

FIT Project Launch in BOSAWAS Nicaragua

COVID19: Please see our e-news '[Knowledge is Power](#)' - April 16th for more information about this initiative.

The Indigenous Community Facilitators employed by Change for Children's [Technology and Training for Quality and Equality in the Bosawas](#) project are now also working to protect their communities from COVID-19. Working from four community base-camps along the upper Coco River in Nicaragua's BOSAWAS Biosphere Reserve, these young people mobilized in early April to distribute soap, bleach, hand sanitizer, sanitary wipes, and educational posters and brochures to local Miskito indigenous communities. Community facilitators also trained adults and children by demonstrating proper hand washing, hygiene and sanitation techniques and conducted household visits in the indigenous villages that populate Nicaragua's northern border. In addition to the Miskito language translations currently underway for the teacher training MOOC as part this project, our facilitators are also now working on translating information on COVID-19 prevention strategies into Miskito to further bridge the knowledge gap.

Our local community facilitators, already trained in the use of laptops and the digital libraries recently deployed as part of the Technology & Training project and well-versed in the process of leading teachers through the teacher training MOOC, are now all enrolled in the Pan-American Health Organization's COVID-19 Training MOOC. As they progress through the on-line modules (which are designed to be easily accessible in areas with weak cell signals), they will learn how to recognize the basic symptoms of respiratory infection; how to evaluate the risk of infection from COVID-19, and basic health and hygiene practices to protect against infection from COVID-19.

When water, supplies, and social distance are scarce, **knowledge is power**.



Baseline Study & Stakeholder Project Planning Workshop:

After arriving in Nicaragua on March 1st, I went straight into the jungle with Maria Jose Aldana from [Girl Rising](#), and accompanied by representatives from our implementing partner organization SIMAS, and the GTI (Territorial Indigenous Government). We conducted the baseline study and gender analysis – including extensive data collection on tablets, and focus groups with teachers and students - and learned a great deal in the process. Then we came out of the jungle with the indigenous data collectors / community facilitators for a three-day workshop in Granada to plan the project activities, analyze the data from the baseline and plan the management, monitoring and evaluation tools to ensure our project would meet its results. Romeo Rodriguez, Juan Reanda and Israel Quik from [Mundo Posible en Guatemala](#) came down for the workshop as well. After the workshop, Maria Jose and Romeo returned to Guatemala just before their airport closed due to COVID19.



of our project start-up mission. In order to provide the energy for the technology to function, we installed solar power on four of the schools built by generous Change for Children donors in the past, in the communities of Siminka, San Andres, Pamkawas and Aniwas.

Click [here](#) to view a short video of the solar installation process.



Tech Deployment, Facilitator Training and Teacher Training: We distributed 60 Chromebooks (15 in each of the four communities) to enhance teacher training and a RACHEL digital library in each of the four communities. Juan and Israel from [Mundo Posible Guatemala](#) trained the indigenous community facilitators and the teachers in how to use the Chromebooks, the RACHELs and the teacher-training MOOC.

Click [here](#) to view a short video of the tech deployment and teacher training process.

