

University of the Autonomous Regions of the Caribbean Coast of Nicaragua  
**URACCAN**

# ***TEN YEARS OF COOPERATION OF SAIH***

***FOR THE IMPROVEMENT OF TEACHER AND ACADEMIC  
QUALITY ON THE CARIBBEAN COAST OF NICARAGUA***

**Impact Evaluation Report**

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URACCAN Collection

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*TEN YEARS ARE ONLY AN AWAKENING  
(THE BEGINNING)*

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# ***ACRONYMS***

<b>AEURACCAN</b>	Students Association of URACCAN
<b>CEIMM</b>	URACCAN's Center for Research and Information on Multiethnic Women
<b>DAPI</b>	URACCAN's Directorship for Institutional Analysis and Planning
<b>DRA</b>	URACCAN's Directorship of Academic Registry
<b>DRH</b>	URACCAN's Directorship of Human Resources
<b>ICI</b>	URACCAN's Intercultural Communication Institute
<b>IEPA</b>	URACCAN's Institute for Research and Promotion of Autonomy
<b>IMTRADEC</b>	URACCAN's Institute of Traditional Medicine and Community Development.
<b>IREMADES</b>	URACCAN's Institute of Natural Resources, Environment and Sustainable Development.
<b>IPILC</b>	URACCAN's Institute of Linguistic Research, Promotion and Cultural Revitalization
<b>FOSED</b>	The Strengthening of the Education Sector Project- European Union
<b>MASAKU</b>	Association for the Development of the Mayangnas Communities
<b>MECD</b>	Ministry of Education, Culture and Sports
<b>PEBI</b>	Bilingual Intercultural Education Program
<b>PEM</b>	Secondary Education Teacher Training Certificate
<b>PRUEDIS</b>	Regional, University Distance Education Program
<b>RAAN</b>	North Atlantic Autonomous Region
<b>RAAS</b>	South Atlantic Autonomous Region
<b>SAIH</b>	Norwegian Students' and Academics' International Assistance Fund
<b>SEAR</b>	Regional Autonomic Education System.
<b>SICEVAES</b>	Central American Higher Education Evaluation and Accreditation System.
<b>SUKAWALA</b>	National Association of Sumu Communities
<b>URACCAN</b>	University of the Autonomous Regions of the Caribbean Coast of Nicaragua



# ***PRESENTATION***

A grand aspiration of the indigenous peoples and ethnic communities of the Caribbean Coast of Nicaragua finally became a reality in the year 1997 when 102 teachers of the autonomous regions receive the diploma that certified them as graduates from the Degree in Education Sciences. This historic event was the beginning of SAIH fruitful cooperation towards the improvement of the teachers and academic quality on the Caribbean Coast of Nicaragua.

These first professionals in Education Sciences were also the first generation of teachers of the University of the Autonomous Regions of the Caribbean Coast of Nicaragua (URACCAN) that, with the support of SAIH, began the task of training the in-service teachers of secondary education of the different municipalities of the autonomous regions, making real their right to higher education.

The second step was taken that same year of 1997, the beginning of the teacher professionalization in Education Sciences in two cycles. The first cycle comprises a basic 3<sup>1/2</sup>-year training that awards the Secondary Education Teacher Training Certificate (PEM). The second training cycle corresponds to a bachelor degree in Education Sciences, with a specific mention according to the emphasis of the study program that was developed.

The first experience was the PEM and the Bachelor Degree in Education Sciences with the specific mention in Biology and History in the Bilwi/ Kambla Campus, and later in the same campus, the PEM and a Bachelor Degree in Education Sciences with the specific mention in English and Spanish. In the URACCAN- Nueva Guinea Campus, currently there is the carrying out of a PEM and a Bachelor Degree in Education Sciences with the specific mention in Mathematics and Spanish. In the URACCAN- Las Minas Campus, a PEM, a Bachelor Degree in Mayangna Bilingual Intercultural Education and a Bachelor Degree in Pedagogy with a specific mention in Primary Education are being developed.

In the Bluefields Campus, under the management of the Institute of Natural Resources, Environment and Sustainable Development (IREMADES), SAIH is supporting the cultural revitalization and self development process of the Rama indigenous people. Recently, this support has extended to the Ulwa indigenous people as well. Also, in the Bilwi and Bluefields campus, in coordination with the Institute of Intercultural Communication (ICI), a Bachelor Degree in Intercultural Communication is being implemented. Other components of the project are the support to the strengthening of the Students Association, the mainstreaming of the gender approach, strengthening of the research capacities and the institutional auto evaluation process.

In this report, there is a presentation of the principal results and impacts of SAIH collaboration with URACCAN to improve the quality of education and the strengthening of the Autonomy, the main political and historical project of the Caribbean Coast of Nicaragua. This report includes recommendations for sustaining the results achieved so far and ideas to plan the continuity of the cooperation of SAIH. Throughout the report, we have introduced testimonies, as a way of reconstructing the historic moments of the birth and growth of higher education on the Caribbean Coast of Nicaragua, from the eyes of some of the main direct participants of this process.



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## ***EXECUTIVE SUMMARY***

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In the course of the months of May and June, the University of the Autonomous Regions of the Caribbean Coast of Nicaragua (URACCAN) and the Norwegian Students' and Academics' International Assistance Fund (SAIH) decided to make an impact evaluation of the projects and programs jointly executed in the Autonomous Regions of the Caribbean Coast between the years 1995 and 2004.

The objective of this evaluation was to identify the quantitative and qualitative impacts in improving teacher and academic quality, direct or indirectly reflecting the implementation of the educational process. The methodology used consisted in the documentary analysis, group interviews, and in-depth interviews to academic authorities of URACCAN, teachers, students, and indigenous leaders.

The first impact and, without a doubt, the most important in terms of the development strategy of URACCAN is the Regional, University Distance Education Program (PRUEDIS II) which, after several unsuccessful attempts in the course of over twenty years, succeeded with the professionalization at a bachelors level of 102 secondary education teachers of the municipalities of El Rama, Nueva Guinea, Kukra Hill, Corn Island, Pearl Lagoon and Bluefields- in the South Atlantic Autonomous Region (SAAR)- and the Municipalities of Siuna, Rosita, Bonanza, Waspam and Puerto Cabeza- in the North Atlantic Autonomous Region (NAAR).

Almost all the PRUEDIS II graduates are still working in the education system, where they occupy positions such as teachers and school directors. Three of the founders of the URACCAN-Nueva Guinea campus are graduates from PRUEDIS, one of them being the vicerector, Claribel Castillo. The current vicerector of BICU's campus in Bilwi, Gerald Green, is also a graduate of PRUEDIS. Other outstanding graduates are Petrona Rosales, who is the coordinator of URACCAN's university outreach in Bonanza, Paula Ingram, the coordinator of the Humanities Academic Area in the Bluefields campus, Pio Alejandro Garcia, the coordinator of the Institute for Research and Promotion of Autonomy (IEPA)

in the municipalities of Siuna, Bonanza and Rosita, who beforehand served as Delegate of the Ministry of Education, Culture, and Sports (MECD). Other outstanding professionals in this group to mention are the linguist Selmira Jarquin, coordinator of the Institute of Linguistic Research, Promotion and Cultural Revitalization (IPILC) in the Bilwi/ Kambla campus; Zoila Connolly, Director of the Bilingual Intercultural Education Program (PEBI) in Bluefields; Angela Centeno, MECD Delegate for Las Minas (comprising the municipalities of Siuna, Rosita and Bonanza); Nery Gonzalez, who is the President of the Regional Electoral Council in the NAAR. A complete list of the graduates by specialization, municipality and current professional achievement are included in page number 41.

Another great impact of the PRUEDIS is the professionalization of teachers in the specialties of Physics, Mathematics, Chemistry, Spanish, Biology, History, Geography and English, allowing a an academic impact in the education centers through the introduction and application of new teaching methodologies and a political impact in the directive positions in the regional education system which have been held since then by educators from the Caribbean Coast. Another relevant impact is that URACCAN could count with a qualified faculty to begin the development of its educational programs.

The following step was to extend the opportunities of professionalization to other sectors of the teaching profession of the Caribbean Coast, so in the year 1997, the program in support of the professionalization of teachers begun with the purpose of contributing to the training and development of the autonomous regions' education system human resources.

A teacher training program was designed consisting in two cycles, the first one covering three years that awards a Secondary Education Teacher Training Certificate ( PEM). The second cycle correspond to a specialization, meaning a Bachelor Degree in Education Sciences, lasting two additional years.

In the URACCAN- Bilwi/ Kambla campus, dur-

ing the period 1997-2000 the PEM and the Bachelors in Education Sciences with emphasis in Biology was implemented and 50 students participated, some of which have not yet graduated. Simultaneously the PEM and the bachelors in Science of Education with emphasis in History was developed, where 50 students were registered, most of which have already graduated.

After that, in the year 1999, the PEM and the Bachelors in Education Sciences with emphasis in Spanish was implemented through encounters every Saturday. The initial registry was of 16 students of which 15 have already graduated. In the year 2001, the training with emphasis in Spanish began for secondary education teachers with a registry of 16 students all proceeding from the Municipality of Puerto Cabezas. In the same year, 2001, the training with emphasis in English began for secondary education teachers with a registry of 28 students. These PEM is carried out through encounters.

Classes were supervised as part of the study program, demonstrating that there have been major improvements in the use of didactics that have helped toward better academic performance by teachers as well as in the learning process of students. The carrying out of teacher training through encounters, every weekend or every semester during MECD vacation period, have been adequate to ensure the professionalization of teachers. Another outstanding impact is the regular evaluation of the study programs, with the purpose of improving them.

The academic authorities of the URACCAN-Bilwi/ Kambla campus consider that having accomplished the professionalization of teachers in Biology, History, Spanish and English, the following step is to strengthen the positive results obtained so far through the development of post graduate courses, with the objective of furthering the specialization and improving the performance of the autonomous regions teachers.

The youngest of the URACCAN campuses is the Nueva Guinea campus, which was founded in 1997 and geographically cover the municipalities of El Ayote, El Rama and Muelle de los

Bueyes. The establishment of URACCAN in this territory is also considered a major impact since it has contributed to impede the adversaries of the Autonomy to separate from the South Atlantic Autonomous Region the mentioned municipalities in order to create a new department.

With the cooperation of SAIH, through a distance education approach based on encounters, two PEM was organized and carried out, one emphasizing Mathematics and the other Spanish, with a total of 43 students that are now at a bachelor degree level. In Mathematics, there are 16 students: 10 from Nueva Guinea, 1 from Rosita, 1 from Bonanza and 4 from Bilwi. In Spanish, there are 27 students: 25 from Nueva Guinea, 1 from el Ayote and 1 from Waslala.

According to information provided by the academic registrar, this group has a grade point average of 78 points, which is above the average of the campus as a whole which is 76 points. This is due in great part to the discipline and motivation of the students, whose majority works at rural schools and have an age that ranges between 25 and 30 years. The team coordinating the career provides basic conditions to facilitate teaching and learning such as acrylic boards and bibliography.

The results are valued as very good, since two graduates of the PEM are professors at the URACCAN- Kambla/ Bilwi's Preparatory School where most of students are young Miskitu with shortfalls in their primary education training and face difficulties of having to learn in a second language, Spanish. Having two Miskitu professors- Elebe Williams Muller, who is responsible for teaching physics, and Cedrick Rosales Pereira, responsible for teaching mathematics- has been important for ensuring a quality of learning. In Rosita, Ernesto Valle is a professor at the Santa Rosa Technical Institute and Fatima Urbina Olivas is a teacher at the Bonanza Technical Institute. All ten students that are from Nueva Guinea are secondary education teachers, working 3 of them in urban schools and 7 in rural schools.

In the autonomous regions, the bachelor degree in Education Sciences with emphasis in

Mathematics is only offer in the URACCAN- Nueva Guinea campus. In the PRUEDIS II, there were only 9 students that concluded their studies in mathematics. Among them, 6 are in active service and 2 have not graduated.

In the case of the teachers specializing in spanish, the majority work in secondary education centers. So far, they have achieved an excellent academic performance as confirmed in the follow-up visits made by the faculty of the career.

To be able to meet the demands of teachers, primarily of Mathematics, the URACCAN- Nueva Guinea campus open a new PEM for 33 secondary education teachers, which include 13 women. This is considered an important accomplishment as Mathematics have been erroneously identified as an area of expertise of men. In the first PEM, only 4 women participated. In this group, teachers from more municipalities are participating. The students are from Bluefields (2), El Ayote (1), El Rama (1), San Carlos (5) and Nueva Guinea and neighboring communities (24).

Among the difficulties identified there is the attitude of the MECD authorities and that of a few school directors who are reluctant to give permissions to the students to attend the encounters. This is a paradox as the MECD demands for the teachers of mathematics and spanish to possess a bachelor degree in education sciences, however they are preventing the completion of their training. To be able to attend the trainings, the majority of the teachers must pay for substitutes, which reduces their salary even more. Another difficulty is the lack of adequate housing (comfortable and inexpensive) during the encounters, to provide conditions for self study.

Students, as well as teachers and academic authorities, agree in identifying the aspects to be considered in the following years, among which are: a) maintain the support to the students of the bachelors degree in education sciences emphasizing mathematics and spanish; b) extend the support to the group of students that are currently undergoing the PEM with emphasis in mathematics; c) support the construction of a lodging for

student coming from the rural areas.

An important impact in the area of academic formation is the professionalization of the social communicators of the Caribbean Coast that concluded the technical level and now a group is about to conclude a bachelor degree in Intercultural communication in the Bluefields campus. In the Bilwi/ Kambla campus there is a group of communicators undergoing a technical degree in intercultural communication.

This career in intercultural communication is being offer in both regions NAAR and SAAR through encounters. The courses are attended by 18 students in the Bilwi/ Kambla campus and 25 students in the Bluefields campus. An expected result of this professionalization process is to obtain a greater projection of an intercultural image of the Caribbean Coast against an image build from outside that emphasizes and transmits discriminatory stereotypes and negative values. Another result is the improvement of local and regional social communication initiatives related to radio, television and publishing. This component is coordinated by URACCAN's Intercultural Communication Institute (ICI).

The documentary research capacities have improved through the purchase of current literature, according to the different career study programs. In the Bilwi, Siuna, Nueva Guinea and Bluefields campuses there have been an increased in the number of library users, which indicates that the university teachers are promoting a documental analysis as a main part of the research methodology. Approximately, 10% of the funds supplied for the purchase of bibliography, excepting the Bluefields campus library, are a result of the SAIH cooperation.

With the support of SAIH, a technical degree in intercultural bilingual education began in the year 1997 with 28 Mayangna students and 2 Mestizo students, who concluded this level of specialization in the year 2000. The following year they continued their studies at a bachelor degree, in Intercultural bilingual education. 17 of the 28 Mayangna students have already graduated. The first graduates of the bachelors degree in inter-

cultural bilingual education participated in a specialized course in linguistics in the year 2003. The University teachers of indigenous languages participated in this course. This specialization in Mayangna linguistics allowed students to consolidate a knowledge base, didactic and methodological tools for the teaching of first (mother) and second languages, in addition to strengthening the teaching and learning process in Mayangna intercultural bilingual programs. At the present time, a group of 30 students is taking part in a second version of the technical degree in intercultural bilingual education and is expected, as with the first group, that they will go onto and conclude their studies at a bachelors degree level. Another component of SAIH cooperation project with URACCAN is a bachelor degree in pedagogy with emphasis in primary education.

In this career, 49 students participate: 42 females and 7 males. All of the students are in-service primary school teachers, 27 students are from the urban area and 20 from the rural area. Most of the students of this bachelor degree are Mestizo. This career constitutes a very important pedagogical initiative, as it does not restrict the concept of interculturality to indigenous peoples, but expand it to other peoples such as like the Mestizo and Miskitu population. The follow-up proposal includes the support for students of the first version of the bachelor degree in intercultural bilingual education completing their monography or major research work and the completion of courses of the second version of such bachelor degree. This proposal also include the development of a new training course in Mayangna linguistics, in coordination with URACCAN's Institute of Linguistic Research, Promotion and Cultural Revitalization (IPILC) and the strengthening of the bachelor degree in pedagogy with emphasis in primary education.

Since 1999, the Institute of Natural Resources, Environment and Sustainable Development (IREMADES) is responsible for the implementation of a component supporting the self development process of the Rama indigenous people. The main objective of this project is to contribute to the Rama self development process, which include cultural revitalization and the Rama youth

accessing secondary and university education. It also intends to increase local capacities for developing the indigenous economy. In the year 2003, beside the community of Rama Cay, this project extended coverage to other Rama communities such as La Cruz del Coco, Punta de Aguila, Reserva Indio Maiz, San Juan del Norte, as well as the Ulwa community of Karawala.

Among the main activities of this project, there is the support through scholarships and academic tutoring of 7 secondary education students, 2 of them have already graduated, and 7 university students at URACCAN coursing sociology and agro forestry engineering. Two students have already graduated.

A main component of this project is cultural revitalization that consists of the support to the establishment of a museum in Rama Cay, where all there is for now are photographs but the community members have committed to further add crafts, artifacts, documents, among other Rama cultural patrimonies. The participation of the Rama leaders in international workshops on community museology in Oaxaca (Mexico), El Salvador, Guatemala and recently in the municipality of Nueva Guinea in the South Atlantic Autonomous Region of Nicaragua is perceived as an advance and a motivating factor. In this respect, worth mentioning that cultural revitalization experts have been against the establishment of museums, arguing that these are useful only with already lost cultures. In the case of existing or live cultures, such as the Rama and Ulwa, the process should be vital, toward cultural reproduction through the participation of the entire community.

Another activity that is developed under this component is the strengthening of the indigenous economy through the implementation of training courses on the processing of sea products, project planning and evaluation and the understanding of the territorial demarcation law (law number 445). The project also supported the efforts of the Rama people to have a secondary school in Rama Cay, which is currently used in the day and night, given that it has a wind energy system. The project also supported the reconstruction of the Rama Cay primary school. Aca-

demic wise, the project has helped develop various monographies that document important topics such as communal social organization, land demarkation and medicinal plants, among others. These researches carried out by URACCAN students are available at the Bluefields campus' library.

Some Rama and Ulwa leaders consider that the project have had positive impacts but should be redirected toward its primary objective of supporting self development and cultural revitalization. They express that it is important for the project to continue but the information flow should be improved among the communities involved, IREMADES' technical team and the students doing research. They also consider that the communities should directly participate in the local generation of knowledge resulting from researches, as to overcome being only key informants, which bring about a feeling of being used. In this sense, it is said that the entire community should be involved in decision taking, not just small group. In summary, the recommendation is to make a difference between the implementation of activities producing short term and unsustainable results against self development processes.

The self development must start from an endogenous vision, from inside the community. The needs and priorities of the community, as defined by them, should be the basis for developing strategies to appropriately and effectively meet their needs and demands. The self development process must fully use the cultural patrimonies, including technologies, ways of production and local wisdoms. In a new project phase, it is recommended to develop an accompaniment or collaboration conceptual framework and strategy for effectively contributing to self development, being careful to avoid eurocentric or United States concepts of development. In the case of linguistic revitalization, a recommendation is to train pre-school teachers to help the Rama children learn the Rama language, which is in verge of extinction. Helena Benedicto, a prominent linguist, expressed in a meeting in Bilwi on the 23<sup>rd</sup> of July of this year that the only way to rescue a language is by working with the children, through orality (spoken) and games. This was an answer gave

by her to a question about the Rama language and how to avoid its extinction.

In regards to URACCAN's student union (AEURACCAN), they play an important role in proving to the student body with support services such as computing equipment, a place for meetings, internet, low cost photocopying, among others. The student body perceives that the students union's directive board represents their interest before the campus authorities and contribute in solving their problems and meeting their needs. The student union also supports artistic and sport events.

Among the positive results is the development of AEURACCAN's statutes, which took a long time to develop and has not been submitted for approval to the student body. AEURACCAN have also conformed an alliance with UNEN (Higher Education National Student Union of Nicaragua), which in its congress of the 15 of October of 2004, carried out in San Juan del Sur, decided on the creation of a Secretariat for attending issues of higher education students from the autonomous regions. This secretariat is under the responsibility of Alvaro Saavedra, current president of AEURACCAN in the Bluefields campus. Some students leaders have also participated in an international student workshop in Sao Paulo, Brazil, the XVI Youth World Festival in Caracas, Venezuela and an exchange with students in Norway. Another important achievement is the carrying out of elections for the student body representatives in each of the campuses, which constitutes an exercise of democracy.

What is identified as a constraint for the further development of AEURACCAN is the lack of a political agenda linking them with the challenges facing the development of the regional Autonomy. There is need for a political impact agenda. The student body must participate critically and actively in national and regional debates. This is the path to follow that is expected from the student union, on the basis of what is achieved so far.

The incorporation of the gender approach in all the work of URACCAN is one of the components that were a priority since the year 2001. The

Center for Research and Information on Multiethnic Women (CEIMM) is responsible for the design of participatory methodologies for the development of concepts, strategies and guidelines relating to the mainstreaming of the gender approach. Among some of the achievement so far is the revision of the study program of Sociology to incorporate gender equity. The revision of the study program of Administration is in progress. CEIMM has also implemented a post graduate course in gender oriented research methodology and a permanent training of their staff. The definition of URACCAN's gender policy is currently under way. The main impact of this component is the development of an own gender concept, which has been put into context, being culturally appropriate and responding to URACCAN's university model and the autonomy process. This concept and strategies have been shared to the entire university community and has contributed in the establishment of improved gender and intercultural relations, specially in terms of justice and equity.

Through the strengthening of research capacities component, the university has developed an a research policy and define a process for its institutionalization. The mission of research in URACCAN is to contribute to generate a diverse and wider scientific knowledge base for revitalizing local wisdoms and traditional practices of Indigenous people and ethnic communities. In addition, the vision of research in URACCAN is to be a space where students, faculty, communities, research institutes and centers interact to

develop new initiatives, processes and systematized experiences.

In the years of 2003 and 2004, an institutional auto evaluation process was implemented with the objective of appraising the current state of teaching, research and community outreach in URACCAN. This was done through the definition of criteria and indicators of quality to allow for improving the decision making and performance of the university.

Among the main outcomes of the auto evaluation process, there are the creation of the Directorship for Institutional Analysis and Planning (DAPI), the Directorship of Human Resources (DHR) and the Directorship of Academic Registry (DRA); the approval of the research and social and community outreach policies; the start in the development of a code of ethics for the university, intellectual property, rights norms, an editorial fund, a human resource policy, a gender policy and an intercultural communication policy.

An important impact of the auto evaluation process is the establishment of a planning system supporting decision making within the university. Noticeable is also the design and implementation of an information system that articulates planning and auto evaluation.

A major result of the institutional auto evaluation process of URACCAN is the development of an institutional improvement plan that constitutes an important input in for the definition of the 2006-2010 strategic plan, which will be centered on the institutional strengthening of the university.

In the rest of the document each of the components covered briefly in this summary will be further discussed.

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## ***CHARACTERIZATION OF URACCAN***

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## Historic Review of the University

The University of the Autonomous Regions of the Caribbean Coast of Nicaragua (URACCAN) was founded as an answer to an historical demand of the multiethnic population of the Caribbean Coast of having a higher education system responding to the regions' social, economic, cultural and political characteristics.

## Chronology of the Formation of URACCAN

- 1990 The «Pro URACCAN» Association submits to the National Council of Universities (CNU) all the documentation required to establish URACCAN as a university.
- 1992 On the 6<sup>th</sup> of March, the National Council of Universities (CNU), according to the Numeral 7 of the Article 58 of the Higher Education Institutions Autonomy Law, authorized the creation and accreditation of URACCAN as a university, to begin its teaching work from the date of this resolution.
- 1993 On the 3<sup>rd</sup> of June, the National Assembly granted legal status to URACCAN through the decree 602, published under the numeral 104 in the Gaceta, official diary of the Republic, that same year.
- 1994 URACCAN's technical council presents to the student body, faculty and staff a two-year proposal of norms for regulating the organization and functioning of the university.
- 1995 In January, a new chapter in the history of the Caribbean Coast of Nicaragua begins when URACCAN initiates academic activities in three campuses, two in the NAAR, (1) Bilwi/ Kamla with its Waspam outreach, (2) Las Minas with Rosita and Bonanza outreaches, and one in the SAAR, (3) Bluefields.
- 1996 On the 7<sup>th</sup> of October, in session number 27-96, the CNU certified URACCAN as a full member and granted participation in the budget allocated by the Nicaraguan State to public universities (which is 6% of the national budget). This was done according to the article 2 of the law number 218 or «Law for granting a budget allocation to BICU and URACCAN and their incorporation into the Higher Education Institutions Autonomy Law, approved that year and that reformed the law number 89.
- 1997 URACCAN statutes are registered, through certification number 1220 ( page 249 until the page 267 of the second tome of the fifth book), before the Registry of Associations of the Registry and Control Department of the Ministry of Governance. In this same year, the Bluefields campus' Nueva Guinea outreach was established. Years latter, this outreach became URACCAN's fourth campus.
- 2000 The mission, vision and strategic objectives of the university are defined through a participatory discussion process.
- 2004 The university developed a participative process of auto evaluation, on the basis of its mission, vision and strategic objectives. The main result of this process is the definition of an institutional improvement plan.

2005 The University Council of URACCAN approved the research policy, the social and community outreach policy, the human resources policy, the intellectual property norms and the editorial fund, which combine with the auto evaluation report and the institutional improvement plan constitutes the basis for the 2006-2010 strategic planning.

## Nature of URACCAN

URACCAN is a community university, independently of being incorporated into the CNU as a private university. URACCAN outstands in the country due to its multiethnic, intercultural and bilingual profile, and its strong presence in contributing to the development of the Autonomous Regions of the Caribbean Coast of Nicaragua, where the Miskitu, Sumu-Mayangna, Rama, Garifuna, Creole and Mestizo cultures live.

## Mission of URACCAN

The mission of URACCAN is to contribute to the strengthening of the Autonomy process of the Caribbean Coast of Nicaragua through the training and professionalization of its human resources, providing them with the knowledge necessary to conserve and use in a rational and sustainable manner the natural resources.

### Vision:

URACCAN is the intercultural university of the indigenous peoples and ethnic communities of the Caribbean Coast of Nicaragua that contributes to strengthen the Autonomy through the accompaniment of the development of community self-management abilities, multiethnic unity and the integral formation of men and women.

### Strategic objective:

- To develop the intercultural perspective in all the university's activities.
- To achieve financial sustainability.
- To achieve and maintain academic excellence, in correspondance to the regional Autonomy.
- To accompany the development of community self-management capacities for the strengthening of the regional Autonomy.
- To achieve institutional strengthening through the development of institutional loyalty of all the university stakeholders.

## Organization

For the development of teaching, research, social and communitarian outreach, URACCAN has 4 campuses, 5 research institutes and 2 research centers, which are responsible for the development of all activities intended to carry out the mission and strategic objectives of the university.

URACCAN began operations in the year 1995 in three campuses: Bilwi/ Kambla, Las Minas and Bluefields. In the SAAR there are 2 campuses: Bluefields (founded in 1995) and Nueva Guinea (founded in 1997). In the NAAR, there are also two campuses: Bilwi (Puerto Cabezas)/ Kamla campus with the Waspam outreach and Las Minas campus (main site in Siuna) with the Rosita, Bonanza and Waslala (founded in 2002) outreaches.

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***SYNOPSIS OF OBJECTIVES,  
QUANTITATIVE AND QUALITATIVE  
IMPACTS***

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Component	Period of execution	Objectives	Quantitative impact	Quantitative impact
<b>University distance education program PRUEDIS II</b>	1995 - 1998	To contribute to the development of the autonomous regions of the Caribbean Coast of Nicaragua influencing a strategic and determinant factor such as the elevation of the professional and academic quality of the teachers in the scope of high school.	102 secondary teachers graduated as bachelors in science of education in both autonomous regions. Of this total 69 are female and 33 are male.	Significant improvement in the academic quality of the high school in 12 municipalities of the autonomous regions.
			Graduates in specialties: 7 in Physics, 9 in Mathematics, 6 in Chemistry, 26 in Spanish, 6 in Biology, 15 in History, 19 English, and 14 in Geography.	Establishment of the teacher base for the initiation of the university of the autonomous regions of the Caribbean coast of Nicaragua, URACCAN.
				Access of coast professionals to directive/ administrative jobs in the ministry of education, culture and sports.
				Improve the teacher training by the teacher training school (escuela normales)
				Strengthen the political coast leadership.
<b>Support to the professionalization of the teachers of the Caribbean Coast of Nicaragua</b>	1997 - 2000	Contribute to the development and training of human resources of the Caribbean Coast of Nicaragua in the area of education to attend the youth of the indigenous people and ethnic communities.	104 students registered and graduated as high school professors.	Improvement the teaching process in high school due to the efficient performance of the professional teaching staff.
			54 students graduated from the career of bachelors in science of education with emphasis in biology	Use of active methodologies that resulted in better results in attendance, retention and approval rates.
			50 students graduated from the career of bachelors in science of education with emphasis in history.	Strengthened the personal development of teachers.
				Strengthened the personal development of teachers.

Component	Period of execution	Objectives	Quantitative impacts	Qualitative impacts
Technician in intercultural bilingual education-Mayangna.	1997 - 2000	Strengthen the intercultural bilingual education through the specialization of teachers that labor in this field in the autonomous regions of the Caribbean Coast of Nicaragua.	28 students, 26 Mayangna, 2 Mestizo graduated as technicians in intercultural bilingual education.	Access to higher education by Mayangna teachers.
			Of the total 7 are female, 5 Mayangna and 2 Mestizos.	Improve the teaching - learning process in the Mayangna bilingual intercultural education program.
				Improve the teaching - learning process in the Mayangna bilingual intercultural education program.
Support to the teacher professionalization and the student organization of URACCAN.				
Component	Period of execution	Objectives	Quantitative impacts	Qualitative impacts
Bachelors in mayangna intercultural bilingual education.	2001 - 2004	Strengthen	30 students finished the course 19 have already graduated.	Consolidate the professional training of mayangna teachers.
				Strengthen the mayangna organizations and its leadership.
Teacher in high school teaching (mayangna)	2001 - 2004	Strengthen	A second generation composed by 30 mayangna students develop program of studies for high school teaching.	Increase the social capital of the mayangna people.
				Increase the social capital of the mayangna people.
Specialization course in mayangna linguistic.	2004	Strengthen knowledge and didactics methodological tools of the L1 mayangna and the second language.	22 students, 8 female, 16 male trained in the knowledge and use of morph syntaxes.	Strengthened the revitalization process of the mayangna language.

Component	Period of execution	objectives	Quantitative impact	Qualitative impact
<b>Teacher I high school (PEM)</b>  <b>Licenciatura en Ciencias de la Educación.</b>	2001 - 2005	Provide the students of the regional system the opportunity to professionalize to contribute to elevate the academic level of the teaching in the autonomous regions of Nicaragua and improve the capacity of the empiric teachers to use the new participative method and obtain a higher percentage of school retention.	<b>Nueva Guinea:</b>	Access of teachers of the rural area to higher education
			16 students graduated as high school teachers specialized in mathematics.	Participation of teachers of different municipalities of the autonomous region: Nueva Guinea, Rosita, Bonanza, Puerto Cabeza, El Ayote Rama, San Carlos, Bluefields.
			27 students graduated as high school teachers specialized in Spanish.	In Siuna students of 16 communities are participating in the PEM in pedagogy with emphasis in primary education.
			These students are currently studying the bachelors in science of education with emphasis in their respective specialties.	Improved the approval rates in the high school.
			<b>Siuna:</b>	Better level of students' retention, academic approval, and a better reflection in the pedagogical experience.
			Since the year 2004 a group of 47 students being taking the career of pedagogy with emphasis in primary education.	
			<b>Bilwi:</b>	
			Implementation of teaching high school with emphasis in English with a registry of 32 students, 11 males, 21 females.	Creative application of a constructivist model in the school with higher students' participation and better use of the materials in their surroundings.
			Implementation of the teaching in high school with emphasis in Spanish with a participation of 23 students, 18 female, 5 male.	

Component	Period of execution	objectives	Quantitative impact	Qualitative impact
<b>Support to the development of the Rama and Ulwa peoples.</b>	2001 - 2004	Contribute to the auto self development processes of the Rama and Ulwa people, supporting the cultural revitalization, the access of Rama youth to secondary education and university the increase of the capacities in areas of self generation of income and cognitive capacities around current topics relevant to their reality and collective aspiration	Implementation of training workshops around topics considered as relevant such as: Processing of artisan fishing products, development of community projects, law 445 of territorial delimitation, among others.	Strengthen the indigenous Rama and Ulwa leadership capacities.
			Monographic research carried out by URACCAN students with the approval of the community authorities, broaching diverse concepts like the conflicts by the use of the land and others resources among colonizers and indigenous peoples; use of the lumber species by Rama communities, medicinal plants, of Rama people etc.	Motivation in the Rama communities to revitalize the language through the work with children using games in their early childhood, making emphasis in the oral phase aspect.
			Participation of the Ramas in meets around museology in Oaxaca (México), Guatemala, El Salvador, and in Nicaragua.	
			Participation of the Ramas in meets around museology in Oaxaca (México), Guatemala, El Salvador, and in Nicaragua.	Motivation of the Rama and Ulwa people to document their knowledge principally those that they are in danger of losing.

Component	Period of execution	objectives	Quantitative impact	Qualitative impact
<b>Construction of a student dining room in Bluefields</b>	2003	Strengthen and improve the life of students with scholarships and rest of URACCAN community.	Physical infrastructure equipment that meet the highest quality standards for the preparation and serving of food.	Financial sustainability of the dining room, in which the students of eco-tourism are participating.
				Pedagogical function of the dining room as a practice center for students of eco-tourism.
				Improvement of living conditions of the students of the communitarian school for the training of young leaders of the Rama, Ulma, Miskito, Garifona, Mestizo and créole peoples who live in the Bluefields university pavilion.
				Facilitate that teachers and students can acquire prepared food at accessible prices.
<b>Strengthening of the Documentation Centers in the URACCAN campuses of Bilwi, Siuna and Nueva Guinea.</b>	2001 - 2004		Increase of the fund for bibliography of the Bilwi, Siuna, Nueva Guinea libraries.	Strengthening of the research capacities of both teachers as well as students.
			In Bilwi of approximately 14,500 books, 1,500 have been contributed by SAIH.	Increase the number of users, entering an average of over 120 daily consultations in Bilwi, adding up to 16,000 in the first semester 2005.
			In Siuna the number of titles is 6,579 of this 562 are SAIH donation.	In Siuna the monthly average consultation is of 2,800 about 110 per day.
			In the Nueva Guinea pavilion, the bibliography fund is of approximately 6,665 titles of which 247 are product of the SAIH accompaniment.	Nueva Guinea presents a similar pattern as Siuna with a little over 50 daily consultations. The access to updated bibliography is a vital contribution to the documental research not only of the URACCAN students, but of other universities and primary and secondary school, as it is the only resource that they have of this type.

Component	Period of execution	objectives	Quantitative impact	Qualitative impact
Support to the URACCAN students movement	2001 - 2004	Strengthen the student organization at URACCAN increasing the organizational capacity, improving the quality of their participation in the university management.	Strengthen the student organization at URACCAN increasing the organizational capacity, improving the quality of their participation in the university management	Strengthening of the representativeness of the student governments having the recognition by other university sectors.
			Equipping with computers, printers and photocopiers, furniture, digital camera and office supplies.	Extension of the student participation in the URACCAN university councils.
			Participation in national and international student assemblies.	Establishment of alliances with the UNEN (national students union of Nicaragua) the association of students of information technology and communication (ANITIC)
				International coordination with students of Norway and other countries
				Participative development of statutes with the finality of applying for legal name, that defines its reason of existing as a student movement linked to process of strengthening the autonomy of the Caribbean Coast of Nicaragua.
Incorporation of the focus	2000 - 2004	Facilitate the integration of the gender and intercultural focus and in all URACCAN activities	Development of indicators to incorporate the gender focus in the activities of URACCAN.	Definition and approval of the gender strategy of URACCAN
			Curriculum revision of the careers URACCAN offers with the purpose of incorporating the gender focus.	Development of gender policies of the URACCAN university ( in process)
			Implementation of post graduate in the methodology of a participative intercultural investigation with gender focus.	The university has a specialized personnel in the topics in gender and intercultural and with a teaching staff with sensitivity in relation to the same.
			Continuous training of the CEIMM personal.	Incorporation of the gender focus in the student program of the sociology career.
			Establishment of relations with the center of information and gender studies (CIEG) of the university.	In process the incorporation of the gender focus in the career program for administration.

Component	Period of execution	Objectives	Quantitative impact	Qualitative impact
<b>Support to the bachelors in intercultural communication</b>	2003 - 2004	Strengthen the capacities of the coast communicators for their performance with a multiethnic and intercultural focus in sink with the social economical political processes that the autonomous regions of the Atlantic Coast are facing.	25 communicators of RAAN and 17 of RAAS in the professionalization process.	Increase the presence of topics of the Caribbean Coast on the media, a regional as well as a national leve.
			Implementation of specialization workshop around radiophone products.	Better view on the autonomic process of the cultural patrimony of the Nicaraguan Caribbean, as well as the innovative process in the field of health and education.
			Participation in exchange and coordination events around experiences of female journalist of Nicaragua with the communitarian radios of Central America, on the most important spot.	Better labor effect from the social communication (media) in relation to the problems, needs and proposals from the Caribbean coast.
				Better view of the indigenous women and afro-Caribbean.
<b>Strengthening of research capacities</b>	2001 - 2004	Strengthening the process of institutionalizing research within URACCAN	Implementation of participation in various forums and events aimed toward research and systematization among which the outstanding the IV international symposium in autonomy, dialogue between the authorities of the mayangna people, among others.	Publication of the research in the "Revista Caribe" (Caribbean magazine)
			Workshop for the definition of the institutional policies for research and its later editing and publication.	Has a direction of research and post graduate studies and research commission in the pavilions.
			Develop the post-graduate regulation.	Existence of well define research guidelines.
			Develop the methodological guides for the functioning of the research commission in each pavilion.	Long trajectory and possibility of management of external cooperation for the development of research.
			Publication of the research in the "Revista Caribe" (Caribbean magazine)	Instance such as institutes and center of development and research promotion.
			Improvement in URACCAN's laboratories infrastructures	

Component	Period of execution	Objectives	Quantitative impact	Qualitative impact
<b>Support to the institutional auto evaluation process of URACCAN</b>	2001 - 2005	Value the current situation of the function of teachers, research, and extension of URACCAN, expressed in its mission, through the definition of criteria and general indicators of quality that allow for the taking of decisions for the institutional improvement.	The URACCAN university has information for the development of the quinquennium plan for 2006-2010 which are: a) Report on the institutional auto evaluation.  b) Report of the evaluators  c) Institutional improvement plan.	Establishment of an institutional planning system that provides feedback for the decision taking.
				Establishment of a system and institutional auto evaluation that provides feedback to the URACCAN planning system.
				Establishment of an institutional information system that articulates the planning and auto-evaluation system.
				Development an institutional strategic development plan that allow for long term to the development of the university



***CURRENT SITUATION OF THE  
EDUCATION ON THE CARIBBEAN COAST***

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Until the year 1980 and due to the lack of education opportunities, 85% of the population above 15 years of age of the Caribbean Coast of Nicaragua was illiterate. During this time, the education model was designed and implemented with the purpose of integrating the indigenous cultures to the rest of the country through a process of acculturation. This was sadly the case of the Rio Coco pilot education project. In addition, there was a lack of higher education centers and higher education centers in precarious conditions, lacking libraries and laboratories.

The carrying out of the National Alphabetization in Languages Campaign in the 1980s set the base for profound and lasting educational changes in the Caribbean Coast of Nicaragua. Through this campaign, 12,000 people learned to read and write in their mother tongue. In 1985, as a further result of such campaign, the Intercultural Bilingual Education Program (PEBI) was established in the Miskitu, Mayangna and Creole ethnolinguistic zones. Later on, BICU and URACCAN universities were created to ensure higher education formation to the people of the Caribbean Coast, especially to primary and secondary education teachers. These achievements were later integrated into a wider and long term strategy called the Regional Autonomic Education System (SEAR), which is the education platform of the Autonomy where the right of the Autonomous Regions to design and manage its own education programs are exercised.

Still, there is a huge educational gap in relation to the national average attainment level, even though that both Autonomous Regions have had important educational advances, as the ones mentioned before and to which we must add the increase in pre-school, primary and secondary education enrolment rate, there is still a huge breach in relation to the national average.

Recent researches show that in the Autonomous Regions the illiteracy rate is beyond 40% among the population older than 15 years of age, being this the highest rate in the country. In addition, the sixth grade students of the Caribbean Coast have achieved the lowest performance rates in standardized mathematics and Spanish

tests in the country. The Pre-school education also presents a huge gap in relation to the rest of the country, which later affects primary education indicators of quality.

The lack of equality begins from early childhood. For example, from 183,709 children enrol in pre-school education in the year 2003 in the country, 12,868 of them are from the NAAR and 6,928 are from the SAAR. This inequity and denial of rights places the children of the Caribbean Coast at a disadvantage, since it is at the early age that we develop our maximum physiological and cognitive potential. Since the year 2004, a children integral attention program was implemented in several communities of the municipalities of Waspam and Puerto Cabezas (Bilwi) in the NAAR. In the SAAR, this program was carried out in the Mestizo municipalities of Nueva Guinea and Paiwas.

Another indicator of inequity is total enrolment. In the year 2003, the country's total enrolment for primary education went up to 927,217 students, being 63,337 from the NAAR and 62,916 from the SAAR. The total enrolment in secondary education was 376,409 students, being 11,154 from the NAAR and 12,630 from the SAAR.

Nicaragua is one of the countries of Central America and Latin America that least invests in education and where the national education system has low standards of quality. This makes the lack of equity in the access to education opportunities by the children, adolescents and youth of the Caribbean Coast even more worrying.

Nevertheless, these challenges are faced with optimism as strategic educational results have been achieved. Education is at the heart of the regional autonomic process. In the Autonomy Law's consultation process, previous to its approval by the National Assembly in 1987, the need to establish higher education institutions in the Autonomous Regions for training the human resources needed to develop the autonomic governments was manifested.

In the year 1992, the National Council of Universities (CNU) approved the projects creating the

the two regional universities, the Bluefields Indian and Caribbean University (BICU) and the University of the Autonomous Regions of the Caribbean Coast of Nicaragua, which are perceived by the population of the Caribbean Coast as the main achievement of Autonomy. In 1993, these higher education institutions were granted legal status by the National Assembly and years later, in 1996, were incorporated into the CNU through the law number 218. This meant to both universities a budget allocation from the 6% of the National Budget assigned to the country's public universities, which compose the CNU.

The greatest achievement in intercultural education policy in the Autonomous Regions is the development of the Regional Autonomic Education System (SEAR), which is defined as an alternate education model that incorporates the interests, needs and the cosmovision of the indigenous peoples and the ethnic communities of the Caribbean Coast of Nicaragua. Currently, the SEAR is going through a consolidation process at the regional and municipal level. There is an ongoing discussion and negotiation on the decentralization process of the SEAR, which will allow for the promotion of intercultural pedagogical innovations, improve the coverage and permanence of students in the education system, improve the training of teachers and promote the institutionalization of Autonomy.

However, these important advancements achieved so far, through the tenacious participation of the men and women of the Caribbean

Coast, are facing a great threat. On the 30th of June of 2005, the members of the National Assembly approved the Education General Law, the general version, revised by the Education, Media, Culture and Sports Commission of the National Assembly, in which they want to make the dominant the monoculture vision of education to prevail, not recognizing the achievements in intercultural pedagogy in the Autonomous Regions. This Education General Law creates the National Education Council, which does not incorporate the regional autonomic authorities and promote a municipal decentralization of education, ignoring the existence of the Autonomous Regions. The SEAR's concepts are reduced to a mere educational modality of the primary education subsystem, when it is the educational platform of the Autonomy. This Education General Law is not coherent with the Autonomy Law and the Regional Autonomic Education System.

The Autonomous Regions and URACCAN, particularly, must increase its efforts to prevent the approval of laws that violates the rights of the indigenous peoples and ethnic communities of the Caribbean Coast to have their own education system, culturally appropriate and regionally decentralized. This according to the right of the people of the Autonomous Regions to build their own future in a nation that is intercultural and inclusive. In this scenario, a lobbying plan must be designed, in which the accompaniment of SAIH will be valuable.



## THE PRUEDIS II

“THE AUTONOMY WILL BE A REALITY AS LONG AS WE HAVE MEN AND WOMEN WHO HAVE THE CAPACITY TO LEAD THE SUSTAINABLE DEVELOPMENT OF THE CARIBBEAN COAST OF NICARAGUA.”

Ing. Albert StClair

Taken from his speech at the PRUEDIS II graduation ceremony



## ¿Who and where are the graduates of PRUEDIS II?

In 1977, with the first graduation of professionals in education sciences of the Caribbean Coast, a long awaited dream was finally made true. In-service teachers with many years of experience tenaciously carried out and completed university studies, establishing the at the same time the sustainability and continuity of higher education. The majority of these new professionals were the first teachers of the University of the Autonomous Regions of the Caribbean Coast of Nicaragua (URACCAN), where there are still contributing to the construction of an intercultural pedagogy model, based on academic quality and continuous improvement.

Others graduated work as university vicerectors, teachers of technological and secondary education schools and also as civil servants at the Ministry of Education, Culture and Sports (MECD). Their contribution has been vital for the new generations, to whom they dedicated their graduation ceremony, which slogan was 'To the youth of the Caribbean Coast and for the Autonomy'. Their participation in the building of Autonomy has also been important as political leaders or indirectly as mentors.

In the year 1985, 275 educators concluded

studies as secondary education teachers, but could not graduated as Bachelors since in 1988 the University Distance Education Program, known as PRUEDIS was discontinued. 10 Years after, in 1995, the PRUEDIS II was initiated intending to professionalize 140 secondary education teachers. 102 of these teachers graduated as Bachelors of Education Sciences, in different specialities. This was the first impact of the co-operation of SAIH, channeled through URACCAN and the Foundation for Autonomy and the Development of the Atlantic Coast of Nicaragua (FADCANIC) and supported academically by the National Autonomous University of Nicaragua (UNAN-Managua).

This first group of graduates meant a substantial improvement in the academic quality in all the municipalities of both Autonomous Regions and constituted the main teaching base for the establishment of the University of the Autonomous Regions of the Caribbean Coast of Nicaragua (URACCAN). The stregic impact of this is long lasting.

In charts number 2, 3 and 4, there are information about the graduates by speciality, municipality and an individual reference of each of the graduates of the PRUEDIS II.

**Chart No. 2 Graduates of PRUEDIS II in the Autonomous Regions of the Caribbean Coast of Nicaragua by speciality, in 1997.**

Municipality	Physics	Mathematics	Chemistry	Spanish	Biology	History	English	Geography
Nueva Guinea			01	02				
Rama	01	01	01	01				
Muelle de los Bueyes				01				
Kukra Hill						01		
Corn Island							01	

Pearl Lagoon		01		01	01		02	
Bluefields	02	03	01	09		06	12	08
Siuna						01		02
Bonanza		01	01	03	01	01		
Rosita						01		
Waspam	02				01			01
Puerto Cabezas	02	03	02	09	03	05	04	03
Total:	07	09	06	26	06	15	19	14

**Chart No.3 Graduates of PRUEDIS II, by Municipality, in the Autonomous Regions of the Caribbean Coast of Nicaragua.**

South Atlantic Autonomous Region	Graduates	Total
Nueva Guinea	03	<b>56 (55 %)</b>
Rama	04	
Muelle de los Bueyes	01	
Kukra Hill	01	
Corn Island	01	
Pearl Lagoon	05	
Bluefields	41	
North Atlantic Autonomous Region	Graduates	Total
Siuna	03	<b>46 (45 %)</b>
Bonanza	07	
Rosita	01	
Waspam	04	
Puerto Cabezas	31	

**Table 4: List of graduates of PRUEDIS II by specialization and current professional achievement.**

**A) South Atlantic Autonomous Region**

**Municipality of Nueva Guinea**

No.	First and last names	Specialty	Professional performance
01	Claribel del R. Castillo Úbeda	Spanish	Vice-chancellor of the Nueva Guinea Pavilion
02	Francis A. Altamirano Blandón	Spanish	Teacher at URACCAN
03	Ceira Calero Borge	Chemistry	Teacher at URACCAN

**Municipality of Rama**

No.	First and last names	Specialty	Professional performance
01	Mayela del S. Portocarrero Villagra	Spanish	Officer of twinning projects with Holland
02	Miriam Galo Garcia	Mathematics	Emigrated to United States
03	Jose Alfredo Galo Garcia	Physics	Teacher at Instituto Nacional El Rama
04	Jose Domingo Mendez Lopez	Chemistry	Teacher at El Rama

**Municipality of Muelle de los Bueyes**

No.	First and last names	Specialty	Professional performance
01	Francisca del R. Zelaya	Spanish	Teacher at Instituto Muelle de los Bueyes

**Municipality of Kukra Hill**

No.	First and last names	Specialty	Professional performance
01	Felix G. Garcia Gaston	History	Officer at ADEHCA

**Municipality of Corn Island**

No.	First and last names	Specialty	Professional performance
01	Dafne W. Cash Cassanova	English	Teacher at Corn Island

**Municipality of pearl lagoon**

<b>No.</b>	<b>First and last names</b>	<b>specialty</b>	<b>Professional performance</b>
01	Hilton Leonard Mairena Downs	Biology	Emigrated to united states
02	Hooker D. Taylor Fox	Spanish	Teacher at pearl lagoon
03	Juan M. Bendiless Hebbert	English	Teacher at pearl lagoon
04	Shirley G. Taylor Lewis	English	Officer FADCANIC
05	Stennet Hansack Pinner	Mathematics	Teacher at pearl lagoon

**Municipality of Bluefields**

<b>No.</b>	<b>First and last names</b>	<b>specialty</b>	<b>Professional performance</b>
01	Ernesto Raul Diaz Chow	Physics	Teacher at the INATEC and BICU
02	Alba Luz Davila Espinoza	Physics	Teacher at the Teacher training school (Escuela Normal) , URACCAN and BICU
03	Jorge Ugarte Archibold	Mathematics	Methodologist at the MECD
04	Minerva Soza Valverde	Mathematics	Sub director at the Verbo School at teacher at the Sabatino Horacio Hogdson
05	Ismael Romero Amador	Mathematics	Teacher at URACCAN and Verbo school
06	Jose Luis Rayo Herrera	Chemistry	Working out of the education system
07	Melvin C. Flores Benner	Geography	Teacher at the teacher training school Bluefields
08	Barbie N. Hernandez Cash	Geography	Deceased
09	Eillen N. Powell Ingram	Geography	Working out of the education system, retired because of vocal health problem
10	Gladis Romero Villachica	Geography	Teacher at URACCAN, BICU and Divino Pastor
11	Sonia G. Selston Gomez	Geography	Teacher at Adventist school
12	Gloria M. Taylor Taylor	Geography	Working out of the education system

No.	Nombre y apellidos	Especialidad	Desempeño profesional
13	Hazel D. Wilson Nash	Geography	Teacher at URACCAN and normal school
14	Maria A. Zelaya Castro	Geography	Subdirector at normal rigobert cabeza school
15	Ernestina W. Alfaro Pena	Spanish	Teacher at INCC and divino pastor
16	Matilde del C. Bermudez Mendoza	Spanish	Teacher at san jose school
17	Pedro A. Chavarria Lezema	Spanish	Teacher at BICU and Ex-vicedirector URACCAN Bluefields
18	Sara Carcache Henriquez	Spanish	Teacher at URACCAN and normal school
19	Zoyla Connoly Gashing	Spanish	Director of the bilingual intercultural education program
20	Alice Ebanks Narcisso	Spanish	Regional delegate MECD
21	Paula H. Ingram Espinoza	Spanish	Coordinator of the career in science of education. URACCAN, Bluefields
22	Lepoldina Soza Oporta	Spanish	Teacher of URACCAN and normal school Bluefields
23	Irene Vidaurre campos	Spanish	Teacher in Managua
24	Ivette Milena Alvarez Arce	History	Teacher of URACCAN, INATEC and distance learning
25	Maura D. Diaz Lopez	History	Teacher of BICU
26	Denise M. Hodgson Bodden	History	Teacher of URACCAN Bluefields and officer of CEDEHCA
27	Francisco E. Ingram P.	History	Retired. Former director at the teacher training school Bluefields
28	Elba N. Rios Olivares	History	Teacher of URACCAN
29	Sofia R. Soza Fuentes	History	Teacher of INATEC Bluefields
30	Marie A. Archibold Hodgson	English	Teacher of URACCAN and Moravian school
31	Sheldeme M. Brwster Nash	English	Teacher of URACCAN and normal school
32	Belinda C. Cabrera Downs	English	Teacher of INATEC

No.	First and last names	specialty	Professional performance
33	Massie K. Cox Ballesteros	English	Teacher at Dinamarca School
34	Annette Downs Coulson	English	Deceased
35	Eloise J. godfrey D.	English	Teacher of Moravian school
36	Nilda J. Hooker Hodgson	English	Teacher of BICU and Dinamarca school
37	Dora E. Joiner Green	English	Teacher of Moravian school
38	Meybelin Larios Martinez	English	Teacher at URACCAN, BICU and INCC
49	Marvis M. Mairena Mitchel	English	Teacher of INATEC and INCC
40	Erna Narcisso Waters	English	Teacher of BICU
41	Valeria E. Smith Navarro	English	Teacher of BICU and Moravian school

## B) North Atlantic Autonomous Region

### Municipality of Suina

No.	First and last names	specialty	Professional performance
01	Pio Alejandro Garcia Izaguirre	History	Teacher of URACCAN. Coordinator IEPA-Las minas. Student of master in social in anthropology
02	Angela Centeno Picado	Geography	Delegate of MECD for the municipalities of Suina, Bonanza and Rosita.
03	Dominga Sevilla Munoz	Geography	Teacher and secretary at INATEC, suina.

### Municipality of Bonanza

No.	First and last names	specialty	Professional performance
01	Margarita Pilar Neira	Mathematics	Retired
02	Petrona Rosales Sandobal	Chemistry	Teacher of URACCAN-Bonanza extension
03	Virginia Aburto Jarquin	Spanish	Teacher of URACCAN and hermanos autoctonos institute
04	Teresa Perez Ramirez	Spanish	Teacher of URACCAN and delegate of MECD-Bonanza

No.	First and last names	specialty	Professional performance
05	Jose A. Mairena Malespin	Spanish	Officer of the mining company HEMCO
06	Martha Ramirez Pao	Biology	Director of the hermanos autoctonos institute- Bonanza
07	Martha Lorena Lagos Hernandez	History	Teacher of the URACCAN and the Instituto Hermanos Autoctonos

### Municipality of Rosita

No.	First and last names	specialty	Professional performance
01	Nicolasa Cordoba Castellon	History	Teacher of Instituto Santa Rosa- Rosita

### Municipality of Waspan

No.	First and last names	specialty	Professional performance
01	Rafael Dixon Cunningham	Physics	Teacher of 11 de septiembre school
02	Norma Cunningham Webb	Biology	Teacher of 11 de septiembre school
03	Maria Eugenia Suazo	Geography	
04	Gabriela Rivera Alvarez	Physics	Director of the 11 de septiembre institute and former municipal delegate of education, culture and sports.

### Municipality of Puerto Cabezas

No.	First and last names	Specialty	Professional performance
01	Ricardo Richie Solis	Physics	Did not conclude studies
02	Ella Hodgson Thomas	Mathematics	Retired teacher. Did not conclude the bachelors
03	Alejandro Thomas Raudales	Mathematics	Teacher of URACCAN-Bilwi. Pending defense of monograph
04	Carlos Patterson Thomas	Mathematics	Teacher of CIUM-BICU and former teacher of URACCAN Bilwi. Pending defense of monograph
05	Martin Escobar Thompson	Chemistry	Teacher of the URACCAN preparatory school in Bilwi

No.	First and last names	Specialty	Professional performance
06	Francisco Garcia Gutierrez	Chemistry	Teacher of normal Gran Ducado de Luxemburgo School. Former of URACCAN Bilwi
07	Alicia Delvie Thmas	Spanish	Retired. Former teacher Cesar Arana Carcache institute and also former departmental delegate of MECD
08	Carmen Gomez Villavicencio	Spanish	Teacher of URACCAN and Hermanos Costenos Institute
09	Selmira Jarquin Chow	Spanish	Teacher of URACCAN and officer of IPILC/URACCAN in Bilwi
10	Danelia McCoy Beteta	Spanish	Retired. Former director of the RAAN supreme electoral registry office.
11	Delia Perez Ramirez	Spanish	Municipal delegate of MECD in Bonanza
12	Juan Silvestre Paiz Lopez	Spanish	Retired. Former departmental delegate of MECD and education secretary of the regional government
13	Hilda Reyes chow	Spanish	Responsible of the INATEC Bilwi
14	Maria Santos Reyes Lopez	Spanish	Teacher of URACCAN and Instituto Filemon Rivera
15	Carlos Gonzalez Gonzalez	Spanish	Teacher of Instituto Hermanos Costenos
16	Vilma Zuniga James	Biology	Teacher of CIUM-BICU and former Delegate of INSS in Puerto Cabezas
17	Maria Elena Watson Perez	Biology	Teacher of URACCAN
18	Sandra C. Hooker Hodgson	Biology	Coordinator of the career in administration URACCAN Bilwi
19	Ernesto Nery Gonzalez	History	President of the supreme electoral council in the region. Student of the master in social anthropology
20	Thelma Romero Arechavala	History	Former teacher of URACCAN

No.	First and last names	Specialty	Professional performance
21	Rubi Morales Quant	History	Teacher of Instituto Hermanos Costenos
22	Alberto Aaron Miranda Matus	History	Teacher of CIUM-BICU
23	Celia Muller Perez	History	Masters in history. Coordinated a project implemented by CIDCA-URACCAN and Tininiska association
24	Jose Benito Lopez Alvarez	Geography	Teacher of URACCAN
25	Salvadora Padilla Brown	Geography	Retired
26	Victor Alvarez Funez	Geography	Teacher at Teacher Training School (Escuela Normal Gran Ducado de Luxemburgo)
27	Leonardo Chow Matus	Geography	Sub-director of INATEC bilwi
28	Irma C. Chow Fagoth	English	Former director and current teacher at Colegio Moravo JAC
29	Gerald S. Green Thompson	English	Vice-chancellor CIUM-BICU
30	Erdine Narcisso Williams	English	Teacher Colegio Moravo JAC

## How higher education was developed on the Caribbean Coast

A lot of people shared the dream of having higher education in the Autonomous Regions of Nicaragua and pursued it tenaciously until they made it a reality. In the collective memory of those that lay the foundations so that others could continue building higher education, there are still present the anecdotes, the disappointment and triumphs. The testimony is the best way of building collective memory, which is why we asked two protagonists of the negotiation and birth of higher education of the Autonomous Regions of the Caribbean Coast of Nicaragua, the Msc. Guillermo McLean and BSc. Nery Gonzalez, to share their memories.



### **MSc. Guillermo McLean**

- First Director of PRUEDIS
- Member of the University Council of URACCAN.
- Director of URACCAN's Institute of Linguistic Research, Promotion and Cultural Revitalization (IPILC) URACCAN.

Since the 1970's there was a group of us working on an initiative for initiating higher education on the Caribbean Coast. Ray Hooker, who at the time was the Dean of the faculty of humanities at the National Autonomous University of Nicaragua (UNAN) in Managua was the first one to have such interest. Several other professionals from the Caribbean Coast who worked in various institutions, among us David Mcfields, shared also the dream. All of us had this idea of an University by the people and for the people of the Caribbean Coast. In January of 1976 and until 1977 in Bluefields and Puerto Cabezas (Bilwi), the first outreach program of the UNAN-Managua was established in the Caribbean Coast. It was promoted by this group and located in the Carmelita religious school. But this did not succeed because in 1979 came the triumph of the Sandinista Revolution, which defined as priority

the alphabetization process.

The UNAN-Managua participated in the alphabetization process in the Caribbean Coast with over three thousand students. Eventually, they called me to coordinate the alphabetization in local languages. The aim of having higher education failed on this first try. Things even complicated when some students tried to study in Managua and were not recognized the academic credits they earned in such outreach program. This was a great disappointment. The second try was the creations of PRUEDIS, during the Sandinista government and while Sergio Ramirez was the Vicepresident of the Republic. Always the National Education Council has been part of the responsibility of the Vicepresident of the country, who now is Jose Rizo. At that time of the Sandinista government, the chairperson of the National Council for Higher Education was

Joaquin Solis Piura, who command the UNAN Managua to meet the demands for higher education of the people of the Caribbean Coast. This leads to the foundation of PRUEDIS, of which I am founder-director.

Sergio Ramírez define that in 2 years a bachelor degree should be completed. There was the belief that the long teaching experience make up for the rest of time need to complete studies at a bachelor degree level. A technical analysis carried out on this matter indicated that this could not happen in just 2 years because the teachers, in-service for over 10 years, needed training on learning at a higher education level. Instead of a shortening, what was needed was more career time. PRUEDIS was the second try for higher education, staying halfway because the orientations of the vice president was to produce 2-years bachelors, which was programmed. At the end, the final result was a PEM, which was the only thing academically feasible in 2 1/2 years.

Some politicians of the Caribbean Coast expressed at the time that once again the try for higher education was left halfway, criticizing the people who promoted this program. But no, we completed the academic cycle that was programmed.

Before we started PRUEDIS II in 1995, the University Center of the Northern Region (CURN) were established, being the third try for higher education. The CURN only had an encounter, because there were no funds for a second encounter. At the time, I was in Colombia. It was not until the foundation of URACCAN that we started PRUEDIS II. This even before initiating classes at URACCAN, due to the fact that PRUEDIS II started classes in January. This was a strategic move due to the needed to create a pool of graduates, and who better than the ones who had already reach a certain point. In this way we started the enrolment process. From the 540 students that participated in PRUEDIS, 102 of them graduated and most of them are in URACCAN



### Nery González

- Graduate of PRUEDIS II
- Teacher and researcher at URACCAN.
- President of the Regional Electoral Council.

First I would like to point out that during the 1970s there was a high level of empiricism in the secondary education. Since 1976 the UNAN Managua had a presence through encounters in the vacation periods of July and December. The Bartolome Colon technical institute was the place used for these encounters. We had classmates that would come from Las Minas (Siuna, Rosita

and Bonanza), Waspam and Puerto Cabezas.

This first presence of the UNAN was interrupted in 1979 due to the moments that our country was living (the triumph of the Sandinistas).

The last year that the UNAN had a presence here, with its new building, was in 1980. This build-

ing, belonging to the Carmelitas, was bought by the UNAN to Father (priest) Camilo in 1 million Cordobas, as he was the administrator. From that year, UNAN established a regional academic nucleus that was administrated by Jorge Hernández, a professor at the University and from whom I received classes. Later on, the administrator was Armando Rojas, an attorney from Bilwi. In the Carmelitas building, there was the presence of a few teachers from the Caribbean Coast, among which I remember Stern Robinson, Marlene Chow, Aleyda Chow and few Spaniards who taught Spanish.

From that date, we acknowledged the presence of the UNAN in the Caribbean Coast. However, seeing the need and the high level of empiricism among teachers and aiming to elevate the quality of their teaching in the region, a great efforts were made by a group of colleagues from the Caribbean north and south, that with the support received from the State through the Ministry of Education headed by the priest Ernesto Cardenal and from UNAN presided by Alejandro Serrano Caldera gave birth to a project called PRUEDIS, where a great amount of colleagues were enrolled in the different careers offered. In this way, it was various people from the Caribbean Coast that guaranteed the presence of higher education that had disappeared from the 1980's.

The Distance Education Program, PRUEDIS, was based on a Bachelor Degree in Education Sciences emphasizing various specialities such as Geography, History, Physics, Mathematics and English. Each speciality had an average of 40 students. The PRUEDIS methodology was designed by UNAN teachers, who were adviced by Cuban education experts. At the end, the students started abandoning the course because of the demanding Cuban teaching methodology.

Both regions were attended simultaneously by PRUEDIS. However, this project did not go all the way. Classes were suspended for three to four years. At a certain time, the members of the National Association of Teachers of Nicaragua (ANDEN) from the Region met and discussed about some alternatives of how to continue and

finish with what was once conceived as a bachelor degree. This not as a personal matter but to try to set course or reroute such an effort for improving the quality and the efficiency of the education in Caribbean Coast, especially in a moment when there were the opening of a great number of schools demanded a greater search for quality.

We made a project as ANDEN and passed it on to the Rector of the UNAN, Alejandro Serrano Caldera. This project consisted of concluding the bachelor degree and having a preparatory in the Carmelita building, which was property of the UNAN Managua. However, this initiative did not work. The efforts of a group of men and women from the Caribbean Coast continued toward having higher education, not as something circumstantial but as a way to create our own regional university. In this way, a project for creating a university was developed, which currently functions with much success. That university is URACCAN.

So the first task that URACCAN had was to graduate more than 100 colleagues that were in the different specialities of the education sciences career. Practically, the majority of us were still working in the education system, others could not continue because they were not in the community. Yet, we concluded studies with great success, leading to the first graduation in both the northern and southern Caribbean regions of professional of education sciences, at a bachelor degree in different specialities. This is what higher education is all about.

What can we say about the importance of this effort ? It has been a positive effort by the Caribbean Coast people because of the knowledge, information and very good schooling most of us acquired. It helped us to improve the bibliography in our schools and homes. On the other hand, this helped us to improve quality of our teaching. Overall, the secondary education improved substantially because of the amount of new professionals in Las Minas municipalities, Waspam, Puerto Cabezas, Bluefields, Nueva Guinea, El Rama, Pearl Lagoon and Corn Island.

Currently, a lot of us are in the university working as teachers in the different campuses in the South (Nueva Guinea and Bluefields) as well as the North (Bilwi and Siuna) Autonomous Regions, as well as in the community outreach branchers in Waspam, Bonanza and Rosita. The majority of them are full time teachers, and others part time , which have allowed for sustaining higher education in the North Atlantic Autonomous Region and the South Atlantic Autonomous Region.

Now we have the moral obligation to return this knowledge back to the community. Furthermore, URACCAN demands that at the beginning of the year you must take the post graduate course in university teaching to update knowledge and in a permanent manner they are preparing their teachers with the finality that the teaching be updated according to the technical scientific advances, that is why I believe that the PRUEDIS is one of the positive events in the higher education and its impact have lasted a long time, they have been really profound and strategic for the Caribbean Coast.





***URACCAN- BILWI/ KAMBLA CAMPUS***



## Introduction

The URACCAN- Bilwi/ Kambla campus has approximately 2,000 students in the different careers it offers. With the cooperation of SAIH supporting a bachelor degree in Education Sciences, this campus is improving the quality of secondary education in the municipalities of Puerto Cabezas and Waspam, from where most of the students are originated. This career also has students from Siuna and Nueva Guinea.

The first group of students enroled in the URACCAN- Bilwi/ Kambla campus was in the year 1997. All of them concluded their PEM and years later concluded the bachelor degree in Education Sciences. From the 104 students, 54 students graduated with the emphasis on Biology and the other 50 students graduated in History. A great number of students who concluded studies have not yet been able to graduate.

The Bilwi/ Kambla campus currently offers the career in Education Sciences with emphasis in Spanish. This Bachelor Degree has been carried out since 1999 until today through encounters every saturday. It has an enrolment of 16 students, 14 female and 2 male, from Puerto

Cabezas. Among them, 15 students concluded their study program and are pending their major research work (monograph) and graduation.

Since the year 2001 until today, with the support of SAIH, a Bachelor Degree in Education Sciences with emphasis in Spanish is being implemented with 23 students, 18 female and 5 male. In addition, a Bachelor Degree in Education Sciences with emphasis in English is under way with 32 students, 11 of which are male and 21 female.

In the component of support to the documentation centers, the library of the Bilwi/ Kambla campus has achieved standards of quality that are very good: a) the number of daily users has increased and fluctuates between 80 and 120 people; b) so far in 2005, there are over 16,000 consultations of bibliography; c) 17 computers were installed which have improved noticeable the conditions for teachers, students and researchers to do their academic works using internet resources; d) the current bibliographic stock is 14,550 books, of which 1,500 were purchase through URACCAN-SAIH project.

## Achieved Results

As a part of the study program, each student is required to complete 20 hours of supervised teaching practice. This requirement has already been completed in both careers supported by SAIH. This practice is supervised by specialists of the University, who on the basis of pre defined quality indicators have identified a notorious improvement in the teaching and learning process.

The teachers professionalized by the University have a better performance in their working centers, becoming the learning process more dynamic with the use of active methodologies com-

bined with various didactic techniques and complimentary materials. The positive interaction between the faculty and students have turned out in better results in class attendance, retention and approval rate. This also has had positive impacts at the individual level, as teachers' self esteem has been increased. Teachers feel that the quality of their training is recognized and righteously accredited by an institution of higher education. The communities, parents and students have also recognized their personal development.

The pedagogical model in which the teachers are trained have resulted in a better and

contextualized education in the way that the development of knowledge is in relation to what is significant to the communities in which the students live. In this manner, the contents and the learning processes acquire significance, which allows for the integral formation of the students.

The syllabus as a product in permanent development also stands out. The syllabus analysis and transformation has been one of the success factors in the implementation of the different Education Sciences careers.

## Summary

**W**ith the implementation of professionalization programs in Biology, History, Spanish and English, we were able to give answer to the needs of the secondary education teachers of various municipalities, who in their majority have graduated from these careers. There is still a deficit of professionalized teachers in the areas of exact sciences, where there are only 2 graduates of PRUEDIS and 4 teachers that are currently studying Mathematics in the Nueva Guinea campus.

The academic study programs are directed towards the professional performance, tackling the specifics of each specialization through a teaching learning process based on the cognitive and constructivist model. As a result of this, the teachers are more dynamic in the way they teach, involving the students in the learning process in an active manner, contextualizing the education programs and using in a more creative manner

Among the difficulties that exist is the weak follow up by the Ministry of Education, Culture, and Sports (MECD), which makes emphasis on the control and supervision and not in supporting improvements. Their objectives are centered more around statistical results than in the teaching – learning process, which is why they do not have in place a performance evaluation mechanisms.

the materials available in their surroundings.

The profesionalization of teachers points now toward the further specialization of the teachers who have already graduated, through their participation in post graduate studies to ensure a high level of professional performance. These post graduate courses are a condition for sustainability and will contribute to the scientific upgrading within the context of globalization, in which knowledge is in constant renewal.

The key to the continuous improvement of education is its permanent upgrading. This includes the transformation of syllabus, the specialization of teachers and the updating of the bibliographic stock. Around these three aspects it is suggested to outline the continuity of the URACCAN- Saih project towards the improvement of the quality of education in the Autonomous Regions of Nicaragua.

## INTEGRAL TRAINING TO IMPROVE TEACHERS PERFORMANCE



### Argentina García

- Academic Secretary of the URACCAN-Bilwi/ Kambla Campus

At this moment, all the teachers of the different areas of Education Sciences that work in secondary education have received a training that have helped them to improve their work performance. We still need to do a follow up on this, but I am certain that the teachers from the Puerto Cabezas municipality have achieved noticeable improvements both at the individual and school levels.

Nevertheless, there are still teaching areas lacking support. There are not many teachers trained in the areas of Physics and Mathematics, which are also very important areas. Even though, in the areas of Spanish, Social Sciences, Natural Sciences and Pedagogy there have been a great contribution in teachers training. The first two areas supported by SAIH were Biology and History, and currently Spanish and English.

The secondary education students have benefited by having teachers who have the will to study at an adult age, facing perhaps economical and family constraints. These teachers have known how to make much of such opportunities and have learnt to make their classes more dynamic and motivating, which I believe results in an increased level of student retention, a greater level of academic achievement and a better evaluation of all the pedagogical, methodological and psychological experiences developing in schools. In terms of the later, teacher training have supported teachers on how to approach and analyze different teaching and learning situations happening in the classrooms. Previously, these teachers did not have theoretical elements and references from other places to analyze comparatively to help improve educational processes and contents, according to our reality.

The objectives and content matrix of the Spanish and English specialities of the Education Sciences Degree, which are currently underway, are presented next.

### **STUDY PROGRAM OF THE EDUCATION SCIENCES DEGREE WITH EMPHASIS IN SPANISH (In use since 1999)**

#### **Objectives:**

The students graduated in the Bachelor Degree in Education Sciences with emphasis in Spanish are trained to perform the following functions:

- a. To plan, manage and evaluate the teaching learning process in their subjects.
- b. To contribute to the integral formation of students for a better development of our society.
- c. To promote the development of cultural, political and sports activities.
- d. To develop research skills among their students.
- e. To revitalize the national values through the teaching and learning process.
- f. To develop habits, abilities and attitudes for contributing to the development of society.

Once they have concluded the third year of the career, through encounters every Saturday, the students obtain a PEM and are able to continue their training towards a bachelor degree.

The students of the Degree of Education Sciences must develop knowledge, abilities and attitudes that forms them integrally in the social, political, psychological and pedagogical aspects, in addition to specialize them in the Spanish language, as described in the following curricular matrix:

<b>I semester</b>	<b>Hours</b>	<b>II semester</b>	<b>Hours</b>
Basic Spanish	2 hours	General pedagogy	2 hours
Basic Mathematics	2 hours	Basic techniques in Reading, redaction, and orthography I	3 hours
History of the Caribbean Coast	2 hours	Orthography I	3 hours
Resources of the Caribbean Coast	2 hours	Oral expression techniques	3 hours
<b>III Semester</b>	<b>Hours</b>	<b>IV Semester</b>	<b>Hours</b>
Grammar I	3 hours	Grammar II	3 hours
Basic techniques in Reading, redaction, and orthography II	3 hours	Introduction to Literary Studies	3 hours
General psychology	2 hours	Pedagogic and evolutionary Psychology	2 hours

V semester	Hours	VI Semester	Hours
Nicaraguan Literature	3 Hours	General statistics 2	2 hours
Grammar III	3 hours	General Linguistics	3 Hours
General Didactics	2 hours	Hispano-American literature panorama	3 hours
VII Semester	Hours	<b>Requisites for graduation:</b> 2 hours of supervised teaching.	
Spanish literature panorama	VII Semester		
Special Didactics	Hours		
Commentary on Literary Texts	2 Horas		

## BACHELOR IN EDUCATION SCIENCES DEGREE WITH EMPHASIS IN ENGLISH

### General Objectives:

1. To train professionals with a high level of knowledge of the content and methodology of teaching English.
2. To create abilities, habits and skills that will allow the future graduate to teach with creativity to achieve academic excellence.
3. To train professionals with a high level of knowledge of universal culture.
4. To prepare human resources with capacity to develop the pedagogical model proposed in the Regional Autonomic Education System.
5. To develop moral values such as the respect for the culture of the people of the Caribbean Coast of Nicaragua, a critical sense and a high level of ethics in their performance as professionals.
3. To guarantee that the teachers obtain knowledge of the teaching methods to allow them to work in primary education, secondary education or higher education, according to the level of study attained.
4. To train the students of the bachelor degree in the management and administration of schools or entities belonging to the Ministry of Education, Culture and Sports (MECD).
5. To create the research capacities in the student body, especially in the areas of education and language that will allow for the increase and updating of knowledge.
6. To strengthen the abilities for the design of programs, activities and study programs.
7. To create a high level of oral and written expressions in both English and Spanish, that will allow the implementation of comparative studies to strengthen the multi-linguists in the region.

### Specific Objectives:

1. To develop in the English teachers the abilities of speaking, writing, listening and reading in the English language.
2. To familiarize the teachers with traditions, customs and the arts of the national and international peoples.
8. To enlighten the students around the need to promote change for the development of the Caribbean Coast of Nicaragua by promoting a rational use of the natural resources.
9. To train the students in the use of the technological- scientific advances for the improvement of education.

## ACADEMIC STUDY PROGRAM FOR THE SECONDARY EDUCATION TEACHING CERTIFICATE (PEM)

Each one of the subjects of the regular course has 40 hours. The study program of the teaching course has 900 hours.

<b>I Encounter (July)</b> 1. Intercultural Pedagogy I 2. Spanish Grammar I 3. Conversation in English I 4. History of the Caribbean Coast of Nicaragua (140 hours)	<b>IV Encounter (January)</b> 1. Redaction 2. Reading II 3. Methodologies of teaching English 4. Sociolinguistics (140 hours)
<b>II Encounter (January)</b> 1. General psychology 2. English Grammar 3. Reading I 4. Conversation II 5. Natural Resources of the Caribbean Coast of Nicaragua. (180 hours)	<b>V Encounter (July)</b> 1. Phonetics and Phonology 2. Life and Culture of the English speaking countries I: The Caribbean 3. Comparative studies: English and Spanish 4. Educational Evaluation (140 hours)
<b>III Encounter (July)</b> 1. General Didactic 2. Educational Psychology 3. Conversation III 4. English Grammar II (140 hours)	<b>VI Encounter (January)</b> 1. Statistics 2. Documental Research Methodologies 3. Redaction III 4. Computing (140 hours)
<b>Supervised professional practice: 20 hours</b>	

The students that approved all the courses of the curricular program of the Secondary Education Teacher Trainign Certificate can continue to a Bachelor degree in Education Sciences with emphasis in English. The syllabus of the bachelors is developed in 1,360 hours total as describe in the following table:

<b>VII Encounter (Julio)</b> 1. Life and Culture of the English speaking Countries II: The World 2. Linguistics of the English language 3. Audition (100 hours)	<b>IX Encounter (July)</b> 1. Advanced Translation with emphasis in English 2. Scientific Redaction 3. Seminar: Citizenship and Human Rights (140 hours)
<b>VIII Encounter (January)</b> 1. Pedagogic Research Methodologies 2. Administration and Management of the Indigenous Languages 3. Seminar: Traditions and Customs (140 hours)	<b>X Encounter (January)</b> 1. Monographic Seminar 2. Computing II (80 hours)



***URACCAN- BLUEFIELDS CAMPUS***



The URACCAN's Bluefields campus currently has 709 students in the different careers and disciplines it offers. The areas of influence of this campus are the municipalities of Bluefields, Corn Island, Pearl Lagoon, Kukra Hill, Desembocadura de Rio Grande, Paiwas, Cruz de Rio Grande and Tortuguero that total a population of 73,975 people.

The Cooperation of SAIH with URACCAN-Bluefields initiated in the year 2000 and has prioritized 2 components:

1. Support to the Self development of the Rama Cay Community, which was later extended to the Ulwa Communities of the Sumu-Mayangna ethno linguist group. The main objective of this component is to contribute to the processes of self development of the Rama and Ulwa indigenous people, through the promotion cultural revitalization processes and facilitating the access to secondary school and university to the young indigenous people. On the other hand we are trying to impact in the strengthening of the indigenous economy through the strengthening of the local capacities.
2. Construction of the local cafeteria whose building was done in the year 2002 the purpose is that the Bluefields campus has the adequate infrastructure so that the university community can have access to low cost food services with the required nutritional and hygiene quality, which was very important as one of the varieties use a lot by URACCAN is that of the intensive encounters, that required the use of the dorms.

What is more in the camous other activities are developed that are a part of the accompaniment of SAIH but are tackled in a specific manner in other parts of this report, such as the Bachelor Degree in Intercultural Communication and the support of the student movement.

- a) Support to the self-development of the Rama Cay Community.

This project is coordinated by the Institute of Natural Resources, Environment and Sustainable

Development (IREMADES) of URACCAN, having in the first few years as a counterpart the Rama Cay Community, extending later to other Rama Communities of the mainland and the Ulwa communities, like is the case of Karawala.

The Rama people are descendants of the indoamerican group of Chibcha language. Currently the Rama population is estimated in one thousand one hundred and one thousand two hundred, living in their majority on the Rama Cay located in front of the Bluefields mainland. Other Ramas live in the communities of Punta de Aguila, Cruz del Coco, Monkey point, and on the riverbanks of the rivers Torsuani, and Dokuno. Their traditional organizations consist of communal assemblies.

The Ulwa people have Karawala as a principal community, and along with the Twahkas and Panamahkas they form part of the ethno linguist groups of the Sumu-Mayangna culture.

The URACCAN University through IREMADES and with the consent of the communities has made several researches about the situation of the natural resources and the social organization of the Rama culture. Among these studies the following are outstanding: conflicts between the new Mestizo settlers and the Ramas around the use of the land, and other resources; use of the lumber species by the Rama communities; movement map of the Rama people throughout the RAAS, Rama medicinal plants, among others.

Other relevant activities are the implementation of communitarian workshops around the processing of artisan fishing products, development of projects around communitarian development, and around the topic on territorial delimitation (law 445) and other topics of interest that are proposed by the indigenous leaders or identified in the diagnostics and evaluations. Also have supported high school, and university students with scholarships. Are currently supporting seven high school and technical students, and 7 university students that are studying for the careers of sociology and Engineering in Agroforestry. Two university students have already finished their courses and are pending with the monographic study to be able to gradu-

ate.

The communitarian museum has had certain centrality even though their heritage is limited to photographs, since it has not incorporated literature, arts, and instruments. With the participation of a few communitarian leaders in encounters of Museology in Oaxaca (Mexico), El Salvador, Guatemala, and Nueva Guinea (Nicaragua) have revitalize the enthusiasm and have proposed to enrich and make the Rama Cay museum more dynamic. In the case of Karawala the museum has stayed as an idea has not had the advances even though there has been acceptance by the community.

In regards to the museology as a resource for cultural rescue is something that has been questioned because it has been considered as limited to extinct cultures as expressed by the Dr. Helena Benedicto. The revitalization of cultures are vital processes while the museums are retrospectives. In the case of the Rama people the museum is a local initiative that however must directed toward dynamic actions of generation of new knowledge and the documentation of traditional knowledge, just to mention a few possibilities. It is more of a source of knowledge than a museum.

An achievement from the perspective of the technical team is the extension of the coverage to the other Rama communities that have helped the cohesion of the communities, as well as the extension to Karawala that strengthens the intercultural relations in the region.

From the communitarian perspective the accompaniment implemented by URACCAN/IREMADES has had important results in the life of the community, but they consider that the information flow must be improved. The communication should not be restricted to what is established between the technical team and a selected group of leaders, but should be extended to the entire community, because according to them, this provokes that the majority of the people decide not to participate. Another substantial aspect is that of the investigation, the Rama and Ulwa communities do not want to feel like “objects of

study”, but as active participants in the generation of knowledge to support its self development. In this sense the topic of investigation and methodology must be agreed upon and in the case of the exogenous investigation respecting the traditional forms of creation of knowledge.

The strategic objectives of the project are the support to the self development. This should be understood as a step toward development from an endogenous vision, from what the community is taking and through the use of strategies that satisfy in the best way, and with major inclusion meaning with major participation of the women, children and the youth. The self development is founded on the use of the patrimony of the existing cultures, which includes ways of production, knowledge and technology.

The researches then, to really contribute to development, must be managed by the same communities, and must be useful for the development of strategies. In the same manner the trainings must respond to the demands of self development. It is important that a group of indigenous men and women learn to develop small projects for example, but the community has more vital issues, like the search for strategies to recover the “ahtak”, the palm that is used for the construction of the roofs (thatched roofs) of the homes, and has been disappearing because of the recurrent forest fires.

In regards to the revitalization of the Rama language the speakers are no more than 20 something adults and besides it is not been transmitted to the children, there are concrete proposals like the implementation of linguistic formation courses for young teachers of pre school, and primary education. The argument is that it is in the early years when the language ability is developed and when the children learn easily. This course of linguistics must be accompanied by complimentary materials, especially oral complimentary materials. It is suggested that this component be coordinated by the Institute of Promotion and linguistic Investigation and cultural rescue (IPILC) URACCAN.

As a general recommendation we find the re-

design of the accompaniment by IREMADES, directed toward the revitalization of the cultural patrimony of the Rama and Ulwa peoples as a base on the rational and sustainable use of the natural resources. This strategy must include the forms of negotiations with other actors like the Nicaragua State, the autonomic authorities, and the other indigenous peoples and ethnic communities of the Caribbean Coast.

A first step that is recommended is that IREMADES implement a systematization process

of the accompaniment, with the objective of identifying certainties and uncertainties that allow for the identification of learning and the development of the methodology accompaniment for the self development. In this systematization all the protagonist should participate: experts of URACCAN in Social Science, technical team of IREMADES, Rama and Ulwa communitarian representatives.

## Communitarian Voices



### Sebastián McRea

- Primary School teacher in Rama Cay

**W**ell in reality the Rama people have been working for several years with IREMADES. The first thing that we did with the URACCAN University was the signing of an agreement in which the main objective is the rescue of the Rama language and the revitalization of the Rama Culture. Because the culture is huge and it tackles the way of dress, the way of life, in what is the cosmovision of the indigenous peoples; so what was done is the organization of a center in which it is possible to gather information, and legends to form an information bank on the history of the Rama peoples.

This I believe was an important aspect, because it was done because there was a problem so I believe it was an impact for the community, and at this stage our people are happy, but what is missing is the interest to involve more people and not just one group, but should be extended to all peoples and not only the teachers.

Also with the URACCAN project we have implemented different activities like workshops that have been beneficial for us, especially for the leaders because it came with support to the strengthening of the leadership capacities in the decision taking: so I believe it is important to point

out that if the Universities continue giving their support to the indigenous communities it will be like if they are coordinating the projects with the leaders. This is because when there is not a constant communication there are clashes that the university use the peoples of the Indigenous Regions, and it is because of this reason that some of the leaders are not directly involved, these are the leaders of other sectors such as the religious, meanwhile the community leaders are still working in a coherent way with the community.

The leaders that are not involved are the ones that make the criticism, and this is why I believe that the coordination coverage must be extended and when the projects come true the community feels that it is something that will benefit them and that the funds will be used in the best way possible.

The last thing I wanted to say is to thank what is education, I am here in the university and I from part of this project with SAIH, and I believe that the universities are helping the communities, I am a Rama indigenous and an through that I am here,

and I believe that in the future we will be professionals and go back to our communities and offer our service.

As concrete activities we should start preparing the future young people in Rama linguistic so that they will be able to teach the classes using the methodology techniques and I believe that this way we can revitalize the language a little. This will be an important thing prepare the youth and the leaders of the sectors, and parents, because a language that is in extinction is difficult to rescue.

In the Southern part of my community Rama Cay, there are other communities Like Punta de Aguila, where the people are speakers of the language; in Rama Cay there are four or five who speak it but they are not speaking it to the children, and that is why we are losing it. We have a professor that gives the classes in Rama Language. The teachers recently receive training around Rama language and we have materials prepared with the help of a teacher from Norway.



### Francisco Santiago Williams

- A Primary Education Teacher in the Ulwa Community of Karawala

It is true that once about four years ago the people from IREMADES came to visit us in the community of Karawala about the communitarian museums and in those days the teachers of Karawala were very conscious of the work that we wanted to implement, but then they

never came back to meet with the population, but I always come to visit IREMADES and ask about this and they say that they are still doing the research. I believe they work with Nathan Abraham he is a Karawala Student of URACCAN so he came up with a proposal of the communitarian

museum with an afrodescendant gentlemen from somewhere, and up to this day we do not know what is going on.

We want to form a directive so that when they come we can work on the implementation of this communitarian museum I believe they will be some results, because I believe we can do this work, this is very important for us because we decided that we are going to build a communal house in which we will place the arts and crafts we will plant medicinal plants making use of the botanists and with those documents a lot of the people in the community can help one another, since not everyone knows about botanies but some of them do.

We are approaching a knowledge and some of the people are building their roofs with leaves, so there are a few fruits, nevertheless these have been disappearing; as when there is too much sun the leaves burn, and we want to rescue these leaves that in Miskitu are called ahtak that are long lasting for several years 10 to 15 years so we want to plant them and take care of them because there are a lot of people who will not be using the

zinc roofing because it affects the health. So this is why we want to develop a communitarian museum.

#### a) Construction of a University Cafeteria in the Bluefields campus

In the Bluefields campus teacher student activities are implemented where there is need for food services without leaving the campus premises. These activities consists of Saturday encounters, seminars, workshops, where teachers as well as students remain for extended periods in the campus. Also there is the case of the students of the communitarian school for the formation of young leaders of the Rama, Ulwa, Miskitu indigenous communities, as well as Creoles, Garifunas and Mestizos who total 30 students living in the residence hall at the university.

The cafeteria has achieved already a level of financial sustainability and also complies with a pedagogical function been administrated by students of the career of eco tourism of the URACCAN University with the accompaniment of the administration staff.





***URACCAN- LAS MINAS CAMPUS***

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## Introduction

The URACCAN- Las Minas campus has its headquarters in Siuna, with extensions in the municipalities of Bonanza, Rosita, and Waslala. In its area of influence we can also find the municipalities of Prinzapolka and Mulukuku. The population in these municipalities, excepting Mulukuku, is the following:

Category	Municipality	Urban Population	Rural Population	Total Population (2004)
Semi - City 15000-30000	Category	Municipality	Urban Population	Rural Population
Semi-rural 5000-15000	Total Population (2004)	8.024	10.787	18.811
	Waslala	6.283	39.780	46.063
	Bonanza	6.125	9.322	15.447
Rural Towns 5,000	Prinzapolka	388	5.226	5.614
<b>Total:</b>		<b>36,875</b>	<b>115,58</b>	<b>152,633</b>

The demographic data currently available were estimated by the National Institute of Statistics and Survey (INEC) in the year 2004, based on a cartographic updating. In the second semester of this year a national survey was made that would allow for us to have more precise data which will include the recently created Municipality of Mulukuku. The municipality of Siuna presents a population of mestizos in its majority with only one Mayangna community which is Sikilta located in a Zone of the Bosawas reserve. The Prinzapolka municipality is populated by Miskitu communities, and the municipality of Rosita presents more diversity as their population is in its majority mestizo, but it house important Sumu-Mayangna communities like is the case of Wasaking and Fruta de Pan. In Bonanza the population is in its majority Mayangna, and they are located in the heart of the Bosawas Reserve, where the most important community MUSAWAS is located, which is considered the capital of the Mayangnas.

The student population at the URACCAN's Las Minas campus is of 887 students in the different

undergraduate careers. Of this total, 204 students are indigenous Miskitu and Mayangna, meaning the 24% of the total student population.

With the support of SAIH, the technical course on Intercultural Bilingual Education initiated in the year 1997, with 28 Mayangna students, and two mestizos who concluded their course at this level in the year 2000. In the following year they continued their studies towards the Bachelor Degree in Bilingual Intercultural Education, 19 of which have already graduated. The students who have concluded their studies are have graduated from the first generation of Bachelors in Bilingual Intercultural Education participated in the year 2003 in a course of linguistic specialization. In this course the URACCAN teachers who teach indigenous languages also participated. The pedagogic objective of the specialization in Mayangna linguistics allow for the students to consolidate knowledge and didactic methodological tools of the first and second languages. The awaited result is the strengthening of the teaching –learning process in the Mayangna Intercultural Bilingual Education Programs.

Currently a second generation composed by 30 Mayangna students is taking the Secondary Education Teacher Training Certificate, and it is expected that as same as the first group they will conclude their studies at a Bachelor level.

Another component of the project of cooperation between SAIH and URACCAN is the Bachelor Degree in Pedagogy with emphasis in Primary Education. In this career 49 students participate, 42 females and 7 males, all are in-service teachers of primary education schools, being 27 of them in-service teachers in the urban areas and 22 of them are in-service teachers in the rural areas. The student body of this bachelor degree is in its majority of Mestizo origin. This constitutes a pedagogical initiative that is very important because it does not restrict the intercultural concept to the indigenous peoples, but extends it to other peoples like afrodescendants and Mestizo.

An important contribution to the project constitutes the updating and increase of the biblio-

graphic base of the documentation centers of URACCAN so that the educational community can access information in the different scientific and technological areas. Teaching in conjunction with research and community social outreach are the principal fields of generation of knowledge and technology at the university in such a manner that the constant search for information is the key for this educational model which seeks to develop a system of creation of knowledge that transcends the classroom activities. Having updated documentation has been one of the factors of success in the improvement of education. The bibliographic base is complemented with films and the facility to research on the internet. It is worth mentioning that URACCAN's Las Minas is the only institution who at this moment has made it possible for the local population to have access to internet services.

The components of the project of support to the professionalization of teachers in Bilingual Intercultural Education mentioned in this introduction are specified as follows:

## 1. The Sumu-Mayangna people: Learning in our language, from our culture

**T**he Sumu Mayangna peoples have approximately 15,000 members who live in 45 communities situated in different regions of Nicaragua. The biggest number of the population is concentrated in the municipalities of Bonanza, Siuna, Rosita and Waspam, in the North Atlantic Autonomous Region of Nicaragua (RAAN). In the Department of Jinotega, they are located in the Bocay River Basin. In the sector known as Mayangna Sauni Bu<sup>1</sup>, in the Rio Grande de Matagalpa, there are 14 Sumu-Mayangna communities; In the South Atlantic Autonomous Region (RAAS) we find the Karawala community.

The Sumu Mayangna recognize Musawas as there most important population center, which is situated in the Mayangna Sauni As<sup>2</sup> territory, North-east of Bonanza, which with a territorial exten-

sion of 1,860 square kilometers constitutes great part of the nucleus zone of the Bosawas Biosphere.

On the 24<sup>th</sup> of May of the present year, the Mayangna Sauni As and the Maynangna Sauni Bu territories along with other three Miskitu Communities (Kipla Sait Tabaika, Miskitu Indian Tasbika Kum and Li Lamni) received communal titles from the hands of the president of the Republic Enrique Bolaños, which accredits them as the sole owners, with absolute dominion of their traditional areas. The title deeds of these lands were done in accordance with the law 445 or Law of Communal Property of the Indigenous Peoples and Ethnic Communities of the Atlantic Coast of Nicaragua and the Bocay, Coco and Indio Rivers approved by the National Assembly in December of

<sup>1</sup> Second Mayangna Territory

<sup>2</sup> First Mayangna Territory

2002. The demands for title deeds is still pending in other territories, as part of the pending agenda of the Nicaragua State that dates back to 1860 and which is a right recognized by the current political constitution.

- **The education, a right long ago postponed**

*“We as an autochthonous people, as an indigenous Mayangna people form the beginning have analyzed what the needs were, of why after 500 years of exclusion we were so backwards, because we were losing our language our culture; well our grandparents and parents said as they valued this situation that education is important, and the children also believe that education is important.”*

Orlando Salomon

Speakers of Mayangna and its dialectic variants like the Panamahka, which is spoken by the majority of the population; Twahka, which is the variant used in a few communities of the Bambana River and Wasaking; the Ulwa, used in Karawala and the Yusku, of the communities on the riverbanks of the Bocay. The system of knowledge creation in the Sumu-Mayangna culture is basically oral. It was until 1926 with the establishment of the Moravian Mission that the organization of a commercial system and basic education was organized to learn to read and write. The German Rev. Karl Breakenzer<sup>3</sup> along with his disciples Evaristo Patron and Kapirit Rabin were in charge of the alphabetization of the members of the incipient Moravian Congregation.

However the longing for education made that the community of Wasaking decided to search for a teacher for their children. It was thus that in 1954 that from among the students who were recently concluded their primary studies in the nearby community of Rosita, they found and contracted a young lady by the name of Cristina who was paid a modest salary that was raised by the parents.

It was until the year 1970 that the central government sent a teacher to the community of Fruta de Pan, to attend students of first and second grade primary education, with programs and didactic materials developed from a monoculture perspective of the Nicaraguan State and the Ministry of Education (MECD), and was of course, in Spanish language. The boys and girls would meet at the church building of the community where a Mestizo teacher would teach them in the Spanish language, which the indigenous children were obligated to learn to read and write.

In those days there were few Mayangna children who had the opportunity to go to high school and even less who could access Secondary Education. It is enough to point out as an example that until 1975, the Mayangna with the highest level of academic training, was one who concluded his secondary education, which is the case of Noel Patron Gonzalez who was also one of the main Mayangna leaders.

During the arm conflict in the 1980's a great number of Mayangnas were forced to live in refugees camps in the Honduran Mosquitia, where they organized some education programs that did not have permanent results as it was an emergency education, under conditions not apt for learning.

- **The Beginning of the Sumu-Mayangna Intercultural Bilingual Education**

In the context of the Sandinista Popular Revolution in the 1980's an alphabetization campaign in indigenous and autochthonous languages (Sumu-Mayangna, Miskitu and Creole) was implemented on the Atlantic Coast, in a parallel way with the National Alphabetization Crusade carried out in all Nicaragua. The Campaign of Alphabetization in Languages was the main precedent to the Bilingual Intercultural Education Program (PEBI) that was created in 1984-1985. These events added for the first time the possibilities to access an educational model that would strengthen the ethnic, cultural and linguistic identity by the indigenous peoples of the Caribbean

<sup>3</sup> Murdered in 1931 by soldiers of the Sandino army.

Coast of Nicaragua.

The Intercultural Bilingual Education Program in its Sumu-Mayangna variety began in 1985 with 25 students. Currently the PEBI Mayangna have their headquarters in the community of Rosita and attends Mayangna children from first to fourth grade primary education in the different Sumu-Mayangna ethno linguist zones (Panamahka, Twahka, and Ulwa) in the Autonomous Regions of the Caribbean Coast and the Department of Jinotega.

- **Coverage of the PEBI Mayangna**

The PEBI Maynagna attends the Pre School and Primary Level in the varieties of regular and multigrade. According to the base line study of the Intercultural Bilingual Education Program developed in January of 2002 by the "Project of Strengthening of the Bilingual Intercultural Education Program on the Atlantic Coast of Nicaragua" (FOREIBCA) the coverage of the PEBI Mayangna in the year 2001 was of 38 schools, 145 teachers and 1,898 students. In the total of the PEBI on the Caribbean Coast, the PEBI Mayangna represents the 8.6%, corresponding a 73.80 % to the PEBI Miskitu in the RAAN; 3.31% to the PEBI Miskitu in the RAAS; and 14.23% to the PEBI Creole in the RAAS.

In the year 2001, the PEBI Mayangna experienced an increased of 559 students, going from 1339 to 1898, almost 30% more, which is an important expansion of the educational coverage.

In the years 2004 and 2005 as an effect of the FOSD – PRAAC Project (Project of Strengthening of the Educational Sector in the Zones Affected by Hurricane Mitch in Nicaragua) funded by the European Union and jointly implemented with the Nicaraguan Government, the number of PEBI-Mayangna schools were increased to 47, with 250 teachers, and an estimated 6,000 students according to information from authorities of the MECD.

This quantitative growth has been accompanied with professionalization activities by URACCAN, as a strategy to achieve adequate

performance levels and contribute to the improvement and sustainability of the Intercultural Bilingual Education. In this sense, there is the carrying out of a PEM with the participation of 57 Maynagna teachers. The following step, as expressed by the Vicerector of the URACCAN's Las Minas campus, is that once these teachers conclude their PEM they could continue with a Bachelor Degree in Intercultural Bilingual Education.

It is worth mentioning that the FOSD project is not implemented in all the ethno linguist Mayangna zones, concentrating only in 2 municipalities of Las Minas area (Rosita and Bonanza) and in the municipality of Waspam, on the Coco River.

A fundamental pillar for the continuous improvement was the FOREIBCA Project (Strengthening of the Intercultural Bilingual Education of the Atlantic Coast) which with the auspice of the Government of Finland and through agreements with the Ministry of Education, Culture and Sports, was developed by the Institute of Linguistic Research, Promotion and Cultural Revitalization (IPIILC) of URACCAN. During the years 2000-2004, this project provided continuous accompaniment to the schools and teachers of the Intercultural Bilingual Education Programa of the Caribbean Coast. On their part IPIILC-URACCAN still maintains an active presence in the academic training of indigenous educators, accompaniment to researchers, and in general, the accompaniment for the improvement of the quality and promotion of intercultural pedagogic practices.

As another outstanding achievement is the training of 12 Mayangna linguists through a specialization course promoted in the year 2001 by the IPIILC that was under the responsibility of the well known experts Helena Benedicto and Jane Freeland, from the University of Massachusetts and Southampton. However, the training of these linguists is still a priority to consolidate the intercultural educational processes, for which it must be considered as one of the vital axis of the following three years.

In the pre school variety, the PEBI Mayangna attends 620 children in the municipalities of Siuna,

Bonanza, Rosita and Bocayin the RAAN. This is equivalent to 13.25% of the total number of children attended.

In regards to the school retention results, the Mayangna students of first and second grade presented in the year 2001 a percentage of desertion of 34%; from second to third grade the percentage of desertion was of 24% and from third to fourth grade a 32%. According to this information of the Mayangnas that initiated first grade, only 34 conclude their studies.

In the aspect of academic performance, the subject where the Mayangna children present problems is Mathematics, followed by Spanish as a Second language. In general the performance

of the children is concentrated more in the ranges of 60-70 and 71-80 grade point average. A factor that affects the academic performance is the preparation of teachers, who in some cases work under precarious conditions and with no didactic complementary material, besides not being sufficiently prepared or trained for the teaching labour. It was precisely the need to strengthen the Intercultural Bilingual Education that motivated URACCAN to begin a professionalization program of this type in the Mayangna communities. This initiative responds to the constant pursuit of the Mayangna peoples and leaders to procure a quality education for the children and youth of their communities with the opportune support by SAIH.



### Orlando Salomón

- Graduate of the Bachelor Degree in Miskitu Intercultural Bilingual Education
- Current Vice-Mayor of the Bonanza municipality

Not so long ago, in the 1970's no Mayangna were academically educated, and this was something to worry about. During the decade of the 1970's the indigenous Mayangna parents search for alternatives, they had to send their children from the existing communities on the biosphere of the Bosawas Reserve to Bonanza to go to school. A small number of students advanced in their studies, but while this was happening a terrible thing happened which was the war.

From the year 1987, the revolutionary government provided opportunity to the indigenous people to go to school abroad, to prepare themselves for the development of their community and so it was done. Because of this a lot of the children of the Mayangna peoples were prepared and from 1990 started working and studying hard, analyzing and valuing the social situation of the Mayangna, who were still a little socially excluded. It happened that the Mayangna started studying in mass valuing that the education was necessary and asking that the education system be in our language, which is how the road to education started, through our

own culture which is the Intercultural Bilingual Education System.

This started empirically, but after there was the need to enter into a system of professionalization because the system applied empirically was of low quality. The community leaders, parents and institutions had to negotiate in some manner with the State through the Ministry of Education. The need for professionalization was also posed to URACCAN.

First, I participated in a technical course on indigenous rights and community development. Then later as a worker in the educational system, they offered me a scholarship through URACCAN with the support of SAIH. I had to leave my community to receive this training, by which I spent 5 years in the URACCAN's Bilwi/Kambla campus and I believe I received a training for a bilingual system. Before I was a monolingual professor. This have strengthened me so that now I could work in the bilingual system with capacity work in Projects such as BASE II and FOREIBCA, and the PEBI itself as technical pedagogical assistant in the development of didactic material, more

systematic interactive modules, centered on the formation of a common bilingual system. Through this participation I have acquired much experience in consultancies of an international nature.

Education, at any level, is a process. Intercultural Bilingual Education has allowed parents as well as students to feel secure in the fact that they have an identity, that they can study consciously, that they are learning something, that they are really being taught. Meanwhile in the monolingual system, the children got low grades and the parents did not know. Now they know because the children are learning a lot in their own language and get good grades, and conclude that the system is appropriate, which is also strengthening an academic culture. So the teachers are also conscious that it facilitates them the development of the pedagogical process, and even in another language, beside in their own. They have experience but not the ability to perform as well in Spanish as in their own language. This has allowed for the Mayangna people to be strengthened and the Mayangna children to speak their language better and the teachers are strengthened through trainings offered by the different projects.

#### • **Bachelors in Mayangna Intercultural Bilingual Education**

The main objective of the project agreement between URACCAN and SAIH Norway is to strengthen the bilingual intercultural education through the specialization of the teachers who work in this area. The established goal is the professionalization of 31 Mayangna teachers, of which 30 finished the career, 17 have already been graduated, and the rest will soon present and defend their major research work (thesis).

The achievements of this bachelor degree have been important pillars in the consolidation of the Mayangna Bilingual Intercultural Education Program, as well as researches and contributions to their linguistic revitalization. The principal products have been the affirmation of the cultural identity of the Mayangna people through a teaching

and learning process that is implemented in their own language and with the introduction of culturally appropriate contents. This have made echo to the need of a better learning by the indigenous children who will learn with more freedom and with active methodologies. A factor of educational improvement in the Mayangna Bilingual education programs is the courses of linguistic specialization directed to graduates of the Bachelor Degree In Intercultural Bilingual Education and teachers of URACCAN. In this specialty three basic topics are developed: didactics of the mother language, didactics of the second language, morphology of the Mayangna language.

Even with the advances attained so far, there is still tensions between the dominant model of the MECD with the intercultural model proposed by the Regional Autonomic Educational System, SEAR. Functionaries and methodological super-

visors of the MECD insist that the teachers must use in a schematic way the methodologies and complementary materials developed in Managua. This attitude is much more obvious when the people who do the supervision are of Mestizo origin, even though there are indigenous technicians who are forced to act according to the demands of the MECD authorities. This tension is also consequence of the difference in formation, between a vision of the traditional pedagogy and the vision of an intercultural one.

The advance in the educational decentralization, that is still facing enormous obstacles, will contribute to the decrease of these dichotomies and in this way strengthen the Bilingual Intercultural Education.

#### • **Curricular Design**

The training program is directed by the mission and vision of URACCAN that enunciates: "Contribute to the strengthening of the Autonomy process on the Caribbean Coast of Nicaragua through training and professionalization of human resources, providing them with the knowledge necessary to conserve and make use in a rational sustainable manner of the rainforests, the mining as well as the fishing resources of the region...". Moreover, the university promotes Bilingual Intercultural Education, according to the type of development required by the indigenous peoples and ethnic communities of the autonomous regions.

The Bachelor Degree in Intercultural Bilingual Education contribute to the achievement of collective human rights allowing for the access to the educational system, recognizing the cultural and linguistic diversity of the region and affecting its treatment process through interculturality to contribute to the development of the Caribbean Coast and the country.

On the other hand it guarantees the qualification of the human resources required to assist to the demands of the Bilingual Intercultural Education Program (PEBI), that is leaded by the MECD, toward offering a program of quality and educational appropriateness.

The curriculum proposal was developed with the participation of international specialists, university teachers, teachers of the PEBI, and indigenous community leaders who contributed to its enrichment and acceptance. In this way, there is an open space for continuous and permanent participation for the improvement of the syllabus throughout its implementation, constant evaluation of student performance, validating the didactic complimentary materials, so that the syllabus can be flexible, pedagogically and culturally appropriate.

The transversal issues of the syllabus proposal respond to those posed by all the careers offered by URACCAN: interculturality, gender, sustainable development, autonomic and indigenous rights. In addition, it's aspiring to strengthen the linguistic, cultural, research and pedagogical aspects, as well as expanding the basic formation of the student body.

The degree is carried out through encounters alternated with study processes and applied research that allow for in-service teacher to dedicate time to his/her training with no interference to negatively affects their progress. The encounters are implemented in the vacation periods of the teachers, supported by pedagogical assistance during the periods between encounter to strengthen the process of analysis and in-depth knowledge acquisition.

### **Objectives of the Bachelor Degree in Bilingual Intercultural Education**

#### **General objective:**

To train integrally professionals in Bilingual Intercultural Education with scientific, critical and ethical sense to respond to the demands of a multilingual and pluricultural education model for the Caribbean Coast of Nicaragua and contribute to the consolidation of the Autonomy Process.

#### **Specific Objectives:**

1. To form the professionals in Intercultural Bilingual Education with high academic and hu-

man qualities through a study program that allows for a theoretical and practical strengthening.

2. To form the bilingual teachers in the knowledge, abilities and skills that allow for the promotion of Intercultural Bilingual Education and for their performance with efficiency in their educational context.
3. To strengthen cultural identity by promoting bilingualism and the multilingualism and interculturality.
4. To develop capacities for analyzing the socio political, and cultural economic processes that arise in the national context and particu-

larly on the Caribbean Coast of Nicaragua.

5. To implement research processes about socio cultural, educational and economic aspects of community development and, in general about the Autonomous Regions, intended to propose solutions to identified problems.
6. To train agents of change to promote the sustainable development of the people and communities of the Caribbean Coast of Nicaragua.
7. To develop processes to strengthen the bilingualism and especially of the native languages of the people and communities of the Caribbean Coast of Nicaragua.

## Study program

### Mayangna Intercultural Bilingual Education Study Program

I Semester	II Semester
Language	Mayangna Language I
History of the Caribbean Coast of Nicaragua	Basic Mathematics
Bilingualism and interculturality	Educational Psychology
Cultural Anthropology	Spanish language I
III Semester	IV Semester
Intercultural Pedagogy	Methodologies of Investigation I
Mayangna Language II	Mayangna language III
General linguistics	National Resources of the Caribbean Coast of Nicaragua
Spanish Language II	General Didactics in Intercultural bilingual Education
V Semester	VI Semester
Methodologies of Investigation II	Mayangna Didactics II
Mayangna Didactics I	Didactics of Spanish as L2
Acquisition of Spanish as a second language.	Cultures of the Caribbean Coast
Educational planning and Evaluation	Applied Statistics

VII Semester	VIII Semester
Formulation and evaluation of projects	Curriculum
Sociolinguistics	Development of texts and Educational materials
Methodologies of Investigation III	Socio-cultural promotion and activation
Communitarian Education	English language I (L3)
IX Semester	X Semester
Thesis I	Thesis II
Ethics and Human rights	Societies and Development of the Caribbean Coast
English Language II (L3)	Autonomy
Educational organization and administration	

L.1: Mayangna

L.2: Spanish

L.3: English

## 2. Degree in Pedagogy with Emphasis on Primary Education

From its foundation, in the year 1995, URACCAN has promoted Interculturality as the principal pillar of the autonomic process of the Caribbean Coast. Interculturality has been defined as a policy of inclusion that affirms the validity of the differences and identities of each one of the indigenous peoples and ethnic communities of the Caribbean Coast of Nicaragua who are struggling to change the unjust inequities and the “excluding homogeneities”. In the case of the Caribbean Coast, education is intimately linked to the social dynamics and historical processes that show the need to promote and pursue new forms of living between the peoples, the need for intra and intercultural communication, with the recognition, value and respect of the different cultures in their interactions. All these challenges have been incorporated in the different study programs in URACCAN.

Interculturality, according to the definition above, is not restricted to the indigenous peoples but is a concept that is inclusive to the different cultures interactions, establishing encounters that enrich them reciprocally. In the zone of Las Minas, during the first years of the University, the word

interculturality was something new, a strange concept that was understood as belonging to the indigenous peoples and not including the Mestizo culture. The teachers of primary education, all mestizo, taught from a monoethnic point of view that transmitted the idea that the Mestizo culture was superior to the indigenous cultures. This dominant mono ethnic model which is still the center of the national education system foments a learning of the history and the present from a partial perspective, that of the Pacific Coast of Nicaragua.

The initiative of implementing a Bachelor Degree in Pedagogy with emphasis in Primary Education marked an important milestone in the design and promotion of an educational model that pursues to train the children and youth in the spirit of respect and tolerance between the different cultures of the Caribbean Coast of and the rest of Nicaragua. The student body of the Bachelor Degree in Pedagogy is attended by Mestizo teachers of small urban and rural primary schools, who requested of URACCAN the opening of a career that will allow for their professionalization in the field of pedagogy.

In the year 2002, the career in Pedagogy with emphasis in Primary Education initiated, constituting an important base for the educational system that should pursue the integral and harmonious formation of the new generations. The aim of the career is to contribute towards the training of professionals with a high scientific technical pedagogical quality that will allow for their development in an efficient manner to achieve the objective of the primary education.

In 2004, the career study program was readjusted through a process of consultations with in-service teachers, who determined the needs of the municipality of trained professionals that respond to the education sciences with emphasis in pedagogy with further emphasis in primary and secondary education, in a general way.

47 teachers, who work in the urban and rural schools of the municipality of Siuna are participating in this bachelor degree. The average of

years of service of these educators is 5 years, varying from those who have 1 year in the educational system to those who have 10, 15 and over 20 years. 20 students are from rural communities such as Mulukuku, Wany, Campo Uno, La Ceiba, El Corozo, Alo Oro, El Guineo, San Jose Silvi, Danly Arriba, El Naipe, Uly, Tingnitara, El Balsamo, Rosa Grande, San Marcos de Lisawe and Miguel Alvarado. The remaining 27 students work in the schools of the urban area of Siuna. The retention has been of a 100% and the academic performance varies between 75-90 grade point average.

The student body has demonstrated great motivation and enthusiasm, which is reflected in the good academic results. A main impact is the improvement of the teachers performance by way of the use of active methodologies and the increase in the level of classes passed by students.

- **Outline of the study program**

Career: **Pedagogy with emphasis in Education**

Degree to obtain: **Bachelor**

Total hours: **2,680**; Total credits: **160**; Modality: **Presencial**;

Academic regime in which it is developed: **Semestral**

Code	Subject	hours	frequency	requisites
<b>I Semester</b>				
ESP-101	Basic Spanish	64	4	Br
MAT-101	Basic Mathematics	64	4	Br
HIST-101	History of the Caribbean Coast	64	4	Br
RNC-101	Natural Resources of the Caribbean Coast of Nicaragua	64	4	Br
Code	Subject	hours	frequency	requisites
<b>II Semester</b>				
BIO-201	Introduction to Biology	64	4	Br./MEP
GEF-402	Geography of Nicaragua	64	4	Br./MEP
HUM-201	Introduction to Philosophy	64	4	Br./MEP
PEG-	Intercultural Pedagogy	64	4	Br./MEP

Code	Subject	hours	frequency	requisites
<b>III Semester</b>				
DIH-301	Human development	64	4	Br./MEP
EPI-301	Instrumental Spanish	64	4	Espa-101
SOC-204	General Didactics	64	4	Br./MEP
SOC-211	General Psychology	64	4	Br./MEP
Code	Subject	hours	frequency	requisites
<b>IV Semester</b>				
Br./MEP	School organization and Direction	64	4	Br./MEP
Espa-101	Educational Evaluation	64	4	SOC-204
Br./MEP	General Statistics	64	4	MAT-101
Br./MEP	Methodologies of Investigation	64	4	EST-
Code	Subject	hours	frequency	requisites
<b>V Semester</b>				
SOC-302	Pedagogic and Evolutionary Psychology	64	4	SOC-211
SOC-402	Didactics of Social Science	64	4	SOC-204
SOC-405	Didactics of Spanish	64	4	SOC-204
SOC-401	Didactics of Natural Science	64	4	SOC-204
Code	Subject	hours	frequency	requisites
<b>VI Semester</b>				
MEP-201	Workshop around teaching methodologies Arts and Crafts	64	4	SOC-204
SOC-602	Didactics of Mathematics	64	4	SOC-204
EDM-401	Musical Education	64	4	Br./PEM
PEI-201	Intercultural Pedagogy	64	4	PEG-
Code	Subject	hours	frequency	requisites
<b>VII Semester</b>				
PSC-105	Paradigms and Psychological theories of Learning	64	4	SOC-302
TCP-101	theory and curriculum design	64	4	SOC-204
HUM-102	Gender and Education	64	4	Br./MEP
EFS-101	Didactics on Physical Education	64	4	Br./MEP

Code	Subject	hours	frequency	requisites
<b>VIII Semestre</b>				
FEE-201	Didactic Planning and Evaluation	64	4	SOC-204
PEP-201	Educational orientation and its practices	64	4	SOC-204
ECO-402	Evaluation and formulation of projects	64	4	Br./MEP
COM-501	Introduction to computing	64	4	Br./MEP
Code	Subject	hours	frequency	requisites
<b>IX Semestre</b>				
PEC-101	Epistemology and Pedagogy	64	4	PEG
IEP-101	Education and curricular research	64	4	SOC-213
EDU-101	Community development and environmental education	64	4	Br./PEM
MEC-101	Training methodology	64	4	Br./PEM
Code	Subject	hours	frequency	requisites
<b>X Semestre</b>				
TET-201	Redaction Techniques	64	4	Br./PEM
ADF-201	Organization and Management of Educational Institutions	64	4	TECP-101
PEP-201	Monographic Seminar	64	4	SOC-213
SED-201.	Intercultural Bilingual Education Seminar	64	4	Br./PEM
	Development and evaluation Seminar			Br./PEM

The training program is implemented in two phases: a first one that includes a general training in basic areas, including the didactics of the subjects for a good methodological performance in the educational teaching process. The second phase includes 2 years of specialization in the

pedagogy field. This phase culminates with the presentation and defense of a major research work related to the professional profile of the career. This research is the last step toward opting to the title of Bachelor in Pedagogy with emphasis in Primary Education.

### 3. Support to the documentation centers

The cooperation of SAIH has allowed for the enrichment of the bibliography of the Las Minas campus, basis for documentary research of teachers and students of URACCAN, as well as from primary, secondary and technical schools of the municipality. The current number of book titles in the library is 6,579 of which 562 (8%) were acquired with funds of SAIH. Gradually the reading habit has been growing in such a way that the average monthly consultations entered were 2,800. This indicator shows the increase in the number of users of the library that constitutes a fundamental resource since, with the exception of the small libraries, it is the only one that is updated with a greater number and diverse bibliography. This statistic does not include the library of the Rosita, Bonanza and Waslala outreach that also possesses an important number of book titles, that are at the disposal of the educational community in general.

#### Summary:

Considering that teachers performance is an important indicator for evaluating teacher professionalization programs such as the Bachelor Degree in Mayangna Intercultural Bilingual Education, the Bachelor Degree in Pedagogy with emphasis in Primary Education, the Teacher Training Certificate and the support to URACCAN's documentation centers, there are important achievements to mention such as:

1. The access of the Mayangna teachers to higher education, first at a PEM level in Intercultural Bilingual Education. In the first PEM version, 30 students concluded their studies of which 17 have already graduated. The monograph or thesis developed by the students tackle important topics with quality and depth related to the educational problems and needs of the Mayangna people. These researches have generated new knowledge that have enriched the development of a Mayangna educational model and have contributed to the intercultural pedagogy in general. Each of the students has had tutors with great experience in the area of intercultural education and research. All the students that concluded their studies and those who have already graduated are in active service, some as teachers, some as educational experts, or as municipal or regional authorities of the Ministry of Education Culture and Sports (MECD). Others have continued with post graduate studies such as Eloy Frank, Bachelor in Intercultural Bilingual Education and currently studying at URACCAN a master degree in Social Anthropology with emphasis in Human Development.
2. The training of Mayangna linguists is an important milestone for the process of strengthening and revitalizing the Mayangna culture and over all for the educational improvement of the Mayangna Intercultural Bilingual Education Program, where the didactics of the mother language is linked to the didactics of the second language and the Mayangna cultural patrimony. A difficulty was that they did not maintain the number of participants in each of the three encounters since it had a tendency to decrease. Enrolment initiated with 22 students in the introductory course, 18 in the second and 11 in the third and final course.
3. A second version of the Mayangna Intercultural Bilingual Education PEM is currently underway, as a previous step toward the bachelor degree.
4. The strengthening of the identity of the Mayangna people with the implementation and practice of a culturally appropriate educational model, in their own language and according to their context. This model is under development by Mayangna pedagogues and linguists with the support of international experts.
5. The strengthening of the political leadership of the Mayangna people. Students and graduates of the PEM and the Bachelor Degree in Bilingual Intercultural Education have held im-

portant leadership positions in the Mayangna organizations such as SUKAWALA and MASAKU, as well as public positions such as the case of Orlando Salomon current Vice-major of Bonanza.

6. The initiation of the Bachelor Degree in Pedagogy with emphasis in Primary Education allowed for teachers of urban and rural areas, in their majority women, to have the opportunity to study at a higher level. It is important to point out that this bachelor is forming professionals with an intercultural pedagogic perspective, so that an intangible product of this program is the positive interaction between cultures.
7. The teacher training in Siuna, Bonanza and Rosita have improved the teacher performance noticeably, which is expressed in the use of educational strategies in search of active learning, a creative use of the materials in the surroundings, more participation of the students in their learning process, more confidence by the parents, improvement of the level of retention and approval.
8. The updating and increase of the bibliography of the library of the Siuna campus and the Rosita outreach, which has had a positive effect on teaching and research.
9. The participation of the educational community in the definition of the study program. This participatory practice allows breaking away from stereotype and to incorporate new contents and models that reaffirm identity. It is important that this participation be extended to the monitoring and evaluation, with the participation of the traditional authorities, parents,

teachers and students.

### **Recommendations:**

1. Continue supporting the second version of the Bachelor Degree in Mayangna Intercultural Bilingual Education Program since it is fundamental for the improvement of the quality of the teaching-learning process and is vital for the sustainability of the Bilingual Intercultural Education Program in the schools of the different Mayangna ethno linguist regions.
2. To maintain the contribution for the updating of the bibliography of the URACCAN's Las Minas campus in Siuna and its outreaches in Rosita, Bonanza and Waslala, since having the appropriate documentation is a fundamental condition for improving the quality of the education and research.
3. In the same manner maintain the support to the Bachelor Degree in Pedagogy with emphasis in Primary Education.
4. Implement a second training course for Mayangna linguists, since they are still too few of them for the enormous task of strengthening the intercultural education and particularly the Mayangna language.
5. Implement a third version of the Bachelor Degree in Intercultural Bilingual Education, in which the 57 students who are taking the PEM in the framework of the Project for Strengthening of the education sector (FOSED), funded by the European Union, should participate.



***URACCAN- NUEVA GUINEA CAMPUS***

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## Professionalization of Mathematics Teachers and Spanish Teachers

**T**he URACCAN campus in Nueva Guinea has been one of the factors that have prevented the concretization of the threat of breaking up the territory of the South Atlantic Autonomous Region to conform a new department in the country, the number 17, comprising the territory of the Municipality of El Rama, Nueva Guinea, El Ayote and Muelle de los Bueyes. These municipalities concentrate the greater part of the population of the RAAS, totaling over 350 thousand people.

Since 1997, URACCAN with the support of the academic authorities of the Bluefields campus and the support of the municipal government at the time, inaugurated higher education in Nueva Guinea through the establishment of an URACCAN outreach, with the mission of training human resources for the promotion of the integral development of the municipalities of this part of the Caribbean Coast that until then did not have opportunities to access to a university education. Currently the Nueva Guinea campus presents an enrolment of 665 students.

With the cooperation of SAIH two professionalization programs has been developed: a) a PEM and Bachelor Degree in Education Sciences with emphasis in Mathematics; b) a PEM and Bachelor Degree in Education Sciences with emphasis in Spanish. A third component is the support to the documentation center or library.

The application of standardized tests by the Ministry of Education, Culture and Sports (MECD) reflected that the level of approval for the area of mathematics on the Caribbean Coast is the lowest of the nation in the Primary Education. We can expect that once these students reach secondary education they will continue experimenting low performance. In part this deficiency is due to the lack of qualified teachers in this subject. Worth mentioning that the PRUEDIS only achieved to professionalize 6 mathematicians: 2 at the Bilwi campus, 2 in Siuna and 2 in Nueva

Guinea. Such performance in mathematics is similar in the other municipalities of both autonomous regions. The mathematics has been denominated as something very difficult and almost typical of those extremely gifted intellectual persons. It caused terror in the student body, because of the schematic methodologies that have been implemented for decades.

Precisely, one of the principal impacts of the PEM and the Bachelor Degree in Education Sciences with emphasis in Mathematics is the contribution to a new way of learning, focus on the creativity in the search of solutions in such a way that the student body learns with more freedom. From the university to the secondary school classrooms they are promoting a constructivist model, from a perspective that generates a process of reflection around the educational practices parting from the fact that knowledge is not a goal in itself, but a means of transforming and affecting the social reality, allowing at the same time a personal, professional and human growth.

According to what is written down in the study program, the PEM and the bachelor degree in the specialty of mathematics is based on the need to professionalize mathematics teachers that can supply the demands of the new secondary schools in the municipalities of Nueva Guinea as well as the schools of the municipalities of the Rio San Juan and Chontales departments, and the autonomous regions, Important so say is that here is no other institution in the region that offers a professionalization in mathematics, according to the real necessities of local education.

A group of 16 students have already concluded the PEM level and are currently studying the Bachelor Degree. 10 of these students are originated from the municipality of Nueva Guinea, 2 from Rosita and Bonanza, and 4 from Bilwi. Of the total, 4 are female and 12 are male. This group is characterized by their very good academic performance which is of 78 grade point average, which is higher than the average of the campus

which is 76. Their ages vary between 25 to 30 years all are tenured teachers in their schools where they are innovative and outstanding teachers. As an example, we mention the teachers Elebe Williams Muller and Cedrick Rosales Pereira who work as teachers of physics and mathematics at the preparatory school of the Bilwi campus, Ernesto Valle of the Instituto Santa Rosa and Fatima Urbina Olivas in Bonanza. The 10 students of Nueva Guinea are tenured secondary school teachers, 3 in the urban areas and 7 in the rural communities. In this year they are preparing the design and implementation of their respective monographic research, which is a requisite for graduation.

The need to have professionals in exact sciences is so great that the Nueva Guinea campus decided that it was fundamental to begin a new teacher training in mathematics, having an initial enrolment of 33 students (23 from Nueva Guinea, 5 from San Carlos, 2 Bluefields, 1 el Ayote and 1 from El Rama). Of this total, 13 are female which constitutes a significant advance since the teaching of mathematics have historically been deemed as masculine. So this is like a kind of break up that must be valued because of the difficulties that the teacher- students face to leave their communities, their families and their work centers to travel to Nueva Guinea. In the case of the women this is much more praiseworthy.

In the case of the Spanish career, 27 students are currently studying the bachelor degree, 25 are from Nueva Guinea, 1 from Waslala and 1 from El Ayote. Same as with mathematics, the students of Spanish degree are tenured teachers in their schools and perform professionally and with much quality as verified in the follow up activities and according to the information from the MECD authorities.

The motivation and dedication of the mathematics students is hindered by the bureaucratic attitude of some school directors who deny permits for their teachers to attend the intensive encounters. This obligates the students to destine their already low salary to the hiring of substitute teachers. Another difficulty is the distance as most students live in the rural zones with accessibility

problems and high transports costs. In Nueva Guinea, they face discomfort, costs and inadequate housing for educational activities, all this even with the efforts of the academic authorities of URACCAN to facilitate some means of support such as acrylic boards and bibliography. In this sense, teachers, students and leaders of the students association coincide in the fact that the lack of lodging is a principal problem to be solved. The solution to this is key for retention and for fulfilling the graduation goal. Because of this reason 34 students from the first group retired.

Another difficulty is the financial sustainability of the second version of the PEM that is implemented with funds of the campus which have carried enormous difficulties. A suggestion from the academic authorities of the campus is to include it in the SAIH accompaniment as a way to guarantee its continuity.

A third aspect of this accompaniment by SAIH is the support to the library. This permitted the acquisition of 247 varied titles, contributing to improve the documentary research capacity of the university academic community, secondary and primary students of the municipality. The PEM study program of the mathematics and Spanish degree is the same as the one that appears in the information corresponding to Bilwi, that is why it was not added.

The finality of the career is to professionalize all the secondary school teachers of the zone (understood as Nueva Guinea and its communities, the Municipality of Muelle de los Bueyes and El Rama; El Almendro, San Miguelito, San Carlos, and El Castillo in the department of Rio San Juan; Siuna, Bonanza, Rosita, Bilwi and the communities in the North Atlantic Autonomous Region; Bluefields and its communities in the South Atlantic Autonomous Region; the municipalities of El Coral in the Chontales department), who are teaching in an empiric way and to all those identify with the same meaning, that as a whole is constituted as a professionalization offer to all who are interested.

With the purpose of complying with this goal and fulfilling the expectations of the future gradu-

ates of this career, URACCAN offers the same from a constructivist point of view of the actors in strict relation with the environment and the available resources in the zone.

### General objectives:

To prepare secondary school teachers in education sciences with emphasis in mathematics, capable of planning, directing and controlling the teaching-learning process according to the objectives and principles of education. Moreover that the orientation be toward the exchange

of experiences and knowledge, with the purpose of strengthening the integral and sustainable development of the secondary school education as a stepping stone toward the access to technical and higher education.

Each of the specific objectives must be directed toward obtaining knowledge, abilities and attitudes that favor the professional development of the student body.

Knowledge	Abilities	Attitudes
Creative and imaginative capacity to solve problems of daily living.	Management of human relations	Professional ethics
Work with intercultural and gender focus.	Negotiation techniques	Team work sense
Have global knowledge of the environment.	Conflict resolution	Sense of responsibility
Have a vast civic formation	Teamwork	Respect to the different cultures
Have notions of communication technology	Capacity to motivate others	Empathy
Accompany processes of communitarian self-management in the framework of the autonomy.	Analysis of information and description of data	Civics
Interpret fundamental knowledge of the didactics that allow for them to work in the educational profession with more scientific dominance.	Efficient planning and organization of work	Suggested and enterprising attitude
	Management of communication technology	Maintain continuous and equity relations with the communities
		Critical attitudes around the educational phenomena as a development factor.

## Syllabus of the Education Sciences Degree (with emphasis in Mathematics and Spanish)

Career: **Mathematics**

Degree to be obtained: **Secondary Education Teacher Training Certificate with emphasis in Mathematics (PEM)**

### Bachelor in Education Sciences with emphasis in Mathematics

Total hours: **2512**

Total credits: **167**

Variety: **by encounters**

Academic regime in which it is developed: **Semestral**

#### A. Teaching Plan

Semester	Code	Subjects	hours	Credits
I		Sets logic and theory	64	4
	MCE-101	Basic mathematics Basic Spanish History of the Caribbean Coast of Nicaragua Natural resources of the Caribbean Coast of Nicaragua	64	4
	ESP-101	Basic Spanish	64	4
	HIS-101	History of the Caribbean Coast of Nicaragua	64	4
	RCN-101	Natural resources of the Caribbean Coast of Nicaragua	64	4
II		Mathematics I	64	64
		Intercultural pedagogy	64	64
	CD-301	General Psychology	48	4
	HUM-101	Sociolinguistics/ Bilingualism	4	4
		Human Rights/ Civic Rights Seminar	4	3
III	INF-105	Euclidian Geometry	64	80
	MAT-202	Analytic Geometry	64	64
	CED-301	Educational Psychology	4	5
		School Management and Administration	4	4
IV		Numeric Algebra	80	64
	CED-303	General Didactics	64	48
		Physics I	5	4
		Seminar: Traditions and customs: Techniques of compilation of oral tradition	4	3
V		Introduction to Information Technology	64	4
		Educational Evaluation	64	4
		Lineal Algebra	64	4
		physics II	64	4
		Physics Lab	64	4

Semester	Code	Subjects	hours	Credits
VI		Didactics of Physics and Mathematics	64	80
		Integral calculus	64	48
		Descriptive Statistics	20	4
		Seminar: Systematization of the Teaching Experiences in school and communitarian context	5	4
		Pre-professional practice	3	1
VII		Calculus III	64	4
		Algebra III	64	4
		Special Mathematics Didactics	64	4
		Mathematics Analysis I	64	4
VIII		Investigation of Operations	64	4
		History and Philosophy of Mathematics	64	4
		Methodologies of Investigation	64	4
		Analysis of Mathematics II	64	4
IX		Investigation of Operations	64	4
		History and Philosophy of Mathematics	64	4
		Methodologies of Investigation	64	4
		Analysis of Mathematics II	64	4
X		Programming and numeric Analysis	64	4
		Project Management	64	4
		Monographic Seminar	64	4
		Teaching of Mathematics with computer aid	64	4

### Total Subject Balance

General Training	Basic Training	Specific Training or of the Specialty
EI 652 26%	640 25%	1220 49%



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***BACHELOR DEGREE IN INTERCULTURAL  
COMMUNICATION***

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Communication plays an important role in the construction of images and identity and as a vehicle of transmission of values, knowledge and ideas is an integral part of education. The image of the Caribbean Coast and its people that is communicated and constructed from the Pacific Region is plagued with prejudice and does not contribute to a harmonious relation between the diverse cultures that make up the Nicaraguan nation. The stereotyped images have had a conscious purpose of maintaining these differences in benefit of a dominant monocultural vision. This situation motivated the initiation of a program for the integral training of the social communicators of the autonomous regions, the majority of which were empirical even with their many years of experience.

The Intercultural Communication Institute (ICI) of URACCAN designed and implemented a basic technical course in intercultural social communication, which is now being implemented as a specialization or bachelor degree involving 18 students from RAAS and 25 from the RAAN. Some of these students have already concluded their bachelor degree and are now preparing their monographic research work.

The impact of great importance, apart from the professionalization itself, is the increase in topics of interest to the people of the Caribbean Coast in the national media, both written and audio-visual (radio and TV). The majority of these works are based on positive practices of the indigenous people and ethnic communities and have been

developed by communicators who have been trained by this program. Even with these achievements, obstacles have been faced from the editorial policies of the owners of the media, who imposed the topics and even the style. The communicators try to overcome this difficulty by developing works of public interest and excellent quality that cannot be rejected.

Another impact is the relation between the construction of images and identity. Bit by bit they made known the autonomic process, the cultural patrimony of the Caribbean Coast, the innovative processes in health and education, the role of women and youth in the autonomy. Now the Caribbean Coast is better known in their positive aspects, counteracting the images of an isolated region, captive of the drug traffic and the lumber mafia. There is also an increased impact through the journalistic tackling of the problems, needs and proposals from the Caribbean Coast to the rest of the country.

In the case of the management of the career, there have been weaknesses in the coordination and communication between the ICI and the academic secretary of the Bluefields and Bilwi campus, who recommend a better coordination and definition of the functions of each instance.

The study program of the career is developed in the variety of periodic encounters and with a cognitive-constructivist approach.

### Academic Study Program

I semester (first Encounter)	II semester (Second Encounter)
Communication Theory I	Communication Theory II
Process of Information Production Press I	Process of Information Production Press II
Contemporary Debate Journalistic ethics	Contemporary Debate: Society of Information
History of the Caribbean Coast	History of the Caribbean Coast II
Methodologies of Investigation in Communication I	Methodologies of Investigation in Communication II
Organization of the National State	Organization of the National State II

<b>I semester (first Encounter)</b>	<b>II semester (Second Encounter)</b>
Process of information production: radio production	Regional and Municipal Autonomy II
Regional and Municipal Autonomy I	Journalistic Business administration
History of Nicaragua I	Workshop on Radio I
Process of production of Information: audio visual production (television)	Process of production of Information: audio visual production (Photography)
Workshop around television I	Workshop around television II
<b>III (Third Encounter)</b>	<b>IV Semester (fourth Encounter)</b>
Journalistic Business administration (Marketing and Publicity)	Journalistic Business administration (Marketing and Publicity)
Geography of Nicaragua	Geography of Nicaragua
Contemporary Debate: the Democratic Construction of the Nation	Contemporary Debate: The future of the Regional Autonomy
History of Nicaragua II	Contemporary History
Communication in organizations I Public Relations	Contemporary Debate: the Process of Integration of Central America
Process of production of Information: Films I	Graphic Design
Workshop on radio II	Communication and Culture: Multiethnic and intercultural encounters
Workshop on films I	Methodologies of Investigation In Communication: Analysis of communication products in the media
Methodologies of Investigation In Communication: Communication Anthropology	Monograph II: compilation of information and analysis
Monograph I: Investigation projects design	



***STUDENTS ASSOCIATION OF URACCAN***

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From the initial years of been founded as university, there has been the shaping of a student movement in URACCAN. The Student Association (AE) of URACCAN has defined in their statutes proposal their vision as to maintain and preserve among the youth the intercultural and multiethnic unity of our indigenous peoples and ethnic communities of the Caribbean Coast of Nicaragua, and contribute to the strengthening of the regional autonomy through the integral formation of higher education students, men and women, from the Atlantic Coast.

To be able to make this vision a reality, they have identified that their mission is to “organize all the Caribbean Coast students of higher education to fight for their rights for a quality formation based on the interest of autonomous regions, maintaining a high spirit of professional improvement that is a fundamental element for the integral development of the Caribbean Coast society, in being critical and self –critical in preserving and improving the economic and social process of the autonomous regions of the Caribbean Coast of Nicaragua.

The objective of AE-URACCAN is to defend the principles of the University, the Autonomy of the people of the Caribbean Coast of Nicaragua, the dignity of our indigenous peoples and ethnic communities, as established by the Political Constitution, Autonomy Statute (law number 28) and its by-laws.

This proposal of statutes have been discussed by the students representatives of the four URACCAN campus. Once consulted and approved by the general student assembly, the statutes will be introduce to the National Assembly with the finality of achieving their legal status. This will allow for the student movement to act with a legal backup that will allow for the strengthening of the association and improving their managerial efficiency. A difficulty encountered is that the process of consultation have been postpone, which have brought as a consequence that the students of who have just entered the university do not know about this statutes project and the

other students have lost interest in the same. The consultation to the entire student body has not been done either and there is no date planned to do this. This is a pending problem that the AE-URACCAN must resolve in a short term and avoid it been transferred to the new directive boards.

The AE-URACCAN complies with a supporting role that is highly valued by the students as it facilitates the access to computers for the development of research works, provide photocopy services at low costs, provide scholarships to low income students from faraway zones. Also, outstanding is their participation in the campus celebrations through organizing cultural and sports activities. In all four campus, they have their own office space in which to do their works, and in the case of Bilwi, they have constructed a huge office and are currently constructing a student’s kiosk.

Among other achievements of the Student Association are a greater and better representation in the URACCAN University Council, where they participate in the academic management and the institutional life of the university in general. Another achievement is the incorporation to National Students Union of Nicaragua (UNEN) that was ratified in the National Congress of UNEN carried out in San Juan del Sur on October 15 of 2004, where 140 students from the Caribbean Coast participated, 100 of them being from URACCAN. In this congress the decision to create a secretariat in the UNEN for attending issues on the autonomous regions was taken. This secretariat will be assumed by Alvaro Saavedra, the current president of the Bluefields campus’ Student Association. They have also managed to become members of the \the Association of Nicaraguan Students of Information Technology and Communication (ANITIC), which according to some of the leaders extends the network of cooperation and provides work opportunities to the professionals that have graduated from this specialty from the University.

In relation to training activities, the Student Association have organized workshops about top-

ics related to student government and have participated in International events in Sao Paolo (Brazil) and Norway.

In the period of August 7 to 15 of 2005, the president of the Student Association from the Nueva Guinea campus, Ricardo Martinez, participated in the XVI World Youth Festival for Peace and Solidarity that had as venue in the city of Caracas, capital of Venezuela. In this event student leaders from around the world tackled very important topics such as democracy, human rights, employment, education, science and technology. The participation in this festival of the Student Association of URACCAN was a product of the coordination with the UNEN.

One of the greatest impact of the AE-URACCAN, according to the perspective of the student leaders, is their contribution to the academic excellence in the different careers offered by URACCAN.

Students that do not belong to AE's directive board expressed that they are not aware of the statutes proposal. They see the student government as organizers of cultural and sport activities, as well as their representative posing their demands before the academic authorities of the University. The information flow between the directive board and the student community in general is not dynamic. They are not enough reports on activities results. In this same way, the communication between the Students Association's directive boards of the various campus is not constant.

The leaders explained that the poor participation of the student body is due to lack of interest, while the rest demand for a better communication, periodic financial reports and consultation in the decision making, leadership by example of some leaders, improve financial accountability and democracy in the election of the representation to national and international events.

The issue of participating in UNEN has not been discussed totally. There are different ways of interpreting this. Some believe that participating at a national instance such as UNEN is not in detriment of their own organization. Others believe that in UNEN there are political party interest and that the leaders of it do not understand about the particularities of the Caribbean Coast. Around this there is an urgent need for consensus and a proposal that allow for the consolidation of the Student Association from an autonomic perspective.

A factor that could be affecting the demobilization and the poor participation of the student body is the political ideological platform. In the statutes it must be more explicit and with capacity to adequate to the consolidation process of higher education and of the autonomic process of the Caribbean Coast.

One of the principal challenges is the training of the generational relief of the coast political leadership. For this reason we must deepen the student movement experiences, support the implementation of courses on leadership, accompaniment for the development of an agenda of priorities and support for the consultation and culmination of the statutes and negotiation for a legal status, promotion of women participation in the directive boards, among other actions considered priorities for the following years.



***MAINSTREAMING OF THE GENDER  
APPROACH IN URACCAN.***

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## Developing New Relationships Between Men and Women.

The mainstreaming of the gender approach as a transversal issue is one of the priorities of URACCAN since created, for which concepts, methodologies, guidelines and institutional policies have been developed through a process coordinated by the Center for Research and Information on Multiethnic Women (CEIMM) of URACCAN.

Being that gender is a cultural construction, URACCAN have decided to develop a concept that is appropriate to the context of the Caribbean Coast of Nicaragua. To comply with such strategic objective (defined for the period 2001-2005), the University has promoted a participatory process of reflection, discussion and analysis.

The starting point is the mandate of the Autonomy Law (law number 28) which establish in the article 23, verse 14 that we must promote the integration and development of women in all aspects of the political, social, cultural and economic life of the regions.

The second premise is the vision of URACCAN as the intercultural university of the indigenous peoples and ethnic communication of the Caribbean Coast of Nicaragua that contributes to strengthen the Autonomy through the accompaniment to community self-development processes, multiethnic unity and the integral information of women and men. Another premise is the acceptance by the University of the gender approach as a key element to achieve the transformation of ideologies and behaviors of men and women at home as well as in the community, which is vital for human development in the autonomous regions.

### The main concepts established were:

- 1) The construction of new roles, as part of the process of transformation and reaffirmation toward intercultural and horizontal relationships between men and women belonging to different cultures and identities.

- 2) Dialogically and horizontal relationships implying recognition and respect to the different cultures and identities and between men and women.
- 3) Exercise of the individual and collective rights granted by the National Political Constitution and the Autonomy Law.

The concept proposed by URACCAN states that gender is “the construction and reaffirmation of new roles that allow for dialogical relationships between men and women from the autonomous regions of the Caribbean Coast of Nicaragua within a framework of equity, respect and the exercise of individual and colectives rights, the development of indigenous peoples and ethnic communities cultures, values and traditions”. Once constructed an own concept, strategies and guidelines were designed to share and incorporate it in the institutional life of the University.

The general objective for developing the gender approach in URACCAN is to construct and reaffirm horizontally new roles to allow for dialogical relationships that strengthen the Autonomy process and positively impact public policies at a local, regional, national and international level. To comply with this objectives demands the institutionalization of the gender approach in the areas of teaching, research, social and community outreach; the creation of mechanisms that are conducive to participatory processes that are systematic, transparent and approved by consensus building; as well as the formation of men and women as protagonist of their own development in an intercultural context and on the basis of respectful and creative relationships.

The strategies defined to achieve the mainstreaming of the gender approach includes the areas of teaching, research, social and community outreach, political impact, student movements and other areas of the university institutional life. The strategic objectives propose are the following:

- 1) To ensure the mainstreaming of the gender approach starting from the conceptual framework of the University.
- 2) To promote actions that guarantees the mainstreaming of the gender approach in the university doings.
- 3) To involved the teacher in the use of the gender approach with specific actions as promoters and targets of the same.
- 4) To develop training workshops, encounters, consultations on the use of the gender approach with the administrative staff.
- 5) To involve the student body in the use of the gender approach.
- 6) To increase the quantity and quality of information of gender issues, with emphasis on women of the autonomous regions of the Caribbean Coast and with the involvement of all the university stakeholders.
- 7) To provide to women with the methodological tools and knowledge to be key participants in the management of development processes.
- 8) To involve leaders, community and municipal authorities and other important actors in applying the gender approach.
- 9) To influence the mainstreaming of the gender approach with the involvement of the different government and non-government organizations, institutions and authorities within the local, municipal, regional, national and international level.
- 10) To contribute through an extended educational

and local capacity building process.

- 11) To promote the creation of information and communication mechanisms and processes to contribute to the consolidation of the gender approach.

In the period between the years 2003 and 2005, the CEIMM implemented strategic objectives for the mainstreaming of the gender approach, such as:

- a) Design and implementation of a post-graduate coourse in research using a gender approach.
- b) Revision of the sociology career study program toward mainstreaming the gender approach.
- c) Continuous formation of the CEIMM staff on issues and methodologies related with the promotion of the gender approach in an intercultural context.
- d) Beginning of the development of the gender policy at the University, which is planned to be submitted to discussion in the University Council in December of 2005.

The experience developed so far have contributed to the linkage of interethnic relations based on the respect to cultural diversity and the awareness around the need to establish a more just and equitable multicultural society in the autonomous regions of the Caribbean Coast of Nicaragua.

UNIVERSIDAD DE LAS REGIONES AUTÓNOMAS DE LA  
COSTA CARIBE NICARAGUENSE  
URACCAN



POLÍTICA  
INSTITUCIONAL  
DE  
INVESTIGACIÓN

2005

***STRENGTHENING OF RESEARCH  
CAPACITIES***



## Research for Understanding and Transforming the Reality of the Caribbean Coast and the Country.

**T**he strengthening of research capacities is one of the important priorities of URACCAN and is a fundamental pillar in the already defined Institutional Improvements Plan, which has the information that is basis for the development of the institutional action plan for the quinquennium 2006-2010. The research process in URACCAN has as a purpose the generation of new knowledge and technologies, vital for the continuous transformation of the study programs of the different careers and for the search for answer to the demands and needs of the autonomic process and indigenous people and ethnic communities.

The contribution of SAIH has been important in the conceptualization, development, approval and implementation of the University's Research Policy, which in normative terms is an important achievement. This research policy is a result of a discussion of the university community, which were later transformed into a proposal articulated by a multidisciplinary team. This proposal was further improved in a workshop held by the Institutional Research Commission that was finally analyzed and approved by the University Council.

In URACCAN, research is defined as a "participatory process of generation of new knowledge and capacities, of systematization and reevaluation, of respect to local knowledge, wisdom and practices of indigenous peoples and ethnic communities in their search to transform and develop themselves within an autonomic regional context.

The mission of research in URACCAN is to "contribute to the vast and diverse scientific knowledge, generating and revitalizing the knowledge and traditional practices of indigenous peoples and ethnic communities, as a development strategy of local capacities and for an alternative, sustainable development."

In URACCAN's Research Policy document, the vision of research is defined as a space where students, faculty, research institutes and centers, and communities interact to generate new pro-

cesses, develop proposals and systematize experiences that contribute to the general knowledge, as well as to the strengthening of the regional autonomy process of the Caribbean Coast of Nicaragua through the promotion of community and regional selfdevelopment initiatives, the training and accompaniment of indigenous peoples and ethnic communities leadership.

For the strengthening of its research capacities, the University has important strengths such as:

- a) An Institutional Research Policy incorporated into the university Statutes and the 2001-2005 strategic plan,
- b) A Research and Postgraduate Studies Directorship, which is complemented by research commission in each campus,
- c) Well defined research lines,
- d) Accumulated experience and the possibility of financing research processes through international cooperation projects.
- e) 5 institutes (IPILC, IEPA, IREMADES, IMTRADEC and ICI) and 2 centers (CEIMM and CISA) for the development and promotion of research.

Among the weaknesses that must be overcome we find the following:

- a) Weak communication mechanisms between the instances that are developing the research in the University: Research and Postgraduate Studies Directorship, research commissions, institutes, centers and faculty.
- b) Not enough joint research projects to be developed among the different campus.
- c) Insufficient follow-up to the research activities developed in the various campus.
- d) Poor dissemination of the researches processes and results within the University and outwards, that is indicated by the relatively low number of publications.
- e) Poor use of the knowledge generated by the researches in improving the academic study programs of the different careers.

The challenge faced by URACCAN in research is to strengthen the linkage among teaching, social and community outreach and research, applying with creativity the norms by each one of the university instances and other academic entities. This demands for the creation of alliances to allow a flow of information through quality publications.

The university have advanced in normative aspects that allow for its advances in the institutionalization of research in such a manner that in the following years efforts will be concentrated on developing quality researches that could be disseminated, sharing information with the community and publishing with standards of quality as foreseen by the Msc. Miguel Gonzalez, Director of Research and Postgraduate Studies of URACCAN.



### **Miguel González**

- Director of Research and Postgraduate Studies

**C**urrently in URACCAN, were starting to establish a research agenda, all pointing toward the definition of strategies and priorities of the university in that field.

The accompaniment of SAIH to URACCAN, since its foundation, has been key for laying the main research foundations, establish a vision of the future, creating infrastructure and becoming a bridge toward other financial sources. I believe this phase has been interesting because in midst of the internal conflicts and the budgetary limitations, URACCAN is trying to discuss and define its research instruments.

After the University Council approved the research instruments, I would say that the challenge is a different one. Beside improving the research normative framework and institutional competences, the building of research infrastruc-

ture is a bigger challenge. With this I mean that is necessary to give more importance to URACCAN researchers so that the research professionals can dedicate more time to research, becoming a central tasks in their work functions. Because in other universities of the country, people are contracted by the hour. So they teach their classes and go home and if you want to contract them for doing research you must contract them separately. Few people do research, and if they do it is commissioned, meaning to do this study and do the other.

In the case of URACCAN, what we must discuss now is that if we want the institutes and centers concentrating all their efforts in making quality research that could be disseminated, shared with the community and publish with high standards of quality.

I believe that the university must give priority to this effort. Up to this moment, the University is doing teaching, outreach and research, but the researches are mostly part of development projects or contracted through consultancies. The results of these researches are occasionally shared. Only sometimes researches results from an internal auto reflection process with the community, involving all the steps that are necessary to produce new knowledge. I believe that this is the phase were going through right now.

The advances in discussing a Social and Community Outreach Policy and having a body of normas are great, but now its time to emphasize doing research. This is one of the reason of being a university and if we are going to compete in the knowledge market it is through new knowledge contributing to understand the reality of the Caribbean Coast and the country. The world of ideas moves in such direction.

Up to now, URACCAN has had the advantage of having people in its different institute and centers who contribute a lot to understanding the surroundings, to reflect upon it and to initiate discussions on such matters. This is the profile that we have and I believe that if what we want is creating a research infrastructure, then we have already certain conditions. There is an infrastructure and there is research in itself. We are working on improving the conditions for quality research. Even though the infrastructure that we have is very limited, given that it has to do with priorities, topic or issues definition, how you discuss it, how you share the agenda and the research results itself, which has to do with its own internal dynamics in terms of knowledge being validated, appraisal by external and independent experts, the proving of the hypothesis and the formation of human resources.

So I believe we are fine with this task, but improving the research infrastructure and research in itself would be the next steps forward. This

entails that a scientist or intellectual sits, thinks, contract people and make his/her surveys. I do not know of any research in the university that has been made in an office. All the researches that I know are researches that have been made as part of a community accompaniment processes, which involve issues related to social and community outreach. If we achieve to further define a research agenda related to social and community outreach, then all the tasks would be connected in the University, meaning that some people would work around what is intellectual property, others around the outreach policies. In this way, the results could be a policy, an infrastructure, research having a priority place within the University, and finally quality research itself. We would not need for every research to go be revised and approved by an editorial council, but according to the University's quality standards.

This is a challenge which I am not sure if it will be attained in one year, five or more years, because URACCAN is a young university. There are old universities in Nicaragua that do not research. If you notice the books published by UNAN or UCA, there are done by personnel of their research institutes I that is dedicated to this. On rare exceptions, researches are made by teachers, even though there are universities that have been there for a longer time.

For the short time that URACCAN has been functioning, we cannot wait for URACCAN to do all researches alone. The University must do researches in association with other institutions, based on the creation of alliances to accompany us, help us and shared with us their methodologies.

The main challenge is to unite the work of URACCAN's four campus. URACCAN is a big university. I would even say that URACCAN is one of the biggest Universities in Nicaragua, by its operations, presence and programs.





***URACCAN'S INSTITUTIONAL  
AUTOEVALUATION PROCESS***

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## TOWARD THE QUINQUENNIAL 2006 – 2010

### CONFIGURING THE FUTURE OF URACCAN

With a highly participative orientation, URACCAN developed and implemented the strategic plan 2000 – 2005, that it has in reference to the International seminar denominated “Indigenous 2000” that analyzed the access to technical and higher education of indigenous peoples and ethnic Communities.

According to the authorities of URACCAN, this strategic plan allowed for the institution to make an introspective reflection on its educational project that resulted in the need to develop a model that responds to regional context and the expectations of its population. This leads URACCAN to define itself as a community university.

Based on this background and with the political intentions of its authorities, URACCAN committed itself to implement an autoevaluation process, for which autoevaluation commissions were conformed in each of the campus under the general coordination of an institutional commission.

During the period 2003-2004, URACCAN developed an Institutional Autoevaluation process called “A path Toward Improvement”, with the active participation of the academic authorities, the teaching and administrative staff, students, autonomous authorities and the civil society of the Caribbean Coast. This process allowed advances in the institutionalization of the research, teaching and social and community outreach as fundamental functions of the University, aided by the definition of concepts, policies, strategies and methodologies.

The Institutional Autoevaluation place URACCAN's university project under reconsideration, starting with the mission, the vision, objectives, policies and principles, with the purpose of identifying quality information for the development of an Institutional Improvement Plan. The principal impact of this process is the institutionaliza-

tion of evaluation as a systematic and systemic exercise, which will further allow for the continuous improvement of the services URACCAN offers to the indigenous peoples and ethnic communities of the Caribbean Coast of Nicaragua. In this sense, the creation of the Directorship for Institutional Planning and Analysis (DAPI), the Directorship of Human Resources (DRH) and the Directorship of Academic Registry (DRA) are outstanding.

During this same period, the concepts, policies and strategies of research, social and community outreach, gender mainstreaming, intercultural pedagogic model of the university, human resources (in process) and intercultural communication (also in process) were defined.

The main objective of the institutional auto evaluation was to evaluate the current situation of the University functions of teaching, research and outreach, which are part of URACCAN mission. This through the definition of criteria and general indicators of quality to allow for a decision making on institutional improvement.

The methodological approach defined for developing the autoevaluation process was of an interpretative nature in correspondence with the autoevaluation processes of SICEVAES (Central American System of Evaluation and Accreditation of Higher Education), complementing in such process the use of quantitative and qualitative methods. The quantitative methods allowed for emphasizing a descriptive analysis in order to learn about the situation and analyze the tendencies of the different institutional factors. The qualitative methods allow for deepening the analysis and explanation of aspects not covered by other descriptive techniques.

The institutional auto evaluation process was developed in 4 fundamental stages:

- a) Design and planning of the process.

- b) Gathering of information.
- c) Information processing and analysis.
- d) Preparation of final report.

The institutional assessment analysis is focused on 10 factors:

- 1) The institutional project,
- 2) human resources,
- 3) government and management,
- 4) financial resources,
- 5) teaching,
- 6) material and infrastructure resources,
- 7) research,
- 8) library and information services,
- 9) social and community outreach, and
- 10) students.

The indicators selected to tackle the mentioned factors are the following:

- Appropriateness, universality, coherence and impact of the institutional project.
- Coherence, efficiency and effectiveness of the institutional management processes and the administrative operative processes.
- Coherence and effectiveness of the organizational structure with the mission and principles of the institution.
- Appropriateness, coherence and impact of the research function implemented by the university.
- Appropriateness and impact of the outreach function implemented by the university.
- Efficiency and effectiveness of the material, infrastructure and financial resources in regards to the fulfillment of the University mission.
- Appropriateness, efficiency and effectiveness of the academic information resources in relation to the most important functions of the university.

The quality criteria used in the autoevaluation were:

**Universality:** relating to the University's field of action serving the society and that defines its identity. Also, this criterium make reference to the

geographic and social scope in which the University executes its influence.

**Appropriateness:** understood as the correspondence between the mission, goals and principles pursued by the University and the needs of the society and the surrounding social environment.

**Equity:** relating to the sense of justice with which the institution functions in its social context. In the University context, it is referred to the process of decision making related to policies and regulations regarding the admission, evaluation and promotion system, the recognition of academic merits. In the general context, it consider non-discrimination practices at all levels, the recognition of differences (of thinking, culture, among others) and the acceptance of diverse cultures and their multiple manifestations.

**Coherence:** The level of correspondence and integration between the institutional mission and structure with processes that provide information, allowing to know how resources are being used for the optimum development of the institutions' functions. In terms of administration, it defines how the resources are channeled and integrated to guarantee the functioning of the institution.

**Effectiveness:** The level of achievement of the objectives and goals proposed by the institution.

**Impact:** The level of internal and external influence that is wielded by the university. Within the institution, it refers to the transformation processes implemented resulting in observable changes over the students and the interaction that results from these processes in the other members of the university community. Externally, it refers to the real contributions of the university to the solution of specific problems of the indigenous peoples and ethnic communities that it serves.

**Gender and interculturality:** The construction and /or reaffirmation of new roles that allow for the dialogical relations between men and women within the framework of equity and respect to the exercise of individual and collective rights, the

cultures, values and traditions of the indigenous peoples and ethnic communities of the Autonomous Regions of the Caribbean Coast of Nicaragua.

The final report of the technical autoevaluation commission, in the month of July 2004, presents the following main conclusions:

- The establishment of URACCAN as a public service and community oriented University, model that brakes away from the paradigms of a traditional university.
- The URACCAN's institutional project manifest its appropriateness, coherence, equity, and integrity of its project, supported in the articulation of the mission, principles, values and academic offer.
- The appropriateness of URACCAN's community university model that is linked to the selection and offer of those careers that respond to the social, demographic and environmental characteristics of its area of influence (the autonomous regions). This is supported by the same graduates and employers.
- There is need for a redefinition of the research and outreach as functions of university that allow for a major projection and linkage to the society.
- The institutional mission marks the accompaniment of URACCAN to the Caribbean Coast society for the strengthening of the autonomic system.
- University model that transverse the intercultural, autonomic and gender practices in all its institutional tasks.
- URACCAN is distinguished by a high level of institutional identity between the members of the University community.
- Structure and model of an Institutional participative management that have made it possible for URACCAN to be converted into a permanent forum of social contract on the Caribbean Coast of Nicaragua. Nevertheless, there is no systematization and communication of the tasks, and contribution to the institutional strengthening of the Caribbean Coast society.
- As a part of the organizational culture, the University is in a constant process of change and organizational adjustments that will allow for the University to maximize the use of the resources, as well as the improvement of the internal and external mechanism of communication.
- Link the planning and evaluation system, as well as the systematization of the mechanism of communication and information that fuel the processes of institutional decision making.
- The teaching as a function and factor of evaluation reflects a sustained development process linking curricular transformation and academic management processes. Nevertheless, the University has not yet outline with clarity the theoretical approach of its pedagogic model.
- URACCAN is greatly a fundraiser entity being that more than 60% of its budget is composed with international support.
- The external vision (community leaders, graduates and employers) of the university, have a favorable opinion of the teaching- learning processes that are developed by the University. However, a major systematization of educational experiences is needed.
- Transparency in the administrative processes, however the financial, administrative and accounting procedures need to be institutionalized.
- Absence of a human resources policy that will allow for the evaluation of the university personnel performance.

As a result of the autoevaluation process a proposal was developed for the Institutional improvement of URACCAN, which constitutes the main information for the development of the Strategic Plan for the Quinquennium 2006-2010, in which the Institutional strengthening will be central.

## URACCAN's INSTITUTIONAL IMPROVEMENT PLAN

Policies	Strategies / Actions
Updating of the mission, values and guidelines of URACCAN	Discussion and consensus about the communitarian university model
Promotion of Institutional values in the Administrative Staff, and the students of the Headquarters	Implementation of workshops with the members of the university community around increasing the awareness about the URACCAN mission
	Development of news bulleting that reveal the actions implemented by URACCAN
<b>MANAGEMENT FACTOR AND GOVERNMENT</b>	
To appropriate the organizational structure to the communitarian model of the university	Establishment of levels and communication mechanisms between the instances of the organizational structure.
	Definitions of mechanism of articulation between the pavilions, centers and institutes of investigation.
	Definition of mechanism of communication and functioning that guarantees the academic articulation between the pavilions and institutes of investigation.
	Development of the manual of functions of the university.
	to make official the manual on functions of the university.
Establishment of a management system that guarantees the taking of decisions and the articulation between the academic and administrative areas.	Definition of a management model of the university
	Establishment of a system of institutional planning that provides feedback for decision taking.
	Establishment of a system of institutional self -evaluation that provides feedback for the planning system in URACCAN
	Establishment of a system of institutional information that articulates the systems of planning and self evaluation
	Development of the institutional strategic development plan that allow for long term direction the development of the university
<b>TEACHING FACTOR</b>	
Revision of the pedagogic model of the university	Revision of the current pedagogic model in the university.
	Implementation of studies by career that allow knowledge on the achievements and extents of the pedagogical model
	Development of workshops and theory and practical training activities for the implementation of the pedagogic model
	Revision of the components of the current educational system
Training and development of the academic management	Development of a training plan around academic management definition of an academic administration system by pavilion

Policies	Strategies / Actions
Implementation of an academic and curricular evaluation system	Revision of follow up and evaluation mechanisms of the undergraduate curriculum
	Development of self evaluation of the careers
	Design and establishment of a system of evaluation of teacher performance that triangulate the opinions of teachers, students and immediate boss.
improvement of the teacher performance quality	definition of general criteria of teacher contraction for all the pavilions
	definition of a systematic pedagogical training plan which consider the needs of all the pavilions
	Definition of a professional teacher training plan which updates and specialize them
improvement of the teaching learning process quality	Definition of follow up and control mechanisms of the teaching - learning processes in the pavilion
	Execution of follow up and control mechanisms of the teaching -learning processes
<b>INVESTIGATION FACTOR</b>	
definition of policies and regulations framework of investigation	Conceptualization of a model of investigation (basic and applied) to be implemented in the university
	Revision of the policies and course of the investigation and its current regulation framework
	Development of a plan to systemically revealed the policies and rules of investigation
projection of the results of the investigations, in and out of the university	Development of news bulletins, and specialized magazines
	Development of cooperation agreements with businesses, governmental organizations and non governmental organizations
	Development of a plan of global investigation of the university
	implementation of joint and interdisciplinary investigations between the instances
strengthening of the working relations between the Direction and the Direction of Investigation, the pavilions, and centers and institutes of Research/Investigation	Definition of the role and scopes of the work of the Direction of Investigation in keeping with the structural organizational changes
	Establishment of mechanisms of coordination and operations between the pavilions, Direction of Research/Investigation, Centers and institutes of Investigation
	systematization of projects executed by URACCAN
	Creation of the Department of publications of the university
	Creación del departamento de publicaciones de la universidad.

Policies	Strategies / Actions
<b>EXTENSION FACTOR</b>	
conceptualization of the extension in the university	Discussion of the concept of extension that will assumed by the university
	Development of the policies and course of extension and its regulation framework
	to make official the policies, course of investigation, and current regulation framework
Strengthening of the organizational structure for the development of the extension, in the Pavilions, Institutes and Centers	Creation of the guiding instance of the extension in URACCAN and definition of their scope of work
	Development of a global extension plan of the university
	Establishment of mechanisms of coordination and operation between the instances of the extension with the pavilions, Centers and Institutes of Investigation.
	Establishment of follow up Mechanism and evaluation of the extension
Projection of the actions of the extension in and out of the university	Systematization of the results of the extension work implemented in the university.
	Systematically reveal the actions of the extension being implemented by the Pavilions, Centers and Institutes.
Funding of the extension	Development of cooperation agreements with businesses, governmental organizations and non governmental organizations
	Definition of a plan and budget in keeping with the course of development of the extension and the specific needs.
<b>HUMAN RESOURCE FACTOR</b>	
Definition of development policies of the Humana Resources	Establish and make official the policies of contraction of the human resources
	Develop and make official the policies on wages and promotion of the Human resources
	Establishment of the teacher and administrative scale system
Systematic training of the Human Resources	Establishment of policies and training programs for the strategic development of the university
	Development an execution of a training plan of formation of human resources at a teaching and administrative level
Strengthening of the group of permanently contracted teachers and administrative staff	Revision of the need to make appointment of full time professors for the strengthening of the investigation and extension.
	Verification of the real needs of contraction of administrative staff to ensure more efficiency.
Establishment of a system of evaluation of work performance in the institutional level	Definition of indicators and standards of work performance
	Definition of instruments of evaluation by area and position, and the respective regulations
	Execution of the evaluation system

Policies	Strategies / Actions
<b>MATERIAL RESOURCES AND INFRASTRUCTURE FACTOR</b>	
Updating, follow up, and monitoring of the regulations and administrative procedures	Updating, follow up mechanisms, and procedures for the control of purchases of goods and services.
	Development and updating of the procedure and regulations manual that control the administration of the physical and material resources
	Appraisal of the results of inventories to contribute to the establishment of the critical point to determine the necessary supplying
Development of Control Mechanisms for the Administration of the Investments	Development and execution of a plan of investments that contribute to solve the lack of physical space in the Pavilions.
Allotment of the physical resources of the pavilion	Revision of the needs of the pavilions in regards to space and building conditions.
<b>FINANCIAL RESOURCES FACTOR</b>	
Updating of the policies, regulations and financial procedures	Development and discussions of the policies and institutional financial regulations
	Make the financial policies official
	Development of rules for the management and administration of the financial resources linking this with the regulation and procedures that in the scope of administration of the physical resources are defined.
Definition of a cost system of the university (by career and function)	Study, design and implementation of a cost system by career a/o academic function, as defined
	Adjustment of the services offer in keeping with its real costs.
Training of Financial area Personnel	Definition of training needs of the different instances involved in the financial operations.
<b>STUDENT FACTOR</b>	
Permanent revelation of academic, cultural, and sports activities	Development of news bulletins, posters, others
	Implementation of informative assemblies with the student of the pavilions
Improvement of the admission and registry services in the pavilions	Creation of a central registrar office
	Training of personnel in topics: quality of services, among others
	Establishment of information technology networks for the access of students to the registrar system
improvement of the student academic assistance	Revision of the mechanism of student assistance implemented by the career coordinators
	Strengthening of the mechanisms of communication of authorities and students.
Allotment of financial resources for the student development	Increase the budget intended for scholarships, scientific, Sports and cultural activities
Allotment of physical resources and infrastructure for the student development	Major equipping and infrastructure of the offices
Assistance and follow up to graduates	Establishment of a follow up plan for graduates.

Policies	Strategies / Actions
<b>STUDENT FACTOR</b>	
Training and updating of graduates	Development of professional training and updating programs directed to graduates of the different specialization areas.
	Establishment of Coordination mechanisms to articulate the post graduate with some of the training needs of the graduates
Management for development and financing of the academic information resources .	Create an organizational unit that coordinates the work of the library in the pavilions
	Definition of bibliographic standards in terms of quantity, and thematic diversity in the library.
	Development of an annual purchase plan in conjunction with the careers
	Permanent updating of the university web page
Training and development of the library personnel	Implementation of the internet services in the libraries of the mines and Nueva Guinea.
	Development of a diagnostic of the technical training needs of the personnel
	Development and implementation of a technical training plan around topics related to services, library administration, automatization of information, directed to personnel of the regional headquarters and centers of documentation of the schools

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## ***CONCLUSIONS AND RECOMMENDATIONS***

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## Conclusions:

1. The Bilwi campus have achieved to professionalize the majority of the secondary education teachers, especially in the area of social science and with a deficit in exact science. The impact of the professionalization in the education scope is that of a notorious improvement in attendance and approbation as a consequence of the creative use of active methodologies and didactic. The level of the people there is an improvement in the image and self-esteem the teachers, due to the higher recognition by their peers and by the overall education community, and of more confidence based on their acquired knowledge and university accreditation. The sustainability requires transcending to the specialization through post-graduate studies and a periodic curriculum updating.
2. The accompaniment of the cultural revitalization processes and the self development of the Rama and Ulwa indigenous people, have generated a great number of monographic works by students of the Bluefields campus. The accompaniment also supported the organization of the museum in Rama Cay, and the participation of community leaders in events around this topic in México, El Salvador and Nicaragua. In this same way, workshops were implemented on issue dealing with the development of community projects, the contents of the law 445, processing of fishing products, among other topics.

The activities implemented have been important for the communities, but it is necessary to take up again the spirit of the project which is to promote self development, understood as the rights of the peoples to configure their future based on their cultural patrimonies. There has been interference in the information flow between the team responsible for the project and the communities this has been partially solved, but must be totally overcome. Another important aspect is the research process in which the generation of new knowledge and technological innovation requires an active role by the peoples of the communities, as man-

agers of knowledge and not as simply informants. In synthesis, it is necessary to go from a vision of activities to a vision of processes. With the adequate corrections this component could contribute substantially to the cultural revitalization especially of the Rama language and with a different approach that is not limited to the technologic but also includes and integrates the anthropologic.

3. In the Las Minas campus the impacts of the professionalization of the Mayangna teachers is outstanding. 30 students have already concluded their studies at the bachelor degree level in Mayangna Intercultural Bilingual Education, of which 17 have already graduated. A second generation of 30 students is studying A PEM in Intercultural Bilingual Education.

After centuries of exclusion, the Mayangna people gained access to higher education. This for them means not only to have highly qualified teachers and administrators, but above all the affirmation of their culture, the strengthening of the language and the identity. It has also mean the strengthening of the Mayangna political leaderships, in a way that allows for major efficiency in the positions of direction in the Mayangna territory and the municipality of Bonanza, where the graduates of Mayangna Bilingual Intercultural Education are performing with much success. The Mayangna professionals and leaders suggest that there is still the need to train Mayangna linguists to be able to improve the education of the Mayangna children and to resist the advances of the Spanish language as the official language. In the case of the bachelors in pedagogy it means a substantial advance in the promotion of the interculturality as a concept, a way of life and of learning.

4. The exact sciences such as mathematics have been subjects of the lowest performance rates in the school of the Caribbean Coast, where there are only a small amount

of teachers who have been professionalized. In the PRUEDIS only 6 teachers have graduated from the bachelors in mathematics in both autonomous regions. Later there was a professionalization initiative for teachers of mathematics in the city of Rama, but they did not continue with these, only graduating 7 bachelors. Meanwhile the Ministry of Education, Culture, and Sports (MECD) demands that the mathematics teachers of the secondary school must have a bachelor degree. Knowing this situation we can understand the importance for the entire population and in particular for the educational system of the implementation of the PEM and the Bachelor Degree in Education Sciences by URACCAN's Nueva Guinea campus. The groups that are already in the bachelors level is composed by 16 students of the municipalities of Nueva Guinea and its colonies (10), Puerto Cabeza (4), Rosita (1), and Bonanza (1). A second group of 33 students (20 males and 13 females) are from San Carlos, Bluefields, El Rama, El Ayote, and Nueva Guinea. They are currently studying the PEM.

These students are adults with an average of 5 years of service and are facing great difficulties to attend the encounters in the university campus by the poor uncooperative attitude of the school directors to grant them permits, the need for them to contract substitutes teachers, with their own money, to teach their classes when they are absent from school to attend their studies; the absence of an appropriate lodging in Nueva Guinea, that provides the minimum conditions, and where they can implement their academic works.

The specialty of Spanish is implemented with 27 students that labor in the high schools of the urban and rural areas of the municipalities of Nueva Guinea. All these teachers have been outstanding in their work place, because of their innovative attitude.

5. The URACCAN students movement have experienced positive advances in their organization, like the implementation of the elections to democratically elect the directive boards of

the different campus, improve the coordination and communication between the directive boards of the campus and increased qualitatively the participation in the National Student Union of Nicaragua (UNEN). Various leaders have had the opportunity to participate in international students events and forum in the American Continent such as in Sao Paulo (Brasil), XVI Student and Youth World Festival in Caracas, Venezuela, as well as in exchanges of experiences in university students in Norway. At the national level, the participation of 100 students of URACCAN in the National Congress of UNEN carried out on the 15 of October of 2005 in San Juan del Sur in the Rivas Department. In this congress the creation of the secretariat of the UNEN for the autonomous regions was approved which will be under the responsibility of the student Alvaro Saavedra, student leader in the Bluefields campus. Another advance is the development of the Students Union's statutes, which once consulted with the student body, will be introduced to the National Assembly with the objective of obtaining legal status. Nevertheless, the process of development and consultation has been postponed for a long time losing the interests of the student body, most of whom do not know the project.

6. The Student Associations have been concerned about facilitating resources for research, offering photocopy services at low costs, providing the students with local for meetings, and computers, in some cases facilitating the access to internet. They also have representatives in the various campus University Councils, where they have the responsibility to raise problems and identify solutions that affect the institutional life of URACCAN. An important shortage that affects the style of work of the student leaders is the absence of a political-ideological platform that links the student group with the problems of the nation and the Autonomy. They have done a great job of promoting the well being of student, but have not contributed much toward the formation of a new base of leadership for the Autonomy, there is a lack of interest and movement by the students in regards to the great

challenges of the Autonomy.

The URACCAN university have achieved remarkable advance in its process of institutional strengthening, defining their own gender concept and incorporating it in the academic curriculum of the career of sociology and administration defining strategies and methodologies for the mainstreaming of the gender approach within the framework of the vision and mission of the university and of the autonomic laws.

7. In the field of research, capacities have been strengthened, defining the policies, creating

structures of direction and focusing on resources for the generation of new knowledge and technologies.

8. The autoevaluation process placed under consideration the university and generated important information for planning the future. There is an Institutional Improvement Plan that will be the basis for the strategic planning process of the quinquennium 2006-2010, in conjunction with regulations already approved as the pedagogic model, the research, and social and community outreach policies. Others are under development like is the case of the gender, human resources, and intercultural communication policies, the ethics code and the intellectual property regulations.

## RECOMMENDATIONS:

- a) In the Bilwi-URACCAN campus after having achieve the professionalization of in-service teachers in the areas of Biology, History, Spanish and English, the continuity must center on the specialization at a post-graduate level that allow for the pedagogical updating with emphasis on specific topics.
- b) The accompaniment of the cultural revitalization and the self-development of the Rama and Ulwa in the South Atlantic Autonomous Region have had important results, that now, according to the communities have to be consolidated, this suggest:
  - The implementation of a course around Rama language directed to young people who are holding jobs in education with pre-school children and the first year of primary in Rama Cay and its other communities of firm land, among them Punta de Aguila which is where they are more speakers of the language.
  - To redirect conceptually and methodological the activities of research, making them move participative and parting from the indigenous needs.
  - Extend the community participation in the planning and decision making, not limited to a group of leaders.
  - In the Ulwa communities, accompany the creation of the community museum, directed toward the recovery of plants use for medical purposes.
- c) It is recommended also that SAIH contribute to the updating and increase of the bibliographic base of the library in the Bluefields campus, and in this way improve the capacities of research of teachers and students.
- d) In the case of the Las Minas campus, the recommendations are to maintain the support to the second version of the Bachelor Degree in Mayangna Intercultural Bilingual Education. A new component that is considered to be of great importance is the implementation of new courses of formation of Mayangna linguists in coordination with the IPILC-URACCAN.
- e) In Nueva Guinea it is recommended to maintain the support to the bachelors in Spanish and Mathematics, careers that are very important to overcome the historic deficit of specialties in these subjects, in Nueva Guinea as well as the nearby municipalities, like the rest of municipalities of the RAAN and RAAS.

In the course of this evaluation, teachers and students expressed that the greatest difficulty is the lack of a lodging for the students from far away municipalities and communities in this sense we must consider the construction of a simple building, small, but with capacity to house at least 15 or 20 people. Another recommendation is to consider the extension of the SAIH cooperation to the second version of the bachelors in Spanish that currently is implemented with a lot of financial difficulties.

- f) The Student Association of URACCAN present two aspects that need to be tackled urgently:
- The design and implementation of a program for formation of students leadership and ideological political.

- The construction of a platform that allows for the development of a student movement compromised with the autonomy process in general, with the cause of the indigenous people and communities of the Caribbean Coast. A movement from what they have achieve up to now, transcend the implementation of activities that support the students in general, not only the directive boards, and in the historical social process of the autonomous regions.

- g) To emphasize the institutional strengthening of URACCAN in the quinquennium plan 2006-2010, as a natural and necessary step in the development of this university.

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## ***ANNEX***

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## PEOPLE INTERVIEWED

Bilwi	
Argentina García	Academic secretary
Mercedes Tinoco	Library Director
Lego Wilfred	President
Griff Fernández George	Member of directive board AEURACCAN
Jader Galo	Member of directive board AEURACCAN
Nery González	Research teacher
Bluefields	
Paula Ingram	Coordinator of humanities
Kirkman Roe	IREMADES
Sebastián McRea Ruíz	Rama Cay teacher
Francisco Santiago Williams	Karawala teacher
Álvaro Saavedra	President AEURACCAN
Guillermo McClean	Director IPILC/URACCAN
Miguel González Pérez	Director of investigation and post-graduate studies of URACCAN
Iván Traña	Administrator
Nueva Guinea	
Claribel Castillo	Vice-chancellor
Consuelo Blandón	Academic Registrar
Mibsam Aragón	Academic Secretary
Ricardo Martínez	President AEURACCAN
Santos Morales	Member of directive board AEURACCAN
Pablo Espinoza	Mathematics' student
Sabino Ariel Olivar	Mathematics' student
Melvin Hernaldo Crespo	Mathematics' student
Eugenio López	Coordinator science of education career
Siuna	
Leonor Ruíz	Academic registrar
Dominga Zeledón	Library coordinator
Letisia Castillo	Academic secretary
Pío Alejandro García	Research teacher
Dominga Sevilla	URACCAN/INATEC teacher
Bismarck Lee	Vice-chancellor
Gema Tinoco	Directive board AEURACCAN
Liliam Navarreta	Directive board AEURACCAN
Araceli Ubeda	Directive board AEURACCAN
Marcos Rodas	Directive board AEURACCAN
Rubén Díaz Soza	Directive board AEURACCAN
Managua	
Gustavo Madrigal	PEBI- Director

## **Revised Documents:**

- 1 Statutes of the URACCAN's Students Association
- 2 URACCAN Progress Report 1995-2005
- 3 Human Development Report 2005. The Autonomous Regions of Nicaragua. Does Nicaragua assume its Diversity?
- 4 URACCAN Institutional Autoevaluation Final Report, 2004.
- 5 Memoir of the IV International Symposium of Autonomy, 2004.
- 6 Methodology for curricular revision, CEIMM.
- 7 Careers Syllabus
- 8 URACCAN's Research Policy
- 9 URACCAN's Caribe University Journal, issue number 6,.