

15th Session of UNPFII

Agenda Item 4

2016/5/12

Intervention made by Habitat Pro

On behalf of Habitat Pro Association, we would like to emphasize that ensuring local sustainability of indigenous peoples' local community is urgent. Community work should be supported because it is closely related to ending the injustice and inequality which have been perpetrated on the Indigenous women and youth. While States' financial support is crucial, in reality there are big gaps between fundings that adversely affected our advocacy work. At the same time, we cannot stop our work just because we do not have states' funding. We cannot rely on states' funding to continue our work.

Our work is highly relevant to the indigenous peoples, especially youth in the urban context. Many indigenous people have to leave their traditional territories for study or work. This leads to more and more indigenous youth being born or raised far away from their ancestors' land and naturally adopted the ways of living under the strong influence of the colonial culture. They are easily being alienated from their heritage, culture, language, land. Consolidating the link between the indigenous youth and their traditional ancestral lands is important and therefore central to our work.

Echoing the recommendations put forward by the GIYC, we emphasize that advocating for a more inclusive education for Indigenous Youth is the solution to the contemporary challenges they are facing. As stated in Article 14, 15, 21 of the UNDRIP, it is critical to ensure Indigenous youth has the rights for education and a safe environment for cultural practices and expressions. We have seen great examples of indigenous led education programs, including the first world indigenous school in Los Angeles, the Sami Pathfinder program at Norway, Maori Immersion Schools in Aotearoa New Zealand, Indigenous culture-oriented Science Education program in Taiwan, and the #14Indigenous project by Habitat Pro. Many indigenous leaders and educators around the world are also working hard to ensure that at the critical stage of self-identity, indigenous children and youth can have a cultural-oriented inclusive and equitable quality education, which met the 4th goal of the Sustainable Development Goals.

We recommend:

1. UN agencies and funds should engage capacity building with active indigenous groups with the goal that engaging these groups to further share their grassroots experiences in their respective region.
2. A follow-up study to be conducted on the adopting and implementing comprehensive national indigenous education policies based on: participation, access, attainment, appropriate curricula, capacity building and anti-racism strategies (session 3, para 19), with special focus on indigenous youth in the urban context.
3. UNICEF and other UN relevant agencies are recommended to develop a fellowship for indigenous people, especially indigenous youth in the urban context, in order to empower indigenous people and strengthen the link between them and their homeland.

Thank you Chair.