994 (Canada), Producer: SUCO (Montreal), SPA w ENG subtitles

*Los Amantes de San Fernando*, 2001 (Nicaragua-Sweden), Director: Peter Torbiörnsson, SPA with ENG subtitles

Internet resources

**Revista Envío:** [www.envio.org.ni](http://www.envio.org.ni)

**Pesticide poisoning:** <http://nemagon.info>

**Turismo rural comunitario en Nicaragua:** [www.guiaturismocomunitario-nicaragua.com/](http://www.guiaturismocomunitario-nicaragua.com/)

Nicaragua institutions/entities

**Instituto de Historia de Nicaragua y Centroamérica:** [www.ihnca.edu.ni](http://www.ihnca.edu.ni)

**Centro de Estudios Internacionales, Nicaragua:** [www.ceinicaragua.org.ni](http://www.ceinicaragua.org.ni)

**CIPRES:** [www.cipres.org.ni](http://www.cipres.org.ni)

**Coordinador Civil:** [www.ccer.org.ni](http://www.ccer.org.ni)

**Puntos de Encuentro:** [www.puntos.org.ni/default.php](http://www.puntos.org.ni/default.php)

**El Nuevo Diario:** [www.elnuevodiario.com.ni](http://www.elnuevodiario.com.ni)

**La Prensa:** <http://www.laprensa.com.ni/>



## APPENDIX 3: CASA-PUEBLITO VALUES STATEMENT

### Solidarity: The Foundation of Casa-Pueblito

At Casa-Pueblito our understanding of solidarity is constantly being re-evaluated as our organization grows and changes over time. Our philosophy is rooted in the values of our founders, who became involved in the Nicaraguan solidarity movement in the late 1980s. They began to engage with the processes of social change taking place in Nicaragua at that time and supported the movement toward greater equality and justice in which the majority of Nicaraguans participated. As time passed, our involvement with our Nicaraguan friends has focused increasingly on community-based grassroots, social movements that have asserted an important place in Nicaraguan society since the 1980s.

Our understanding of solidarity is the driving force behind our community development projects and the Nicaraguan experiences that we facilitate. We are dedicated to a vision of solidarity that is not based on charity. We believe that one-sided donations of resources, monetary or otherwise, are meaningless because they do not challenge unequal power relations or contribute to building meaningful relationships.

At Casa-Pueblito, as of the writing of this document in January 2010, we have collectively chosen to define solidarity as: A reciprocal relationship in which people work together to challenge oppression through mutual respect and valuing of each others' contributions towards common goals. While solidarity has a variety of meanings and connotations, we feel that it is important that our partners and friends know how we understand the concept, as expressed through the following values:

#### Value 1: Equitable and Meaningful Relationships

We believe that the construction of equitable and meaningful relationships between individuals and communities is the foundation from which we can work toward a more just and sustainable world.

#### *Value in action:*

- We recognize the invaluable contributions of our Nicaraguan partners in initiating and sustaining the community development process.
- We recognize that the transformative learning opportunities for Canadian youth, facilitated through Casa-Pueblito, would not be possible without the time, energy, expertise and generosity of our community partners in Nicaragua.
- We attempt to foster and sustain on-going relationships with specific communities in Nicaragua.

#### *Related expectations for school groups:*

- Schools approach their engagement with Nicaragua as a sustained, on-going activity that extends from year to year through successive cohorts of students.
- School groups will make an effort to organize trips that are approximately two weeks.
- The school groups are willing to build relationships with a particular community in Nicaragua and attempt to return to the same community more than once. Groups will make an effort to keep in touch with the communities that they visit through letters, email, or other means



## Value 2: Social Justice

We believe that social inequality and material poverty are rooted in unequal and unjust global power relationships. This situation cannot be resolved through material charity but rather through seeking to understand this reality, and working together locally and globally to make changes in the global power structures that affect us all.

### *Value in action:*

- We strive to ensure that all community development projects fit into a comprehensive strategy to address needs as identified by the community. We strive to incorporate participatory processes into all projects.
- We sponsor projects that come from the community and meet needs as recognized and understood by that particular community.
- We support educational initiatives at home and in Nicaragua that make connections between local and global issues and discuss the structural causes of inequality.

### *Related expectations for school groups:*

- Groups commit to working on service projects with community members in a participatory way and to building on the on-going efforts that already exist in communities.
- Groups commit to allocating resources according to the needs that have been determined by the community and therefore are flexible about the nature of the proposed projects.
- Any donations from groups must be required and specifically requested by the host community or Casa-Pueblito.
- Teachers will explore issues of racism, colonialism, political injustice and exploitation with their students, to deepen their collective understanding of Nicaragua's situation on a macro level before, during and after experiencing it on a micro level.

## Value 3: Education of Self

We believe that education is a life-long voyage. We believe that we can learn profound lessons from people of different cultures, different historical experiences and different present realities. We believe that it is very instructive to attempt to understand the world from the standpoint of someone else's cultural norms and worldview.

### *Values in action:*

- We strive to continually deepen our understanding of world issues as they play out in contemporary Nicaragua.
- Our Nicaraguan friendships inform our understanding of world issues and contemporary Nicaragua.
- We strive to respect all of Nicaragua's positive cultural norms at all times.

### *Related expectations for school groups:*

- Groups understand that all group participants – teachers & students alike – will learn and grow through the experience.
- Groups demonstrate a willingness to develop an understanding of Nicaraguan history, politics and culture as well as the connections to be made between Nicaragua and their own communities in

Canada.

- Groups demonstrate a willingness to consider their Nicaraguan hosts as teachers in this learning process.
- Groups, and particularly the teachers who return to Nicaragua on a regular basis, aim to build their Spanish language skills over time and endeavour to seek the assistance of the Spanish-speakers that may very well be part of their community.
- Groups are willing to adhere to an agreed upon code of conduct that is respectful of the local cultural norms and customs.

#### Value 4: Education of our Peers and Community

We believe that everyone benefits from a more equitable world and that the privilege of education and travel comes with the responsibility to engage with the people around us to inform our communities and take action together to address local and global issues.

##### *Value in action:*

- We are engaged in an on-going effort to educate the wider Canadian public on issues related to Nicaragua, and to North-South relations generally.
- We are committed to helping students deepen their understanding of Nicaragua and of greater world issues and assist them to develop engagement plans for their home communities.
- We attempt to make connections between what we have experienced in Nicaragua and the social justice and equity issues that exist in our own communities.

##### *Related expectations for school groups:*

- Groups are willing to commit to making the Nicaraguan experience an on-going process and engage in significant preparation and follow-up for students and teachers.
- Groups are encouraged to educate themselves and engage in their community's social justice initiatives throughout the process. Groups will work with Casa to develop an action plan for engaging in local issues.
- Group members demonstrate a willingness to participate in intensive discussion and debriefing about the experience. As groups actively reflect on their experience, we hope that it will not be an isolated event but rather become part of daily life and ongoing activism.



## APPENDIX 4: DISASTER PREPAREDNESS AND RESPONSE POLICY

*The following policy has been developed to facilitate disaster preparedness and response at Casa-Pueblito's Centre in Managua, Nicaragua, so as to contribute to the health and safety of Casa-Pueblito's Canadian overseas employees and/or any other Canadians or international visitors to Nicaragua visiting under the auspices of Casa-Pueblito programming should such an event occur. This policy applies to both natural and man-made disasters.*

### 1. Introduction

First and foremost, Casa Canadiense – Pueblito Canada Community Development Centre (heretofore “Casa-Pueblito”) recognizes that preparation is the most important aspect of disaster response. Casa-Pueblito will therefore seek to contribute to the health and safety of its Canadian overseas staff and any other Canadians or international visitors to Nicaragua visiting under the auspices of Casa-Pueblito programming, in the event of a disaster, by focusing on disaster preparedness.

Second, given Casa-Pueblito’s modest size, capacity and nature, in the event of a disaster, Casa-Pueblito’s primary role will be to facilitate communication and provide all available information to help manage the situations. All individuals associated with Casa-Pueblito and its programming will need to have their own insurance to cover the costs associated with emergency repatriation.

Third, should Canadians or international visitors to Nicaragua visiting under the auspices of Casa-Pueblito programming be caught in a disaster, Casa-Pueblito will rely on Canadian teachers accompanying the students (heretofore “teachers”) to respond to the situation as prescribed by the disaster or emergency response policies, practices and expectations of their sponsoring organization (e.g. school and school board policy) for such events.

Fourth, Casa-Pueblito recognizes the important role of the Global Affairs Canada (GAC) and Canada’s consular services in responding to issues of the safety of Canadians abroad. In the case of the disruption of normal commercial means of travel, Canadians must turn to GAC.

### 2. Disaster preparedness protocols

#### 2.1. Disaster preparedness kits

Casa-Pueblito’s centre in Managua will have two disaster preparedness kits that will be stored in two separate locations in the Centre. The contents of these kits will be based on the recommendations for such kits published by the Canadian Red Cross.

The Casa-Pueblito Coordinator(s) will review the kits on an annual basis to ensure the integrity of the contents and renew/replace items as needed.

#### 2.2. Disaster preparedness and response information

Casa-Pueblito’s centre in Managua will provide visitors and staff with disaster preparedness and response information in both English and Spanish through two large wall posters, hung in highly visible places in the centre. These posters will include the location of Casa’s disaster preparedness kits, emergency phone numbers, and advice on what to do in various disaster scenarios.





### **2.3. Visitor orientation**

Everyone planning to visit Nicaragua under the auspices of Casa-Pueblito programming will be provided with basic disaster preparedness information in advance of their departure. This information will cover basic recommendations for staying safe during and after a disaster (specifically earthquakes, tsunamis and hurricanes) as provided by the Canadian Red Cross and suggest additional resources for further information. This information will be included in the pre-departure information provided by Casa-Pueblito to groups.

Prior to departure, teachers will be provided with a copy of this policy. Teachers will be asked to return to Casa the group participant and emergency contact information (see 2.5).

Upon arrival, Casa-Pueblito will brief groups on disaster preparedness and response, as part of the general orientation provided to group participants and teachers. In addition, visitors to the centre in Managua will be advised of the wall posters (see 2.2) and be asked to review the information.

### **2.4. Registration with Canadian Authorities**

Before departing for Nicaragua to begin their duties, the Casa-Pueblito Coordinator(s) will register with Global Affairs Canada through GAC's *Registration of Canadians Abroad* (ROCA). Upon arrival in Nicaragua to begin their duties, the Casa-Pueblito Coordinator(s) will register with the Canadian Embassy in Managua.

Casa-Pueblito recommends that everyone visiting Nicaragua under the auspices of Casa-Pueblito programming register with Global Affairs Canada (GAC) through GAC's *Registration of Canadians Abroad* (ROCA), in advance of their departure. This recommendation will be included in the pre-departure information provided by Casa-Pueblito to groups.

### **2.5. Emergency contact information**

The Casa-Pueblito Coordinator(s) will provide Casa-Pueblito with contact information of a close family member in Canada, to be used in the case of a disaster or other emergency. This information will be given to the Board member who acts as Managua staff liaison and the Office Administrator in Toronto.

Teachers traveling to Nicaragua will be requested to provide the Casa-Pueblito Coordinator(s) and the Office Administrator in Toronto with a list of group participants and their passport numbers, plus contact information for at least one emergency contact person in Canada (preferably a school or school board official). In accordance with Casa's privacy policy, this information will be retained only for the duration of the trip. In the event of a disaster, this information may be shared with the Board of Directors, GAC or another government agency and/or the Canadian Red Cross, as the Board of Directors determines is appropriate for the purpose of assisting group participants.

### **2.6. Alternate communication routines**

Should the disaster have severed normal means of communication (i.e. telephone and internet), Casa-Pueblito will seek to communicate via the Consular Services provided by the Canadian government.

Should the Casa-Pueblito Coordinator(s) have no means to communicate with a member of Casa-Pueblito in Canada or their family, the Coordinator(s) will be asked to report immediately to the Canadian Embassy in Managua to provide information regarding their health, safety and location.





The information regarding local emergency services provided by the Casa-Pueblito Coordinator(s) to teachers will include the number for the Canadian Embassy in Managua, and instructions to report to the Embassy should the magnitude of the disaster have severed all other means of communicating with the Casa-Pueblito and the group's emergency contacts in Canada.

### **2.7. Emergency funds**

Canadians or international visitors to Nicaragua visiting under the auspices of Casa-Pueblito programming will be reminded to arrange, in advance, for access to emergency funds, so that they can cover their own expenses related to emergency medical treatment, lodging, food, water and travel in the event of a disaster or other emergency.

## **3. Disaster response protocols regarding Canadian overseas staff**

In the event of a disaster in Nicaragua:

- Casa-Pueblito's priority will be the health and safety of the Casa-Pueblito Coordinator(s) so that they may attend to the concerns of Canadians or international visitors to Nicaragua visiting under the auspices of Casa-Pueblito;
- The Board of Directors (through the official liaison or alternate designate) and the Casa-Pueblito Coordinator(s) will seek to establish immediate contact with each other in order to ascertain/communicate the extent of the disaster, the Coordinator(s)' condition and threats posed by the disaster to the Coordinator(s)' health and safety;
- Both parties will seek to maintain regular communication once established, in order to keep each other abreast of important developments;
- The Board of Directors will consider whether it is in the Casa-Pueblito Coordinator(s)' best interest to remain in the country or to return as soon as possible to Canada, and if warranted, will undertake actions to facilitate his/her/their immediate repatriation;
- The Casa-Pueblito Coordinator(s) will establish contact with the Canadian Embassy in Managua and will remain abreast of all advice and information issued by it;
- The Board of Directors will remain abreast of GAC's activities related to the safety of Canadians for this particular disaster and will request GAC's support, as the case may warrant; and
- The Board of Directors will decide when and if it is necessary to contact the Casa-Pueblito Coordinator(s)' emergency contact in Canada in relation to the disaster and the Coordinator(s)' health and safety.

## **4. Disaster response protocols regarding visitors to Nicaragua visiting under the auspices of Casa-Pueblito programming**

In the event of a disaster in Nicaragua while Casa is hosting Canadian or international visitors under the auspices of Casa-Pueblito programming:



- Casa-Pueblito's priority will also be the health and safety of Canadian or international visitors under the auspices of Casa-Pueblito programming.
- The Casa-Pueblito Coordinator(s) will seek to establish immediate contact with teachers in order to ascertain the group's location, condition and threats posed by the disaster to members' health and safety;
- Both parties will seek to maintain regular communication once established, in order to keep each other abreast of important developments;
- The Casa-Pueblito Coordinator(s) will ascertain how to support the group in responding to the disaster as required by the emergency response policies and practices of their sponsoring organization;
- The Casa-Pueblito Coordinator(s) will keep the Board of Directors abreast of the group's situation;
- The Casa-Pueblito Coordinator(s) will immediately inform both the Board of Directors (through the established liaison person or alternative designate if necessary) and the teachers should their ability to respond effectively and in accordance with this policy be compromised (e.g. severe illness, collapse of transportation infrastructure), and in such a situation, all parties will work to provide for an acceptable alternate arrangement.
- A decision regarding the Casa-Pueblito Coordinator(s)' immediate return to Canada will be also be premised on their ability to support the group and on the conditions and safety of the group and its members.
- The Board of Directors will decide when and if it is necessary to contact the group's emergency contact in Canada in relation to the disaster and the group's health and safety as described in Casa-Pueblito's Crisis Response Policy.

Should a group of Canadian or international visitors under the auspices of Casa-Pueblito programming be scheduled to arrive in the immediate aftermath of a disaster that has affected the entire country or the region the group was scheduled to visit, Casa-Pueblito will consider the option of advising the group to cancel their trip. A decision to provide such advice to a group would mean that Casa-Pueblito would not provide the group with services or accommodation, should the group choose to continue with its plan to travel to Nicaragua. Casa-Pueblito will not be held responsible for any costs incurred by the group in having to cancel its trip.

## APPENDIX 5: STATEMENT OF EXPECTATIONS AND ROLES IN RELATION TO GLOBAL EDUCATION EXPERIENCES IN NICARAGUA

*The purpose of this document is to provide a specific statement of expectations and roles for the participating parties when Casa-Pueblito, teachers and other community leaders in Canada come together to organize global education experiences in Nicaragua and their follow up activities in Canada. The statement aims to facilitate interactions with group leaders and ensure a fulfilling experience for all parties, including our Nicaraguan community counterparts.*

*In this document, “group leaders” refers to the teachers, professors or team leaders that lead groups from Canada and “group facilitators” refers to persons residing in Nicaragua that accompany visiting groups as part of the experience.*

### **1) Our vision for our global education work involving Canadians visiting Nicaragua**

Our global education work is built around five key values: solidarity, equitable and meaningful relationships, social justice, education of self and education of our peers and community. These values, how we envision them represented in our work and how we feel our partners can demonstrate these values, are described in more depth in our Values Statement Document.

When it comes to our efforts to organize and facilitate global education experiences in Nicaragua, we endeavor to engage in partnerships where collaboration and communication result in rich educational opportunities for all parties: Canadian participants (youth and adults), Casa-Pueblito, local partner organizations and members of the Nicaraguan host communities. We aspire to always engage in relationships that are based on openness, mutual respect as well as cultural understanding and sensitivity.

We aim to offer a comprehensive experience built around learning about local issues and building relationships with Nicaraguans, through home stays and opportunities to visit, and engage in grassroots community projects.

### **2) Our role in global education trips to Nicaragua**

#### **1. Funds and Fundraising**

We partner with groups in Canada who wish to visit Nicaragua to engage in a transformative learning experience focusing on social justice from a global perspective. We do not sponsor trips directly. Instead, we expect the Canadian group to have a sponsoring institution (such as a school) or else be fully self organized with the capacity to raise the CAN \$5,000 for the Casa Project Fund, as well as their



participation fee and their personal group budget {as in the case of a community group, post-secondary student organization, union, faith community, etc.).

Our ability to facilitate unique and powerful learning experiences comes from our partnerships with grassroots Nicaraguan organizations and organized communities, whose community development efforts we support through the Casa Project Fund. We work all year long to foster and strengthen these partnerships in many different ways, including our school brigades. Groups that partner with Casa-Pueblito spend part of their time hosted by the members of one of our partner communities.

Groups are given the opportunity to contribute to this work through a donation to the Casa Project Fund. We ask groups to aim to raise \$5,000, which is the average size of the community grants offered by Casa-Pueblito. These donations are then spread out among all of our community partners. This granting and distribution process to local partners ensures transparency, accountability and equity. At year end, we provide donors with a review of all our partners' projects and successes.

## **2. Casa Pueblito - Managua**

We have a Centre Manager and a Global Education Coordinator (GEC) who live in Nicaragua and work at the centre in Managua. The Global Education Coordinator is the primary contact point for all group leaders and is available throughout the year to discuss any questions, concerns or logistical matters that arise before, during and after a group's trip to Nicaragua.

We also work with Group Facilitators, who are bilingual residents of Nicaragua who accompany groups in order to facilitate community relations, enrich group discussion and reflection and support group leaders with translation and logistics. Group facilitators support the GEC with pre-arrival planning, including working with the GEC on the development of group itineraries and in-country expense budgets.

We believe that groups greatly benefit from working alongside a Group Facilitator who has experience living and working in Nicaragua and can provide a cultural context to the experience and run educational activities and debriefings. A Group Facilitator is matched with each visiting group in order to 1) facilitate the logistical planning of an itinerary and related budget, 2) provide translation, 3) facilitate the exchange of the group with their host community and the related project, and 4) advance learning by facilitating educational activities/workshops and debriefings throughout the trip.

Each year in September we will make available to group leaders our selected projects. At that point group leaders are encouraged to make comments and observations about the projects and their educational value for trip participants. This too would be the appropriate time to ask questions, clarify details and make possible suggestions for changes **in advance** of their arrival in Nicaragua.





The GEC is available to provide group leaders with support in meeting their educational goals for their trips. While in Managua, the GEC is available to run workshops and discussions related to the trip activities that introduce students to some topics that will provide a strong base for their continued learning on the trip.

### **3. The role of group leaders and sponsoring Canadian institutions/organizations**

As a partner, but not a sponsor, Casa-Pueblito requires Canadian groups to acquire their own liability insurance. The teachers, schools, school boards and organizations who sponsor, authorize and lead trips to Nicaragua are ultimately responsible for participant safety. Casa-Pueblito keeps group member safety in mind at all times when proposing activities and itineraries, but relies on group leaders to exercise their judgment and make the decisions that they feel are best for the group. We expect groups traveling to Nicaragua to follow all the applicable policies and procedures put in place by their home institution/organization.

### **4. Vision of how Casa-Pueblito would like to support Canadian educators/group leaders before and after these trips**

We can support group leaders with group preparation by having someone meet with groups based in the GTA and to run workshops in advance of their trips to Nicaragua. These workshops are an opportunity for groups to learn more about the history, politics and culture of Nicaragua before their arrival in the country as well as about issues that affect us as global citizens such as cultural bias and sensitivity and charity vs. solidarity. It also allows group members to meet members of the Casa team in Toronto, providing opportunities for group participants to stay involved after their trip, once they have returned to Canada.

In addition, in recent years, Casa-Pueblito has been organizing an annual retreat for students from partner schools in order to create an opportunity for students to come together with participants from all other schools and network, share in their experiences, reflect on the lessons they learned and stay involved with Casa-Pueblito as well as social justice issues. The retreat also enables like-minded youth to come together and think about how best they can relay their educational experiences to others and answer the important question of "What Next?" We have received very positive feedback in the last three years from both students and teachers.

### **5. Vision of what Casa-Pueblito would expect from group leaders and sponsoring institutions**

We expect group leaders to have read and accept our Values Statement Document as the first step in developing a partnership with Casa-Pueblito leading to a successful journey.





Furthermore we expect group leaders to prepare participants in the following crucial areas as they relate to traveling to and living in Nicaragua:

- Cultural awareness
- History and politics
- Language and culture
- Fundraising
- Group solidarity and dynamics
- Traveling necessities and logistics

In order to facilitate this process Casa-Pueblito has five lesson plans that are administered by our Casa-Pueblito staff in Toronto that cover the following topics:

Charity vs. Solidarity

Importance of learning some Spanish

History of Nicaragua – Pre-Colonialism

History of Nicaragua – Colonialism

History of Nicaragua – 20<sup>th</sup> Century

Delegation leaders who are interested in covering these topics with their groups may contact the Casa-Pueblito Global Education Coordinator, Juan Carlos Jimenez, at [juancarlos@casapueblito.org](mailto:juancarlos@casapueblito.org), to organize workshops with your delegation.

In addition to providing an opportunity to learn about Nicaragua, the lessons plans also draw connections with Canadian history and similar issues here at home.

For institutions and organization in the Greater Toronto Area, possibilities exist for Casa personnel to visit your group.

Highlighted below are key expectations while in the host country for all group participants:

- Participation –It is important that all Group Leaders participate in all formal activities scheduled for the participants – the work/service project, workshops, talks, discussions, community activities, visits, etc. Furthermore, it is our expectation that Group Leaders will remain in their host communities at all times for the duration of the group's stay.
- Housing arrangements – As an inherent aspect of the educational process, it is important that students as well as group leaders be billeted with families. Casa-Pueblito would like group leaders to be spread out throughout different houses in order to improve student access in case of an emergency but also to allow teachers to fully engage with their host families. We consider





both students and group leaders to be equal participants in the home stay and cross-cultural experience.

- Alcohol - While groups are staying in host communities, no alcohol of any kind should be purchased, possessed, or consumed by any member of the visiting group – even if it is offered by members of the community or host family. Moderate consumption of alcohol by group leaders in settings outside the host community is permitted but it should respect the rules, regulations and policies of their home institution. Casa-Pueblito requests, however, that participants conduct themselves at all times in ways that will not negatively impact Casa-Pueblito or its relationships with local communities, community partners, service providers and other entities or groups.
- Itineraries - We provide itineraries and budgets to group leaders well in advance of their arrival in Nicaragua. This will allow space for a pre-departure dialogue so that any requests for changes to the itinerary may be made **in advance** of arrival, allowing Group Facilitators to make possible changes within a respectable time frame.
- When staying in the host community, we ask that groups remain respectful and aware of the time spent on planning activities, meals and lodging, and the ways in which the community may have changed its normal routine to accommodate the group. We ask that groups do not make changes to the amount of time that they will spend in a community. We also ask groups to respect the daily timelines provided.

## 6. Roles and Responsibilities of Group Facilitators

We envision the role of the Group Facilitator as the following:

- Liaise with group leaders before arrival in Nicaragua in order to create an itinerary and budget.
- Play an integral part of the daily experience of the group and the educational programming.
- Provide translation for the duration of the trip .
- Help run workshops and activities that foster a greater understanding of Nicaragua and issues related to poverty, development etc., participate in and/or lead reflections sessions.

At no time should the Group Facilitator be asked to:

- Assume the role of primary caretaker with a group without the presence of one or more group leaders.
- Make significant last minute changes to the itinerary without sufficient advance notice and consultation with the GEC.
- Assume responsibility for the handling of financial transactions during the trip.

## 7. Financial Timelines & Procedures





Two months in advance of a group's arrival, the Global Education Coordinator will send the group leader an invoice for the Participant Fee, and which also includes the donation to the Casa Project Fund.

Group leaders are asked to submit both the Participant Fee and the Casa Project Fund donation to the Toronto office at least one month in advance of their day of arrival in Nicaragua.

The Participant Fee is a modest fee that aims to cover some of the programming and administrative expenses related to running the global education program. It contributes to Casa-Pueblito's sustainability and ability to continue to partner with Canadian educators on similar endeavors.

While we provide groups with a detailed budget for their trip, group leaders are responsible for bringing down and handling their own money while in Nicaragua.

Please ensure that you have an updated copy of Casa-Pueblito's Values Statement.

Please visit our website at <http://www.casapueblito.org/>.

Feel free to contact us with any questions or concerns.

Juan Carlos Jimenez  
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