

The situation of the right to differentiated education among the indigenous peoples of Brazil

Joint submission evaluating Brazil in the third cycle of the Universal Periodic Review mechanism of the UN Human Rights Council

The present report was prepared by the organisations listed below, all of which have been working for many years in indigenous school education in different regions of the country and accompany the national policy for indigenous school education. All of them are represented on the Ministry of Education's National Committee of Indigenous School Education.

OPIR – Organização de Professores Indígenas de Roraima

The Organisation of Indigenous Teachers of Roraima (OPIR) is an indigenous organisation that represents leaders, teachers and students of the Wapixana, Makuxi, Taurepang, Ingarikó, Y'ekuana and Wai-Wai peoples and works to defend indigenous educational rights.

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OPRINT – Organização dos Profissionais da Educação Escolar Indígena de Mato Grosso

The Mato Grosso Organisation for Professionals of Indigenous School Education, created in 2003, has as its main objective to campaign to ensure the right of indigenous peoples to a specific, differentiated and intercultural school education. It represents 43 peoples living in Mato Grosso.

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OPIAC – Organização dos Professores Indígenas no Acre

The Acre Indigenous Teachers Organisation was created in 2000 with the objective of defending as an educational policy at local, national and international level, the ideas of differentiated indigenous education and its permanent relation to the defence of territories and environmental management, based on the valorisation of the traditional culture of indigenous peoples of Acre.

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Iepé – Instituto de Pesquisa e Formação Indígena

Iepé – the Institute for Indigenous Training and Research, founded in 2002, has the mission of contributing to the cultural and political strengthening and the sustainable development of indigenous communities in Amapá and the north of Pará, aiming to enhance their forms of community and collective management in order for the rights of these populations as distinct peoples to be respected.

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