The United Nations Educational, Scientific, and Cultural Organization (UNESCO)

Topic: Improving Literacy Rates among Indigenous People

Director: Hazel Heo

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To Delegates of CHSMUN Novice 2020

Dear Delegates,
Welcome to CHSMUN Novice 2020!

It is our highest honor and pleasure to welcome you all to our 2020 online novice conference here at Cerritos High School. On behalf of the Cerritos High School Model United Nations program, we are proud to host our very first virtual novice conference, where you will become more knowledgeable on international issues, participate in intellectually stimulating discussions, and create new and everlasting friendships.

The CHSMUN program continues to compete around the world as a nationally ranked MUN program. Our delegates utilize diplomacy in order to create complex solutions towards multilateral issues in the global community. Our head chairs are selected from only the best seniors of our program, undergoing a rigorous training process to ensure the highest quality of moderating and grading of debate. Furthermore, all the topic synopses have been reviewed and edited numerous times. We strongly believe that by providing each and every delegate with the necessary tools and understanding, he or she will have everything they need to thrive in all aspects of the committee. We thoroughly encourage each delegate to engage in all of the facets of their topic, in order to grow in their skills as a delegate and develop a greater knowledge of the world around them.

Although this wasn't what we expected, our advisors and staff have put in countless hours to ensure delegates have an amazing experience at the online conference. Our greatest hope is that from attending CHSMUN 2020, students are encouraged to continue on in Model United Nations and nevertheless, inspired to spark change in their surrounding communities. CHSMUN Novice 2020 will provide a quality experience for beginner delegates to develop their speaking and delegating skills.

If you have any questions, comments, or concerns, please contact us! We look forward to seeing you at CHSMUN Novice 2020!

Sincerely,

Anjali Mani and Karishma Patel

sg.cerritosmun@gmail.com

Secretary-Generals

Committee Introduction

      UNESCO, or United Nations Educational, Scientific and Cultural Organization, Is an organ member that is a part of the United Nations. Specializing in the achievements of the Sustainable Development Goals (SDGs) outlined in Agenda 2030, UNESCO strives to allow for the preservation of educational standpoints and the rehabilitation of people and culture such as indigenous individuals. Originally founded on November 4th in 1945, UNESCO was created with the intention to ensure that cultures throughout the International Community would be able to be preserved and kept safe even in the midst of constant development. As of 2020, there are currently 195 member states within UNESCO, with Palestine being the most recent addition in 2011. With the main catalyst of the creation of UNESCO being the following aftermath of world war, countries realized that there must be a certain organizational body to ensure that communities that were at high risk of cultural Erasure would be kept safe. Since then, UNESCO has strived to ensure that communities such as the indigenous, endangered, and minorities are able to remain constantly preserved and avoid risks of eradication. With UNESCO's main mission being the strengthening of the rule of law, respect for Human Rights, and freedom of expression, they continue to strive to allow for International cooperation for a wide variety of topics and concerns.

Topic: Improving Literacy Rates among Indigenous People

Background:

Following the rise of imperialism from the 1800s, indigenous peoples have always been cast aside and forced to adhere to the standards of the countries that conquered them. An example of a way that indigenous people had been affected includes the eradication and loss of their own native languages due to constant linguistic discrimination. Due to the fact that it is fairly common for indigenous peoples to have their own traditional and sacred languages, the constant amount of forced language changes made by colonizers and imperialists alike has led to the constant eradication and the constant decline of indigenous languages. Even without the constant discrimination from colonization and imperialistic viewpoints, political, economic, and social discrimination still exist within mant indigenous communities today. With one of the largest contributing factors being language barriers, indigenous individuals often find themselves having to conform to the new native languages that they have within their own countries or regions. Some countries have made significant efforts to ensure that Indigenous people and their languages are kept safe, such as in Norway within the Sami, or in New Zealand within the Maori. However, these are only a few examples within the entirety of the International Community, and many indigenous people have yet to find their own justice. Another contributing factor to the constant loss of indigenous language and decrease in literacy rates is the fact that indigenous people often have less access to proper education. With many countries completely abandoning indigenous rights and needs, financial and economic prosperity are often lacking withinindigenous communities. Due to this, access to education is an extremely difficult task, and many within the young generations of indigenous tribes and communities do not have the proper access to education that they require. An example of this is within Nepal, where the Dalit indigenous group only had a 10% literacy rate in comparison of the 60% of the rest of the population. Within the 2001 census that took place in Australia, it was found that only 3% of indigenous people were able to ever attend school. This directly reflects into the statistic that only 0.9 percent of indigenous individuals were able to have a minimum literacy rate. This places indigenous people in a constant loop, due to the fact that economic stability is necessary in order to receive education. However, they are unable to obtain jobs or other means of obtaining monetary funds due to their own lack of present education. With this constant cycle occurring, it is inevitable that indigenous people will only continue to fall deeper into illiteracy, with the chances of being able to rehabilitate any forms of indigenous life becoming slim. Even in political sector, most indigenous people cannot vocally speak out considering the economic and political status of the indigenous people, and the low literacy rate also disables them from fully understanding different criterias between the actions they can take, misunderstanding what can benefit them in social, economic and political aspects.

United Nations Involvement:

In most cases, education systems do not respect indigenous people's diverse cultures that show their identity through different language, culture and habits. Educational materials and products that provide higher education to increase literacy rate is often not a case for indigenous people, where indigenous people can not fully enjoy their rights despite numerous international support that proclaim universal rights to education. Recognizing the ethinica and cultural discriminations at schools are major obstacles for indigenous people to access education, in 2018, the United Nations Educational, Scientific and Cultural Organization(UNESCO) developed in cooperation with indigenous peoples, Member States, the permanent forum on indigenous issues, and the special rapporteur on the indigenous peoples for the action plan for the 2019 international year of indigenous languages. The right of indigenous people to education is mainly protected by the UN Declaration on the Rights of Indigenous Peoples, which in Article 14 states that "Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning." Furthermore, the Goal 4 of the 2030 Agenda for Sustainable Development Goals calls for ensuring equal acquaintances to all levels of education and vocational multidisciplinary training for the indigenous peoples and children in vulnerable situations. Despite these international initiatives, indigenious people's right for education and the chance for increase in literacy rate have not been fully realized for most of the people, where the critical gap still exists between the general public and the indigenous groups. There are about 370 million indigenious people living in the world, living in over 90 countries, and these people speak the majority of the world's languages with 7,000 languages and 5,000 different cultures. In the year 2000, the United Nations Permanent Forum on Indigenous Issues was created as the main United Nations body in order to look over the issues concerning the rights of the world's indigenous people. This was established during the Economic and Social Council (ECOSOC) in their resolution 2000/22. This started off with the World Conference on Indigenous Peoples, hosted by the General Assembly, on December 21, 2010. The purpose of this conference was for countries to share their perspective of the rights of indigenous people and was the start of creating objectives for the United Nations Declaration on the Rights of Indigenous People. Then followed with the World Conference on Indigenous People which was held from September 22-24 in 2014, which they stressed the importance that "indigenous peoples are equal to all other peoples, while recognizing the right of all peoples to be different, to consider themselves different, and to be respected as such."

Bloc Positions:

Western Bloc: Within the Western Bloc, indegenious groups have been very prevalent since the 1800s. Following the time period of expansion, as more and more territories were taken over and more and more indegenious populations were diminished. The constant erasure of culture has been the reality for over 5.2 million Native Americans within the US and for the Sámi, who are currently the only indegenious people living within Europe. Annually within North America, indegenious peoples are only given about 20 billion dollars in compensation, which is not nearly

enough for a belt one sure that proper educational standards can be put in place. In Europe however, seeing as there is only a single remaining indigenous group, the amount of support that they have been able to receive has been sufficient enough to ensure that the literacy rates of those within these indigenous communities are accessible.

Latin America and Caribbean Bloc: Although Indigienous peoples make up a small percentage within the populations of the countries within this bloc, discrimination against those who are indigenous is significantly less than those of other blocs. However, in highly developed areas, this is not the case. Access to proper funding and education has been difficult, as many individuals within Latin American countries already do not have stable access to steady economic inputs. According to the UNDP, there are currently over 590 ethnic groups within Latin America, and it has been reposted that over 60% of them are unemployed, while as of 2018, over 75% have expirejeved some form of discrimination for their own native languages. With this, it showed that the constant need for access to better education and adequate funding for these educational institutes is needed.

African Bloc: Out of all blocs in the International Community, the African Bloc has the highest composition of Indigenous peoples. However, the amount of isolation they have to other individuals within the continent are also severely high. This means that the constant isolation politically, economically, and even geographically has led to the constant erasure of educational standpoints that specialize in teaching important aspects such as literacy in language. Furthermore, given the current economic state of the African Bloc, efforts for Indigenous funding and conservation are extremely limited.

Asian-Pacific Bloc: Within the Asian Pacific Bloc, there are high numbers of Indigenous groups, yet the isolation from higher states and cities is very high as well. Due to ethnic and cultural standards deeply rooted within the majority of tribes in the Asian Bloc, predominantly within the South Eastern Asian area, the ideals of mixing back in with society and becoming cohesive with their respective counties is very rare. This means that the opportunity for educational resources is scarce, and even with constant access, often these indigenous individuals would reject such integrations into society. According to the UNODC Indigenous Peoples Report of 2014, it was stated that 85% of indigenous peoples have refused to give into assimilation and preferred to be left alone by society. This further proves the difficulty of being able to preserve dictation access and reintegration into society.

Basic Solutions:

With the constant cycle of having a lack of education, limited job opportunities and unemployment, the struggles that Indigenous people go through has worsened in the past decade. However, given the cultural and ethical beliefs of many indigenous groups, simply forcing reintegration into society is not plausible. Therefore, approaches such as economic stabilizers and stimulators should first be utilized in order to ensure that proper funding is given to Indigenous communities to prepare a baseline of educational approaches. By beginning a chain reaction of economic potential and stimulation to Indigenous peoples thrive additional funding, it

can ensure that they are able to sustain themselves without having to depend on the constant flow of compensation money. Furthermore, allowing for economic stimulation will allow Indigenous individuals to become self sufficient, which in turn gives them the opportunity to access basic educational needs. Another important aspect within allowing for the development of literacy rates within Indigenous peoples, is ensuring that educational institutes are able to overcome the language barriers that may come as time goes by. UNESCO has been able to ensure that certain NGOs and Programs such as the Indigenous Skills and Employment Training (ISET) Program could be utilized to ensure that certain Indigenous groups had access to the necessary training, education, and compensation for being employees under sub-governments. This not only allows for the development of new education institutes that are accessible to Indigenious individuals, but also is able to ensure that Indigneiuous individuals who are uncomfortable with interactions with non-Indigenious could be much more comforted and comfortable with a one-on-one environment.Lastly, the importance of sustaining traditional Indigenous ideals is key. Although the improvement of literacy rates is substantially important, it is important to recognize that Indigenous peoples still have their own tradition , customs, and ethics. Teaching such languages should be for their advantage, whether it is for the benefit of employment or everyday life. Being able to come up with systems that adequately allow for the cooperation of Indigenious people and those living with them is crucial. Due to this, allowing for the development of certain guidelines is necessary to ensure that Indigenious people's rights are respected, all while being able to benefit them with the advantages of having the knowledge of dual languages.

Questions to Consider:

1. What are your countries' policies and stance towards the Indigenous people currently? How does this shape different Indigenous people's educational chances and experiences?
2. What educational policies are currently provided for the Indigenous people in your country?
3. Are there any initiatives or policies that prevent the literacy gap between the indigenous people and the normal population? If so, how has this been implemented in the past, and what results has it shown?
4. How can your country accommodate the indigenous group that is unwilling to accept educational, cultural and language "modernization"?
5. How has your country responded to the conflict between corporations and the indigenous people?

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