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Expert Mechanism on the Rights of Indigenous Peoples Forth session

11 -13 July 2010, Geneva

Agenda Item 3: Follow up to Thematic Studies and Advice, the Study on Education Intervention by the International Indian Treaty Council

Read by Alberto Saldamando

Thank you Madame/Mr. Chairman, it is important to Indigenous Peoples that the valuable work of the EMRIP be shared with all other relevant United Nations programmes, and for a. Our delegation would recommend that its study, such as the Study on Education be forwarded to appropriate and targeted fora, such as Special Procedures, Treaty monitoring bodies and other Subsidiary Organs and Specialized Agencies.

We understand that the CERD and the Special Rapporteur have already reacted in a good way to the EMRIP Study on Education. Our delegation would suggest focused communications concerning its studies to UN system. EMRIP should consider or if it feels it is required, receive a general mandate, to identify appropriate UN Agencies, Programmes, Subsidiary Organs and Specialized Agencies given the theme of the particular study, and to circulate its reports with letter from EMRIP to these fora, that they consider the report and recommendations in the furtherance of their mandates, programmes and policies. It could also be requested that they respond as to usefulness of the Study in their work.

With regard to Special Procedures, the study should be forwarded to the Special Rapporteur on Education and the Independent Expert on the right to culture, that they consider the report in the exercise of their mandates, particularly in conjunction with communications from and country visits to States where Indigenous Peoples live.

Treaty monitoring bodies, in addition to the CERD Committee, the Committee on the Rights of the Child, the Human Rights Committee, the Committee on the Elimination of discrimination against women and the particularly the Committee on Economic Social and Cultural Rights, for use in examination of Periodic reports from States where Indigenous Peoples live.

The United Nations Education Scientific and Cultural Organization, UNESCO, could be specifically asked for their consideration use in Educational, Scientific and Cultural strategies, programmes and activities with regard UNESCO activity on the Millennium Development Goals, and indigenous peoples, and recommendations to States where Indigenous Peoples live. Recommend consideration of the Report for use with particular regard, UNESCO's unique mission to contribute to the building of peace, the

eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information and indigenous peoples.

The same request could be made of the United Nations Children's Fund, UNICEF. UNICEF has targeted the central role of education in the Millennium Development Goals.

In addition to the Special Rapporteur on rights of indigenous peoples, the Special Rapporteur on Education would be an important ally in the examination of education and Indigenous peoples, in considering not only communications, but in the Mandate's missions to countries.

Mr. Chairman, the situation the education of our Peoples and particularly our children has been deplorable in most of our governments. In the United States, Canada and Australia, the legacy of the forced removal to many times corrupt and inhumane boarding schools is within the living memory of many. These practices, only recently ended, have led to the loss of identity, culture and languages. We need to ensure that the education of our children conforms to our own needs and cultures throughout the UN system and ultimately in each and every region of the world.

Thank you, Mister Chairman