



Economic and Social Council

Distr.: General

28 March 2007

Original: English

6,121 words

Permanent Forum on Indigenous Issues

Sixth session

New York, 14-25 May 2007

Items 3 and 4 of the provisional agenda*

Special theme: “Territories, lands and natural resources

**Implementation of recommendations on the six
mandated areas and on MDGs**

**Information received from the UN system and other intergovernmental
organizations****

**United Nations Educational, Scientific and Cultural Organization
(UNESCO)**

Summary

The fifth session of the UN Permanent Forum on Indigenous Issues (UNPFII) addressed a number of recommendations to the UN agencies, including the United Nations Educational, Scientific and Cultural Organization (UNESCO); thereof one recommendation was addressed exclusively to UNESCO.

* E/C.19/2007/1.

** The present report was submitted late in order to ensure the inclusion of the most recent information.

UNESCO's response is made within the framework of the UNESCO Universal Declaration on Cultural Diversity and its Action Plan (adopted in 2001), which has become a guiding instrument for the Organization's work on dialogue among and with indigenous peoples. Furthermore, it is central to the Programme of Action for the Second International Decade on the World's Indigenous People (2005-2015), since all actors are called upon to implement the Action Plan of the UNESCO Universal Declaration on Cultural Diversity. This present contribution is made in the light of an important achievement: the recent entry into force of the Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005), which among other things provides a framework and a tool that recognizes the importance of indigenous culture and in particular the contribution of indigenous knowledge systems to sustainable development.

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I. Response to the recommendations addressed exclusively to UNESCO

16. The Permanent Forum recommends that the United Nations Educational, Scientific and Cultural Organization (UNESCO) ... establish an institutional partnership with indigenous peoples so that they can fully participate in the monitoring and other mechanisms of UNESCO conventions ...that are relevant to indigenous peoples. The Permanent Forum further recommends that UNESCO establish an advisory group of indigenous experts to provide advice.

1. Each of the UNESCO Conventions has specific implementation mechanisms, which fall under the authority of sovereign bodies of an intergovernmental nature. Legally, all the decisions regarding the implementation, monitoring and follow-up of the Conventions can be made only by these organs. The role of the UNESCO Secretariat is to assist them in organizing their meetings and preparing the relevant documents, as well as helping in and reporting on the implementation of the decisions taken by these organs. Therefore, establishing an institutional partnership with UNESCO does not automatically imply statutory participation in the intergovernmental monitoring and follow-up mechanisms of the UNESCO Conventions.

2. However, past experience has shown that NGOs maintaining official relations with UNESCO, and holding competencies in the areas of a specific Convention, have been closely associated with the Convention processes as observers.

3. Moreover, the legal and institutional frameworks of the UNESCO Conventions that are relevant to indigenous peoples, notably the 2005 Convention on the Protection and the Promotion of the Diversity of Cultural Expressions, the 2003 Convention for the

Safeguarding of the Intangible Cultural Heritage and the 1972 Convention concerning the Protection of the World Cultural and Natural Heritage, foresee opportunities for civil society participation, which in principle include indigenous peoples' organizations and communities.

4. For instance, the Intergovernmental Committee of the 2005 Convention can at any time invite representatives from different interest groups, academia, private and public organizations as well as individuals to participate in its meetings in order to consult them regarding specific issues (Art 23.7). Furthermore, the overall spirit of the 2005 Convention regards civil society – indigenous peoples obviously included - as a key partner. It actually calls for States Parties to reinforce their partnership with civil society groups in order to pursue the Convention's objectives (Art 11, 12c, 12d).

5. Regarding the 2003 Convention, during the first session of the General Assembly (27-29 June 2006), States Parties initiated discussions about the future involvement of communities of tradition bearers and practitioners (many of which are indigenous communities) in the activities of the Intergovernmental Committee. While for the next year, the Committee will concentrate on preparing the implementation of the 2003 Convention, it will also consider the ways in which communities can be associated in the implementation process.

6. Regarding the 1972 Convention, it should be noted that the recently appointed and first indigenous Chairperson of the World Heritage Committee, places strong emphasis on the importance of a community approach. In June 2007, the World Heritage Committee will thus review a proposal to add “community” to the four strategic “Cs” guiding the action of the World Heritage Center (Credibility, Conservation, Capacity Building, and Communication).

This may open new possibilities for strengthened involvement of indigenous communities of present or future World Heritage Sites.

7. The idea of establishing a World Heritage Indigenous Peoples Council of Experts (WHIPCOE) was presented to the 24th session of the World Heritage Committee in Cairns, Australia (27 November – 2 December 2000) by representatives from Australia, Canada and New Zealand who had attended a Forum of Indigenous People in Cairns on 24 November 2000. The initiative was taken in response to the concern of indigenous peoples regarding their lack of involvement in the development and implementation of laws, policies and plans for the protection of their knowledge, traditions and cultural values, within or comprising sites now designated as World Heritage properties.¹ Following further discussions, the World Heritage Committee decided in December 2001 not to approve the establishment of WHIPCOE (World Heritage Indigenous Peoples Council of Experts). The Committee recognized the special role that indigenous peoples have with respect to certain World Heritage properties and the importance of a network that would provide a forum for an exchange of information and experience. The Committee encouraged professional research, an exchange of views on the subject and activities undertaken by individual States Parties.²

II. Response to recommendations addressed to one or more agencies or to the United Nations system in general under one or more items of the Permanent Forum's mandate

¹ See November 2000 Petition of the Forum of Indigenous People to the World Heritage Committee <http://whc.unesco.org/whipcoe/forum-petition.htm>

² See Report of the 25th session of the World Heritage Committee, 2001 <http://whc.unesco.org/archive/repcom01.htm>

29. As a follow-up to the Millennium Development Goals, the Permanent Forum urges Governments and agencies to quantify the number of projects and programmes that they are undertaking in response to the recommendations of the Permanent Forum (...)

8. UNESCO's biennial programme and budget for 2006/7 includes more than 10 programme areas and over 30 activities that have an explicit focus on indigenous issues and are carried out through Headquarters and field offices. However, since the majority of UNESCO's programme areas are of relevance to the rights and aspirations of indigenous peoples, notably regarding culture and education, the real number of relevant activities is much larger.

Examples of programmes with a specific focus on indigenous issues include the following:

- Local and Indigenous Knowledge Systems (LINKS)
- Constructing mutual consent with indigenous peoples on policies and actions concerning their development
- Developing indigenous peoples' communication capacities
- Cultural and Linguistic Diversity in Education, including bi- and inter-cultural education
- Education for Sustainable Development
- Human Rights Education
- Enhancing Linkages Between Biological and Cultural Diversity
- The Endangered Languages Programmes
- Cultural and Linguistic Diversity in Education

More details on these programmes have been provided in UNESCO's regular reports to the Permanent Forum, and are included in this report.

47. The Permanent Forum recommends that appropriate United Nations organizations, including the United Nations Development Fund for Women (UNIFEM) and the United Nations Children's Fund (UNICEF), as well as States, take immediate action to review and monitor the situation of indigenous women (...).

9. UNESCO has supported, on a pilot basis and in collaboration with the OHCHR, culturally sensitive human rights training for women in Kenya. **The Organization is currently exploring possibilities with indigenous women's organizations, UNIFEM and the OHCHR to coordinate efforts for a capacity-building approach that combines cultural diversity and human rights to address indigenous women's issues.**

10. Within the framework of its activities on resource management processes in the Bosawas Biosphere Reserve (Nicaragua), the LINKS programme recently launched a project to examine the importance of fishing resources for Mayangas women, especially those in socially marginalized situations (single parents, widows, the elderly...).

58. The Permanent Forum (...) urges States and United Nations organizations to develop culturally sensitive policies, programmes and projects that fully incorporate indigenous children and youth into achieving the [Millennium Development Goals].

11. Throughout 2006 and 2007, UNESCO is organizing a series of regional youth meetings in each of the UN regions, which provides indigenous youth with an opportunity to voice their concerns. The Pacific Youth Charter, for instance, adopted in July 2006 during the first Pacific Youth Forum held in Tahiti, emphasized community involvement in resource

management plans and recognition of indigenous land rights as a way of promoting stewardship of the land and sustainable development.

12. The UNESCO Moscow Office conducted master classes and capacity-building workshops for teenage girls from indigenous communities in Azerbaijan on carpet weaving and design of souvenirs in felt.

13. The UNESCO-supported Tribal Adolescent Development Programme in Bangladesh, which targets over 300 tribal men and women, including 89 adolescents, aims at creating social awareness and actions to promote and protect Tribal Rights at the community level.

14. UNESCO New Delhi has raised awareness among decision-makers on the educational needs of tribal youth, notably to quality education in the officially recognized languages of India.

84. The Permanent Forum recommends that the Office of the United Nations High Commissioner for Human Rights, ILO and UNESCO convene an expert workshop in cooperation with the Permanent Forum on the situation of indigenous peoples in voluntary isolation in order to develop strategies and programmes for the protection of their rights and territories and report to the Permanent Forum thereon at its next session.

15. UNESCO commissioned a study entitled *Los últimos pueblos indígenas aislados en América Latina (Bolivia, Brasil, Colombia, Ecuador, Paraguay, Perú, Venezuela)*³ co-published in Spanish by UNESCO and the Casa de las Américas (2006)⁴ The study covered

³ The Isolated Indigenous Peoples in Latin America (Bolivia, Brazil, Colombia, Ecuador, Paraguay, Peru, Venezuela)

⁴ “*Lenguas y tradiciones orales de la Amazonía. ¿Diversidad en Peligro?*” (pp 315-368).

the general, geographical, territorial, legal and institutional situation in the six Latin-American countries with known isolated indigenous populations, specifically in two sub-regions, the Amazon Basin and the Gran Chaco. The conclusions of these case studies may inform the development of future strategies and programmes for the protection of the rights, cultures and territories of indigenous peoples in voluntary isolation.

16. UNESCO furthermore provided input to the preparation of the Regional Seminar on indigenous peoples in voluntary isolation and in initial contact with the Amazonian Basin and El Chaco organized by the Office of the United Nations High Commissioner for Human Rights (OHCHR) from 20 to 22 November 2006 in Santa Cruz de la Sierra, Bolivia. It notably distributed the publication on indigenous peoples in isolation, mentioned above.

95. The Permanent Forum reiterates its recommendations emanating from the Workshop on Data Collection and Disaggregation for Indigenous Peoples (see E/C.19/2004/2), in particular recommendations 16-22 and 24.

17. The UNESCO Institute for Statistics (UIS) is continually working towards the development of appropriate methodology for new indicators in UNESCO's fields of competence and the improvement of existing indicators, including the identification of inequalities within nations and disaggregation by gender.

18. UIS is currently updating the UNESCO 1986 framework on cultural statistics. The Institute aims to incorporate elements to reflect the recent UNESCO conventions on the diversity of cultural expressions and intangible heritage (2005 and 2003). Among the objectives is to achieve a better integration of "traditional" knowledge and to adequately

reflect indigenous issues. A consultation involving international experts will begin in April 2007.

19. Aware of the acute problem of the lack of data available on indigenous and minority communities, the Institute is currently taking steps towards developing guidelines for national statistics offices on how to help indigenous communities develop statistical instruments that reflect their cultural concepts. The proposed project involves an initial scoping study to collect information on best practices in adapting statistical inquiries to the needs of indigenous groups, concentrating on the countries/indigenous peoples who have already benefited from these developments. It will be led by statistical experts from, or working with indigenous communities. **UIS will seek members for an indigenous peoples' Steering Group to act as advisers and to provide leadership in the development of the project. The overall aim of the project in the medium term is to produce draft guidelines and compile existing data in time for inclusion in the World Report on Cultural Diversity for 2007. In this regard, UIS would appreciate receiving advice and support from the Permanent Forum.**

20. Furthermore, UIS consults closely with the Secretariat of the Convention on biological diversity and held a joint working meeting in late November 2006.

85. The Permanent Forum recommends that the Office of the United Nations High Commissioner for Human Rights in cooperation with the Permanent Forum develop a coherent and strategic plan of action in Africa in cooperation with indigenous peoples and their representative organizations, and that the implementation of the programme of the Office of the High Commissioner to strengthen capacity to protect and advocate for the human rights of indigenous peoples be linked to other United Nations bodies, notably the

United Nations Development Programme (UNDP), the United Nations Environment Programme (UNEP), the secretariat of the Convention on Biological Diversity, the World Intellectual Property Organization (WIPO), UNESCO and others.

117. The Permanent Forum urges the organizations and bodies of the United Nations system to focus and coordinate their strategies and programmes in order to deal with the problems faced by indigenous peoples in Africa relevant to the mandate of the Permanent Forum on such issues as economic and social development, education, health, human rights, culture and the environment.

21. UNESCO is in contact with the Office of the High Commissioner on Human Rights about the preparations of the May 2007 meeting of the African Human Rights Commission, notably the organization of a roundtable on the Declaration on the Rights of Indigenous Peoples.

22. UNESCO has furthermore reinforced its collaboration with the Indigenous Peoples of Africa Coordination Committee (IPACC), which recently established official relations with UNESCO. The collaboration currently focuses on participatory cultural mapping in Africa to foster indigenous peoples' capacity and participation in protecting and promoting their biological and cultural diversity and developing appropriate education strategies that take into account their cultural resources. A special effort is made to exchange information with partner agencies active in this area, IFAD and UNEP.

23. UNESCO is in the process of creating a Southern African Regional Centre for Peace, Culture and Security Studies, which will promote and create an understanding of intercultural dialogue, cultural pluralism, and cultural diversity as a vital means of facilitating mutual

understanding, promoting peace and stability in Southern Africa. Indigenous knowledge systems and peace will be a central area of focus of the new centre.

24. The UNESCO Institute for Lifelong Learning carried out a comprehensive stocktaking on bilingual education and the use of local languages (most of them indigenous languages), covering 25 African countries, which was shared with Ministries, NGOs and partner agencies at the ADEA (Association for the Development of Education in Africa) biennial meeting in March 2006 in Libreville, Gabon.

25. At the country level, UNESCO has become the focal point for indigenous issues in the UN country team in Tanzania. In Cameroon, UNESCO works closely with UNICEF in the field of education for indigenous children. UNESCO is furthermore, implementing a project on the promotion and safeguarding of the oral traditions of the AKA Pygmies in the Central African Republic and the Democratic Republic of Congo. UNESCO Kinshasa is developing a strategy for the integration of Pygmy communities, which is focused on advocacy for their civil rights and citizenship, in partnership with the relevant indigenous organizations, civil society and parliament members. The strategy is based on a study entitled *Situation des "autochtones" Pygmées (Batwa) en République Démocratique du Congo: Enjeux de droits humains*,⁵ published in November 2005 by the UNESCO Chair at the University of Kinshasa with the support of UNESCO.

136. The Permanent Forum recommends that States, United Nations organizations and indigenous peoples' organizations elaborate and develop strategies and action plans for communication, education and public awareness on indigenous issues during the Second

⁵ *The Situation of Indigenous Pygmies (Batwa) in the Democratic Republic of Congo: Human Rights Issues*

International Decade, addressing different audiences. Toolkits should also be developed for use in the implementation of such plans.

26. In the broader context of elaborating UNESCO's major strategy document for the next seven years (2008 – 2015), the Organization, through its intersectoral team, is consolidating input regarding its plans to respond to the recommendations addressed to UNESCO in the Programme of Action for the Second Decade of the World's Indigenous People. Already, UNESCO has elaborated a handbook "*UNESCO and Indigenous Peoples: Partnership to Promote Cultural Diversity*" which presents the Organization's response to the recommendations of the past Decade and discusses specific challenges for the years to come. This advocacy and information tool is now available in three languages (English, Spanish and French) and 2,500 copies have so far been disseminated among governmental and non-governmental partners, including indigenous peoples' organizations and their regional and international networks. Furthermore, UNESCO updated web-based information on its programme with indigenous peoples to facilitate information-sharing in light of the Second Decade's objectives.

27. UNESCO addresses the issue of coordinating strategies and programmes on indigenous peoples' concerns through the UN Interagency Support Group on Indigenous Issues, notably by contributing to the elaboration of terms of reference for UN country teams to guide them in implementing the International Programme of Action for the Second International Decade of the World's Indigenous Peoples.

137. The Permanent Forum also recommends that States, United Nations organizations and indigenous peoples' organizations strengthen the necessary communication, education and information infrastructure and support networks of educators on indigenous issues.

Information and communication technologies (ICT) for indigenous peoples must be supported in order to close the technological and information gap.

28. The project “ICTs for Intercultural Dialogue: Reinforcing Communication Capacities of Indigenous Peoples” entered its second phase in 2006. A collection of DVDs produced by indigenous communities from Bolivia, Peru, Namibia, South Africa and Gabon was published and four new production teams were trained: An Ayllu and Marka team from Bolivia, a Dolgon team from Siberia (Russia), a Masai team from Kenya and a Matsiguenga team from Peru.

29. Projects undertaken by UNESCO in Latin America include the following: development of a community television channel with the aim of strengthening the expression of Mayan culture and promoting cultural diversity in Guatemala; the creation of a Mayan Communication Network, through improved capacity of radio producers; the launching of two projects entailing the use of communication for the preservation of indigenous culture involving the Chiquitano and Guarini communities in Bolivia; a dictionary of indigenous languages in Brazil; and a “Portal of Culture of Latin America and the Caribbean” which offers a permanent follow-up to indigenous issues through its section “Intercultural Dialogue”, with general information, news and agenda.⁶

30. UNESCO Moscow is supporting the implementation of a multi-dimensional project “Faces of Russia” on ethnic groups living in Russia. It includes a series of video films about

⁶ www.lacult.org

various ethnic groups, a website and an educational project for children entitled “to live together – to stay different”.⁷

31. A series of multimedia projects undertaken by UNESCO Moscow furthermore aim at preserving and disseminating the intangible cultural heritage of the Even, Yakut and Mugham indigenous peoples, by means of information and communication technologies. Within the LINKS programme, UNESCO has developed a series of interactive CD-ROMs that target indigenous youth using new information and communication technologies as a vehicle for traditional knowledge (*Dream Trackers – Yapa Art and Knowledge of the Australian Desert*, 2000 and *The Canoe is the People: Indigenous Navigations in the Pacific*, 2005).

III. Obstacles to implementation of recommendations of the Permanent Forum

32. The major obstacle in implementing the recommendations made by the UNPFII relates to the way the recommendations are formulated. **The recommendations should be shorter and re-grouped according to priority issues. More clarity would help to identify which UN organizations are the most appropriate to respond to each recommendation.**

IV. Other significant information regarding recent policies, programmes, budgetary allocations or activities regarding indigenous issues within UNESCO

33. UNESCO attended the First International Congress of the “Coordination Autochtone Francophone” (CAF),⁸ held in Agadir from 2 to 6 November 2006 and is providing support to the Groupe international de travail pour les peuples autochtones (GITPA)⁹ for the production of the related multimedia tool “Francophone Indigenous Peoples on the Move.”

⁷ www.rusnations.ru

⁸ Francophone Indigenous Coordination

34. Within the framework of the 2006 Francophone Indigenous Fellowship Programme, UNESCO organized a workshop on Cultural Mapping and its Possible Uses by Indigenous Peoples on 15 and 16 November 2006. The workshop was co-facilitated by the Director of the Indigenous Peoples of Africa Coordination Committee (IPACC) and a Senior Programme Coordinator at the Technical Center for Agricultural and Rural Cooperation (CTA) in the Netherlands.

35. UNESCO has continued its collaboration with the Inter-Agency Support Group on Indigenous Issues (IASG) and participated in the 2006 annual meeting in Rome/Tivoli (15-18 September) devoted to the theme “Development with Identity”. UNESCO contributed to a paper entitled *Indigenous Cultures: UNESCO’s Experience and Good Practices*, and presented the Cultural Diversity Programming Lens, which aims at integrating the principles of cultural diversity in development policy and programming.

36. A number of publications have recently been developed by the LINKS programme as a means to reinforce the synergies between traditional knowledge and science: *Water and Indigenous Peoples*, the second volume in the “Knowledges of Nature” series, was launched at the Fourth World Water Forum (Mexico, 2006); the book *Fishers’ Knowledge in Fisheries Science and Management* (UNESCO, 2006) was a joint initiative by LINKS and the UNESCO Coasts and Small Islands Platform (CSI), in collaboration with the University of British Columbia (Canada).

37. Within the framework of UNESCO’s International Coalition of Cities against Racism and Discrimination, communities in Canada declared their commitment to the fight against racism with a particular focus on aboriginal peoples. Since 2005, the Canadian Coalition of

Municipalities against Racism and Discrimination has progressed well with ten municipalities officially having joined the network (Saskatoon, Windsor, Toronto, the Regional Municipality of Wood Buffalo including Fort Mc Murray, Calgary, Thunder Bay, Montreal, Gatineau and Edmonton). The objective is to take a participative approach that will engage aboriginal peoples and initiate dialogue among diverse communities. Concretely, this means for example the support of policing services in their efforts to be exemplary institutions in combating racism and discrimination, measures to promote equity in the labour market, actions to promote diversity and equal opportunity in housing, steps to facilitate and increase the representation of aboriginal communities on municipal boards, commissions and committees, and the inclusion of aboriginal communities into the cultural fabric of the municipality.

38. At the regional level, the programme “Indigenous building technologies in Central Asia and Afghanistan” aims at acknowledging and using traditional knowledge in order to provide access to low-cost, healthy, energy-efficient housing and community buildings to all. In this regard, the programme seeks to produce and disseminate education and training materials, to build capacity among professionals, to construct pilot/demonstration buildings and conserve earthen heritage buildings.

39. During the 2006 World AIDS Day, the UNESCO office in Bamako organized a conference-debate on discrimination faced by people living with the disease. Special emphasis was placed on indigenous/rural areas in Mali.

V. Information regarding the special theme of the sixth session, “Territories, lands and natural resources”

40. UNESCO implements activities relating to “lands, territories and resources” in the areas of cultural and natural heritage conservation, intercultural dialogue, fresh water, oceans, people and nature, earth sciences, coasts and small islands. All activities are implemented with reference to:

(i) UNESCO’s current Medium-Term Strategy (2002-2007), which places strong emphasis on the safeguarding of cultural diversity and enhancing the linkages between culture and development and,

(ii) UNESCO’s commitment to promoting “the full participation of minorities and marginalized and vulnerable groups in devising, implementing and monitoring policies and actions which directly affect them” through an interdisciplinary approach.

41. Introduced below are some selected examples of UNESCO’s policy and practice relating to indigenous peoples’ rights and interests in the field of lands, territories and resources, with reference to the UN Draft Declaration on the Rights of Indigenous Peoples. These examples are further elaborated in the UNESCO contribution to the joint paper of the UN Interagency Support Group on Indigenous Issues: Policy Provisions and Action regarding Indigenous Lands, Territories and Resources in Light of the Draft Declaration on the Rights of Indigenous Peoples.

Participatory Mapping of Cultural Resources

42. Cultural mapping is an effective tool to explore the spatial and territorial aspects of a community’s cultural resources. It provides the communities involved with a technique to revitalize their identities and cultural resources, while helping them to defend their rights, aspirations and interests. UNESCO has in recent years been associated with more than 15 cultural mapping projects carried out with indigenous communities and has brought together

leading experts and practitioners, both indigenous and non-indigenous, to identify ethical and methodological principles to orient future work in this area.

43. If carried out respectfully, cultural mapping potentially allows non-dominant or marginalized cultural systems to be represented in a way that can be understood by members and non-members of the community concerned. It thereby makes the link between memory, land and maps, while creating opportunities for intercultural dialogue and the building of mutual consent.

UNESCO's Local and Indigenous Knowledge Systems (LINKS) Programme

44. UNESCO launched the LINKS programme in 2002.¹⁰ Contributing to the Millennium Development Goals of poverty eradication and environmental sustainability, the programme aims to empower local and indigenous peoples in natural resource governance by advocating recognition of their knowledge, know-how and practices. It follows up on recommendations made at the World Conference on Science (Budapest 1999) to “sustain traditional knowledge systems through active support to the societies that are keepers and developers of this knowledge, their ways of life, their languages, their social organization and the environment in which they live, and fully recognize the contribution of women as repositories of a large part of traditional knowledge”. The support of traditional ownership or other traditional occupation or use called for at the World Conference on Science and being promoted by the LINKS programme is in harmony with the approach in Article 26 (2) of the *Draft Declaration* to underline indigenous peoples’ right to own, use, develop and control the lands, territories and resources they possess.

¹⁰ See LINKS website at www.unesco.org/links

45. The UNESCO LINKS programme combines field based action with efforts to raise awareness and build dialogue among indigenous knowledge holders, scientists, government agencies and the public at large, contributing to due recognition to indigenous peoples' laws, traditions, customs and land tenure systems. As intended by Article 27 of the *Draft Declaration*, the acknowledgement of these traditional practices, laws and systems in the UNESCO LINKS programme may contribute to the process and the dialogue – to be jointly implemented by the State and indigenous peoples – to recognize and adjudicate the rights of indigenous peoples pertaining to their lands, territories and resources.

UNESCO's World Heritage policies and practice

46. Many World Heritage properties are of particular importance to indigenous peoples who may claim rights and interests over the land, water and/or sky of those properties. Therefore, UNESCO aims to broaden the World Heritage approach to accommodate indigenous perspectives. Furthermore, as the implementation of the World Heritage Convention has evolved, the Operational Guidelines provide opportunities for the recognition of places of particular importance to indigenous peoples, through the identification and protection of outstanding cultural landscapes and places associated with cultural traditions and beliefs.

UNESCO's Man and the Biosphere Programme and its World Network of Biosphere Reserves (WNBR)

47. Launched in the early 1970s, UNESCO's Man and the Biosphere Programme (MAB), proposes an interdisciplinary research agenda and capacity-building aiming to improve the relationship between people and their environment globally. Biosphere Reserves present an important model compared to other types of protected areas. In fact they are developed from

the beginning as a means to integrate human development with biodiversity conservation and sustainable use and management of natural resources.

48. Today, with 507 sites in over 102 countries, the WNBR provides context-specific opportunities to combine scientific knowledge and governance modalities to reduce biodiversity loss, improve livelihoods and enhance social, economic and cultural conditions for environmental sustainability, thus contributing to the pursuit of the Millennium Development Goals.

49. Among these sites, many Biosphere Reserves are particularly important to indigenous peoples in terms of their rights and interests over lands, territories and resources as outlined in the UN Draft Declaration on the Rights of Indigenous Peoples.

50. The Biosphere Reserves have evolved from their initial establishment in 1976. The Seville Strategy for Biosphere Reserves adopted by the UNESCO General Conference in 1995 represents an important step in this process, highlighting the need to “promote the management of each biosphere reserve essentially as a pact between the local community and society as a whole” and to “reflect more fully the human dimensions of Biosphere Reserves”. It also recommends that “connections should be made between cultural and biological diversity”.

VI. Information regarding the Second International Decade of the World’s Indigenous People

51. A number of recommendations contained in the Programme of Action for the Second Decade are relevant to UNESCO's mission and programmes, notably in the fields of culture and education.

Regarding Culture

52. UNESCO welcomes the fact that the Programme of Action for the Decade calls upon all actors to implement the Action Plan of the UNESCO Universal Declaration on Cultural Diversity, which reflects the principles of the UNESCO's strategy and programme, and the goal to protect and promote cultural diversity and intercultural dialogue for social cohesion and sustainable development. The Declaration recognizes indigenous cultures as part of the common heritage of humanity and acknowledges the protection and promotion of indigenous peoples' human rights and fundamental freedoms as "an ethical imperative, inseparable from respect for human dignity"¹¹

53. The UNESCO Declaration in fact provides a conceptual framework for promoting "development with identity", a key concern of the Second Decade, since it articulates the relationship between culture and sustainable development. The Declaration underlines the importance of grounding development in what people know, care about and say they need. Furthermore, it recognizes indigenous peoples' cultures as part of the common heritage of humanity, thus acknowledging the significant place indigenous peoples occupy in the world's cultural landscape.

54. An innovative programming tool, the Cultural Diversity Programming Lens, has been developed to systematically analyze and evaluate whether programmes, policies and

¹¹ Article 4, UNESCO Universal Declaration on Cultural Diversity

practices do in fact incorporate and promote the principles of cultural diversity, including due consideration of indigenous peoples cultures, rights and aspirations.

55. The entry into force of the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions in March 2007 marks the fulfilment of Recommendation 14 of the Programme of Action for the Second International Decade, and a significant step towards the recognition of indigenous cultural expressions. Explicit reference to indigenous peoples is made in several provisions of the Convention (Preamble, paragraphs 8 and 15; articles 2 and 7). Article 8 is also very important from the perspective of indigenous people, as it provides parties with the possibility to take all appropriate measures to protect and preserve cultural expressions when they are at risk of extinction, under serious threat or otherwise in need of urgent safeguarding.

Regarding Education

56. Several recommendations of the Programme of Action aim to promote programmes and policies supporting the rights of indigenous peoples to relevant, culturally and linguistically appropriate education. A large number of UNESCO activities endeavour to achieve these goals, following a two-fold approach: firstly, to support and promote the maintenance, use and survival of indigenous cultures, languages, knowledge, tradition and identity; and secondly, to provide knowledge and skills that enable indigenous peoples to participate fully and equally in the national and international community. Information has been regularly shared with the UNPFII, and further action will be pursued in this area.

57. Current activities include awareness-raising and advocacy regarding the importance of bilingual and cross-cultural education, the development of curricula and guidelines for textbooks and learning materials that reflect indigenous peoples' cultures and worldviews.

58. The UNESCO-led Decade of Education for Sustainable Development (2005-2014) will provide an opportunity to mainstream indigenous peoples' knowledge and concerns. The intimate knowledge and sustained use of their environments gives indigenous peoples a role in informing the wider debate and offering detailed insights into practices of the 'management' of human survival and development in diverse environments. Thus the DESD International Implementation Scheme identifies indigenous peoples as an important stakeholder group.

Regarding the Full Participation of Indigenous Peoples

59. UNESCO's strategy of integrating cultural diversity principles in the development of indigenous peoples is based on the commitment to "ensure full participation of minorities and marginalized and vulnerable groups in devising, implementing and monitoring policies and actions which directly affect them"¹² thus reflecting the respect for the principles of free, prior and informed consent in all its initiatives related to indigenous peoples.

60. In 2005, UNESCO elaborated a paper entitled "Cultural Diversity and Principles of Free, Prior and Informed Consent Regarding Indigenous Peoples - The work of UNESCO". It was presented at the International Workshop on Methodologies Regarding Free, Prior and Informed Consent and Indigenous Peoples, Department of Economic and Social Affairs /Secretariat of the Permanent Forum on Indigenous Issues held in New York in 2005 UNESCO will pursue the application of these principles in the Second Decade.

¹² UNESCO Medium-Term Strategy 2002-2007, paragraph 151

61. The latest developments regarding the strategy guiding the action of UNESCO's World Heritage Centre explained under Part A in this report are relevant to the Programme of Action's warning that particular caution should be exercised regarding the principles of free, prior and informed consent when elaborating tourism and national park projects in indigenous territories. UNESCO is currently developing cultural tourism projects with indigenous communities, such as a project aimed at developing cultural tourism building on traditional knowledge in the poorest zones of Andean countries, or the programme "Indigenous Resource Management Systems and Local Effort in Asia and the Pacific" (LEAP) which seeks to foster local community stewardship over the vast and varied heritage resources of the region.

62. UNESCO's Contribution to the Joint UN Country Team and Indigenous Issues

See reply to recommendation 136 in Part II above.

63. Inputs towards a questionnaire

UNESCO will provide its comments upon the receipt of the first draft of the questionnaire.

64. List of conferences and meetings regarding indigenous issues (2007-2008)

- The 176th Session of the UNESCO Executive Board will be held from 10 to 26 April 2007.
- A regional workshop on mother tongue/bilingual education for ethnic minorities in the Asia Pacific Region is planned for May 2007 by UNESCO Bangkok.
- The 31st session of the World Heritage Committee in Christchurch New Zealand is scheduled to take place from 23 June to 2 July 2007. It will be chaired by Mr Tumu Te Heuheu, the first indigenous chairperson ever appointed by this body. A session on "Cultural Landscapes in the Pacific" is planned as a side event.

- UNESCO will support a regional meeting on Interculturality and Intangible Heritage, to be held in Bolivia in September 2007. A strong indigenous participation is expected.
- The 177th Session of the UNESCO Executive Board will be held from 25 September to 11 October 2007.
- The next session of the UNESCO General Conference will be held from 15 to 26 October 2007.
- UNESCO will collaborate with the Christensen Fund to organize an International Experts Meeting to be held in Australia in 2007. The event will contribute to the elaboration of guidelines and methods to enhance the quality of indigenous knowledge research and its dissemination.