

**UN Permanent Forum on Indigenous Issues, Twelfth Session, May 20<sup>th</sup> -31<sup>st</sup>, 2013**  
**Global Indigenous Women's Caucus Statement by Otilia Lux**  
**Agenda Item 3(b) Education**

**Honorable Chairperson, Members of the Permanent Forum, Sisters and Brothers,**  
We, the Global Indigenous Women's Caucus, understand the importance of education within Indigenous communities and also recognize the critical need for Indigenous created, centered, and controlled educational curriculums, systems to support women, girls, and communities. In the context of this Forum, Education must encompass our spiritual, mental, emotional, physical, traditional, cultural and linguistic livelihoods as Indigenous women and caretakers of our future generations.

The Global Indigenous Women's Caucus adopted the following recommendations at the May 17, 2013 GIWC meeting:

1. Reaffirming the recommendation that the Permanent Forum made in its 11th session calling upon states to include in all education curricula, in particular the school system, a discussion of the doctrine of discovery/dispossession and its contemporary manifestations, including land laws and policies of removal.
2. Reiterating the Permanent Forums recommendation from paragraph 28 of the 3rd session, encouraging Member States to facilitate the establishment of civil society organizations, including Indigenous organizations, to assist in the preservation and protection of indigenous cultural heritage. We encourage this to be done with full and effective participation of Indigenous women.
3. Expressing our continued support for the Permanent Forum recommendation that Member States adopt legislation acknowledging that the traditional knowledge of Indigenous peoples is their inalienable cultural heritage and embodies their cultural identity and that they make available such legislation and information in local Indigenous languages, as sited in paragraph 27 of the 3<sup>rd</sup> session.
4. Recalling the Permanent Forum recommendation from paragraph 163 of the 3<sup>rd</sup> session, that States, relevant United Nations agencies and other intergovernmental organizations and bilateral donors support strategies for intercultural prevention and eradication of violence against women that are designed and driven by Indigenous women's organizations and that consider indigenous approaches to address gender-based violence through preventative education.
5. Renewing our support for the recommendation that States should endorse intercultural education as national policy priority to ensure equal access for Indigenous children to quality and culturally appropriate primary education, as stipulated in the Convention on the Right of the Child. In the context of the Millennium Development Goals, particularly the achievement of primary

universal education, the Forum recommends that States, the United Nations system and other intergovernmental organizations pay attention to intercultural bilingual education for Indigenous peoples at the preschool, primary and tertiary levels. As recommended by the Permanent forum in paragraph 48 of the 4<sup>th</sup> Sessions report.

6. Reaffirming that Member States should consider the adoption and full implementation of comprehensive national Indigenous education policies based on the following goals of establishing effective arrangements for the participation of Indigenous women, parents and community members in decisions regarding the planning, delivery and evaluation of education services for their children, young people and other community members, including elders. Providing community education services which will enable Indigenous peoples in particular women, to develop the skills to manage the development of their communities. Providing education and training services to develop the skills of Indigenous people to participate in educational decision-making. Appreciation, understanding and respect for Indigenous cultures: Indigenous peoples should be resourced and supported to establish their own education systems, including schools, should they so choose. Also, traditional indigenous education and its structures should be respected and supported as recommended in the Permanent Forums 4<sup>th</sup> session report.

In conclusion, we thank you for the consideration of full implementation these recommendations, as Indigenous-centered education and the rights to determine our own culturally and spiritually appropriate mechanisms to educate ourselves, our youth and our Peoples are substantive to who we are as Indigenous women.