

# **THE INDIGENOUS PEOPLES' HUMAN RIGHTS HANDBOOK AND CURRICULUM**

Prepared for:

*The International Indian Treaty Council Conference  
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Aotearoa (New Zealand)*

By:

**The International Indian Treaty Council (IITC)  
&  
The University of Minnesota  
Human Rights Resource Center**

## Sponsoring Organizations

Two human rights organizations are co-publishing *The Indigenous Peoples' Human Rights Handbook and Curriculum*, a first-of-its-kind resource kit for activists and educators including a training guidebook, secondary school curriculum, and multi-media teaching program.

### **The International Indian Treaty Council**

The International Indian Treaty Council (IITC) is an organization of Indigenous Peoples from North, Central, South America, and the Pacific working for the Sovereignty and Self-Determination of Indigenous Peoples and the recognition and protection of Indigenous Rights, Traditional Cultures, and Sacred Lands. William Means, of the Lakota Nation, is a co-founder and board member of the IITC and has worked in Indigenous Peoples' Human Rights since the organization's establishment in 1974.

### **The University of Minnesota: Human Rights Resource Center**

The University of Minnesota Human Rights Resource Center, founded in 1988, is located at the University of Minnesota Law School in Minneapolis, Minnesota. The center develops, markets, and distributes human rights education materials. Through its national program, the Resource Center's associates also train educators and advocates to educate others about human rights and social justice.

William Means  
Executive Director,  
International Indian Treaty Council  
P.O. Box 7276  
Minneapolis, MN 55407 USA  
Telephone: (612) 724-3666  
Fax: (612) 724-3781  
E-mail: [indiancar@msn.com](mailto:indiancar@msn.com)  
Web site: <http://www.treatycouncil.org/home/htm>

Kristi Rudelius-Palmer  
Director, University of Minnesota  
Human Rights Resource Center  
229-19<sup>th</sup> Avenue South  
Minneapolis, MN 55455 USA  
Telephone: (612) 626-7794  
Fax: (612) 625-2011  
E-mail: [krp@tc.umn.edu](mailto:krp@tc.umn.edu)  
Web sites: <http://www.hrusa.org> and  
<http://www.umn.edu/humanrts>

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**The Indigenous Peoples' Human Rights Handbook and Curriculum** are training tools in a Resource Kit for activists and educators on how to promote and protect the rights of Indigenous Peoples. The Handbook will help community advocates and educators promote Indigenous Peoples' Human Rights and the rights of all peoples while the secondary school curriculum is designed to facilitate student learning on the human rights of Indigenous Peoples. The Resource Kit will also include information presented on video, CD Rom, posters, and passport-sized versions of both the Draft Declaration on the Rights of Indigenous Peoples and the Universal Declaration of Human Rights. By helping teachers and activists provide instruction regarding Indigenous Peoples' issues in the context of universal human rights, the project will benefit both Indigenous and non-Indigenous students. If you are interested in obtaining a copy of the resource kit, please contact William Means or Kristi Rudelius-Palmer at the above addresses.

## PROJECT DESCRIPTION

**The Indigenous Peoples' Human Rights Handbook and Curriculum** provide the spectrum of knowledge and skills necessary to advocate for Indigenous Peoples' human rights. Each chapter describes a different aspect of Indigenous Peoples' human rights and presents effective approaches to advocating and educating students. At the conclusion of each chapter, actions to assist educators and advocates in teaching the material are included. All interested persons are invited and encouraged to assist in drafting these sections by providing examples of actions people can do to promote Indigenous Peoples' human rights in their local communities. Examples of actions may include activities you have carried out, participated in, or ideas you have for future actions. Please refer to the insert for more details.

### **Chapter One: Introduction to Indigenous Peoples' Human Rights**

The first chapter presents an historical overview of how the Draft Declaration of Indigenous Peoples' Human Rights came to be and describes the progression of the Indigenous Peoples' Human Rights movement during the last century.

### **Chapter Two: Culture and Identity**

This chapter describes the connection and importance of culture and identity for Indigenous Peoples. It discusses notions of individual, global, and political identity. Issues of racism, internalized oppression, collective ideology inclusive of individual rights, stereotyping and religion are also identified and explained.

### **Chapter Three: Self-Determination**

The continuous struggle for self-determination of Indigenous Peoples is outlined in this chapter. Ideas of self-government and sovereignty are discussed and key terms are defined. This chapter also examines models of sovereignty and obstacles to self-determination.

### **Chapter Four: Indigenous Peoples and Recognition of their Land Rights in the International Arena**

This chapter focuses on the fundamental relationship of Indigenous Peoples to their homelands. Colonization and its legacies are addressed, and the international recognition of land rights as a fundamental aspect for the realization of all other human rights is also discussed.

### **Chapter Five: Indigenous Peoples and The Environment**

In this chapter, the connection between Indigenous Peoples' cultures and cultural and biological diversity is outlined and the environmental impact of colonization and globalization on Indigenous Peoples is reviewed.

### **Chapter Six: The Right to Development of Indigenous Peoples**

The impacts of development on the natural world of Indigenous Peoples are explained in this chapter. Environment and bio-based international instruments, international issues pertaining to development, and models of sustainable development are examined.

### **Chapter Seven: The Seventh Generation**

This chapter explains the impact and importance of Indigenous Peoples' Human Rights for the future – the 7<sup>th</sup> Generation.

## **Draft Declaration on the Rights of Indigenous Peoples (Abbreviated)**

### Part I – Fundamental Rights

- Article 1: Human Rights  
Article 2: Equality  
Article 3: Self Determination  
Article 4: Distinctive Characteristics  
Article 5: Citizenship

### Part II – Life & Security

- Article 6: Existence  
Article 7: Cultural Integrity  
Article 8: Identity  
Article 9: Communities and Nations  
Article 10: Removal and Relocation  
Article 11: Time of War

### Part III – Culture, Religion, & Language

- Article 12: Culture  
Article 13: Spiritual and Religious Traditions  
Article 14: Language

### Part IV – Education, Media, & Employment

- Article 15: Education  
Article 16: Information  
Article 17: Media  
Article 18: Employment

### Part V – Participation & Development

- Article 19: Decision-Making  
Article 20: Law and Policy Making  
Article 21: Economic Activities  
Article 22: Special Measures  
Article 23: Economic and Social Development  
Article 24: Health

### Part VI – Land & Resources

- Article 25: Distinctive Relationship  
Article 26: Ownership  
Article 27: Restitution  
Article 28: Environment  
Article 29: Cultural and Intellectual Property  
Article 30: Resource Development

### Part VII – Self Government & Indigenous Laws

- Article 31: Self Government  
Article 32: Indigenous Citizenship  
Article 33: Indigenous Laws and Customs  
Article 34: Responsibilities  
Article 35: Borders  
Article 36: Treaties and Agreements

### Part VIII – Implementation

- Article 37: National Law  
Article 38: Financial Assistance  
Article 39: Disputes  
Article 40: United Nations  
Article 41: Special International Body

### Part IX – Minimum Standards

- Article 42: Minimum Standards  
Article 43: Men and Women  
Article 44: Other Indigenous Rights  
Article 45: United Nations Charters<sup>1</sup>

\* For full text version of the Draft Declaration of the Rights of Indigenous Peoples, refer to <http://www1.umn.edu/humanrts/instree/declra.htm>

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<sup>1</sup> “Draft Declaration on the Rights of Indigenous Peoples,” abbreviated version, Hawaii Institute for Human Rights. Source: United Nations Department of Public Information.