

Training Module for Government Agencies

UNITED NATIONS
DECLARATION
ON THE RIGHTS
OF INDIGENOUS
PEOPLES

Facilitator's Handbook



Training Module for Government Agencies

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES

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List of acronyms

CCA	Common Country Assessment
FPIC	free, prior and informed consent
HRBA	human rights-based approach
IASG	Inter-Agency Support Group on Indigenous Issues
ICCPR	International Covenant on Civil and Political Rights
ICESCR	International Covenant on Economic, Social and Cultural Rights
ICT	information and communication technologies
IDB	Inter-American Development Bank
IFAD	International Fund for Agricultural Development
ILO	International Labour Organization
LNA	learning needs assessment
MDGs	Millennium Development Goals
NAC	National Action Committee
NGOs	non-governmental organizations
OHCHR	Office of the High Commissioner for Human Rights
PPT	PowerPoint
RBM	results-based management
SPFII	Secretariat of the United Nations Permanent Forum on Indigenous Issues
UNCT	United Nations Country Team
UNDAF	United Nations Development Assistance Framework
UNDG	United Nations Development Group
UNDP	United Nations Development Programme
UNDRIP	United Nations Declaration on the Rights of Indigenous Peoples
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNPFII	United Nations Permanent Forum on Indigenous Issues
WHO	World Health Organization

OVERVIEW
AND
INTRODUCTION



I. Overview and introduction

A. Background and introduction

The initiative to include human rights principles in policies and programmes reflects the increasingly receptive environment aimed towards democracy, openness and accountability that prevails in most regions of the world. It is recognized that these principles are not only important for the well-being of individuals, communities and peoples but are also an essential component of economic and social progress. There is a growing conviction that the provision and protection of human rights principles for all will contribute to strengthening social harmony and cohesion, advance the process of development and promote the accountability and legitimacy of Governments.

In 1997, a wide-ranging United Nations reform programme was initiated that stressed the need for strengthening the interlinkages between peace and security, poverty reduction and sustainable human development, and the promotion of and respect for human rights. The Millennium Development Goals (MDGs), adopted by world leaders in September 2000, are directly linked to the realization of achieving basic human rights for all. The global effort towards achieving the comprehensive and specific development goals have impacted upon the approach taken by many countries, as well as the United Nations system, through the introduction of the human rights-based approach (HRBA) to development. In September 2005, Member States of the United Nations again underlined the need to bring human rights to the forefront during the review process of the World Summit on Social Development.

Under the basic principles of universality, equality and non-discrimination, indigenous peoples are entitled to the full range of rights established under international law. However, this is often not the case and therefore the situation of indigenous peoples around the world requires specific attention. Indigenous peoples suffer from a history of discrimination, human rights violations and exclusion that has left them on the margins of the larger societies in which they exist, in some cases, on the verge of extinction. For these reasons, most indigenous peoples live in extreme poverty and face enormous challenges in maintaining and developing their own models of development.

The violations of indigenous peoples' rights have caught the attention of the human rights bodies within the United Nations system.

In 1972, a study was mandated by the Sub-Commission on the Promotion and Protection of Human Rights, the Commission on Human Rights and the United Nations Economic and Social Council on "The problem of discrimination against indigenous populations". Mr. Martinez Cobo, the Ecuadorian expert of the Sub-Commission, was appointed as the Special Rapporteur and delivered his



report in 1982. One of the results of this report was the establishment of a Working Group on Indigenous Populations under the aforementioned Sub-Commission, with a twofold mandate:

1. To review developments;
2. To elaborate human rights standards related to indigenous peoples.

The Working Group began the drafting of a declaration on the rights of indigenous peoples in 1985. The first draft was completed in 1993 and submitted to the Commission on Human Rights, which set up its own working group to review the draft in 1995. In 2006, the United Nations Human Rights Council (the successor body to the Commission on Human Rights) adopted the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP); adoption by an overwhelming majority vote in the United Nations General Assembly followed on 13 September 2007. The United Nations Declaration is the most comprehensive statement on the rights of indigenous peoples ever developed, giving prominence to collective rights to a degree unprecedented in international human rights law.

Its adoption marked the beginning of efforts by the international community to protect both individual and collective rights of indigenous peoples. It is recognition that indigenous peoples have distinct and unique cultures and world views that are part of their collective rights, and that their needs, aspirations and development strategies for the future may differ from those of the mainstream population.

Indigenous peoples have for years advocated for the recognition of their rights, from their local community level to the international forums, such as the United Nations. This growing force towards the provision and protection of human rights for all has allowed national and international indigenous peoples' movements to become stronger through their efforts in calling for the adoption of higher standards in the provision and protection of indigenous peoples' rights, and through the development of holistic governance and development models and practices that respect the rights of indigenous peoples. Governments, the United Nations system and other development actors have acknowledged and recognized these demands as being crucial to the global efforts in meeting the United Nations development goals. Various Member States have domesticated international human rights standards in national legislation specifically on indigenous peoples' rights. This essential component of compliance is accompanied by a rapidly increasing number of national and international political and legal decisions that recognize indigenous peoples' rights.

Article 42 of UNDRIP calls for the United Nations, its bodies, including the United Nations Permanent Forum on Indigenous Issues (UNPFII), and other specialized agencies, including at the country level, as well as States to promote respect for and the full application of the provisions of the Declaration and to follow up on its effectiveness.



At the institutional level, the Economic and Social Council established the UNPFII in 2000.¹ The mandate of the UNPFII includes, inter alia, discussing indigenous peoples' issues within the Council's mandate, including economic and social development, culture, environment, education, health and human rights; and providing expert advice and recommendations to the Council and to programmes, funds and agencies of the United Nations. In 2002, an inter-agency mechanism, now called the [Inter-Agency Support Group on Indigenous Issues \(IASG\)](#),² was established to support and promote the mandate of the UNPFII within the United Nations system.

At its Principals meeting in July 2006, the United Nations Development Group (UNDG) recommended that the IASG (now composed of 34 United Nations system agencies, funds and programmes and other intergovernmental organizations), in consultation with the UNDG Programme Group, provide support and guidance for mainstreaming and integrating indigenous peoples' issues in United Nations operational activities, working through existing mechanisms and procedures. An ad hoc UNDG Task Team on Indigenous Issues was created. In 2007, the Task Team developed the UNDG Guidelines on Indigenous Peoples Issues through a concerted team effort involving 13 United Nations agencies. During the first trimester of 2008, the Task Team drafted a Plan of Action for the implementation of these Guidelines, including the mainstreaming of indigenous peoples' issues at the country level.

The Secretariat of the Permanent Forum on Indigenous Issues (SPFII) has, since 2009, embarked on a project titled "Capacity development at the country level for improved dissemination and implementation of the United Nations Declaration on the Rights of Indigenous Peoples". The aim of the project is to contribute to the improvement of the situation of indigenous peoples through capacity-building and awareness training on indigenous peoples' issues for Governments, indigenous peoples' organizations and the United Nations system staff at the country level.

The activities of the project include, among others, the development, translation, publication and dissemination of Training Modules on UNDRIP. The Training Module for Government Agencies includes a handbook for participants, a facilitators' workbook and all supplementary material such as PowerPoint (PPT) presentations, case scenarios and group work questions.

The Training Module for Government Agencies will be used during training workshops to strengthen capacity and raise awareness on indigenous peoples' issues among staff in Government agencies. It is based on UNDRIP and also on the United Nations Common Learning Package (CLP) and the training module



¹ Economic and Social Council resolution 2000/22 of 28 July 2000 on the establishment of a Permanent Forum on Indigenous Issues.

² The IASG is composed of 34 United Nations entities and other institutions including the Inter-American Development Bank, the European Commission, the Fondo Indígena and the Commonwealth Secretariat. Its chair rotates among agencies annually, it meets formally in an annual session and the chairing organization takes the initiative, in consultation with the members, to select a theme.

for the application of the human rights–based approach to development (HRBA). In preparing this Training Module, intensive use has been made of the Resource Kit on Indigenous peoples’ Issues produced jointly by SPFII and various agencies, as well as of other relevant resources.



B. Objectives

The **overall development objectives** of the Training Module are, in conformity with the objectives of the above-mentioned policy documents: greater fulfilment and enjoyment of human rights and, more specifically, indigenous peoples’ rights; improvement of the situation of indigenous peoples; and the strengthening of the capacity of Governments to shape their interventions effectively towards such achievements.

Based on these overall objectives, the Training Module seeks to achieve two major **immediate objectives**:

1. To provide relevant policy information to training participants on indigenous peoples’ rights and issues as contained in UNDRIP, in particular the effective engagement of indigenous peoples and the recognition of indigenous peoples’ rights in development processes;
2. To support the mainstreaming of indigenous peoples’ rights and issues in strategic planning processes, in all phases of development programming, from conceptualization to implementation through evaluation.

C. Use of the Module

The Training Module is designed for the delivery of a training workshop for Government staff, as they are often the important people in terms of the fulfilment and implementation of UNDRIP. It is also designed to be flexible in its use so it can be tailored to suit specific country circumstances: depending on the needs of the Government, one or both of the above-mentioned objectives (information-sharing or programming support) may be emphasized, shaping the training workshop as informative and/or hands-on practice.

This Module is fully compatible with and complementary to the CLP on the HRBA. It has been designed to:

1. Provide condensed policy information on indigenous peoples’ issues through “key messages” coming from key United Nations policy and guidance documents, among which, UNDRIP, Convention No. 169 of the International Labour Organization (ILO) (particularly in relation to States that have ratified it), the UNDG Guidelines on Indigenous Peoples’ Issues and the SPFII Resource Kit on Indigenous Peoples’ Issues;

2. Provide practical tools and methodologies, in particular the human rights-based approach, which will serve to support Government agency staff to mainstream indigenous peoples' issues in their strategy, programmes and projects.

The Module can thus be used as a quick reference tool or as background material for training workshops or brainstorming sessions with Government staff. Thanks to the “menu” of workshop materials, the Module can serve as a toolkit for a short brainstorming session or for a one-, two- or three-day workshop. This will depend on the extent to which Government agency staff may wish to broaden their knowledge, and especially their practical skills, on certain topics.

It should be emphasized that in order to achieve the objectives, in particular the mainstreaming of indigenous peoples' rights and issues in developmental programming, continued monitoring will be required in regard to the continued application of the knowledge and skills gained during the training. Discussions of situations similar or comparable to those described in the exercises and case scenarios will contribute to the internalization of acquired knowledge and skills and their consistent application in everyday programming. This can happen only when there is continued application of the principles in other projects and programmes (even when it appears that indigenous peoples are not immediately affected), periodic stocktaking of improvements from both duty-bearers and rights-holders and, more frequently, when there is open (including informal) discussions on indigenous peoples' issues with the stakeholders involved.



KEY MESSAGES
ON
INDIGENOUS
PEOPLES' ISSUES



II. Key messages on indigenous peoples' issues

A. Introduction and purpose

Indigenous peoples' issues are extremely diverse and will be encountered in thematic areas ranging from traditional knowledge to information and communication technologies (ICT) for development, from bilingual education to conflict resolution, and from decentralization to climate change. Given the commitment of United Nations Member States to promote human rights, including the internationally recognized rights of indigenous peoples as formulated in UNDRIP, it may be expected that Government agencies are well aware of these issues.

The term “issues” is used as an umbrella term for indigenous peoples' rights, interests, special livelihood circumstances and living conditions, different perspectives and aspirations for developmental goals, particular methods and mechanisms for engagement, traditional authority structures and governance systems, and other factors affecting their opportunities and choices for achieving the goal of sustainable human development while maintaining their collective identity.

In addition to a number of international, regional and national human rights instruments that make implicit or explicit reference to the rights of indigenous peoples, the adoption by the General Assembly of UNDRIP in September 2007 was a great leap forward in the international recognition of those rights. The Declaration is considered the minimum human rights standard applicable to indigenous peoples' issues and is already being used as such in an (increasing) number of court cases that recognize the rights of indigenous peoples.

Indigenous peoples and their lands have been disproportionately affected by development activities because those lands often contain valuable natural resources, including timber, minerals, biodiversity resources, water and oil. Land and resource issues are often at the heart of the tensions between indigenous communities and States and are frequently the source of human rights violations. In other instances, basic developmental challenges such as access to water and food and opportunities for development are having a **disproportionate** (i.e., worse than other segments of society) impact on indigenous peoples, forming a threat to their survival and well-being.

A distinctive characteristic of indigenous peoples' issues is their collective nature: whereas universal human rights of course also apply to indigenous individuals, the issues related to indigenous peoples affect them as a collectivity, and therefore require an approach that addresses this uniqueness. Moreover, the recognition and growing body of legislation and jurisprudence on indigenous peoples' rights, as peoples, also demand a reorientation of rights-based approaches in considering not only individual rights but also the collective rights of indigenous peoples.

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Many Government officials will already have a fair understanding of these issues, particularly if they are indigenous persons themselves, have indigenous colleagues or have relevant experience in their policies and programmes. However, the rights-based approach to development processes still needs to be strengthened, and the inclusion of collective rights of indigenous peoples in such a rights-based framework requires special attention.

This section of the Training Module tries to capture some short key messages from agreed United Nations policy documents, which are presented in bullet-point style and are intended to guide Government agency staff members during the planning and implementation of development processes. Adherence to this guidance should ultimately result in the improved recognition of indigenous peoples' rights at the national level, putting policy into practice.



KEY MESSAGES
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B. Indigenous peoples' issues in general

Overview

- What are “indigenous peoples’ issues”? (Umbrella term for issues that are specific to or that disproportionately affect indigenous peoples)
- Which issues are we referring to?
- Why are “indigenous peoples’ issues” different from general development or human rights issues?
- Why should Governments treat these issues differently?

Issues specific to indigenous peoples

- » Racial discrimination and stigmatization
- » Conflicts related to identity and culture (e.g., forced assimilation, limitations of cultural expressions, non-recognition of different lifestyles)
- » Opposition to the right of self-determination and self-governance or autonomy (independence wars, militarization on indigenous lands)
- » Conflicts over ancestral lands and natural resources (e.g., extractive industries, protected areas, land conversion, projects related to biodiversity and climate change—the Clean Development Mechanism (CDM), Reducing Emissions from Deforestation in Developing Countries (REDD), agro/biofuel and carbon trade projects in indigenous peoples’ lands)
- » Threats to the maintenance of traditional lifestyles
- » Marginalization and exclusion from mainstream society (including public services) and from policy- and decision-making

Issues related to the collective and/or traditional way of living of indigenous peoples

- » Land and natural resource rights
- » Traditional authority structures and indigenous governance systems (internally as well as in relation to governmental structures)
- » Ways of decision-making; free, prior and informed consent (FPIC); consultation and participation
- » Traditional knowledge
- » High dependence on the natural environment for survival and maintenance of traditional lifestyles (e.g., hunting, fishing, forest products)
- » Preservation and further development of indigenous peoples' cultures, traditions and cultural expressions

Issues that disproportionately affect indigenous peoples (the "pure" development issues)

- » Limited alternative food sources (which affects food security)
- » Poverty, insufficient health care, lack of access to education facilities, high child and maternal mortality
- » Greater vulnerability to natural disasters and climate change
- » Limited development opportunities and choices (lack of access to markets and capital, telecommunication, transport facilities)
- » Double/triple discrimination against indigenous women
- » Environmental pollution and degradation, which has direct effects on the survival and livelihood of indigenous peoples
- » In the case of indigenous persons living in an urban environment, they are often even more severely affected by urban problems (housing problems, unemployment, access to public services, drugs, criminality, etc.)



Why are "indigenous peoples' issues" different from general development or human rights issues?

- These issues are specifically linked to being indigenous, e.g., discrimination, land rights
- They are collective in nature and therefore affect whole communities and peoples rather than just individuals
- They require approaches and solutions that address this characteristic of collectiveness
- The process of achieving an acceptable and sustainable solution is different from dealing with individuals only

- Legislative frameworks often do not allow for collective solutions, e.g., land rights
- Indigenous peoples want their rights as peoples to be acknowledged, not just symptomatic solutions for individuals
- There are deep, historical underlying causes, such as genocide, slavery, forced assimilation, intentional marginalization and neglect
- Duty-bearers may see the requested solutions as threats rather than opportunities
- Governments may not want to share political and economic power in favour of indigenous peoples

Why have indigenous peoples' issues not been fully addressed?

- They have not been made a priority; they are seen as threats to established power structures and systems
- Advocacy on these issues has not been strong enough or has been ignored owing, among other reasons, to the marginalization of indigenous peoples
- Organizations and institutions do not fully understand the issues and the possible solutions, and continue to design superficial interventions

Why should Governments treat these issues differently?

- They ARE different, deep rooted, and need a different approach for real and sustainable solutions, as explained above
- They need an approach of “rights-based development with identity”
- Governments have the mandate and duty to address them as such:
 - » Respecting and realizing human rights should be universal objectives of Governments
 - » There is a very explicit link, particularly in the case of indigenous peoples, between human rights and development
 - » The HRBA is (should be) the fundamental approach to programming and implementation
 - » Many national legislations and/or governmental programmes establish specific policies on indigenous peoples or indigenous peoples' issues (e.g., human rights, development and environmental policies)
 - » UNDRIP, developed and adopted by Member States and indigenous peoples, establishes clear human rights standards and must be respected and promoted



C. Institutional arrangements on indigenous peoples' issues within the United Nations system

Mechanisms related to indigenous peoples within the United Nations system

1. The UNPFII, established in 2000 under the Economic and Social Council (www.un.org/esa/socdev/pfi):
 - a. Discusses indigenous peoples' issues within its mandate of economic and social development, culture, environment, education, health and human rights;
 - b. Provides expert advice and recommendations through the Economic and Social Council to programmes, funds and agencies of the United Nations;
 - c. Prepares and disseminates information on indigenous issues;
 - d. Promotes respect for and the full application of the provisions of UNDRIP, and follows up on its effectiveness (article 42);
 - e. Comprises 16 members, 8 of whom are nominated by indigenous peoples' organizations and 8 by Governments;
 - f. The SPFII is part of the United Nations Secretariat.
2. The Inter-Agency Support Group on Indigenous Issues (IASG), established in 2002 (www.un.org/esa/socdev/pfi/iasg):
 - a. Supports and promotes the mandate of the UNPFII within the United Nations system;
 - b. Is now composed of 34 United Nations system agencies, funds and programmes and other intergovernmental organizations;
 - c. In 2006, with an ad-hoc mandate as the undg Task Team, the IASG developed the undg Guidelines on Indigenous Peoples' Issues, as well as an Action Plan for the implementation of these guidelines (which includes mainstreaming at the country level);
 - d. In addition to the individual agency reports, the IASG reports yearly to the Permanent Forum on its actions and results in implementing the Permanent Forum's recommendations.
3. The Special Rapporteur on the rights of indigenous peoples, established in 2001 under the Commission on Human Rights, now the Human Rights Council, (<http://www2.ohchr.org/english/issues/indigenous/rapporteur/>) as part of the thematic special procedures (<http://www2.ohchr.org/english/bodies/chr/special/index.htm>):
 - a. Gathers information (through country visits among other means) and communications regarding violations of indigenous peoples' human rights;



- b. Formulates recommendations on measures to prevent and remedy these violations;
 - c. Works in close relationship with other special procedures and other human rights bodies;
 - d. The first Rapporteur was Mr. Rodolfo Stavenhagen (2001-2008); the current Rapporteur is Mr. James Anaya.
4. The Expert Mechanism on the Rights of Indigenous Peoples, established in December 2007 as a subsidiary expert mechanism of the [Human Rights Council](http://www2.ohchr.org/english/issues/indigenous/ExpertMechanism/index.htm) to provide thematic expertise on the rights of indigenous peoples (<http://www2.ohchr.org/english/issues/indigenous/ExpertMechanism/index.htm>):
 - a. Provides the Council with thematic expertise;
 - b. Provides advice to the Council based on studies and research;
 - c. Submits proposals to the Council.
 5. Some United Nations agencies/programmes which have specific policies on indigenous peoples or have policies that make reference to indigenous peoples' issues (e.g., human rights policies).
 6. Many United Nations agencies/programmes which have indigenous peoples as specific target groups/beneficiaries/stakeholders in their programmes.
 7. The proclamation by the General Assembly of the Second International Decade of the World's Indigenous People (2005–2014).



The five objectives of the Second Decade:

- » Promoting non-discrimination and inclusion of indigenous peoples in the design, implementation and evaluation of international, regional and national processes regarding laws, policies, resources, programmes and projects
- » Promoting full and effective participation of indigenous peoples in decisions which directly or indirectly affect their lifestyles, traditional lands and territories, their cultural integrity as indigenous peoples with collective rights or any other aspect of their lives, considering the principle of FPIC
- » Redefining development policies that depart from a vision of equity so that they are culturally appropriate and respect the cultural and linguistic diversity of indigenous peoples
- » Adopting targeted policies, programmes, projects and budgets for the development of indigenous peoples, including concrete benchmarks, and with particular emphasis on indigenous women, children and youth
- » Developing strong monitoring mechanisms and enhancing accountability at the international, regional and particularly the national levels,

regarding the implementation of legal policy and operational frameworks for the protection of indigenous peoples and for the improvement of their lives

D. International norms and standards on indigenous peoples' issues

Definition of indigenous peoples

- No universal definition of “indigenous peoples” (nor are there definitions for peoples, minorities, family, terrorism)
- A universal definition is not necessary for the recognition and protection of the rights of indigenous peoples; identification is more useful than definition
- Self-identification is most crucial
- Common characteristics:
 - » ILO Convention 169
 - » Martinez Cobo study on discrimination against indigenous peoples
 - » Working Group on Indigenous Populations (WGIP)—relevant factors
 - » UNDRIP, article 33



International Labour Organization Convention 169

- Tribal peoples whose social, cultural and economic conditions distinguish them from other sections of the national community, and whose status is regulated wholly or partially by their own customs or traditions or by special laws or regulations
- Peoples who are regarded as indigenous on account of their descent from the populations which inhabited the country, or a geographical region to which the country belongs, at the time of conquest or colonization or the establishment of present state boundaries and who, irrespective of their legal status, retain some or all of their own social, economic, cultural and political institutions
- Self-identification as indigenous or tribal shall be regarded as a fundamental criterion for determining the groups to which the provisions of this Convention apply

Martinez Cobo study

- Indigenous communities, peoples and nations are those that:
 - » Have a historical continuity with pre-invasion and pre-colonial societies that developed on their territories

- » Consider themselves distinct from other sectors of the societies now prevailing in those territories, or parts of them
- » Form at present non-dominant sectors of society
- » Are determined to preserve, develop and transmit to future generations their ancestral territories, and their distinct identity, as the basis of their continued existence as peoples, in accordance with their own cultural patterns, social institutions and legal systems

Working Group on Indigenous Populations—relevant factors

- Priority in time, with respect to the occupation and use of a specific territory
- The voluntary perpetuation of cultural distinctiveness, which may include the aspects of language, social organization, religion and spiritual values, modes of production, laws and institutions
- Self-identification, as well as recognition by other groups, or by State authorities, as a distinct collectivity
- Experience of subjugation, marginalization, dispossession, exclusion or discrimination, whether or not these conditions persist



UNDRIP, article 33

Indigenous peoples have the right to determine their own identity or membership in accordance with their customs and traditions

International framework of indigenous peoples' rights

- Under the Charter of the United Nations, Member States committed themselves to promote and protect human rights at the national level and to cooperate to that end at the international level
- The Vienna Declaration and Programme of Action reaffirms that “the promotion and protection of human rights is the first responsibility of Governments”
- Equality and dignity is to be assured through the recognition and protection of not only individual rights but also indigenous peoples' collective rights as distinct groups
- International developments over recent decades on indigenous peoples' issues provide a strong framework for greater engagement at the country level:
 - » The International Covenant on Civil and Political Rights (1966)
 - » The International Covenant on Economic, Social and Cultural Rights (1966)

- » The International Convention on the Elimination of All Forms of Racial Discrimination (1965)
- » The Convention Concerning the Protection of the World Cultural and Natural Heritage (1972)
- » The Convention on the Rights of the Child (1989)
- » The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)
- » ILO Convention No. 169 on Indigenous and Tribal Peoples (1989)
- » The Convention on Biological Diversity (1992) and various decisions of the Conferences of the Parties
- » Agenda 21 (1992)
- » The International Conference on Population and Development (1994)
- » The proclamation by the General Assembly of the First International Decade of the World's Indigenous People (1995–2004)
- » The Beijing Declaration and Platform for Action (1995)
- » The Global Ministerial Environment Forum; Malmoe Ministerial Declaration 21 (2000)
- » The Universal Declaration on Cultural Diversity and its programme of action (2001)
- » The Convention for the Safeguarding of the Intangible Cultural Heritage (2003)
- » The Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005)
- » The 2005 World Summit on Sustainable Development (Johannesburg)
- » The proclamation by the General Assembly of the Second International Decade of the World's Indigenous People (2005–2014)
- » The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) (2007)



United Nations Declaration on the Rights of Indigenous Peoples

- Adopted by the United Nations General Assembly in September 2007
- Article 41 commits the “organs and specialized agencies of the United Nations system and other intergovernmental organizations to contribute to the full realization of the provisions of [the] Declaration through the mobilization, inter alia, of financial cooperation and technical assistance. Ways and means of ensuring participation of indigenous peoples on issues affecting them shall be established.”

- In accordance with article 42, “the United Nations, its bodies, including the Permanent Forum on Indigenous Issues, and specialized agencies, including at the country level, and States shall promote respect for and full application of the provisions of [the] Declaration and follow up the effectiveness of [the] Declaration”
- Is the most comprehensive international declaration on indigenous peoples’ rights, which “constitute the minimum standards for the survival, dignity and well-being of the indigenous peoples of the world” (article 43)
- Contains individual and collective human rights of indigenous peoples
- Collective rights: peoples, not just people

Collective rights: self-determination (articles 3-5)

- Freely determine the political status of the people
- Freely pursue economic, social and cultural development
- Autonomy or self-government in matters relating to internal and local affairs
- Ways and means of financing autonomous functions
- Formal recognition of indigenous peoples’ traditional institutions, internal justice and conflict-resolution systems, and understanding of their socio-political organization
- Conditions for self-management

Collective rights: lands, territories and resources (*inter alia*, articles 26 and 27)

- Indigenous peoples have the right to their lands, territories and resources
- Indigenous peoples have the right to own, use, develop and control those lands, territories and resources
- States shall give legal recognition and protection to those lands, territories and resources

Collective rights: participation and consent (*inter alia*, articles 18, 19, 27 and 32)

- Consultation: a necessary but weak form of “participation”
- Full and effective participation at every stage of any action that may directly or indirectly affect indigenous peoples: policy-making, decision-taking, implementation, monitoring and evaluation
- States shall consult and cooperate in good faith with the indigenous peoples concerned through their own representative institutions in order to obtain their free and informed consent prior to the approval of any project affecting their lands or territories and other resources (article 32)



- FPIC:
 - » Absence of coercion, intimidation or manipulation
 - » Sufficiently in advance of any authorization or commencement of activities
 - » Respect for time requirements of indigenous peoples' consultation/consensus processes
 - » Full and clear information on activities and their impacts provided ahead of decision-taking
 - » Indigenous peoples have the right to say yes or no to those plans

Collective rights: right to development (*inter alia*, articles 23 and 32)

- Define and decide on own development priorities
- Right to participate in the formulation, implementation and evaluation of policies, plans and programmes for national and regional development
- Undertake impact assessments in accordance with standards that are respectful of indigenous peoples' rights (e.g., the Convention on Biological Diversity's Akwé: Kon guidelines for cultural, environmental and social impact assessments, and International Union for the Conservation of Nature (now known as the World Conservation Union) guidelines)

KEY MESSAGES
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Other international and regional frameworks referencing indigenous peoples' rights

- Regional human rights frameworks
- Conference of the Parties' decisions on major environmental conventions
- Policies and guidelines of multilateral institutions (e.g., development banks) and international or regional organizations (United Nations specialized agencies and programmes, European Union (EU), Association of Southeast Asian Nations (ASEAN), African Union (AU), Organization of American States (OAS), Caribbean Community (CARICOM), etc.)

E. Major issues related to indigenous peoples and development

Major issues

- Differences in perspectives on "development"
- The HRBA
- Indigenous peoples' land and resource rights: guiding principles
- Participation, consultation and FPIC: guiding principles

- Making the MDGs more relevant to indigenous peoples
- Disaggregated data collection and relevant indicators

Differences in perspectives on “development”

- Indigenous peoples may have distinct and alternative views on the issue of “development”
- Mainstream development is often focused on increasing productivity and financial flows, improving individual wealth and maintaining political power
- Indigenous peoples’ concept of development is often holistic with respect for Mother Earth and nature (including cultural and spiritual aspects), and with strong emphasis on sustainability and conservation of the ecosystem for current and future generations, and communal participation, aimed at both individual and collective development
- This difference in perspectives may cause conflicts if “development” is unilaterally imposed
- In addition, due to marginalization and discrimination, indigenous peoples often do not benefit (equally) from “development”, creating a wider gap between themselves and mainstream societies



Indigenous peoples’ issues are all about human rights; *it is absolutely essential to follow the HRBA!*

- Under the HRBA, the process of development is normatively based on human rights standards and principles
- The ultimate goal of all development interventions should be to further the realization of human rights
- Human rights standards reflect the concrete claims and obligations of rights-holders and duty-bearers, and the HRBA must be aimed at developing their capacities
- The HRBA adds important instrumental value to development programming by identifying patterns of discrimination and exclusion
- The six principles underpinning human rights are:
 1. Universality and inalienability;
 2. Indivisibility;
 3. Interdependence and interrelatedness;
 4. Participation and inclusion;
 5. Equality and non-discrimination;
 6. Accountability and rule of law.

- The application of human rights principles adds quality to the programming process. In HRBA programming, the process is equally as important as the outcome
- The HRBA principles, especially those of equality, non-discrimination and universality, require special attention with respect to advancing gender equality

Indigenous peoples' lands and territories

- Ancestral lands and territories have fundamental material, cultural and spiritual dimensions for indigenous peoples
- Land = Life! Collective ownership and stewardship of lands, territories and natural resources are necessary for indigenous peoples to survive as distinct peoples with specific lifestyles
- UNDRIP, article 26
 1. Indigenous peoples have the right to the lands, territories and resources which they have traditionally owned, occupied or otherwise used or acquired.
 2. Indigenous peoples have the right to own, use, develop and control the lands, territories and resources that they possess by reason of traditional ownership or other traditional occupation or use, as well as those which they have otherwise acquired.
 3. States shall give legal recognition and protection to these lands, territories and resources. Such recognition shall be conducted with due respect to the customs, traditions and land tenure systems of the indigenous peoples concerned.
- UNDRIP, article 27
 - » States shall establish and implement, in conjunction with indigenous peoples concerned, a fair, independent, impartial, open and transparent process, giving due recognition to indigenous peoples laws, traditions, customs and land tenure systems, to recognize and adjudicate the rights of indigenous peoples pertaining to their lands, territories and resources, including those which were traditionally owned or otherwise occupied or used. Indigenous peoples shall have the right to participate in this process.
- UNDRIP, article 32
 1. Indigenous peoples have the right to determine and develop priorities and strategies for the development or use of their lands or territories and other resources.
 2. States shall consult and cooperate in good faith with the indigenous peoples concerned through their own representative institutions in



order to obtain their free and informed consent prior to the approval of any project affecting their lands or territories and other resources, particularly in connection with the development, utilization or exploitation of mineral, water or other resources.

- They are often under sustainable environmental management by indigenous peoples, thanks to a deep understanding of and connection with the land

Some frequent land rights issues

- Ownership rights and land use rights
- Adequate housing and protection from forced evictions
- Agriculture
- Mining and other extractive industries
- Natural resource management issues
- Infrastructural development projects
- Management and use of protected areas, natural parks, heritage sites
- Protection from environmental impacts and guarantees for sacred or cultural sites
- Benefit-sharing
- Clean Development Mechanism and/or carbon trade projects (climate change mitigation projects)
- Projects and initiatives related to Reducing Emissions from Deforestation and Degradation of Forests (REDD) and Payment for Environmental Services (PES)

Many negative impacts, *short and long term!*

- Continuous tensions, road blocks, demonstrations, etc.—societal unrest
- Forced displacement
- Dispossession of territories
- Militarization of indigenous lands
- Social disturbances within communities
- Health impacts
- Environmental degradation
- Ultimate impacts: further decrease of living standards, development chances and choices, marginalization, poverty, loss of identity, continued conflicts and national instability, etc.



Participation and FPIC

- Right to participation and FPIC are integral parts of the HRBA; an important strategy to make progress towards equity
- Indigenous peoples are often excluded from policy- and decision-making, budget discussions, the design, implementation and evaluation of a project proposal
- Indigenous peoples are sometimes adversely affected by development policies, projects and programmes
- There is a frequent mistake of informing indigenous peoples only of what will happen (one-way information)
- Another frequent mistake is to consider “consultations” as a sufficient form of participation
- UNDRIP states that indigenous peoples have the right to define their own development strategies; FPIC. The UNDG Guidelines state the need to establish partnerships and focus on capacity development (empowerment)



Include indigenous peoples' issues in country or situation analysis!

- Are indigenous peoples adequately included and have they participated in relevant analyses and strategies (e.g., the development of poverty reduction strategy papers (PRSPs) and programmes, national development plans, mid-term expenditure frameworks, MDG reporting)?
- Are indigenous peoples' rights included in the general discussion on human rights issues and in overall development policies?
- Has the country ratified or endorsed human rights or other treaties and declarations of specific relevance to indigenous peoples? If so, which ones?
- Are indigenous peoples included in the reporting processes and in the implementation of recommendations of human rights treaty bodies (e.g., the Committee on the Elimination of Racial Discrimination (CERD), the Committee on the Rights of the Child (CRC)) or the ILO supervisory bodies?
- Are indigenous peoples involved in other human rights monitoring mechanisms (e.g., visits by Special Rapporteurs of the Human Rights Council)?
- Are there any public institutions (including national human rights commissions or statutory bodies responsible for indigenous affairs, etc.) or civil society organizations with a track record for facilitating indigenous peoples' participation and development, and what is their role in the programme design and/or implementation?

Guiding principles for effective participation by indigenous peoples

- Mutual respect and consent, transparency and accountability among partners
- Convergence and common understanding of substantial objectives, strategies, activities, outputs and expected impacts between and among the partners, rather than separate institutional objectives
- Focus on strengthening indigenous peoples' participation and influence in policy- and decision-making processes
- Focus on capacity development, its conceptualization and design as a long-term process with clear progression and benchmarks
- Capacity development is at its most effective when it involves all parties, e.g., indigenous peoples, Government officials, the United Nations system, other relevant actors and the public in general
- Joint planning, implementation and evaluation with partners: understand partnerships as shared learning processes, document the experiences and lessons learned and share with other partners, across countries and regions



Key elements of FPIC

- Consent ≠ Consultation!
Consultation ≠ Participation!
Information-sharing ≠ Consultation!
- Right to participation and FPIC in UNDRIP articles 18, 19, 27 and 32 (among many others)
- Are also elements of good governance in general
- **Free:** no coercion, intimidation or manipulation
- **Prior:**
 - » Sufficiently in advance of any authorization or commencement of activities
 - » Respects time requirements of indigenous consultation/consensus processes
- **Informed:** information provided and properly discussed on (at least) the following aspects:
 - » The nature, size, pace, reversibility and scope of any proposed project or activity
 - » The reason(s) or purpose of the project and/or activity
 - » The duration of the above
 - » The locality of areas that will be affected

- » A preliminary assessment of the likely economic, social, cultural and environmental impact, including potential risks and fair and equitable benefit-sharing in a context that respects the precautionary principle
- » The personnel likely to be involved in the execution of the proposed project (including indigenous peoples, private sector staff, research institutions, Government employees and others)
- » Procedures that the project may entail
- **Consent:**
 - » Consultation and participation are crucial components of a consent process
 - » Consultation should be undertaken in good faith, in an atmosphere of mutual respect
 - » Full and equitable participation
 - » Right to say no

Data and indicators

- Collect disaggregated data to distinguish the situation of indigenous peoples, as a condition for informed policy-making, programme design and implementation
- Use appropriate indicators, including indicators on land and territories and other collective rights, in order to adequately reflect indigenous peoples' perspectives, priorities and realities
- Promote alternative, appropriate methodologies for data collection (which can have a capacity development dimension)
- Formulate outcome indicators to assess progress towards realization of basic human rights and indigenous peoples' collective rights (e.g., what percentage of ancestral lands are legally recognized; is there adequate application of FPIC)
- Better assessment of the situation and monitoring of the real impacts of development interventions

Making the MDGs more relevant for indigenous peoples

Some critical perspectives on the MDGs (May 2005 UNPFII)

- Indigenous peoples (may) have other perspectives on “development” and other development models
- Remember that UNDRIP recognizes the right of indigenous peoples to determine and develop their own priorities and strategies for development,



and the right to be involved effectively in any (development) projects affecting them

- MDGs take a compartmentalized approach, not a holistic view of human development
- MDGs often look only at national averages
- MDGs and progress indicators do not capture indigenous peoples' priorities such as rights to lands, territories and resources (survival and identity)
- MDG efforts may even threaten indigenous peoples (e.g., accelerated conversion of land for agriculture, exclusion from ancestral lands and territories, forced assimilation, forced adoption or disturbance of gender values, roles and traditions)



UNPFII recommendations

- MDG-related interventions should capture indigenous perspectives and priorities
- Countries should use appropriate indicators on issues that really matter to indigenous peoples
- Indigenous peoples should be included in the planning of the overall MDG report
- The situation of indigenous peoples should be included in the context of MDG reports
- Indigenous peoples should be included in the context of meeting each specific goal
- Indigenous peoples' should have effective participation in the planning process of future interventions, and in the implementation, monitoring and evaluation of programmes and projects

Some examples of indigenous peoples' perspectives on MDGs

Poverty

- Disaggregation of data, to assess situations of indigenous peoples
- Revision of indicators to reflect indigenous peoples' own perceptions and aspirations
- Recognition of indigenous peoples' rights to territories and resources
- Respect for indigenous peoples' own institutions and judicial systems
- Indigenous peoples' own poverty reduction strategies to be taken into account
- Full participation of indigenous peoples in development processes, including national and local planning exercises and decision-making

Education

- Linkage of educational quality to indigenous languages, cultures and traditional knowledge (multicultural and multilingual education)
- Incorporation of indigenous community-based education systems into the education curricula
- Role of elders and women in maintaining indigenous languages and cultures

Gender

- Goal 3 (gender equality) cannot be met with a singular focus on girls' education and should be expanded to address other issues such as: reproductive and sexual health and rights, violence against women, women's labour and property rights, and the reduction of women's work burdens by guaranteeing access to resources such as technology, sanitation, water, housing, electricity and transportation
- The Western paradigm of schooling has not benefited indigenous peoples culturally, spiritually or economically, and educational policies should address indigenous peoples' rights and needs in order to meet this goal
- The role of indigenous women as stewards of indigenous lands and custodians of environmental, technical, scientific, cultural and spiritual knowledge, as well as preservers of cultural heritage, producers of food in communities and custodians of biodiversity for many of the world's ecosystems, must be acknowledged and strengthened
- Indigenous women's expertise must be reflected in all national and international development strategies; during consultation with indigenous communities and organizations, indigenous women must be part of the formulation and decision-making processes of sustainable development initiatives

Health

- Information on reproductive issues must be culturally appropriate
- Health-related information needs to be provided in languages and ways that can be understood by the communities
- Indigenous health perspectives and systems, including the use of traditional health practitioners and medicine, need be taken into account and understood by health workers
- Qualified indigenous people should participate in designing, administering and managing their own healthcare programmes



Partnerships for development

- Indigenous peoples' governance systems and secure land tenure must be recognized
- Targeted programmes, budget allocations and benchmarks for indigenous peoples are very important
- Indigenous perspectives must be integrated not only into MDGs but also within bilateral cooperation
- Indigenous peoples should participate effectively in processes of international financial institutions with a view to influencing their policies on issues that affect them

Conclusion: inclusion of rights and safeguard policies in programming!

- Development programming should respect and strengthen the enjoyment of indigenous peoples' human rights (HRBA!)
- Include "safeguard policies" to operationalize the recognition of rights
- Ensure that rights of indigenous peoples are specifically stipulated in laws and other policies related to areas of development, e.g., in concession/licensing regulations for industrial developments (logging, mining, infrastructure) and in environmental legislation
- Programmes should be designed with a participatory approach, with the full consultation and participation of indigenous peoples concerned



F. Programmatic guidance for targeting and mainstreaming indigenous peoples' issues

General guidance

- **Mainstreaming:** Ensure that indigenous peoples' rights are addressed throughout all policy, planning and implementation processes, not only in "specific" (targeted) actions
- **No business as usual:** Targeting and mainstreaming indigenous peoples' issues requires adaptation to programming processes and strategies (e.g., rights-based analysis, and also budgetary consequences of participation and empowerment processes)
- Identify strategic entry points towards incorporating indigenous peoples' issues into new and existing work programmes
- Ensure effective participation throughout programming cycles, particularly in design phases

- Integrate cultural diversity and intercultural dialogue in all development policies and programmes (development with identity)
- Use the HRBA as a programming framework

The HRBA

- The development process is normatively based on international human rights standards and principles
- It recognizes human beings as rights-holders and establishes obligations for duty-bearers
- It focuses on discriminated and marginalized groups and identifies patterns of discrimination and exclusion which prevent development and the realization of human rights
- It aims for the progressive achievement of all human rights
- In HRBA programming, the process is equally as important as the outcome
- The HRBA is a shift from direct service delivery to capacity-strengthening/empowerment!

KEY MESSAGES
ON
INDIGENOUS
PEOPLES' ISSUES



Specific types of change required in the HRBA

- **Impact:** Sustained positive changes in the life, dignity and well-being of individuals and peoples
- **Outcome:** Legal, policy, institutional and behavioural changes leading to better performance of rights-holders to claim their rights and duty-bearers to meet their obligations
- **Outputs:** Goods, services and deliverables to develop the capacities of rights-holders and duty-bearers and national human rights protection systems
- **Process:** Human rights principles should ensure that the programme process is participatory, inclusive and transparent for both rights-holders and duty-bearers, especially for members of groups subjected to discrimination or marginalization

Practical guidance on the HRBA

- Empower rights-holders
- Strengthen the capacity of duty-bearers to enable the fulfilment of rights
- Describe the situation in terms of rights that are not fulfilled/respected
- Make a root cause analysis/problem tree of situation
- Formulate results in terms of fulfilment of rights, e.g., redress discriminatory practices and unjust distributions of power

- In the case of indigenous peoples, emphasize the recognition/fulfilment of collective rights (including land rights and self-determination) and culturally sensitive perspectives
- Keep gender equality in mind (must be in a culturally sensitive manner)

Inclusion of indigenous peoples in national development planning and implementation, and in other programmes/projects

- Desk reviews by the SPFII on the MDG country reports and the Common Country Assessment (CCA)/United Nations Development Assistance Framework (UNDAF) indicate inadequate participation by indigenous peoples and inadequate integration of indigenous peoples' issues
- Effective engagement of indigenous peoples should be consciously planned, following the guidelines on FPIC
- All relevant information must be provided in a timely and culturally sensitive manner
- “Who to work with” in the case of various indigenous peoples' institutions or organizations is sometimes a question. Take into account that indigenous peoples should determine their own representational structures and processes, and that there may coexist traditional authorities as well as indigenous peoples' organizations that may have the skills and knowledge to interact with the dominant system and are able to articulate the views of traditional leaders. Involving critical partners in a constructive atmosphere is an effective mechanism for strengthening the process and the outcomes!
- Be as open and inclusive as possible; take into account groups that may sometimes be “forgotten”, in particular indigenous peoples' elders, women and youth
- Promote an enabling legal, institutional and policy environment:
 - » Public policies that are culturally and gender sensitive
 - » Recognition of indigenous peoples' rights in legislation through legal and institutional reform
 - » Adequate allocation of resources for effective participation in the national budget
 - » Policies favourable to civic engagement and participation of indigenous peoples in policy- and decision-making
 - » Consistent spaces for indigenous peoples' participation (e.g., in reviewing the national legal framework, in the activities of non-governmental organizations (NGOs), advisory or supervisory councils related to private sector activities or environmental monitoring)



Mainstreaming indigenous peoples' issues in country/situation analysis

- Use disaggregated data and objective information (if they don't exist, this may be an action point for future programming)
- Undertake a rights-based analysis: analyse which individual and collective rights of indigenous peoples are not adequately fulfilled and why (root cause analysis)
- Uncover and note trends and disparities between indigenous/non-indigenous groups and/or among indigenous peoples; geographic, gender, age disparities, etc.
- Undertake capacity assessment, where possible, so that indigenous peoples are not simply seen as victims, disadvantaged or beneficiaries but are positioned as rights-holders, bearers of duties and responsibilities, actors and agents of change in need of further empowerment; the same is true for Governments, who should not be seen simply as service deliverers but also as agents of change towards the realization of human rights



Mainstreaming and targeting indigenous peoples' issues are the expected results of Government policies and plans

- Mainstreaming: Include indigenous peoples' issues in all relevant programming, e.g., education, health care, economic development
- Targeting: Focus programming specifically on indigenous peoples. Both mainstreaming and targeting are necessary!
- Include specific outputs and outcomes related to the improvement of the situation (fulfilment of rights) of indigenous peoples
- Indigenous peoples should participate effectively in strategic planning meetings
- Increase interdepartmental coordination on indigenous peoples' issues, implement comprehensive and holistic joint programmes on indigenous peoples, and build on each department's specific experiences
- Promote the visibility of indigenous peoples' issues among the general public

Proactively focus on indigenous peoples' rights when formulating results

- Elimination of discrimination and violence against indigenous peoples
- Increased access to services by indigenous peoples
- Allocation of resources and opportunities
- Full participation in governance processes
- Application of the principle of FPIC
- Respect for the right to self-determination, the right of indigenous peoples' to define their own development strategies and priorities

- Strengthened accountability of duty-bearers for protecting and promoting the rights of indigenous peoples
- Improvement of the human rights, empowerment and gender equality of indigenous women

Focus on capacity development and empowerment

- During programming, ask yourself at every step: Will this activity or project component lead to the development of human capabilities and promotion of effective participation of indigenous peoples in decision-taking?
- Build capacity at different levels: community level, organizational level, leaders and representatives, as rights-holders
- Examples:
 - » Leadership- and partnership-building and advocacy skills training (culturally sensitive)
 - » Legal training and legal aid in order to be able to defend indigenous peoples' rights in courts
 - » Education and literacy, especially for women who have not attended school (consider intercultural and bilingual education)
 - » Management skills, especially where indigenous peoples have certain management responsibilities



Empowerment

- Continuous information and awareness activities by indigenous peoples for indigenous peoples is crucial
- Improve indigenous peoples' access to information on all issues that impact them
- Support the creation or institutional strengthening of existing indigenous peoples' organizations and/or networks or councils at the national, regional and local levels
- Improve access to ICT (e.g., community radio programming, mobile phones, internet)
- Support the use and knowledge of ICT based on preservation of heritage and cultural legacy (beware of integration tendencies)
- Improve the quality and accessibility of social services for indigenous peoples, in particular health and education, taking into account indigenous cultures and lifestyles, including indigenous nomadic peoples
- Avoid derogatory or prejudiced attitudes
- Advocate for user-friendly administrative procedures, e.g., for persons without birth certificates

Culturally sensitive approach

- Cultural practices, traditions and values can play a critical role in sustainable development, gender equality and human rights
- Assist in promoting cultural and social values that maintain indigenous peoples' identities
- Use advocacy and communication tools or channels that are tailored to indigenous peoples' values and norms
- Understand and promote cultural diversity in societies as a resource for development
- Identify and promote culturally sensitive alternatives, where appropriate
- Ensure that data is disaggregated by ethnicity
- Indigenous cultures are not static; they are changing and capable of adapting—however, these changes should not be forced but should result from the aspirations of the community itself



Monitoring and evaluation

- During monitoring, also assess how programmes/projects are effecting indigenous peoples, even those that are not specifically targeting them
 - » Negatively—by threatening their survival and identity
 - » Positively—by helping to realize their rights
 - » Neutrally—this is not satisfactory in countries where indigenous peoples are marginalized and/or disadvantaged
- Assess the effectiveness of the programmes, particularly in relation to the most marginalized and excluded
- Ensure that monitoring and evaluation is participatory (e.g., joint meetings/workshops, studies and polls among indigenous peoples) and adapted to capture indigenous perceptions through their own analytical perspectives
- Use effective indicators

MATERIALS
FOR A TRAINING
WORKSHOP



III. Materials for a training workshop

A. Programme of the training workshop

The **overall development objective** of this Training Module is the fulfilment and enjoyment of human rights and, more specifically, indigenous peoples' rights, by strengthening the capacity of staff from Government agencies to gear their interventions effectively towards such achievements. In this framework, the Training Module has two major **immediate objectives**:

1. Achieve greater awareness, understanding and implementation of international norms and standards for indigenous peoples' rights and issues as contained in UNDRIP, particularly as they relate to the effective engagement of indigenous peoples and recognition of indigenous peoples' rights in development processes;
2. Support the mainstreaming of indigenous peoples' rights and issues in all phases of development programming, from conceptualization, strategic planning and implementation through evaluation.

This Training Module can be implemented through a one-, two- or three day workshop. In the one- and two-day workshops, only limited information can be provided and they may not include sufficient time for results-oriented workshops for participants. Preferable would be a three-day workshop which provides the opportunity for more practical discussions on case scenarios, group work and the development of action plans and sample programmes related to indigenous peoples' rights. A sample schedule is given below for a three-day, two-day and one-day workshop. **The detailed elaboration of workshop sessions is based on a two-day workshop**, but the available workshop materials, namely, case scenarios and group work guidance, allow for easy expansion to a three-day workshop. However, if limited time is available, the sessions can be shortened by compressing presentations, omitting presentations, omitting group work or combining presentations with group work. The session descriptions offer suggestions on the forms of conferring the information and/or gaining practical experience; again, however, there is more flexibility in the methodologies that can be applied (presentations, group work, discussions, role play).

In line with the above-mentioned objectives of the Training Module, the Training Workshop for Government Agencies will have the following specific learning objectives:

1. Greater awareness, understanding and skills for the national application of international norms and standards on indigenous peoples' rights as contained in UNDRIP, particularly as they relate to effective engagement of indigenous peoples and recognition of indigenous peoples' rights in development processes;



2. Improved awareness, understanding and skills for the mainstreaming of indigenous peoples' rights and issues in all phases of development programming, from conceptualization, strategic planning and implementation through evaluation.

Sample schedule for a three-day workshop

No.	Session	Start	End	Duration
Day one				
0	Welcome and opening remarks/official opening of the workshop	09:00	10:00	1:00
	Introduction of participants, workshop objectives, expected results and methodology	10:00	10:45	0:45
--	Coffee break	10:45	11:15	0:30
1	Indigenous peoples' issues in general	11:15	12:45	1:30
--	Lunch	12:45	14:15	1:30
	Institutional arrangements for indigenous peoples' issues within the United Nations system	14:15	14:45	0:30
2	International norms and standards	14:45	15:45	1:00
--	Coffee break	15:45	16:00	0:15
3	The situation of indigenous peoples in country X	16:00	17:00	1:00
--	Wrap-up for day one	17:00	17:15	0:15
Day two				
--	Recap day one; introduction to day two	09:00	09:15	0:15
4	Major issues related to indigenous peoples and development—introduction	09:15	10:00	0:45
	Major issues: land and resource rights	10:00	10:45	0:45
--	Coffee break	10:45	11:00	0:15
	Major issues: participation and FPIC—introduction and group work	11:00	12:45	1:45
--	Lunch	12:45	14:15	1:30
	Major issues: data and indicators; making the MDGs more relevant	14:15	14:45	0:30
5	Programmatic guidance for targeting and mainstreaming indigenous peoples' issues	14:45	15:30	0:45
--	Coffee break	15:30	15:45	0:15
	Targeting and mainstreaming indigenous peoples' issues—group work/role play	15:45	16:45	1:00
--	Wrap-up for day two	16:45	17:00	0:15
Day three				
--	Recap day two; introduction to day three	09:00	09:15	0:15
6	Designing strategic interventions	09:15	11:00	1:45
--	Coffee break	11:00	11:15	0:15
7	Conclusions and next steps; workplan for follow-up	11:15	12:15	1:00
8	Evaluation and closure of the workshop	12:15	13:00	0:45



Sample schedule for a two-day workshop

No.	Session	Start	End	Duration
Day one				
0	Welcome and opening remarks/official opening of the workshop; introduction of participants, workshop objectives, expected results and methodology	09:00	09:50	0:50
1	Indigenous peoples' issues in general	09:50	11:20	1:30
--	Coffee break	11:20	11:30	0:10
2	International norms and standards	11:30	12:30	1:00
--	Lunch	12:30	14:00	1:30
3	The situation of indigenous peoples in country X	14:00	15:30	1:30
--	Coffee break	15:30	15:45	0:15
4	Major issues related to indigenous peoples and development—introduction	15:45	16:45	1:00
--	Wrap-up for day one	16:45	17:00	0:15
Day two				
--	Recap day one; introduction to day two	09:00	09:15	0:15
	Major issues: land and resource rights	09:15	10:10	0:55
	Major issues: participation and FPIC; presentations and group work	10:10	11:40	1:30
--	Coffee break	11:40	11:50	0:10
5	Programmatic guidance for targeting and mainstreaming indigenous peoples' rights	11:50	13:20	1:30
--	Lunch	13:20	14:50	1:30
6	Designing strategic interventions	14:50	16:15	1:25
--	Coffee break	16:15	16:30	0:15
7	Conclusions and next steps; workplan for follow-up	16:30	17:15	0:45
8	Evaluation and closure of the workshop	17:15	18:00	0:45

*Sample schedule for a one-day workshop*

No.	Session	Start	End	Duration
0	Welcome and opening remarks/official opening of the workshop	09:00	09:45	0:45
	Workshop objectives, expected results and methodology	09:45	10:15	0:30
1	Indigenous peoples' issues in general	10:15	11:00	0:45
--	Coffee break	11:00	11:15	0:15
2	International norms and standards	11:15	12:15	1:00
3	The situation of indigenous peoples in country X	12:15	13:00	0:45
--	Lunch	13:00	14:15	1:15
4	Major issues related to indigenous peoples and development	14:15	15:15	1:00
5	Programmatic guidance for targeting and mainstreaming indigenous peoples' issues	15:15	16:00	0:45
6	Designing strategic interventions	16:00	17:00	1:00
7	Conclusions and next steps; workplan for follow-up	17:00	17:30	0:30
8	Evaluation and closure of the workshop	17:30	17:45	0:15

B. Sample annotated agenda for a two-day workshop

Training Workshop on Indigenous Peoples' Rights xx–xx (month) 20xx Venue (city, country)

DAY 1	
Time	
09:00-09:50	<p>Sessions Official opening</p> <p>Presentation of participants and expectations</p> <p>Presentation of the workshop</p> <p>Objectives Provide an overview of the objectives, methodology and content of the course</p> <p>Introduce everyone</p> <p>Share expectation and training needs</p> <p>Subjects Objectives, methodology and content of the workshop</p> <p>Background of participants</p> <p>Participants' needs and expectations</p> <p>Session outputs List of expectations</p> <p>Format and timing Official opening, speeches (20')</p> <p>Introduction of facilitation team and participants (15')</p> <p>Presentation of participants (name, country, organization, job) + 2 questions:</p> <p><i>What do you expect from this training workshop?</i></p> <p><i>What do you think you will bring to this course?</i></p> <p>Presentation of the course (background, objectives, content and structure, methodology) (15')</p> <p>Who <i>Government representative</i></p> <p><i>UNCT, country X</i></p> <p><i>UNPFII member</i></p> <p>Presentation of trainers and participants</p> <p><i>Lead Facilitator*</i></p> <p>Presentation of course objectives, methodology and content/ timetable</p> <p><i>Lead Facilitator</i></p> <p>Documents Timetable</p> <p>List of course objectives</p> <p>Training Module on Indigenous Peoples' Issues, 2008</p> <p>Resource Kit on Indigenous Peoples' Issues, 2008</p> <p>UNDG Guidelines on Indigenous Peoples' Issues, 2008</p>



* The assignment of sessions to a "Lead Facilitator", "Trainer A" or "Trainer B" is an example only; the team of trainer-facilitators will decide amongst themselves who will present which session.

DAY 1 (continued)		
Time		
	Materials/ equipment	Brown paper Markers 4 flip charts 1 whiteboard
09:50- 11:20	Sessions	Indigenous peoples' issues
	Objectives	Reinforce knowledge of : What indigenous issues are and why they are so relevant Institutional arrangements within the United Nations to support Governments in addressing these issues Inventory of interventions at the country, regional and global levels Main challenges and priorities for indigenous peoples
	Subjects	Indigenous issues Processes, mechanisms and spaces for indigenous peoples in the United Nations system
	Session outputs	List of actors operating on indigenous peoples issues, relevant activities, issues addressed and challenges at the country level
	Format and timing	PPT presentation on indigenous issues; what they are and why they have remained contentious over centuries (20') (<i>check alternative formats in Trainer's Handbook</i>) Group work (30') : per group, participants are asked to reply to 4 questions in a 4-column table, stating: The various major actors which are already operating in the country on indigenous peoples issues (United Nations, Government, NGOs, indigenous peoples themselves); What actions/activities these actors are undertaking; What specific indigenous issues these actions are addressing; What the key challenges/difficulties are that these actors meet in relation to the issues addressed PPT presentation on the United Nations system and indigenous issues (10') The presentations should draw on the results of the group work Plenary discussion and wrap-up (30')
	Who	<i>Trainer A</i> (PPT presentation on indigenous issues) <i>Trainer B</i> (PPT presentation on indigenous issues in the United Nations system)
	Documents	Handout with group instructions (see section C (Trainer's Handbook), p. 50) 2 PPT presentations
	Materials/ equipment	Large, sticky Post-it notes on tables Brown paper on the wall organized in 2 columns titled: Issues; Challenges Markers

DAY 1 (continued)		
Time		
11:20-11:30 Coffee break		
11:30-12:30	Sessions	International norms and standards
	Objectives	Enhance understanding of the key international instruments that relate to indigenous peoples' rights and how they can be used at the country level Understand that individual and collective indigenous peoples' rights are human rights that can and should be promoted, protected and fulfilled using existing norms and standards
	Subjects	Norms and institutions related to indigenous peoples' rights
	Session outputs	Examples of actions linking indigenous peoples' rights to the normative framework of human rights
	Format and timing	Fishbowl on international norms and standards (<i>check alternative formats in Trainer's Handbook</i>) The session starts with a short statement on UNDRIP and international standards in general (10') Participants will take part in the discussion whenever they choose, with comments or additional questions (45') The only golden rule is that they will have to come and sit in the inner circle to be allowed to talk. Wrap-up (5')
	Who	Introductory presentation by <i>Trainer B</i> Q&A session by <i>Trainers</i>
	Documents	UNDRIP ILO Convention 169 on Indigenous and Tribal Peoples, 1989
	Materials/equipment	The room will have to be free of tables Chairs are arranged in an outside circle and an inner circle
12:30-14:00 Lunch break		
14:00-15:30	Sessions	The situation of indigenous peoples in country X
	Objectives	Have a good understanding of the situation, perspectives and challenges of indigenous peoples in the country Recognition of the applicability and importance of internationally recognized indigenous peoples' rights for the situation of indigenous peoples
	Subjects	Indigenous peoples' issues in country X
	Session outputs	List of concerns and priorities of indigenous peoples in country X
	Format and timing	Presentation by an indigenous peoples' organization of the country (90')
	Who	<i>Indigenous peoples' organization from country X</i>
	Documents	To be defined by presenters
	Materials/equipment	To be defined by presenters

DAY 1 (continued)		
Time		
15:30-15:45 Coffee break		
15.45-16.45	Sessions	Indigenous peoples and development
	Objectives	Have a better understanding of: The importance of the application of key guiding principles on indigenous issues and development The link between indigenous peoples' human rights and the human development paradigm
	Subjects	
	Session outputs	Sticky notes on brown paper detailing the main obstacles to applying the various guiding principles, as well as strengths and good practices at the country level
	Format and timing	Round robin (see detailed explanation in the Facilitator's Handbook), including 2 presentations and discussion (60'): Indigenous peoples' perspectives on "development" Indigenous peoples' perspectives on the MDGs PPT presentations will be delivered simultaneously, with the participants divided into two groups
	Who	<i>Trainer A</i> (indigenous perspectives on development) <i>Trainer B</i> (indigenous perspectives on the MDGs)
	Documents	2 PPT presentations Handouts or flip charts with main principles (see section C (Trainer's Handbook), p. 50) UNDG Guidelines on Indigenous Peoples' Issues, 2008 NB: At the end of the session, post the flip chart papers with the notes in the main room (these notes will be used in the session on "Designing strategic interventions")
	Materials/equipment	Coloured cards Flip charts Large, sticky Post-it notes Brown paper Boards to cluster the results of the group work or flip chart
Wrap-up of day one		
16:45-17:00	Objectives	Capture key learning points
	Format and timing	Request participants to reflect and state what they think were the key learning points of the day (15')
	Who	<i>Trainer A</i>

Day two – xx (month) 20xx		
DAY 2		
Time		
Short evaluation of day one		
09:00– 09:15	Objectives	Participants express their impressions in relation to day one
	Format and timing	Open discussion
09:15– 10:10	Sessions	Indigenous peoples and development (continuation; group work)
	Objectives	Have a better understanding of : The importance of the application of key guiding principles on indigenous issues and development The link between indigenous peoples' human rights and the human development paradigm
	Session outputs	Sticky notes on brown paper detailing the main obstacles to applying the various guiding principles, as well as strengths and good practices at the country level
	Format and timing	Group discussions followed by a PPT presentation on guiding principles related to land, territories and natural resources Participants are divided into random groups (e.g., assigning numbers 1, 2 or 3 to each person; all 1's form one group, etc.). Each group discusses: Some frequently encountered issues or challenges related to the topic, e.g., protests by indigenous peoples against mining concessions in their traditional territories Practical potential solutions and/or proposals on how such issues could be prevented or resolved (30') Short PPT presentation on indigenous peoples and lands, territories and natural resources (10'), followed by a plenary discussion (10') Wrap-up highlighting key issues raised and key learning points (5')
	Who	Support to the groups: <i>Trainers A and B</i> Moderation of plenary discussion: <i>Lead Facilitator</i> <i>Trainer A</i>
10:10– 11:40	Sessions	Indigenous peoples and development (continuation; group work)
	Objectives	To have a better understanding of : The importance of the application of key guiding principles on indigenous issues and development The link between indigenous peoples' human rights and the human development paradigm
	Session outputs	Sticky notes on brown paper detailing the main obstacles to applying the various guiding principles, as well as strengths and good practices at the country level



DAY 2 (continued)		
Time		
	Format and timing	<p>PPT presentation followed by group discussions on participation and FPIC (15')</p> <p>The groups from the previous session are maintained. Each group discusses the case study and completes the tasks given in the group work material (included under the section on “working group materials”) (45')</p> <p>Group work is presented in the plenary and a plenary discussion is held (25')</p> <p>Wrap-up highlighting key issues raised and key learning points (5')</p>
	Who	<p>Support to the groups: <i>Trainers A and B</i></p> <p>Moderation of plenary discussion: <i>Lead Facilitator</i></p> <p><i>Trainer A</i></p>
11:40-11:50 Coffee break		
11:50-13:20	Sessions	Mainstreaming indigenous issues at the country level
	Objectives	<p>Achieve a better understanding of:</p> <ul style="list-style-type: none"> The importance of targeting and mainstreaming indigenous issues for a rights-based, sustainable and equitable development, and of the guiding principles for doing so What “mainstreaming” could consist of in practice, and how it could be implemented Potential obstacles and solutions to such obstacles
	Session outputs	List of strengths, opportunities, obstacles and solutions to those obstacles related to mainstreaming, in practice, indigenous issues at the country level
	Format and timing	<p>Presentation on mainstreaming of indigenous issues, followed by a Q&A session (20')</p> <p>Participants are divided into two random groups (e.g., assigning numbers 1 and 2 to each person; all 1's form one group, and all 2's the other). Group work (30') as described in the section on “working group materials”, followed by a presentation and debate between the two groups (30' total; 15' per group)</p>
	Who	<p><i>Trainer A</i> (presentation)</p> <p>Support to the groups: <i>Trainers A and B</i></p>
	Documents	Handouts with group instructions (revised version of group instructions)
	Materials/equipment	<p>NB: Form the groups in a random manner (e.g., 1-2 count; all 1's in one group and all 2's in the other).</p> <p>While the groups have their discussions, set up the room for a debate: group A facing group B</p>
13:20-14:50 Lunch break		

DAY 2 (continued)		
Time		
14:50-16:15	Sessions	Designing strategic interventions
	Objectives	To be able to apply results-based and human rights-based guidelines that protect and promote indigenous peoples' rights to programming processes To be able to mainstream indigenous peoples' issues in programming tools To be able to identify strategic partnerships with indigenous peoples and their organizations in programming exercises and operations
	Format and timing	Presentation on strategic planning, guidelines and programming steps (15') Group work: The groups (random, as they sit around the tables) identify and discuss interventions that would result in positive changes for indigenous peoples at the different levels of the results' chain (impact, outcome, output and process). They discuss how to ensure the application of the guidelines given during the presentation (40'). For the group work, the materials given in the section on "working group materials" can be used, particularly the steps in programming and RBM terminology Plenary presentations and discussion of the groups' work (20') Short debriefing and wrap-up (10')
	Who	<i>Trainer A</i> Support to the groups: <i>Trainers A and B</i> Plenary discussion and wrap-up: <i>Lead Facilitator</i>
	Documents	PPT presentations Handouts with group instructions (see section C (Trainer's Handbook), p. 50) Sticky notes from sessions on indigenous peoples' issues; indigenous peoples and development; mainstreaming
16:15-16:30 Coffee break		
16:30-17:15	Sessions	Next steps, workplan for follow-up
	Objectives	To agree on a set of follow-up activities
	Subjects	Action plan
	Format and timing	Preparation of a workplan with follow-up actions using the template given in the section on "working group materials" (45')
	Who	Introduction of the workplan: <i>Lead Facilitator</i> Support to the groups: <i>Trainers A and B</i>
	Documents	Outputs from previous sessions Template for workplan with follow-up actions (see section C (Trainer's Handbook), p. 50)



DAY 2 (continued)		
Time		
17:15- 18:00	Sessions	Conclusions, evaluation and closure of the workshop
	Format and timing	Remind participants of the support available from the United Nations on indigenous peoples' issues (5') Facilitate an open discussion (20') with workshop participants, asking them what they have concluded from this workshop in terms of: What they have learned (knowledge) What they have realized should or could be done differently in the future (motivation) What skills they have acquired to do certain things better, and which things (skills) Evaluation forms are completed by participants (10') Closing remarks (10')
	Who	<i>Trainer A</i>
	Documents	Evaluation forms Flip charts

C. Facilitator's workbook (Trainer's Handbook)

This chapter of the facilitator's workbook (Trainer's Handbook) is the only part of the Training Module not to be given to workshop participants

Contents

1. Preparation and general tips
2. Detailed session contents
 - Session 0 – Welcome and introduction
 - Session 1 – Indigenous peoples' issues in the United Nations system
 - Session 2 – International norms and standards
 - Session 3 – Indigenous peoples in country X
 - Session 4 – Major issues related to indigenous peoples and development
 - Session 5 – Programmatic guidance for targeting and mainstreaming indigenous peoples' issues
 - Session 6 – Designing strategic interventions
 - Session 7 – Conclusions and next steps
 - Session 8 – Support available, evaluation and closure
3. Learning needs assessment
4. Evaluation form
5. Working group materials
 - Session 1 – Group instructions for indigenous peoples' issues
 - Session 2 – Group instructions for international norms and standards
 - Session 3 – Handouts for indigenous peoples in country X:
 1. Guiding principles related to land, territories and natural resources
 2. Guiding principles for full and effective participation
 3. Key elements of FPIC
 - Session 4 – Case scenario on effective participation
 - Group instructions on pro-indigenous rights indicators
 - Session 5 – Case scenario and role play for mainstreaming
 - Session 6 – Group instructions for designing strategic interventions
 - Session 7 – Workplan template for follow-up actions
6. Flow of inputs/outputs
7. PowerPoint presentations



1. PREPARATIONS AND GENERAL TIPS

In preparation for the training workshop, it is important to make an analysis of the participants for whom the training is intended, regarding, among other things, their level of prior knowledge of the topics to be discussed, their role in the department/agency/organization to which they belong (e.g., are they in programming, field work or managerial positions?) and other tangible and intangible aspects which would influence the design and eventual delivery of the workshop. The materials in this Training Module allow for flexibility in shaping either a more information-oriented or a more interactive workshop content, depending on the average profile of participants.

In addition to the general impression of the variety of participants, also prior to the training workshop (e.g., by e-mail at the time of the invitation to the workshop), a **learning needs assessment** (LNA) should be carried out in order to assess specifically the current level of knowledge and understanding of indigenous peoples' issues by participants. The LNA form included in this Module is designed to get an adequate impression of the average profile of participants as mentioned above. The results from this assessment can be instrumental in customizing the training agenda to fit the particular learning needs of the participants (e.g., greater focus on topics with which participants are clearly less familiar).

In addition to the “formal” evaluation at the end of the workshop, it may be good also to have an interim evaluation, e.g., by the end of day one. This can be done informally, by asking participants to do a quick stocktaking of the day and note down their gains: “What are some of the key points you learned today?” or “Which of the things you learned today has been the most remarkable/surprising/useful for you?”

Below is a description of the sessions to be carried out during the training workshop, with details on the materials needed for each session, the learning objectives of the session, the outputs, the format and timing, and key messages that should emerge during the session. The description ends with some practical notes for the trainer/facilitator. It should be noted that the format and timing of the sessions can be modified in accordance with specific requirements and the situation of each country/workshop. It can be particularly difficult to maintain the target duration of the sessions.

Creativity is often required to maintain the balance between providing information through presentations by the trainer(s) and intensive interaction and input from workshop participants. Participants usually like group sessions, discussions, role plays and active tasking better than simply listening to lengthy presentations; however, some key presentations will have to be held to transfer the necessary basic information for achieving the learning objectives of the training workshop.

For many sessions there are corresponding PowerPoint (PPT) presentations on the topic(s) to be discussed in that session. These PPT presentations should be regarded as supportive to the key messages and are not meant to replace them.

Throughout the training workshop, there is a flow of inputs and outputs. Inputs are usually the information obtained during a session and/or outputs from a previous session. The tangible output of the training workshop is often the work-plan for follow-up actions, as well as the initial design of strategic interventions that are related to the realization of indigenous peoples' rights.

2. DETAILED SESSION CONTENTS

Session 0 — Welcome and introduction

Session 0 – 0h50	Welcome and Introduction
Lead responsibility	Facilitator
Materials/equipment	<ul style="list-style-type: none"> • Brown paper (on which to stick notes or cards) • Sticky note pads on table (large size, 5 x 7 inches or 15 x 20 cm) • Large sheet of brown paper with schedule on the wall (not necessary if schedule is provided on paper) • Computer and PPT projector • PPT presentation showing guiding questions for expectations/objectives of the workshop, and flow of inputs/outputs • Markers (one per participant or per table) • Tape (e.g., double-sided adhesive tape) • Flip chart stand, flip chart paper
Session purpose and learning objectives	<p>Purpose</p> <ul style="list-style-type: none"> • Introduce everyone to each other, including resource person(s) and facilitator(s) • Establish ground rules (depending on familiarity of participants with workshops) • Collect participants' expectations for a before/after comparison • Provide an overview of the objectives, content and flow of the workshop <p>Objectives</p> <p>By the end of this session participants will:</p> <ul style="list-style-type: none"> • Know each other and have an understanding of their colleagues' work situation • Understand the objectives and expected results of the workshop
Session outputs	<ul style="list-style-type: none"> • Objectives of the workshop stated and understood • List of expectations • Ground rules established and agreed upon by participants
Format and timing	<ul style="list-style-type: none"> • Opening remarks from host country Government/UNCT (20') • Introduction of the facilitation team: roles and responsibilities of facilitator(s) and resource person(s) (5') • Introductions: name, job title, department/agency, one or two sentences on workshop expectations (10') • Overview of objectives and schedule (10') • Establishment of ground rules (5') • "Parking lot" or "pending issues" chart introduced and explained to participants



Key messages	N/A
Trainer notes	<ul style="list-style-type: none"> • Consider the use of an “icebreaker” or specific methods for the introductory session (e.g., the “world café”) • Emphasize during the “objectives” session, preferably while going through the agenda of the workshop, that this will be an interactive workshop requiring proactive and creative thinking on the part of the participants. This must be not only an informative workshop but have the character of a hands-on, do-it-yourself exercise towards results! • Mention that participants will be asked to think what they will do in practice as a follow-up to the workshop. During the concluding session, participants will be asked to make a workplan for further action at the country and/or departmental level • Be sure to capture the expectations of participants on a flip chart in order to compare them with the achievements at the end of the workshop • Ground rules and parking lot will probably not take up much time, depending on the familiarity of workshop participants with the concepts. It can, in fact, be somewhat annoying to some participants if too much time is spent on things that are “already known” and common practice in workshops • Try to create an atmosphere of expectations of good, useful results. Some participants may have the feeling that this is “another compulsory training workshop”. Convince participants that good analysis and planning are the keys to real and sustainable results!

Session 1 — Indigenous peoples’ issues in the United Nations system

Session 1 – 1h30	Indigenous peoples’ issues
Lead responsibility	Resource person and lead facilitator (for Q&A)
Materials/equipment	<ul style="list-style-type: none"> • Group instruction on a PPT slide • Large, sticky note pads (at least one pad per group) • Brown paper for clustering notes • Computer and PPT projector • PPT presentations: <ul style="list-style-type: none"> » Indigenous peoples’ issues in general » Institutional arrangements for indigenous peoples’ issues within the United Nations system
Session purpose and learning objectives	<p>Purpose</p> <ul style="list-style-type: none"> • Explain what indigenous peoples’ rights and issues are and why they are important for national development • Identify ongoing interventions at the country level that are focused on indigenous peoples • Identify main challenges and priorities for indigenous peoples in the country • Provide an overview of institutional arrangements available within the United Nations to address indigenous peoples’ rights and issues <p style="text-align: right;"><i>(continued)</i></p>



<i>Session purpose and learning objectives (continued)</i>	<p>Objectives</p> <p>By the end of the session, participants will:</p> <ul style="list-style-type: none"> • Have a common understanding of the importance of indigenous peoples' rights and issues in their work • Be able to explain why indigenous peoples' rights and issues require specific attention and action • Be familiar with existing processes and mechanisms related to indigenous peoples in the United Nations system for promoting and supporting the integration and mainstreaming of indigenous peoples' rights
Session outputs	<ul style="list-style-type: none"> • A list, per group, of ongoing activities at the country level related to indigenous peoples' issues (to be used in the next session) • A set of individual sticky notes on brown paper (which will be used as input in a later session) on the main challenges and priorities related to indigenous peoples in the country
Format and timing	<ul style="list-style-type: none"> • Have participants sit in groups of 6-8 persons (depending on the size of the total group) around their table in the plenary room • This session could start with a PPT presentation on indigenous peoples' issues; identification of such issues and discussion on why they have remained contentious over centuries (20'). <p>[An alternative format could be to have group discussions first, and only then a (PPT) presentation reaffirming and expanding on the issues that the participants have identified.]</p> <ul style="list-style-type: none"> • Ask participants at their tables to undertake two short exercises (25'): <ul style="list-style-type: none"> » Make a list of what various major actors are already doing in the country on indigenous peoples' issues (specify by actor: Government, United Nations, NGOs, indigenous peoples themselves; see table in the group instructions); keep this list for the next session » Write on separate sticky notes the key challenges and probable priorities (an overview to be given in the presentation on indigenous peoples' issues) for indigenous peoples in that specific country, e.g., land rights, effective participation, etc. • Put the sticky notes on brown paper on the wall, cluster them by major issues and briefly present the main clusters to the plenary. Keep them visible in the room so that they can be referred to throughout the workshop (10') • A second PPT presentation is provided on indigenous peoples' issues in the United Nations system (15'). If time is limited, this presentation could be merged with the first one, or skipped completely and distributed only on paper in the form of a PPT handout • Facilitate a plenary Q&A and discussion session aimed at achieving a sense of commitment from participants in addressing indigenous peoples' issues in a more proactive manner (15') • Wrap-up highlighting the key issues raised and key learning points (5')

Key messages

- Human rights are at the heart of the Charter of the United Nations and many other international instruments and standards. The linkages between human rights, peace and security, and human development are central to the work of United Nations Member States
- The situation of indigenous peoples' rights requires specific attention and action because:
 - » They are specifically linked to being indigenous, e.g., discrimination, land rights
 - » They are collective in nature and, as such, are felt by whole communities and peoples and not just at the individual level
 - » They require approaches and solutions that address this characteristic of collectiveness
 - » The process of achieving an acceptable solution is different from that dealing with individuals only
 - » Legislative frameworks often do not allow for collective solutions, e.g., land rights
 - » Indigenous peoples want their rights as peoples to be acknowledged and fulfilled, not just symptomatic solutions for individuals
 - » There are deep, historical underlying causes such as genocide, slavery, forced assimilation, intentional marginalization and neglect
 - » Governments are the principal duty-bearer for realizing all human rights in the country, including those of indigenous peoples
 - » Governments are the primary party responsible for the realization of international norms and standards (on human rights)
 - » Duty-bearers may see the requested solutions as threats rather than opportunities
 - » Duty-bearers may not want to give up political and economic power in favour of indigenous peoples
- Indigenous peoples are entitled to all universal human rights and have distinct collective rights as peoples; both have to be assured for achieving dignity and equality in indigenous peoples' lives
- United Nations Member States and many others have acknowledged these inherent linkages between indigenous peoples' rights, universal development objectives and actions to be undertaken, leading to the establishment of a number of institutional mechanisms and normative actions, such as the UNPFII under the Economic and Social Council, the Special Rapporteur on the situation of human rights of indigenous peoples, the Expert Mechanism on the Rights of Indigenous Peoples within the Human Rights Council, the Inter-Agency Support Group on Indigenous Peoples' Issues and the UNDG Task Team on Indigenous Issues; and the adoption of UNDRIP and the UNDG Guidelines on Indigenous peoples' Issues, among others
- Some regional organizations, including human rights mechanisms within intergovernmental bodies, have developed specific policies on indigenous peoples as well as other policies that make reference to indigenous peoples' issues

(continued)

*Key messages
(continued)*

- Proactive policies focusing on the mainstreaming and integration of indigenous peoples' rights in "regular" planning and programming processes, as well as targeted actions focused on the realization of indigenous peoples' rights, are crucial to achieving the objectives stated in the various policy documents, and must be strategically planned and implemented. Continuing to do business as usual on indigenous peoples' issues is not an option

Trainer notes

- This session is crucial to garnering participants' enthusiasm for making changes and achieving a shared vision of how policy and planning processes should be different
- Be aware that indigenous peoples' rights and issues are sensitive in many countries because they often question or highlight weaknesses in democratic governance, power-sharing and decisions on development priorities, while also bringing up issues of historic injustices. Some participants may therefore have either a defensive or an offensive attitude towards these issues. Try to retain an overall atmosphere of mutual respect and objectivity at all times, while allowing for diverse and strong opinions
- Similarly, there may be hesitance on the part of participants due to lack of political will to work proactively on indigenous peoples' issues which may not be a priority or may be politically sensitive in the country. Explicit high-level support (i.e., attendance and active participation) from high-level Government officials and/or eminent persons can be catalytic, and it is very likely that there are certain staff members within the Government that are excellent advocates for indigenous peoples' issues
- Remind participants that the outputs of this session will be used as input for a later session
- It is quite likely that a question will come up regarding who indigenous peoples are, particularly in countries where the identification of indigenous peoples is debated and their existence sometimes denied. Ask participants to put off this question until after the next session—intentionally, because this will show that a watertight definition is **not** crucial to addressing the situation of indigenous peoples!
- To illustrate the issues, try to use as many examples as possible from real life and/or ask participants to provide examples from their own work experience. The use of examples brings the sometimes "dry" issues to life. Remember to do this during subsequent sessions also
- Be prepared for questions such as whether indigenous peoples have "more rights" than other citizens, and whether positive discrimination or affirmative action would "disturb certain balances within the country"*
- As in all sessions, be prepared for power cuts; keep copies of the presentations or other handout materials at hand, ready for distribution



* Sample answers to such questions could be: Indigenous peoples have collective rights that are specific to them as peoples (not just groups) and as being indigenous (historic ties and rights to lands, territories and resources). Indigenous peoples are confronted with issues specific to them as a collectivity, e.g., discrimination and marginalization; they have distinct identities, cultures and lifestyles that require specific solutions addressing this characteristic of collectiveness. The human rights of all peoples and citizens must be fulfilled and promoted and, unfortunately, those of indigenous peoples are often the most unfulfilled. See also the section on "Frequently asked questions (FAQs)" and chapter II.B of this Training Module on "Indigenous issues in general", in which further pointers are given with regard to the specificity of indigenous peoples rights.

Session 2 — International norms and standards

Session 2 – 1h00	International norms and standards
Lead responsibility	Resource person and facilitator (for Q&A)
Materials/equipment	<ul style="list-style-type: none"> • Group instruction on a PPT slide or flip chart • Breakout rooms (if the fishbowl format is used, a breakout room where chairs are pre-set in two concentric circles) • Computer and PPT projector • PPT presentation on international norms and standards • Copies of UNDRIP (one per table) • List of ongoing activities from the previous session, including major issues and challenges • Flip charts (one per group) and flip chart paper
Session purpose and learning objectives	<p>Purpose</p> <ul style="list-style-type: none"> • Clarify who are considered “indigenous peoples”, also clarifying, among other things, the fundamental criterion of self-identification and the distinction between “defining” and “identifying” indigenous peoples • Provide an overview of which norms and standards related to indigenous peoples’ rights and indigenous peoples’ issues should be considered as minimum standards • Gain understanding, with practical examples on how individual and collective rights of indigenous peoples and human rights are interrelated, in order to obtain a first impression of how these can be incorporated into daily programming (group work) • Share experiences on how international instruments on indigenous peoples’ human rights relate, or should relate, to actions/activities at the country level <p>Objectives</p> <p>By the end of the session, participants will be able to:</p> <ul style="list-style-type: none"> • Understand the key international instruments and protection systems related to indigenous peoples’ rights and how they can be used at the country level • Understand that the individual and collective rights of indigenous peoples can and should be promoted, protected and fulfilled using existing norms and standards
Session outputs	<ul style="list-style-type: none"> • Practical examples of linking indigenous peoples’ rights to the normative framework of human rights
Format and timing (alternative 1 – PPT presentations, followed by group discussion)	<ul style="list-style-type: none"> • The groups formed in the previous session are maintained • The session starts with a PPT presentation on “Who are indigenous peoples and what are indigenous peoples’ rights?” (20’). Allow for questions and some discussion, if needed • Provide instructions to the group on group work—see section on “working group materials” • Groups will work at their table (approx. 20’) • Plenary presentation on the conclusions from each group, followed by a plenary discussion of the findings presented (15’) • Wrap-up highlighting key issues raised and key learning points (5’) <p style="text-align: right;"><i>(continued)</i></p>



*Format and timing
(continued)*

**(alternative 2 –
fishbowl discussions)**

- Form a “closed fishbowl” with two concentric circles of chairs, where volunteers who will be active discussants are seated in the inner circle and observers in the outer circle
- The facilitator explains the process:
 - » Ask one person to take notes of the discussion, which will be used for debriefing, particularly conclusions related to the practical application of norms and standards
 - » The resource person will make a short verbal presentation on the topics of identification of indigenous peoples and on international norms and instruments concerning indigenous peoples’ rights (10’)
 - » After the presentation, the inner circle discussants provide their views on the key issues raised by the resource person from their own practical perspective. They can share their views for approximately 10 minutes, depending on the size of the full group, so as to allow everyone to be in the inner circle. The observers will listen only and should not enter the discussion as long as they are in the outer circle. They may take notes for when it is their turn to enter the inner circle for discussion
 - » As soon as one of the inner circle participants has finished sharing their views, they move to the outer circle to become an observer and their place is taken by an outer-circle participant. The inner circle continues the discussion on the topic (local experiences in relation to international instruments on indigenous peoples’ rights)
 - » This replacement of the inner circle continues until a majority of the participants has been in the inner circle at least once
 - » The facilitator strives to ensure that all participants in the inner circle have an opportunity to contribute
 - » The total fishbowl session lasts approximately 45 minutes.
- The facilitator will ensure that the discussions remain within the purpose of the session and, simultaneously, the resource person will ensure that all of the key issues are covered, namely, clarification of identification of indigenous peoples, the fundamental criterion of self-identification, understanding which international standards and instruments exist and can be used for the promotion and fulfilment of indigenous peoples’ rights, and practical examples of the application of these standards and instruments at the country level
- Wrap-up highlighting key issues raised and key learning points (5’)

**Format and timing
(alternative 3 –
UNDRIP group work
exercise)**

- The groups of the previous session are maintained
- There is no PPT presentation in this alternative. The groups will analyse (40’) **which articles of UNDRIP** have been addressed in the activities that the group listed in the previous session. This will allow for attentive reading of UNDRIP and identifying the actual application of the Declaration. The groups should specifically mention the article number(s) that apply to the activities, for example: the establishment of a consultative committee on constitutional reforms in which indigenous peoples’ representatives participate addresses the right of indigenous peoples to participate in decision-making (UNDRIP article 18)

(continued)



*Format and timing**(alternative 3 –**UNDRIP group work exercise)**(continued)*

- Ask the groups also to discuss whether the articles were fully applied and, if not, why (e.g., the consultative committee in the previous example only superficially discussed constitutional changes, but the real decisions were taken at an executive level by the Government)
- After the group work, each group briefly presents its findings, including the analysis of the extent to which the articles of UNDRIP have or have not been fully applied (20')
- The groups may also be asked to explain whether the activities described were actually consciously designed to fulfil UNDRIP, or whether the link between the articles and UNDRIP was made only in this exercise.

Key messages

- The international community has not adopted a definition of indigenous peoples, and the prevailing view is that no formal universal definition is necessary for the recognition and protection of their rights. There are a number of common characteristics that can be used to identify indigenous peoples in order to include them in efforts towards peace, security, fulfilment of their human rights and human development
- Indigenous peoples' issues cut across virtually all thematic areas. Development practitioners should be aware of how to deal with those issues; more specifically, how to deal with those that have an HRBA
- Indigenous peoples are peoples with a distinct identity, unique cultures and collective world views, and are not just population groups or ethnic minorities. They face issues and challenges as individuals and as collectivities, and they have aspirations and solutions as individuals and as collectivities which may differ from those of the mainstream population
- Their equal worth and dignity can be assured only through the recognition, protection and fulfilment of not only their individual rights but also their collective rights as distinct groups, including the right to self-determination, the rights to lands, territories and natural resources, and the right to full and effective participation. It is when these rights are asserted collectively that they can be realized in a meaningful way. This has led to the development of a separate body of international instruments for the recognition and protection of the rights of indigenous peoples
- There are important internationally agreed instruments and mechanisms for the protection, promotion and fulfilment of indigenous peoples' rights, with UNDRIP, adopted in September 2007 by the United Nations General Assembly, being the most comprehensive and the highest current standard. In dealing with indigenous peoples, United Nations Member States have the mandate and the duty to uphold these minimum standards and to apply and promote them
- UNDRIP contains individual and collective human rights of indigenous peoples as peoples, not just people or population groups
 - » Around the world, national and regional legislation and jurisprudence are increasingly being developed for the recognition and enforcement of indigenous peoples' rights

(continued)

<i>Key messages (continued)</i>	<ul style="list-style-type: none"> » Some crucial indigenous peoples' rights are the right to self-determination (which includes the right to self-government, own governance, juridical and socio-political structures and processes, the right to autonomous economic, social and cultural development, the right to FPIC, the right to full and effective participation in all matters and at all stages of any action affecting them) and collective rights to lands and territories, natural resources, cultural identity and traditional knowledge
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Trainer notes	<ul style="list-style-type: none"> • Remind participants that they were able to work on indigenous peoples' issues in the previous session without having a definition • This session is instrumental in showing how indigenous peoples' rights are human rights. To achieve such understanding, it will be very helpful if not only the specialist resource person(s) but also group participants explain the connections in their own words • The group work will go smoother depending on in which country the workshop is being held; examples of application will be easier for a country where indigenous peoples are recognized as such and where there is political will to take targeted actions on indigenous peoples • Clarify to the groups that they do not need to go into detail or design solutions at this time; this session is only a relatively superficial exercise to get a feel for a rights-based approach. Subsequent sessions will go into greater programming detail • During the group work and discussions, participants are likely to have questions, ideas or other thoughts that they would like to have discussed at one point or another. Remind participants that there is a parking lot and ask them to write down all thoughts that come to mind, even if they do not wish to mention them in the plenary
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Session 3 — Indigenous peoples in country X

Session 3 – 1h30	Indigenous peoples in country X
Lead responsibility	Local resource person(s)
Materials/equipment	<ul style="list-style-type: none"> • Computer and projector • Presentation on indigenous peoples in country X made by local resource person(s)
Session purpose and learning objectives	<p>Purpose</p> <ul style="list-style-type: none"> • Obtain information and gain understanding of the specific situation of indigenous peoples in the country • Provide space for reflection on the issues raised in relation to the aforementioned international norms and standards <p>Objectives</p> <p>By the end of the session, participants will:</p> <ul style="list-style-type: none"> • Have a good understanding of the situation, perspectives and challenges of indigenous peoples in the country • Have recognized the applicability and importance of internationally recognized indigenous peoples' rights and the situation of indigenous peoples in the country

Session outputs	<ul style="list-style-type: none"> List of concerns and priorities as identified by indigenous peoples in country X
Format and timing	<ul style="list-style-type: none"> This session is mainly informative, on the situation of indigenous peoples in the country The content and flow of this session will depend on the specific agreements to be made with indigenous and/or other relevant organizations in the country who will present on the topic The session will facilitate a plenary discussion to give participants a chance to vent some of their main thoughts or discuss burning questions on this topic
Key messages	<ul style="list-style-type: none"> The key messages will be determined by the local speaker(s)
Trainer notes	<ul style="list-style-type: none"> This session is meant to provide an opportunity for the workshop participants to become familiar with the situation of indigenous peoples, preferably from the perspective of indigenous peoples themselves, and conversely, for the local speakers to draw the attention of the Government to specific issues that they consider important for the Government to be aware of Early coordination between the workshop organizers locally and the training team is recommended, regarding, among other things: <ul style="list-style-type: none"> Knowing in advance who the local resource person(s) and what the time requirements will be The content of the presentation(s) by the local speaker(s) Expectations that may exist on the side of the local presenters and workshop participants (and whether these are realistic), e.g., making clear that the session is informative only or that there will be some follow-up (or not)

Session 4 — Major issues related to indigenous peoples and development

Session 4 – 3h25	Major Issues related to indigenous peoples and development
Lead responsibility	Resource person(s)
Materials/equipment	<ul style="list-style-type: none"> Computer and projector (two of each if the round robin method is used) PPT presentations on indigenous peoples and development: <ul style="list-style-type: none"> Overview of different perspectives by indigenous peoples on development and the MDGs Guiding principles on lands, territories and natural resources Guiding principles for effective participation by indigenous peoples; and FPIC Sticky note pads Brown paper for collection of sticky notes Handouts with main principles for reference during group work and reflection time <ul style="list-style-type: none"> Guiding principles related to land, territories and natural resources Guiding principles for effective participation by indigenous peoples (ensuring organizational representation and partnerships; enhancing capacity/empowerment approach; FPIC) Key elements of FPIC

Session purpose and learning objectives	<p>Purpose</p> <ul style="list-style-type: none"> • Provide essential information and clarify the normative value and practical relevance of key guiding principles on indigenous peoples and development • Reflect on, and internalize, this information through practical application of such principles • Identify examples, as well as strengths, good practices and potential approaches, to improve the application of these principles (this will serve as an input to the session on strategic programming) • Obtain an understanding that there are different perspectives on the MDGs and provide information that can be used to make the MDGs more relevant to indigenous peoples <p>Objectives</p> <p>By the end of the session, participants will:</p> <ul style="list-style-type: none"> • Have a good understanding and realize the importance of the application of key guiding principles on indigenous peoples' issues and development • Have been reminded of the essential link between indigenous peoples' human rights and the human development paradigm (and the three United Nations pillars of peace, human rights and development) • Understand why and how MDG-related interventions should be designed, implemented and monitored differently in order to take into account indigenous peoples' issues
Session outputs	<ul style="list-style-type: none"> • A set of individual sticky notes on brown paper detailing the main obstacles to applying the various guiding principles on indigenous peoples and development at the country level • Potential solutions to those challenges • Another set of sticky notes on brown paper with examples of strengths and good practices
Format and timing	<ul style="list-style-type: none"> • This session, divided into four sub-sessions, is informative and interactive with PPT presentations followed by group discussions and/or hands-on group work • Participants are seated at their tables (no particular grouping) • The handouts are distributed before the session, either in participants' folders at the start of the workshop or before this session
<p>Sub-session 1 – Indigenous peoples and development in general (60')</p> <p>Round robin PPT presentations, followed by discussions in the groups</p>	<ul style="list-style-type: none"> • This session will consist of short PPT presentations in a round robin sequence. The group is split into two and two presentations are held simultaneously by different resource persons, one for each subgroup: <ul style="list-style-type: none"> » Indigenous peoples' perspectives on development » Making the MDGs more relevant for indigenous peoples, including disaggregated data and indicators • Each presentation should last no more than 10 minutes, followed by group discussion and reflection, approximately 20 minutes in each sub-session

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<p><i>Sub-session 1 – Indigenous peoples and development in general (60’)</i></p> <p><i>Round robin PPT presenta- tions, followed by discussions in the groups</i></p> <p><i>(continued)</i></p>	<ul style="list-style-type: none"> • After the first presentation, the group moves to the next resource person who makes the same presentation made for the previous group. The difference is that the group now has the previous presentation to build upon, and the resource person can (and should) brief the new group on the discussion held with the previous group. In this way, the presentations are enriched by prior discussions and new perspectives, maximizing bidirectional discussion time and reducing unilateral presentation time
<p>Sub-session 2 – Lands, territories and natural resources (55’)</p> <p>Group discussion, followed by PPT presentation</p>	<ul style="list-style-type: none"> • The second sub-session will start with group work, to be followed by an informative PPT presentation that will confirm many of the issues that participants have identified related to the guiding principles on indigenous peoples, land, territories and natural resources • Participants are divided into random groups (e.g., assigning numbers 1, 2 or 3 to each person; all 1’s form one group, etc.). Give participants some time to go through the handout on guiding principles on lands, territories and natural resources (5’) • Ask each table/group to write down on sticky notes their group views on (25’): <ul style="list-style-type: none"> » Some frequently encountered issues or challenges related to this topic, e.g., protests by indigenous peoples against mining concessions in their traditional territories » Practical potential solutions and/or proposals on how such issues could be prevented or solved • Stick the notes to the wall, clustering them by major issues and briefly present the main clusters to the plenary. Keep them visible in the room so that they can be referred to throughout the workshop • Deliver a short PPT presentation on “indigenous peoples and lands, territories and natural resources” (10’) • Facilitate a plenary discussion to give participants a chance to vent some of their main thoughts or burning questions on this topic, keeping in mind that the following sub-sessions will go into more detail (10’) • Wrap-up highlighting key issues raised and key learning points (5’)
<p>Sub-session 3 – Participation and FPIC (90’)</p> <p>PPT presentation, followed by group work</p>	<ul style="list-style-type: none"> • Note that since this sub-session requires reading a case study and thinking about potential interventions, it would be beneficial to provide participants with the case study beforehand and ask them to prepare for the session in advance • The third sub-session starts with an informative PPT presentation on guiding principles for indigenous peoples, participation and FPIC (15’) • Each group discusses the case study and completes the tasks given in the group work material (included under the section on “working group materials”) (45’) • Group work is presented in the plenary, followed by a plenary discussion(25’) • Wrap-up highlighting key issues raised and key learning points (5’)

Key messages

- Indigenous peoples may have distinct and different perspectives on the term “development”
- Western development is often oriented mainly towards increasing productivity, increasing financial flows, improving individual wealth and maintaining political power, whereas the indigenous peoples’ concept of development is often more holistic, with respect for Mother Earth and nature (including cultural and spiritual aspects), strong emphasis on sustainability, future generations and community participation, and aims at collective improvement in addition to individual well-being
- This difference in perspectives may cause conflicts if “development” is unilaterally imposed on indigenous peoples
- In addition, due to marginalization and discrimination, indigenous peoples often do not benefit (equally) from “development”, and the gap between them and mainstream society is widening as result of what is meant to be “development”
- Land and territories have fundamental material, cultural and spiritual dimensions for indigenous peoples and, through their deep understanding of and connection with the land, they have managed their environments sustainably for generations. In order to survive as distinct peoples, indigenous peoples and their communities need to be able to own, conserve and manage their territories, lands and resources on the basis of their collective rights. This is why protection of their collective right to lands, territories and natural resources has always been a key demand for indigenous peoples, and it is an issue that must be given priority when dealing with indigenous peoples
- In spite of several national and international instruments recognizing the strong ties that exist between indigenous peoples and their ancestral lands, indigenous peoples worldwide continue to suffer from policies and actions that undermine and discriminate against their customary land tenure and resource management systems, expropriate their lands and extract resources without their consent, resulting in displacement from and dispossession of their territories. Indigenous peoples’ land rights are also threatened by development processes such as the creation of protected areas and natural parks, infrastructural construction works, all types of extractive activities (mining, logging, agribusiness, etc.) and, more recently, various types of carbon-trading or clean air development mechanisms/agreements involving indigenous lands, territories and natural resources
- Despite vows of improved democratic governance, indigenous peoples and their organizations are often excluded from policy development decision-making, budget discussions, design, implementation and evaluation processes, and in some instances, are even adversely affected by development policies, projects and programmes
- Full and effective participation of indigenous peoples and their organizations, establishing partnerships with them, focusing on capacity development, and putting the principles of FPIC into practice, are chief strategies towards progressing equity for indigenous peoples

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Key messages
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- UNDRIP, the UNDG Guidelines on Indigenous Peoples' Issues and various other international and regional standards reaffirm these rights and strategies, and call for their increased recognition and implementation
- The MDGs take a compartmentalized, sectoral approach, whereas indigenous peoples (and increasingly more Governments) have a more holistic view of development and livelihoods. Indigenous peoples' rights, issues and priorities are absent from the MDGs. Indicators to measure MDG progress do not sufficiently reflect the situation of indigenous peoples and are often not disaggregated
- MDG-related interventions can even have harmful effects on indigenous peoples, e.g., through accelerated loss or irresponsible conversion of lands and natural resources, exclusion from ancestral lands and territories, forced assimilation, or forced adoption of gender values, roles and traditions
- MDG-related interventions should capture indigenous peoples' perspectives and priorities and be monitored by appropriate indicators that reflect the status of issues that really matter to indigenous peoples
- When formulating MDG-related programmes and projects for indigenous peoples, other considerations should be to:
 - » Include indigenous peoples' issues within the context of overall reports
 - » Include indigenous peoples' issues in the context of meeting each specific goal
 - » Include indigenous peoples in the planning of the overall report and each individual goal
 - » Include indigenous peoples' effective participation in the planning process of future interventions, and in the implementation, monitoring and evaluation of programmes and projects that will directly or indirectly affect them
- Disaggregated data collection to assess the situation of indigenous peoples is an essential condition for informed policymaking and programme design and implementation. Appropriate indicators, including indicators on land and territories and collective rights, should be used to adequately reflect indigenous perspectives and realities, and therefore to help better assess their situations and monitor the real impact of development interventions

Trainer notes

- This session is meant for active reflection on the perspectives and implementation of rights of indigenous peoples in development, the core theme of this training workshop. Therefore, be aware of the speed of presentation to allow for reflection while you speak, enabling participants to write down their thoughts during and after the presentations
- Be aware that this is a long session; however, it is split into sub-sessions separated by breaks
- Note that since the sub-session on participation requires reading a case study and thinking about potential interventions, it would be beneficial to provide participants with the case study sufficiently in advance and ask them to prepare for the session

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*Trainer notes
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- Some countries may not have initiatives, or only few, related to indigenous peoples, even though there are indigenous peoples in the country. While that is significant in itself, it may provide a practical challenge when doing the sessions requiring practical examples. Reflection on the topics and/or exercises can then be held with participants imagining “what if” rather than drawing from real experiences
- Be aware that participants may (wrongly) understand that the MDGs are **not at all** relevant for indigenous peoples, which is of course not the case, or have the defensive attitude that “indigenous peoples criticize ‘everything’ or are against everything”. It would be helpful to clarify up front, at the start of the session, that this topic is meant to give some examples of how perspectives can be different from the mainstream development framework and that an indigenous rights-based approach requires out-of-the-box, non-mainstream thinking and solutions. If the discussion is lively and participants want to explore this further, some time could be given to unearth the **underlying** differences leading to different perspectives, which could be uncovered by doing a causal analysis of the situation of indigenous peoples in the fields of the MDGs (poverty, etc.) and/or a problem-tree analysis
- If time allows, group work could be undertaken on the issue of “pro-indigenous rights indicators”, where participants can draft indicators that would be in line with indigenous peoples’ perspectives on rights-based indicators; see group instructions under the section on “working group materials”

Session 5 — Programmatic guidance for targeting and mainstreaming indigenous peoples’ issues



MATERIALS
FOR A TRAINING
WORKSHOP

Session 5 – 1h30	Mainstreaming indigenous peoples’ issues
Lead responsibility	Resource person; facilitator (for the debate session)
Materials/equipment	<ul style="list-style-type: none"> • Group instruction for session 5 on a separate sheet • Breakout rooms • Computer and PPT projector • PPT presentation on mainstreaming indigenous peoples’ issues • Flip charts (one per group) and flip chart paper • Sticky notes from sessions 1-4 on strengths and obstacles, and possible solutions regarding the application of the guiding principles on indigenous peoples and development
Session purpose and learning objectives	<p>Purpose</p> <ul style="list-style-type: none"> • Obtain an understanding of the importance of mainstreaming indigenous peoples’ issues, and the guiding principles • Obtain an understanding of the practicalities of “mainstreaming” and how to implement mainstreaming • Identify potential strengths, obstacles and solutions relating to effective mainstreaming of indigenous peoples’ issues in policies, plans, programmes and projects

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<i>Session purpose and learning objectives (continued)</i>	<p>Objectives</p> <p>By the end of the session, participants will be able to:</p> <ul style="list-style-type: none"> • Understand why mainstreaming indigenous peoples' issues is essential for rights-based, sustainable and equitable development, in addition to targeted actions • Apply the various possibilities for the mainstreaming of indigenous peoples' rights and issues • Identify and address effectively potential obstacles related to the mainstreaming of indigenous peoples' rights and issues
Session outputs	<ul style="list-style-type: none"> • List of opportunities, obstacles and solutions related to mainstreaming indigenous peoples' issues at the country level
Format and timing	<ul style="list-style-type: none"> • The session will start with a brief overview of the session • The resource person conducts a presentation on mainstreaming indigenous peoples' issues (15'), followed by a brief Q&A session (5') • Group instructions are then given (see separate page with case scenario and group instructions) and groups are formed (randomly) (5') • Group work (allow 25') • Plenary debate (up to 30') • End the session with a debriefing (10'), with particular attention to whether participants found it useful and felt that they had indeed internalized the mainstreaming approach and/or felt it to be an eye-opener
Key messages	<ul style="list-style-type: none"> • To work genuinely with indigenous peoples requires adaptation to programming processes and strategies to ensure their effective participation throughout programming cycles • Mainstreaming and integrating indigenous peoples' issues implies the integration of principles of cultural diversity and intercultural dialogue in all development policies and programmes in order to build development with identity, respecting peoples' way of life and their rights (including their right to participate) and building sustainable human development • The Government, in its programming and mainstreaming of indigenous peoples' issues, should consciously and proactively aim at achieving human rights results such as elimination of discrimination and violence against indigenous peoples, increased access to public services, resources and opportunities, full and effective participation in governance processes, application of the FPIC principle, recognition of the rights of indigenous peoples to self-determination, to their lands, territories and resources, strengthened accountability of duty-bearers for protecting and promoting the rights of indigenous peoples, and improvements of their human rights, empowerment and gender equality, especially regarding the situation of indigenous women • Some proactive measures could be the establishment of inter-departmental groups on indigenous peoples' issues with regular reporting on their activities and results to relevant policymakers; regular coordination meetings with indigenous peoples' organizations to monitor the implementation of relevant policies, plans, programmes and projects; the appointment of an indigenous peoples' focal point in relevant departments/ministries; joint monitoring of recommendations coming from the UNPFII; ensuring indigenous peoples' participation in, among other things, development assistance processes and MDG reporting <p style="text-align: right;"><i>(continued)</i></p>

*Key messages
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- Recall that the principles of the HRBA as established by the United Nations Common Understanding on the HRBA are equally applicable to the individual and collective rights of indigenous peoples:
 - » Apart from the legitimacy provided by its normative value, the HRBA adds an important instrumental value to development programming by identifying the patterns of discrimination and exclusion which prevent development and the realization of human rights
 - » The United Nations Common Understanding on Human Rights-Based Approaches to Development Cooperation and Programming established that the ultimate goal of all development interventions should be to further the realization of human rights. The programming process should be guided by human rights principles and standards in all its sectors and phases. The programming outcome should focus on developing the capacities of rights-holders and duty-bearers
 - » The six principles underpinning human rights are: 1. Universality and inalienability; 2. Indivisibility; 3. Inter-dependence and interrelatedness; 4. Participation and inclusion; 5. Equality and non-discrimination; and 6. Accountability and the rule of law
 - » The application of human rights principles adds quality to the programming process. In HRBA programming the process is equally as important as the outcome
 - » The HRBA principles, especially those of equality and non-discrimination, and of universality, require special attention to the advancement of gender equality
 - » Human rights standards reflect the concrete claims and obligations of rights-holders and duty-bearers*
- The principle of inclusion and meaningful participation requires the establishment of institutional mechanisms (such as advisory committees/boards, joint implementation and monitoring teams and even legislation on participation and FPIC) that ensure systematic collaboration with indigenous peoples in issues that affect them



Trainer notes

- Have copies of the group instruction ready for each participant
- Providing a brief overview of the session is useful in order to gain the attention of participants so that they are able to apply the information they receive during the debate
- As this is a long session requiring creative thinking from participants, it would need to be scheduled after a long break or contain a short break, e.g., after the group work
- Form the groups in a random manner (e.g., 1-2 count; all 1's in one group and all 2's in the other)
- While the groups have their discussions, set up the room for a debate with the groups facing each other
- Keep moving between the groups and be available if there are questions, both on content (resource person) as well as on process (facilitator)
- Be mindful of maintaining the spirit of enthusiasm for making changes to the way the Government is doing business related to indigenous peoples! Some participants, especially if they are not convinced of the usefulness of incorporating human rights into their daily work, might by now be tired of and frustrated with "all this indigenous peoples' issues talk"

* Human Rights-Based Approach to Programming: Facilitation Guide, Action 2 Inter-Agency Task Force and United Nations System Staff College, June 2007.

Session 6 — Designing strategic interventions

Session 6 – 1h25	Designing strategic interventions
Lead responsibility	Resource persons and facilitator (for group work)
Materials/equipment	<ul style="list-style-type: none"> • Group instruction for session 6 on a separate sheet (which includes a schematic representation of a programme/project cycle with potential entry points for the introduction of indigenous peoples' issues) • Breakout rooms • Computer and PPT projector • PPT presentation on applying policy guidance on indigenous peoples' issues in strategic planning • Flip charts (one per group) and flip chart paper • Notes from sessions 1, 2, 4 and 5
Session purpose and learning objectives	<p>Purpose</p> <ul style="list-style-type: none"> • Provide tools to assist Government staff in designing strategic interventions that incorporate indigenous peoples' issues at all stages of the programming cycle <p>Objectives</p> <p>By the end of the session, participants will be able to:</p> <ul style="list-style-type: none"> • Familiarize themselves with the tools for targeting and mainstreaming indigenous peoples' issues • Develop approaches for the programming processes that benefit indigenous peoples • Design strategies that identify and enable the inclusion of indigenous peoples in development programming processes and facilitate spaces for their participation in policies • Identify strategic partnerships with indigenous peoples and their organizations in programming exercises and operations
Session outputs	<ul style="list-style-type: none"> • Obtain results with possible interventions benefiting indigenous peoples (examples of which could be derived from the session 5 discussion on mainstreaming)
Format and timing	<ul style="list-style-type: none"> • The session starts with a presentation on steps in results-based programming, and the potential entry points for introducing indigenous peoples' issues within such planning processes (15'). Remind participants that this approach can be applied to any programming and project process • Group work: Within the groups (groups around the table), design a results matrix for one outcome relevant for indigenous peoples, going through the programming steps given in the section on "working group materials" for supporting guidance and applying an approach that benefits indigenous peoples (40') • Plenary presentations and discussion of the groups' work (20') • Short debriefing and wrap-up (10')

Key messages

- Programming should encourage the development of human capabilities and promote the empowerment and the participation of indigenous peoples at all levels
- Effective engagement of indigenous peoples should be consciously planned, following the guidelines on FPIC. One invitation to a consultation meeting is not enough. It requires culturally sensitive processes, being open and inclusive to a wide range of indigenous peoples' organizations and community-based representatives, and respecting indigenous peoples' right to determine freely their own representatives or representational processes
- Cultural practices, traditions and values of indigenous peoples can play a critical and positive role in advancing and promoting sustainable development, gender equality and human rights. Government agencies should therefore partner with indigenous networks to help preserve their identities; use appropriate advocacy/communication tools, methods or channels; identify needs based on the priorities of indigenous peoples themselves
- The "situation analysis" should pay particular and frank attention to uncovering and highlighting trends and disparities impacting on indigenous peoples, and the realization of their individual and collective rights. Focus on and clearly communicate the root causes of disparities, among others, discrimination, marginalization and social exclusion
- Government agencies should support the disaggregation of data by indigenous origin, language and gender; promote alternative methodologies on data collection and the elaboration of indicators that reflect indigenous peoples' perspectives and situations; and use the data in programme design and implementation
- While designing strategies and/or strategic interventions and activities, identify strategic entry points for incorporating indigenous peoples' issues
- Follow an empowerment approach with a strong focus on capacity development of indigenous peoples as rights-holders, e.g., leadership skills training, promotion of legal training and legal aid, literacy skills and management skills training; and focus on access, use and knowledge of information and ICT
- The promotion of an enabling legal, institutional and policy environment, favourable towards indigenous peoples' rights, should be incorporated into the strategy or strategic intervention. Government agencies could proactively strive to create or expand spaces and opportunities for dialogue between indigenous peoples and State authorities, creating strategic partnerships with indigenous peoples at policy and programmatic levels, and enabling a political space
- Promote direct interaction between Government agencies and indigenous peoples, e.g., through the creation/support of indigenous peoples' advisory groups; participation in steering committees; the appointment of indigenous peoples' focal point(s) either at the overall Government level and/or at the agency level; the creation of interdepartmental working groups; the enrichment of staff diversity by hiring more qualified indigenous persons; ensuring increased knowledge of staff through the incorporation of indigenous peoples' issues into training programmes and performance assessment tools

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Key messages
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- Monitoring and evaluation: Assess how all programmes, even those that are not specifically targeting them, affect indigenous peoples. Use participatory methods adapted to capture indigenous perceptions through their own analytical perspectives
- Governmental development plans should include specific, targeted outcomes and outputs related to the improvement of the situation of indigenous peoples
- Use effective, in particular HRBA, indicators that make it possible to monitor and evaluate programmes with respect to indigenous peoples
- Reiterate the specific types of change required in the HRBA:*
 - » **Impact:** Sustained positive changes in the life, dignity and well-being of individuals and peoples
 - » **Outcome:** Legal, policy, institutional and behavioural changes leading to better performance of rights-holders to claim rights and duty-bearers to meet their obligations
 - » **Outputs:** Goods, services and deliverables to develop the capacities of rights-holders and duty-bearers and of national human rights protection systems
 - » **Process:** Human rights principles ensure that the programme process is participatory, inclusive and transparent for both rights-holders and duty-bearers, especially for members of groups subjected to discrimination or marginalization

Trainer notes

- Have copies of the group instruction ready for each participant. If participants are enthusiastic and want to complete their group work more professionally in a computer file for projecting onto a screen, have the file with the schematic representation of the strategic intervention planning process (within the group instructions) ready for copying onto a memory stick
- Be aware that running this session with participants that do not have any RBM knowledge could slow down the group work. Ask participants how many of them have basic knowledge of RBM and try to ensure that each group has at least one member with experience in the area. If necessary, run through the slide on typology in RBM to discuss the basic differences between outcomes and outputs and other RBM concepts
- Before starting this session, if you see that participants are beginning to feel the fatigue from the intensive workload, you might consider running an “energizer”

* Human Rights-Based Approach to Programming: Facilitation Guide, Action 2 Inter-Agency Task Force and United Nations System Staff College, June 2007.

Session 7 — Conclusions and next steps

Session 7 – 0h45	Conclusions and next steps
Lead responsibility	Resource person and facilitator (for design of workplan)
Materials/equipment	<ul style="list-style-type: none"> • Outputs from all previous sessions to identify priorities, strengths to build on or obstacles to eliminate, and to implement strategic interventions • Template for workplan with follow-up actions
Session purpose and learning objectives	<p>Purpose</p> <ul style="list-style-type: none"> • Give participants an opportunity to reflect on what has been learned during the workshop and discuss the implications for future work • Reaffirm the need for integrating indigenous peoples' rights and issues into the work of Government agencies • Gently push participants to agree on a strategic course of action to mainstream indigenous peoples' rights and issues in their work, and to agree on a plan of action for the promotion and implementation of UNDRIP <p>Objective</p> <p>By the end of the session, participants will have:</p> <ul style="list-style-type: none"> • Agreed on a set of follow-up activities to mainstream indigenous peoples' rights and issues in their agency, and the potential strengthening of interdepartmental coordination • Committed to a plan of follow-up actions related to mainstreaming indigenous peoples' rights and issues
Session outputs	<ul style="list-style-type: none"> • List of conclusions on workshop • Workplan, including monitoring moments, with possible follow-up actions and responsible persons
Format and timing	<ul style="list-style-type: none"> • Facilitate an open discussion with workshop participants (15') asking them what they conclude from this workshop in terms of: <ul style="list-style-type: none"> » What they have learned (knowledge) » What they have realized that should or could be done differently in the future (motivation) » What skills they have acquired to do certain things better, and which things (skills) • Facilitate the design, in plenary, of a workplan with follow-up actions using the template on p.98 (30')

Key messages

- This workshop is not merely training but should result in the actual realization of internationally agreed objectives and recommendations. Planning concrete follow-up actions is therefore crucial in a results-based environment
- Recall the five objectives of the Second International Decade on the World's Indigenous People:
 1. Promoting non-discrimination and inclusion of indigenous peoples in the design, implementation and evaluation of international, regional and national processes regarding laws, policies, resources, programmes and projects;
 2. Promoting full and effective participation of indigenous peoples in decisions which directly or indirectly affect their lifestyles, traditional lands and territories, their cultural integrity as indigenous peoples with collective rights or any other aspect of their lives, considering the principle of FPIC;
 2. Redefining development policies that depart from a vision of equity and that are culturally appropriate, including respect for the cultural and linguistic diversity of indigenous peoples;
 4. Adopting targeted policies, programmes, projects and budgets for the development of indigenous peoples, including concrete benchmarks, and particular emphasis on indigenous women, children and youth;
 5. Developing strong monitoring mechanisms and enhancing accountability at the international, regional and particularly the national level, regarding the implementation of legal policy and operational frameworks for the protection of indigenous peoples and the improvement of their lives.

Trainer notes

- Prior to the workshop, discuss its purpose and objectives, particularly this session with high-level officials responsible for indigenous peoples' policies, to make sure there is political commitment to the follow-up actions; emphasize the importance of the high-level participation
 - Remember to take notes throughout the workshop, particularly during this session, of participants' attitudes, remarks and comments related to the feasibility of the concrete implementation of what has been learned and their commitment to such implementation. These notes and the experience from each subsequent similar workshop will feed into further actions to create a better enabling environment for mainstreaming indigenous peoples' rights and issues in the daily work of Government agencies
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Session 8 — Support available, evaluation and closure

Session 8 – 0h45	Support available, evaluation and closure
Lead responsibility	Facilitator
Materials/equipment	<ul style="list-style-type: none"> • Evaluation sheet • Pre- and post-workshop comparison table on the wall • Flip chart
Session purpose and learning objectives	<p>Purpose</p> <ul style="list-style-type: none"> • Remind participants of the support from the United Nations system on indigenous peoples' issues • Assess the extent to which the workshop objectives have been achieved • Obtain feedback and evaluations from participants <p>Objectives</p> <p>By the end of the session:</p> <ul style="list-style-type: none"> • Participants will be able to access information and support within the United Nations system on indigenous peoples' issues • Workshop organizers will be able to improve the training workshop
Session outputs	<ul style="list-style-type: none"> • Participants' feedback recorded by facilitator on a flip chart • Pre- and post-comparison (expectations vs. achievements) • Completed evaluation sheets
Format and timing	<ul style="list-style-type: none"> • Remind participants of the United Nations support available to Governments as expressed during session 1 (Indigenous peoples' issues in the United Nations system) (5') • Open discussion to provide and receive feedback on the workshop, paying particular attention to the comparisons between what has been learned/achieved and what was expected at the start of the workshop (20'): <ul style="list-style-type: none"> » What have they learned that they did not know before (knowledge)? » What have they realized that should or could be done differently in the future (motivation)? » What skills have they acquired to do certain things better, and which things (skills)? • Participants fill in the evaluation forms (10') • Closing remarks (10')
Key messages	<ul style="list-style-type: none"> • There is a wealth of information on indigenous peoples' rights and issues available, and Governments can call upon UNCTs, specific United Nations agencies, the SPFI and the IASG for support • Let us see this workshop as a start and not as the end of constructive efforts! • Let us agree on the next concrete steps towards the accelerated implementation of UNDRIP!



Trainer notes

- It will be useful to have a high-level United Nations representative present in this session to ensure the communication at the country level between the Government and the United Nations in order to commit to the agreed follow-up actions
 - Remind participants that in the evaluation scoring, 6 is high and 1 is low (the LNA form used 1-5 for indicating priorities, where 1 was high, so participants may still have that in mind)
 - Do not forget to thank the participants for their endurance and active participation and congratulate them on their accomplishments. Participants should ideally leave with a sense of achievement, energized to undertake new actions in favour of indigenous peoples' rights!
-



3. LEARNING NEEDS ASSESSMENT

Mainstreaming indigenous peoples' issues

The purpose of this LNA is:

- To obtain an impression of the current level of knowledge, skills and motivation regarding mainstreaming indigenous peoples' issues into the daily work of Government agencies
- To identify the learning needs of the staff of Government agencies in order to better tailor eventual training and support for those needs.

Please take a few minutes to answer the following questions. Your comments and suggestions that may not be captured by the questions are highly appreciated and can be added under the last question.

Your department/agency: _____

A. About yourself

- Your age group
 < 25 25 – 35 36 – 45 46 – 55 > 55
- Your gender
 Female Male
- Your level
 Top-level executive Government policy officer
 Programme/project personnel
 Other, namely: _____



B. Current level of familiarity with indigenous peoples' issues

- With which of the following existing guidance documents on indigenous peoples' issues do you consider yourself familiar and to what extent?

	Very	Somewhat	Not
UNDRIP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
UNDG Guidelines on Indigenous Peoples' Rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SPFII Resource Kit on Indigenous Issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
UNDP Policy of Engagement with Indigenous Peoples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
UNDG Common Understanding on the Human Rights-Based Approach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Which of the following issues related to indigenous peoples (IPs) do you deal with, and how often?

	Often	Sometimes	Never
Land rights of indigenous peoples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Natural resource use rights, including protected areas, mining, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation of IPs in local and/or national level processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>(continued)</i>	Often	Sometimes	Never
Traditional authorities, self-government, decentralization issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FPIC (development projects)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poverty and other MDG issues as they specifically relate to IPs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poverty and other MDG issues in general, with some relation to IPs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other issues (please specify) _____			

3. Do you consider that you apply principles related to indigenous peoples’ rights in your daily work?

- Always Often Sometimes Seldom Never

4. Where do you currently get your information on indigenous peoples (tick all that apply)?

- From the Government agency responsible for indigenous peoples
- From within my own department
(e.g., knowledge/information networks/bulletin)
- From individual colleague(s) within my office
- From a United Nations agency within the country
- From a United Nations agency at Headquarters (including the SPFII)
- From e-mail newsgroups/ mailing lists
- From local/regional/international indigenous organizations or networks
- From newspapers, magazines or other non–United Nations sources
(including NGOs)
- From my own research, e.g., on the Internet
- From other sources, namely: _____
- I do not get information on indigenous peoples at all

5. How often, on average, do you currently need information on indigenous peoples’ issues?

- Daily Weekly Monthly Only sporadically Never

C. Learning needs

1. Have you ever had formal training on indigenous peoples’ issues? If yes, please specify which training, organized by whom, and when it took place.

- No Yes, _____
organized by _____ in _____

2. If so, was this sufficient?

- Yes
- No, I would like the same training to be repeated
- No, I think I need additional training



3. Do you think you need additional learning on indigenous peoples’ issues (tick all that apply)?
- Yes, because indigenous peoples’ issues are becoming increasingly important in my daily work
 - Yes, because I want to deal more effectively with indigenous peoples’ issues in my work
 - Yes, because I have a personal interest in those issues
 - Yes, because sooner or later it will be mandatory to apply these standards and other policies
 - I would not mind but I would also not ask for it (indifferent)
 - No, because I don’t think it would be really beneficial for me
 - No, because I think I know enough and would not need extra learning
 - No, because the few times that I need to know more, I can quickly do my own research
 - No, because I am not interested at all
 - No, because I think indigenous peoples’ issues are no different than any other issues and do not need specific learning
 - Other reply: _____

4. If you answered yes to question 3, which of the following themes would you like to learn more about (tick all that apply)?
- Indigenous peoples’ rights in general
 - Existing policy guidance to be applied in my daily work, e.g., UNDG Guidelines on IP issues
 - Better understanding of the philosophical or cultural perspectives of indigenous peoples’ issues
 - Better understanding of the legal implications of incorporating indigenous peoples’ issues
 - Another theme of interest to me, e.g., IP land rights, IPs and development, IPs and the environment.
Please specify: _____

5. Which of the following aspects of indigenous peoples’ issues do you consider more important in your work? Please rank your preference on a scale of 1 to 3 (where 1 is high and 3 is low)

	1	2	3
More factual knowledge and information on indigenous peoples’ issues <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
More skills to apply such knowledge, e.g., HRBA programming, consultation, advocacy skills <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Better understanding and motivation for incorporating indigenous peoples’ issues (I am currently not really convinced about such need) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



6. In what form would you prefer to learn more about indigenous peoples' issues? Please rank your preference on a scale of 1 to 3 (where 1 is high and 3 is low)

	1	2	3
Computer based, e.g., Training Module on a CD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Typical classroom sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training workshops with colleagues or team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in distance learning courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hands-on, on-the-job training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify) _____			

7. What factors would influence your ability to implement new competencies in your daily work after you have learned more on indigenous peoples' issues (tick all that apply)?

- Opportunities to implement what I've learned, e.g., more programming opportunities
- Time to implement what I've learned (it will take more time to do it "according to the book")
- Availability of financial resources.
Please specify for what exactly: _____
- Availability of necessary data and information
- Technical support from someone who can coach me while implementing my new competencies
- Support from supervisor, including approval to do things differently
- Support from colleagues
- Other factors (please specify): _____



D. Any other comments?

Please feel free to provide any other comments, suggestions, critiques, ideas:

4. EVALUATION FORM

Training workshop for Government agencies on indigenous peoples' issues

Country: _____ Date: _____

1. On a scale of 1 to 6 (where 6 is high and 1 is low), how would you assess the achievement of the objectives of the workshop?

Objectives

By the end of the workshop, participants will have:

a. Greater awareness, understanding and skills for the national application of international norms and standards on indigenous peoples' rights as contained in UNDRIP, particularly related to effective engagement of indigenous peoples and recognition of indigenous peoples' rights in development processes.

(6 = highest) (5) (4) (3) (2) (1 = lowest)

b. Improved awareness, understanding and skills for mainstreaming indigenous peoples' rights and issues in all phases of development programming, from conceptualization, strategic planning and implementation through evaluation.

(6 = highest) (5) (4) (3) (2) (1 = lowest)

2. How would you rate the following?

a. The facilitation of the workshop:

(6 = highest) (5) (4) (3) (2) (1 = lowest)

b. The organization of the workshop:

(6 = highest) (5) (4) (3) (2) (1 = lowest)

c. The venue:

(6 = highest) (5) (4) (3) (2) (1 = lowest)

3. Which parts of the workshop did you find the most useful and why?



4. What changes would you make to the workshop and why?

5. What topics/areas, if any, would you add or give more time to?

6. How relevant was the workshop to your work (6 is high and 1 is low)?

(6 = *highest*) (5) (4) (3) (2) (1 = *lowest*)

7. Overall, how worthwhile was it for you to have attended the workshops (6 is high and 1 is low)?

(6 = *highest*) (5) (4) (3) (2) (1 = *lowest*)

8. Do you have any additional comments/suggestions?

Thank you!



5. Working group materials

The following pages contain instructions for group work. The workshop facilitator will have copies of these instructions available for workshop participants.

- Session 1 – Group instructions for indigenous peoples' issues
- Session 2 – Group instructions for international norms and standards
- Session 3 – Handouts for indigenous peoples in country X:
 1. Guiding principles related to land, territories and natural resources
 2. Guiding principles for full and effective participation
 3. Key elements of FPIC
- Session 4 – Case scenario on effective participation
 - Group instructions on pro-indigenous rights indicators
- Session 5 – Case scenario and role play for mainstreaming
- Session 6 – Group instructions for designing strategic interventions
- Session 7 – Workplan template for follow-up actions

Session 1—Group instructions for Indigenous peoples' issues

Total time for group work: 25 minutes

In your group, select a **facilitator**, whose task it will be to:

- Keep the time
- Ensure that everyone has the opportunity to express themselves
- Ensure that the discussion is focused and produces results
- Write up the conclusions on the coloured Post-it notes provided

Each group shall also select a **rappporteur** who will be responsible for presenting the group's report in the plenary.

Participants' tasks:

1. Devote **10 minutes** to replying to the following four questions:
 - i. Who are the major **actors** that already have programmes/projects on indigenous peoples (e.g., Government, United Nations, NGOs, indigenous peoples themselves)?
 - ii. What **actions/activities** have these actors undertaken?
 - iii. What specific **indigenous issues** do these actions address?
 - iv. What are the key **challenges** that these actors meet in relation to the issues addressed?
2. Formulate three to four general conclusions, among other things, which issues are prominent and which challenges are recurring in all or most actions/activities. The facilitator will write these conclusions on separate Post-it notes that are put on brown paper on the wall (**10 minutes**).



3. The rapporteur shares the findings with the other groups in the plenary (maximum of **5 minutes** for each group).

Actor	Action	Issues	Challenges

Session 2—Group instructions for international norms and standards

Total time for group work: 20 minutes

In your group, select a **facilitator**, whose task it will be to:

- Keep the time
- Ensure that everyone has the opportunity to express themselves
- Ensure that the discussion is focused and produces results

Each group shall also select a **rapporteur** who will be responsible for presenting the group’s report in the plenary.

Participants’ tasks:

Using the list of ongoing activities on indigenous peoples from the previous session on “Indigenous peoples’ issues”, select major activities (a maximum of three) and identify:

1. Which right(s) of indigenous peoples is/are addressed in that activity;
2. Whether that was intentionally designed;
3. Opportunities to design the activity differently in order to gain increased or improved attention for indigenous peoples’ rights and issues;
4. Formulate three to four general conclusions, among other things, which rights have or have not been addressed in ongoing actions/ activities.

Groups may use UNDRIP, ILO Conventions Nos. 111 and 169 and other instruments (including national laws and policies) to identify the rights that are addressed or could be addressed in the selected activities.

Groups will work at their tables for approximately 20 minutes.

After that, the rapporteurs will present the conclusions of their groups in the plenary (**5 minutes for each group**).



*Session 3—Handouts for indigenous peoples in country X***Handout 1: Guiding principles related to land, territories and natural resources****United Nations Declaration on the Rights of Indigenous Peoples:**

- Article 26:
 1. Indigenous peoples have the right to the lands, territories and resources which they have traditionally owned, occupied or otherwise used or acquired.
 2. Indigenous peoples have the right to own, use, develop and control the lands, territories and resources that they possess by reason of traditional ownership or other traditional occupation or use, as well as those which they have otherwise acquired.
 3. States shall give legal recognition and protection to these lands, territories and resources. Such recognition shall be conducted with due respect to the customs, traditions and land tenure systems of the indigenous peoples concerned.
- Article 27:
 - » States shall establish and implement, in conjunction with indigenous peoples concerned, a fair, independent, impartial, open and transparent process, giving due recognition to indigenous peoples' laws, traditions, customs and land tenure systems, to recognize and adjudicate the rights of indigenous peoples pertaining to their lands, territories and resources, including those which were traditionally owned or otherwise occupied or used. Indigenous peoples shall have the right to participate in this process.
- Indigenous peoples' lands and territories should be largely recognized, demarcated and protected from outside pressures.

UNDG Guidelines:

- All efforts should be made to ensure that indigenous peoples determine the activities that take place on their lands and in particular that impacts on the environment and sacred and cultural sites are avoided
- Indigenous peoples' rights to resources are necessary for their subsistence and development and should be respected
- In the case of State-owned sub-surface resources on indigenous peoples' lands, indigenous peoples still have the right to FPIC for the exploration and exploitation of those resources and have a right to any benefit-sharing arrangements



Handout 2: Guiding principles for full and effective participation

United Nations Declaration on the Rights of Indigenous Peoples:

- Article 5
 - » Indigenous peoples have the right to maintain and strengthen their distinct political, legal, economic, social and cultural institutions, while retaining their right to participate fully, if they so choose, in the political, economic, social and cultural life of the State
- Article 18
 - » Indigenous peoples have the right to participate in decision-making in matters which would affect their rights, through representatives chosen by themselves in accordance with their own procedures, as well as to maintain and develop their own indigenous decision-making institutions
- Article 19
 - » States shall consult and cooperate in good faith with the indigenous peoples concerned through their own representative institutions in order to obtain their FPIC before adopting and implementing legislative or administrative measures that may affect them
- Article 23
 - » Indigenous peoples have the right to determine and develop priorities and strategies for exercising their right to development. In particular, indigenous peoples have the right to be actively involved in developing and determining health, housing and other economic and social programmes affecting them and, as far as possible, to administer such programmes through their own institutions

UNDG Guidelines:

- Mutual respect and consent, transparency and accountability among partners
- Convergence and common understanding of substantial objectives, strategies, activities, outputs and expected impacts between and among the partners rather than separate institutional objectives
- Focus on strengthening indigenous peoples' participation and influence in policy- and decision-making processes that affect their lives and that involve a diversity of actors that influence such processes
- Focus on capacity development, its conceptualization and design as a long-term process with clear progression and benchmarks. Capacity-building is most effective when it involves all sides—indigenous peoples, the United Nations system, Government officials, other relevant actors and the public in general

- Joint planning, implementation and evaluation with partners: understand partnerships as shared learning processes, documenting and sharing the experiences and lessons learned with other partners across countries and regions
- Partners involved in international processes, as these often constitute sources of inspiration for sharing experiences

Practical guidance for effective participation and consent by indigenous peoples

Include indigenous peoples' issues in the country or situation analysis!

- Are indigenous peoples adequately mentioned/included in the country analysis and strategies for poverty reduction and in the MDG report?
- Are indigenous rights included in the general discussion on human rights issues?
- Has the country ratified any human rights or other treaties of specific relevance to indigenous peoples? If so, which ones?
- If so, are indigenous peoples included in the reporting processes and in the implementation of recommendations of human rights treaty bodies or the ILO supervisory bodies?
- Are indigenous peoples involved in other human rights monitoring mechanisms (e.g., visits of Special Rapporteurs of the Human Rights Council)?
- Are there any public institutions (national human rights commissions, statutory bodies responsible for indigenous affairs, etc.) or civil society organizations with a track record for facilitating indigenous peoples' participation and development?



Ensure organizational representation and partnerships

- A great variety of organizational forms of indigenous peoples
- Traditional systems
- Unions, coalitions, associations, confederations
- Linguistic affiliations
- Territorial origins
- Government-imposed structures (which can compete with indigenous peoples' own structures!)
- Combinations
- Representativity issues—difficult to assess for “outsiders”

Guiding principles for effective participation

- Mutual respect and consent, transparency and accountability among partners

- Convergence and common understanding of substantial objectives, strategies, activities, outputs and expected impacts between and among the partners rather than separate institutional objectives
- Focus on strengthening indigenous peoples' participation and influence in policy- and decision-making processes
- Focus on capacity development, its conceptualization and design as a long-term process with clear progression and benchmarks
- Capacity development is most effective when it involves all parties—indigenous peoples, United Nations system, Government officials, other relevant actors, and the public in general
- Joint planning, implementation and evaluation with partners: understand partnerships as shared learning processes, document the experiences and lessons learned and share with other partners, across countries and regions
- Make the United Nations more accessible; more proactive outreach by the United Nations

Handout 3: Key elements of FPIC

- Consent ≠ Consultation!
- **Free:** No coercion, intimidation or manipulation
- **Prior:**
 - » Sufficiently in advance of any authorization or commencement of activities
 - » Respects time requirements of indigenous consultation/consensus processes
- **Informed:** Information provided and discussed on (at least) the following aspects:
 - » The nature, size, pace, reversibility and scope of any proposed project or activity
 - » The reason(s) or purpose of the project and/or activity
 - » The duration of the above
 - » The locality of areas that will be affected
 - » A preliminary assessment of the likely economic, social, cultural and environmental impact, including potential risks and fair and equitable benefit-sharing in a context that respects the precautionary principle
 - » Personnel likely to be involved in the execution of the proposed project (including indigenous peoples, private sector staff, research institutions, Government employees and others);
 - » Procedures that the project may entail

- **Consent:**
 - » Consultation and participation are crucial components of a consent process
 - » Consultation should be undertaken in good faith, in an atmosphere of mutual respect and good faith
 - » Full and equitable participation
 - » Right to say no

Session 4—Case scenario on effective participation

Total time for group work: 40 minutes

Case

Country Y is a developing country with poverty levels estimated at approximately 40 per cent of the total population. The country has many natural resources; however, they are not exploited intensively for various reasons, among them, a weak economy and political unrest over past decades, preventing domestic and foreign investments and limited national capacity for resource utilization. Approximately 5 per cent of the population consists of indigenous peoples, but national legislation does not recognize their rights as such; it only provides for some measures to “consult with local communities” in the case of development projects that are in the national interest.

The economy has become stable and has actually been growing over the past three to four years thanks to increasing prices and exports of mining products. The Government has now invited a well-known mining multinational to embark on a mega-project in the resource-rich “interior” of the country, currently still covered with almost virgin rainforests, but with proven high concentrations of gold. The mega-project would include large-scale gold mining, the establishment of large hydroelectric facilities, a refinery and various infrastructural works (roads, bridges, pipelines, waterway traffic facilities, etc.).

The target area is inhabited by several indigenous communities who use large parts of the area for their traditional livelihoods. Their land rights are not legally recognized. They have a traditional authority structure with community chiefs who speak on their behalf, while there is also an umbrella organization, the National Indigenous Organization (NIO), in which the chiefs participate. The NIO has a technical office, and the officers there provide legal and project support to the indigenous communities, where possible; however, the organization does not have core funding to ensure continuous support.

The Government and the companies have set a target date for the basic agreements on the mega-project, details of which would be established at a later stage. In order to comply with the national legislation which stipulates that the general public must be consulted in the case of large-scale projects and while the multinational company also has its own internal standards for mining that may impact on



indigenous communities, the Government and the mining company have organized a few consultation workshops in the capital. Based on their own estimation, they have invited some persons from the indigenous communities that they consider “key persons”. These persons have been provided (for the first time) with information about the plans, namely, copies of environment and social impact assessments (ESIAs) that have been carried out by a consulting firm with which the multinationals have longstanding working relations. Neither the communities nor the umbrella NIO have participated in the ESIA. The reports, each one over 300 pages, are in English, a language that is not spoken by the indigenous communities.

Upon hearing about the plans, some members of the indigenous communities are in favour of the mega-project, hoping it will bring jobs, education, electricity and running water, as promised by the Government and the company. Other members are sceptical about such promises (which have been made before, in other parts of the country also, without positive results for the local population), fearing invasion of their lands by fortune-seekers once there are roads and economic activity, loss of their traditional lifestyle, and large social, cultural and environmental impacts. The communities have now been given two weeks to give their final answer, otherwise, the company says either it will have to call off the whole project or it will not talk with the communities again because the consultation process is too slow. In response to the concerns raised by the communities, the multinational company says that it is adhering to national legislation and not doing anything illegal.

Very concerned indigenous chiefs and the NIO approach the Government to voice their concerns and fears, and they ask for Government intervention and protection of their rights and interests, calling for respect for international norms and standards related to human rights and indigenous peoples’ rights, in particular, the various human rights instruments, including UNDRIP, environmental standards and best practices in relation to mining and development.

Some parts of the Government argue that this mega-project is “in the national interest” and cannot be “obstructed by a few indigenous persons who are claiming rights that are not even existent under national legislation”. Other parts think the indigenous communities and organizations are correct to protest and demand recognition of their rights, and propose firm action to defend and protect the indigenous communities.

Task

Taking into account the guidance on indigenous peoples’ rights provided in this handbook for participants and using UNDRIP guidelines, the UNDG Guidelines on Indigenous Issues and the SPFII Resource Kit on Indigenous Issues, **explain** in this case study:

1. Which major rights and/or principles that ensure effective participation and FPIC have not been followed consistently? Briefly explain.

2. How you think this could have been approached differently? Mention some major actions that should have been taken.
3. What you would do in response to the indigenous peoples' call for support and mediation by the Government? (No need to go into full detail, but be clear on the objective of the Government's action in this case: what do you want to achieve as a result of such intervention?)

Session 4—Group instructions on pro-indigenous rights indicators

Total time for group work: 20 minutes

In your group, elect a **facilitator**, whose task will be to:

- Keep the time
- Ensure that everyone has the opportunity to express themselves
- Ensure that the discussion is focused and produces results
- Write up the responses

Each group shall also elect a **rappporteur** who will be responsible for presenting the group's report in the plenary.

Participants' tasks:

Within your group (max. **20 minutes**) formulate "pro-indigenous rights indicators" for monitoring progress on the MDGs.

The facilitator will write the indicators on Post-it notes that are put on flip chart paper.

The rapporteur of one group presents the indicators in plenary (max. **5 minutes**). The other groups complement.



Session 5—Case scenario and role play for mainstreaming

Total time for group work: 20 minutes

Against the background of the situation of indigenous peoples in the country, consider the imaginary example of the agenda of the Permanent Secretary of the Ministry of Finance and Planning for a regular work week. The Permanent Secretary will go to a meeting **where he/she will need to talk about the mainstreaming of indigenous peoples' issues.**

Task

Form two groups, A and B, randomly. One person from each group is asked to play the role of Permanent Secretary of the Ministry of Finance and Planning (who will also function as a note taker!).

The task for both groups will be to play the role of an established advisory committee to the Government for promoting the mainstreaming of indigenous peoples' issues in everyday work, advocating that mainstreaming of indigenous

peoples' rights in the work of all Government departments is crucial for equitable and sustainable development in your country, and that the Government should proactively invest in mainstreaming. The group (start with group A) is asked by the Permanent Secretary of the Ministry of Finance and Planning to give advice on a specific meeting or appointment (see example schedule) where the Permanent Secretary (PS) has to give his/her opinion. After its internal deliberations, the group will present its "findings" to the team of the PS, the role of which will be played by the other group (group B). Group B will be mainly critical of the idea of mainstreaming, although some persons may like the findings of the advisory committee. After the discussion (approximately **10 minutes**), the groups will swap roles (group B playing the advisory committee and group A the Government team).

The PS will simply sit and listen to the arguments for and against and make notes of the arguments he/she finds important in making his/her final decision. The PS must be unbiased and objective in making a decision. After the debate, the PS gives his/her final opinion, presenting the most important arguments for and against as justification. The notes of the PS are also the output of this session.

In preparation for the role play, both groups (working simultaneously but separately) pick an appointment or task from the attached schedule and discuss in the group **opportunities for mainstreaming** indigenous peoples' issues in the work of the agency or organization mentioned in that imaginary appointment or task. All advisory committee members are, of course, well aware of the international norms and standards on indigenous peoples, are positive towards them and are willing to advocate for the rights of indigenous peoples proactively. Identify **what would be necessary** to implement that mainstreaming opportunity (*for example: the PS could propose having an institutional mechanism for indigenous peoples' participation in programming processes. That would require extra funding for travel of indigenous representatives to organize community workshops and to attend monitoring meetings. The PS therefore proposes the reallocation of funds from non-performing projects to the increased participation of indigenous peoples' representatives in planning processes*). While preparing, also think of potential arguments **against** mainstreaming, because the other group will bring up those arguments and your group will have to counter them!

The other group, during the debate session, will play the role of the staff of the Ministry and will come up with arguments supporting **why it would not be possible, or why it would be difficult** to implement those mainstreaming proposals, putting forward all kinds of reasons why mainstreaming would not work, e.g., political sensitivities, costs, prohibiting laws, lack of procedures, lack of in-house capacity, time constraints. Your group will have to counter those arguments to convince the PS of the need for mainstreaming.

The groups are unaware of the appointment that the other group has chosen.

While there is no "winner" of the debate, each group will of course do its utmost to put forward strong and convincing arguments.



Table: Mock one-week schedule of the Permanent Secretary of the Ministry of Finance and Planning

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Staff meeting	National Parliament meeting*	Meeting with the Minister	Administrative office work	Opening of workshop of private sector association
<i>Topic:</i>	Planning of priorities of the Ministry for the week	Consideration of proposal on new employment programme	Monitoring of Government spending	Reviewing and signing documents and letters	Workshop on Corporate Social Responsibility
Morning	Administrative office work	National Parliament meeting	Meeting with the labour union of civil servants	Meeting with United Nations Resident Coordinator	Staff meeting
<i>Topic:</i>	Reviewing and signing documents and letters	Continuation of previous topic	Demand for salary increase	Monthly coordination meeting	Evaluation of the past week
Afternoon	Meeting with Central Bank	National Parliament meeting	Meeting with NGO on gender	Meeting with a commercial bank	Administrative office work
<i>Topic:</i>	Reallocation of underspent budgets	Consideration of proposal on new multinational mining concession	Financing request from NGO for a programme to promote women's rights	Brainstorming on a new microfinance facility	Reviewing and signing documents and letters
Afternoon	Meeting with Bureau of Statistics	National Parliament meeting	Review of reports delivered by Ministry staff	Meeting with Permanent Secretary of Agriculture	Writing of policy paper for the Minister
<i>Topic:</i>	Planning of household survey	Continuation of previous topic	Reports related to achievement of policy results over the past month	Potential of Government funding for a new agricultural stimulation programme	Sharpening the policy on social security public expenditure

* Supporting the Minister of Finance and Planning, who will have to answer Parliament questions.

Session 6—Group instructions for designing strategic interventions

Total time for group work: 40 minutes

The task at hand is to design a results matrix (see template below) for one outcome relevant for indigenous peoples, going through the programming steps provided in the section on working group materials and applying an approach that benefits indigenous peoples. This exercise can be equally applicable to other programming processes. The outputs of sessions 1, 3 and 5 can be used as input to define priorities and activities and to mitigate potential obstacles. Ensure the application of the guidelines given during the presentation. As a reminder of the definitions and interpretation of the terms “impact”, “outcome”, “output” and “activity”, see below.

In summary, go through the following steps:

1. Design and implement a plan of engagement for indigenous peoples;
2. Undertake a situation analysis with a focus on indigenous peoples' issues;
3. Undertake strategic planning, formulating outcomes and outputs that are focused on the rights and situation of indigenous peoples;
4. Design monitoring and evaluation actions to ensure indigenous perspectives and benefits during project implementation;
5. Organize and manage results in a human rights-based matrix.

Also remember that the mainstreaming of indigenous peoples' issues should in general lead to key results, such as:

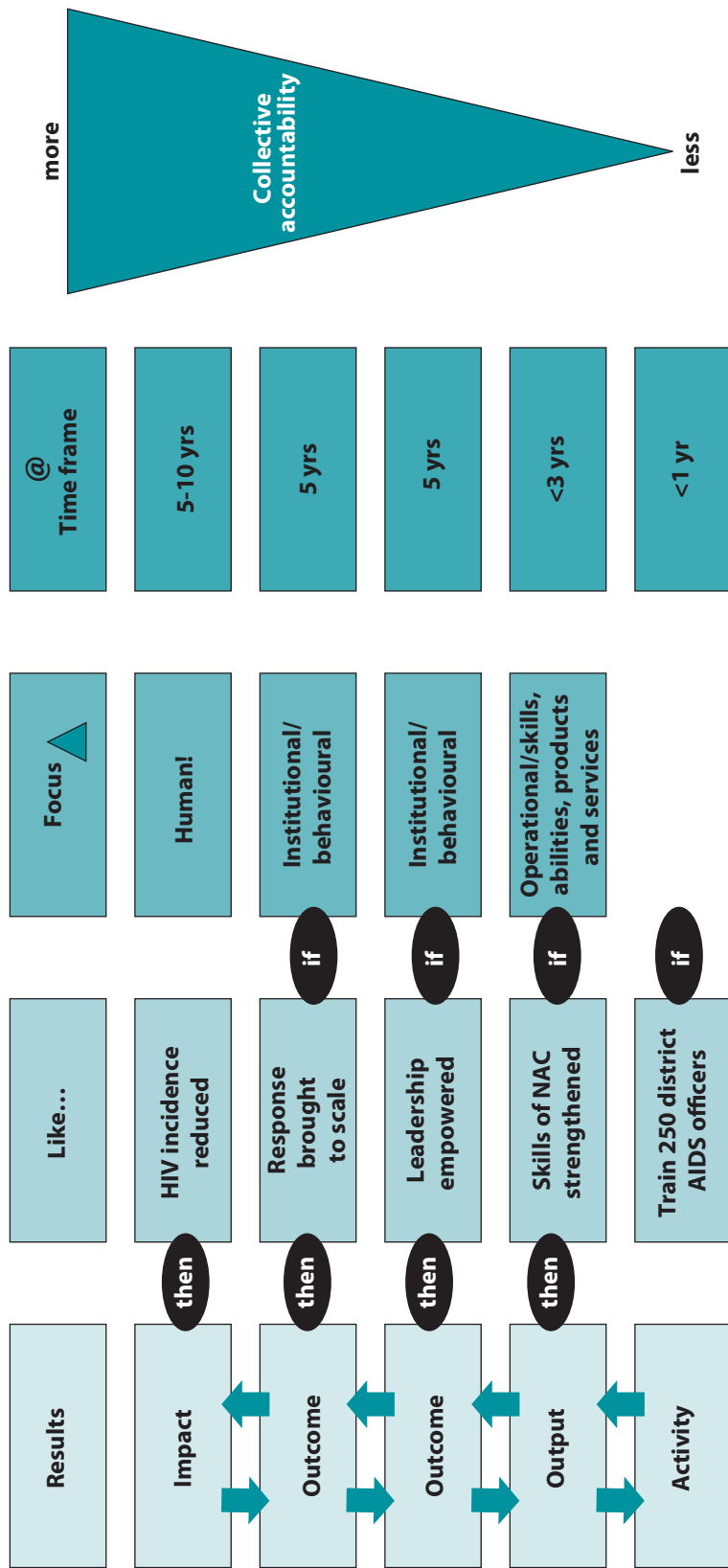
- Elimination of discrimination and violence against indigenous peoples in general through, inter alia, legal instruments and their effective implementation, equitable investments and civic education
- Increased indigenous peoples' access to (culturally appropriate) services and to productive resources and opportunities
- Full participation by indigenous peoples in the governance processes
- Application of the principle of FPIC in development planning and programming
- Recognition of indigenous peoples' right to self-determination, including cultural integrity and diversity
- Strengthened accountability of duty-bearers for the protection and promotion of the rights of indigenous peoples
- Improvements in the situation of indigenous women's human rights, empowerment and gender equality

Schematic representation of steps for the strategic planning process in an indigenous peoples-sensitive manner



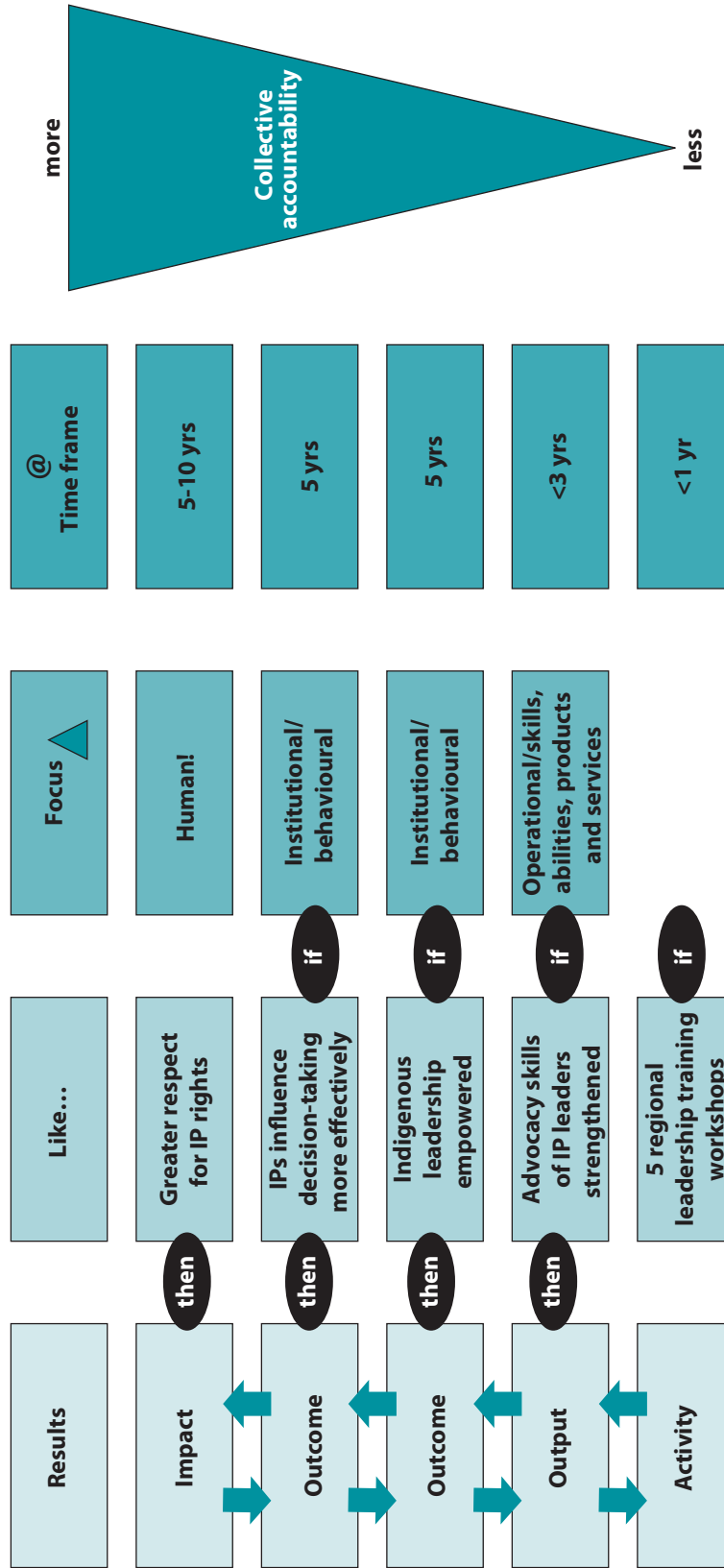


A TYPOLOGY FOR RBM FOR INDIGENOUS PEOPLES



Source: Results Matrix, United Nations System Staff College.

A TYPOLOGY FOR RBM FOR INDIGENOUS PEOPLES



Source: Results Matrix, United Nations System Staff College.

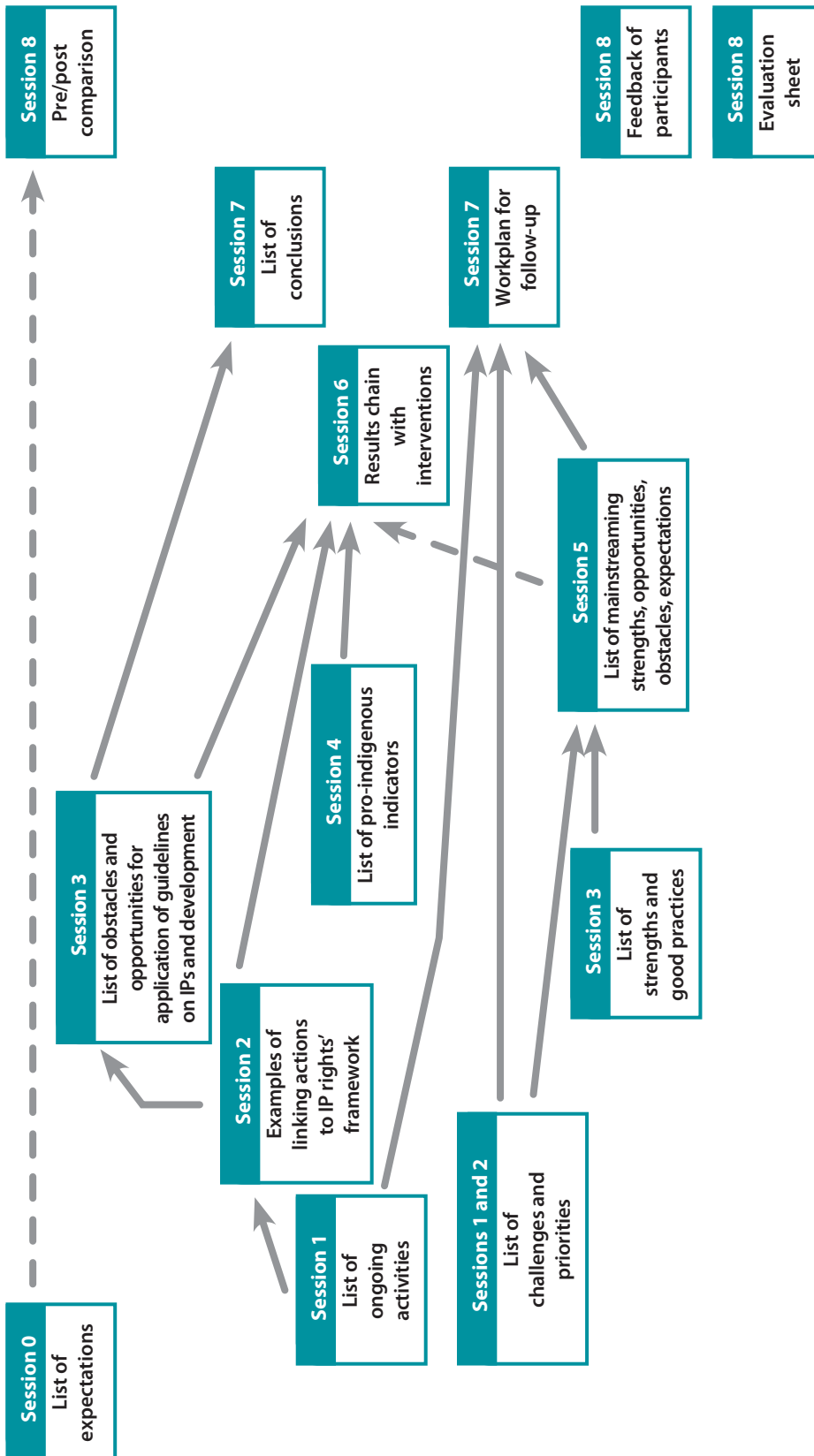
Session 7—Workplan template for follow-up actions

This template is intended to facilitate the discussion on concrete follow-up actions. It can certainly be adapted to fit country-specific preferences, as long as it maintains the practical and concrete ideas of who does what, when, with which resources, how and by whom will progress be monitored.

Action	Responsible	Time frame	Resources	Strategy	Monitoring

- Action:** Describe which specific action will be undertaken.
- Responsible:** Identify who (person, department or agency) will be responsible for taking the lead in implementing the identified action.
- Time frame:** Set a deadline for completion of the identified action.
- Resources:** Identify which resources will be necessary for the action and from where those resources will come. Do not leave this hanging in the air; if there are no resources readily available, include an action aimed at obtaining such resources.
- Strategy:** Briefly describe some strategic considerations to keep in mind before or during implementation of the action.
- Monitoring:** Identify who will monitor the progress towards completion of the action, how and when (e.g., weekly).

6. Flow of inputs/outputs



7. PowerPoint presentations (available separately)

Session 0:	N/A
Session 1a:	Overview of indigenous peoples' issues in general
Session 1b:	Institutional arrangements on indigenous peoples' issues within the United Nations system
Session 2:	International norms and standards on indigenous peoples' rights
Session 3:	Situation of indigenous peoples in country X (depends on the national presenter)
Session 4a:	Indigenous peoples' perspectives on development
Session 4b:	Indigenous peoples' perspectives on the MDGs
Session 4c:	Guiding principles on lands, territories and natural resources
Session 4d:	Guiding principles for effective participation by indigenous peoples and FPIC
Session 5:	Mainstreaming indigenous peoples' issues
Session 6:	Designing strategic interventions
Session 7:	Next steps

CONCLUSION



IV. Conclusion

Three overriding conclusions will be drawn after the successful completion of this Training Module on Indigenous Peoples:

1. Indigenous peoples must be considered peoples, with collective rights as peoples in addition to their individual human rights as citizens of the States in which they live. These rights are enshrined in international legislation and jurisdiction, and endorsed by the United Nations and its Member States through the adoption of UNDRIP.
2. The HRBA to development, which is a fundamental element of development planning, must include the protection, promotion and fulfilment of the rights of indigenous peoples. Indigenous peoples experience disproportionate violations of their individual and collective human rights, discrimination, marginalization and limitation of their development opportunities and choices. Mainstreaming indigenous peoples' issues in the daily work of Governments is therefore a *conditio sine qua non* for achieving the interrelated goals towards peace and security, poverty reduction and sustainable human development, and the promotion of and respect for human rights.
3. Mainstreaming indigenous peoples' issues and following an HRBA in all stages and at all strategic, programmatic and project levels in the work of Governments does not happen automatically. It requires conscious efforts, effective monitoring of results and diplomatic skills to deal with sensitive human rights issues. Enabling the full and effective participation and empowerment of, and equal partnerships with, indigenous peoples are crucial strategies that go hand-in-hand with these efforts.



Key reference materials

United Nations Declaration on the Rights of Indigenous Peoples:

www.un.org/esa/socdev/unpfi/en/declaration.html

Indigenous and Tribal Peoples Convention, 1989 (No. 169):

www.ilo.org/indigenous/lang--en/index.htm

SPFII Resource Kit on Indigenous Peoples' Issues:

www.un.org/esa/socdev/unpfi/documents/resource_kit_indigenous_2008.pdf

UNDG Guidelines on Indigenous Peoples' Issues:

www2.ohchr.org/english/issues/indigenous/docs/guidelines.pdf



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