

National Model United Nations

Week B

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United Nations Permanent Forum on
Indigenous Issues
Documentation

United Nations Permanent Forum on Indigenous Issues

Committee Staff

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Agenda

1. Improving Access to Education for Indigenous Children
2. Reconciling Indigenous Rights with Land Governance
3. Protecting the Rights of Indigenous Children in Situations of Armed Conflict

Report Segments adopted by the committee

Document Code	Topic	Vote (Y/ N/ Abstention/ Non-Voting)
UNPFII/1/1	Culturally sensitive education for indigenous children	Adopted by acclamation
UNPFII/1/2	Promoting the participation and cooperation of inter-organizational affiliates	12/0/0
UNPFII/1/3	Creation of Training Centers for indigenous education	Adopted by acclamation
UNPFII/1/4	Protecting and preserving indigenous languages through education	10/0/2
UNPFII/1/5	Legitimization and recognition of indigenous peoples for educational enhancement	9/0/3

United Nations Permanent Forum on Indigenous Issues Summary Report

The United Nations Permanent Forum on Indigenous Issues (UNPFII) held its annual session to consider the following agenda items: Improving Access to Education for Indigenous Children, Protecting the Rights of Indigenous Peoples in Situations of Armed Conflict, and Reconciling Indigenous Rights with Land Governance.

The session was attended by representatives of 13 States and 1 observer, Oxfam.

The session opened with several statements concerning the adoption of the agenda. At its first meeting, the Forum adopted its provisional agenda and decided to proceed with its work in different working groups. The agenda was set in the following order: Improving Access to Education for Indigenous Children, Reconciling Indigenous Rights with Land Governance, and Protecting the Rights of Indigenous Peoples in Situations of Armed Conflict.

Over the next several committee sessions, various working groups formed to work on several important sub-topics. Key issues that arose during these sessions dealt with the improvement of curricula in order to better include indigenous needs, the creation of a forum to deal with specific challenges of indigenous committees, establishing mechanisms to achieve a better cooperation between Member States and their indigenous populations.

During the second session a motion to shorten the speaker's time by thirty seconds was accepted by the body because it was felt that ninety seconds was ample time to express opinions while making the formal sessions move more swiftly. In the third session the first three working papers on curriculum, the creation of a forum, and the improvement of cooperation among actors were submitted. Within the fourth session one more working paper dealing with the creation of training centers for indigenous education was submitted to the dais. Initially some of the working groups aimed to merge their papers in order to connect common assumptions and themes within the papers surrounding the creation of a forum on indigenous issues. However, in the end they felt the outcome was better if they focused more on the specific aspects within the different working papers.

During the sixth session one more working paper was submitted focusing on bilingual education. In this session the first draft report segment was accepted and distributed to the delegations on the topic of culturally sensitive education for indigenous children.

In the seventh session the other four working papers became draft report segments, resulting in a total of 5 draft report segments accepted. No unfriendly amendments were submitted to the dais, exemplifying the environment of cooperation felt and demonstrated in this forum.

Finally, voting procedure began at the beginning of the eighth session. All five draft report segments passed, two of them by acclamation. Afterwards, the delegations began discussion on the second topic, Reconciling Indigenous Rights with Land Governance.

1 **I. Introduction**

2
3 **A. CULTURALLY SENSITIVE EDUCATION FOR INDIGENOUS CHILDREN**

4
5 1. The United Nations Permanent Forum on Indigenous Issues (UNPFII) is dedicated to
6 eliminating inter-generational trauma within indigenous peoples due to improper mechanisms of
7 education.

8
9 2. UNPFII emphasizes the promotion of Article 7 of the *Convention on the Elimination of All*
10 *Forms of Discrimination*, which requires Member States to adopt immediate and effective
11 measures to combat racial discrimination in education.

12
13 3. UNPFII recalls Article 14 of the *United Nations Declaration on the Rights of Indigenous*
14 *People* (UNDRIP), which grants indigenous communities the right to all levels and forms of
15 public education free from discrimination.

16
17 4. UNPFII also acknowledges Article 26 of the *Universal Declaration of Human Rights*, which
18 promotes understanding, tolerance, and friendship among racial groups in public schools.

19
20 5. The *State of the World's Indigenous Peoples* identifies one of the primary threats to the access
21 of education for indigenous children as being discrimination due to a lack of cultural sensitivity
22 and awareness within the curriculum of public schools. The unfriendly education environments
23 create a gap between the quality of education received by non-indigenous and indigenous
24 students. Indigenous students also experience increasingly high drop-out rates and have less
25 opportunities for success.

26
27 6. The UNPFII recognizes the need for culturally sensitive curriculum in public schools that
28 facilitates a learning environment respecting their culture, identity, and other collective rights
29 and needs.

30
31 7. This forum is fully aware of Australia's program called the *Aboriginal and Torres Strait*
32 *Islander Education Action Plan 2010-2014* which promotes cooperation of indigenous
33 communities with schools to ensure indigenous sensitivity in cross cultural learning
34 environments. Within this program, UNPFII recognizes the important role Oxfam plays in
35 promoting a cultural protocol in the development process.

36
37 **B. PROMOTING THE PARTICIPATION AND COOPERATION OF INTER-**
38 **ORGANIZATIONAL AFFILIATES**

39
40 8. According to Goal 2 of the Millennium Development Goals, education is essential for the
41 sustainability of any community, indigenous or otherwise. UNPFII recognizes the importance of

42 education for indigenous children in relation to the preservation and development of indigenous
 43 communities on the international stage.

44
 45 9. As per article 14 of the *United Nations Declaration of the Rights of Indigenous Peoples*, the
 46 right to self-determination should be extended to indigenous communities. Additionally, UNPFII
 47 is aware that education has to be regionally and culturally specific as differences exist not only
 48 on the international level, but also on the national level.

49
 50 10. Reiterated in the *United Nations Declaration of the Rights of Indigenous Peoples*,
 51 emphasized in the *United Nations Universal Declaration of Human Rights*, and promoted in the
 52 *United Nations Declaration on the Rights of the Child*, education is particularly important as a
 53 tool of collective empowerment and a means to overcome the conditions of poverty in order to
 54 break the cycles of intergenerational trauma.

55
 56 **C. CREATION OF TRAINING CENTRES FOR INDIGENOUS EDUCATION**

57
 58 11. The United Nations Permanent Forum on Indigenous Issues (UNPFII) recognizes the
 59 challenges indigenous children face concerning their education, particularly in regions with
 60 difficulty of access due to geographic remoteness and the appropriation of quality education to
 61 indigenous peoples. Therefore, UNPFII reaffirms the need to improve the status of education in
 62 many indigenous communities.

63
 64 12. In many Member States, indigenous children lack education that values their own culture and
 65 heritage, while still being able to obtain knowledge in more general fields of study.

66
 67 13. In certain Member States, many instructors serving indigenous regions are trained under
 68 national or international standards, and are not indigenous themselves. UNPFII believes that
 69 indigenous pupils would be able to improve their ability to learn from instructors that can better
 70 understand and relate to their students.

71
 72 14. While the United Nations has adopted declarations that are related to fundamental human
 73 rights such as the *United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)*
 74 and the *Declaration on the Rights of the Child*, many nations have neither programmes nor the
 75 infrastructure in place to ensure that the instruction of children and teachers in indigenous
 76 regions is not the same as that of non-indigenous areas.

77
 78 15. UNPFII acknowledges the complementary importance of teaching indigenous issues, cultural
 79 aspects and heritage in non-indigenous communities to promote equality, and foster
 80 understanding between people of all ethnic backgrounds.

81
 82 **D. PROTECTING AND PRESERVING INDIGENOUS LANGUAGES THROUGH**
 83 **EDUCATION**

84
 85 16. Everyday indigenous languages are threatened with extinction and according to the data of
 86 National Alliance to Save Native Languages in the next ninety years 7,000 languages will
 87 disappear.

88
 89 17. The United Nations Permanent Forum on Indigenous Issues (UNPFII) considers language
 90 preservation an urgent matter to address because too many languages have gone extinct and with
 91 them a way of life and knowledge are forever lost to the world. Therefore, this Forum believes
 92 the preservation of language requires the collective efforts of indigenous communities and the
 93 international community, in order to promote and support preservation projects, which ensures
 94 the inherent right of indigenous people in education, including the right to establish and control
 95 educational systems and institutions, and the right to teach and learn with their own methods and
 96 in their own languages.

97
 98 18. Language immersion schools have proven to be a vital means towards preserving indigenous
 99 language and ensuring the rights of indigenous children to an education in their own languages
 100 and cultural methods. Recent success of indigenous communities in areas throughout the world
 101 in implementing language immersion schools aimed at teaching both traditional and
 102 contemporary educational curricula in indigenous language. Existing language immersion
 103 schools have proven to be highly effective in reviving indigenous language and ensuring it for
 104 future generations. Language immersion schools raise educational outcomes and academic
 105 success rates for indigenous children.

106
 107 **E. RECOGNITION OF INDIGENOUS PEOPLES FOR EDUCATIONAL**
 108 **ENHANCEMENT**

109
 110 19. The United Nations Permanent Forum on Indigenous Issues (UNPFII) affirms the need to
 111 enhance access to education for indigenous peoples. This forum supports the efforts and concrete
 112 measures being undertaken by the Member States with the purpose of attaining Millennium
 113 Development Goal 2 which seeks to achieve universal primary education.

114
 115 20. The UNPFII calls for States and Non-Governmental Organizations (NGOs) to essentially
 116 strengthen their synergies in realizing the United Nations Educational, Scientific and Cultural
 117 Organization’s (UNESCO) goal of Education For All (EFA), especially for the indigenous
 118 children.

119
 120 21. Recognition is equal to legitimization, which establishes the unique and collective rights of
 121 indigenous people. Without recognizing these rights, indigenous children will continue to face
 122 barriers in accessing education.

123
 124 22. The United Nations Permanent Forum on Indigenous Issues (UNPFII) acknowledges that,
 125 despite improvements in advancing indigenous rights all over the world, many Member States’
 126 constitutions do not explicitly recognize the existence of their indigenous populations. UNPFII
 127 realizes that this lack of recognition negatively impacts the individual and collective rights of the
 128 indigenous peoples, such as the right of the child to education, as stated in Article 28 of the
 129 *United Nations Convention on the Rights of the Child*. UNPFII is also deeply disturbed by the
 130 lack of educational opportunities and access to education for indigenous populations.

131
 132 23. The UNPFII is aware that the lack of a more encompassing definition of the term
 133 “indigenous peoples” hinders, implicitly or explicitly, the recognition of indigenous peoples by

134 other Member States. Hence, the absence of an expanded definition contributes to the deficiency
135 in the acknowledgment of Indigenous Peoples as a vital unit of the State.

136
137 24. The UNPFII affirms that indigenous women must play an equal role in indigenous
138 communities. Thus, the UNPFII is deeply alarmed that young women in indigenous communities
139 are marginalized and socially excluded hence limiting their capabilities and opportunities to
140 access education and enjoy the right to education.

141
142 **II. Mandate**

143
144 25. The Permanent Forum on Indigenous Issues was established by the Economic and Social
145 Council through resolution 2000/22 to serve as an advisory body to the Council with a mandate
146 to discuss indigenous issues within the mandate of the Council relating to economic and social
147 development, culture, the environment, education, health and human rights. In the exercise of its
148 functions, the Permanent Forum is tasked to provide expert advice and recommendations on
149 indigenous issues to the Council, as well as to programs, funds and agencies of the United
150 Nations, through the Council; to raise awareness and promote the integration and coordination of
151 activities relating to indigenous issues within the United Nations system; and to prepare and
152 disseminate information on indigenous issues.

153
154 **A. CULTURALLY SENSITIVE EDUCATION FOR INDIGENOUS CHILDREN**

155
156 26. The United Nations Permanent Forum on Indigenous Issues (UNPFII) is fully aware of the
157 need of language preservation in order to improve the access to education for indigenous people
158 and thus recommends that language immersion schools be identified as public schools.

159
160 27. The UNPFII recommends all Member States who have indigenous students in their public
161 school systems to create a permanent project called FAME (Focusing on Accessible Minority
162 Education). FAME will focus on protecting the right indigenous students have to discrimination
163 free education within public schools. The FAME model should follow a bottom-up approach in
164 the development of appropriate curriculum best fit for indigenous students.

165
166 28. This Forum recommends Member States who have indigenous students within public schools
167 to design a cultural protocol to guide the development of culturally sensitive curriculum in public
168 schools in order to better include indigenous students.

169
170 29. The cultural protocol is aimed at protecting the tribal identity and traditions of indigenous
171 communities and combating negative stereotypes and representations. The protocols provide a
172 framework of ethical principles to interpret curriculum development and promote understanding,
173 tolerance, and friendship amongst students.

174
175 30. The curriculum should consist of the education of indigenous language, when possible, and
176 the instruction of significant cultural skills and practices.

177
178 31. The UNPFII suggests always including indigenous representatives into the designing process
179 of the curriculum in order for them to guide the development of the culturally specific

180 curriculum and offer ongoing input through consultation between state governments and
181 indigenous communities.

182
183 32. In order to ensure the fight against discrimination, this forum also recommends each Member
184 State to monitor the success of the implementation through annual polling of indigenous students
185 about their experience in the classroom settings.

186
187 **B. PROMOTING THE PARTICIPATION AND COOPERATION OF INTER-**
188 **ORGANIZATIONAL AFFILIATES**

189
190 33. United Nations Permanent Forum on Indigenous Issues (UNPFII) recommends the Economic
191 and Social Council (ECOSOC) to consider the creation of a subcommittee of UNPFII, which
192 focuses on the multifaceted challenges in relation to the education of indigenous children.

193
194 34. This subcommittee shall be an annual forum to be called the Forum on Indigenous Rights
195 and Education (FIRE), which will act as a platform for indigenous communities to present their
196 problems regarding education and to then receive advice, awareness, funding and
197 recommendations from the committees and NGOs to best solve their specific issue. This forum
198 acts solely as a discussion and advisory forum for indigenous groups looking to improve issues
199 regarding education, and is not a voting body.

200
201 35. FIRE will utilize the standing UNPFII representatives. Non-Governmental Organizations
202 (NGOs) should be encouraged to participate in FIRE. NGOs, with consultation of the indigenous
203 communities, will be responsible for reporting issues they encounter regarding indigenous
204 education such as but not limited to:

- 205
206 a. Recognition of indigenous peoples to allow access to rights granted to them through
207 the *United Nations Declaration of Human Rights* (UNDHR), the *United Nations*
208 *Declaration of the Rights of Indigenous Peoples* (UNDRIP), and the *United Nations*
209 *Declaration of the Rights of the Child* (UNDRC);
210
211 b. Protecting the rights of indigenous peoples to establish and control educational
212 systems and methods and to receive an education in their indigenous language, as
213 established in Article 14 of UNDRIP.

214
215 36. United Nations Funds and Programs, as well as specialized agencies such as the United
216 Nations Children’s Fund (UNICEF), the United Nations Human Settlements Programme (UN-
217 HABITAT), and the United Nations Educational, and Scientific and Cultural Organization
218 (UNESCO) are recommended to participate in FIRE in order to offer their expertise and to
219 increase the inter-organizational communication and cooperation between UN bodies, agencies
220 and NGOs. The committee representatives are responsible for relaying the information obtained
221 at FIRE to their respective committees.

222
223 37. All indigenous communities who seek to participate in the forum will be required to register
224 for the opportunity to speak about the challenges facing their communities. The number of
225 speakers should be limited to 2 per region based on the regions as specified by UNPFII.

226
 227 38. Under the registration process prospective speakers should submit a summary outlining their
 228 presentation. This summary can be the basis for selecting the speakers determined and voted on
 229 by UNPFII to ensure multiple aspects are addressed. The summaries that are not chosen to be
 230 presented will be sent to the inter-organizational bodies participating in FIRE. Recommendations
 231 based on all summaries will be compiled, published and distributed to all involved parties.

232
 233 39. To ensure equal representation without regard to financial circumstance, selected speakers
 234 may access a travel allowance through the United Nations Voluntary Fund for Indigenous Issues.

235
 236 40. UNPFII also recommends that Member States, NGO's, and indigenous representatives who
 237 participate in FIRE be included on the agenda of the United Nations World Conference on
 238 Indigenous Peoples. This conception would create awareness of indigenous educational issues
 239 within the scope of the participating affiliates.

240
 241 41. UNPFII calls on the expertise and experience of UN partners working in the respective fields
 242 such as Teachers Without Borders (TWB), Oxfam and BRAC in solving the challenges faced by
 243 indigenous people when educating their children. The diversity of the committees involved will
 244 embody all pertinent problems associated with the development of indigenous communities.

245
 246 **C. CREATION OF TRAINING CENTRES FOR INDIGENOUS EDUCATION**

247
 248 42. In order to ensure indigenous communities are offered sufficient access to customized
 249 education of high standards, UNPFII recommends Member States to provide prospective
 250 teachers for indigenous communities' formal certification, qualification, and training
 251 opportunities.

252
 253 43. UNPFII recommends Member States to create Indigenous Training and Education Centres
 254 (ITECs) located in large, centralized communities throughout Member States, easily accessible
 255 to indigenous peoples. These Centres would be created by individual Member State governments
 256 in cooperation with Non-Governmental Organizations (NGOs) and Intergovernmental
 257 Organizations (IGOs), and should operate abiding the principles dictated in Article 14 of the
 258 *United Nations Declaration on the Rights of Indigenous Peoples* (UNDRIP), and Article 7 of the
 259 *Declaration of the Rights of the Child*.

260
 261 44. These ITECs would be coordinated by existing NGOs operating in nations with indigenous
 262 populations. Programs that reflect methods employed in other nations should be altered to reflect
 263 the perspective of indigenous communities being served.

264
 265 45. These ITECs would be established via state-offered or sanctioned certification programs and
 266 institutions. These institutions would ensure that instructors assigned to indigenous regions are
 267 formally qualified, enabling indigenous instructors to convey non-indigenous methods of
 268 education, through a traditionally indigenous pedagogical focus.

269
 270 46. Indigenous instructors trained in ITECs would be assigned to their own communities, other
 271 indigenous communities, and non-indigenous communities. Non-indigenous instructors may be
 272 assigned to indigenous regions only.

273
 274 47. Henceforth, these ITECs would encourage the education of indigenous-based subjects in both
 275 indigenous and non-indigenous communities. This reciprocal method of instruction will enable
 276 both indigenous and non-indigenous students to be educated on disparate and different cultures
 277 of their country.

278
 279 48. All instructors trained at ITECs will undergo further consultation, and if necessary, localized
 280 training with local indigenous leaders and/or existing instructors in the communities they serve
 281 prior to commencing their work. Lesson plans that would be taught by the instructor must be
 282 reviewed and approved by the indigenous representatives, and if requested, lesson plans
 283 presented may be revised at the discretion of local indigenous communities and their
 284 representatives.

285
 286 49. Administered by a consortium of NGOs and IGOs, these funds will be granted to Member
 287 States showing a deficiency in achieving the objectives laid out by UNDRIP and the Declaration
 288 of the Rights of the Child.

289
 290 50. Member States, in order to ensure full financing and implementation of the ITECs and their
 291 objectives, would also be encouraged to cooperate and consult interested parties such as:

- 292
 293 a. United Nations Funds and Programs, and/or specialized agencies including, but not
 294 limited to the United Nations International Children’s Fund (UNICEF) and the United
 295 Nations Educational, Social, and Cultural Organization (UNESCO);
 296 b. Nongovernmental Organizations, such as, but not limited to Teachers Without
 297 Borders, Oxfam, and Save the Children.
 298

299 **D. PROTECTING AND PRESERVING INDIGENOUS LANGUAGES THROUGH**
 300 **EDUCATION**

301
 302 51. UNPFII acknowledges the good work of the United Nations Educational, Scientific and
 303 Cultural Organization (UNESCO), which is presently involved in bilingual education for
 304 indigenous children through the Intercultural Bilingual Education (IBE) program currently
 305 practiced in Mexico, Paraguay, Ecuador, Peru, Guatemala and Bolivia. UNPFII suggests all
 306 Member States, NGO’s, and indigenous communities to cooperate in the expansion of the IBE
 307 program. The forum proposes reforming the IBE program to include the methods of the Master
 308 Apprentice Program instituted by New Zealand that utilizes multigenerational speakers as means
 309 to preserve indigenous languages simultaneously teaching the national language.

310
 311 52. UNPFII further recommends the preservation of indigenous peoples' identity by recognizing
 312 their cultural and linguistics makeup. This forum invites Member States to follow the successful
 313 model of the IBE for the preservation of indigenous languages.

314
 315 53. UNPFII recognizes the past actions of Member States aimed at reviving indigenous
 316 languages on the brink of extinction, such as the implementation of Kura Kaupapa Maori
 317 language immersion schools in New Zealand, which have lead to the successful revitalization of
 318 indigenous language.

319
 320 54. Recent success of indigenous communities in areas throughout the world in implementing
 321 language immersion schools aimed at teaching both traditional and contemporary educational
 322 curricula in indigenous languages. Existing language immersion schools have proven to be
 323 highly effective in reviving indigenous language and ensuring it for future generations. Language
 324 immersion schools raise educational outcomes and academic success rates for indigenous
 325 children, as proven by the language immersion school established on the Ojibwa reservation in
 326 the United States of America.

327
 328 55. To ensure that bilingual efforts are capable in communities where indigenous populations are
 329 not the overwhelming majority, UNPFII further proposes the expansion of reciprocal-learning
 330 lesson plans in bilingual schools. Together, indigenous students would educate and lead their
 331 non-indigenous peers in lessons involving subjects such as language and cultural education, and
 332 vice-versa. In non-bilingual schools, the same method may be applied to indigenous and non-
 333 indigenous curricula. By demonstrating the applicability of lessons to their fellow students, such
 334 reciprocal programs would foster tolerance and diversity in mixed communities.

335
 336 56. All lesson plans involving indigenous knowledge must be reviewed and submitted to local
 337 indigenous representatives and if requested, changed to accustom the performances of the
 338 indigenous representatives. Additionally, all other matters concerning indigenous language and
 339 cultural preservation should be addressed with full consultation of local indigenous
 340 representatives.

341
 342 **E. RECOGNITION OF INDIGENOUS PEOPLES FOR EDUCATIONAL**
 343 **ENHANCEMENT**

344
 345 57. The United Nations Permanent Forum on Indigenous Issues (UNPFII) encourages Member
 346 States to promote social talks and dialogues which will focus on the comprehensive review and
 347 expansion of the definition of the term "indigenous peoples." These social talks and dialogues
 348 will seek to foster the exchange of ideas, beliefs, and perspectives between the State and its
 349 indigenous peoples. Consequently, these inputs will be vital in generating an expanded definition
 350 of "indigenous peoples."

351
 352 58. The social talks and dialogues shall be open to indigenous people's organizations, Non-
 353 Governmental Organizations (NGOs), the United Nations Children's Fund (UNICEF) and the
 354 United Nations Development Programme (UNDP). Particularly, these social talks and dialogues

355 will seek to advocate the principles of equality, respect for cultural uniqueness, and mutual
356 cooperation for the purpose of maximizing synergies and reducing dissonance among all actors.
357

358 59. The UNPFII recommends each indigenous population to create a body of indigenous leaders
359 chosen by their people, based on their geographic location and distinguished by cultural
360 belonging. This representative body will advocate on behalf of its specific community by setting
361 an agenda of priorities to address different aspects of education for the further development and
362 preservation of their indigenous peoples and cultures.
363

364 60. Because of the lack of communication between States and their indigenous peoples, services
365 that are already in place are not accessible. Therefore, UNPFII recommends the establishment of
366 a liaison between the two that is recognized by both the state and its indigenous groups.
367

368 61. The UNPFII also recommends Member States with an indigenous population to consider the
369 creation of an Agency of Indigenous Affairs within their State. This agency will act as a liaison
370 to promote the interest of the local representative bodies of indigenous leaders by linking them to
371 existing programs and services of other State Ministries such as the Ministry of Transportation.
372 UNPFII believes that the establishment of such a chain of communication would resolve the
373 educational disparities the indigenous communities face.
374

375 62. The UNPFII asserts that improvements at all levels are necessary in order to level out
376 educational disparities facing indigenous children, such as a lack of access to education, a lack of
377 teachers, and a lack of school materials. UNPFII believes that state legislative action on behalf of
378 indigenous populations is necessary to improve access to education among the indigenous
379 children and thereby enhance their collective rights, and acknowledges that Member States have
380 begun to work on resolving this issue.
381

382 63. There is a need for an explicit clause within the constitution of each Member State, in which
383 indigenous populations reside, that will establish the collective and individual rights of
384 indigenous peoples.
385

386 64. UNPFII calls upon Member States to stage talks and social dialogues centered on
387 empowerment of young indigenous women. The purpose of the activities is to raise awareness
388 about the benefits of accessing and exercising education for indigenous women.
389

390 65. The talks and social dialogues will be open to young indigenous women; accomplished and
391 famed female icons in the field of education, whether local or international; government
392 ministers; concerned Non-Governmental Organizations (NGOs); and regional organizations.
393 They shall be held in consultation with the United Nations Children's Fund (UNICEF), the
394 United Nations Development Programme (UNDP), and the Commission on the Status of Women
395 (CSW) with the objective of reversing discriminatory practices against women, and advancing
396 capabilities and opportunities for indigenous women in terms of accessing education.