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**UNESCO's CONTRIBUTION TO THE INTERNATIONAL DECADE
OF THE WORLD's INDIGENOUS PEOPLE (1995-2004)**

SUMMARY

In accordance with 159 EX/Decision 8.3, paragraph 3(b), the Executive Board requested the Secretariat to prepare a document on UNESCO's contribution to the International Decade of the World's Indigenous People (1995-2004). This document gives the background to and the context of the Decade within which the role of lead agency is held by the Office of the United Nations High Commissioner for Human Rights. It then sets out the Decade's main objectives and reviews the activities carried out by UNESCO. Finally, it outlines a transverse action framework based on intersectoral work for UNESCO's future activities.

Decision required: paragraph 42.

I. BACKGROUND INFORMATION AND CONTEXT

1. The United Nations launched its initial official activities concerning indigenous people in 1982 with the setting up of the Working Group on Indigenous Populations, a permanent group, bringing together every year in Geneva about a thousand representatives of the world's indigenous people. The Working Group consists of five independent experts, members of the Subcommission on the Promotion and Protection of Human Rights, from all regions of the world. The representatives of Member States, United Nations agencies and indigenous and non-indigenous non-governmental organizations can attend its proceedings as observers. UNESCO participates in the Working Group's meetings with the other agencies in the system. It should be mentioned that the Group has a twofold mandate: to review new developments pertaining to the promotion and protection of human rights and the fundamental freedoms of indigenous people and to give attention to the evolution of international standards concerning indigenous rights.

2. One of the most important achievements of the Working Group was the drawing up of a draft United Nations declaration on the rights of indigenous peoples, adopted in 1994 by the Sub-Commission on Prevention of Discrimination and Protection of Minorities, to which the Working Group reports. The goal of the exercise is the adoption of that declaration by the United Nations which would then become a key international law instrument. The Sub-Commission also carried out several studies, including the study on the protection of the cultural and intellectual property of indigenous peoples. The latter study, which is of special interest to UNESCO, was submitted to the Sub-Commission in August 1993 (E/CN.4/Sub.2/1993/28). It constitutes the first official response to the concerns expressed by indigenous people and serves as a basis for appropriate standards aimed at helping them to deal with the threats to their cultural, spiritual, artistic and scientific traditions.

3. The United National General Assembly proclaimed 1993 as the International Year of the World's Indigenous People, thereby enhancing public awareness of the aspirations of indigenous people and the problems they face. That Year aimed at creating a new framework for dialogue among indigenous people on the one hand, and between them and government representatives and experts on the other. A year later, the International Decade of the World's Indigenous People was duly proclaimed by the General Assembly in its resolution 48/163 of 21 December 1993 on the theme "Indigenous people: partnership in action (1995-2004)". The General Assembly also adopted the Programme of activities of the International Decade of the World's Indigenous People in its resolutions 49/214 of 23 December 1994 and 50/157 of 21 December 1995, aiming primarily at "strengthening international cooperation for the solution of problems faced by indigenous people in areas such as human rights, the environment, development, health, culture and education".

4. In accordance with this programme of activities, a Permanent Forum on Indigenous Issues was established within the United Nations system on 28 July 2000 by resolution 2000/22 of the Economic and Social Council, constituting one of the major achievements of the Decade. In fact, this Forum will have a consultative function within the Economic and Social Council with a mandate to deal with all issues relating to indigenous people. At the same time as the establishment of this Forum, which is not as yet operational, a Special Rapporteur on the situation of human rights and fundamental freedoms of the indigenous people, Mr Rodolfo Stavenhagen, was appointed in June 2001. His assignment consolidates the fundamental advances that have been made since 1982.

5. As early as 1981, UNESCO devoted special attention to promoting the rights of indigenous people with an international seminar on ethnocide and ethno-development in Latin America, organized under its auspices in San José (Costa Rica). The “Declaration of San José”, adopted on that occasion, has become a reference for the entire United Nations system. UNESCO’s action has therefore been strengthened in the context of the United Nations programme. In the period prior to the Decade, UNESCO also backed many projects in the field of education and culture in support of indigenous people, especially in Latin America and primarily in connection with the Commemoration of the Five Hundredth Anniversary of the Encounter Between Two Worlds (1992). Those activities were outlined at the 144th session of the Executive Board in 1994 in document 144 EX/15 entitled *Protection and promotion of the cultural rights of persons belonging to minorities, within UNESCO’s fields of competence*.

II. GUIDELINES AND OBJECTIVES OF THE INTERNATIONAL DECADE OF THE WORLD’S INDIGENOUS PEOPLE

6. By resolution 50/157 of 29 February 1996 and its annex, the General Assembly defined the following guidelines and main objectives. They coincide with the priorities of the Organization and are central to its fields of competence:

- (a) strengthening international cooperation for the solution of problems faced by indigenous people in such areas as human rights, the environment, development, health, culture and education;
- (b) asking bilateral and multilateral development agencies to devote special attention to development activities of benefit to indigenous communities;
- (c) educating indigenous and non-indigenous societies concerning the situation, cultures, languages, rights and aspirations of indigenous people;
- (d) promoting and protecting the rights of indigenous people and empowering them to enable them to retain their cultural identity while participating in national life;
- (e) furthering the implementation of the recommendations of all high-level conferences concerning indigenous people, in particular the recommendation for the establishment of a permanent forum;
- (f) adopting the draft declaration on the rights of indigenous peoples, developing new international standards for the protection and promotion of the human rights of indigenous people, including effective means of monitoring and guaranteeing those rights.

7. The guidelines and objectives of the Decade subtend UNESCO’s action today which is aimed at promoting cultural diversity amidst the challenges of globalization, in order to preserve the tangible and intangible aspects of the indigenous heritage and hand them down to future generations, and also at encouraging dialogue among cultures and civilizations. Indigenous people and cultures with their traditional and local knowledge are, indeed, very vulnerable, and one of UNESCO’s essential tasks is to preserve their unique character. The Organization’s work at present consists in interpreting, relaying and implementing, in its fields of competence, the guidelines for the Decade, in close consultation with the agencies of the United Nations system, indigenous people and the governmental and non-governmental

organizations concerned. UNESCO is attempting at the same time to create synergies with the governments of Member States, looking ahead to the innovative policies announced in the programme of activities for the Decade.

III. UNESCO ACTIVITIES FOR THE DECADE

8. Considering the obligations imposed on it by its Constitution, UNESCO has participated actively since 1995 in the implementation of the programme of activities for the International Decade of the World's Indigenous People. In view of the links and interactions between identity, culture and development, the Division of Cultural Policies in the Culture Sector has been designated as the UNESCO focal point and regularly monitors the sessions of the Working Group on Indigenous Populations of the Office of the High Commissioner for Human Rights.

9. UNESCO's Medium-Term Strategy for 1996-2001 (28 C/4 Approved) laid stress on the training of human resources in fields of vital importance for the development of indigenous people. Access to mother-tongue education, the revitalizing of components of the intangible heritage, in particular languages, the development of traditional skills relating to the protection and use of natural resources and the promotion of crafts were defined as the priority areas of activity. The Strategy document also points out that these are long-term tasks that will require close collaboration with other United Nations institutions, regional organizations and funding bodies and the establishment of a true partnership with the indigenous people themselves, who must be closely involved in the definition and implementation of the action to be undertaken. A partnership has been established, in particular through such organizations as the Fund for the Development of Indigenous Peoples of Latin America and the Caribbean, with which UNESCO signed a cooperation agreement in December 1996 in accordance with 149 EX/Decision 7.9. Similarly, a memorandum of cooperation was signed with the Indigenous Parliament of America in August 1997. UNESCO has also collaborated with the Rigoberta Menchú Foundation on the promotion of the cultural rights of indigenous people and the preparation of a programme of bilingual intercultural education in Meso-America.

10. UNESCO has also contributed to inter-agency cooperation in the debates falling within its fields of competence, participating in the meetings organized by the Office of the High Commissioner for Human Rights, in particular during the formulation of the draft principles and guidelines for the protection of the heritage of indigenous peoples, at the workshop on the establishment of a permanent forum (Santiago, Chile, 1997) and the two workshops on the theme of the indigenous media (Madrid, January 1998 and New York, December 2000). The Organization also took part in various meetings organized by ILO and WHO. The "Mundo Maya" project is one example of partnership not only with indigenous organizations but also with the other agencies of the United Nations, since it was developed jointly in 1993 with the indigenous people of the five countries concerned in the subregion, meeting at Chichicastenango (Guatemala), and was funded by UNESCO and the United Nations Development Programme (UNDP). Lastly, each year, UNESCO welcomes fellows under the Indigenous Fellowship Programme of the Office of the High Commissioner for Human Rights. Under this yearly arrangement, some ten fellows involved in social and political movements or in research activities are afforded every opportunity, during their stay at Headquarters, to find out about UNESCO's activities with a view to passing on information about them in the field.

11. The activities under the various programmes which have been mainly conducted within the framework of the Medium-Term Strategy are summarized below. It is also worth mentioning that UNESCO has published or co-published – chiefly in the educational and cultural fields – numerous works that are a precious source of information about the history and certain topical aspects of indigenous cultures. A select list of publications is annexed.

Education

12. The Report of the Delors Commission on Education for the Twenty-First Century, entitled *Learning: The Treasure Within* (UNESCO, 1996), drew attention to the specific needs of indigenous people. In particular, the report raised the issue of social cohesion and democratic participation, and noted that: “The question of cultural and linguistic pluralism also arises in the case of indigenous peoples [...] who have the problem of finding a balance between wanting to integrate successfully and not losing their cultural roots. Any education policy must therefore be able to meet the challenge of how to turn this legitimate wish into something that makes for social cohesion. [...] In that respect, it is important to establish a form of intercultural education that will genuinely contribute to social cohesion and peace”.

13. During the past biennium, various activities relating to education in the mother tongue and to the preparation of curricula adapted to multilingual contexts have been undertaken. In cooperation with ADEA (Association for the Development of Education in Africa) and under the United Nations System-wide Special Initiative for Africa, the Education Sector contributed to the establishment of a high-level dialogue on policy formulation in regard to language-learning issues and education in the mother tongue in terms of multilingual contexts of varying complexity, with particular emphasis on cross-border languages. Two meetings were held, in Accra (Ghana) and in Harare (Zimbabwe), and a typology of situations was drawn up at pan-African level which has implications for education within the framework of the Decade of Education in Africa. The Division also took part in the preparation of a sub-module on languages for learning and development within the World Bank. Likewise, an international symposium is being prepared in conjunction with the Bureau of COMEDAF (Committee of Education for Africa) on trans-border languages, with special emphasis on Africa.

14. Within the Education Sector, the language programme has provided support for the recognition of indigenous languages throughout the world, and for the preparation of an atlas of the world's languages. In addition, the Sector has prepared a series of handbooks intended to serve as methodological guides for drawing up curricula in the mother tongue and within multilingual contexts. A report on the world's languages will be published in autumn 2001.

15. The fifth International Conference on Adult Education organized by UNESCO in Hamburg in 1997 made particular mention of indigenous peoples in the Hamburg Declaration and the Agenda for the Future. Under the auspices of DANIDA (Denmark), over 40 representatives of indigenous communities attended the Conference, taking part both in the drafting of the Declaration and in the work of the commissions.

16. With regard to research and policy-making in relation to educational provision for indigenous people, two major research policies have been initiated and coordinated by the UNESCO Institute for Education in Hamburg. A study relating to Bolivia, Ecuador, Guatemala, Mexico and Peru has been conducted jointly with the PROLAP (*Programa Latinoamericano de Población*) network which concerns the internal migratory movements of indigenous people and their impact on the demand for education in major urban centres. A

more wide-ranging survey of supply and demand among indigenous people relating to adult education was conducted on a coordinated basis in fourteen countries: Bolivia, Brazil, Canada, Ecuador, Greenland (Denmark), Guatemala, Mexico, New Zealand, Norway, Peru, Philippines, Russia, Thailand and the United States. The purpose was to gather concrete, quantitative information at international level on supply and demand in regard to educational provision for indigenous people in the different countries.

17. The UNESCO Regional Bureau for Education in Latin America and the Caribbean (OREALC) has also focused extensively on issues relating to education and gender equality, both in theoretical terms and in the form of literacy training projects.

18. The Education Sector is currently engaged in preparing educational tools serving to standardize the written forms of languages rooted in oral tradition.

Social and human sciences

19. The UNESCO programmes and actions adopted in the wake of the Vienna World Conference on Human Rights (1993), aimed at protecting and promoting the human rights of indigenous peoples, have been threefold: (a) combating discrimination directed against vulnerable groups; (b) human rights education; and (c) in-depth reflection on cultural rights.

20. With regard to human rights education, it should be noted that the World Plan of Action on Education for Human Rights and Democracy, adopted in March 1993 by the International Congress organized in Montreal by UNESCO, highlighted the need to pay particular attention to vulnerable groups, including in particular indigenous people. The issue of the human rights of indigenous people has been taken into account in the activities of the UNESCO Chairs, in particular in Latin America, as well as in the preparation of educational tools and school textbooks. For example, the second volume of the UNESCO handbook on human rights aimed at universities contains a chapter on the protection of the world's indigenous people and human rights by Erica-Irene Daes. The issue of the rights of indigenous people is also covered in the chapter on human rights.

21. A draft declaration on cultural rights was prepared in cooperation with the University of Fribourg (Switzerland) and published in December 1998. In July 1997, UNESCO organized jointly with the Iriria Tsochok Foundation a subregional seminar in Costa Rica on indigenous people in Central America and international law.

22. The Centre for International Research and Advisory Networks (CIRAN), in cooperation with the UNESCO Management of Social Transformations (MOST) programme, has established a database on best practices relating to indigenous knowledge. The purpose of this database is to encourage researchers and decision-makers to incorporate indigenous knowledge into their project proposals, feasibility studies and project implementation and evaluation plans, and to take account of indigenous knowledge and practices in all activities involving local communities. In the second phase, which has just been launched, the emphasis has been placed on the socio-cultural dimension, which is designed to improve understanding of these complex bodies of knowledge. The MOST programme, in collaboration with the Communication Sector, is also helping to develop guidelines for the purpose of inventorying and disseminating such knowledge, and thereby ensuring its preservation and revitalization, in particular through the Multipurpose Community Telecentre operated by the Nakaseke community (Uganda).

23. Under the MOST programme, whose purpose is to forge new models designed to enable local and indigenous communities to take an active part in the decision-making process and thereby to take better control of their own development, a practical handbook aimed at development agents on the use of indigenous knowledge in development projects is currently being prepared under the aegis of the Bangladesh Resource Centre for Indigenous Knowledge (BARCIK).

24. Under the UNESCO-DANIDA Programme on human rights, mention should be made of the following projects which directly concern indigenous people and issues relating to such people: (i) “The programme to promote the acquisition of social and cultural rights by indigenous communities in the Amazonian region in Ecuador” (1997-1999). A second phase focused on “Human rights and sustainable development for the Shuar indigenous people” was launched in 2000; (ii) “Indigenous peoples and human rights”, Guatemala (1997-2000); (iii) “Local indigenous management”, Bolivia, August 1999-December 2000.

25. The general objective of these last three projects is to help indigenous people to acquire rights in order to take an active part in the workings of democracy at local level, as well as in the development of their communities. A key feature of all these projects consists in providing indigenous leaders with training in such matters as democracy, human rights and indigenous rights in both national and international contexts. The projects are based on a participatory approach which, by itself, generates among indigenous people a stronger awareness of their role at the local, national and international levels.

Natural sciences

26. The Natural Sciences Sector has been actively involved in the recognition of indigenous knowledge and its relations with the natural sciences. At the last World Conference on Science (Budapest, 1999), presentations were made on six systems of knowledge inspired by the skills and cultures of indigenous people, encompassing such issues as medicine, environmental management, youth and know-how, and agriculture.

27. In terms of programme activity, UNESCO has been implementing its Man and the Biosphere (MAB) programme for 30 years. The aim of the programme is to lay the groundwork, within the natural and social sciences, for sustainable management of resources, with a view to fostering alliances between local communities and society in the broadest sense of the term. The programme has focused on seeking out systems of managing traditional resources, on indigenous rights, cultural survival and biosphere reserves, and on work in the field of ethnobotany in collaboration with the Royal Botanic Gardens (United Kingdom) and the Worldwide Fund for Nature, as part of the People and Plants initiative.

28. The Natural Sciences Sector is also involved in environmental management and the development of coastal regions and small islands inhabited by indigenous peoples. In the framework of the World Commission on Water for the 21st Century, a meeting was organized on water and indigenous peoples as part of the ministerial conference held at The Hague (Netherlands) in March 2000. Pilot projects under way in the Surin Islands (Thailand), the Trobriand Islands (Papua New Guinea) and Samoa are designed to draw attention to indigenous knowledge and know-how and their contribution to sustainable development and the management of biodiversity.

29. UNESCO is also carrying out a preparatory project on “Sacred sites – cultural integrity and biological diversity”. The purpose is to determine whether a new approach linking development and the environmental conservation methods of traditional cultures could also be

used in other developing regions, in particular in Africa, Asia and Latin America. Attention will be focused on the priority groups of women, healers and elders who are the principal bearers of traditional knowledge. Environmental education schemes are essentially aimed at teaching children about biodiversity conservation and are designed for research purposes and for community workers at university level.

Communication, information and informatics

30. The Communication, Information and Informatics Sector has been working to ensure that indigenous languages, in particular those which exist only in oral form, are a force within the new communication technologies. Furthermore, in order to develop indigenous media at the local and international levels, UNESCO will continue to (a) promote the access of indigenous peoples to the dominant media, enabling them to exercise their right to freedom of expression through participation in the dialogue that has begun within the global information and knowledge society; (b) encourage indigenous people to develop their own media; (c) provide training in communication, and print journalism in particular, to indigenous people, taking due account of their own customary rules; (d) facilitate the safeguarding, by electronic writing, of indigenous languages; (e) prevent the emergence within indigenous communities of a gap between those who benefit from the revolution and those who are excluded from it.

31. The following projects were selected at the meeting of the Working Group on Indigenous Populations in 1998: workshops for the training of indigenous journalists and the creation of an indigenous journalists' network, in cooperation with the United Nations High Commissioner for Human Rights, held in Atlanta (United States) in 2000; special journalism training workshop for indigenous peoples from the circumpolar region, at the Greenland circumpolar conference centre (Denmark); support for a Quechua theatre group in Peru and for a marionette show broadcast on Peruvian television; support for a radio project launched by the community of Carib women in Guyana, with the assistance of the Guyanese Parliament.

Culture

32. The Culture Sector's efforts to assist indigenous people have been inspired by the 1982 Mexico Declaration on Cultural Policies, the report of the World Commission on Culture and Development, *Our creative diversity* (UNESCO, 1996), and the Stockholm Plan of Action adopted at the Stockholm Intergovernmental Conference on Cultural Policies for Development in 1998. These efforts are grounded in two complementary principles: on the one hand, to foster and endorse the affirmation of a composite and dynamic indigenous cultural identity, and on the other, to protect the different forms of indigenous cultural expression and highlight their contribution to civilization as a whole.

33. In connection with the first principle, the affirmation of indigenous cultural identity is part of a larger effort to defend cultural pluralism, understood as peaceful interaction among individuals or groups from different cultural backgrounds. In striving to achieve this, the Culture Sector has been guided simultaneously by its concern for promoting respect for indigenous peoples' right to cultural difference and its desire to encourage their accession to full-fledged citizenship, respectful of all cultural differences. Accordingly, UNESCO contributed to the launching and organization of the first continental workshop of indigenous Latin American writers, held from 6 to 9 December 1995 in Tlaxcala, Mexico, to give impetus to the establishment of a regional network of indigenous writers and encourage the spread of

traditional languages. In 1996, UNESCO helped create the Casa del Escritor Indígena in Mexico City, and participated in the organization of a workshop of indigenous writers and specialists in the field of indigenous literature in September 1997 in Puerto Ayacucho (Venezuela).

34. UNESCO has also enlarged its scope of action to include other regions of the world and other themes, such as cultural pluralism. For example, the symposium “Towards a constructive pluralism” (Paris, January 1999) addressed the issue of minority groups within pluralistic societies and examined the positive effects of cultural diversity as well as the risks of pluralism being used as a force for division and discrimination. At the same time, the Sector has been promoting an interdisciplinary reflection among indigenous and non-indigenous experts on the question of the preservation and recognition of cultural identities. In that connection, the seminar-workshop on cultural issues of the International Decade of the World’s Indigenous People (Paris, 18-20 October 1999) and the international symposium “Indigenous identities: oral, written expressions and new technologies” (Paris, 15-18 May 2001) considered the question of the recognition of the values, the cosmogonies and the worldviews of indigenous cultures, which are often marked by the colonization of their knowledge and by racial and cultural discrimination.

35. One of the distinctive features of the international symposium was its tie-in with the first Indigenous Book Fair, held at the same time at UNESCO, and at which, in conjunction with the authors, indigenous and non-indigenous publishers presented their works and their new collections. The Fair afforded a glimpse into how the image of indigenous cultures has evolved and demonstrated the power of the new indigenous voices being heard in research studies, essays, novels and poetry. A wide spectrum of works was presented, ranging from novels and essays to books on art and on international law. These events brought together indigenous peoples from every continent to consider issues whose basic themes and tendencies fall within the scope of the Culture Sector, but which are, ultimately, interdisciplinary. These activities have all contributed to the “education of indigenous and non-indigenous societies concerning the situation, cultures, languages, rights and aspirations of indigenous people”, which is the third objective of the programme of activities for the Decade.

36. The Culture Sector has also been working to safeguard the tangible and intangible heritage of indigenous peoples, while at the same time fostering their creativity and their sense of innovation. The aim is to stop cultural goods from being turned into mere merchandise and to ensure that indigenous peoples are not dispossessed of those goods, which represent the foundations of their identity. To that end, UNESCO is helping to set up international instruments which recognize the intellectual property rights of indigenous peoples with regard to the works, knowledge and know-how with which they have enriched humanity’s common heritage. Thus, pursuant to the UNESCO Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (1970), ancient weavings from Coroma (Bolivia) and pre-Columbian statues stolen from a location near the site of San Agustín (Colombia) were restored to their communities of origin. Along the same lines, the Culture Sector has been working to preserve indigenous places of memory and sacred natural sites and, more particularly, guided by the 1972 Convention for the Protection of the World Cultural and Natural Heritage, it has directed its efforts towards the safeguarding of cultural landscapes (for example, the Tongariro National Park in New Zealand).

37. This heritage policy has been rounded out by numerous actions in support of intangible cultural expressions, implemented in order to preserve the traditions and living cultures of indigenous peoples for posterity. All aspects of culture have been covered: recording of the music of indigenous communities for the UNESCO traditional music of the world collection, and support for indigenous literary expression by the creation of indigenous writers' associations and through publications (anthologies, bilingual dictionaries and grammars in the traditional languages of Latin America).

III. THE FRAMEWORK FOR UNESCO'S FUTURE ACTIVITIES

38. On the strategic level, the protection of the cultural identity of indigenous people will be a major theme in UNESCO's activities, especially for the culture programme, not only in connection with the Decade but beyond, during the entire period of the Draft Medium-Term Strategy for 2002-2007 (31 C/4). In fact, in line with its strategic objective: *Protecting cultural diversity and encouraging pluralism and dialogue between cultures and civilizations*, UNESCO will have to contribute to the international debate on the rights and heritage of indigenous people and also their cultural rights. As regards the Draft Programme and Budget for 2002-2003 (31 C/5, para. 04221), which almost corresponds to the last implementation phase of the Decade, one of the main lines of action of the culture programme will be the "Construction of cultural pluralism and strengthening of action in favour of indigenous peoples", from which the chief results expected are, on the one hand, the strengthening and the expansion of the existing networks between indigenous communities and local and national institutions, research centres, universities and NGOs and, on the other, the implementation of intersectoral pilot projects promoting sustainable development for indigenous people. UNESCO must pursue its efforts with the entire United Nations system to promote the involvement of indigenous people in the formulation of national cultural policies, paying particular attention to cultural rights issues.

39. The approach developed by UNESCO to respond to the problems and the expectations of indigenous people must be based on respect for their holistic concept of the world in which development includes education, the sciences, culture and communication. The Organization will seek, in an intersectoral effort, to promote the strengthening and enhancement of the identity of indigenous communities and to foster a sense of belonging to a multicultural citizenship. While strengthening the links and synergies which exist between its various fields of competence, in order to come closer to indigenous realities, UNESCO will promote:

- (a) the adoption of national cultural policies which highlight the cultural resources of indigenous people and acknowledge their cultural rights;
- (b) the protection of the indigenous heritage, especially the intangible heritage;
- (c) the active participation of the communities in the management of sites, specifically World Heritage sites and holy sites;
- (d) the provision of an education incorporating indigenous languages into curricula;
- (e) the participation of members of the communities in democratic bodies at the local and national levels;
- (f) the provision of media infrastructure and communication facilities tailored to their needs;

- (g) recognition of the importance of the traditional knowledge at the heart of indigenous lifestyles and the establishment of links between indigenous and scientific knowledge aimed at sustainable development. For example, the implementation of the project *Local and Indigenous Knowledge Systems (LINKS) in a global society*, draft document 31 C/5, para. 02411, whose principal content and focus relate to the natural sciences, was devised through an intersectoral (SHS, CLT, CI and ED) and interdisciplinary approach within the two cross-cutting themes.¹ The aim of this project will be to promote recognition of local and indigenous knowledge – i.e. sophisticated sets of understandings, interpretations and meanings possessed by communities with long histories of interaction with the natural environment – as a powerful resource for combating marginalization and impoverishment.

IV. CONCLUSION

40. Notwithstanding everything that remains to be done, a review of the Decade's activities to date seems to show that the international community's efforts have led to encouraging results. In fact, national political authorities and civil society are more clearly aware of the aspirations and the needs of indigenous people. The assets, traditional knowledge, forms of cultural expression and cultural values of these communities have been recognized, assessed and highlighted. Several indigenous language academies have emerged and basic education provided in indigenous languages has been admitted into the school system in a number of countries. In this connection, teaching materials have been developed by indigenous specialists themselves.

41. UNESCO is seeking to further this action by basing it on an overall concept of sustainable development. In fact, it considers that it is possible to make a case both for the broadest possible access of these populations to modernity – facilitated by the new technologies – and for the preservation and the dissemination of traditional knowledge, the source of this modernity. On the one hand, the new information and communication technologies contribute to the promotion and the visibility of the heritage and of living indigenous cultures. On the other hand, traditional knowledge, forms of cultural expression and indigenous languages do not only represent a legacy from the past; they also embody an essential support for identity and memory, thereby providing innovative solutions for development for the future. Indigenous people, who number about 300 million in more than 70 countries on all continents and represent more than 5,000 languages and cultures, will thus be making a significant contribution to the wealth of the world's cultural diversity.

42. Draft decision

In the light of the foregoing, the Executive Board may wish to adopt a decision along the following lines:

The Executive Board,

1. Recalling United Nations General Assembly resolutions 49/214 of 23 December 1994 and 50/157 of 21 December 1995 and resolution 2000/22 of the Economic

¹ (a) Eradication of poverty, especially extreme poverty.

(b) The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society.

and Social Council and welcoming the establishment of the Permanent Forum on Indigenous Issues,

2. Recalling the role that UNESCO has played for many years in promoting the cultures and rights of indigenous people,
3. Having examined document 162 EX/17,
4. Reaffirms UNESCO's commitment to sustainable human development for indigenous people in the framework of its action in support of the protection of cultural diversity and the promotion of cultural pluralism;
5. Invites the Director-General to continue his efforts aimed at promoting the participation by indigenous people in the framing of national policies and to energize the intersectoral projects within the International Decade of the World's Indigenous People (1995-2004);
6. Also invites the Member States to acknowledge the importance of the work carried out in the field of international standards, in the framework of the United Nations, particularly with a view to the adoption, before the end of the Decade in 2004, of the draft "United Nations Declaration on the Rights of Indigenous Peoples".

ANNEX

SELECTIVE LIST OF UNESCO PUBLICATIONS ON INDIGENOUS PEOPLE

UNESCO, 1990. *Les Mayas, Le patrimoine de l'humanité* (Vol. 8).

GRUZINSKI, S., 1992. *Painting the conquest*.

MICHEL, A./UNESCO, 1992. *Destins croisés – Cinq siècles de rencontres avec les Amérindiens – Rencontre ancien et nouvel monde*.

TSANG, M., 1994. *Analyse du coût de l'insertion scolaire des populations marginalisées/Cost analysis of educational inclusion of marginalized populations*.

UNESCO, ZAGO, M., ICOMOS, 1994. *Las misiones jesuísticas del Guayrá*.

ANDRES de OLMOS, F., 1994. *Arte de la lengua mexicana*.

RUIZ de MONTTOYA, A., 1995. *Arte y vocabulario de la lengua Guaraní*.

ZINSSER, J., 1995. *Les peuples autochtones et le système des Nations Unies. Un nouveau partenariat/A New Partnership: Indigenous People and the United Nations System/Una nueva alianza – Los Pueblos Indígenas y el Sistema de las Naciones Unidas*.

ABOU, S., 1995. *La "République" Jésuite des Guaranies (1609-1768)/La "República" Jesuíta des los Guaraníes (1609-1768)/The Jesuit "Republic" of the Guaranis (1609-1768) and its heritage*.

FRAY D. de S. THOMAS, 1995. *Gramática o arte de la lengua general de los indios de los reynos del Perú*.

PORTILLA, M., LEANDER, B., LAMBERT, J., 1996. *Anthologie Nahuatl – Témoignages littéraires du Mexique indigène*.

WURM, S.; BAUMANN, T., 1996. *Atlas des langues en péril dans le monde/Atlas of the world's languages in danger of disappearing/Atlas de las lenguas del mundo en peligro de desaparición*.

VIEGAS, J., 1997. *La mission d'Ibiapa – le père Antonio Viera et le droit des indiens*.

UNESCO, 1998. *Rapport mondial sur la culture 1998 – Culture, créativité et marchés/World Culture Report 1998 – Culture, Creativity and Markets/Informe mundial sobre la cultura 1998 – Cultura, creatividad y mercados*.

KING, L., 1998. *Reflecting visions – New perspectives on adult education for indigenous peoples/Visiones y reflexiones – Nuevas perspectivas en la educación de adultos para pueblos indígenas*.

NIEC, H., 1998, *Pour ou contre le droit culturel?/Cultural rights and wrongs/En favor o en contra de los derechos culturales?*

MEYER-BISCH, P., 1999. *Les droits culturels – Project relatif à une Déclaration.*

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