



United Nations  
Educational, Scientific and  
Cultural Organization

Organisation  
des Nations Unies  
pour l'éducation,  
la science et la culture

**UNESCO'S CONTRIBUTION TO THE TENTH SESSION OF  
THE UNITED NATIONS PERMANENT FORUM ON INDIGENOUS ISSUES  
(United Nations Headquarters 16-27, May 2011)**

***SUMMARY***

The present report highlights conceptual, standard-setting and operational work carried out by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in relation to the recommendations concerning the three areas under review during the tenth session of the UN Permanent Forum on Indigenous Issues (UNPFII) : (a) Economic and Social Development; (b) Environment; (c) Free, Prior and Informed Consent. It also outlines facilitating factors and obstacles encountered in implementing UNPFII's recommendations, while providing other general information of interest to the Forum on UNESCO's policies, programmes and activities relevant to indigenous peoples.

## **1. Information on UNESCO's response to the UN Permanent Forum's recommendations in relation to:**

### **(a) Economic and Social Development**

The vision underpinning UNESCO's development work considers cultural diversity as 'one of the roots of development, understood not simply in terms of economic growth, but also as a means to achieve a more satisfactory intellectual, emotional, moral and spiritual existence' (2001 UNESCO Universal Declaration on Cultural Diversity). Accordingly, UNESCO's legal instruments adopted for the promotion of cultural diversity in recent years (namely the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage and the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions) recognize the rights of indigenous peoples as well as their contribution to sustainable development.

The joint paper of the Inter-Agency Support Group on Indigenous Peoples' Issues (IASG) 'Development with Culture and Identity in light of the UN Declaration on the Rights of Indigenous Peoples', elaborated by UNESCO in 2010 to which fourteen agencies have provided their substantial contributions, further affirmed the value of self-driven approaches to development and its social, cultural, economic and environmental benefits for indigenous communities and society at large. The document, which also assessed the implications of 'Development with Culture and Identity' for the UN system in terms of programming, policy and governance processes, was presented to the UN Permanent Forum at its ninth session in April 2010.

Regarding UNESCO's response to specific UNPFII recommendations in the area of economic and social development, the following can be highlighted:

- In line with the recommendation to 'undertake further work to ensure that programmes addressing the MDGs reflect full appreciation and respect for the rights and aspirations of indigenous peoples' (43, sixth session), UNESCO is involved in a number of joint projects focusing on indigenous peoples' issues within the framework of the Millennium Development Goals Achievement Fund (MDG-F), notably under the MDG-F thematic window on 'Culture and Development'. In Ecuador, the MDG-F project 'Development and Cultural Diversity for Poverty Reduction and Social Inclusion' led to the participatory elaboration of a Plurinational Plan to Eliminate Racial Discrimination and Ethnic and Cultural Exclusion, with the active involvement of different organizations of indigenous and Afro-Ecuadorian peoples. The President of the Republic issued Decree No. 60, which calls for the plan's application as a national public policy, declaring 365 days of combat against racism and racial discrimination and the construction of an intercultural society. The MDG-F project 'Conflict Prevention, Development of Agreements and Peace Building for Internally Displaced Persons in Chiapas State' (Mexico) under the thematic window 'Conflict Prevention and Peace-Building is another example of UNESCO's joint work with other UN agencies towards the achievement the MDGs hand in hand with indigenous communities. The project 'China Culture and Development Partnership Framework', aims to support the country in designing and implementing policies that promote the rights of its ethnic minority groups in five of the provinces in which they are concentrated (Tibet, Qinghai, Xinjiang, Yunnan and Guizhou), while also empowering

ethnic minority groups in these provinces to better manage their cultural resources in order to benefit from culture-based economic development.

- The UNPFII highlights the potential of ‘crafts production to diversify productive activities and family income sources’ of indigenous peoples (42, second session). In this regard, a large number of handicrafts were displayed by indigenous associations from Argentina, Chile and Paraguay during the celebration of the Second edition of the Award of Excellence for Handicrafts of the Southern Cone 2010 last November in Santiago de Chile (November, 2010). This increased visibility has resulted in wider dissemination of such products. The Award of Excellence Programme aims to encourage artisans to produce quality products using traditional techniques and themes in novel ways to ensure their permanence and sustainable development, and support their diffusion in major handicrafts markets and fairs. The Award also intends to serve as a quality certification mechanism and a commercialization device used to guarantee the excellence of traditional handmade products and / or innovative craft products.
- UNESCO has launched a number of initiatives responding to the Forum’s recommendation to ‘identify and give recognition to the capacities of indigenous women and their specialized knowledge in the areas of health, natural environment, traditional technologies’ (59, third session) as an important component of socio-economic development strategies. In the framework of UNESCO’s Local and Indigenous Knowledge Systems (LINKS) programme, a book on Creole women’s knowledge of traditional medicine and medical plants in the Mascarene Islands (Mauritius, Rodrigues and La Reunion) is under preparation. In collaboration with the Centre for International Forestry Research (CIFOR) and the Borneo Research Council, the UNESCO Office in Jakarta supported the publication of a study on the interconnection between ecology, culture, and gender in Borneo, entitled *Longhouse of the Tarsier: Changing Landscape, Gender and Well-Being in Borneo*.
- Regarding the recommendation on the World Summit on the Information Society (WSIS), (62, third session), UNESCO and ITU hosted a workshop on ‘Indigenous Peoples and the Information Society’ within the framework of the WSIS Forum 2010. The workshop reviewed progress made, identified gaps and brainstormed on possible ways forward to advance the WSIS commitments as they relate to indigenous peoples.

For further information on how UNESCO has responded to UNPFII recommendations in the area of Economic and Social Development, see also the contribution submitted by UNESCO for the eight session of the UNPFII:

[http://www.un.org/esa/socdev/unpfii/documents/UNESCO\\_report\\_8th\\_session\\_en.pdf](http://www.un.org/esa/socdev/unpfii/documents/UNESCO_report_8th_session_en.pdf)

## **(b) Environment**

The link between environment and cultural diversity has inspired a number of UNPFII recommendations (see notably recommendation 56, second session). Accordingly, UNESCO acknowledges the direct connections between protecting ecosystems and promoting indigenous peoples’ cultures:

- In June 2010, a conference co-organized by UNESCO and the Secretariat of the Convention on Biological Diversity pressed for biological and cultural diversity to be integrated into development cooperation strategies and programmes. The conference was well attended by indigenous participants including Mrs Elisa Canqui Mollo, who represented the UN Permanent Forum on Indigenous Issues on the Roundtable on Biological and Cultural Diversity for Sustainable Development. The conference resulted in the 2010 Declaration on Bio-Cultural Diversity and the draft Joint Programme between UNESCO and the Secretariat of the Convention on Biological Diversity (SCBD) containing a number of proposed actions that are of relevance to indigenous peoples, including the need to strengthen work on indicators pertaining to their well-being. Within the framework of the Convention on Biological Diversity, UNESCO is the lead agency for developing the indicator related to the *Status and Trends of Linguistic Diversity and the Number of Speakers of Indigenous Languages*<sup>1</sup>. The draft Joint Programme was acknowledged by the World Heritage Committee at its meeting in Brazilia in July 2011. It was also welcomed by the tenth meeting of the Conference of the Parties to the CBD (CBD COP 10) held in Nagoya, Japan in October 2010 (Decision X/20). The Conference of Parties recognized the Joint Programme as a ‘useful co-ordination mechanism to advance the implementation of the Convention and deepen global awareness of the interlinkages between cultural and biological diversity’. State Parties and other relevant stakeholders were invited to ‘contribute to and support the implementation of this joint programme’. <http://www.cbd.int/doc/meetings/development/icbcd/official/icbcd-programme-en.pdf>
- At the launch of the International Year of Biodiversity held at UNESCO (Paris, January 2010), Mrs Victoria Tauli-Corpuz, Chair of the Permanent Forum delivered an address on ‘International Actions for Solving the Biodiversity Crisis’ (<http://www.unesco.org/mab/doc/iyb/hightEvent.pdf> )
- Launched in the early 1970s, UNESCO’s Man and the Biosphere (MAB) Programme offers an interesting example of the manner in which the link between cultural diversity and environment is addressed in UNESCO’s programmes. MAB proposes capacity-building and an interdisciplinary research agenda to improve the overall relationship between people and their environment. Biosphere reserves are exemplary among types of protected areas, since they have been developed from the beginning as a means to integrate human development with biodiversity conservation and sustainable use and management of natural resources. Many biosphere reserve sites are particularly important to indigenous peoples in terms of their rights and interests over lands, territories and resources. The biosphere reserves have evolved since their initial establishment in 1976; over the last 25 years, they have increasingly highlighted the need to promote the management of each biosphere reserve essentially as a pact

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<sup>1</sup> The work on this indicator is carried out in the framework of the ‘2010 Biodiversity Indicator Partnership Project’, coordinated by UNEP/WCMC, and initiated by the commitment made in 2001 by the States Parties to CBD to: ‘achieve a significant reduction of the current rate of biodiversity loss at the global, regional and national level as a contribution to poverty alleviation and to the benefit of all life on earth by 2010’ (the 2010 Target). Subsequently, 22 ‘headline indicators’ were adopted to measure progress towards this target, covering 7 focal areas. The indicator on ‘Status and trends of linguistic diversity and numbers of speakers of indigenous languages’ will serve as a proxy for informing on the ‘Status of traditional knowledge, innovations and practices’.

between the local community and society as a whole and to reflect more fully the human dimensions of biosphere reserves.

- The concept of *cultural landscapes*, recognized within the framework of the World Heritage Convention, also underlines the significance of the encounter between biological and cultural diversities. To date, 66 properties on the World Heritage List have been classified as cultural landscapes, many of which are associated with indigenous peoples. The World Heritage Sites of Uluru Kata Tjuta in Australia and Tongariro National Park in New Zealand are two well documented examples in which indigenous peoples have been significantly involved in management roles.

Building indigenous peoples' culture and ecological knowledge into education and curricula is another important area of UNESCO's work with indigenous peoples, in line with UNPFII recommendations (see notably recommendation 86, seventh session).

- In Latin America, the UNESCO-LINKS (Local and Indigenous Knowledge Systems) programme works with the Mayangna peoples of the Bosawas biosphere reserve in Nicaragua to document their indigenous knowledge of aquatic ecosystems (focusing on fish and turtles). This work resulted in a two-volume publication, in Mayangna and Spanish, entitled '*Conocimientos del Pueblo Mayangna sobre la Convivencia del Hombre y la Naturaleza*', which was launched in 2010 in celebration of the International Year of Biodiversity. Since November 2010, at the request of the Mayangna, the project has been focusing on the development of pedagogical materials and capacity to incorporate the Mayangna book in school curriculum. This project, implemented in collaboration with the Nicaragua Ministry of Education and UNICEF, will initially develop materials for insertion at pre-school and third grade levels in the following subject areas: People, Culture, Nature and Mother-tongue. The exercise is being undertaken by Mayangna education professionals, and will include workshops with teachers and curriculum development experts in 2011, thereby building capacity to teach indigenous ecological knowledge, while reinforcing Mayangna language instruction, at several levels in the framework of the Nicaraguan Programme of Bilingual and Intercultural Education.
- In the Pacific region, UNESCO's Natural Sciences and Communication & Information Sectors are working jointly through the LINKS programme with school teachers and local communities in Marovo Lagoon, the Ministry of Education of the Solomon Islands and Bergen University (Norway), to integrate indigenous knowledge of the reef, lagoon and rainforest environments into school curricula. A key aspect of this initiative focuses on the development of wiki-based online educational resources that are locally accessible and in the Marovo language. Based on the UNESCO publication *Reef and Rainforest*, which documents indigenous knowledge of Marovo Lagoon ecosystems, the wiki allows teachers and students in Marovo communities to moderate, improve and expand educational content relating to local knowledge of local environments in indigenous languages.
- In the Pacific, the UNESCO-LINKS Programme is also developing educational resources for youth that focus on indigenous knowledge and open ocean navigation in the small island countries of the Pacific subregion. An interdisciplinary team composed of education professionals from the fields of the arts and natural and social sciences in the Cook Islands is developing a locally adapted edition of *The Canoe Is*

*the People* interactive CD-ROM (available in English and Maori), as well as an updated general edition suitable for use and/or further adaptation in other Pacific countries and beyond.

- To broaden awareness and promote understanding at the global level, the UNESCO-LINKS Programme has developed a series of seven posters that address key contemporary challenges relating to local and indigenous knowledge systems for use in classrooms and non-formal education contexts. Issues addressed include: indigenous resource management; synergies with science; knowledge dynamism and change; women's knowledge; revitalizing transmission; and intellectual property rights. The poster series is available in English, French, Spanish and Bislama (Vanuatu pidgin), and will soon be also available in Filipino, Russian and six Pacific languages (Fijian, Kiribati, Maori, Samoan, Tongan, Tuvaluan).

In the Arctic region, UNESCO has responded to the recommendation (59, eight session) that the Arctic Council, UNEP and UNESCO follow-up on the International Experts Group Meeting on Climate Change and Arctic Sustainable Development, held in Monaco in March 2009. The proceedings of that meeting were published in the volume *Climate Change and Arctic Sustainable Development: scientific, social, cultural and educational challenges*, which was released in English and French. One of UNESCO's best-selling publications in 2010, the book draws upon the knowledge, concerns and visions of leading Arctic scientists in the natural and social sciences, prominent Chukchi, Even, Inuit and Saami leaders from across the circumpolar North and international experts in education, health and ethics. These voices emphasize the urgent need for a sustained interdisciplinary and multi-actor approach to monitoring, managing and responding to climate change in the Arctic, and explore avenues by which this can be achieved. Proposals to extend work on this crucial field of study are being actively discussed with donors.

'On the Frontlines of Climate Change' is an initiative that specifically responds to the recommendation to 'guarantee the full and effective participation of indigenous peoples in appropriate processes and environmental conventions, such as those on (...) climate change' (61, second session). Implemented by UNESCO in partnership with the Secretariat of the Convention on Biological Diversity (CBD), the Secretariat of the Permanent Forum on Indigenous Issues (PFII) and the Office of the High Commissioner on Human Rights (OHCHR), this online forum reaches an estimated 60,000 people. Climate Frontlines projects highlight local community experiences and knowledge related to coping with various climate change impacts. In 2010, 28 projects were chosen to form the core of the Climate Frontlines network.

With regard to the Permanent Forum's recommendation concerning the organization of a world indigenous forum on the right to water (54, sixth session), it is worth noting that the UNESCO International Hydrological Programme (IHP) is working closely with the organizers of the Sixth World Water Forum (Marseille, France, March 2012) to ensure that cultural diversity in water interactions, including by indigenous peoples, be duly reflected on the agenda and in the outcome document of this event.

### **(c) Free, Prior and Informed Consent**

UNESCO fully endorses the UN Declaration on the Rights of Indigenous Peoples which calls upon States to consult with indigenous peoples to obtain their free, prior and informed consent prior to approval of any project affecting their lands and resources. The Organization has actively contributed to the development of the UNDG Guidelines on Indigenous Peoples' Issues and uses them to operationalize the principles of free, prior and informed consent in its work. In 2005, a paper entitled 'Cultural diversity and principles of free, prior and informed consent regarding indigenous peoples: the work of UNESCO' detailed the Organization's approach and initiatives in this area, which are grounded in the commitment to ensure full participation of minorities and marginalized and vulnerable groups in devising, implementing and monitoring policies and actions that directly affect them.

The LINKS programme takes the approach that the free, prior and informed consent process is ongoing. This includes not only consulting with local and indigenous stakeholders prior to the planning of interventions, but also ensuring they have a role in shaping the objectives of the project, as well as decision-making throughout all stages of the project. For example, in the above-mentioned Mayangna project, full and effective participation of Mayangna people was a principle objective of the project from the outset. The project began with a meeting with leaders and community members in 2003 during which, not only was permission sought, but objectives, main lines of action and thematic content of the project were decided. This consultation process continued throughout the data collection phase with 26 community meetings being convened over a period of several years, during which participant communities engaged actively in decision-making on the contents of the resulting book. The consultation process continued in 2010 when delegates from seven Mayangna territories and members of the territorial government recommended that the new phase of the project should focus on using the book as a tool to integrate Mayangna knowledge and language into school curricula. Mayangna educators and specialists comprise more than half of the experts group responsible for guiding the direction of the project for the coming years.

As regards the different UNESCO cultural conventions, recent developments have shown that community participation is increasingly becoming a guiding principle for their implementation. The 2003 Convention for the Safeguarding of the Intangible Cultural Heritage and its operational directives adopted in 2008 (and amended in 2010) are emblematic in this regard as they repeatedly emphasize that State activities can only be undertaken with the active involvement (Article 15, Operational Directives 12, 23, 109, 160) or participation (Article 11, Operational Directives, 12, 79-82, 88, 101, 109, 157, 162) of those communities and with their free, prior and informed consent (Operational Directives 1, 2, 7, 101). The latter requirement is compulsory for inscription of intangible cultural heritage elements on the List of Intangible Cultural Heritage in Need of Urgent Safeguarding or the Representative List of the Intangible Cultural Heritage of Humanity, and for the inclusion of programmes, projects or activities on the Register of Best Practices.

Continued dialogue and advocacy is required to familiarize the governing bodies of the UNESCO Conventions with indigenous peoples' issues. To this end, it is important that indigenous peoples' representatives consider various avenues for participation built in these standard-setting mechanisms to make the voices of their communities heard. One such avenue is the possibility for the UN Permanent Forum to participate, as an observer, in the meetings of the UNESCO conventions' governing bodies. Moreover, the legal and

institutional frameworks of UNESCO's normative instruments foresee opportunities for civil society participation, which in principle include indigenous peoples' organizations and communities. For instance, the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions and its operational guidelines acknowledge 'the fundamental role of civil society in protecting and promoting the diversity of cultural expressions' (Article 11) and its Intergovernmental Committee 'in accordance with its Rules of Procedure, may invite at any time public or private organizations or individuals to participate in its meetings for consultation on specific issues'(Article 23.7). As for the 2003 Convention, accredited NGOs may be invited by its Intergovernmental Committee to provide advisory services. At its third session, the General Assembly of the State Parties to the 2003 Convention approved the accreditation of some 100 NGOs, a number of which are indigenous or indigenous focused, such as the Center for Peace Building and Poverty Reduction among Indigenous African Peoples (Nigeria) or the Centro de Trabalho Indigenista (Brazil). Indigenous peoples' organizations, particularly those from developing countries active in the field of intangible cultural heritage, are welcome to request accreditation.

## **2. Obstacles faced by UNESCO in implementing the Permanent Forum's Recommendations**

UNESCO recently submitted to the Permanent Forum a detailed analysis of the challenges faced by the Organization in addressing indigenous peoples' issues within the framework of its *Mid-term assessment of the achievement of the goal and objectives of the Second International Decade of the World's Indigenous People (2005-2014)*. These challenges, which are still impacting the implementation of the Forum's recommendations, concerned the following areas:

- representation of indigenous peoples' voices / perspectives in the governing bodies of the Organization and in the intergovernmental committees of the different UNESCO standard-setting instruments;
- awareness of indigenous peoples' rights and issues within UNESCO;
- financial and human resources;
- in-house coordination;
- political sensitivity of indigenous peoples' issues in an intergovernmental context .

As indicated in Section 2 below, UNESCO has been inspired by the examples of UN sister agencies and the recommendations from the UNPFII regarding the elaboration of a policy on engaging with indigenous peoples. This option is currently under discussion in the UNESCO Secretariat, where there is growing awareness that such a development could potentially help addressing some of the above challenges.

### **3. Factors facilitating the implementation of the recommendations of the Forum**

UNESCO considers that strengthening dialogue with the Permanent Forum is key to facilitating an optimal implementation of its recommendations. In this regard, the Organization welcomes the fact that Ms Tauli-Corpuz, member of the Forum, participated as an observer for the first time in the 34<sup>th</sup> session of the World Heritage Committee in July 2010. On this occasion, Ms Tauli-Corpuz brought to the attention of the Committee a number of concerns from indigenous communities living in specific World Heritage properties; one of her recommendations was that the practice of inviting the UNPFII to the World Heritage Committee could be continued in the future. UNPFII Members are also welcome to take advantage of their right to participate as observers in the meetings of other UNESCO Conventions' governing bodies.

### **4. Other significant information on recent policies, programmes, budgetary allocations or projects/activities regarding indigenous peoples' issues within UNESCO**

UNESCO has carefully taken note of the Permanent Forum's recommendation that 'UN Agencies that have not yet developed a policy on engaging with indigenous peoples follow the example of sister agencies in order to ensure that the Declaration on the Rights of Indigenous Peoples is adequately reflected in all UN programmes.' (21, ninth session). The elaboration of such a policy is currently under discussion within the UNESCO Secretariat. A UNESCO policy on engaging with indigenous peoples would align the Organization's programmes and activities with the content and the spirit of the landmark UN Declaration on the Rights of Indigenous Peoples.

Currently, the following texts constitute a basis for UNESCO's engagement with indigenous peoples:

- The UNESCO Universal Declaration on Cultural Diversity (2001) and subsequent standard-setting instruments (notably the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage and the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions) are, as mentioned above, explicit about the rights of indigenous peoples and recognize their contribution to sustainable development.
- The Organization's Medium-term Strategy (2008-2013) refers to indigenous peoples under at least one strategic objective in each of UNESCO's five programmatic areas: education, culture, communication, natural sciences and social and human sciences. The Strategy, while recognizing that indigenous peoples are among the most vulnerable segments of society whose needs shall be prioritized, also aims at enhancing awareness about their cultural contribution to sustainable development
- UNESCO's Regular Programme for 2010/2011 (35 C/5) also contains numerous references to indigenous peoples within each the five above-mentioned major programmatic areas.

- The handbook *UNESCO and Indigenous peoples: Partnership to Promote Cultural Diversity* presents the mandate, strategy, operational activities and partnership opportunities regarding indigenous peoples' issues. This publication has been widely distributed among Delegations, National Commissions, NGO partners, UNPFII members and UNESCO staff. While the handbook does not, strictly speaking, constitute a set of UNESCO guidelines or a policy document on how to engage with indigenous peoples' issues, it has been used as such by many colleagues.

In January 2011, the UNESCO System of Information on Strategies, Tasks and the Evaluation of Results (SISTER) referenced a total 365 regular programme activities and 85 extrabudgetary projects, both from Field Offices and Headquarters with specific mentions of indigenous peoples, reflecting broad mainstreaming of indigenous issues within the Organization. At least 20 activities with corresponding budgetary allocations included indigenous peoples as a central focus of their action:

- Promoting indigenous peoples' cultures and aspirations for development in light of the UN Declaration on the Rights of Indigenous Peoples;
- Protecting and promoting endangered and indigenous languages;
- Indigenous knowledge and sustainable development: its importance in biodiversity conservation, climate change adaptation and disaster preparedness;
- Reinforcing local and indigenous knowledge in evidence-based policies and practices for science and sustainable development;
- Science, policy and sustainable development in Pacific SIDS: follow-up to the Mauritius Declaration and local and indigenous knowledge systems;
- Strengthening of Literacy and Primary Education Policies and Programmes for indigenous and Afro-American populations in Bolivia, Colombia, Ecuador and Venezuela;
- Education programme for youth and adult illiterates in La Guajira, Colombia;
- Developing an integrated approach towards environmental management by using indigenous knowledge, with a focus on Timor Leste and other countries within the Jakarta Cluster Office ;
- Promoting indigenous knowledge systems in the Heart of the Mesoamerican Biological Corridor;
- Enhancement and strengthening of science, technology and innovation systems, development of new tools for regional and South-South cooperation and indigenous knowledge in Andean countries;
- Promoting the Intangible Cultural Heritage Convention to strengthen national cultural policy implementation - Safeguarding, Preservation and Promotion of Indigenous Textile Production techniques of Liberia;
- Promoting linguistic diversity through indigenous stories in Chile;
- National capacity building for intercultural conflict prevention and management in Chile;

- Safeguarding traditional indigenous craftsmanship in Brazil;
- Integrated Highland Livelihood Development in Mae Hong Son, Thailand;
- Strengthening free, independent and pluralistic media and communication for sustainable development in Paraguay, with emphasis on indigenous groups;
- Strengthening of rural communication through training in the production and transmission of programmes in indigenous languages and Spanish in Mexico;
- Indigenous Women Reporters in Costa Rica;
- Capacity-building for media and ICT development for the empowerment of marginalized groups, with special emphasis on women, youth, and indigenous peoples from different Mexican states like Chiapas, Tabasco, Veracruz and Aguascalientes;
- Strengthening legal and technological frameworks for the development of indigenous languages in the cyberspace in Russia.

## **5. Capacity-building programmes on indigenous peoples' issues for staff in UNESCO**

UNESCO participates on a regular basis in the Indigenous Fellowship Programme (anglophone and francophone) in collaboration with the Office of the High Commissioner for Human Rights (OHCHR). The programme consists of a two-way exchange during which the fellows attend lectures and conferences to learn about UNESCO activities, while UNESCO staff members receive input from the fellows on their projects with indigenous people and learn about the situation and challenges of indigenous communities today.

Since the beginning of 2008, UNESCO has launched a series of training sessions for both colleagues at Headquarters and in the field on the Cultural Diversity Programming Lens. This interdisciplinary programming tool includes questions for analysis on indigenous rights and aspirations.

Through its collaboration with the undg Management Committee, UNESCO contributes to the elaboration of a training programme for UN Country Teams staff, as planned in the General Plan of Action for the rolling out and implementation of the undg Guidelines on Indigenous Peoples' Issues.

## **6. UNESCO Focal Point on Indigenous Issues**

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## **7. List of conferences and other meetings under UNESCO regarding indigenous issues in 2011**

1. 11th Meeting of the Working Group on Education for All (EFA), UNESCO Headquarters, Paris, 2-3 February 2011.
2. 2001 Convention on the Protection of the Underwater Cultural Heritage: Meeting of the Working Group, UNESCO Headquarters, Paris, 9-10 February 2011.
3. Workshop on the Safeguarding of the Intangible Cultural Heritage in Kiribati, Tarawa, 9-11 February 2011.
4. XVIIth Session of the International Advisory Committee for Biosphere Reserves of the Man and Biosphere Programme (MAB), UNESCO Headquarters, Paris, 16-18 February 2011.
5. UNESCO Forum of Ministers on Social Protection Policies in South Asia, Colombo, Sri Lanka, 20-22 February 2011.
6. International Mother Language Day: 21 February 2011, UNESCO Headquarters, Paris.
7. Closing Ceremony of the 2010, International Year for the Rapprochement of Cultures, UN Headquarters, New York, 11 March 2011.
8. 40th anniversary of the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property, UNESCO Headquarters, Paris, 15-16 March 2011.
9. Tenth High-Level Group meeting on Education for All (EFA), Jomtien, Thailand, 22-24 March 2011.
10. 55th Meeting of the Bureau of the International Programme for the Development of Communication (IPDC), UNESCO Headquarters, Paris, 22-24 March 2011.
11. International Workshop: Bioprocessing, Policy and Practice: Conservation and use of Medicinal plants of the Small Island Developing States (SIDS) of the Indian Ocean and Madagascar, Ebene, Mauritius, 20-22 April 2011.
12. 186th session of the UNESCO Executive Board, UNESCO Headquarters, Paris, 26 April-12 May 2011.

13. Third Conference of Parties to the Convention on the Protection and Promotion of the Diversity of Cultural Expressions, UNESCO Headquarters, Paris, June 2011 (dates to be determined)
14. Indigenous Peoples, Marginalized Populations and Climate Change: Vulnerability, Adaptation and Traditional Knowledge, Mexico City, Mexico, July 2011 (exact date to be fixed). Co-Convenors: United Nations University - Institute of Advanced Studies Traditional Knowledge Initiative (UNU-IAS TKI), Intergovernmental Panel on Climate Change (IPCC), Secretariat of the Convention on Biological Diversity(SCBD), United Nations Development Programme GEF Small Grants Programme (UNDP GEF SGP), United Nations Educational, Scientific and Cultural Organization (UNESCO)
15. Reinforcing the Transmission of Indigenous Knowledge and Language in Nicaragua: Capacity-Building Workshops for educators, Nicaragua, August-September 2011 (exact dates to be fixed), Bosawas Biosphere Reserve.
16. 35th session of the World Heritage Committee, Manama, Bahrein, 19-29 September 2011.
17. 18th session of the General Assembly of the States Parties to the Convention Concerning the Protection of the World Cultural and Natural Heritage, UNESCO Headquarters, Paris, October/ November 2011(dates to be determined).
18. Indigenous Peoples, Marginalized Populations and Climate Change: Adaptation, Mitigation and Traditional Knowledge, Fourth Quarter, Cairns, Australia (dates to be determined). Co-Convenors: UNU-IAS TKI, IPCC, SCBD, UNDP GEF-SGP, UNESCO.
19. 36th session of the UNESCO General Conference, UNESCO Headquarters, Paris, October/November 2011.