INDIGENOUS CHILDREN RIGHTS.  
EQUALITY, INCLUSION, HUMAN DEVELOPMENT

Martha Llanos, PhD

WORLD FORUM FOUNDATION

HONOLULU, HAWAI 3-6 MAY 2011
The 13th of September 2007 will be remembered as a day when the United Nations and its Member States, together with Indigenous peoples, reconciled with past painful histories and decided to march into the future on the path of human rights."

Victoria Tauli-Corpuz, Chair of the UN Permanent Forum on Indigenous Issues
Outline presentation

- Context analysis
- Indigenous children rights
- Human Development
- Indigenous concepts of education
- Proposals
INDIGENOUS POPULATION IN LATIN AMERICA

- Bolivia: 71%
- Guatemala: 66%
- Peru: 47%
- Ecuador: 43%
- Mexico: 14%
- Colombia: 2%
- Brasil: 2%
Peruvian indigenous children 3-5 years

- 32% access services
- 20% potable water
- 78% quechua speakers
- 49% poor
- 25% no birth registration.
- 79% health insurance but no doctors
- 20% malnutrition
- 20 languages
THE RIGHTS OF INDIGENOUS CHILDREN

- Birth Registration
- Health and Nutrition
- Education
- Protection from Abuse
EDUCATION

~ Illiteracy
~ School Drop-Outs
~ Exclusion
~ Marginalisation
~ Gender
~ Foreign Models
PROTECTION

Armed Conflict
Child Trafficking
Child Labour
Separation from Family
Convention on the Rights of Children

**Art.28** “Indigenous children shall be taught to read and write in their own Language or in the language most commonly used by the group to which they belong.”

**Art.29** “the development of respect for the child’s own cultural identity, language and values”

**Art.30** “In those States in which ethnic, religious or linguistic minorities or persons of indigenous origins exist, a child belonging to such a minority or who is indigenous shall not be denied the right, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language.”
A FUNDAMENTAL RIGHT OF INDIGENOUS CHILDREN

• The bilingual intercultural education is closely related to Art. 30 of the CRC.

• BIE creates a favorable school environment to develop the culture and language of indigenous children, strengthening their cultural identity and membership of ethnic groups, as well as their individual rights.
THE HUMAN DEVELOPMENT PARADIGM

1. ASSUMES THAT PEOPLE ARE THE TREASURE OF NATIONS.
2. DEVELOP HUMAN CAPABILITIES WITH EQUAL ACCESS.
3. IT IS MULTIDIMENSIONAL AND CAN NOT BE REDUCED TO A GNP MEASUREMENT.
4. POLICIES ARE EVALUATED BY THE EFFECT ON ITS PEOPLE.
5. EMPOWER PEOPLE IS A WAY TO ASSURE GROWTH & DEVELOPMENT.
6. LOOK FOR EFFICIENCY (OPTIMUM USE OF RESOURCES), EQUITY (JUSTICE IN ACCESS AND DISTRIBUTION) AND FREEDOM (POSSIBILITY TO CHOOSE).
7. EQUAL OPPORTUNITIES FOR CHILDREN, HANDICAP, POOR, ELDERS, INDIGENOUS PEOPLE).
8. ASSUME DEMOCRACY TO EXPAND RIGHTS AND FREEDOM OF CITIZENS.
9. GARANTEED OPPORTUNITIES FOR THE FUTURE GENERATIONS
10. INCLUDES THE FORMATION OF HUMAN CAPITAL, DEVELOPMENT OF HUMAN RESOURCES, SOCIAL WELL BEING
EDUCATION AS FREEDOM?
INDIGENOUS WORLDVISION

MOTHER EARTH

MOTHER NATURE

SPIRITUALITY

SACRED SITES
INDIGENOUS CONCEPT OF EDUCATION

balance between body, mind, heart and spirit.

nurture relationships between the individual, the family, the community, the nation, and all of Creation.
MEANINGFUL INTERACTIONS

Adults in the life of children
Teachers and Parents
PROPOSAL

• Curricula based on Community Interests and Collective Values.

• Programs based on Rights

• Mother-Tongue & Bilingualism

• Interculturalism

• Promotion of Resilience
WAWA WASIS (PERU)

- Model of Child Development
- Community-Based
- Male-Inclusive
- Working from Homes and/or Centres
- Curricula shared with the families
- Calls upon traditions, childplay.
ALLIN TAYTA (PERU)MEN IN ECD

• MULTISECTORAL PROGRAMME

• PROMOTION OF FATHERS INTERACTION WITH CHILDREN

• CHARACTERISTICS OF ALLINTAYTA
  RESPONSIBLE, COMMUNICATOR
  GOOD LISTENER, INTERESTED IN CHILDREN, EXPRESSIVE, DEMOCRATIC, RESPECTFUL
PERU LESSONS LEARNED

EMPHASIS ON URBAN- RURAL DIALOGUES. MIGRATIONS SUPPORT TO LOCAL GOVERNMENTS

INCLUSION OF INITIAL BILINGUAL INTERCULTURAL EDUCATION IN THE NATIONAL LAW OF EDUCATION

EVALUATION OF EXPERIENCES. DIVERSIFICATION TO OTHER PROVINCES AND COOPERATION ANDEAN REGION
FOR JOINING EFFORTS INDIGENOUS CHILDREN

GRACIAS
THANK YOU. NAMASTE

marthallanos@hotmail.com