Economic & Social Affairs

Training Module on INDIGENOUS PEOPLES' ISSUES

Facilitator's Handbook

United Nations

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Training Module on Indigenous Peoples' Issues

Facilitator's Handbook

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List of Acronyms

CCA	Common Country Assessment
ECOSOC	UN Economic and Social Council
FPIC	Free, prior and informed consent
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
IDB	Inter-American Development Bank
IFAD	International Fund for Agricultural Development
ILO	International Labour Organisation
MDG	Millennium Development Goal
NGO	Non-governmental organization
OHCHR	Office of the High Commissioner for Human Rights
PRSP	Poverty Reduction Strategy Paper
SPFII	Secretariat of the UN Permanent Forum on Indigenous Issues
UN	United Nations
UNCT	United Nations Country Team
UNDAF	United Nations Development Assistance Framework
UNDG	United Nations Development Group
UNDP	United Nations Development Programme
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

NOTES:

I. OVERVIEW AND INTRODUCTION

A. Background and introduction

In 1997 a wide-ranging reform programme was initiated to make the United Nations a more effective institution in terms of facing the challenges of the twenty-first century. This reform programme stressed the need to strengthen the inter-linkages between peace and security: poverty reduction and sustainable human development; and promotion of and respect for human rights. The Secretary-General's call to articulate a coherent vision and strategy for united approaches towards internationally agreed development goals, including the Millennium Development Goals (MDGs) at the national level, resulted in the formation of the United Nations Development Group (UNDG) in 1997. The CCA (Country Common Assessment) and UNDAF (United Nations Development Assistance Framework) framework was adopted as a strategy planning tool for the UN system. Together, these initiatives were designed to enhance United Nations collective analysis and programming in support of national goals and priorities in various development processes.

Within the UN agenda of peace, security, human development and human rights, the situation of indigenous peoples requires specific attention. In many parts of the world, 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. For this reason, they face great difficulties in maintaining and developing their own models of development and well-being and are disproportionately affected by poverty and exclusion. 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, indigenous peoples have distinct and unique cultures and world views that are part of their collective rights, and their needs, aspirations and development strategies for the future may differ from those of the mainstream population. Their equal worth and dignity can only be assured through the recognition and protection not only of their individual rights, but also of their collective rights as distinct peoples. It is when these rights are asserted collectively that they can be realized in a meaningful way.

Over the past decades, national and international indigenous peoples' movements have grown stronger and have demanded the international system to develop more appropriate governance and development models and practices that respect the rights of indigenous peoples. Many Governments, the UN system and other development actors have acknowledged and recognized these demands as crucial in the world's efforts to achieve UN goals. A body of international instruments for the recognition and protection of the rights of indigenous peoples has thus steadily developed over time, and the world is now witnessing a rapidly increasing number of national and international political and legal cases that recognize indigenous peoples' rights.

At the institutional level, the UN Economic and Social Council established the **United Nations Permanent Forum on Indigenous Issues** (UNPFII) in 2000.[1] The mandate of the UNPFII includes, inter alia, "discuss[ing] indigenous issues within the ECOSOC'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 UN". In 2002, an inter-agency mechanism, now called the **Inter-Agency Support Group on Indigenous Issues** (IASG),[2] was

[1] ECOSOC resolution 2000/22 on the establishment of a Permanent Forum on Indigenous Issues.

[2] The IASG is composed of 34 UN entities and other institutions including the Inter-American Development Bank, the European Commission, the Fondo Indígena and the Commonwealth Secretariat. The chair position of the IASG 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.

established to support and promote the mandate of the UN Permanent Forum on Indigenous Issues within the United Nations system.

At its Principals meeting in July 2006, the UNDG recommended that the Inter-Agency Support Group (now composed of 34 UN system agencies, funds and programmes and other inter-governmental organizations), in consultation with the UNDG Programme Group, provide support and guidance for mainstreaming and integrating indigenous issues in UN operational activities, working through existing mechanisms and procedures. An ad hoc UNDG Task Team on Indigenous Issues was thus created. During 2007, the Task Team developed the UNDG Guidelines on Indigenous Peoples' Issues through a concerted team effort involving 13 UN 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 issues at the country level.

The UNDG Guidelines on Indigenous Peoples' Issues state that "programmatic interventions of United Nations Country Teams (UNCTs) should recognize the specificity of indigenous peoples' situations and cultures in implementing the rights-based approach to programming taking into consideration the special needs of indigenous women, children and youth. In particular, the proposals of indigenous communities to integrate their social, political, cultural and economic rights and their aspirations into future development strategies must be considered so that that the challenges they are facing are fully addressed, respect for their rights and cultures is ensured, and their survival and well-being is protected. In this context, participation of indigenous peoples, including indigenous women, must be an overarching principle. It is expected that UNCTs will rise to the challenge of integrating and being open and respectful to these world views and understandings of well-being, including the significance of the natural world and the need to be in harmony with it".

This training module is one of the key elements for the rollout of the UNDG Guidelines and part of ongoing efforts of the United Nations system to mainstream and integrate indigenous issues in processes for operational activities and programmes at the country level, following the normative and programmatic framework presented in the United Nations Development Group (UNDG) Guidelines on Indigenous Peoples' Issues.

B. Objectives

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

1. Achieve greater awareness, understanding and implementation of relevant policy guidance on indigenous issues by UN staff, particularly in relation to the effective engagement of indigenous peoples and effective recognition of indigenous peoples' rights in development processes;
2. Achieve mainstreaming of indigenous issues in the UN system's work at the country level, among others, during the elaboration of a CCA and/or UNDAF, but also in all phases of programme and project cycle management, from conceptualization to post-evaluation.

Depending on the needs of the UN staff, one or both of these objectives can be emphasized while using the training module.

C. Use of the Module

This module is fully compatible with and complementary to the UN Common Learning Package training on the Human Rights-Based Approach (HRBA). It has been designed to:

1. Provide condensed policy information on indigenous issues, through "key messages" coming from policy and guidance documents from the UNDG on Indigenous Issues and from the UN Permanent Forum on Indigenous Issues. These are contained in section II of this document. It is recommended to read and consider as part of the module the full text of the following documents: the UN Declaration on the Rights of Indigenous Peoples, the UNDG Guidelines on Indigenous Peoples' Issues, the UNPFII Resource Kit on Indigenous Peoples' Issues and the ILO Convention No. 169 (particularly in relation to States that have ratified it).
2. Provide practical exercises that will serve as examples to UN staff for mainstreaming indigenous issues into their strategy, programmes and projects. These exercises are part of the workshop materials and can be used by individual staff members by way of reflection on the issues, or in discussion groups which would have the added advantage of getting to know various perspectives and ideas on potential strategies.

The module can thus be used as a quick reference tool at any time (including for finding useful hyperlinks on further information) or as background material for training workshops or brainstorming sessions in UN offices. Thanks to the "menu' of workshop materials, the module can serve as a toolkit for a short brainstorming session, a one-day workshop or even a 2 -3 days workshop. This will depend on the extent to which the UN staff members wish to broaden their knowledge and especially their practical skills on certain topics. For workshop facilitators, a separate "Facilitator's Handbook" has been developed.

A very condensed version of this module has also been designed for use within the UNDG Human Rights Based Approach (HRBA) common learning and training package (CLP). This module can be used as reference material in case users of the HRBA CLP would like to have further information on the topics mentioned in the CLP.

It should be stated that in order to achieve the objectives, continued monitoring at the country level will be required in regards to the application of the knowledge and skills gained during the training. Discussions of similar or comparable situations to those described in the exercises, 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 frequent, open (including informal) discussions on indigenous issues with the involved stakeholders, will contribute to the internalization of the acquired knowledge and skills and their consistent application in everyday programming.

KEY MESSAGES
ON INDIGENOUS
PEOPLES' ISSUES

NOTES:

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 ICT for development, from bilingual education to conflict resolution, from decentralization to climate change. Given the UN mandate to promote a human rights–based approach (HRBA), taking into account the particular circumstances but also acknowledging the specific, internationally recognized rights of indigenous peoples, many of which were developed through UN mechanisms, there is an expectation that UN staff should be well aware of these issues. The term "issues" is used in this instance 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 chances and choices needed to achieve the goal of sustainable human development along with maintenance of 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 the UN Declaration on the Rights of Indigenous Peoples in September 2007 is a great leap forward in the international recognition indigenous peoples' rights. This Declaration can be considered the minimum human rights' standard applicable to indigenous 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 they often contain valuable natural resources including timber, minerals, biodiversity resources, water and oil, among others. 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. These issues can be resolved through dialogue and negotiation and respect for the individual and collective human rights of indigenous peoples.

A distinctive characteristic of indigenous issues is the collective nature: whereas the universal human rights of course also apply to indigenous individuals, the above-mentioned issues relate to indigenous peoples collectively and therefore require an approach that deals with 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 the collective rights of indigenous peoples.

Many UN staff members will already have some understanding of these issues, particularly if they are indigenous persons themselves, have indigenous colleagues or have relevant experience in their own country or duty station. However, the rights-based approach in 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 UN policy documents, which are presented in bullet point style and are intended to guide UN 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.

B. Indigenous issues in general

Overview

- What are "indigenous issues": umbrella term for issues that are specific to, or disproportionately affect, indigenous peoples
- Which issues do we refer to?
- Why are "indigenous issues" different from general development or human rights' issues?
- Why should the UN treat these issues differently?

Issues that are specific to indigenous peoples

- Racial discrimination
- Conflicts related to identity and culture (e.g., forced assimilation, limitations of cultural expressions)
- Opposition to the right of self-determination and self-governance (independence wars, militarization on indigenous lands)
- Conflicts over ancestral lands and natural resources (e.g., extractive industries, protected areas, land conversion, Clean Development Mechanism (CDM) projects, agro/biofuel projects, 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
- Ways of decision-taking, consultation and participation
- Traditional knowledge
- High dependence on natural environment for survival and maintenance of traditional lifestyle (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)

- Poverty, poor health care, lack of access to education facilities, high child and maternal mortality
- Double/triple discrimination of indigenous women
- Uncertainty in regards to food security
- Environmental pollution and degradation which has direct effects on the survival and livelihood of indigenous peoples
- Greater vulnerability to natural disasters and climate change
- Limited development chances and choices (including access to markets and capital, telecommunication, transport facilities)

- In the case of indigenous persons living in an urban environment, they are often even more severely affected by urban problems than others (housing problems, access to public services, drugs, criminality, etc.)

Why are "indigenous 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 a solution that addresses this characteristic of collectiveness
- The process of achieving an acceptable 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 including 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 give up political and economic power in favour of indigenous peoples

Why have indigenous 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, among other reasons due 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 the UN treat these issues differently?

- They ARE different, deep rooted, and need a different approach for real solutions, as explained
- They need an approach of "development with identity"
- The UN has the mandate and duty to address them as such:
  - Human rights are at the heart of the UN Charter
  - Very explicit link, in the case of indigenous peoples, between human rights and development
  - The HRBA is (should be) the fundamental approach in programming and implementation
  - The UN should be impartial, independent and can fulfil, **as no other**, a broker role in sensitive issues
  - Some UN Agencies already have specific policies on indigenous peoples or policies that make reference to indigenous peoples' issues (e.g., human rights policies)
  - There is a UN Declaration on the Rights of Indigenous Peoples which should be respected and promoted

C. Institutional arrangements on indigenous issues within UN system

Formal mechanisms with UN system

1. UN Permanent Forum on Indigenous Issues (established in 2000 under ECOSOC):
   a. To discuss indigenous issues within ECOSOC's mandate including economic and social development, culture, environment, education, health and human rights;
   b. To provide expert advice and recommendations to the Council and programmes, funds and agencies of the UN;
   c. 16 members of which 8 are nominated by indigenous peoples' organizations and 8 by Governments;
   d. UNPFII Secretariat within the UN Secretariat.

2. Inter-Agency Support Group on Indigenous Issues (IASG; established 2002):
   a. The Inter-Agency Support Group on Indigenous Issues (IASG) was established to support and promote the mandate of the UN Permanent Forum on Indigenous Issues within the United Nations system;
   b. The IASG is now composed of 34 UN system agencies, funds and programmes and other inter-governmental organizations;
   c. In 2006, the IASG got an ad hoc mandate as UNDG Task Team to develop UNDG Guidelines on Indigenous Peoples' Issues, plus an Action Plan for implementation of these guidelines (including mainstreaming at the country level);
   d. In addition to the individual agency reports, the IASG reports yearly to the PFII on its actions and results.
3. Special Rapporteur on the situation of human rights and fundamental freedoms of indigenous peoples (established 2001 under the Commission on Human Rights, now under the Human Rights Council):
   a. Gather information (among others through country visits) and communications regarding violations of indigenous peoples' human rights;
   b. Formulate recommendations on measures to prevent and remedy these violations;
   c. Work in close relation with other special procedures and other human rights bodies;
   d. First Rapporteur was Mr. Rodolfo Stavenhagen (2001-2008); currently Mr. James Anaya.
4. Expert Mechanism on the rights of indigenous peoples (established December 2007 under the Human Rights Council):
   a. Provide the Council with thematic expertise;
   b. Give advice to the Council based on studies and research;
   c. Suggest proposals to the Council.
5. Some UN agencies/programmes have specific policies on indigenous peoples or have policies that make reference to indigenous peoples' issues (e.g., human rights policies).
6. Many UN agencies/programmes have indigenous peoples as specific target group/beneficiaries/stakeholders in their programmes.
7. Proclamation by the General Assembly of the Second International Decade of the World's Indigenous People (2005-2015).

1. International norms and standards on indigenous issues

Definition of indigenous peoples

- No universal definition necessary for the recognition and protection of the rights of indigenous peoples
- Identification is more useful than definition
- Self-identification most crucial
- Common characteristics:
  - ILO Convention 169
  - Martinez Cobo study on discrimination against indigenous peoples
  - Working Group on Indigenous Populations (WGIP): relevant factors
  - UN Declaration on the Rights of Indigenous Peoples (UNDRIP) Article 33

ILO 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
- The Convention also states that 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 which
  - 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
- An 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

- Equality and dignity to be assured through recognition and protection of not only individual rights but also indigenous peoples' collective rights as distinct groups
- International developments over the past decades on indigenous peoples' issues, providing 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)
  - 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)
  - The ILO Convention No. 169 on Indigenous and Tribal Peoples (1989)
  - The Convention on Biological Diversity (1992)
  - Agenda 21 (1992)
  - The International Conference on Population and Development (1994)
  - 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)
  - 2005 World Summit on Sustainable Development (Johannesburg)
  - Proclamation by the General Assembly of the Second International Decade of the World's Indigenous People (2005-2015)
  - The United Nations Declaration on the Rights of Indigenous Peoples

UN Declaration on the Rights of Indigenous Peoples

- Adopted by the UN General Assembly in September 2007
- Article 41 commits the organs and specialized agencies of the United Nations system and other inter-governmental organizations to contribute to the full realization of the provisions of this 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 this Declaration and follow up the effectiveness of this Declaration
- Is the most comprehensive international declaration on indigenous peoples' rights and must be considered the minimum standard 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
- Examples of individual rights
  - Not be subject to any form of discrimination
  - Receive equal treatment
  - Able to participate fully in public life
- Collective rights: peoples, not just people

Collective rights: self-determination

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

Collective rights: lands, territories and resources (*articles 26, 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 these lands, territories and resources

Collective rights: participation and consent

- Consultation: necessary but weak form of "participation"
- Full and effective participation at every stage of any action that may directly or indirectly affect indigenous peoples: policymaking, 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)
- Free, prior and informed consent:
  - 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 understandable information on activities and their impacts is provided ahead of decision-taking
- Indigenous peoples have the right to say "yes" or "no" to those plans

Collective rights: right to development

- Define and decide on own development priorities (Article 23 and 32)
- Right to participate in the formulation, implementation and evaluation of policies, plans and programmes for national and regional development
- Also applies to UN programmes and projects! UN to take measures to involve indigenous peoples in all stages of the development process
- Undertaking of impact assessment including Akwé: Kon guidelines for cultural, environmental and social impact assessments (COP-7 CBD)

2. Overview of key elements on Indigenous peoples and development

It is absolutely essential to follow a human rights–based approach (HRBA)!

- Under the HRBA the process of development is normatively based on HR standards and principles; the ultimate goal of all development interventions should be to further the realization of human rights
- HR standards reflect the concrete claims and obligations of rights-holders and duty-bearers, and the HRBA must be aimed at developing the capacities of RHs and of DBs
- A 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. Inter-dependence and inter-relatedness
  - 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 important as the outcome
- The HRBA principles, especially those of equality and non-discrimination, and of universality, require special attention to advancing gender equality

Practical guidance on the HRBA

- Empower rights-holders to claim their rights
- Strengthen capacity of duty-bearers to enable the fulfilment of rights
- Describe the situation in terms of rights that are not fulfilled/respected
- Make root cause analysis and/or problem trees of problem 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, recognition/fulfilment of collective rights and a culturally sensitive perspective is part of HRBA

Human development paradigm

- Human development paradigm is just (if not more) as applicable in case of indigenous peoples
- Four essential components:
  - Equity
  - Sustainability
  - Productivity
  - Empowerment
- Holistic approach between human rights, development and peace!

Major issues related to indigenous peoples' rights

- Lands, territories and natural resources
- Principles of participation
- Free, prior and informed consent
- Need for disaggregated data
- Culturally sensitive indicators

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 necessary for indigenous peoples to survive as distinct peoples with specific lifestyles
- Often sustainable environmental management by indigenous peoples, thanks to deep understanding of and connection with the land (*traditional knowledge, environmental management, climate change adaptation measures*)

Some frequent land rights' issues

- Ownership rights
- Right to adequate housing and protection from forced evictions
- Natural resource management questions
- Management and use of protected areas and/or nature reserves
- Benefit-sharing
- Protection from environmental impacts and guarantees for sacred or cultural sites

Participation and free, prior and informed consent

- Right to participation and FPIC are integral part of HRBA; chief strategy to make progress towards equity
- Indigenous peoples are often excluded from policymaking and decision-taking, budget discussions, design, implementation and evaluation processes
- Are sometimes adversely affected by development policies, projects and programmes
- Frequent error only to inform indigenous peoples of what will happen
- Other frequent error is to consider "consultations" as sufficient form of participation
- UNDG guidelines: ensure free, prior and informed consent; establish partnerships; focus on capacity development (empowerment)

Data and indicators

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

3. Guiding principles on lands, territories and natural resources

What are some of the main sources of land rights conflicts?

- Private land ownership
- Agriculture
- Mining and other extractive industries
- Infrastructural construction works
- Protected areas, natural parks, heritage sites
- CDM 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!

- 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, etc.

Respecting rights and/or safeguard policies

- Development agencies (UN, WB, regional development banks, bilaterals, etc.) often refer to indigenous peoples' special ties to lands, territories and resources but in their policies and practices they do not recognize and respect indigenous peoples' land rights
- Weak "safeguard policies" and/or vague operational policies and guidelines are not sufficient to prevent such violations effectively
- UNDRIP Article 32: Land and resource-related projects shall not be implemented without the free, prior and informed consent of indigenous peoples
- UNDG Guidelines on Indigenous Peoples' Issues — section on lands, territories and resources

UNDG Guidelines on Indigenous Peoples' Issues — section on territories and natural resources

- Indigenous peoples' lands and territories should be largely recognized, demarcated and protected from outside pressures
- States should recognize the traditional management systems of indigenous peoples
- Indigenous peoples also have rights to lands used traditionally (e.g., nomadic peoples, shifting cultivators, etc.)
- Where lands have been appropriated for the purposes of national development, restitution or redress is recognized
- All efforts should be made to ensure that indigenous peoples determine the activities that take place on their lands
- Indigenous peoples' rights to resources that are necessary for their subsistence and development should be respected
- In the case of State owned sub-surface resources on indigenous peoples' lands, indigenous peoples still have the right to free, prior and informed consent (FPIC) and a right to any benefit-sharing arrangements
- Impacts on the environment and sacred and cultural sites are to be avoided
- Living in voluntary isolation is the expression of the right to self determination and to decide your own present and future
- Indigenous peoples living in voluntary isolation have the right to live freely in that condition and States should adopt adequate measures to protect their territories, environment, and cultures

4. GUIDING PRINCIPLES FOR EFFECTIVE PARTICIPATION BY INDIGENOUS PEOPLES

Include indigenous peoples' issues in country or situation analysis!

- Are indigenous peoples adequately included in the country analysis and strategies for poverty reduction and in the MDG report?
- Are indigenous peoples' 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 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?

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 most effective when it involves all parties, e.g., indigenous peoples, UN system, government officials, other relevant actors, 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 UN more accessible; more proactive outreach by UN

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 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
  - 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"

KEY MESSAGES ON INDIGENOUS PEOPLES' ISSUES

5. Making the MDGs more relevant for indigenous peoples

Some critical perspectives on the MDGs (May 2005 PFII)

- Indigenous peoples (may) have other perspectives on "development" and other development models
- Remember that the UNDRIP recognizes the right of indigenous peoples to determine and develop their own priorities and strategies for development, and the right to be effectively involved in any (development) project affecting them
- The MDGs take a compartmentalized approach, not holistic view of human development
- MDGs often look only at national averages
- MDGs and progress indicators do not capture indigenous peoples' priorities including rights to lands, territories and resources (survival and identity)
- MDG efforts may 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

Recommendations PFII:

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

Some examples of IP's perspectives on each MDG Goal

Poverty:

- Disaggregated data to assess situations of indigenous peoples
- Revise 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 system
- 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:

- Link educational quality to indigenous languages, cultures and traditional knowledge (multi-cultural and multi-lingual education)
- Incorporate 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: reproductive and sexual health and rights, violence against women, women's labour and property rights, and the reduction of women's work burden by guaranteeing access to resources such as technology, sanitation, water, housing, electricity and transportation
- The Western paradigm of schooling has not benefitted indigenous peoples culturally, spiritually and economically, and educational policies should address indigenous peoples' rights and needs for meeting this goal
- The role of indigenous women as stewards of indigenous lands and custodians of environmental, technical, scientific, cultural and spiritual knowledge, preserving cultural heritages, important 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 and indigenous women, in consultation with their communities and organizations, must be part of the formulation and decision-making processes of sustainable development initiatives

KEY MESSAGES ON INDIGENOUS PEOPLES' ISSUES

Health:

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

Partnerships for development:

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

6. MAINSTREAMING INDIGENOUS ISSUES AT THE COUNTRY LEVEL

General guidance for mainstreaming indigenous peoples' issues at the country level

- No business as usual — mainstreaming requires adaptation to programming processes and strategies
- Ensure effective participation throughout programming cycles
- Integrate cultural diversity and intercultural dialogue in all development policies and programmes (development with identity)
- Use HRBA as programming framework

Culturally sensitive approach

- Cultural practices, traditions and values can play 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 society 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

Engage indigenous peoples in CCA/UNDAF process and other projects/programmes

- Desk reviews by SPFII of MDG country reports and CCA/UNDAFs show inadequate participation by indigenous peoples and inadequate integration of indigenous peoples' issues
- Preparation of MDG and CCA/UNDAF processes, from the outset, provides entry point for indigenous peoples to engage in UNCTs' work!
- Provide all relevant information in a timely manner and in a culturally sensitive manner
- Choosing appropriate partnerships among indigenous peoples' organizations can sometimes be difficult. While traditional leaders are recognized as the higher authorities in their communities, representatives of indigenous organizations may have the skills and knowledge to interact with the dominant system and are able to articulate the views of traditional leaders
- Be as open and inclusive as possible; take into account groups that may sometimes be "forgotten", in particular elders, women and youth
- Avoid bias in choosing partners, as it can result in breaching indigenous peoples' right to determine their own representatives or representational processes freely
- Be mindful not to follow blindly recommendations for or by "government approved" organizations that may not be representative of the people at large

Mainstreaming indigenous issues in country/situation analysis

- Undertake rights-based analysis: analyse which individual and collective rights are not fulfilled and why (root cause analysis)
- Uncover and frankly mention trends and disparities between indigenous/non-indigenous groups and/or among indigenous peoples; geographic, gender, age disparities, etc.
- Use appropriate disaggregated data and indicators. If no such data exist, UNDAF/project should be focused on such result in the future
- Undertake capacity assessment as much as possible, where indigenous peoples are not simply seen as victims or beneficiaries but positioned as rights-holders, bearers of duties/responsibilities, and agents of change

Mainstreaming indigenous issues in results matrix

- Include specific outputs related to improvement of situation of indigenous peoples as major UNDAF outcome
- Indigenous peoples should participate in joint strategic meetings (remind national authorities of their obligations under international instruments if government does not accept their participation)
- Increase inter-agency coordination on indigenous peoples' issues, implement comprehensive and holistic joint programmes on indigenous peoples, build on each agencies' specific experiences
- Give visibility to indigenous issues for advocacy with government

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 free, prior and informed consent
- Recognition of the right to self-determination (do not decide for indigenous peoples)
- Strengthened accountability of duty-bearers for protecting and promoting the rights of indigenous peoples
- Improving the human rights, empowerment and gender equality situation of indigenous women

Monitoring and evaluation

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

7. Designing strategic interventions

General considerations

- Using the country analysis/situation analysis, identify strategic entry points towards incorporating indigenous peoples' issues into new and existing work programmes
- Identify needs based on the definitions of indigenous peoples themselves

HRBA

- Guidance on the HRBA are equally applicable to the individual and collective rights of indigenous peoples:
  - Identify patterns of discrimination and exclusion which prevent development and the realization of human rights
  - The ultimate goal of all development interventions should be to further the realization of human rights
  - In HRBA programming the process is equally important as the outcome
  - Keep gender equality in mind (in a culturally sensitive manner)

Reminder on HRBA practices

- Empower rights-holders
- Strengthen capacity of duty-bearers to enable the fulfilment of rights
- Describe the situation in terms of rights that are not fulfilled/respected
- Make root cause analysis and/or problem trees of problem 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, recognition/fulfilment of collective rights (including land rights and self-determination) and a culturally sensitive perspective are part of the HRBA

Specific types of change required in a HRBA:

- **Impact:** Sustained positive changes in the life, dignity and well-being of individuals and peoples
- **Outcome:** Legal, policy, institutional and behavioral 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

Some important strategies:

- Capacity development
- Empowerment, including access to information and ICT
- Effective participation (including in UN's work) by promoting an enabling environment, policy and institutional framework
- Advocacy, mediation and facilitation by UN

Capacity development

- During programming, ask yourself with every step: will this activity or project component lead to 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, partnership building and advocacy skills training (culturally sensitive)
  - Legal training and legal aid to be able to defend indigenous peoples' rights in courts
  - Education and literacy, especially for women who have not attended school (consider multicultural and bilingual education)
  - Management skills especially where indigenous peoples have been able to secure certain management responsibilities
  - Information and training with respect to their responsibilities and tasks as duty-bearers (including towards the realization of women and children rights)

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 on them
- Support creation or institutionally strengthen existing indigenous peoples' organizations and/or networks or councils at the national, regional and local levels
- Improve access to information and communication technologies (e.g., community radio programming, mobile phones, Internet)
- Support use and knowledge of ICTs 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 for nomadic peoples
- Avoid derogatory or prejudiced attitudes
- Advocate for simplified administrative procedures, e.g., for persons without birth certificates

Effective participation and engagement

- Effective engagement of indigenous peoples should be consciously planned, following the guidelines on free, prior and informed consent. One invitation to a consultation meeting is not enough!
- Promote 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 in the national budget
  - Policies favourable to civic engagement and participation of indigenous peoples in policymaking and decision-taking
  - Consistent spaces for indigenous peoples' participation, e.g., in reviewing the national legal framework, participation in activities of NGOs, advisory or supervisory councils related to private sector activities or environmental monitoring

Participation in UN environment

- Ensure systematic and permanent collaboration with, and continuous engagement of, indigenous peoples in policy and in implementation of programmes, e.g., through indigenous peoples' advisory groups/committees to the UNCT
- Such committees can also serve as sounding boards for the UNCT in pre-screening other partnerships (e.g., private sector) or projects
- Involve indigenous peoples in Small Grants Programme (SGP) National Steering Committees and other multi-stakeholder groups (this is a good practice example for meaningful and direct indigenous participation in decision-making)
- Appoint UN IP Focal Point to advise the UNCT. Specific criteria should be established for nominating focal points, primarily on the basis of experience with indigenous peoples' issues, cultures and human rights
- Encourage the formation of UN working groups or inter-agency thematic groups on indigenous peoples' issues and include the theme of indigenous peoples' issues in the work plan of other UN working groups/task forces such as human rights task forces or gender task forces
- Ensure regular reporting (at least once per year) of these groups on their activities to the Resident Coordinator
- Ensure that there is at least one indigenous peoples' representative in existing or future CSO advisory committees to UNCTs
- Enrich diversity of UN staff by favouring the hiring of qualified indigenous persons
- Support participation of indigenous UN staff members in international forums (particularly the UNPFII sessions) when possible
- Establish indigenous fellowship programmes in country offices
- Ensure that UN staff members have sufficient knowledge on basic principles and key indigenous peoples' issues, to be reflected in staff members' learning plans and performance assessment tools
- Ensure that UNCT members or indigenous peoples' focal points in country offices engage in knowledge networks or other workspaces to exchange experiences with other UNCTs

Internal UN measures (recommendations from the IASG 2005):

- Coordinated implementation and monitoring of recommendations coming from the PFII
- Ensuring indigenous peoples' meaningful participation in, among others, CCA and UNDAF processes, e.g., advisory committees/boards
- Use Programme of Action of Second Decade as framework for common strategies and advocacy
- Use "Action 2" activities to promote indigenous peoples' rights

Advocacy, mediation and facilitation

» UN has a unique position to facilitate interaction of indigenous peoples with governments and others — creating spaces for dialogue

» Publicly support and advocate for indigenous peoples' issues

8. Second Decade on the World's Indigenous People

Concrete results-oriented actions

This workshop is not just a compulsory training but should result in actual realization of the UN's objectives, mandate and strategy. Planning concrete follow-up action is therefore crucial in a results-based environment

Recall the five objectives of the Second Decade:

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 free, prior and informed consent
3. 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

KEY MESSAGES ON INDIGENOUS PEOPLES' ISSUES

UN structures related to indigenous peoples

- Permanent Forum on Indigenous Issues — *www.un.org/esa/socdev/pfii*
- Inter-Agency Support Group on indigenous peoples' issues — *www.un.org/esa/socdev/pfii/iasg*
- Advisory Committees within UN agencies, e.g., UNDP Global CSO Advisory Committee; ILO national steering committees
- Certain agencies, including UNICEF, ILO, UNESCO and OHCHR, have staff specialized in indigenous peoples' issues who are occupied solely with programme implementation in this area
- The Special Rapporteur on the situation of human rights and fundamental freedoms of indigenous peoples, as part of the system of thematic special procedures — *http://www2.ohchr.org/english/issues/indigenous/rapporteur/*
- The Expert Mechanism on the situation of human rights and fundamental freedoms of indigenous people is a subsidiary expert mechanism of the *Human Rights Council* to provide thematic expertise on the rights of indigenous peoples — *http://www2.ohchr.org/english/issues/indigenous/ExpertMechanism/index.htm*

MATERIALS
FOR A TRAINING
WORKSHOP

NOTES:

III. Materials for a training workshop

A. Programme of the training workshop

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

1. Achieve a greater awareness, understanding and implementation of relevant policy guidance on indigenous issues by UN staff, particularly related to effective engagement of indigenous peoples and recognition of indigenous peoples' rights in development processes;
2. Achieve greater mainstreaming of indigenous issues into the UN system's work at the country level, among others during the elaboration of a CCA and/or UNDAF, but also in all phases of programme and project cycle management, from conceptualization to post-evaluation.

This training module can be implemented through a one-, two- or three-day workshop. **The session descriptions are based on a three-day workshop**. A one-day workshop may be difficult to realize without compromising the quality of the information, in particularly the risk of "information-overload". A sample two-day workshop schedule is given on the following page, with a number of suggested adaptations to the schedule and sessions.

Sample schedule for a three-day workshop

No.	Session	Start	End	Duration
Day one				
0	Welcome and Introduction; Workshop objectives	09:00	09:45	0:45
--	Icebreaker	09:45	10:00	0:15
1	Indigenous peoples' issues; IPs' issues in the UN system	10:00	11:30	1:30
--	Coffee break	11:30	11:45	0:15
2	International norms and standards	11:45	12:55	1:10
--	Lunch	12:55	14:15	1:20
2bis	The situation of indigenous peoples in country X	14:15	16:00	1:45
--	Wrap-up for day one	16:00	16:10	0:10
Day two				
3	Indigenous peoples and development	09:00	10:45	1:45
--	Coffee break	10:45	11:00	0:15
5*	Mainstreaming indigenous peoples' issues at the country level	11:00	12:50	1:50
--	Lunch	12:50	14:20	1:30
6	Designing strategic interventions	14:20	15:50	1:30
--	Wrap-up for day two	15:50	16:00	0:10
Day three				
4	Making the mdgs more relevant for IPs	09:00	09:35	0:35
6	Designing strategic interventions	09:35	11:05	1:30
--	Coffee break	11:05	11:20	0:15
7	Conclusions and next steps; Workplan for follow-up	11:20	12:45	1:25
8	Support available, evaluation and closure	12:45	13:30	0:45

* Please note that session 4 on MDGs moves to day three in case of a three-day workshop.

SAMPLE SCHEDULE FOR A TWO-DAY WORKSHOP

In the case of a two-day workshop, the following adaptations to the session descriptions can be considered:

- Combine the group exercises of sessions 1, 2 and 3 into one group exercise during session 3, indigenous peoples and development
- Merge sessions 1 and 2, skimming fast through slides which have been dealt with in earlier sessions
- The group exercise on designing indicators can be skipped
- The session on the Second Decade can be compressed or skipped
- The conclusions can be dealt with during the evaluation session
- The part of the session discussing "Support available" can be skipped during the last session since this is largely a repetition of earlier mentioned structures within the UN on indigenous peoples.

The sample schedule will therefore be as follows:

No.	Session	Start	End	Duration
Day one				
0	Welcome and introduction; Workshop objectives	9:00	9:45	0:45
1	Indigenous peoples' issues; IPs' issues in the UN system	9:45	10:45	1:00
2	International norms and standards	10:45	11:15	0:30
--	Coffee break	11:15	11:30	0:15
2bis	The situation of indigenous peoples in country X	11:30	12:40	1:10
--	Lunch	12:40	14:15	1:35
3	Indigenous peoples and development	14:15	15:50	1:35
--	Coffee break	15:50	16:05	0:15
4	Making the MDGs more relevant for IPs	16:05	16:40	0:35
--	Wrap-up for day one	16:40	16:45	0:05
Day two				
5	Mainstreaming indigenous peoples' issues at the country level	9:00	10:50	1:50
--	Coffee break	10:50	11:05	0:15
6	Designing strategic interventions	11:05	12:35	1:30
--	Lunch	12:35	14:15	1:40
7	Next steps; Workplan for follow-up	14:15	15:40	1:25
--	Coffee break	15:40	15:55	0:15
8	Conclusions, evaluation and closure	15:55	16:40	0:45

B. Facilitation workbook (Trainer's Handbook)

This (*Part III b. Facilitation workbook*) is the only part of this document that would not be given to workshop participants

CONTENTS:

I. DETAILED SESSION CONTENTS

Session 0 — Welcome and introduction

- Pre-written flip chart or PowerPoint slide with the general objectives of the training workshop

Session 1 — Indigenous issues in the UN system

Session 2 — International norms and standards

- Pre-written flip chart session 2: group instructions for group work on international norms and standards

Session 3 — Indigenous peoples and development

- Group instructions and case scenario on effective participation on separate sheet
- Handouts session 3:
  - » Guiding principles related to land, territories and natural resources
  - » Guiding principles for full and effective participation
  - » Key elements of FPIC

Session 4 — Making the MDGs more relevant for indigenous peoples

Session 5 — Mainstreaming indigenous issues at the country level

- Group instructions and case scenario for session 5 (Mainstreaming) on separate sheet

Session 6 — Designing strategic interventions

- Group instructions for session 6 (Designing strategic interventions) on separate sheet

Session 7 — Conclusions and next steps

- Template of follow-up work plan for session 7

Session 8 — Support available, evaluation and closure

II. SAMPLE LEARNING NEEDS ASSESSMENT FORM

III. EVALUATION FORM

MATERIALS FOR A TRAINING WORKSHOP

1. PREPARATIONS AND GENERAL TIPS

In preparation for the workshop it is important to make an analysis of the participants, among others in relation to their level of prior knowledge of the topics to be discussed, their role in the organization to which they belong (e.g., are they in programming, field or managerial positions) and other tangible and intangible aspects which would influence the design of your workshop. The materials in this Training Module allow for flexibility in shaping a more informative or a more interactive workshop contents, depending on the average profile of participants.

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 also be carried out in order to specifically assess the current level of knowledge and understanding of indigenous issues by participants. The attached LNA form is designed to get an adequate impression of the average profile of participants as mentioned above. The results from this assessment can also 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). A sample LNA form is attached.

In addition to the "formal" evaluation by the end of the workshop, it is good also to have a mid-term evaluation, e.g., by the end of day one. This can be done fairly informally, by asking participants to do a quick stock-taking of the day and note down their gains of the day: "What are some key points you learned today?".

2. Detailed session contents

Session 0 — Welcome and introduction

Session 0 — 0h45	Welcome and introduction
Lead responsibility	Facilitator
Materials/ equipment	• Brown paper (to stick notes or cards onto) • Sticky note pads on table • Large brown paper with schedule on the wall (not necessary if schedule is provided on paper) • General objectives on flip chart • Markers (one per participant or per table) • Tape (e.g., double-sided sticking tape) • Flip chart stand, flip chart paper
Session purpose and learning objectives	**Purpose** • Introduce everyone to each other including resource persons and facilitator • Establish ground rules (depending on familiarity of participants with workshops) • Provide an overview of the objectives, content and flow of the workshop • Collect participants' expectations for a before/after comparison **Objectives** By the end of this session participants will: • Know each other and have an understanding of their colleagues' work situation • Understand the objectives and expected results of the workshop
Session outputs	• Objectives of the workshop stated and understood • List of expectations • Ground rules established and agreed upon by participants
Format and timing	• Opening remarks from host country RC/UNCT/GOV (10 mins.) • Introduction of the facilitation team: roles and responsibilities of facilitator and resource person(s) (5 mins.) • Introductions: name, job title, agency, one or two sentences on workshop expectations (15 mins.) • Overview of objectives and schedule (10 mins.) • Establishment of ground rules (5 mins.) • "Parking lot" or "hanging Issues" chart introduced and explained to participants
Key messages	N.A.
Trainer notes	• Consider the use of an "icebreaker" or specific methods for the introductory session (e.g., the "World Café") • Emphasize during the "Objectives and schedule" 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 not be only an informative workshop but have the character of a hands-on, do-it-yourself exercise! *(continued)*

Trainer notes *(continued)*	• Also mention that participants will be asked to think what they will practically do 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 office level • Make sure to capture on a flip chart paper the expectations of participants in order to compare these with the achievements at the end of the workshop • Ground rules and parking lot will probably not cost much time, depending on the familiarity of workshop participants with these concepts. It can even be a bit annoying to some participants if too much time is spent on things that are "already known" and common practice in workshops. Remember to rewrite the ground rules neatly before they are posted on the wall • Try to create an atmosphere of expectations of good, useful results. Some staff members may have the feeling that this is "another compulsory UN training workshop" particularly if it is during the CCA/UNDAF season which consumes staff time in terms of analysis and planning (convince participants that analysis and planning are the keys to real results!)

Session 1 — Indigenous issues in the UN system

Session 1 — 1h30	Indigenous issues in the UN system
Lead responsibility	Resource person and lead facilitator (for Q&A)
Materials/equipment	• Group instruction on a PowerPoint slide • Sticky note paper pads (at least one pad per group) • Brown paper for clustering notes • Computer and PowerPoint projector • PPT presentations: a. Indigenous issues in general b. Institutional arrangements on indigenous issues within the UN system
Session purpose and learning objectives	**Purpose** • Explain what indigenous issues are and why they are so relevant to the UN • Provide an overview of institutional arrangements within the UN to address these issues • Identify ongoing UN interventions at the country, regional and global levels • Identify main challenges and priorities for indigenous peoples in the country **Objectives** By the end of the session participants will: • Have a common understanding of the importance of indigenous issues throughout the work of the UN, in the context of UN reform processes and in the context of the HRBA • Be able to describe existing processes, mechanisms and spaces for indigenous peoples in the UN • Realize that there are clear UN system-wide and UN agency commitments and arrangements regarding the integration and mainstreaming of indigenous peoples' rights in the work of the UN at all levels in particular at the country level • Be able to explain why indigenous peoples require specific attention and action
Session outputs	• A list, per group, of ongoing activities at the country level related to indigenous 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) — what are the main challenges and priorities related to indigenous peoples in the country
Format and timing	• 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 starts with a PPT presentation on indigenous issues (including on the UN Second Decade for the World's Indigenous People) — what they are and why have they remained contentious issues over centuries (20 mins.) *(continued)*

Format and timing *(continued)*	• Ask participants at their tables to undertake two short exercises: a. Make a list of what various major actors are already doing in the country on indigenous peoples (specify by actor: UN, Government, NGOs, indigenous peoples themselves). Keep this list for the next session b. Write on separate sticky notes what the key challenges and probable priorities are (an overview of which was given in the presentation on indigenous issues) for indigenous peoples in that specific country, e.g., land rights, effective participation (15 mins.) • 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 mins.) • A second PPT presentation is provided on indigenous issues in the UN system (15 mins.) • Facilitate a plenary Q&A and discussion session aimed at achieving a sense of commitment from participants to address indigenous issues more proactively (20 mins.) • Wrap up by highlighting key issues raised and key learning points (5 mins.).
Key messages	• Human rights are at the heart of the UN Charter and every aspect of the UN's work. The linkages between HR, peace and security and human development are central in the work of the wider UN system as well as in the UN reform agenda • The situation of indigenous peoples requires specific attention and action because: » These issues are specifically linked to being indigenous, e.g., discrimination, land rights » They are collective in nature and are felt as such by whole communities and peoples and not just at the individual level » They require a solution that addresses this characteristic of collectiveness » The process of achieving an acceptable 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 and fulfilled, not just symptomatic solutions for individuals » There are deep, historical underlying causes including genocide, slavery, forced assimilation, intentional marginalization and neglect » Duty-bearers often see the requested solutions as threats rather than opportunities » Governments tend not to 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 *(continued)*

Key messages *(continued)*	• The UN 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 ECOSOC, the Special Rapporteur on the situation of human rights and fundamental freedoms of indigenous peoples, the Expert Mechanism on the Rights of indigenous peoples within the Human Rights Council, establishment of the Inter-Agency Support Group on indigenous peoples' issues and UNDG Task Team on Indigenous Issues, the adoption of the UN Declaration on the Rights of Indigenous Peoples, the UNDG Guidelines on Indigenous Peoples' Issues, among others • Some UN agencies have already developed specific policies on indigenous peoples as well as other policies that make reference to indigenous peoples' issues (e.g., human rights policies) • Country level action is crucial to achieve the objectives stated in the various policy documents, and must be properly and strategically planned and implemented. Continuing to do business as usual on indigenous issues is not an option • In conclusion, the UN has a clear mandate and duty to work consciously and in a focused, strategic manner on indigenous peoples' issues
Trainer notes	• This session is crucial to get participants enthusiastic about making changes and achieving a shared vision of how things should be different. Explicit high-level support (attendance and active participation) from the UN Resident Coordinator and/or other key persons in the UN team can be catalytic, while it is very likely that there are certain staff members in the UNCT that are excellent advocates on indigenous 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 comes up on "who are indigenous peoples", particularly in African and Asian countries where the identification of indigenous peoples is debated and their existence sometimes even denied. Ask participants to put this question off until after the next session — intentionally, because that will show that a watertight definition is **not** crucial to addressing the situation of indigenous peoples! • Be aware that indigenous issues are sensitive in many countries because they often critically question or painfully 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 diverse and strong opinions • Be aware that the discussion may focus on if, and on how far, the UN can work on indigenous issues even if they are not a priority or are politically sensitive in the country • For illustrating 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 also to do this during subsequent sessions *(continued)*

Trainer notes *(continued)*	• Be prepared for questions such as whether indigenous peoples have "more rights" than other citizens, and if positive discrimination or affirmative action will "disturb certain balances within the country"* • As for all sessions, be prepared in case of 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, e.g., discrimination and marginalization, 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 Frequently Asked Questions (FAQs) and Section IIB of this Training Module, 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 — 1h10	International norms and standards
Lead responsibility	Resource person and facilitator (for Q&A)
Materials/equipment	• Group instruction on a PowerPoint slide or flip chart paper • Break-out rooms (or, in case the fishbowl format is used, a break-out room where chairs are pre-set in two concentric circles) • Computer and PowerPoint projector • PPT presentation on international norms and standards • Copies of the UNDRIP (one per table) • List of ongoing activities from the previous session • Flip charts (one per group) and flip chart paper
Session purpose and learning objectives	**Purpose** • Clarify who are considered "indigenous peoples", clarifying among others the fundamental criterion of self-identification and the distinction between "defining" and "identifying" indigenous peoples • Provide an overview which norms and standards related to indigenous peoples' rights and indigenous issues should be considered by the UN as minimum standards • Gain understanding, with practical cases, how the individual and collective rights of indigenous peoples and human rights are related and get a first impression on how they can be incorporated in daily programming (group work) • Share experiences on how the UN has utilized the existing instruments to improve the fulfilment of indigenous peoples' human rights **Objectives** By the end of the session participants will be able to: • Understand what are the key international instruments and protection systems related 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
Session outputs	• Practical examples of UN actions linking indigenous peoples' rights to the normative framework of HR
Format and timing (*alternative 1* — PPT presentations followed by group discussion)	• The groups formed in the previous session are maintained and move into their respective break-out rooms • The session starts with a PPT presentation on "who are indigenous peoples" and indigenous peoples' rights (20 mins.). Allow for questions and some discussion if needed • Provide instructions to the group for group work: » Quickly choose a rapporteur from among the group members » Using the list from the previous session of ongoing activities, analyse each major activity (max. 3 activities) that was listed as to which right or rights of indigenous peoples is/are addressed in that activity, and if that was intentionally designed as such » Simultaneously identify opportunities how the activity (project or other initiative) could have been designed differently to have an increased or improved attention for *(continued)*

Format and timing (*alternative 1* — PPT presentations followed by group discussion) ***(continued)***	indigenous issues (no need for actual redesigning at this time; only identify the opportunities) » The groups may use the UNDRIP and other existing norms and standards (including national laws or policies) to identify the rights that are addressed in the activity » Briefly discuss in the group the findings coming out of this analysis (e.g., "this project only addressed certain individual rights of indigenous persons but no collective indigenous peoples' rights" … "an identified opportunity was that this project could have been used for achieving greater participation of indigenous organizations in policy decisions") in order to present a brief conclusion to the plenary • Groups will work at their table for approximately 30 minutes • Plenary presentation of the conclusions from each group, and plenary discussion of those findings after all groups have presented (15 mins.) • Wrap up, highlighting key issues raised and key learning points (5 mins.)
Format and timing (*alternative 2* — fishbowl discussions)	• Form a "closed fishbowl" with two concentric circles of chairs, where the active discussants are seated in the inner circle and observers in the outer circle • The facilitator explains the process: » The resource person will make a short verbal presentation on the topic of "identification of indigenous peoples" and on international norms and instruments concerning indigenous peoples' rights (10 mins.) » Ask one person to take notes from the discussion which will be used for debriefing » 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 have discussions for approximately 15 minutes (depending on the size of the full group to allow everyone to be in the inner circle; the total time for the fishbowl discussion should be approximately 50 minutes maximum). The observers only listen and should not enter the discussion as long as they are in the outer circle. They can, however, take notes for when it is their turn to enter the inner circle for discussion » After these 15 (or less) minutes, the inner circle participants move to the outer circle to become observers and their place is taken by outer circle participants. The new 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 all participants have been in the inner circle at least once » The facilitator encourages that all participants in the inner circle have an opportunity to contribute » The total fishbowl session lasts approximately 50 minutes • The facilitator will ensure that the discussions remain within the purpose of this session and, simultaneously, the resource person will ensure that all 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 application of these standards and instruments at the country level • Wrap up, highlighting key issues raised and key learning points (10 mins.)

Key messages	• The international community has not adopted a definition of indigenous peoples and the prevailing view today 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 UN and other actors' efforts towards peace, security, fulfilment of human rights and human development • Indigenous issues cut across virtually all thematic areas in which the UN works. All UN practitioners should be aware of how to deal with those, more specifically: how to deal with those with a human rights–based approach • Indigenous peoples are peoples with a distinct identity, unique cultures and world views as collectivities, 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 only be assured through the recognition and protection not only of their individual rights, but also of their collective rights as distinct groups, including the right to self-determination and the rights to lands, territories and natural resources. 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 the UN Declaration on the Rights of Indigenous Peoples being the most comprehensive and highest current standard. In dealing with indigenous peoples the UN has the mandate and the duty to uphold these minimum standards and apply and promote them • Also national and regional legislation and jurisprudence is increasingly being developed for the recognition and enforcement of indigenous peoples' rights • Some crucial indigenous peoples' rights are the right to self-determination (which includes the right to self-government, own governance, juridical and sociopolitical structures and processes, right to autonomous economic, social and cultural development, right to FPIC, 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
Trainer notes	• Remind participants that they were able to work on indigenous issues in the previous session without having a definition • This session is instrumental to show 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 *(continued)*

Trainer notes *(continued)*	• The group work will go smoother depending on which country the workshop is being held in; examples of application will be easier for a country where indigenous peoples are recognized as such and where the UN feels free 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 feeling of a rights-based approach. Subsequent sessions will go into greater programming and mainstreaming detail • During the group work and discussions, participants may likely 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 scribble down all thoughts that come to mind, even if they do not wish to mention them in plenary at that time

Pre-written flip chart session 2 — International norms and standards

Group work instructions:

- Quickly choose a rapporteur from among the group members
- Using the list from the previous session of ongoing activities, analyse each major activity (max. 3 activities) that was listed: which right or rights of indigenous peoples is/are addressed in that activity; was this intentionally designed as such
- Simultaneously, identify ways in which the activity (project or other initiative) could have been designed differently to have an increased or improved impact for indigenous peoples (no need for actual redesigning at this time; only identify the opportunities)
- The groups may use the UNDRIP and other existing norms and standards (including national laws or policies) to identify the rights that are addressed in the activity
- Briefly discuss in the group the findings coming out of this analysis in order to present a brief conclusion to the plenary

Session 2 bis — Indigenous peoples in country X

Session 2 — 1h45	Indigenous peoples in country X
Lead responsibility	Local resource person(s)
Materials/equipment	• Computer and projector • PowerPoint presentations on indigenous peoples in country X
Session purpose and learning objectives	**Purpose** • Provide essential information and gain understanding of the specific situation of indigenous peoples in the country itself • Provide space for reflection on the issues raised in relation to the aforementioned international norms and standards **Objectives** By the end of the session participants will: • Have a good understanding of the situation, perspectives and challenges of indigenous peoples in the country itself • Have recognized the applicability and importance of internationally recognized indigenous peoples' rights and the situation of indigenous peoples in their duty station/duty country
Session outputs	• None
Format and timing	• This session is mainly informative, on the situation of indigenous peoples in the specific duty 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 • Facilitate a plenary discussion to give participants a chance to vent some of their main thoughts or burning questions on this topic (20 mins.)
Key messages	• The key messages will be determined by the local speakers
Trainer notes	• This session is meant to provide an opportunity for the UN country team to become (more) familiar with the situation of indigenous peoples in their own duty station and, conversely, for local speakers to draw the attention of the UN to specific issues that they consider important for the UN to be aware of • Early coordination between the workshop organizers locally, and the training team is recommended, among others regarding: » The number of speakers and time requirements » The content of the presentation(s) by the local speakers » Expectations that may exist on the side of the local presenters and UN participants (and whether those are realistic or not)

MATERIALS FOR A TRAINING WORKSHOP

SESSION 3 — INDIGENOUS PEOPLES AND DEVELOPMENT

Session 3 — 1h45	Indigenous peoples and development
Lead responsibility	Resource person
Materials/equipment	• Computer and projector (two of each, in case the Round Robin method is used) • PowerPoint presentations on indigenous peoples and development: a. Overview of key elements on indigenous peoples and development b. Guiding principles on lands, territories and natural resources c. Guiding principles for effective participation by indigenous peoples and FPIC • Sticky note paper pads • Brown paper for collection of sticky notes • Handouts with main principles as quick reference during reflection time » Handout 1: Guiding principles related to land, territories and natural resources » Handout 2: Guiding principles for effective participation by indigenous peoples (ensuring organizational representation and partnerships; enhancing capacity/empowerment approach; FPIC) » Handout 3: Key elements of FPIC
Session purpose and learning objectives	**Purpose** • Provide essential information and clarify the normative value and practical relevance of key guiding principles on indigenous peoples and development • Provide space for reflection on the practical application of such principles • Discuss examples of strengths, good practices and obstacles to the application of these principles **Objectives** By the end of the session participants will: • Have a good understanding, and realize the importance of the application of key guiding principles on indigenous issues and development • Have been reminded of the essential link between indigenous peoples' human rights and the human development paradigm (and the three UN pillars of peace, human rights and development)
Session outputs	• A set of individual sticky notes on brown paper detailing what are the main obstacles to applying the various guiding principles on indigenous peoples and development at the country level • Another set of sticky notes on brown paper with examples of strengths and good practices
Format and timing (*alternative 1* — PPT presentations followed by group discussion	• This session is mainly informative, but interactive with group discussions (with specific times set aside for reflection and internalizing information • The session thus consists of a series of subsequent PPT presentations on "Indigenous peoples and development" which will be interrupted after every major topic for 5 to 10 minutes to give participants time for writing their reflections *(continued)*

Format and timing (*alternative 1* — PPT presentations followed by group discussion *(continued)*	• The proposed flow of this session is: » PPT presentation 1: Overview of key elements on indigenous peoples and development: land rights, participation, FPIC, disaggregated data, appropriate indicators (5 mins.) » PPT presentation 2: Guiding principles related to lands, territories and natural resources (15 mins.). After finishing this subtopic, pin up a (pre-written) flip chart paper on the wall summarizing these principles » Reflection 1 (15 mins.): Ask participants to reflect individually on their experiences in applying these principles in their daily work (assuming there are activities related to indigenous peoples in that country — see note under trainer notes). Ask them to write down on sticky note paper (one thought per note): — Some examples where the principles were indeed applied (do not write the case itself but the key success factor that enabled the successful application e.g., "a supportive government") — Obstacles, or expected obstacles, that would make it impossible to apply these principles practically » PPT presentation 3: Guiding principles for effective participation by indigenous peoples (ensuring organizational representation and partnerships; enhancing capacity/empowerment approach; FPIC. Pay particular attention to FPIC principles) (20 mins.) » Reflection 2 (15 mins.): Same as above • 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 mins.) • Facilitate a plenary discussion to give participants a chance to vent some of their main thoughts or burning questions on this topic (20 mins.) • Wrap up highlighting key issues raised and key learning points (5 mins.)
Format and timing (*alternative 2* — Round Robin)	• Instead of consecutive plenary presentations on the topic "Indigenous peoples and development", the group is split into two (no more than 20 persons per group) and the two presentations (overview and guiding principles on development, lands, territories and natural resources; and on effective participation) are held simultaneously by different resource persons, one for each subgroup. The presentations should last no more than 10 minutes, with 20 minutes for discussion and reflection • After the first presentation, the group moves to the next resource person who makes the same presentation as for the other 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

Format and timing (*alternative 3* — Case study)	• Instead of presentations prior to the discussions, a third alternative is to discuss a case study (included, under "Workshop materials"). The presentations will then be done after the group work by way of reinforcement, confirmation and complementing the points that are likely to come out of the group work • Participants are divided in random groups (e.g., assigning numbers 1, 2 or 3 to each person; all 1s form one group, etc.) and discuss the case study (45 mins.) • Group work is presented in plenary and plenary discussion is held (30 mins.) • The resource person holds short presentations on development and participation followed by short Q&A session (30 mins.)
Key messages	• 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, 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, agri-business, etc.) and more recently various types of carbon-trading or clean 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 free, prior and informed consent into practice, are chief strategies through which to progress towards equity for indigenous peoples *(continued)*

Key messages *(continued)*	• The UNDG Guidelines on Indigenous Peoples' Issues reaffirm these rights and strategies and call for their increased recognition and implementation • Disaggregated data collection to properly 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 reflect adequately indigenous perspectives and realities, and therefore help to assess better their situations and monitor the real impact of development interventions
Trainer notes	• This session is mainly informative but is also meant for reflection in order to internalize the wealth of information. Therefore, be aware of the speed of presentation to allow for reflection while you speak, enabling participants to write down their thoughts after the presentations • Be aware that this is a long session • Some countries may not have initiatives, or just very few, related to indigenous peoples even though there are indigenous peoples in the country. While that is significant in itself, it provides a practical challenge of doing the reflection sessions. The reflection can still be built in, but with participants imagining "what if" rather than drawing from real experiences

Pre-written flip charts session 3 — Indigenous peoples and development

Handout 1: Guiding principles related to land, territories and natural resources (from the UNDG Guidelines)

- Indigenous peoples' lands and territories should be largely recognized, demarcated and protected from outside pressures
- 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 that are necessary for their subsistence and development should be respected
- In the case of state owned sub-surface resources on indigenous peoples' lands, indigenous peoples still have the right to free, prior and informed consent (FPIC) for the exploration and exploitation of those resources, and have a right to any benefit-sharing arrangements

Handout 2: 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 that affect their lives and which 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, UN system, government officials, other relevant actors and 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 to be involved in international processes, as these often constitute sources of inspiration for sharing experiences

Handout 3: Key elements of FPIC

- Free should imply no coercion, intimidation or manipulation
- Prior should imply consent has been sought sufficiently in advance of any authorization or commencement of activities and respects time requirements of indigenous consultation/consensus processes
- Informed should imply that information is provided that covers (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 impacts, 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. The parties should establish a dialogue allowing them to find appropriate solutions in an atmosphere of mutual respect in good faith, and full and equitable participation

Session 4 — Making the MDGs more relevant for indigenous peoples

Session 4 — 0h35	Making the MDGs more relevant for indigenous peoples
Lead responsibility	Resource person
Materials/equipment	• Computer and projector • PowerPoint presentation on MDGs and indigenous peoples
Session purpose and learning objectives	**Purpose** • Achieve an understanding by UN staff that there are different perspectives on the MDGs; identify them and clarify how and why they are different • Provide information that can be used to make the MDGs more relevant to indigenous peoples and to enhance the probability that the situation of indigenous peoples is substantially improved with MDG-related efforts **Objectives** By the end of the session participants will be able to: • Understand why and how MDGs-related interventions should be designed, implemented and monitored differently to take indigenous issues properly into account
Session outputs	• Examples of "pro-indigenous-rights" indicators on flip chart
Format and timing	• This is a rather short, and mainly informative session with some interaction during the Q&A segment • The session will simply take the form of a PPT presentation on the MDGs and indigenous peoples (20 mins.) followed by an opportunity for questions and discussion (15 mins.) • To assess participants' understanding and internalization of the topic, ask participants in the plenary, during the Q&A session, to formulate "pro-indigenous-rights" indicators for monitoring progress on the MDGs, e.g., under Poverty Eradication: percentage of indigenous peoples that have legal secure rights over their lands and resources; or under Education: level of culturally appropriate or bilingual education. Take note of these suggestions on a flip chart which may be referred to during session 6 on strategic planning
Key messages	• The MDGs take a compartmentalized approach whereas indigenous peoples have a more holistic view of development and livelihoods. Indigenous issues and priorities are absent from the MDGs and indicators to measure progress do not 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, forced adoption or disturbance of gender values, roles and traditions • MDG-related interventions should capture indigenous perspectives and priorities and be monitored by appropriate indicators that reflect the status of things that really matter to indigenous peoples *(continued)*

MATERIALS FOR A TRAINING WORKSHOP

Key messages *(continued)*	• Other considerations when formulating MDG-related programmes and projects for indigenous peoples: » Including indigenous peoples within the context of overall reports » Including indigenous peoples in the context of meeting each specific goal » Including indigenous peoples in the planning of the overall report and each individual goal » Including 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
Trainer notes	• 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 a defensive attitude that "indigenous peoples criticize 'everything' ". It would be good to clarify upfront, 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 really 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 • Remind participants of table 2 in the PFII Resource Kit on Indigenous Peoples' Issues (annex) listing a number of other issues and challenges from an indigenous rights perspective

Session 5 — Mainstreaming indigenous issues at the country level

Session 5 — 1h50	Mainstreaming indigenous issues at the country level
Lead responsibility	Resource person; facilitator (for the debate session)
Materials/equipment	• Group instruction for session 5 on separate sheet • Break-out rooms • Computer and PowerPoint projector • PPT presentation on mainstreaming indigenous issues • Flip charts (one per group) and flip chart paper Sticky notes from sessions 1 and 3 on strengths and obstacles of country-level application of guiding principles
Session purpose and learning objectives	**Purpose** • Achieve understanding from participants of the importance of mainstreaming indigenous issues at the country level, and get participants (better) acquainted with the guiding principles for doing so • Achieve participants' understanding of what "mainstreaming" should practically consist of, and how actually to implement such mainstreaming • Identify potential strengths, obstacles and solutions to such obstacles, related to mainstreaming indigenous issues effectively in the programmes and projects of the UN in that country **Objectives** By the end of the session participants will be able to: • Understand why mainstreaming indigenous issues is essential for a rights-based, sustainable and equitable development in any given country • Apply the various possibilities for the mainstreaming of indigenous issues at the country level • Identify and effectively address potential obstacles related to the mainstreaming of indigenous issues at the country level
Session outputs	• Listing of strengths, opportunities, obstacles and solutions to those obstacles related to mainstreaming indigenous issues practically at the country level
Format and timing	• The session starts with a brief overview of the flow of this session • The resource person conducts a presentation on mainstreaming of indigenous issues (25 mins.), followed by a Q&A session • The group instructions are then given (see separate page with case scenario and group instructions) and groups are formed (randomly) (5 mins.) • Allow for 30 minutes group work • The plenary debate can take up to 30 minutes • The note-takers present their notes to the plenary (10 mins.). These do not need to be discussed in detail unless the interpretations are inaccurate • End the session with a debriefing (10 mins.), with particular attention to whether participants found it useful and felt that they have indeed internalized the mainstreaming approach and/or felt it as an eye-opener

MATERIALS FOR A TRAINING WORKSHOP

Key messages	
	• To work genuinely with indigenous peoples at the country level 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 building sustainable human development • The UN, in its programming and mainstreaming of indigenous peoples' issues, should consciously and proactively aim at achieving results such as elimination of discrimination and violence against indigenous peoples, increased access to services, resources and opportunities; full participation in governance processes, application of the FPIC principle, recognition of the right to self-determination, strengthened accountability of duty-bearers for protecting and promoting the rights of indigenous peoples, and improvements of the human rights, empowerment and gender equality situation of indigenous women • Some proactive measures to be taken: the establishment of inter-agency thematic groups on indigenous peoples' issues with regular reporting on its activities by the Resident Coordinator; appointment of indigenous peoples' issues focal point in each country; coordinated implementation and monitoring of recommendations coming from the UNPFII; ensuring indigenous peoples' participation in, among others, CCA and UNDAF processes and MDG reports • Recall that the principles of the human rights–based approach as established by the UN 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, a 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 UN Common Understanding on HRBA to Development and Programming has established that the ultimate goal of all development interventions should be to further the realization of HR. The programming process should be guided by HR 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; **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 important as the outcome *(continued)*

Key messages *(continued)*	» The HRBA principles, especially those of equality and non-discrimination, and of universality, require special attention to advancing gender equality » HR standards reflect the concrete claims and obligations of rights-holders and duty bearers* • The principle of inclusion and meaningful participation may require the establishment of institutional mechanisms within UN country teams (such as advisory committees/boards) that ensure a systematic and permanent 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 flow of this session is useful in order to have the attention of participants so that they are able to apply the information they receive during the debate • Explain to participants that the exercise in this session is somewhat similar to the one in session 3 (strengths and obstacles related to applying guiding principles on indigenous peoples and development). It also has a thematic overlap with the following session 6 on programming. The current session, however, is a practical deepening of the mainstreaming approach, in particular the "what to mainstream", and session 6 is the practical exercise on "how to mainstream" • As this is a long session requiring creative thinking from participants, this session 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 1s go into one group and all 2s in the other) • While the groups have their discussions, set up the room for a debate: group A facing group B, and an observer's table for the note-takers • Keep moving around the groups and be available if there are questions, both on content (resource person) as well as process (facilitator) • Be mindful to maintain the spirit of enthusiasm to make changes to the way the UN is doing business at the country level related to indigenous peoples! Some participants, especially if they are not convinced about the usefulness of incorporating human rights in their daily work, might by now get tired and frustrated of "all this indigenous issues talk".

* Source: *Facilitation Guide, Human Rights-Based Approach to Programming*; Action 2 Inter-Agency Task Force and UN system Staff College; June 2007.

SESSION 6 — DESIGNING STRATEGIC INTERVENTIONS (CCA/UNDAF)

Session 6 — 1h30	Designing strategic interventions (CCA/UNDAF)
Lead responsibility	Resource persons and facilitator (for group work)
Materials/equipment	• Group instruction for session 6 on separate sheet (which includes schematic representation of programme/project cycle with potential entry points to introduce indigenous issues) • Break-out rooms • Computer and PowerPoint projector • PPT presentation on applying guidance on indigenous issues in strategic planning • Flip charts (one per group) and flip chart paper • Sticky notes from sessions 1, 3 and 5
Session purpose and learning objectives	**Purpose:** • Provide tools to help UNCTs design strategic interventions that incorporate indigenous issues at all stages of the programming cycle **Objectives:** By the end of the session participants will be able to: • Apply the CCA/UNDAF guidelines and other programming processes with an approach that benefits indigenous peoples • Familiarize UNCTs with mainstreaming indigenous peoples' issues in programming tools • Design strategies that identify and enable the inclusion of indigenous peoples in UN-led processes at the country level and facilitate policy space • Identify strategic partnerships with indigenous peoples and their organizations in programming exercises and operations
Session outputs	• Results chains with possible interventions benefitting indigenous peoples (examples of which could be deducted from session 5's discussion on mainstreaming)
Format and timing	• The session starts with a presentation on the CCA/UNDAF guidelines, and the potential entry points to introduce indigenous issues within such planning processes (20 mins.). Remind participants that the CCA/UNDAF guidelines and also the indigenous issues' approach, can easily be applied to other, non-CCA/UNDAF programming and project processes • Group work: Within the groups (same ones of session 1), 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). Using an example of a results chain, discuss how to ensure the application of the guidelines given during the presentation (40 mins.) • Plenary presentations and discussion of the groups' work (20 mins.) • Short debriefing and wrap up (10 mins.)

Key messages	• 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. UNCTs should therefore partner with indigenous networks to help preserve their identities; use appropriate advocacy/communication tools, methods or channels; and identify needs based on the definitions of indigenous peoples themselves • 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 free, prior and informed consent. 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, avoiding bias in choosing partners (e.g., only the "government-approved" organizations which may not be representative) and respecting indigenous peoples' right to determine their own representatives or representational processes freely • 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 • UNCTs should support, as an UNDAF output if necessary, 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 situation, and use the data in programme design and implementation • While designing the strategy and/or strategic interventions and activities, identify strategic entry points towards incorporating indigenous peoples' issues and follow an empowerment approach with 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 of indigenous peoples' rights, should be incorporated into the strategy or strategic intervention. The UN can play a unique role in creating spaces for dialogue between indigenous peoples and state authorities, creating strategic partnerships with indigenous peoples at policy and programmatic levels; and enabling more political space • Promote direct interaction between the UN and indigenous peoples at the country level, e.g., through the creation/supporting of indigenous peoples advisory groups, participation in steering committees, appointing an indigenous peoples focal point, inter-agency working groups, enriching the diversity of *(continued)*

Key messages *(continued)*	UN staff by hiring more qualified indigenous persons, ensuring increased knowledge of UN staff through incorporation of such issues in learning plans and performance assessment tools • Monitoring and evaluation: Assess how all programmes, even those which are not specifically targeting indigenous peoples, affect them. Use participatory methods adapted to capture indigenous perceptions through their own analytical perspectives • Use effective, in particular HRBA, indicators that make it possible to monitor and evaluate programmes with respect to indigenous peoples • The UNDAF Results Matrix should include specific outcomes and outputs related to the improvement of the situation of indigenous peoples • Bring into remembrance the specific types of change required in a HRBA:* » Impact: Sustained positive changes in the life, dignity and wellbeing of individuals and peoples » Outcome: Legal, policy, institutional and behavioral changes leading to a 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 very enthusiastic and want to complete their group work more professionally in a computer file for projecting on 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. Use the RBM technical briefs available at UNSSC if needed to reaffirm 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"

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

Session 7 — Conclusions and next steps

Session 7 — 1h25	Conclusions and next steps
Lead responsibility	Resource person and facilitator (for design of work plan)
Materials/equipment	• Computer and PowerPoint projector • Outputs from sessions 1, 3, 5 and 6 to identify priorities, strengths to build on or obstacles to eliminate, and implement strategic interventions • Template for work plan with follow-up actions
Session purpose and learning objectives	**Purpose:** • Give participants an opportunity to reflect on what has been learned during the workshop and discuss the implications for its future work • Reaffirm the UN's comparative advantages for integrating indigenous issues in the work of the UN at the country level • Gently push participants/UNCT to agree on a strategic course of action to mainstream indigenous issues in their work at the country level and to agree on a country-level plan of action for the promotion and implementation of the UN Declaration on the Rights of Indigenous Peoples, and achievement of the Second Decade's objectives in the country **Objective:** By the end of the session participants will have: • Agreed on a set of follow-up activities to mainstream indigenous issues in their agency and joint programming • Committed to a plan of follow-up actions related to mainstreaming indigenous issues and actions to achieve the objectives of the Second Decade on the World's Indigenous People
Session outputs	• List of conclusions on workshop • Work plan, including monitoring moments, with possible follow-up actions and responsible persons
Format and timing	• Facilitate an open discussion (30 mins.) with workshop participants asking them what they conclude from this workshop, in terms of: » 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)? • Facilitate the design, in plenary, of a work plan with follow-up actions using the attached template (45 mins.)
Key messages	• This workshop is not just a compulsory training but should result in actual realization of objectives within UN's mandate and strategy. Planning concrete follow-up actions is therefore crucial in a results-based environment • Recall the five objectives of the Second Decade: 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 *(continued)*

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Key messages *(continued)*	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 free, prior and informed consent 3. 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 the purpose and objectives of the workshop and particularly this session with the RC to make sure there is management commitment to this, and emphasize the importance of her/his participation • Remember to take notes throughout the workshop but 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 workshop will need to feed into further corporate UN actions to better create the enabling environment for a true mainstreaming of indigenous issues in the daily work of the UN at the country level

Session 8 — Support available, evaluation and closure

Session 8 — 0h45	Support available, evaluation and closure
Lead responsibility	Facilitator
Materials/equipment	• Evaluation sheet • Pre- and post-workshop comparison table on the wall • Flip chart • Computer and PowerPoint projector
Session purpose and learning objectives	**Purpose:** • Make participants aware of support available to UN staff on indigenous issues • Assess the extent to which the workshop objectives have been achieved • Obtain feedback and evaluations from participants **Objectives:** By the end of the session: • Participants will be able to access information and support available to UNCTs on indigenous issues • Workshop organizers will be able to improve the training workshop
Session outputs	• Participants' feedback recorded by facilitator on a flip chart • Pre- and post-comparison (expectations versus achievements) • Completed evaluation sheets
Format and timing	• Short presentation on support available to UNCTs (10 mins.) • Open discussion to give and receive feedback on the workshop, paying particular attention to compare what has been learned/achieved to what was expected at the start from the workshop (20 mins.) • Participants fill in the evaluation forms (10 mins.) • Closing remarks from the UNRC (5 mins.)
Key messages	• UNCTs have a wealth of information available and can call upon SPFII and IASG for support • Let us see this workshop as a start of something, not the end
Trainer notes	• 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!

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C. Learning needs assessment

MAINSTREAMING INDIGENOUS PEOPLES ISSUES INTO THE WORK OF THE UN

The purpose of this learning needs assessment is:

- To obtain an impression of the current level of knowledge, skills and motivation regarding mainstreaming indigenous issues into the work of the UN at the country level
- To identify learning needs of UN staff 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 Duty Station (Country and City): _____

a. About yourself

1. Your age group
   ☐ < 25 ☐ 25 – 35 ☐ 36 – 45 ☐ 46 – 55 ☐ > 55

2. Your gender
   ☐ Female ☐ Male

3. Your agency
   ☐ UNDP ☐ UNICEF ☐ UNFPA ☐ WHO ☐ Other (please specify) _____

4. Your level
   ☐ G1-G4 ☐ G5-G7 ☐ P1-P3 ☐ P4-P5 ☐ D1-D2

b. Current level of familiarity with indigenous issues

1. With which of the following existing guidance documents on indigenous issues do you consider yourself familiar with and to what extent?

	Very	Somewhat	Not
UN Declaration on the Rights of Indigenous Peoples	☐	☐	☐
UNDG Guidelines on Indigenous Peoples' Rights	☐	☐	☐
UN PFII Resource Kit on Indigenous Issues	☐	☐	☐
UNDP Policy of Engagement with Indigenous Peoples	☐	☐	☐
UNDG Common Understanding on the Human Rights Based Approach	☐	☐	☐

2. 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	☐	☐	☐
Natural resource use rights including protected areas, mining, etc.	☐	☐	☐
Participation of IPs in local and/or national level processes	☐	☐	☐

continued from previous page: *Which of the following issues related to indigenous peoples (IPs) do you deal with, and how often?*

	Often	Sometimes	Never
Traditional authorities, self-government, decentralization issues	☐	☐	☐
Free, prior and informed consent (development projects)	☐	☐	☐
Poverty and other MDG issues as they relate to IPs specifically	☐	☐	☐
Poverty and other MDG issues in general, with some relation to IPs	☐	☐	☐
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 IPs from (tick all that apply)?

☐ From my agency's headquarters (e.g., IPs' focal point)
☐ From another UN agency (including UN PFII)
☐ From my agency's knowledge/information networks/bulletin
☐ From colleague(s) within my office
☐ From e-mail newsgroups/mailing lists
☐ From local/regional/international indigenous organizations or networks
☐ From newspapers, magazines and other non-UN sources
☐ 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 any formal training on indigenous issues before? 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 issues are becoming increasingly important in my daily work
- ☐ Yes, because I want to deal more effectively with indigenous 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 the UNDG and other policy guidance
- ☐ I would not mind but I would also not ask for it (indifferent)
- ☐ No, because I do not think it will be really beneficial to 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 some research
- ☐ No, because I am not interested at all
- ☐ No, because I think indigenous issues are no different than any other issues and do not need specific learning
- ☐ Other reply: _____

_____

4. If you answered yes, 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 IPs' Issues
- ☐ Better understanding of the philosophical or cultural perspectives on indigenous issues
- ☐ Better understanding of legal implications of incorporating indigenous issues
- ☐ Another theme of interest to me, e.g., IPs' land rights, IPs and development, IPs and environment, etc. Please specify: _____

_____

5. Which of the following aspects indigenous issues do you consider more important in your work? Please rank your preference with 1 to 3 (1, highest preference; 3, lower preference)

	1	2	3
More factual knowledge and information on indigenous issues	☐	☐	☐
More **skills** to apply such knowledge, e.g., HRBA programming, consultation, advocacy skills	☐	☐	☐
Better **understanding and motivation** to incorporate indigenous issues (I am currently not really convinced about such need)	☐	☐	☐

6. In what form would you prefer to learn more about indigenous issues? Please rank your preference with 1 to 3 (1, highest preference; 3, lower preference)

	1	2	3
Computer based, e.g., training module on CD	☐	☐	☐
Typical classroom sessions	☐	☐	☐
Training workshops with colleagues or team members	☐	☐	☐
Self-learning	☐	☐	☐
Participation in distance learning courses	☐	☐	☐
Hands-on, on-the-job training	☐	☐	☐
Other (please specify) _____	☐	☐	☐

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

- ☐ Opportunities to implement what I have learned, e.g., more programming opportunities
- ☐ Time to implement what I have 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, critique, ideas:

D. Evaluation form

COUNTRY TRAINING WORKSHOP ON INDIGENOUS 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?

1. Objectives

By the end of the workshop, participants will have:

i. A greater awareness, understanding and implementation of relevant policy guidance on indigenous issues by UN staff, particularly related to effective engagement of indigenous peoples and effective recognition of indigenous peoples' rights in development processes;

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

ii. Necessary knowledge and skills for greater mainstreaming of indigenous issues into the UN system's work at the country level, among others during the elaboration of a CCA and/or UNDAF, but also in all phases of programme and project cycle management, from conceptualization until post-evaluation.

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

2. How would you rate the following?

i. The workshop facilitation

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

ii. The organization of the workshop

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

iii. The venue

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

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

_____

_____

_____

_____

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

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

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

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

7. **Overall, how worthwhile was it to you to attend the workshops?**

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

8. **Any additional comments/suggestions?**

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Thank you!

E. Working group materials

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

- Group instructions for session 3 (*Participation and FPIC*)
- Group instructions for session 5 (*Mainstreaming*)
- Group instructions for session 6 (*Designing strategic interventions*)
- Template of follow-up work plan for session 7

SESSION 3 — CASE SCENARIO ON EFFECTIVE PARTICIPATION

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 which are, however, not exploited very intensively due to various reasons, among others a weak economy and political unrest over the 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 case of development projects "in the national interest".

The economy has been stable and has actually been growing over the past 3 to 4 years thanks to increasing prices and export of mining products from country Y. The government has now invited two well-known mining multinationals to embark on a mega-project in the "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 National Indigenous Organization (NIO) in which the chiefs participate. The NIO has a technical office, and the officers in that office provide legal and project support to the indigenous communities where possible; however, the organization does not have much core funding to ensure continuous support to communities.

The government and the companies have set a target date to have 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 that local communities "must be consulted". The multinational companies have their own internal standards for mining that may impact on indigenous communities. Hence, the companies have organized a number of consultation workshops with some persons from the communities that they consider "key persons", who have been provided with information about the plans. The chiefs are also given copies of environment and social impact assessments (ESIA) that have been carried out by a consulting firm with which the multinationals have long-standing working relations. Neither the communities nor 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.

Some members of the indigenous communities are in favour of the planned mega-project, hoping it will bring jobs, education, electricity and running water as promised by the government and companies. Other members are skeptical about such promises (which have been made before and also in other parts of the country without positive results for the local population), they fear invasion of their land by fortune-seekers once there will be roads and economic activity, loss of their traditional lifestyle and large social, cultural and environmental impacts. The communities have now been given 2 weeks to give their final answer, otherwise, say the companies, they either will have to call off the whole project or will not talk with the communities again because the consultation process is too slow. In a panic, the chiefs have now contacted the National Indigenous Organization, NIO, for support in the talks with the government and companies.

In response to the concerns raised by the communities and NIO, the government argues that this mega-project is "in the national interest" and cannot be "obstructed" by a few persons who claim "rights that are not even existent under national legislation". The multinational companies say they follow the government's guidance and they adhere to national legislation.

As a last resort, the National Indigenous Organization, NIO, turns to the United Nations (UN) in country Y for support and mediation, calling for respect for international norms and standards related to human rights, indigenous peoples' rights, in particular the various human rights' instruments including the UN Declaration on the Rights of Indigenous Peoples, environmental standards, and best practices in relation to mining and development.

Task

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Taking into account the guidance provided by the UNDG Guidelines on Indigenous Issues and the UNPFII Resource Kit on Indigenous Issues (see summary on next page), **explain** in this case study:

1. Which major principles that ensure effective participation and FPIC have not been followed consistently by the UNCT and/or the government of country Y?
2. How do you think this could have been approached differently? Mention some major actions that should have been taken.
3. What would you do in response to the NIO's call for support and mediation? (No need to go into full detail but be clear on the ultimate objective of UN's interventions in this case — what do you want to achieve as a result of UN's mediation?)

Guiding principles for effective participation and consent by indigenous peoples

Include indigenous peoples' issues in 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 (including 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

- Great variety of organizational forms of indigenous peoples
- Traditional systems
- Unions, coalitions, associations, confederations
- Linguistic affiliation
- Territorial origin
- Government-imposed structures (which can compete with 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, UN system, government officials, other relevant actors, 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 UN more accessible; more proactive outreach by UN

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 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

  - » 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"

Session 5 — Case scenario for mainstreaming

Against the background of the situation in your own duty station/country, consider the imaginary example of the agenda of some UN staff members in a regular workweek.

Task

Form two groups:

1. Group A: A **pro-mainstreaming** group which will speak in favour of mainstreaming, advocating that mainstreaming indigenous peoples' rights into the work of the UN is a must, crucial for equitable and sustainable development in country X, and that the UN should proactively invest in mainstreaming
2. Group B: A **contra-mainstreaming** group which will speak against mainstreaming, putting forward all kinds of reasons why mainstreaming would not work, whether for political sensitivities, costs, prohibiting UN rules and procedures, lack of in-house capacity, time constraints, etc.

The task for both groups is to pick out two appointments or tasks out of the attached schedule, and for each of those two, to identify **opportunities for mainstreaming** of indigenous issues in the work that that UN organization is doing in country X. Assume that the mentioned staff members are well aware of the international norms and standards on indigenous peoples, are positive towards them and are willing to advocate proactively for the rights of indigenous peoples. Group A and B will not know which two appointments or tasks the other group has chosen. Please choose two appointments that are different in nature (e.g., not two similar office work tasks).

During the group work, while brainstorming on opportunities for mainstreaming, group A will simultaneously identify **what would be practically necessary** to implement that mainstreaming opportunity (*for example, the UN Resident Coordinator could propose to have an institutional mechanism for indigenous peoples' participation in UN programming processes. That would require extra funding for travel of indigenous representatives to organize community workshops and to attend monitoring meetings. During the office meeting on delivery monitoring, the RC therefore proposes to reallocate funds from non-performing projects or from the special extra MDG Funds recently allocated to speed up MDG implementation, towards increased participation of indigenous peoples' representatives in the work of the UN.*). Group B will also identify mainstreaming opportunities, but will come up with arguments **why it would not be possible, or would be difficult**, to implement those mainstreaming opportunities which they identified (*for example, the UNDP Poverty Specialist could propose to the Bureau of Statistics to collect disaggregated data on indigenous peoples. However, group B will come up with counterarguments that such funding is not available, the government would not*

want to have such data because it will make them look bad, there is no staff available to start a whole new project on data disaggregation, etc.).

Plenary debate

Starting with group A, the groups will alternatingly present one appointment, the identified mainstreaming opportunities and the practical needs (group A) and respective obstacles (group B) for implementing them. Both groups will do their utmost to come up with arguments in favour of their own, or counterarguments against each other's proposals or objections. After each group has presented their two appointments, switch roles; group A thus becomes the "contra-group" and group B must now speak in favour of mainstreaming.

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

Before the plenary debate starts, after the groups have done their preparatory work, identify four persons, two from group A and two from group B, who will not participate in the debate but will take notes during the debate of **the strengths, opportunities, obstacles and solutions to those obstacles** related to mainstreaming that were mentioned by either group. These notes will be the session's output.

Table: Fictitious week schedule of some UN staff members in country X

UN staff member	Monday	Tuesday	Wednesday	Thursday	Friday
UN Resident Coordinator/ UNDP ResRep	Undp programme meeting	Minister of development cooperation	UNDP finance meeting	UN heads of agency meeting	Opening of workshop of private sector association
Topic	Monitoring of UNDP projects	Discussion on donor coordination	TRAC delivery against yearly ASL	Monthly coordination meeting	Workshop on corporate social responsibility
WHO HIV Programme Manager	Writing quarterly report	Contract negotiation	Meeting with National AIDS Programme	UN theme group meeting	Opening workshop
Topic	Report on progress of 3-year HIV programme	Negotiations on terms and conditions for ARV medication	Identification of gaps in implementation of HIV/ AIDS Strategy	Discussions on joint HIV project	Workshop on HIV education for high school students
UNICEF Child Protection Officer	Office team meeting	Meeting with Ministry of Education	Meeting with NGO	Teleconference with regional office	Project writing in the office
Topic	Discussion of communications strategy	Potential co-financing of new programme on ECD	Financing request from NGO for after-school homework programme	Monitoring of child protection programme	Proposal on new programme aimed at indigenous children
UNFPA Reproductive Health Specialist	Brainstorming workshop with government and NGOs	Interviews with candidates for Project Assistant	Report writing	Meeting with Ministry of Planning	Meeting with youth association of district Y
Topic	New design for brochures on teen pregnancies	Hiring of Project Assistant for new RSH project	Report for inclusion in UNFPA regional publication	Prep meeting for workshop to review national population strategy	Discussion on awareness programme on STDs
UNDP Poverty Specialist	UNDP programme meeting	Presentation during workshop on PRSP monitoring	Writing of article for UNDP Poverty Network Bulletin	Project management office work	Meeting with Bureau of Statistics
Topic	Presentation of status of poverty projects	Workshop on more effective monitoring of poverty reduction strategy	Lessons learned on pro-poor strategies in country X	Updating of poverty projects in Atlas	Support to national household survey

SESSION 6 — GROUP INSTRUCTIONS FOR DESIGNING STRATEGIC INTERVENTIONS

The task at hand is to design a results matrix (see template on page 3) for one UNDAF outcome relevant for indigenous peoples in country X, going through the usual CCA/UNDAF steps 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, activities and mitigate potential obstacles. As a reminder of definitions and interpretation of the terms impact, outcome, output and activity, please see page 4 of these instructions.

In summary, go through the following steps:

1. A culturally sensitive approach
2. Designing and implementing a plan of engagement of indigenous peoples
3. Undertaking a country analysis with focus on indigenous peoples' issues
4. Strategic planning, focusing on outcomes and outputs that are beneficial to the rights and situation of indigenous peoples
5. Monitoring and evaluation ensuring indigenous perspectives and benefits
6. Organizing and managing results in a human rights–based matrix.

Be aware and apply the principles identified by the UN Common Understanding on the Human Rights Based Approach to Development Cooperation that should guide the programming process and development cooperation, among others:

- Universality and inalienability
- Indivisibility
- Interdependence and interrelatedness of human rights
- Nondiscrimination and equality
- Participation and inclusion
- Accountability and the rule of law

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
- Indigenous peoples' increased access to (culturally appropriate) services and to productive resources and opportunities
- Full participation by indigenous peoples in governance processes
- Application of the principle of free, prior and informed consent in development planning and programming
- Recognition of indigenous peoples' right to self-determination, including cultural integrity and diversity
- Strengthened accountability of duty-bearers for protection and promotion of the rights of indigenous peoples
- Improvements in the situation of indigenous women's human rights, empowerment and gender equality

TEMPLATE FOR UNDAF RESULTS MATRIX[1]

Country:	[Country X]	**Year:**	[20XX]
Region:	[Your region]	**MDG:**	[Your MDG]

UNDAF results matrix

National priority/goal(s) :	[YOUR TEXT HERE]		
UNDAF outcome :	[YOUR TEXT HERE]		
Country programme outcomes	**Country programme outputs**	**Role of partners**	**Resource mobilization targets**
[YOUR TEXT HERE]	[YOUR TEXT HERE]	[YOUR TEXT HERE]	[YOUR FIGURE HERE]

Coordination mechanisms and programme modalities

[YOUR TEXT HERE]

[1] Source: http://www.unssc.org/web1/programmes/rcs/cca_undaf_training_material/UNDAF/files/default.asp.

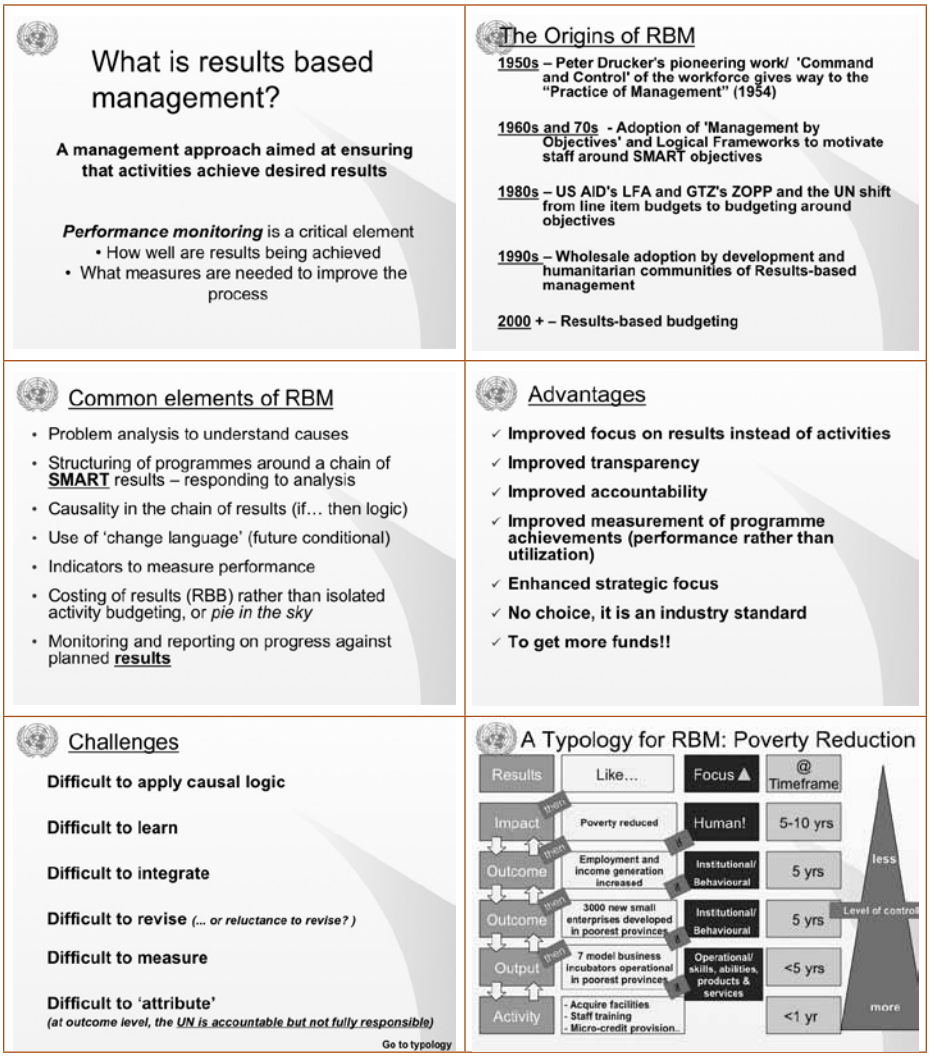
SCHEMATIC REPRESENTATION OF STEPS IN STRATEGIC PLANNING PROCESS IN AN INDIGENOUS PEOPLES' SENSITIVE MANNER

Plan of engagement	Situation analysis	Strategic planning	Monitoring and evaluation	Results matrix
Define activities to effectively engage IPs in a culturally sensitive manner, among others respecting their right to define their own representation and representational processes ***Example:*** *Ask an indigenous organization to organize a workshop in accordance with their own meeting procedures, in which the UN Country Team gets an opportunity to explain the UNDAF process, with active participation from a variety of indigenous organizations and traditional authorities*	**Describe** the situation relevant to the UNDAF outcome in an IPs' sensitive manner (bullet point style) ***Example:*** *The current provision of public services in country X is particularly poor in region A which is inhabited by IPs who have not participated much in the definition of development priorities over the past decades*	**Define** expected impact, outcome(s) and outputs, based on which to plan detained activities. This can be specifically with IPs' rights as target for improvement, or more general outcomes that are also, or especially, relevant for IPs. ***Example 1:*** *Collective ancestral land rights of IPs are satisfactorily recognized in national legislation, providing a strong basis for autonomous development of IPs in country X* ***Example 2:*** *Poverty in country X is substantially reduced thanks to just land reforms that, among others, recognize the collective, ancestral land rights of IPs*	**Describe** indicators and activities to monitor progress towards the achievement of the identified outcome(s) taking into account IPs' effective participation and IPs' sensitive indicators ***Example:*** *Within 6 months, an advisory legislative discussion forum with equal, full and effective participation of IPs' representatives will have been established legally, to provide policy advice to the Parliament of country X*	**Put** all the work of the previous steps together in a matrix, identifying who is responsible for what (role of partners). At this stage, do not go into details on implementation modalities

HRBA and RBM

The purpose of the training is to help UNCTs and their country partners to better integrate the Human Rights–Based Approach to programming (HRBA) and Results-Based Management (RBM) into UN-supported programmes.

Selected slides from the *Results-based Management: an Overview (HIV Workshop: Session 8)* PowerPoint Presentation listed below

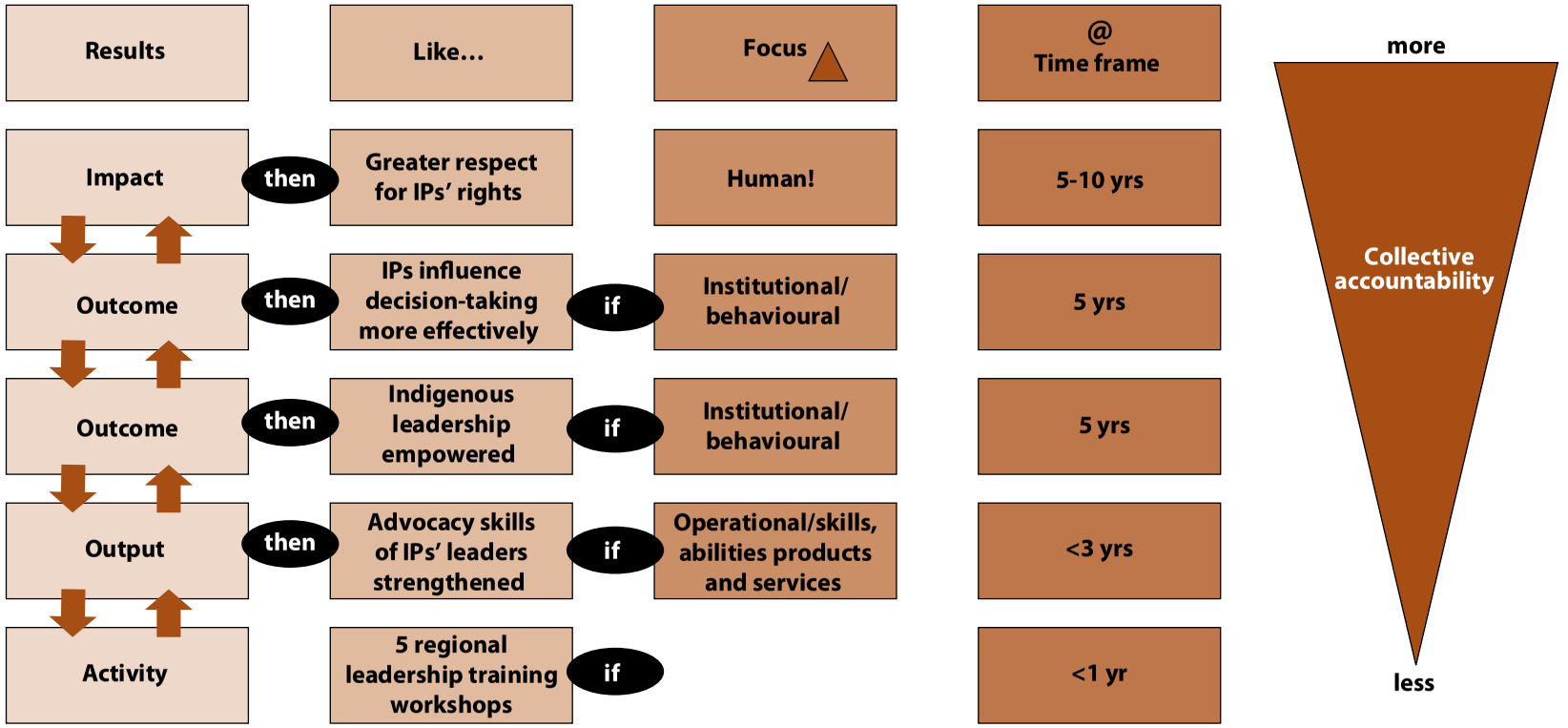


For further information refer to the following documents:

- *Human Rights–Based Approach (HRBA) to Programming & Results Based Management (RBM)* — *http://www.unssc.org/web1/programmes/rcs/cca_undaf_training_material/teamrcs/file.asp?ID=1329*
- *A Training Workshop for UN Programme Staff and Country Partners in CCA/UNDAF Rollout Countries with a Special Focus on HIV* — *http://www.unssc.org/web1/programmes/rcs/cca_undaf_training_material/teamrcs/file.asp?ID=1330*
- *Results-based Management: An Overview (HIV Workshop: Session 8)* — PowerPoint Presentation — *http://www.unssc.org/web1/programmes/rcs/cca_undaf_training_material/teamrcs/file.asp?ID=1170*

The documents can also be obtained by e-mailing *indigenous_un@un.org*

A TYPOLOGY FOR RBM FOR INDIGENOUS PEOPLES



Source: *Results Matrix, United Nations System Staff College.*

Session 7 — Work plan template for follow-up actions at the country level

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 sense 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 or agency) will be responsible for taking the lead in implementing the identified action

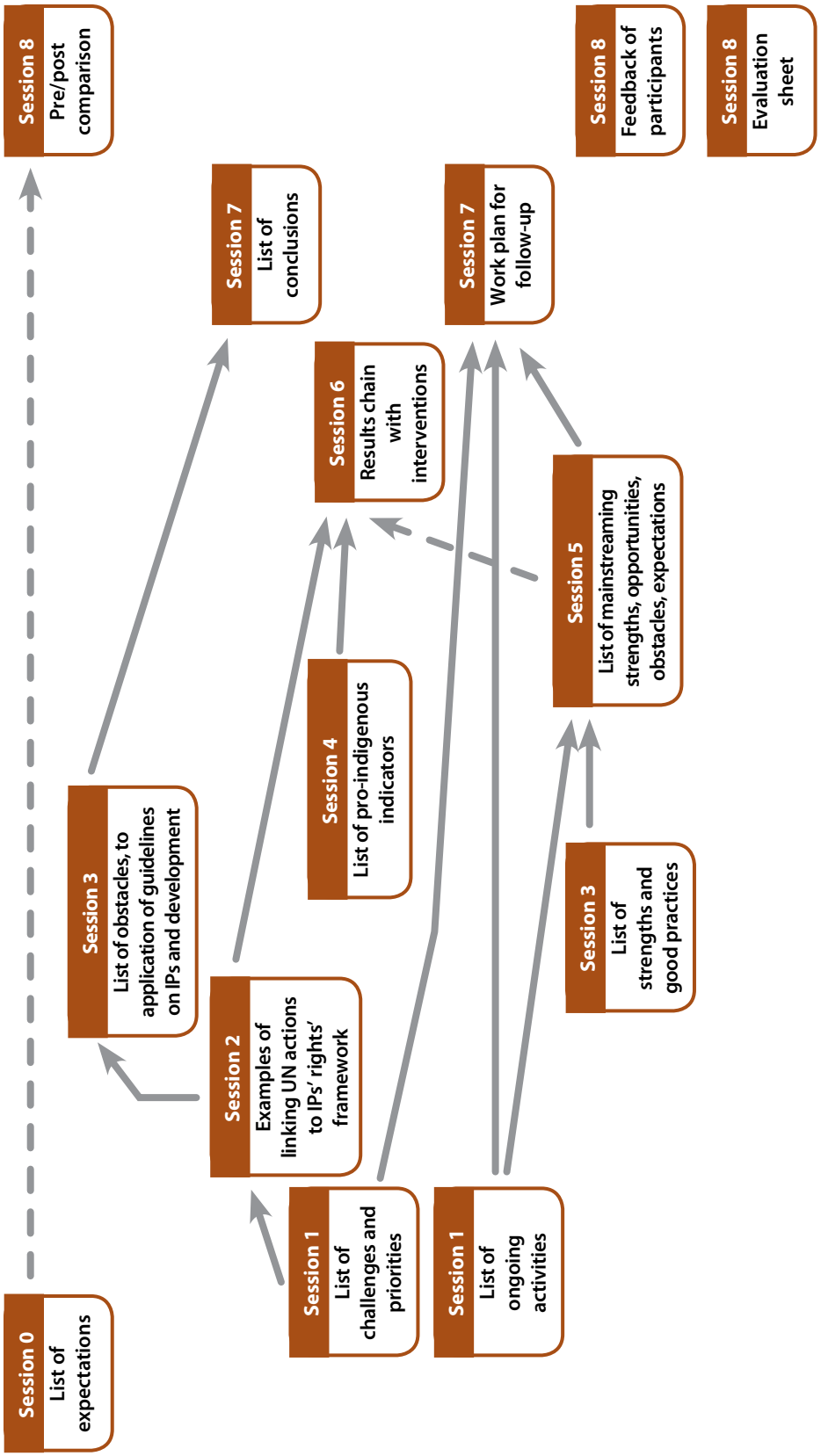
Time frame: Set a deadline for completion of the identified action

Resources: Identify which resources will be necessary for the action and where those resources will come from. Do not leave it 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)

F. Flow of inputs — outputs



MATERIALS FOR A TRAINING WORKSHOP

G. PowerPoint presentations

Session 0:	N/A
Session 1a:	Indigenous issues in general (PPT 1)
Session 1b:	Institutional arrangements on indigenous issues within the UN system (PPT 2)
Session 2:	International norms and standards on indigenous issues (PPT 3)
Session 3a:	Overview of key elements on Indigenous peoples and development (PPT 4)
Session 3b:	Guiding principles on lands, territories and natural resources (PPT 5)
Session 3c:	Guiding principles for effective participation by indigenous peoples (PPT 6)
Session 4:	Making the MDGs more relevant for indigenous peoples (PPT 7)
Session 5:	Mainstreaming indigenous issues at the country level (PPT 8)
Session 6:	Designing strategic interventions (PPT 9)
Session 7:	N/A
Session 8:	N/A

CONCLUSION

NOTES:

IV. Conclusion

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

1. Indigenous peoples must be considered peoples, with collective rights as peoples, in addition to their individual human rights as citizens in the States in which they live. These rights are enshrined in international legislation and jurisdiction, and endorsed by the United Nations through the adoption of the UN Declaration on the Rights of Indigenous Peoples.
2. The UN as a whole and its specialized agencies, funds and programmes have committed to apply the human rights–based approach to development, which must include, a fortiori, the protection, promotion and fulfilment of the rights of indigenous peoples who experience disproportionate violation of their individual and collective human rights, discrimination, marginalization and limitation of their development chances and choices. Mainstreaming indigenous peoples' issues in the daily work of the UN is therefore a *conditio sine qua non* for achieving the UN's interrelated goals towards peace and security, poverty reduction and sustainable human development, and promotion of and respect for human rights.
3. Mainstreaming indigenous peoples' issues and following a human rights–based approach in the UN's work, in all stages and at all strategic, programmatic and project levels, 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 to go hand-in-hand with these efforts.

Reference materials

PFII Resource Kit on Indigenous Peoples' Issues — *http://www.un.org/esa/socdev/unpfii/documents/resource_kit_indigenous_2008.pdf*

UNDG Guidelines on Indigenous Peoples' Issues — *http://www2.ohchr.org/english/issues/indigenous/docs/guidelines.pdf*

UN Declaration on the Rights of Indigenous Peoples — *http://www.un.org/esa/socdev/unpfii/en/declaration.html*

Indigenous and Tribal Peoples Convention, 1989 (No. 169) — *http://www.ilo.org/indigenous/lang--en/index.htm*

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