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Организация
Объединенных Наций по
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منظمة الأمم المتحدة
للتربية والعلم والثقافة

联合国教育、
科学及文化组织

Regional Literacy and CONFINTEA VI
Preparatory Conference in Latin America
and the Caribbean

*"From Literacy to Lifelong Learning:
Towards the challenges of the 21 Century".*
(Mexico City, Mexico, 10-13 September 2008)

“Alternative Bilingual Miskito-Spanish Intercultural Literacy
Education linked to the Exercise of Citizenship
and Community Production”



United Nations Literacy Decade

EFFECTIVE PRACTICE

Presented at the Regional Literacy and CONFINTEA VI Preparatory Conference in Latin America and the Caribbean, 10-13 September 2008, Mexico City, Mexico

Programme name: Alternative Bilingual Miskito-Spanish Intercultural Literacy Education linked to the Exercise of Citizenship and Community Production

Implemented by: Instituto para el Desarrollo y la Democracia

Basic facts

Country: Nicaragua

Starting year: 2004

Target Population: illiterate adults, mainly women

Language of instruction: Miskitu, the local language, and Spanish, official language

Operating in: five rural communities and eleven urban neighbourhoods of Bilwi (Puerto Cabezas) in the North Atlantic Autonomous Region (RAAN).

Facilitator/Beneficiary ratio: 1:16

Main Funding: IZZ/DVV

Contact: Isidro Escobar Thomson

Brief Description

The Alternative Bilingual Intercultural Literacy Education project is carried out in five rural indigenous communities and eleven urban neighbourhoods of Bilwi (Puerto Cabezas) in the North Atlantic Autonomous Region (RAAN) of Nicaragua. In this region, illiteracy is the result of poverty, historical social exclusion and the lack of any official or State programme of adult literacy education in the Miskito language. This constitutes a negation of the right to bilingual intercultural education of the young and adult indigenous population and an obstacle to individual, social and regional development.

The project provides literacy classes for young people and adults in their mother tongue Miskito and in Spanish, and deals with intercultural themes of their world view, the environment and indigenous rights.

In Nicaragua, this experiment is a unique and alternative model of literacy provision in Miskito, with a Miskito-Spanish bilingual intercultural curriculum of its own. The texts have been produced by authors from the Miskito ethnic group, with contents determined on the basis of a needs analysis and the identification of fundamental features of the Miskito world view.