



UNAH
UNIVERSIDAD NACIONAL
AUTÓNOMA DE HONDURAS

QUALITY INTERCULTURAL BILINGUAL EDUCATION (IBE) IN REMOTE INDIGENOUS AND AFRO-DESCENDANT COMMUNITIES IN HONDURAS

PROJECT PURPOSE

Improve the quality of education and reduce racial and gender disparities for Indigenous and Afro-descendant primary and secondary school students in the Caribbean Coast Region of Honduras.

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ACCESSIBLE EDUCATIONAL RESOURCES

• Challenge

- o Lack of educational resources and limited access to the Internet.
- o Students lagging behind Honduran and global learning standards.

• Response

- o Install solar energy, offline technology and digital libraries in 15 schools in Indigenous and Afro-descendant communities.
- o Capacity building for educators to maximize technology for quality student learning.

• Goal

- o 8,000 students regularly use technology-based learning with a focus on STEAM: science, technology, engineering, art and mathematics.
- o Better student learning outcomes.

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CULTURALLY AND LINGUISTICALLY RELEVANT CONTENT

• Challenge

- o The educational curriculum is not contextualized to the sociocultural and linguistic characteristics of the Indigenous and Afro-descendant Honduran communities.
- o Information on sexual and reproductive health is not available for Indigenous and Afro-descendant Honduran students.

• Response

- o Develop and disseminate culturally and linguistically specific educational materials and supports in Indigenous and Afro-descendant schools.
- o To improve the quality of learning in mother-tongue languages and in Spanish through reading comprehension and problem-based mathematics.

• Goal

- o 8,000 students receive quality education in their mother-tongue language and Spanish as a second language with an intercultural gender-equitable approach.
- o Girls, boys, and young adults have increased knowledge about their own sexual and reproductive health and rights.

THE DETAILS

- Serving 25,000 inhabitants of remote Indigenous and Afro-descendant communities in Honduras.
- Reach: 400 teachers, community leaders, and 8,000 students.
- Solar-powered and appropriate educational technology in Garifuna and Indigenous schools.
- A collaboration between the Francisco Morazan National Pedagogical University (UPNFM), The National Autonomous University of Honduras (UNAH), local Indigenous and Afro-descendant governments, and the Honduran Secretary for Education, General Subdirectorates of Education for Indigenous and Afro-descendant Peoples.
- Funded by Change for Children in cooperation with the Government of Canada.
- Project execution: 2024 – 2027 coordinated by CAUSE Honduras.



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EFFECTIVE TEACHERS AND LEADERS

• Challenge

- o Few teachers have the training to implement an Intercultural Bilingual Education (IBE) approach.
- o Community leaders and Cultural Knowledge Holders are not included in education at local schools.

• Response

- o Implement a nationally-recognized distance learning program in IBE for teachers.
- o Conduct cultural knowledge exchanges and rights-based leadership development for Garifuna and Indigenous Leaders and Knowledge Holders.

• Goal

- o 400 teachers have nationally-recognized IBE credentials and improved teaching skills for their cultural contexts.
- o Community Leaders and Cultural Knowledge Holders provide strong community leadership and are integrated into the EIB education process.

CHANGE FOR CHILDREN BACKGROUND

- CFC has over 45 years of working in partnership with local organizations and government departments in Central America on water, education, agriculture, gender equality and solar energy initiatives.
- This project will scale up the successes of pilot projects in Indigenous communities in Nicaragua.

- From 2020-2023, the pilot project served 35 indigenous communities and included the installation of solar-powered technology classrooms and offline professional development training reaching 225 teachers and 4480 students.

