

Commission: Education

Session : ZONAL MUN 2024

Sponsors : Algeria, India, Syria, Pakistan, Nigeria, Mexico, Mozambique, Nepal, Madagascar, South Africa, Mauritius, Rwanda

**QUESTION OF: IMPROVING LITERACY RATE AMONG INDIGENOUS PEOPLE**

The General Assembly,

Recognising that, compared to the mainstream society, indigenous people have a low economic position which limits their scope to attend schools,

Affirming the UN report of Department of Economic and Social Affairs on Social Inclusion, indigenous people have issues to communicate due to a language barrier set by the normalization of education in certain languages only,

Recalling the World Bank report on Education for Global Development, the education provided to indigenous people does not often incorporate curricula and teaching methods that recognize their communities' histories, cultures, pedagogies, and native languages leading to higher dropout rates,

Concerned by the persistently low literacy rate among indigenous communities despite the United Nations Declaration on the rights of indigenous people which affirms their right to education in Article 14,

Noting with regret that the education provided to native people does not cater for communal ways of life and cooperation whereby they are taught relevant survival and work skills suitable for indigenous economies,

Keeping in mind that indigenous communities often lack resources such as infrastructural facilities, budgetary constraints, and trained teachers that make the provision of quality education to indigenous people difficult,

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1. Seeks the provision of economic support from the United Nations Development Programmes to alleviate poverty among indigenous communities by allocating sufficient resources;

2. Urges Governments to prioritise the education of indigenous populations in national education policies by creating community-based literacy programmes;

3. Requests partnerships with international organizations such as UNESCO, UNICEF and NGOs to provide technical and financial support for literacy programmes targeting indigenous population;

4. Recommends the enhancement of teacher qualifications through the development of teacher training programmes specifically designed to prepare educators to efficiently teach in indigenous contexts focusing on bilingual education and culturally relevant pedagogy;

5. Invites member states to adopt policies that protect and promote the cultural heritage of indigenous people, recognizing that a strong cultural identity contributes to the overall well-being and educational success of indigenous students;

6. Encourages the use of technology such as virtual learning platforms and radio programmes to teach geographically isolated indigenous communities, facilitating access to educational content and resources;

7. Applauds UNESCO for having proclaimed 2019 as the International year of Indigenous languages based on a resolution of the UN Permanent Forum on indigenous issues, which aimed to raise awareness of the consequences of an erosion of Indigenous languages;

8. Demands for regular monitoring and evaluation of literacy programmes to assess their effectiveness and to make necessary adjustments, ensuring continuous improvements and adaptations to the needs of indigenous learners;

9. Calls for more investment in infrastructures such as building of schools, libraries, digital learning centers for poor and neglected tribes to improve their education levels;

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10. Strongly urges all member states present in this commission to support this resolution as solving this issue will bridge the gap between indigenous people and the rest of the society, given that:

- a) Indigenous people`s human rights are respected;
- b) Efforts are made to provide appropriate education to this community;
- c) This issue is sensitized all over the globe to show a sense of urgency on the matter.