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

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Summary Report


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.
I. Introduction

A. BILINGUAL AND MULTI-LINGUAL EDUCATION

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

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

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

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

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

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

B. ELIMINATING DISCRIMINATION

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

8. The International Conference on Population and Development Beyond 2014 serves as an opportunity to address concerns of government, civil society, and UN partners to best assist the populations. The ICPD Global Youth Forum, consisting of more than 3,000 youth participants from around the world, addresses concerns involving young people with the goal of a holistic
approach. In terms of education, the Youth Forum discusses comprehensive educational strategies that approach the cultural barriers between various youth group populations. The Indigenous Peoples Voices of the World Conference, which has several socio-cultural caucuses within the conference, mostly addresses the main concerns of the Indigenous communities around the world and has involvement from most governmental groups, as well as tribal leaders.

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

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

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

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


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

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

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

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

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

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

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

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

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

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

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

25. The Australian government recognized the wide gap between indigenous and non-indigenous people in its territory. In response, Australia has developed a very successful preschool program for their indigenous Aboriginal people, called the Indigenous Early Childhood Development National Partnership Agreement, which not only provides early childhood day care, but also focuses primarily on successful transition into preschool. This program has been so successful because it recognizes the need for early childhood training, financial support for families, and developmentally and culturally appropriate play and learning experiences that develop individual children's strengths, abilities and interests.
26. Human Rights Council resolution A/HRC/RES/18/8 (2011) Clause 6, titled Human rights and Indigenous Peoples, requests that the General Assembly recognize that education is an important way to contribute to the maintenance of indigenous cultures.

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

D. SCHOOL FACULTY

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

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

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

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

33. Indigenous girls are at a more disadvantaged position than indigenous boys, as previously discussed at the third session of the Permanent Forum. According to a 2008 report by Naomi Kipuri, a member of the Working Group on Indigenous Peoples/Communities of the African Commission on Human and Peoples' Rights on behalf of UNESCO, only 25% of indigenous girls are enrolled in school by the age of 16, compared to 45% of boys. In the country of Ethiopia, for example, a survey has shown that the literacy rate for female pastoralists was 4.8%, compared to the 23% literacy rate for male pastoralists. Subsequent studies have shown that there has been a rise in school enrollment for girls when bilingual education programs have been established in communities.
34. One of the greatest threats to indigenous peoples comes not from malice, but from lack of knowledge. Article 15(2) of the *United Nations Declaration on Indigenous Peoples* recommends that states work with indigenous peoples to combat the prejudice that many indigenous peoples suffer.

**E. CURRICULAR AND EXTRACURRICULAR ACTIVITIES**

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

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

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

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

**F. RURAL EDUCATION**

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

40. UNESCO has successfully implemented several programs that aid rural communities including indigenous peoples including the FAO/UNESCO Education of Rural People Program which continues to provide access to educational materials for rural people including indigenous communities.
41. The Permanent Forum notes the report on July 11, 2011 by the Special Rapporteur on the Rights of Indigenous Peoples (SRRIP) on the implementation model of the Observe, Reflect, Act (ORA) in Congo, which has given access to basic education to over 1,600 indigenous children in the Congo.

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

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

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

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

G. POST-SECONDARY EDUCATION

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

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

48. The International Conference on Population and Development Review International Conference on Human Rights will be co-hosted by the government of the Netherlands, the
UNFPA and UN High Commissioner for Human Rights held between July 7 to 10, 2013. This will be addressing the concerns of populations amongst nations and communities.

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

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

H. FINANCIAL MECHANISMS FOR EDUCATIONAL DEVELOPMENT

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

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

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

K. WORLD CONFERENCE ON INDIGENOUS PEOPLES

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

II. Mandate

A. IMPROVING ACCESS TO EDUCATION FOR INDIGENOUS CHILDREN

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

III. Conclusions and Recommendations

A. BILINGUAL AND MULTILINGUAL EDUCATION

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

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

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

c. New Zealand’s “Te Kohanga Reo” program is a pre-kindergarten immersion program for children from birth to six years old, in which the language of...
communication is Maori, the indigenous language. The purpose of this program is
to cultivate knowledge of the indigenous language, and subsequently culture,
from an early age in the hopes that it will be maintained to some extent
throughout the child’s life.

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

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

a. The inclusion of culturally relevant curricula into the national educational
programs will help retain indigenous youth in school. These programs have been
successful in enhancing the educational experience of indigenous children and in
helping to retain youth in schools at all educational levels.

b. The reauthorization of the Elementary and Secondary Education Act in the United
States facilitates cooperation between school districts and the constituents of their
communities and allows for increased attention to minority communities. Under
this law, the United States sets aside a portion of federal funds to pay for language
immersion and restoration programs which contribute to the success of bilingual
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c. In developing countries, cooperation with NGOs is very beneficial in
implementing bilingual education for indigenous youth. In Nicaragua, the Project
Excelencia, led by the American Institute for Research, encourages active
teaching and community involvement. The Excelencia model functions in 3,000
schools in Nicaragua, where it partners with local NGOs to help develop bilingual
curricula. Aspects of this project include: expansion of bilingual approaches into
the autonomous regions of the Atlantic coast where most indigenous Nicaraguans
live, curriculum validation, research studies, and school construction and
management.

d. An education reform that has made significant difference is the Intercultural
Bilingual Education program in Bolivia, where the indigenous languages of
Quechua, Aymara, and Guarani are stressed. By 2002, 192,238 students were
benefiting from IBE in 2,899 schools. It is noted by positive reports from the
United Nations, International Monetary Fund, and the World Bank that the IBE
has great potential to reduce discrimination and decrease high school dropout rates in Bolivia. Furthermore, these indigenous languages, as well as 34 other indigenous languages, are recognized as official languages of Bolivia.

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

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

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

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

### B. ELIMINATING DISCRIMINATION

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

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

65. Local communities are made up of youth groups, and by structuring a framework of dialogue reflecting the ICPD youth forums around the world, non-indigenous and indigenous groups can best address their concerns and become culturally aware of one another. The United Nations
Permanent Forum on Indigenous Issue's sessions is a high-level agency that works diligently with important officials representing the population in question.

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

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

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

C. CULTURALLY SENSITIVE CURRICULA

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

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

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

72. The Permanent Forum emphasizes the importance of secondary school programs that will encourage students to work on a project that combines standard education as well as traditional and cultural knowledge learned in indigenous tribes.
73. The Permanent Forum imagines a system where indigenous parents, children, and educators are involved in the planning, delivery, and evaluation of educational services, and through their involvement they have a chance to become more educated themselves. This was advised in the fourth session of the Permanent Forum, and will require the support and cooperation of non-governmental organizations, UNICEF, and Member States alike.

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

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

D. SCHOOL FACULTY

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

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

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

E. CURRICULAR AND EXTRACURRICULAR ACTIVITIES

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

80. The Permanent Forum recommends that ECOSOC provide resources to increase programs such as sports, clubs, and activities that allow indigenous and non-indigenous children to work and play together, and to break down stereotypes, decrease bullying in schools, and allow
indigenous children extra opportunities to use their language skills. The model used for this program would be the international organization Right To Play.

F. RURAL EDUCATION

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

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

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

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

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

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

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

88. Keeping in mind the great success of the Indian education satellite EDUSAT/GSAT-3, the Permanent Forum advises ECOSOC to further support similar education satellite programs. The Permanent Forum emphasizes the importance of funding support by the developed countries. Besides financial help, technological support will be highly appreciated. The launching of education satellites will both strengthen the education level of indigenous children as well as oft the population in remote regions, who so far do not have access to education systems as a whole.
89. The Permanent Forum advises adjustment to academic calendars so that they meet the needs of indigenous groups who work seasonally. Indigenous work, such as crop picking in Australia, requires the great contribution of the aboriginal community during its season. The Australian Bureau of Statistics reported trends in unemployment and age, within the indigenous aboriginal community, which correlate with each other and show that unemployment decreases from 16% to 5% with increasing age. This shows that there is increasing pressure to prioritize crop picking as their chief operation during the work season, and youth especially are contributing factors to the success of the aboriginal work.

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

G. POST-SECONDARY EDUCATION

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

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

H. FINANCIAL MECHANISMS FOR EDUCATIONAL DEVELOPMENT

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

94. The Permanent Forum endorses bilateral and regional cooperation in the provision of materials, financial resources, and educational programs in order to establish or improve existing educational systems and programs with an emphasis on indigenous education. Such cooperation should focus on the establishment of safe educational institutions, especially in geographically remote regions and the provision of textbooks and other pedagogical resources.
95. The Permanent Forum suggests the implementation of regional funds such as the *Fund for the Development for the Indigenous Peoples of Latin America and Caribbean*, which provide training and technical assistance to strengthen education, development of management capacity, human resource formation, and information and research capabilities for indigenous peoples and their communities.

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

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

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

### I. WORLD CONFERENCE ON INDIGENOUS PEOPLES

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