

**United Nations Permanent Forum on Indigenous Issues  
Fourth Session - New York, May 19-27, 2005**

Indigenous Peoples and Millennium Development Goals  
**Human Rights and Education**

Recommendation and Action of Implementation  
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**Recommendation:**

That in the implementation of convening of an expert seminar to assess data relating to mother tongue medium education (MTM), as recommended by the Expert Paper E/C.19/2005/7 submitted to the Fourth Session of the UN Permanent Forum on Indigenous Issues, that a special attention be given to the **concept** of literacy, as defined by the diverse Indigenous Peoples in relationship to the development of prototype models of MTM learning systems and the Rights of Indigenous Peoples;

That in pursuit such data assessment and evaluation of model systems of learning and education, the Permanent Forum direct attention and resources to initiatives of the Indigenous Peoples in this regard and pursue action oriented strategies of engagement with such initiatives, example:

**Action of Implementation**

**Nican Tlach Ilhuitl - Hueyi Xinachtlahtokan, March 12, 2006, Izkalotlan, Aztlan**

Background:

As with other crimes against Humanity, colonization was declared as a violation of international law by United Nations resolution GA1514 (1960), which states, “All Peoples have the Right to Self Determination”;

As Indigenous Peoples of the Continent Abya Yala, Itzachilatlan (the Americas) victims of colonization for centuries at the hands of imperial powers and colonizing government states, we continue to suffer from the effects of weapons of mass destruction in the form of constructs of social systems predetermined by the imposition of Doctrine and reinforced by paradigms of education.

Principle among these is the Doctrine of Denial, namely the denial of history by predetermining with ethnocentric prejudice the criteria of distinction between “historic” and “prehistoric” in terms of Human Cultural Identity and thus recognition of Universal Human Rights. The result is a systematic violation in particular of the Rights of Indigenous Peoples in terms of History, Presence, and Destiny.

As consequence, the Doctrine of Denial is a denial of the basic Human Rights of our Indigenous Peoples, one which is perpetrated and supported by the “officialization” of versions of history as legitimate in terms of the colonizing legal systems. Instruction in these “official versions of

history” are shielded from intellectual evaluation in the context of Indigenous Rights, and Universal Human Rights of all Peoples, by an imposed prejudicial construct of context that is inherent to the dominant definition of “literacy” as being the derivative of alphabetization, in exclusion of all other learning systems and script technologies.

Colonization thus perpetuates this crime against the cultural identity of our Indigenous Peoples, which are termed “prehistoric”, not for lack of history but for achieving integral systems of learning and literacy beyond the linear, and alphabetized script systems of the colonizing intellectual regimes. These regimes of intellectual domination are then projected as the norm and goal of all literacy projects across the planet.

The implications in terms of the correlations between Millennium Development Goals, Human Rights and Education of the Indigenous Peoples are especially significant in a Rights Based approach to the issues, as language and law are twin precepts that emerge from the First International Instrument of Humanity and archive of the Nican Tlacah: Huehuetlahtolli - Mother Tongue Media.

Tlazocamati.

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