

National Model United Nations

Week A

March 17 – March 21, 2013



**United Nations Permanent Forum on
Indigenous Issues**

United Nations Permanent Forum on Indigenous Issues

Committee Staff

Director Doug Arseneault
Chair Laura Liberati

Agenda

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

Resolutions adopted by the committee

Document Code	Topic	Vote (Y/ N/ Abstention/ Non-Voting)
UNPFII/1/1	Ensuring Access to Education for Indigenous Children	11/0/2/2

Summary Report

The United Nations Permanent Forum on Indigenous Issues (UNPFII) opened its annual session on March 17, 2013. The topics before the Permanent Forum were: Ensuring 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 first session opened the debate to set the order of the topic. Speakers discussed the priorities of the agenda's topics in both formal and informal debate. The Permanent Forum approved the agenda order as 1-3-2 and discussed Ensuring Access to Education for Indigenous Children initially.

Delegations expressed their positions and suggestions about issues such as indigenous language preservation coalitions, connecting rural peoples to educational opportunities, and eliminating gender discrimination. Efforts by UN bodies to preserve traditional knowledge while ensuring access to mainstream education was a common theme. Finland and Canada focused on financing mechanisms, while Congo highlighted the importance of ending gender discrimination and parental involvement. Bangladesh further underlined the importance of pre-school education, particularly children of pastoralists and hunter-gather cultures in rural communities. Several delegations, particularly the United States and Australia, stressed successful domestic programs that provide access to post-secondary education for indigenous youth.

The following themes emerged during informal discussions: teacher training; culturally-sensitivity in curricula; and promoting pre-K to 16 programs that ensure indigenous children have educational opportunity from pre-school through post-secondary education. A second group focused on rural education, particularly providing infrastructure construction and enhancement. Another group assessed strategies for improving quality of life and poverty reduction through education and universal access to post-secondary education. Non-discrimination of indigenous children, particularly girls, was the topic of discussion among a final group.

Working Paper Alpha reiterated the importance of infrastructure, particularly the importance of a cultural-sensitivity when educating children of pastoralists and hunter-gather communities. Working Paper Beta dealt with bilingual and multi-lingual education and bridging the gap between primary and secondary education as children reach ages of traditional adulthood. The paper also addressed the potential for the advancement of indigenous educational initiatives at the International Conference on Population and Development Beyond 2014. Quality of life and post-secondary education were the primary themes of Working Paper Gamma, Working Paper Delta addressed financing mechanisms and access to information technology. Following significant edits from the dais and a consistent flow of speeches expressing the ultimate goal of consensus-building, the working papers began merging during the fourth and fifth sessions. Working Papers Alpha and Beta were first to become one working paper; ultimately all four working papers were merged, which was submitted to the dais at the conclusion of the sixth session.

During the seventh session, the comprehensive working paper, containing 78 clauses featuring successful domestic and regional programs and initiatives implemented by Member States, non-governmental organizations, the Secretariat of the United Nations and other relevant inter-governmental organizations, was further revised.

The initial atmosphere of consensus was complicated by concerns regarding the working paper's references to the Chittagong Peace Accords Council Act of 1998. A respectful, yet passionate debate between Bangladesh on one hand and the United States and Australia on the other was held, with Iran and Kenya serving as mediators. Conflict resolution was achieved in honor of the spirit of cooperation and consensus-building with the assistance of New Zealand, as Bangladesh offered to revise the clauses to neutralize the tensions.

Commitment to the mandate of the Permanent Forum was expressed by all speakers in both formal and informal debate. The working paper was eventually accepted by the dais as draft report UNPFII/1/1. No amendments were offered, as the Member States reiterated their committed to the spirit of consensus.

Final commentary was offered by Bangladesh and the United States, reiterating their mutual respect for the vision of the Permanent Forum and commitment to overall cooperation despite their exclusive area of disagreement. The Permanent Forum unanimously closed debate, and voting procedure commenced. The draft report was approved with 11 member states in favor and two abstentions (USA, Nicaragua), thereby achieving consensus with zero nay votes, per NMUN rules of procedure.

The Permanent Forum began monetary discussion of the second topic, "Reconciling Indigenous Rights with Land Governance," before the meeting was unanimously adjourned until next year.

Code: UNPFII/1/1

Committee: Permanent Forum on Indigenous Issues

Subject: Ensuring Access to Education for Indigenous Children

1 **I. Introduction**

3 **A. BILINGUAL AND MULTI-LINGUAL EDUCATION**

5 1. As expressed in Article 14 of the *United Nations Declaration of the Rights of Indigenous*
6 *Peoples* and Articles 28 through 30 of the *United Nations Convention of the Rights of the Child*,
7 indigenous children have the inherent right to an education that celebrates their indigenous
8 language and culture.

10 2. The disappearance of an estimated 90% of all indigenous languages worldwide is of utmost
11 concern, particularly to indigenous peoples whose survival as a cultural community is threatened.

13 3. During its third session, the Permanent Forum emphasized that education is a vehicle for the
14 protection of cultural traditions, including traditional language of indigenous peoples.

16 4. UNESCO is undergoing a language revitalization initiative in response to a recommendation
17 by the Permanent Forum at its seventh session, and is in the process of drafting a *Convention for*
18 *the Protection of Indigenous and Endangered Languages*, in collaboration with the Permanent
19 Forum.

21 5. The establishment of bilingual immersion schools enables the preservation of indigenous
22 peoples' cultural identity and provides them with greater employment and economic
23 opportunities. According to the *State of the World's Indigenous Peoples*, indigenous students
24 enrolled in bilingual and multilingual programs tend to perform better than monolingual
25 indigenous students.

27 6. Indigenous girls are more disadvantaged than indigenous boys, as previously discussed at the
28 third session of the Permanent Forum. According to a 2008 report by Naomi Kipuri, a member of
29 the Working Group on Indigenous Peoples/Communities of the African Commission on Human
30 and Peoples' Rights on behalf of UNESCO, only 25% of indigenous girls are enrolled in school
31 by the age of 16, compared to 45% of boys.

33 **B. ELIMINATING DISCRIMINATION**

35 7. Article 30 of the *Convention on the Rights of the Child* (1989) stated, "A child... shall not be
36 denied the right, in community with other members of his or her own group, to enjoy his or her
37 own culture, to profess and practice his or her own religion or to use his or her own language."

39 8. The International Conference on Population and Development Beyond 2014 serves as an
40 opportunity to address concerns of government, civil society, and UN partners to best assist the
41 populations. The ICPD Global Youth Forum, consisting of more than 3,000 youth participants
42 from around the world, addresses concerns involving young people with the goal of a holistic

43 approach. In terms of education, the Youth Forum discusses comprehensive educational
44 strategies that approach the cultural barriers between various youth group populations. The
45 Indigenous Peoples Voices of the World Conference, which has several socio-cultural caucuses
46 within the conference, mostly addresses the main concerns of the Indigenous communities
47 around the world and has involvement from most governmental groups, as well as tribal leaders.
48

49 9. One of the greatest threats to indigenous peoples comes not from malice, but from lack of
50 knowledge. Article 15(2) of the *United Nations Declaration on Indigenous Peoples* recommends
51 that states work with indigenous peoples to combat the prejudice that many of them peoples
52 suffer.
53

54 10. Article 22 of the *United Nations Declaration on the Rights of Indigenous Peoples*
55 emphasizes the importance of women in education.
56

57 11. A report entitled “Gender Mainstreaming: An Overview,” by the United Nations Special
58 Advisor on Gender Issues and Advancement of Women refers to assessing the implications of
59 policies for both men and women. It further states the importance of gender equality and
60 acknowledges that different perspectives are essential for the greater benefit of both genders.
61

62 12. Articles I and II of the *United Nations Declaration on the Elimination of Violence Against*
63 *Women* defines violence against women as physical, sexual, and psychological harm from the
64 family, community or state against women in all its various forms.
65

66 13. The *2012 Report* of the Permanent Forum’s International Expert Group on Combating
67 Violence against Indigenous Women and Girls stresses the importance of a holistic approach, as
68 well as improving structural legacies.
69

70 14. Article IX of the *International Labour Convention 169*, the Indigenous and Tribal Peoples
71 Convention, states that traditional practices of indigenous peoples should be respected.
72

73 15. This Permanent Forum also recalls Article 44 of the *United Nations Declaration on the*
74 *Rights of Indigenous Peoples*, guarantees equal rights regardless of sex or gender. Further, it
75 refers to Articles I and II of the *Declaration on the Elimination of Violence Against Women*,
76 which concretely defines violence against women as physical, sexual, and psychological harm
77 from the family, community or state against women in all its various forms.
78

79 16. MADRE, a non-governmental organization in Kenya, focuses on creating schools for girls
80 who have been abused and harmed in their indigenous communities. This schooling program
81 creates a safe haven for female students where they are able to heal, obtain an education, and
82 contribute to society.
83

84 17. Article VIII of the *United Nations Convention on the Rights of the Child* states that
85 indigenous children should be proud of their indigenous identity, but are often put to shame by
86 other groups that do not understand them.
87

88 C. CULTURALLY-SENSITIVE CURRICULA

89

90 18. The Permanent Forum recognizes the importance of empowering indigenous peoples and
91 partnering with them to alleviate poverty, by providing need-based education to impoverished
92 and resource-limited indigenous communities.

93

94 19. About one third of the 900 million people living in extreme poverty are indigenous persons,
95 and Millennium Development Goal 1 calls for full and productive employment, decrease in the
96 number of people suffering from hunger, and reduction of people living in poverty.

97

98 20. The Permanent Forum recalls its recommendation put forth in its *Report of the Fourth*
99 *Session* to “Establish effective arrangements for the participation of indigenous parents and
100 community members in decisions regarding the planning, delivery and evaluation of education
101 services for their children, including in the design and implementation of their own education at
102 all levels, including developing appropriate teaching materials and methods.”

103

104 21. Although Millennium Development Goal 2 underscored education as the most powerful
105 method to alleviate poverty and promote economic growth, and the *Declaration of the Rights of*
106 *Indigenous Peoples* provides the right to education without discrimination for all people,
107 impoverished indigenous children often cannot access culturally-sensitive education and face
108 discrimination and bullying at schools, which leads to high dropout rates and devastates
109 indigenous education initiatives.

110

111 22. *The State of the World’s Indigenous Peoples*, a report by the United Nations Department of
112 Economic and Social Affairs, notes that indigenous peoples are more likely than non-indigenous
113 peoples to have high dropout rates, low enrollment in schools, and poorer outcomes even though
114 they live in the same Member State.

115

116 23. Canada has two very effective programs to promote learning of life skills in indigenous
117 populations, each focusing on different aspects. The Government of Ontario has found success in
118 helping to develop life skills in indigenous peoples through a program called Promoting Life-
119 Skills in Aboriginal Youth (PLAY). This program encourages sport and play activities that help
120 to develop health, self-esteem, and leadership skills. In addition, British Columbia’s program
121 focuses on skill gaps and training needs, with an emphasis on technical and professional training,
122 education, and life skills.

123

124 24. Early childhood education provides play and learning experiences that develop individual
125 children’s strengths, abilities and interests.

126

127 25. The Australian government recognized the wide gap between indigenous and non-indigenous
128 people in its territory. In response, Australia has developed a very successful preschool program
129 for their indigenous Aboriginal people, called the Indigenous Early Childhood Development
130 National Partnership Agreement, which not only provides early childhood day care, but also
131 focuses primarily on successful transition into preschool. This program has been so successful
132 because it recognizes the need for early childhood training, financial support for families, and
133 developmentally and culturally appropriate play and learning experiences that develop individual
134 children’s strengths, abilities and interests.

135
136 26. Human Rights Council resolution *A/HRC/RES/18/8* (2011) Clause 6, titled *Human rights and*
137 *Indigenous Peoples*, requests that the General Assembly recognize that education is an important
138 way to contribute to the maintenance of indigenous cultures.

139
140 27. The United Nations *Convention on the Rights of the Child*, Article 28, states that indigenous
141 children should be sent to school and to post-secondary education if they so choose, for it is
142 important for indigenous children to have access to education.

143
144 **D. SCHOOL FACULTY**

145
146 29. The Work on Indigenous Education report by the United Nations Educational, Scientific and
147 Cultural Organization (UNESCO) of 2004, recognized that no effective change can occur
148 without the dedication and participation of well-trained educators.

149
150 30. The Observe, Reflect, Act (ORA) schools in the Republic of Congo, a joint initiative
151 between UNICEF and community-based organizations, provides indigenous teachers with the
152 national language and cultural education, in order to bridge the gap between primary and
153 secondary education for indigenous children. In his report to the Human Rights Council on the
154 Rights of Indigenous Peoples, Special Rapporteur to the United Nations James Annaya lauded
155 the Republic of Congo for the success of ORA schools. As of July 2011, eighteen pilot programs
156 have been established in the regions of Likouala and Sangha, through which 1,600 children have
157 received access to education.

158
159 31. Bangladesh signed the *Chittagong Hills Tract Regional Council Act* in 1997, establishing a
160 regional board of indigenous leaders to advise and supervise local level governments. The
161 Bangladeshi Indigenous Peoples Plan creates forums intended to ensure cooperation between
162 local decision-making bodies, including school boards, and indigenous groups.

163
164 32. The Indigenous Broadcasting Program (IBP) in Australia provides education to remote
165 indigenous peoples via radio broadcasting. The Remote Indigenous Broadcasting Services
166 (RIBS) and other such radio broadcasting services are administered by indigenous peoples and
167 used to support education and indigenous identity, culture, and languages. These broadcasting
168 services are also used to provide indigenous peoples with information about accessing
169 educational services available to indigenous peoples

170
171 33. Indigenous girls are at a more disadvantaged position than indigenous boys, as previously
172 discussed at the third session of the Permanent Forum. According to a 2008 report by Naomi
173 Kipuri, a member of the Working Group on Indigenous Peoples/Communities of the African
174 Commission on Human and Peoples' Rights on behalf of UNESCO, only 25% of indigenous
175 girls are enrolled in school by the age of 16, compared to 45% of boys. In the country of
176 Ethiopia, for example, a survey has shown that the literacy rate for female pastoralists was 4.8%,
177 compared to the 23% literacy rate for male pastoralists. Subsequent studies have shown that
178 there has been a rise in school enrollment for girls when bilingual education programs have been
179 established in communities.

180

181 34. One of the greatest threats to indigenous peoples comes not from malice, but from lack of
182 knowledge. Article 15(2) of the *United Nations Declaration on Indigenous Peoples* recommends
183 that states work with indigenous peoples to combat the prejudice that many indigenous peoples
184 suffer.

185
186 **E. CURRICULAR AND EXTRACURRICULAR ACTIVITIES**

187
188 35. UNESCO is working on the creation of inclusive educational materials involving indigenous
189 teachers, curricula planners, education technology, designers, authors and illustrators.

190
191 36. Service Learning is applicable to schools all around the world. It allows children to serve in
192 their community and to find specific ways to help on specific projects around their homes and
193 schools. The United Nations International Children’s Fund (UNICEF) through their
194 TeachUNICEF program has provided service learning opportunities and funding to schools
195 around the world. In addition, the TeachUNICEF program has provided information to
196 educational institutions to support, increase, and increase service learning programs. The
197 effectiveness of these programs has been seen among marginalized groups, which shows that
198 programs such as these could be very beneficial to indigenous school programming.

199
200 37. Athletic sports teach important life lessons including tolerance, conflict resolution, health,
201 sociability, cooperation, leadership, and teamwork. These programs help marginalized children
202 to build relationships, as well as to feel supported and included in mainstream cultures. The gon-
203 governmental organization (NGO) Right to Play works to include sports into the academic life of
204 children. It helps them build essential life skills and has been effective in Kenya, Burundi,
205 Pakistan, Peru, Canada, among other countries.

206
207 38. The United States National Corporation for National and Community Service released a
208 report in 2007 detailing the impact of service learning. The findings show that service learning
209 significantly improved the connection between students and their community; helps students to
210 understand the process of making positive changes in their communities; increases tolerance and
211 the understanding of diversity; and instills students with an understanding of the importance of
212 political involvement. The report also found that Service Learning positively correlated with the
213 likelihood of voting. Voting is vitally important for indigenous peoples, so that they take an
214 active role within their communities.

215
216 **F. RURAL EDUCATION**

217
218 39. *Briefing number 3 gender and indigenous people’s education* by the United Nations Office
219 of the Special Advisor on Gender Issues in the Advancement of Women emphasizes the issues of
220 isolation as a primary barrier to education. For example, in Guatemala three-fourths of the
221 indigenous populations live in rural areas.

222
223 40. UNESCO has successfully implemented several programs that aid rural communities
224 including indigenous peoples including the FAO/UNESCO Education of Rural People Program
225 which continues to provide access to educational materials for rural people including indigenous
226 communities.

227
228 41. The Permanent Forum notes the report on July 11, 2011 by the Special Rapporteur on the
229 Rights of Indigenous Peoples (SRRIP) on the implementation model of the Observe, Reflect, Act
230 (ORA) in Congo, which has given access to basic education to over 1,600 indigenous children in
231 the Congo.
232

233 42. In 2011, 37 UNICEF country offices partnered with religious leaders on the World Day of
234 Prayer and Action for Children to promote children's rights on or around 20 November focusing
235 on addressing violence against children in their communities in order to reach more isolated
236 communities.
237

238 43. Shepherd programs, which provide evening classes for indigenous children in pastoralist and
239 hunter gather-communities, in order to enable these children to contribute to their communities'
240 food and economic security and prosperity. These programs are based on the model established
241 by the Shepherd's Education Project and has been implemented by inter- and non-governmental
242 organizations worldwide.
243

244 44. The Indian Space Research Organization launched the EDUSAT communication satellite on
245 20 September 2004 in order to provide people in remote areas with distance education. Schools
246 in remote areas can easily stream the education program in different official languages and
247 dialects.
248

249 45. The Australian National Assessment Program (NAPLAN) has proven to be an effective tool
250 used to evaluate the educational achievement of students throughout the country in four different
251 areas: numeracy, reading, writing language, language conventions. Through different testing
252 methods, Australia has been able to measure and to track the improvements in indigenous
253 education and fix curricula to better support indigenous students.
254

255 **G. POST-SECONDARY EDUCATION**

256

257 46. Article 13(2)(b) and 13(2)(c) of the *International Covenant on Economic, Social and*
258 *Cultural Rights* call for the right to education to be extend beyond the primary level to include
259 secondary and post-secondary education
260

261 47. Globally, indigenous youth continue to lag behind their non-indigenous counterparts in
262 higher academic institutions. For example, in Mozambique, only between 6 and 16% speakers of
263 Lomwe, Makhuwa, Sena and Tsonga have at least one grade of secondary schooling, in contrast
264 to 43% of Portuguese speakers. In Bolivia, one-third at most of Aymara, Quechua, and Guarani
265 speakers completed some degree of secondary education, in comparison to 68% of Spanish
266 speakers. For Canadian Aboriginals, only 37% graduate with a high school diploma, in contrast
267 to 65% of the total national population. These high dropout rates result in low admission in post-
268 secondary institutions. Indeed, in Nepal, indigenous individuals only account for 9% of all
269 graduates and post-graduates, although they constitute 32.7% of the total population.
270

271 48. The International Conference on Population and Development Review International
272 Conference on Human Rights will be co-hosted by the government of the Netherlands, the

273 UNFPA and UN High Commissioner for Human Rights held between July 7 to 10, 2013. This
274 will be addressing the concerns of populations amongst nations and communities.

275
276 50. The ICPD Global Youth Forum includes more than 3,000 youth participants from around the
277 global community that holistically addresses concerns involving youth. In terms of education, the
278 Youth Forum discusses comprehensive educational strategies that approach the cultural barriers
279 between various youth group populations.

280
281 51. The Indigenous Peoples Voices of the World Conference, which will have several socio-
282 cultural caucuses within the ICPD, addresses the main concerns of the indigenous communities
283 around the world and has involvement from most governmental groups, as well as tribal leaders.

284 285 **H. FINANCIAL MECHANISMS FOR EDUCATIONAL DEVELOPMENT**

286
287 52. Article 39 of the *United Nations Declaration on the Rights of Indigenous Peoples* recognizes
288 the right of indigenous peoples' access to financial assistance through international cooperation.
289 The *Programme of Action of the Second International Decade of the World's Indigenous People*
290 identifies project areas such as culture, education, health, human rights, the environment, and
291 social and economic development as primary funding areas.

292
293 53. The *Dakar Framework for Action*, under its lead agency UNESCO, was established to
294 coordinate and mobilize all partners at national, regional and international levels: multilateral
295 and bilateral funding agencies, non-governmental organizations and the private sector as well as
296 broad-based civil society organizations. The *Report on the Fourth Session* has also laid emphasis
297 on the importance of the private sector in the development of educational capacity for indigenous
298 education and various mechanisms to support indigenous education.

299
300 54. Insufficient infrastructure, underdeveloped technology in education, and a lack of
301 technological training and support often inhibit the role that information technology plays in
302 overcoming obstacles for indigenous education in rural and remote areas.

303 304 **K. WORLD CONFERENCE ON INDIGENOUS PEOPLES**

305
306 55. General Assembly resolution 65/198 moved to organize a high-level plenary meeting known
307 as the World Conference on Indigenous Peoples, 2014, to be held in Copenhagen. The
308 Conference intends to share perspectives and best practices on the realization of the rights of
309 indigenous peoples, including the access to education, and to pursue the objectives of the United
310 Nations Declaration on the Rights of Indigenous Peoples.

311 312 **II. Mandate**

313 314 **A. IMPROVING ACCESS TO EDUCATION FOR INDIGENOUS CHILDREN**

315
316 44. The Permanent Forum on Indigenous Issues was established by the Economic and Social
317 Council through resolution 2000/22 to serve as an advisory body to the Council with a mandate
318 to discuss indigenous issues within the mandate of the Council relating to economic and social

319 development, culture, the environment, education, health and human rights. In the exercise of its
320 functions, the Permanent Forum is tasked to provide expert advice and recommendations on
321 indigenous issues to the Council, as well as to programs, funds and agencies of the United
322 Nations, through the Council; to raise awareness and promote the integration and coordination of
323 activities relating to indigenous issues within the United Nations system; and to prepare and
324 disseminate information on indigenous issues.

325

326 **III. Conclusions and Recommendations**

327

328 **A. BILINGUAL AND MULTILINGUAL EDUCATION**

329

330 58. The Permanent Forum recommends bilingualism in early childhood education; we stress
331 early childhood as this developmental stage is critical to foster identity and belonging. Moreover,
332 it is a source of empowerment for indigenous peoples. The Permanent Forum suggests the
333 implementation of national mechanisms in the model of New Zealand’s “Te Kohanga Reo”
334 Early Childhood Immersion program or Australia’s “Closing the Gap” program.

335

336 a. Under the Closing the Gap strategy, Australia gathered best practice examples for
337 early childhood education. One of these best practice examples is the Aboriginal
338 Early Years Initiative, which runs projects to support families in order for
339 children to get bilingual education by identifying children who are not enrolled in
340 school and assisting parents to enroll their children in order that they get
341 education in one of the two bilingual education models. The first model is the 50-
342 50 Model, where students study equally in both English and their indigenous
343 languages. The other model is the Staircase Model. The Staircase Model prefers a
344 progressive transfer to English throughout the years of primary school. The earlier
345 years of schooling are predominantly taught in the Indigenous language, with the
346 progressive introduction of English.

347

348 b. Another example that has been improved and expanded upon over recent years is
349 the reauthorization of the *Elementary and Secondary Education Act*, commonly
350 known as “No Child Left Behind,” that calls for multilingual classrooms to cater
351 to the needs of minorities. The United States created 53 language immersion
352 programs at the pre-school level that allows bilingual programs. This act helped
353 preserve Native American cultures and languages due to its incorporation in the
354 classroom to best assist Native American children. Under the ESEA, the federal
355 government granted \$104 million to school districts and Native American tribes
356 to “address the unique educational culturally related academic needs of Indian
357 students.” The languages incorporated into curriculum include the indigenous
358 languages of the Native Americans, Native Alaskans and Native Hawaiians.
359 These programs benefited nearly 474,000 Native American students throughout
360 the country. It allowed for a 40% increase in the number of Bachelor degrees
361 received by Native Americans from 1998 to 2008.

362

363 c. New Zealand’s “Te Kohanga Reo” program is a pre-kindergarten immersion
364 program for children from birth to six years old, in which the language of

365 communication is Maori, the indigenous language. The purpose of this program is
366 to cultivate knowledge of the indigenous language, and subsequently culture,
367 from an early age in the hopes that it will be maintained to some extent
368 throughout the child's life.

- 369
- 370 d. In developing states, Bolivia and Peru have had great success for two decades
371 with their Children's Houses for Quechua and Aymara children between the ages
372 of six months to five years. Children's Houses are a bilateral priority for these two
373 countries, as their pre-school education and health care have been shown to
374 produce intellectually-stimulated indigenous individuals.

375

376 59. The Permanent Forum is convinced that the promotion of bilingual and culturally-relevant
377 education is vital to the preservation and continuity of indigenous cultures in individual Member
378 States, as well as the deeper integration of indigenous people into larger society. The Permanent
379 Forum recommends that Member States incorporate indigenous culture into their national
380 curricula, which will provide both indigenous and non-indigenous communities with a coherent
381 understanding of indigenous culture, issues, and values.

- 382
- 383 a. The inclusion of culturally relevant curricula into the national educational
384 programs will help retain indigenous youth in school. These programs have been
385 successful in enhancing the educational experience of indigenous children and in
386 helping to retain youth in schools at all educational levels.
- 387
- 388 b. The reauthorization of the *Elementary and Secondary Education Act* in the United
389 States facilitates cooperation between school districts and the constituents of their
390 communities and allows for increased attention to minority communities. Under
391 this law, the United States sets aside a portion of federal funds to pay for language
392 immersion and restoration programs which contribute to the success of bilingual
393 education. Consequently, tribal leaders may establish their own indigenous-
394 friendly education in their respective communities.
- 395
- 396 c. In developing countries, cooperation with NGOs is very beneficial in
397 implementing bilingual education for indigenous youth. In Nicaragua, the Project
398 Excelencia, led by the American Institute for Research, encourages active
399 teaching and community involvement. The Excelencia model functions in 3,000
400 schools in Nicaragua, where it partners with local NGOs to help develop bilingual
401 curricula. Aspects of this project include: expansion of bilingual approaches into
402 the autonomous regions of the Atlantic coast where most indigenous Nicaraguans
403 live, curriculum validation, research studies, and school construction and
404 management.
- 405
- 406 d. An education reform that has made significant difference is the *Intercultural*
407 *Bilingual Education* program in Bolivia, where the indigenous languages of
408 Quechua, Aymara, and Guarini are stressed. By 2002, 192,238 students were
409 benefiting from IBE in 2,899 schools. It is noted by positive reports from the
410 United Nations, International Monetary Fund, and the World Bank that the IBE

411 has great potential to reduce discrimination and decrease high school dropout
412 rates in Bolivia. Furthermore, these indigenous languages, as well as 34 other
413 indigenous languages, are recognized as official languages of Bolivia.
414

415 60. The Permanent Forum highly commends the Special Rapporteur on the Rights of Indigenous
416 Peoples for reporting on national best practices for implementing bilingual education programs.
417

- 418 a. The Permanent Forum would request that a panel of experts and the Secretariat to
419 further investigate the effects of bilingual enrolment on indigenous peoples'
420 performance and report back to the Permanent Forum at the next session.
421

422 61. The Permanent Forum recognizes the challenges of incorporating indigenous cultures and
423 languages into the national curricula. One such challenge is in part due to the absence of teachers
424 who understand the indigenous community, the indigenous language, and their culture.
425 Educators with such expertise would be beneficial, as, in accordance with the principles
426 established in the Report on the Fourth Session, indigenous community members are essential to
427 the preservation of indigenous culture in education. Thus, the Permanent Forum encourages
428 efforts by Member States to establish training programs that allow indigenous teachers to
429 strengthen indigenous education programs and better preserve their cultures.
430

431 62. Recognizing the success of indigenous female teachers in particular for engaging indigenous
432 girls and consequently decreasing the gender gap within the children of indigenous communities.
433 This success has been observed in the implementation of the ORA and Rural Teacher Training
434 programs, which serve as an example to all Member States of the effectiveness of community-
435 led responses to the deficiency of literacy and education among indigenous girls.
436

437 **B. ELIMINATING DISCRIMINATION**

438

439 63. The Permanent Forum asserts that indigenous peoples should not experience discrimination
440 based on age, and recognizes the Russian government's efforts to provide education for people
441 of all ages.
442

443 64. The International Conference on Population and Development Beyond 2014 provides an
444 opportunity for open dialogue between government and civil society about challenges within the
445 population and the possibility of sensitizing non-indigenous children to the rights of the
446 indigenous population. This conference should serve as an example of voluntary forums which
447 encourage dialogue amongst indigenous and non-indigenous students and youth groups in local
448 communities in hopes of combating non-indigenous discrimination in schools. In the vein of the
449 Global Youth Forum, local dialogue with youth will allow individuals to become more aware
450 and informed about indigenous and non-indigenous culture, since one primary reason for
451 indigenous children not attending school is constant discrimination.
452

453 65. Local communities are made up of youth groups, and by structuring a framework of dialogue
454 reflecting the ICPD youth forums around the world, non-indigenous and indigenous groups can
455 best address their concerns and become culturally aware of one another. The United Nations

456 Permanent Forum on Indigenous Issue's sessions is a high-level agency that works diligently
457 with important officials representing the population in question.
458

459 66. The Permanent Forum realizes that the persecution of indigenous people is due to a lack of
460 awareness of the indigenous culture on the part of non-indigenous peoples. In that issue, the
461 Permanent Forum would like to draw attention to the work of the Võro Institute. The Võro
462 Institute, an academic think tank and cultural centre, is funded by the Estonian government to
463 further the culture of the Võro people and has been essential for 75,000 Võro people. Members
464 of the Võro Institute work by advocating the inclusion of Võro culture in education, bilingual
465 forums, and explanations of cultural practices. The Permanent Forum is aware that the amount of
466 state investment required for such a venture is not easy for some states to make. However, states
467 should consider the following: Estonia was just four years past its independence from the Soviet
468 Union when it created the Võro Institute. It was nowhere near the financial stability it enjoys
469 today; however, it was able to make this investment into indigenous culture and it has created a
470 prosperous, thriving Võro community, which contributes to Estonia's national and international
471 success. States are recommended to commit available funds, if they have the capability to do so.
472

473 67. The Permanent Forum acknowledges that young indigenous girls can receive particular
474 benefit in schooling from teachers of both their culture and gender. It recommends to the
475 Economic and Social Council (ECOSOC) that women are prioritized as the educators of
476 indigenous girls, something ECOSOC should stress in its work with member states.
477

478 68. The Permanent Forum recognizes that education should advance women's rights and
479 strongly recommends that indigenous tribes eliminate traditions and practices that violate basic
480 human rights. It further educates women on their rights as persons, and also provides a support
481 system through their facilities of education.
482

483 **C. CULTURALLY SENSITIVE CURRICULA**

484

485 69. The Permanent Forum recommends that educational programs be implemented into
486 mainstream schools and societies that encourage an understanding of diversity, and the culture of
487 indigenous peoples within the country they inhabit.
488

489 70. The Permanent Forum recommends that ECOSOC provides guidance to institutions dealing
490 with indigenous education to increase focus on the curricular subjects of science, math, and
491 technology in in order to increase proficiency in these academic areas, and provide indigenous
492 students education that meets their needs.
493

494 71. The Permanent Forum emphasizes the need for curricula that focus on life skills that will be
495 beneficial to indigenous peoples as well as traditional academics. These life skills include but are
496 not limited to leadership, accountability, teamwork, and conflict resolution; public health and
497 basic first aid; and sociability and stakeholder relations.
498

499 72. The Permanent Forum emphasizes the importance of secondary school programs that will
500 encourage students to work on a project that combines standard education as well as traditional
501 and cultural knowledge learned in indigenous tribes.

502

503 73. The Permanent Forum imagines a system where indigenous parents, children, and educators
504 are involved in the planning, delivery, and evaluation of educational services, and through their
505 involvement they have a chance to become more educated themselves. This was advised in the
506 fourth session of the Permanent Forum, and will require the support and cooperation of non-
507 governmental organizations, UNICEF, and Member States alike.

508

509 74. The Permanent Forum suggests ECOSOC provide resources to increase access to preschool,
510 and before and after school programs for indigenous children.

511

512 75. The Permanent Forum urges ECOSOC to ensure that local and municipal governments
513 receive suggestions from, and increase involvement of the leadership of the indigenous peoples
514 and indigenous parents in order to better incorporate children of such groups into educational
515 systems and add legitimacy to educational institutes.

516

517 **D. SCHOOL FACULTY**

518

519 76. The Permanent Forum encourages Member States to increase the number of indigenous
520 teachers who teach children in their language. Additionally, provide opportunities to elders,
521 women, and other tribal leaders to take part in teacher training programs that will help teachers
522 better understand the indigenous peoples they will have the opportunity to teach, and to help
523 indigenous parents and leaders feel comfortable with school staff and faculty. Having
524 incorporated these ideas into their own system, the World Bank's *Education For All* report
525 showed that Bangladesh has made significant progress in improving access to and quality of
526 education throughout their country.

527

528 77. The Permanent Forum suggests the implementation of peer tutoring programs that will bring
529 indigenous secondary students, and more specifically high school students, into primary schools
530 to act as peers, mentors, and motivators to their lower classmen. Mentoring will be essential to
531 eliminating stereotypes, protecting cultural identity, and improving the effectiveness of education
532 for indigenous children.

533

534 78. The Permanent Forum recommends creating or improving radio/internet broadcast-based
535 educational programs for indigenous children, especially those in remote areas.

536

537 **E. CURRICULAR AND EXTRACURRICULAR ACTIVITIES**

538

539 79. The Permanent Forum calls for an increase in allocation of resources in ECOSOC assessed
540 contributions to provide access to service learning programs and initiatives, which have been
541 empirically proven throughout the world to improve education, break down stereotypes, instill
542 students with a sense of civic engagement, helps them to become fully integrated into the
543 community, and builds leadership skills while improving the communities in which they live.

544

545 80. The Permanent Forum recommends that ECOSOC provide resources to increase programs
546 such as sports, clubs, and activities that allow indigenous and non-indigenous children to work
547 and play together, and to break down stereotypes, decrease bullying in schools, and allow

548 indigenous children extra opportunities to use their language skills. The model used for this
549 program would be the international organization Right To Play.

550

551 **F. RURAL EDUCATION**

552

553 81. The Permanent Forum advises the creation of new and reinforcement of existing
554 infrastructure for enhanced transportation for rural indigenous peoples to educational facilities.
555 The Permanent Forum requires collaboration between NGOs and governing organizations to
556 provide the necessary storage and maintenance structures for the continuous upkeep of the
557 modes of transportation to rural indigenous education facilities.

558

559 82. The Permanent Forum recommends NGOs to collaborate with indigenous communities
560 lacking basic infrastructure to establish a basic architectural structure including basic needs such
561 as water and electricity for the purpose of educating indigenous children.

562

563 83. The availability of educational material and monetary assistance that is suitable for
564 indigenous community, as demonstrated by the FAO/UNESCO Education for Rural People
565 program, would reduce further barriers in the access to education.

566

567 84. The Permanent Forum advises ECOSOC to recommend Member States and NGOs to further
568 supply educational resources required for indigenous communities such as, the importance of
569 providing necessary educational materials specifically bilingual textbooks, and the necessary
570 materials for information technology (IT) and other communication technologies.

571

572 85. The Permanent Forum reiterates the importance of NGOs, indigenous faith based
573 organizations, and all other relevant applicable organizations in assisting in education while
574 asserting the primary goal of protecting traditional indigenous cultures of the indigenous
575 communities.

576

577 86. The Permanent Forum encourages schooling systems based off the Shepherd's Project to
578 incorporate an internship program in the educational curriculum with indigenous tribal
579 knowledge emphasizing marginalized and excluded rural areas.

580

581 87. The Permanent Forum recommends that a tool similar to NAPLAN be used to measure the
582 improvement and progress of indigenous teaching programs by evaluating educational
583 achievement. Because every Member State and every indigenous group is different, we
584 recommend a broad and encompassing program that focusing on the most important elements of
585 educating each different group.

586

587 88. Keeping in mind the great success of the Indian education satellite EDUSAT/GSAT-3, the
588 Permanent Forum advises ECOSOC to further support similar education satellite programs. The
589 Permanent Forum emphasizes the importance of funding support by the developed countries.
590 Besides financial help, technological support will be highly appreciated. The launching of
591 education satellites will both strengthen the education level of indigenous children as well as of
592 the population in remote regions, who so far do not have access to education systems as a whole.

593

594 89. The Permanent Forum advises adjustment to academic calendars so that they meet the needs
595 of indigenous groups who work seasonally. Indigenous work, such as crop picking in Australia,
596 requires the great contribution of the aboriginal community during its season. The Australian
597 Bureau of Statistics reported trends in unemployment and age, within the indigenous aboriginal
598 community, which correlate with each other and show that unemployment decreases from 16%
599 to 5% with increasing age. This shows that there is increasing pressure to prioritize crop picking
600 as their chief operation during the work season, and youth especially are contributing factors to
601 the success of the aboriginal work.

602

603 90. The Permanent Forum recognizes that indigenous communities, specifically in pastoralist
604 and hunter-gather communities are unable to participate in schooling due to the necessity to
605 attend daily chores and jobs. The forum recommends that educational institutions shift daily
606 schedules to fit the work schedule of indigenous groups. It also endorses programs such as the
607 Shepherd Project in Kenya, which has been empirically successful in switching classes from a
608 traditional morning schedule to an optional night schedule. Shifting to an open class schedule
609 would make classes more accessible to indigenous children in all nations.

610

611 **G. POST-SECONDARY EDUCATION**

612

613 91. The Permanent Forum acknowledges the importance of setting long-term educational goals
614 and emphasizing post-secondary enrollment, in order to have a positive spillover effect in other
615 aspects of indigenous life. The Permanent Forum further acknowledges that adequate education
616 is a pathway to improving the socioeconomic status of indigenous peoples and will facilitate the
617 timely achievement of the Millennium Development Goals in their communities.

618

619 92. The Permanent Forum recognizes that there is a direct correlation between the economic
620 prosperity and support efforts by Member States to increase enrollment in technical and post-
621 secondary education. To promote such enrollment on a global scale, the Permanent Forum
622 encourages the Economic and Social Council to look into the example of Australia's *Indigenous*
623 *Wage Subsidy* and how it might be modeled in other Member States. The program provides a
624 wage subsidy to employers for employing eligible Aborigines and Torres Strait Islanders after
625 having been employed for a period of 13 and 26 weeks. It is also possible for employers to get
626 refunding for training costs. Such programs not only encourage employers to employ indigenous
627 peoples, but also encourage indigenous children to finish school.

628

629 **H. FINANCIAL MECHANISMS FOR EDUCATIONAL DEVELOPMENT**

630

631 93. The Permanent Forum considers the financing through cooperation as a crucial part of
632 increasing the accessibility and quality of education for indigenous children.

633

634 94. The Permanent Forum endorses bilateral and regional cooperation in the provision of
635 materials, financial resources, and educational programs in order to establish or improve existing
636 educational systems and programs with an emphasis on indigenous education. Such cooperation
637 should focus on the establishment of safe educational institutions, especially in geographically
638 remote regions and the provision of textbooks and other pedagogical resources.

639

640 95. The Permanent Forum suggests the implementation of regional funds such as the *Fund for*
641 *the Development for the Indigenous Peoples of Latin America and Caribbean*, which provide
642 training and technical assistance to strengthen education, development of management capacity,
643 human resource formation, and information and research capabilities for indigenous peoples and
644 their communities.

645
646 96. The Permanent Forum suggests the implementation of financial support programs, with an
647 emphasis on accessibility. Schemes such as the *Canadian Post-Secondary Student Support*
648 *Program and the Australian Disability and Indigenous Peoples Education Fund* are noteworthy
649 examples.

650
651 97. The Permanent Forum encourages ECOSOC, in its programming of education initiatives vis-
652 à-vis Member States, to further engage the private sector in the development and advancement of
653 educational mechanisms available to indigenous children through the establishment of
654 scholarships, grants, and loans.

655
656 98. The Permanent Forum recommends the programs initiated by the multinational organizations
657 in cooperation with Member States, in the field of launching programs to facilitate multi-media
658 education, which provides funding and other support for broadband deployment and adoption for
659 educational purposes in rural areas and remote geographical regions, such as *International*
660 *Institute for Communication and Development*. The institute promotes information and
661 communication technology programs in Africa and Latin America with a specific focus on
662 education and indigenous communities.

663 664 **I. WORLD CONFERENCE ON INDIGENOUS PEOPLES**

665
666 The Permanent Forum looks forward to the World Conference on Indigenous Peoples.