

Tebtebba

Volume 8, 2005

Strengthening Local-Global-Local **LINKAGES**



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Tebtebba Magazine is published annually by Tebtebba Foundation, the Indigenous Peoples' International Centre for Policy Research and Education with support from Evangelischer Entwicklungsdienst (EED). Its office is located at No. 1 Roman Ayson Rd., 2600 Baguio City, Philippines. Tel. No. +63 74 4447703, Telfax No. +63 74 4439459, E-mail: tebtebba@tebtebba.org, Website: www.tebtebba.org.

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This magazine is published with the support of Evangelischer Entwicklungsdienst (EED).

Editorial Board: Victoria Tauli-Corpuz, Raymond A. de Chavez, Joji Carino

Cover and Lay-out: Raymond A. de Chavez

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Tebtebba Magazine
is published annually
by Tebtebba

Foundation, the Indigenous Peoples' International Centre for Policy Research and Education with address at No. 1 Roman Ayson Rd., 2600 Baguio City, Philippines. Telefax No. +63 -74-4439459, E-mail: tebtebba@tebtebba.org, Web Site: www.tebtebba.org.



Strengthening Local-Global-Local Linkages

Chairperson Victoria Tauli-Corpuz, center, during the 4th Session of the UN Permanent Forum on Indigenous Issues, May 2005



By Victoria Tauli-Corpuz & Raymond de Chavez

The year 2005 marks a significant development for Tebtebba. This year, its Executive Director, Victoria Tauli-Corpuz, assumed the Chair of the UN Permanent Forum on Indigenous Issues (UNPFII), providing Tebtebba with opportunities and spaces to mainstream its advocacies.

In 2005, major objectives that were identified in its General Program of Action were achieved. These include capacity building of partner organizations, networks and communities; strengthening of existing campaigns; deepening and sustaining engagement with global intergovernmental processes; developing and consolidating indigenous perspectives on the rights-based development framework; strengthening indigenous networks and formation; and providing support to the Executive Director's work as member of the UN Permanent Forum.

The Permanent Forum has become a major arena of engagement for Tebtebba, with the election of its Executive Director as Chair. During the 4th Session of the PF, Tebtebba actively participate in the discussions of agenda items through submissions it presented. It was also a venue for Tebtebba to provide spaces for deliberations on indigenous perspectives on

indigenous development and on Free, Prior and Informed Consent as well as to further strengthen cooperation with indigenous organizations and formations. Through its publications, Tebtebba was also able to popularize its analyses, views and perspectives on various issues of significance to indigenous peoples.

We have also sustained our participation and involvement in the UN Working Groups on Indigenous Populations and on the Elaboration of a Draft Declaration on Indigenous Peoples which concluded one of its most significant sessions with a negotiated draft - a majority of which has already been agreed upon.

Our involvement on biological diversity and related areas continue to deepen through the Indigenous Peoples' Capacity Building Project on the Implementation of the CBD. Several workshops and strategy meetings were conducted to help build indigenous peoples' capacities towards influencing the local as well as national implementation of the Convention.

Our involvement on campaign on mining has also been sustained. We have supported community and national-level initiatives of indigenous peoples in the assertion of the rights over mining projects. So have our education and training activities that aim not only to increase indigenous peoples awareness of their basic human rights and rights as indigenous peoples and as indigenous women, but also how to use these laws and processes to assert their rights.

We have also continued developing standards, consolidating and elaborating key concepts relating to indigenous development, indigenous education, data disaggregation, and Free, Prior and Informed Consent, among others. Strengthening of indigenous networks and formations has also been a priority. These included the Indigenous Peoples' Global Research and Education Network (IPGREN) and the Asian Indigenous

Women's Network (AIWN). Our relationship with other UN agencies and multilateral bodies has also been further developed.

As Tebtebba concludes 2005, the achievements that it has accomplished puts it in a very good position to further build on these strengths and develop and expand its work toward the attainment of its vision of a world that genuinely recognizes and respects indigenous peoples' rights.

Activities

The following were the major activities undertaken by Tebtebba in 2005:

Lobby and Advocacy Work in the different UN Bodies such as the UNPFII, UNWGIP, UNWGDD.

UN Permanent Forum on Indigenous Issues (UNPFII)

The UNPFII has become a very important venue of engagement for indigenous peoples, in general, and Tebtebba, in particular. The Forum was formed in 2002 as a result of indigenous people's lobbying efforts and in recognition of the level by which indigenous peoples and their issues have risen as a result of decades of struggle. Its mandate is to raise the awareness of the international community on indigenous issues; provide advice to the UN Economic and Social Council (ECOSOC); and coordinate the work of UN agencies, bodies and funds in addressing indigenous issues. It is composed of 16 independent experts, eight elected by governments and eight selected by indigenous peoples through their own processes and appointed by the UN ECOSOC President.

In 2004, Ms. Victoria Tauli-Corpuz was nominated by indigenous peoples and their organizations as the Asia indigenous expert to the Forum. Her term is for three years (2005-2007). At the fourth session



Asia reception, 5th Session of the UNPFII

of the Forum in May 2005, she was elected by consensus as the Forum's Chairperson

The 4th Session of the UNPFII held last May 16 - 27, 2005 had for its theme "Millennium Development Goals and Indigenous Peoples with a focus on Goal 1 to Eradicate Poverty and Extreme Hunger, and Goal 2 to achieve universal primary education."

UN Working Group on Indigenous Populations (UNWGIP)

The 23rd Session of the UNWGIP was held on July 18 - 22, 2005, in Geneva. Tebtebba actively engaged in the session. Its activities included:

- ◆ Preparation and presentation of the Expert Paper jointly written by Tebtebba and Ms. Anotanella Iulia Motoc (one of the five experts of the WGIP) on a "Legal Commentary on the concept of Free, Prior and Informed Consent." (E/CN.4/Sub.2/AC.4/2005/2). Joji Carino, the European Desk Office and Policy Adviser of Tebtebba, was the co-author of the expert paper.

- ◆ Intervention on key agenda items including: Agenda Item 4 (b) - Review of Developments Pertaining to the Promotion and Protection of the Rights of Indigenous Peoples, including their Human Rights and Fundamental

The 4th Session of the UNPFII May 16 - 27, 2005

Tebtebba's active participation during the UNPFII's 5th Session are enumerated below:

- ◇ Submission on "Indigenous Peoples and the Millennium Development Goals" [E/C.19/2005/4/Add.13] – The paper presented a comprehensive analysis on the situation of indigenous peoples and the achievement of MDGs 1 and 2 through various cases studies;

- ◇ Interventions on various agenda items such as:

- a. Agenda Item 5 - Future Work of the Forum Multilateral Development Banks (MDBs) and Indigenous Peoples' Rights including Free Prior Informed Consent: This is a collective statement of indigenous peoples which was primarily drafted by Tebtebba;
- b. Agenda Item 5 - Future Work: Tebtebba helped draft and presented the Indigenous Youth Caucus Statement.

- ◇ Side Events on:

- a. *Presentation of IFAD Case Studies* – The UN Permanent Forum on Indigenous Issues commissioned Tebtebba to do case study researches on International Fund for Agricultural Development (IFAD)-funded projects among indigenous peoples in five countries. These were presented during a side event co-sponsored by IFAD. Indigenous case study writers presented the results of their assessments on the impacts of these projects;
- b. *Indigenous Peoples and the World Banks' Operational Policy 4.10 on Indigenous Peoples* – This side event discussed the World Bank's O.P. 4.10 and its provision on Free, Prior and Informed Consultation (FPICon) and the implication of this on Free, Prior and Informed Consent (FPIC). This was a well-attended event where indigenous experiences on FPIC were shared and the pros and con of FPICon vis-a-vis FPIC were discussed and debated.

- ◇ Active participation in the Asia Regional, Indigenous Youth and Indigenous Women's Caucuses – Tebtebba was active participant in the meetings of these caucuses. Tebtebba helped in the drafting and presentation of various interventions and in the planning of future activities. We supported the Asia Solidarity Night where indigenous peoples and several government representatives attended. This was a very successful event as it provided a good venue for indigenous peoples from Asia to directly relate with governments in an informal atmosphere;

- ◇ Distribution of various publication materials – The UNPFII was a venue for the distribution of Tebtebba's books, journals, magazines and brochures. We were able to bring in several copies of books such as *Reclaiming Balance*, *Beyond the Silencing of the Guns*, *Engaging the UN Special Rapporteur on Indigenous People*, *We, Indigenous Peoples*, and *Extracting Promises*. These publications were very much in demand by indigenous peoples.

- ◇ Networking with indigenous peoples, governments and agencies – We maximized the session to link up with other indigenous groups and advocates to share about Tebtebba and identify continuing activities. Meetings with agencies and multilateral bodies (World Bank, IFAD, etc.), as well as some government representatives were also undertaken.

Side event on the Presentation of IFAD case studies



From left, Joji Carino and Victoria Tauli-Corpuz



Freedoms; Agenda Item 4.a - Review of Developments Pertaining to the Promotion and Protection of the Rights of Indigenous Peoples, including their Human Rights and Fundamental Freedoms; Statement on Agenda Item 5(c) – Future Work of UNWGIP; Proposals for the Second International Decade of the World's Indigenous People with a focus on Human Rights;

◆ Book launching on *Paradigm Wars* – This book discusses the impacts of globalization on indigenous peoples. This book was co-edited by Victoria Tauli-Corpuz and the International Forum on Globalization (IFG).

UN Commission on Human Rights Ad Hoc Open-ended Working Group to Elaborate on a Draft Declaration on the Rights of Indigenous People. (Working Group on the Draft Declaration-WGDD)

The 11th session of the WGDD in 2005 was one of the most significant sessions as it was to be the last session of this Working Group. It had a 3-week session which started with two weeks in December 2005 and the third week at the end of February 2006. This ended with a negotiated draft wherein agreement was reached in almost 80 per cent of the text. The rest had to be finalized by the Chairperson. Tebtebba played a key role in the following areas:

◆ It helped the war attempts by some groups to suspend the next session of the WGDD. At the 62nd Session of the Commission on Human Rights, Tebtebba, with the Saami Council, decided that this will mean the end of the process of adopting a declaration, so it mobilized a campaign to stop this initiative. This entailed a massive information and signature campaign among indigenous peoples through the internet and lobbying governments not to support the proposal. We succeeded in aborting this and thus, the 11th session continued as originally planned.

◆ It participated actively in a workshop convened by the Mexican government which was meant to bridge the position of indigenous peoples and governments closer. This was held in Patzcuaro, Michoacan, Mexico, in September 2005. The Executive Director presented an expert paper on land, territories and resources which analyzed



the Chairperson's proposals on articles related to this.

◆ It is part of the Montreal Group, a small core group of indigenous leaders from all the regions of the world, who have been strategizing on how to ensure that the negotiations will end with a respectable draft which will be supported by indigenous peoples and governments. This group analyzed the suggested changes from governments and the Chairperson and decided which were acceptable. It also proposed wording for specific paragraphs. Each regional member had the task of discussing and disseminating the developments with their



Free, Prior and Informed Consent (FPIC)

Tebtebba held several initiatives and participated in key activities related to FPIC, including:

- ◇ *Philippine National Workshop on the Implementation of the Convention on Biological Diversity* – The workshop is part of a series of capacity building activities on how indigenous peoples can lobby towards the implementation of the convention in the local communities as well as in the national level. In the workshop, indigenous participants shared cases on access to, control over and management of their resources. They identified the need to assert FPIC in protecting their lands and resources. A paper entitled “FPIC Principle and CBD Implementation” was also commissioned and presented during the workshop;
- ◇ *Philippine National Commission on Indigenous Peoples (NCIP) Consultation on the Revision of the FPIC Guidelines* – This consultation was aimed to get comments on the proposed revision of the FPIC guidelines of the NCIP. The NCIP is the government entity that shall oversee the implementation of the Indigenous Peoples Rights Act (IPRA). The revision process, however, was seen as a further weakening of its guidelines on FPIC. Tebtebba submitted a critique firmly opposing any moves towards diluting further the guidelines;
- ◇ *FPIC National Workshop* – This Philippine workshop, held on April 13-17, was a venue for the presentation of case studies on FPIC that started in 2004. Case studies dealt with on-the-ground experiences by indigenous communities on how FPIC was used or misused in getting consent from indigenous peoples on projects that to be implemented in their communities. A document on the “FPIC – Emerging Trends and Issues” which detailed comprehensive recommendations on FPIC was drafted and a letter to the Philippine President was sent;
- ◇ *FPIC National Workshop* - Held on May 19-20, the comprehensive recommendations that was the output in the above-mentioned national workshop was shared in this gathering;
- ◇ *Continuing researches and case studies on FPIC* – Case studies and researches currently being undertaken include: FPIC and Philippine Law, Case study on FPIC in the CBD to be presented during the CBD Conference in 2006, and a publication on FPIC also for 2006.



regional caucus members and uniting them.

♦ It intervened and lobbied the governments to accept the changes which were agreed upon by the indigenous caucus.

Advocacy and Capacity-Building Work on Traditional Knowledge, Biodiversity and Influencing the Implementation of the Convention on Biological Diversity

Tebtebba continues its work on the Convention on Biological Diversity, specifically its implementation in the national levels. This is directly related to the SwedBio-funded project “Indigenous Peoples’ Capacity Building Project on the Implementation of the CBD.”

This project started last December 2004. It aims to build capacities of indigenous peoples and their organizations to influence policies in the national and local levels in the implementation of the convention, ensuring indigenous peoples’ participation in the process. The projects’ capacity building activities include series of national, regional and international workshops, where case studies on CBD implementation, protection of lands and resources, traditional knowledge practices, among others, will be shared. The outcome will feed into strategy papers which indigenous peoples can use in their advocacy work in different levels: local, national and in the convention itself (Article 8j Working Group and the Working Group on Access and Benefit Sharing [ABS], among others). Modules will be developed and a series of training conducted among indigenous peoples; while workshop results will be published for dissemination.

At the international level, the International Indigenous Forum on Biodiversity will be the partner in this project, while in the regional and national levels, Tebtebba will work with local indigenous organizations.

In February 2005, an International Workshop on the Strategy Paper for the

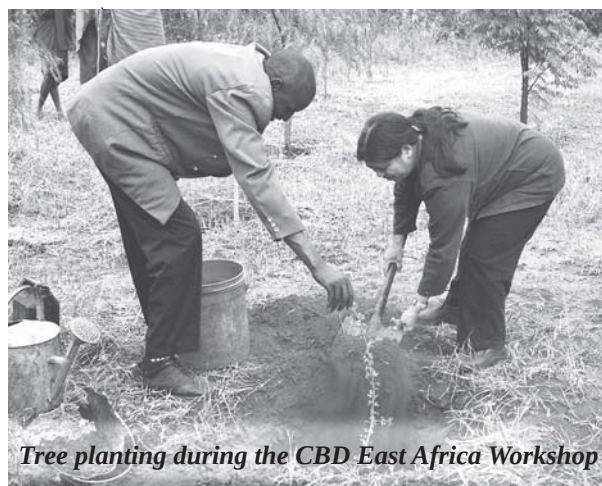
CBD was held. The output will serve as framework for intervention during the series of conferences on Article 8j and on ABS in 2006. Two national workshops, in the Philippines and in Kenya, were held in May and June; with the Philippine Report published as an outcome. In both workshops, case studies were presented and action plans were formulated. Two regional workshops – in Asia and in East Africa – were also held.

A direct result of this initiatives can be measured by several national workshops that were conducted in Africa following the Kenya national and East Africa regional workshops. These included two other workshops in Kenya in August, and a national workshop in Uganda in July. The action plans and workshop outputs were also used by indigenous peoples in their lobbying work in the Conference of Parties (COP) Meeting of the Convention to Combat Desertification (CCD) in October and the Ramsar Convention on Wetlands in November.

Deepening Work on Developing Standards, Guidelines and the Operationalization of Free, Prior and Informed Consent

Free, Prior and Informed Consent continues to be a priority in Tebtebba’s work in 2005. We were involved, together with the UNWGIP expert Ms. Antoanella Motoc, in preparing and presenting at the WGIP a legal commentary on FPIC. (E/CN.4/Sub.2/AC.4/2005/2). Several Philippine workshops on FPIC implementation were also held. These outputs contributed into developing standards, guidelines and operationalization of FPIC.

Continuing involvement in the EED Task Force on Indigenous Peoples



Tree planting during the CBD East Africa Workshop

Maurice Malanes of Tebtebba’s CBD Project, left, in a discussion with a participant

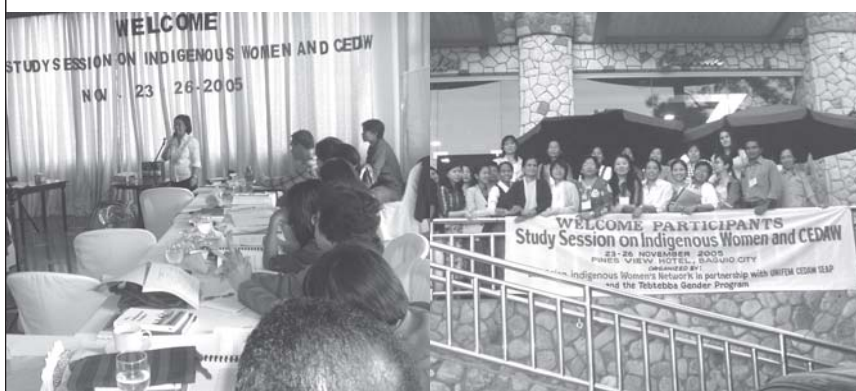


Poster Presentation, CBD Asia Regional Workshop

Tebtebba continues its active engagement with the EED Task Force on Indigenous Peoples. Composed of Philippine-based Evangelischer Entwicklungsdienst partners doing work with or related to indigenous peoples, the current focus of the Task Force is on Indigenous Peoples and Food Security. Tebtebba coordinated the research on agricultural liberalization and its impact

Building Indigenous Women's Capacities & Strengthening Indigenous Women's Organizations

- ❖ Training on Indigenous Peoples' Rights (IPR), Gender Orientation, Leadership Training, and on CEDAW
- ❖ Capacity Building Program and Network/Planning with the women of the Chittagong Hill Tracts, Bangladesh
- ❖ Preparations for Beijing+10
- ❖ Strengthening Asian Indigenous Women's Network (AIWN)



on indigenous peoples' food security. In March 2005, Tebtebba presented its research related to this, together with other partners. The research fed into the development of a Comprehensive Agenda on Indigenous Peoples and Food Security in the Philippines.

We also provided inputs on Indigenous Peoples' Rights and International Human Rights Law in the Task Force's programming meeting held in November. Tebtebba's expertise on policy research, lobbying and advocacy on indigenous issues has also helped provide direction to the TF's activities.

Active Involvement in Campaigns on Mining

In 2005, the Philippine government's move to entice more mining companies to invest in the Philippines moved to high gear. This thrust was a result of the prioritization of mining identified in its 10-point agenda for development in 2004. It has held several mining investor's conferences such as the international conference on mining held in the Philippines last February.

Resumption of otherwise shuttered mining operations were again initiated, while more foreign as well as local mining companies have started operations. Most of these mining concessions cover indigenous territories. The campaign on mining has therefore continued to be a very important advocacy for Tebtebba in 2005.

Its role in the campaign on mining in the Philippines encompasses local, regional as well as the national levels. Our relationships with local indigenous community organizations in Siocon in Southern Philippines and in Didipio in the north have been strengthened. We have also been successful in helping organize and strengthen local indigenous women's formations. These activities included: capacity building; providing support to activities, mass mobilizations; participation in the struggles. A training on Indigenous Peoples' Rights was held in Didipio in July 2005 while a leadership training and a training on IPR were held in Siocon in March and in May, respectively.

Tebtebba helped facilitate the participation of Subanen leaders in the Parliamentary High Level Meeting in Canada on March 9, 2005. This meeting was called by the Canadian Parliament to look into the mining practices of the Canadian firm Toronto Ventures, Inc. (TVI). As a result, the parliament passed a resolution calling for a parliamentary inquiry on the matter.

We also participated in and supported several regional and national activities such as the Compostela Valley Mining Conference on March 14; the MACEC General Assembly; the Philippine National Mining Conference on June 10-13, as well as several mobilization activities in the local as well as national levels. Tebtebba remains active in the national formations such as the *Alyansa Tigil Mina* (Alliance to Stop Mining) and "Defend Patrimony" formations.

Tebtebba's continuing involvement has helped put the indigenous dimension in this campaign. It has helped build capacities of indigenous organizations and women organization in their struggle

against these projects that continue to threaten their existence.

Building Indigenous Women's Capacities and Strengthening Indigenous Women's Organizations

Last year, formations of indigenous women in Asia - the Asian Indigenous Women's Network (AIWN) - and in the Philippines - BAI - were reorganized and established, respectively. Tebtebba undertook several initiatives in helping build indigenous women's capacities in managing organizations, raising awareness on indigenous peoples' rights and women's rights, and in lobbying and advocacy work in the international arena.

These activities included:

- ◆ Training on Indigenous Peoples' Rights, Gender Orientation, Leadership Training, and on CEDAW (Convention on the Elimination of Discrimination Against Women). Some of these were:

- a. A Gender Orientation and Leadership Training among Subanen indigenous women was held in Siocon on March 31-April 5. This was attended by 70 indigenous women;

- b. Orientation Workshop on IPR also in Siocon. This was held on May 23-29. A direct result of this training was the setting up of a local-level indigenous women's formation;

- c. Orientation Workshop on IPR for women leaders in Mindanao, Southern Philippines attended by 30 indigenous women leaders;

- d. CEDAW Study Session for Asia. This was attended by around 30 indigenous women and advocates from ten countries in Asia. The session aimed to increase basic awareness of the convention and how to employ this in protecting indigenous women's rights

- ◆ Capacity Building Program and Network/Planning with the CHT women – This activity is related to the new 3-year capacity building project of indigenous peoples in the Chittagong Hill Tracts (CHT) of Bangladesh. Tebtebba,

through its Gender Desk, will help in implementing the gender component of the project. In preparation for this, Tebtebba undertook a series of consultation, capacity building and planning support among several indigenous women of the CHT from Sept. 28 - Oct. 15;

- ◆ Preparations for Beijing+10 – Tebtebba attended several activities towards Beijing+10 in 2005. These included the Philippine Validation Workshop on the Beijing+10 Report in January 2005, as well as the Expert Groups Meeting on the Beijing Platform of Action (BPFA) in February. We were also involved in helping bring indigenous women in the Beijing+10 Review in March. In the review, Tebtebba helped in lobbying efforts leading to the adoption of the lobby statement on indigenous women

- ◆ Strengthening AIWN – The Secretariat of the AIWN is based in Tebtebba, through its Gender Desk. Tebtebba helped in coordinating work among indigenous women members of the AIWN and in networking with other

indigenous women organizations for possible membership. The National Focal Persons were also identified and the Proceedings of the 2nd AIWN Conference was published. The Coordinating Council met during the CEDAW Study Session in November to identify further plans and priorities.

Training on Indigenous Peoples' Rights and Module Making

The series of training on Indigenous Peoples' Rights and International Human Rights Law (TIPRIL) held in 2004 helped indigenous peoples become more aware of their human rights and rights as indigenous peoples; and how to use existing process and mechanisms to protect their rights. Many indigenous organizations requested that Tebtebba conduct a series of training for the year.

A Philippine Training on IPR and IHL was held in June 2005. This was attended by several young indigenous lawyers, including those from the government's NCIP, indigenous leaders and NGO workers. Training on IPR were also conducted among indigenous peoples

Fergus MacKay, indigenous human rights lawyer, of the Forest Peoples Programme



Data Disaggregation Pilot Project in Nueva Vizcaya province, Philippines

Data collection and disaggregation on indigenous peoples has been identified by the UN Permanent Forum on Indigenous Issues (UNPFII), since its establishment, as a topic of primary importance. Tebtebba secured funding from the UN Development Programme (UNDP) to support this endeavor. This Project aims to make data collection and disaggregation of data relevant to indigenous peoples especially in the Philippines setting. And in the global setting, it hopes to be an initial step to generate baseline data that will input to identifying “indicators of well being and perspective of development” of indigenous peoples.

The Philippines provides the opportunity for data disaggregation on demography because a landmark law, the Indigenous Peoples Rights Act (IPRA), has already provided a framework identifying who are the indigenous peoples in the Philippines. This survey takes that opportunity by aiming to test possible reforms in the process of obtaining and classifying demographic data to reflect what the law provides for in terms of policy reforms and executive actions beneficial to indigenous peoples. The Philippine statistical framework faces challenges on various aspects specially on matters regarding ethnicity concerns, i.e.:

1. It uses mother tongue as basis for the ethnicity of a person and because of this, the characterization of the indigenous household is obscured in the general household description officially reported;
2. Disaggregation of population by ethnicity (as to what is publicly available) does not extend lower than the provincial level;
3. Statistics regarding access to government social services is left to agencies providing them and to private survey firms with various motives (hence, are usually not recognized by government), leaving the recipient or beneficiary of the service with virtually no access to official mechanism of effective feedback.

Considering these challenges, this survey attempts to innovate the usual official government data gathering by:

1. Exploring cultural milieu and other bases of ethnicity;
2. Accessibility of government services to indigenous peoples; and
3. Political circumstances affecting the welfare and development of indigenous peoples.

The project aims to undertake exploratory data collection and disaggregation on the demography of Philippine indigenous peoples through a survey in one province in the country - Nueva Vizcaya, in northern Philippines. This is in order to establish the population of indigenous peoples in such province and produce quality data focused on the situation of indigenous peoples. Using interlinked research methodologies, flexible and exploratory survey approaches, this survey is a pioneering endeavor on quantitative research on indigenous peoples in the Philippines and perhaps in Asia as well.

Implementing the Pilot phase

A. A questionnaire was developed through a series of discussions and consultation between Tebtebba researchers, the project manager based in Nueva Vizcaya, and survey experts from the Philippine National Statistics and Coordination Board - Cordillera Administrative Region. Its draft form was pre-tested in Nueva Vizcaya and was finalized into its present form, incorporating corrections emanating from the results of the pre-test and discussion on its projected output.

B. The Survey Instruments and Forms

The survey forms used in the Survey of Indigenous Peoples in Nueva Vizcaya (SIPNV) are as follows:

◇ SIPNV Form 1 - Listing Form: is the listing form accomplished by the interviewer for the sampling frame. It was completed separately for each barangay (village). All sample households with or without eligible respondents in the barangay were listed on SIPNV Form 1.

◇ SIPNV Form 2 - Questionnaire: The SIPNV Questionnaire is a 13-page questionnaire with 76 questions including 22 filter questions. The questionnaire was translated into the Ilocano language - the language common to all of the respondents. This questionnaire is divided into five sections, namely:

- General Household Information;
- Ethnicity;
- General Socio-Economic Services;
- Political Participation;
- Cultural Markers and Degree of Disintegration.

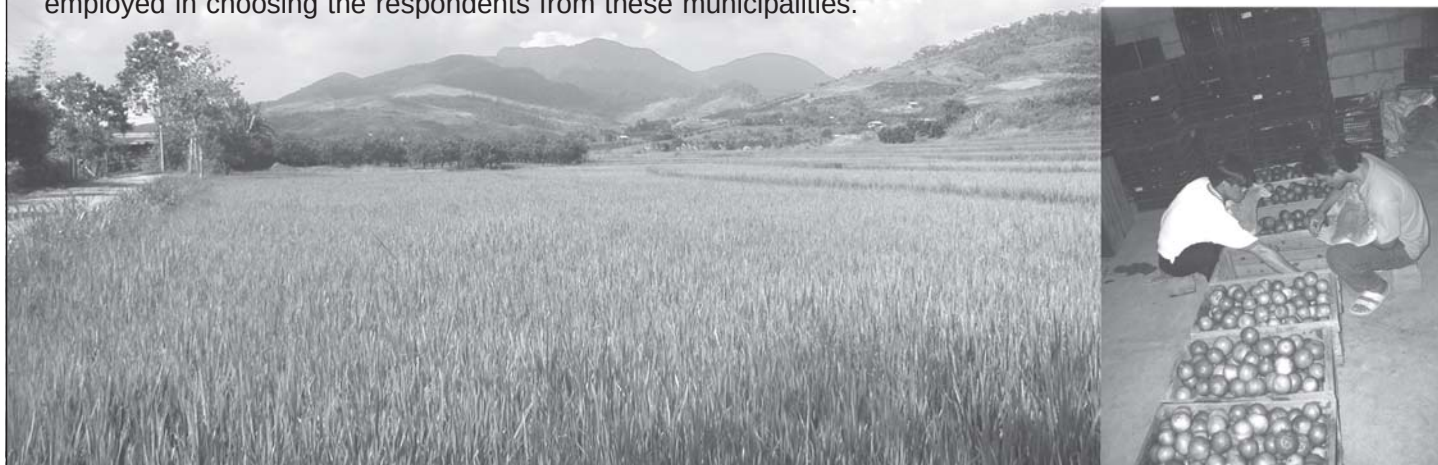
◇ SIPNV Form 3 - Processing Form: serves as the consolidation form on which the encoders would type the data from the edited questionnaires.

C. The survey for the Pilot phase was implemented. Toward the end of the last quarter in 2005, the survey was almost finished. The Pilot Project covered three (3) municipalities of Nueva Vizcaya, namely, Kasibu, Bayombong and Dupax del Sur, covering a sample size of 322 households. The reporting unit is the household; hence, the statistics generated refer to the characteristics of the population residing in private households.

Sources of Data and Sampling for the Pilot Phase of the Project

1. Build on available data: This survey utilized available demographic data gathered by barangay officials and agencies assisting them such as the Department of Social Welfare and Development (DWSD) - CIDSS (Comprehensive and Integrated Delivery of Social Services) Project, the Barangay Household Listing Project of the Department of the Interior and Local Government (DILG) and Household Data of Field Health Workers of the Department of Health (DOH). These updated censuses are kept by the Barangay Secretaries, Barangay Nutrition Scholars and Barangay Health Workers.

2. Sampling Scheme for the Pilot phase of the project: The three municipalities covered in this survey, Kasibu, Bayombong and Dupax del Sur, were chosen based on information obtained from official government records as well as from key informants. The municipalities were assessed and identified as representing the multi-cultural setting of indigenous peoples in Nueva Vizcaya. Bayombong characterizes the urban locale; Dupax del Sur, the rural situation; and Kasibu, a mix of urban and rural environments. Simple random sampling was then employed in choosing the respondents from these municipalities.



in the communities of Didipio, Siocon and among indigenous women leaders in Mindanao, in support of their struggle against mining corporations.

The need to further develop, systematize and popularize Tebtebba's training modules and resources have been identified as a result of these successful

activities. The following modules were prioritized for the coming year: IPR/IHL; Indigenous Women; Paralegal Training; Biosafety.



Chittagong Hill Tracts Capacity Building Project

The first phase of the CHT Capacity Building Project ended in 2005 and a terminal meeting to close the project was held in February. In August, a meeting with Tebtebba and leaders of the Hill Tracts NGO Forum (HTNF) of the Chittagong Hill Tracts, Bangladesh was held in Bangkok to unite on the concept of the project, identify strategies, priorities and activities, among others. This is in preparation of the next 3-year phase of the project

Tebtebba's partnership with the CHT was further strengthened when it was made the project holder and implementor. Among others, Tebtebba will help conceptualize and implement the project's gender component. A planning workshop with Tebtebba's Gender Desk was therefore held in October to consult with indigenous women organizations and identify priorities.

Further planning relating to the project is scheduled for 2006. This will include capacity building on NGO management among the project staff.

Research and Documentation Work on Indigenous Issues

1. *Assessment of the Decade of the World's Indigenous People (1995 - 2004)*

This research aims to conduct an analysis on government's implementation of the programs and priorities of the International Decade of the World's Indigenous People. And by doing so, be able to identify the gaps, challenges and priorities for the indigenous

peoples in the region, and identify the constraints and opportunities created by these policies and programs. This is in partnership with the International Centre for Integrated Mountain Development (ICIMOD) and IFAD (International Fund for Agricultural Development).

An inception meeting was held in April to discuss the project. Tebtebba will undertake case studies on five Asian

countries. At present, preparatory work in the form of gathering of secondary materials has been accomplished. Researcher-writers have also been identified for the Philippines, Vietnam, Thailand and Indonesia.

2. Data Disaggregation Pilot Project in Nueva Vizcaya

This project is funded by the United Nations Development Programme. This is a pioneering project since it aims to develop instruments on disaggregation of data on indigenous peoples and pilot these in several indigenous communities. This project is very relevant to indigenous peoples since data that is generated by governments do not show ethnicity nor indigenous peoples particular issues or concerns. This project will be implemented in several indigenous communities in the province of Nueva Vizcaya.

A workshop to draw up the research plan and survey instruments has been conducted and initial survey implemented in the last quarter. The project will end in mid-2006.

Tebtebba's Research on Indigenous Issues

Research Project	General Objective
Assessment of the Decade of the World's Indigenous People	Assess the outcomes of the 1 st Decade of the World's Indigenous People (1995-2004) and acknowledge its successes and shortcomings and to identify and evolve future issues and strategies which can advance the cause of indigenous peoples
Data Disaggregation Pilot Project in Nueva Vizcaya	Generate baseline data that will input to identifying "indicators of well being and perspective of development" of indigenous peoples.
Lumad Mindanao Introductory Book Project	To sensitize the general public on the the indigenous peoples (Lumads) of Mindanao, Southern Philippines.
Research on Good Practices on Indigenous Peoples' Development	To provide indigenous peoples' advocacy groups with an opportunity to review IFAD' funded projects in support of indigenous peoples and see the extent to which these initiatives were based upon/enhanced indigenous peoples' own principles, concepts and practices of development.



3. Lumad Mindanao Introductory Book Project

This project aims to sensitize the general public on the indigenous peoples (Lumads) of Mindanao, Southern Philippines. The output of this project will be popular materials in different local dialects to be published in 2006. This project is supported by the Columban Fathers of the Catholic Church.

To finalize the concept and research plan, a workshop with local partners was held in September.

4. Research on Good Practices on Indigenous Peoples' Development

This project was commissioned by the UN Permanent Forum on Indigenous Issues. It aims to identify, assess and learn from development projects that affect indigenous peoples. This project will feed into a development of an Advocacy Framework for Indigenous and Tribal Peoples Rights and Development.

Five development projects funded by IFAD in four countries (Bolivia, Peru, Brazil, India) will serve as case studies of the project. Indigenous case study writers have been identified for each of the countries. A Presentation Paper was

presented by Tebtebba's Executive Director during the IFAD Governing Council meeting in February. A side event was also held in May during the 4th Session of the UNPFII. Case study writers attended the side event and presented the results of the researches.

Strengthening indigenous peoples' networks

The year saw the strengthening of the different indigenous networks of which Tebtebba is involved with. After the 2nd AIWN Conference held in 2004, the Convenor, Ms. Victoria Tauli-Corpuz with the support of the Secretariat based in Tebtebba, conducted several follow-up activities among indigenous women member organizations.

Constant communication was undertaken to bring member organizations up to date with development on issues and activities. Tebtebba helped facilitate the participation of several indigenous women in international conferences such as those related to the Beijing+10 process and the UNPFII. It held several capacity building training including those on CEDAW and with indigenous women of the CHT as part of the CHT Capacity Building Project.

Tebtebba's partnership with the indigenous peoples of the CHT in Bangladesh has also been reinforced. Tebtebba, together with CHT NGOs, will help implement the second phase of the CHT Capacity Building Project and specifically, the project's gender component.

The Indigenous Peoples' Global Research and Education Network (IPGREN), which is composed of indigenous researchers in different countries, continues to be tapped in the research activities of Tebtebba. We have also recommended partners to attend several capacity building activities in the national as well as international levels. Indigenous researchers that have been involved with Tebtebba's projects such as those on the Decade Assessment, the CBD Capacity Building Project and on the Research on Indigenous Peoples Development, are given orientation on the IPGREN. Many of them have signified their interest to be part of the network. A second IPGREN Planning/Meeting is targeted in 2006.

Strengthening Linkages with Government Agencies, Multilateral Bodies and Agencies

The linkages established by Tebtebba with governments, UN agencies and bodies in 2004 have been sustained. In the Philippines, Tebtebba has linked up with the National Commission on Indigenous Peoples (NCIP) in the FPIC Research. We have also invited them to participate in several training, notably the Philippine IPR/IHL training and the CEDAW Study Session. Our engagement with the Committee on Indigenous Peoples' Concerns (CIPC) of the government's Regional Development Council in the Cordillera region continues.

In the international level, Tebtebba has further developed its relationship with the UNPFII and IFAD. With the assumption of Tebtebba's Executive Director as UNPFII Chair, Tebtebba's role in mainstreaming its advocacy has

Tebtebba's side event on Indigenous Peoples and the World Bank's Operational Policy 4.10, 4th Session of the UNPFII, May 2005



increased tremendously. Tebtebba's researches are being used to feed into the discussion of the Forum. The project on Good Practices on Indigenous Peoples Development, for one, is being undertaken with the UNPFII and funded by IFAD.

IFAD has also been very supportive of Tebtebba. This is proof of the trust and credibility that Tebtebba has gained through the years. Its Executive Director continues to be consulted on issues and projects concerning indigenous peoples.

IFAD has also requested our participation on several of its key activities including the project on the Assessment of the first International Decade of the World's Indigenous People.

Conclusions

Based on Tebtebba's achievements through the years, it has become its guiding principle to always provide the vertical and horizontal linkages which are needed. This is to ensure that capacities are built in various fronts and knowledge and information are also disseminated accordingly. The vertical linkages from local to global and global to local are ensured by doing case studies on actual situations on the ground and using these for advocacy work at the national and global levels.

The case studies done on good practices on indigenous peoples' development is just one example. This looked into actual implementation of IFAD projects in indigenous peoples' territories, culled lessons from these, and used the lessons learned to influence further the members of the Inter-Agency Support

Group (consisting of most of the key UN Agencies, programmes and funds and some international financial institutions and multilateral bodies like the European Commission). The key message is that doing the appropriate development work with indigenous peoples will contribute significantly in achieving the Millennium Development Goals for that particular sector.

Another example is the dissemination of knowledge on the UN Draft Declaration on the Rights of Indigenous Peoples and International Human Rights Law to indigenous peoples and advocates, so they will be more equipped to use these to further their struggles. The training sessions we held with indigenous peoples in Northeast India, Bangladesh and several communities in the Philippines are meant to achieve this goal.

The third example are the capacity building activities done to equip indigenous peoples to be more active in monitoring and influencing the implementation of the Convention on Biological Diversity at the national level. The indigenous participants trained from the Philippines, Asia, East Africa and Kenya are those who are doing direct work on this issue.

These are just a few examples of how these linkages are being promoted by Tebtebba. We are one of the few NGOs who are doing this on a programmatic basis and the results of this kind of work are very encouraging.

The key factors which allowed us to achieve the goals we have set are the following:

- ◆ Close working relationships with indigenous peoples' organizations in various regions.
- ◆ The level of trust and respect of various indigenous peoples' organizations, NGOs and even some donor bodies in Tebtebba.

Through the years, Tebtebba's hard work has gained the respect and trust of many indigenous peoples' organizations

Key Factors, Difficulties and Lesson Learned in Tebtebba's work

Key factors in achieving the goals	Difficulties Encountered	Lessons Learned
Close working relationships with indigenous peoples' organizations in various regions.	The lack of staff to engage with other processes.	The need to be more realistic in setting programme targets.
The level of trust and respect of various indigenous peoples' organizations, NGOs and even some donor bodies in Tebtebba.	Tendency to set high targets.	Building the capacities of indigenous peoples to do research and documentation work is a tedious and painstaking process.
The commitment and capacity of Tebtebba senior management and staff.		

and leaders as well as non-indigenous NGOs. Even some key government diplomats active in bodies dealing with indigenous peoples' issues seek out the view of Tebtebba in various issues being addressed. Some donor bodies would also ask our opinions on issues or indigenous organizations which they have to deal with.

♦ The commitment and capacity of Tebtebba senior management and staff.

The Tebtebba senior management and staff have a high level of commitment and dedication to the vision, mission, goals and objectives of Tebtebba. Their participation in the various forums - where lobbying and advocacy work are being done - has allowed them to have a better understanding on the process and issues. The interlinkages of what they are doing, whether in research, publications or education work are more clearly established.

On the other hand, some of the difficulties encountered by Tebtebba include:

♦ The lack of staff to engage with other processes.

Since the Executive Director became the Chairperson of the UN Permanent Forum on Indigenous Issues, she was not as free anymore to take part

in some processes which she used to engage with. The Intergovernmental Committee on Traditional knowledge and Genetic Resources of the World Intellectual Property Organization (WIPO) was one of the bodies sacrificed because of this. Since most of the senior management and staff members are already saddled with specific tasks, it is not easy to uproot somebody to immediately interface with the WIPO processes. Another was the WTO engagement. Since the WTO does not have any direct agreement related to indigenous peoples, although most of the agreements have direct impacts on indigenous peoples, it is not easy to mobilize indigenous peoples to have a direct engagement with this body.

♦ Tendency to set high targets.

Because of the desire of Tebtebba to ensure that indigenous perspectives are considered in various global processes, there is a slight tendency to set targets way beyond our capacities. The point raised earlier relates to this.

In terms of lessons learned, these can be summarized in the following points:

♦ The need to be more realistic in setting programme targets.

There is a need to match the staff capacity, the resources available and the

targets set. So far, we have managed well. But the demands from many of our partners in terms of training activities for capacity building has been increasing significantly. Sometimes, it is not so easy to turn down the requests especially because there is a lot of enthusiasm from the side of the partners. Some changes have to be done in terms of beefing up the capacities of Tebtebba to respond to these.

♦ Building the capacities of indigenous peoples to do research and documentation work is a tedious and painstaking process.

It is not easy to develop capacities for research and documentation within indigenous peoples' organizations. Our experience in seeking potential researchers has shown us this reality. There is a need to do a more systematic training for potential indigenous researchers and documentors. Many indigenous activists still have not made research as a priority in their work. The few indigenous persons in the academe, on the other hand, are saddled with other tasks so it is not easy to engage them in research activities. While the IPGREN members are increasing, their capacities have to be beefed up significantly.

Given these challenges, by 2006, Tebtebba shall undertake concrete steps toward the establishment of a training institute. This will allow for organized and systematic training activities which will be different from how these have been undertaken in the past. This will support Tebtebba's key priorities that include: lobbying for the passage of the UN Draft Declaration on the Rights of Indigenous Peoples; implementation of the 2nd Decade of the World's Indigenous People; continuing education on indigenous peoples' and indigenous women's rights; meaningful and effective participation and lobbywork in key national, regional and global processes; research on key indigenous issues; and strengthening of indigenous organizations and formations. ☺

FEATURES



Expanding Horizons: Exploring International Options for Indigenous Peoples' Rights

By Jennifer T. Corpuz
Legal Desk Coordinator

For seven days in June 2005 within the ancestral domain of the Ibaloi tribe in Baguio City, Philippines, 60 participants at Tebtebba's second installment of the "Training on Indigenous Peoples' Rights and International Human Rights Law (IPR-IHL)" learned about various ways to use the international system to advance indigenous rights.

The training was a good mix of old and young, indigenous and non-indigenous, lawyer and non-lawyer. Of a total of 60 people in the training, 52 were participants, four were resource persons, and four were from the secretariat. Among the 52 participants, 29 were from various indigenous groups, 16 were lawyers, 14 were law students/para-legals. Among the 30 lawyers/para-legals, 17 were indigenous.

The partnership with the Legal Rights and Natural Resources Center (LRC) proved very effective as the LRC lawyers, Atty. Ingrid Gorre and Atty. Francis Ballesteros, provided a good overview of the current state of Philippine law on indigenous peoples. The international component was ably handled by Fergus MacKay of the Forest Peoples Programme and Victoria Tauli-Corpuz of

the United Nations Permanent Forum on Indigenous Issues and Tebtebba.

Ms. Tauli-Corpuz welcomed the participants and provided a brief orientation on the background, rationale and expected outcomes of the training. Mr. MacKay added his opening remarks, observing that although on paper the Philippines has better laws protecting indigenous peoples than most countries, poor implementation has meant that the situation of Philippine indigenous peoples is not necessarily better. Furthermore, Mr. MacKay expressed surprise at how little attention Philippine legal practitioners pay to international law and human rights law.

A World-Class Training Team

The Training Coordinator was Ms. Victoria Tauli-Corpuz, the Executive Director of Tebtebba Foundation and the current Chair of the UN Permanent Forum on Indigenous Issues (UNPFII). A Kankana-ey Igorot from Besao, Mountain Province, she has almost 30 years of experience in development work among indigenous peoples. She founded several NGOs, first on health issues, then later on indigenous women, before founding Tebtebba in 1996, an indigenous peoples' international centre for policy

research and education. She holds several consultancies and advisory council / board positions in agencies within and outside the UN System. She is presently the vice-president of the International Training Center of Indigenous Peoples (ITCIP), based in Nuuk, Greenland. She was trainor of the first batch of ITCIP trainees in June 2000 and training coordinator in 2005.

The Main Lecturer was Mr. Fergus MacKay, B.A., J.D., a human rights lawyer primarily focusing on the rights of indigenous peoples. He has worked as an attorney for indigenous peoples in Alaska and was legal advisor to the World Council of Indigenous Peoples for five years. He is presently Coordinator of the Three Guyanas Programme, working with indigenous and tribal peoples in Guyana, Suriname and French Guiana, and Coordinator of the Human Rights and Legal Programme of UK-based NGO, the Forest Peoples Programme.

He has litigated a number of cases before the US 9th Circuit Court of Appeals, the Inter-American Court of Human Rights and the Inter-American Commission on Human Rights. He has also worked on cases before the UN



Human Rights Committee and the Committee on the Elimination of Racial Discrimination. In 2000, he served as an expert advisor to the Organization of American States concerning its proposed American Declaration on the Rights of Indigenous Peoples; and in 2003, as a member of the advisory panel of the Eminent Person conducting the World Bank's Extractive Industries Review. In 2002 and 2003, he was the lead instructor at ITCIP in Nuuk, Greenland.

Other Lecturers were Atty. Ingrid Rosalie L. Gorre and Atty. Francis Joseph G. Ballesteros, both from the Legal Rights and Natural Resources Center – *Kasama sa Kalikasan* (LRC-KsK/Friends of the Earth-Philippines). Atty. Gorre is a staff lawyer on the Policy Advocacy Team of LRC, while Atty. Ballesteros is the Team Leader of the Direct Legal Services Team. Both have extensive experience litigating cases in behalf of indigenous peoples in the Philippines.

Grappling With New Concepts

The basic concepts of international law are not easy to grasp, even for a law student doing a semester's worth of study. Thus, the seven days allotted for the training team to explain not only international law but also how indigenous

issues are addressed and how to use the system to protect and promote indigenous rights was a complicated task. Luckily, the trainers were up to the task, armed with abundant theoretical knowledge and practical experience training and working with indigenous peoples.

In order to ground the discussions, a careful explanation was given on what the international system, specifically the UN, can and cannot do. This was necessary because most people either have an exaggerated notion of what the UN system can do for them or a very low opinion of what can be achieved by using the UN system.

The questions of what international law is, its sources, subjects and objects is always a good starting point for courses on international law. This raised the issue of whether indigenous peoples or nations can be considered sovereign states, and therefore subjects of international law. It was explained that, although indigenous peoples fulfill the criteria of population, territory and government, their capacity to enter into international relations remains controversial.

The participants were urged to take a closer look at the UN Treaty ratification by the Philippines, revealing that six

treaties have been ratified, three of which allow indigenous peoples to file complaints. The question of how international law is integrated into Philippine law was also investigated, revealing that the incorporation clause, Article II Section 2 of the 1987 Philippine Constitution, "adopts the generally accepted principles of international law as part of the law of the land." Further, there are various pieces of enabling legislation enacted pursuant to the obligations of the

Philippines under the treaties it has ratified.

The doctrine of exhaustion of domestic remedies was introduced, whereby an individual or group is not allowed to file a complaint with the UN treaty bodies unless they have done everything to resolve a case at the country level, usually by pursuing the case all the way to the Supreme Court, until there is no other remedy available.

Participants identified the primary challenge for indigenous rights advocates in the Philippines: to go beyond the IPRA and to make use of International Human Rights Law and the International Human Rights Protection System for the recognition, respect, protection and promotion of indigenous peoples' rights.

The meat of the training consisted of an in-depth examination of the human rights treaty bodies and their functions, focusing on their respective reporting procedures, general comments/recommendations on indigenous peoples, as well as complaints/urgent action mechanisms. The steps in the reporting procedure were outlined, with special emphasis on the filing of parallel or shadow reports, and the usefulness of the resulting concluding observations as

campaign and advocacy tools. Options for action under the Convention on the Rights of the Child (CRC) and the International Convention on the Elimination of all Forms of Racial Discrimination (ICERD) were explored, since the Philippines is up for review under the respective treaty bodies very soon.

The doctrine of native title was also studied, perusing international case law on the matter. Further, means of proving native title were discussed, namely proof of traditional ownership and use that is temporal and in accord with customary law. It was pointed out that ratification of International Labor Organization Convention on Indigenous and Tribal Peoples, 1989, No. 169 (ILO 169) means a country incorporates the concept of native title into its laws, because it talks of traditional ownership and use. Thus, one strategy for weakening the Regalian Doctrine in the Philippines is to ratify ILO 169.

An afternoon session was devoted to study of the ICERD, focusing on the definition of racial discrimination, the concept of special measures and differential treatment, group rights, implementation, and the rights protected by the ICERD. Both the reporting system and early warning or emergency procedure were reviewed. It was noted that the Philippines is more than five years late with its report. As a result of this discussion, a group of young lawyers expressed interest in filing an alternative report with the CERD.

An entire day was devoted to the Human Rights Committee (HRC), the treaty body that oversees the implementation of the International Convention on Civil and Political Rights (ICCPR). Since the ICCPR is a treaty that the Philippines has ratified and whose complaints mechanism it has accepted, everyone agreed that the HRC procedures should be examined closely. Several cases decided by the HRC, pertinent to indigenous peoples, were analyzed. It was noted filing a case with the HRC is relatively easy and that the

most difficult step is making sure that local remedies have been exhausted.

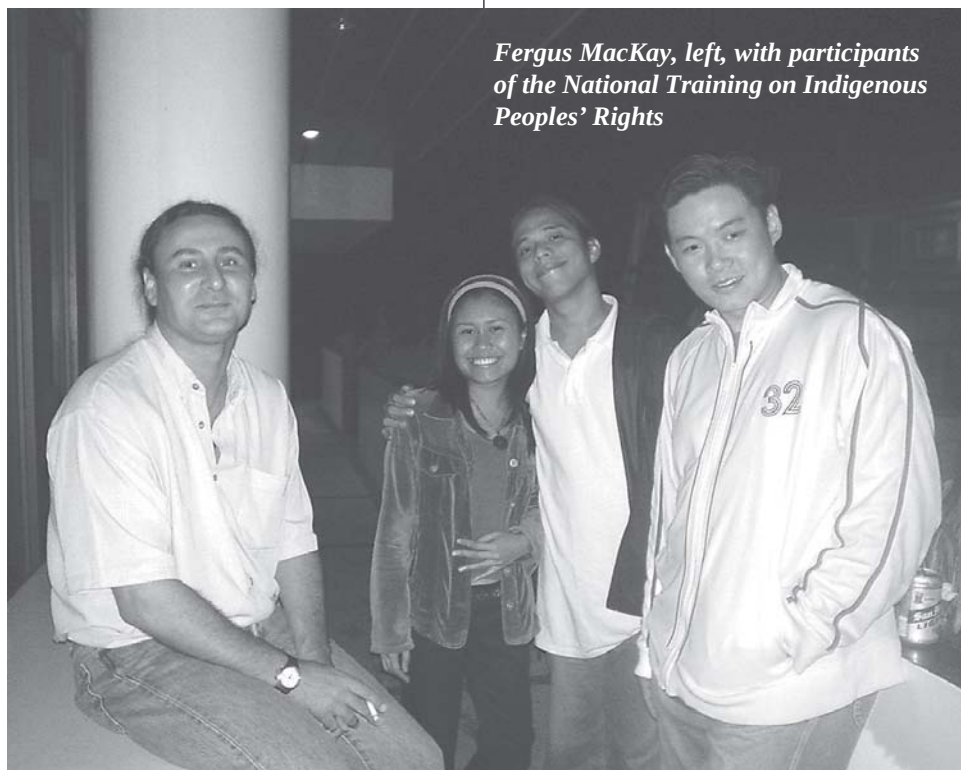
In order to encourage organizations working on IP rights to make more extensive use of international human rights mechanisms in their advocacy, a suggestion was put forth to produce a "legal options pamphlet" containing sort of a legal menu of domestic remedies that need to be exhausted, with a view of eventually filing an international case.

A half-day's discussion focused on the International Labor Organization (ILO), the only binding international instrument dealing specifically with indigenous peoples. This discussion was deemed important as there is an ongoing campaign to get the Philippine Senate to ratify ILO 169.

Atty. Ingrid Rosalie L. Gorre did a presentation on Bilateral Investment Treaties (BITs) and its impact on indigenous peoples. At the outset, reasons why BITs pose a threat to indigenous communities were stated: BITs encourage entry of more investments, especially in extractive industries, all the while discouraging regulation of these investments.

A whole day was devoted to a discussion of International Financial Institutions (IFIs) and Multilateral Trade and Investment Agreements (MTAs/MIAs), focusing on how they affect indigenous peoples' rights. Several tensions between MTAs, mainly the World Trade Organization (WTO), and indigenous rights were pointed out, such as labor standards, sanitary and phytosanitary standards (SPS), environmental standards, the right to health, intellectual property rights and the patenting of life, food sovereignty, and the regulation of financial services. The main problem was identified, which is the extremely strong enforcement mechanism of the WTO, as opposed to the relatively weak enforcement mechanisms of the human rights treaty bodies, deemed to be the most friendly to indigenous peoples, and the multilateral environmental agreements (MEAs).

It is important to study how IFIs, such as the International Monetary Fund (IMF) and the World Bank Group (WBG), work because they have a hand in shaping law and policy in our countries. In the last 10 years, the IFIs succeeded in changing 100 mining, forestry, environment, even civil service laws. It



Fergus MacKay, left, with participants of the National Training on Indigenous Peoples' Rights

was emphasized that the bottom line is that IFIs are banks whose guiding principle is to maximize profits.

The International Bank for Rural Development (IBRD) system was explained and practical pointers were given on which point in the project process can indigenous peoples intervene most effectively. The concept of free, prior informed consultation (FPICon) resulting in broad community support, embodied in the new World Bank Operational Policy on Indigenous Peoples, was discussed. Finally, the complaints procedure was explained, specifically the inspection panel system.

Ways Forward

There was a summing up and assessment session on the last day of the training. The participants, in general, expressed satisfaction at the handling and content of the training. They commended highly the effectiveness of the training team. Several participants expressed surprise at how under-utilized the international human rights system is in the area of indigenous peoples' rights advocacy, considering that making use of the system is not that difficult. Further, they expressed interest in making use of the system, first by forming a team to put together an alternative report to the CERD, and then by filing cases with the HRC.

The main reservation the participants had was the inadequate time allotted for the training. Many would have preferred to have the training extended to two weeks, with a free day in the middle and more time for group discussions, brainstorming and planning.

Recommendations for ways forward were to: conduct the training regularly and among various groups, formulate and publish a standardized education module for the course, look into making more extensive use of the international human rights system, and increase collaborative work among various groups working on indigenous peoples' rights. ☯

Fourth Session of the UN Permanent Forum on
Indigenous Issues
16-27 May 2005



Statement of the Chairperson of the Permanent Forum on Indigenous Issues

Fourth Session of the UN Permanent Forum on Indigenous Issues
16-27 May 2005

CHECK AGAINST DELIVERY

Statement of the Chairperson of the Permanent Forum on Indigenous Issues
Ms. Victoria Tauli-Corpus

Deputy Secretary General of the United Nations,
President of the General Assembly,
President of the Economic and Social Council,
Distinguished Members of the Permanent Forum on Indigenous Issues,
Distinguished Observers from Member States, Indigenous Organizations, the
Inter-Governmental system, non-governmental organizations, the academia,
and the media,

Sisters and brothers,

It gives me a great pleasure to address you today at this Fourth Session of the Permanent Forum which has devoted its special theme to the "Millennium Development Goals and Indigenous Peoples," especially the first two goals: Eradicate extreme poverty and hunger" and "Achieve universal primary education." Before anything else, let me pay my respects to the Onondaga nation who are the original inhabitants of this land.

I would like to thank, most warmly, my colleagues of the Permanent Forum for placing their trust in me to chair this session. I thank you on my behalf and my people, the Kankana-ey Igorot of the Philippines, on behalf of my organizations, Tebtebba and the Asian Indigenous Women's Network, as well as the indigenous representatives from Asia who chose me to be a member of the Forum. I commit to

do my best to carry out my duties, with your valuable help, so that the Forum can contribute in improving indigenous peoples' lives around the world.

The Permanent Forum has a daunting task because of the high expectations created during in the past three years. Undoubtedly, there have been many significant achievements within the Forum within its short existence. However, there is still a long way to go in developing effective and more coordinated responses to the tremendous problems and challenges faced by indigenous peoples, the world over. The Permanent Forum, alone, cannot do this. Neither can the governments do it alone nor can the indigenous peoples do it on their own.

This is the beauty of the Forum. It puts the various actors together in a space where they can talk with each other and produce concrete results in terms of promoting further indigenous rights and development. The increasing dynamic participation of indigenous peoples, member states and the UN and other intergovernmental bodies, as further evidenced by your presence today, is a source of strength and inspiration for us to take such challenges head on.

Worsening impoverishment, marginalization and gross violation of basic human rights, has been and still

remains the lot of many indigenous peoples, whether they are in the developed or developing world. This reality counters whatever is touted as benefits of globalization. What should be done to change this sad situation? How do we ensure that the MDGs will be achieved but not at our expense? These are just some of the issues we have to tackle in this session.

Within the past three years we have seen what the Forum can do, which no other body in the United Nations can. We also saw what it offered in terms of ideas and concrete actions. Let me mention a few of these initial achievements which is a legacy we should build upon.

The Forum has considerably increased the visibility and awareness of indigenous issues at the international level.

The presence of the UN Secretary General, the Deputy Secretary General, as well as the Presidents of the General Assembly and ECOSOC, and other high officials of the UN, at its sessions has significantly contributed to this. The Forum's Bureau was received in 2003 by the President of the Security Council. An average of 1,200 attend its annual sessions which include around 1,000 indigenous representatives, NGOs and academia, 70 member states and 35 inter-governmental organizations. Indigenous representatives who have attended, come from all of the four corners of the world and they bring with them the wisdom and knowledge they and their ancestors accumulated through centuries. The sophisticated quality of participation in terms of substance and innovative forms and ideas, has made the Forum one of the global events which should not

be missed.

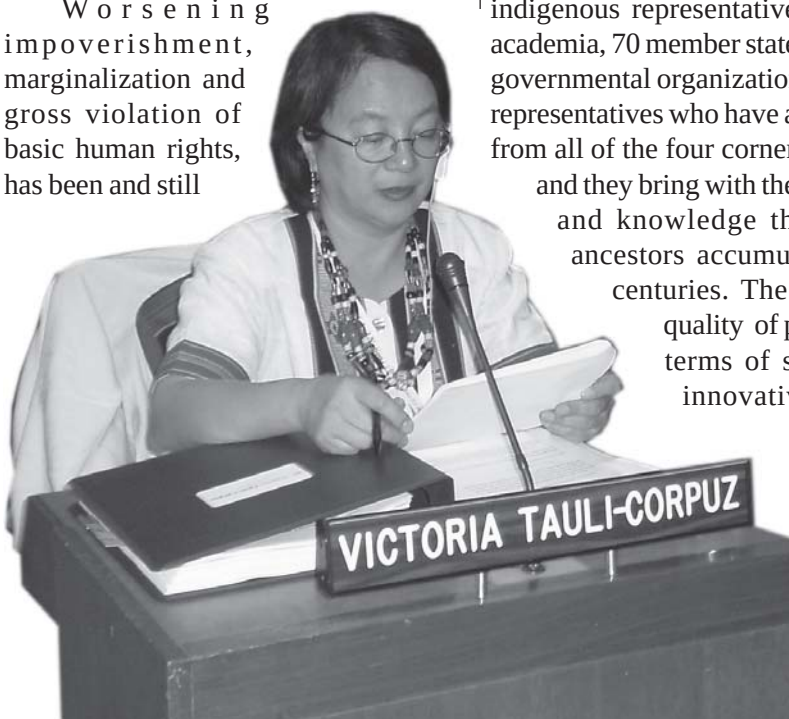
The Forum has established itself as a nodal point for catalytic action, coordination, and cross fertilization at the international, regional and national levels.

Its mandate to coordinate actions on indigenous issues is most crucial. The composition of the participants to the Forum and the many fresh ideas and recommendations which emerged from the past three sessions is a challenge in terms of how these can be translated into action, properly coordinated and monitored. The catalytic role of the Forum is exhibited in various ways. One of these is the increasing coordination and complementation between the members of the Inter Agency Support Group.

The number of inter-governmental bodies composing this group has increased to 20 and there are still others requesting to be brought in. Obviously, they see an added value in thinking and working together at various levels to be more effective in responding to indigenous issues. Cross-fertilization of ideas and experiences between indigenous peoples, governments, inter-governmental bodies, non-government organizations and the academia has enriched policy debates and action programs. The official visits of the Permanent Forum members to agencies (FAO, IFAD, ILO and WIPO) has resulted into joint projects such as the formulation of frameworks, policies and strategies on development and indigenous peoples.

The Forum is a platform and catalyst for challenging and emerging issues and innovative methods of work.

Issues such as data collection and disaggregation based on ethnicity; free, prior and informed consent; shaping the Millenium Development Goals to be indigenous-peoples' sensitive are some of the emerging and challenging issues. The numerous side-events held are where new ideas are shared and tested, good



practices are shared and new forms of engagement with governments, and UN bodies are imagined and worked out. Innovative methods of work like the portfolio system for the Forum members has allowed their more in-depth involvement in the various mandated areas of the Forum and sectoral areas.

The 10-year review of the Beijing Declaration and Platform for Action, the World Summit on Information Society, and the MDG processes were opportunities for the Forum to promote integration of indigenous issues into their agendas. The adoption of multi-year programmes of work within the UN system has influenced the way the Forum is handling its mandates and tasks.

The Forum is a space for promoting solidarity, connectivity and networking.

The presence of key leaders of major indigenous organizations and movements at the Forum's session allows for further discussion, networking and joint planning on common activities between them. It is a space which indigenous peoples use very wisely to understand better each others situations, strengthen solidarity links and plan and undertake common actions.

I welcome the continuing work on the two major methodological issues identified by the Permanent Forum, namely data collection and disaggregation and free, prior and informed consent. I welcome in particular the results of the International Expert Workshop on Methodologies Regarding Free Prior and Informed Consent and Indigenous Peoples that was held from 17 to 19 January 2005, following the Forum's recommendation and ECOSOC's approval. The conclusions and recommendations identify elements of a common understanding of free, prior and informed consent, as well as a number of recommendations of a general nature, and specific recommendations addressing participation, capacity building and good practices. The idea of coming up with a

guidebook on free, prior and informed consent is very much welcomed by indigenous peoples.

Last year, the Forum wisely stressed the importance of focusing on regional issues and of approaching the mobilization of solutions at that level, in order to increasingly bring solutions to indigenous communities. We are pleased that this year the SPFII in cooperation with the Inter-Agency Support Group will facilitate three specific-regional side events focusing on Africa, Asia and Latin America, where the Forum will promote a dialogue among UN-system and other inter-governmental and indigenous peoples organizations. We look forward to the participation of governments within the regions and the regional bureaus or divisions of the UN bodies, agencies and funds.

Since the Forum came into being, we already have accumulated numerous recommendations addressed to the UN bodies and agencies, governments and indigenous peoples. For this session, therefore, we have to make recommendations sparingly. It is very tempting to add more recommendations but what is needed at this point are realistic implementation proposals and clear commitments from governments, UN agencies and also from indigenous peoples in terms of what they can do.

It is important that this Fourth Session puts more focus on gathering ideas for concrete actions and commitments. This session should also be used to identify what are the constraints and obstacles in implementing the recommendations and carefully crafting steps that need to be taken to overcome these.

Sisters and brothers, we have come a long way since the idea of a Permanent Forum was elaborated on more than 10 years ago. I still remember the meeting held in Chimaltenango, Guatemala in 1993, which was organized by our sister Rigoberta Menchu Tum. We evaluated the International Year of the World's

Indigenous People and formulated objectives and goals for the Decade. This included our vision of seeing a Permanent Forum on Indigenous Peoples at the UN. We also strategized on how to lobby so that the Permanent Forum becomes an objective of the Decade. This is what we need to do again in this session. Create a vision of where we would like to be ten years from now and identify steps on how to reach that vision.

The foundation for building constructive dialogues between indigenous peoples, governments and inter-governmental bodies has been set within the Permanent Forum. What is needed at this point is to ensure that the gains achieved in this Forum is felt by the indigenous peoples in their communities. The ultimate measure of our success as a body, is when we see positive changes brought into the lives of indigenous peoples in terms of their rights being respected and in terms of the realization of self-determined development by them and for them.

Before I end, I would like to pay tribute to Ole Henrik Magga, the first Chairperson, and all the other former members of the Forum who have contributed in shaping the Forum to what it is now. I also pay tribute to Njuma Ekandanayo who passed away while serving her term as a member of the Forum.

Finally, let me thank the Secretariat of the Permanent Forum for their efficient work in preparing this session and their relentless efforts to ensure that indigenous issues becomes a concern of the various UN bodies here in New York and elsewhere.

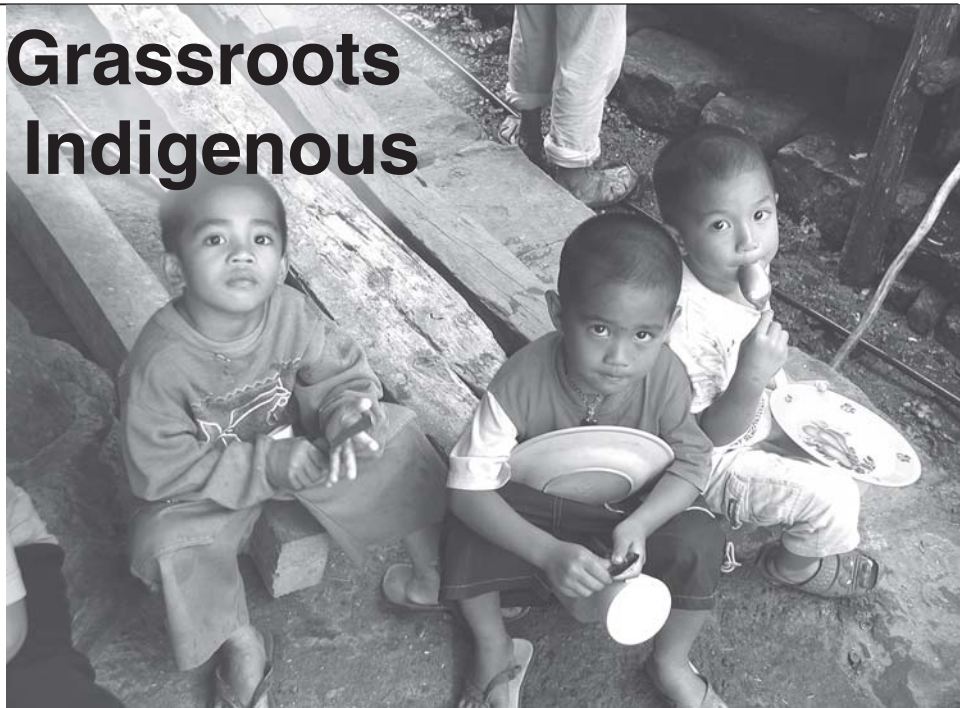
We certainly have a lot of work to do in these two weeks but with your active support and participation we can do all these. Let us nurture it further to become a home for indigenous peoples in the international community. Let us continue to forge and shape the Permanent Forum as a symbol of hope for indigenous peoples.✚

IPGREN¹ and Grassroots Education for Indigenous Peoples

By Leah Enkiwe-Abayao,
Research Coordinator

Indigenous peoples do not come to you with problems for you to solve - we come to you with our own answers and we ask your assistance in ensuring these solutions are systematically and fully implemented.

Mr. Ole-Henrik Magga
Former Chairperson of the
United Nations
Permanent Forum on
Indigenous Issues



While many problems confront indigenous peoples in different parts of the world, it is worth noting that indigenous peoples have continued to work in various ways in order to address the problems and issues they face. Indigenous peoples speak of harnessing traditional heritage for grassroots education in communities, pursue local strategies towards restoring capacity, building on potentially sound indigenous structures with a vision towards transformative indigenous education and learning systems. IPGREN (Indigenous Peoples' Global Research and Education Network) - Philippines' continuing work on indigenous peoples' education moved from small group, focused workshops to a successful multisectoral forum in 2005.

Organized and conceptualized by Tebtebba and SILDAP,² a "Mindanao Forum on Indigenous Peoples' Education and Learning systems" was held on August 15-17, 2005 at Tagum, Davao City. Creative activities, approaches and processes made the forum very enriching,

informative and interactive as well. Bisaya, a local language predominantly used in southern Philippines was used during the forum. The forum kicked off with a drawing contest among elementary pupils who are indigenous in Tagum City. The forum used not only paper presentations or inputs but also group workshops with presentations, informal discussions during breaks and open forum after 2-3 inputs made. A cultural presentation sponsored by SILDAP was also very culturally inspiring especially for participants whose work focused on cultural revitalization.

Indeed, the forum achieved its goal to provide a venue for updates and deepened discussions, directed planning, partnership and linkages among indigenous organizations, NGO's, academic institutions, Church organizations, and government agencies such as the National Commission on Indigenous Peoples (NCIP) and the Department of Education (DepEd). The forum sought meaningful forms of concerted and coordinated work with

conscious efforts to build on individual and institutional undertakings, and with a long term goal towards a complementation of work on indigenous peoples' education and learning systems. Among others, the forum produced a Declaration signed by 70 participants representing various organizations and institution and has put forward important recommendations to the Philippine Department of Education and to the NCIP.³

State of IP Education in Mindanao

Various issues and concerns emerged during the forum on the state of indigenous education and learning systems in Mindanao. The forum was timely as there were already ongoing and emerging programs and activities for indigenous peoples in Mindanao being implemented by various stakeholders: the church, church-based organizations and NGO's, the government and the local organizations. Among those who have presented their work during the forum were: Alliance in Implementing Lumad Education in Mindanao (AILEM), Tribal Ecological and Education Services (TREES), Institute for Indigenous Peoples Education - Basic Educational Access Program for Mindanao (IPE-BEAM) and Sildap-Southeastern Mindanao.



The Executive Director of Institute for Indigenous Peoples Education - Basic Educational Access Program for Mindanao (IPE-BEAM),⁴ Norma Mapansa-Gunos presented the “BEAM-Access Program and IP Curriculum Development and Implementation.” IPE intends to provide a centralized house for researches and initiatives that would enhance participation of different schools in promoting a culturally-sensitive environment for indigenous people in Mindanao. A structure was erected to house the Institute for Indigenous Peoples Education (IPE) to facilitate its goal to address indigenous people’s need for a culture-sensitive, appropriate, and holistic education. Established on July 30, 2004, IPE undertakes research on indigenous knowledge and documents community-based pedagogy to enrich the indigenous education curriculum.

It aims to develop a curriculum that showcases indigenous education in public and private schools. The institute is managed by a consortium led by the DepEd, with funding assistance from BEAM, in partnership with several agencies and organizations such as the Mindanao Economic Development Council, Mindanao Won Intercultural Dialogue, Mindanao Coalition of Development NGOs (MinCODE), Assisi Development Foundation, National

Commission on Indigenous Peoples (NCIP) and Lumads Development Inc.

As an institution, it hopes so serve as repository of information, artifacts, and instruction materials as well as a center for researchers, development practitioners, media, different indigenous groups and the general public to share and collect information on the indigenous peoples of Mindanao. It’s current curriculum has been piloted in 20 indigenous pilot schools in Southern Mindanao region. These schools involved had an indigenous learning center that showcases information about prominent indigenous groups such as Mandaya, Atamanobo, Matigsalog, Tagakaolo, Manguangan, Bagobo, Mansaka, Isama and B’laan. Accordingly, elders, community and pilot school teachers were

involved in the development of the indigenous peoples’ curriculum.

Its framework was based on the results of the workshop with elders, and articulated in the actual identification of curriculum content. After having completed the process and before it was presented to DepEd, the curriculum was presented to the indigenous communities where the pilot schools are located. Elders in the community endorsed it.

Ms. Mapansa-Gunos noted that the IPE “IP curriculum” is neither a stand-alone nor an add-on curriculum since topics are developed alongside the



learning competencies of the Basic Education Curriculum of the DepEd. The teacher from a specific pilot school can adapt the activities and infuse them into the regular classroom learning during normal subject teaching. It involves cooperation of the elders/leaders and culture practitioners as resource persons of the concerned indigenous peoples' IKSPs (Indigenous Knowledge Systems and Practices). It is intended to make indigenous curriculum available to schools and all teachers and to provide some training to teachers in schools. The curriculum content for all year levels are already developed, though are still ongoing pilot applications.

A local initiative on Indigenous Peoples' Education in North-Central Mindanao was presented by Ms. Nila Plazos, chair of the Alliance in Implementing Lumad Education in Mindanao (AILEM), of the Bukidnon Tribal Filipinos Foundation based in Bukidnon, Mindanao. Ms. Plazos' first presented a background on the situation of indigenous children. She noted that a high percentage of illiteracy among indigenous children is due to poverty. She mentioned for instance that many children take on that the hazards of walking 5 - 10 kilometers away just to go to school and that high drop out rates still exist in many schools.

Ms. Plazos also commented that there is today a growing recognition of indigenous culture to build educational structures. She cites specific examples that local teachers now are innovative; they ask children to count objects found in their own environment (rather than counting pictures of apples). Noting from experience, she observes that in Mindanao, there is a move to introducing *lumad* (common term for indigenous peoples in Southern Philippines) not just as subjects in education but in a more complex way such as integrating *lumad* vision of life with *lumad* local language as the medium of instruction. Thus the educational process itself became the subject for investigation, research and

What AILEM Has Now

1. A curriculum that is integrated, easy to understand and use, culture specific, appropriate and which promote re-appreciation, re-strengthening and re-affirmation of Lumad culture, traditions and beliefs;
2. Teaching strategies that are learning centered and participatory, and which use the local dialect and language to increase motivation to learn;
3. Teaching skills which are more creative, flexible, enthusiastic;
4. A learning environment with improved facilities, promotes exposure to tribal lifestyles; opens to every possibility of changing classroom set up to motivate children; more informed discussions among adult learners, and a more relaxed atmosphere;
5. Education materials which include arts and crafts patterned to what is indigenous, promotion of indigenous and traditional custom and practices.

learning.

Lumad education is also envisioned to be linked to history, life, and rooted in experience; engages individual memory and collective knowledge leading to reflection and wisdom, further translated into action. This way, it is important to note that the concept is highly motivational and that learners and teachers/ facilitators share equally, reciprocate, are flexible and creative. Culture is constantly seen as the matrix of lumad education. Education for indigenous peoples is thus empowering - it is not just having, but being; it spells out character building. Ms. Plazos notes with pride that AILEM has the following (See Text Box above).

Angelina B. Ortiz, Program Coordinator for Indigenous Education - SILDAP Community Learning Center shared SILDAP's approach to indigenous education focused on "IP Curriculum at the Elementary Level: SILDAP's Holistic Approach to Indigenous Education Program."

Ms. Ortiz opened her discussion by saying that the principle of indigenous education ensures that learning in school is responsive to indigenous peoples' aspirations. Such aspirations are inclusive of the following: defending the ancestral domain; promoting and revitalizing

indigenous vanishing culture and traditions; nurturing indigenous lifestyles and ways; enhancing social awareness; integrating indigenous knowledge systems (IKS) towards indigenous peoples' rights and self-determination.

SILDAP operates on a framework that education should be "culture sensitive" yet lives up to the basic learning standards of the national education system. SILDAP has used the following in its more than 20 years of engagement and practice of education for indigenous peoples: 1) Using the indigenous local language inside the classroom which encourages them to communicate; 2) adoption of a flexible time and unstructured venue for learning; encouraging children's involvement in community (rituals and gatherings); implementing an alternative system of motivational awards. (Sildap learning schools are no longer given ribbons, trophies as forms of recognition. Instead, indigenous children are given papers, pencils, school supplies, and other things they can use in class).

Overall, SILDAP operates on a view that indigenous education integrates the entire way of life of the indigenous peoples - it covers learning about the environment, planting, indigenous

literature and communications, customary laws, indigenous peoples' rights, culture and society, history and struggle. Its holistic strategy develops the whole aspect of the child - physical, social, academic potentials. Learning contents are based on concrete situations and actual experiences with consciousness to incorporate economic, political and cultural contexts; with the strategic involvement of skilled parents or elders as trainers to transfer indigenous knowledge system. Teachers as facilitators should also have enough community immersion.

Maria Josephine Lintapan, founding secretary general of the Tribal Education on Ecological System Inc. (TREES) shared the their education work, a newly developed program in response to the absence of school centers especially at the pre-school level. TREES functions with the objective to facilitate, establish and develop culturally-centered, community-based pre-school learning centers for indigenous children. It's overall objective is to assist and facilitate support structure for the education of indigenous children at early childhood. TREES' specific objectives are tri-focal:

1. to develop para-teachers who are indigenous peoples and have skills to make them capable of handling and managing classroom teaching instruction;
2. organize core of parents who are knowledgeable to assist teachers in various cultural practicum; and
3. to ensure the development of children's learning knowledge and skills towards first grade level of formal education with strong a grounding to their own local culture, traditions and practices. Ms. Lintapan notes that "the education of lumads anchors on the knowledge and wisdom of the ancestors" and that lumads have the right to a culture-based education.

National and International processes and actions on Indigenous Education

Dr. Carlos Buasen Jr., head of the Office on Education, Culture and Health

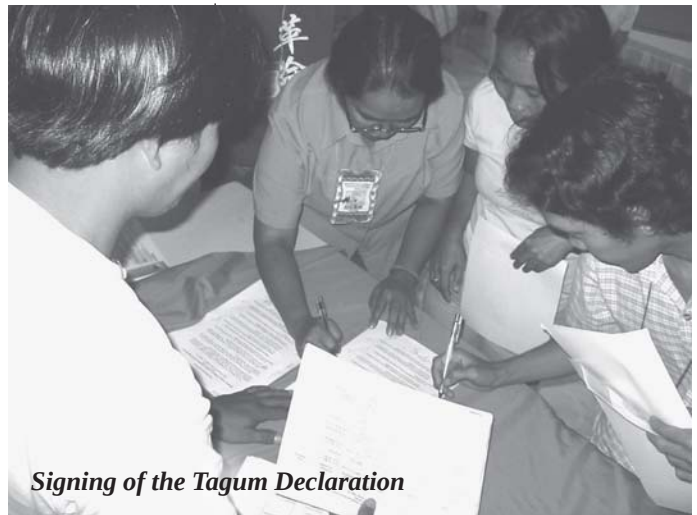
of the National Commission on Indigenous Peoples (NCIP), gave his insights on the work of NCIP and DepEd with regards to education for indigenous peoples. He pointed out that as a result of the increasing pressures from among indigenous peoples, the Department of Education is coming

up with a new program with an indigenous curriculum under its Alternative Learning Systems (ALS). "DepEd is opening its eyes towards 'going out of the classroom' as learning strategies," he noted.

NCIP is working with DepEd in the implementation of the ALS curriculum, which at present, still needs an overhaul to finally fit into the needs and orientation of the indigenous peoples. While NCIP is acting as a consultant of DepEd on this respect, he noted that the DepEd position remains - that is, whether indigenous or not, the set of competencies students have to master are the same. The difference lies in content of the curriculum and the agenda on indigenization. The indigenous peoples' struggle to assert their rights is getting stronger. Agencies are now being careful in talking with indigenous peoples, which means, that they are getting more assertive.

NCIP is involved in the drafting of the ALS strategy. The action agenda revolves around the following:

1. Primary aim for indigenous education is to build, increase the capacity of each indigenous child for national and global understanding and participation while preserving and taking pride in his/her own cultural roots and identity;
2. Allow indigenous groups to take active role in designing indigenous school curriculum;



Signing of the Tagum Declaration

3. Tapping tribal leaders as living libraries;
4. Use local language in teaching;
5. Indigenized curriculum guides and instructional materials for teachers;
6. Continuing research and documentation as well as establish and maintain database on IKSPs;
7. Adopt flexible schedules for subjects to directly address indigenous content;
8. Call for a separate budget for indigenization of curriculum to ensure sustainability.

Ibon Foundation's Program coordinator, Maria Theresa Lauron, commented on the implementation of Church and school-based education initiatives for the indigenous peoples. She mentioned in particular that the Catholic Education Association of the Philippines (CEAP) carries out a thrust of "education for social transformation" among indigenous communities that covers gender sensitivity, justice and peace education without indigenous peoples framework. Indigenous peoples' programs by CEAP are limited only to relief, livelihood, research, social services, mostly done during the occasional celebrations of Indigenous Peoples week in October, to show the social orientation of Catholic schools and facilitate their accreditation. Thus, these are rarely programmed and sustained, or raised to

Tagum Declaration

Mindanao Forum on Indigenous Peoples' Education and Learning Systems
PCU Convention Center, Magdum, Tagum City, Davao del Norte, Philippines
August 15 – 17, 2005

We, the delegates to the Mindanao Forum on Indigenous Peoples' Education and Learning Systems, coming from the different Indigenous Peoples Organizations, Institutions, Government and Non-Government Organizations, Academe and Advocates, collectively affirm and uphold that education is a basic human right.

Since time immemorial, the life of the "Lumad" has been inextricably linked to land and its resources. They have developed the needed capacity to nurture, defend and sustainably use their ancestral domain.

Following this, the right of indigenous peoples to education should support their struggle to self-identity and self-determination as defined in the indigenous peoples rights act as well as in international instruments and standards.

We believe that the culture-sensitive education is the concrete manifestation of this right since it promotes the following principle of education:

1. Indigenous education supports the right of IPs to their ancestral domain;
2. Indigenous education recognizes indigenous knowledge systems and practices as a critical element of education for IPs;
3. Indigenous education enhances critical awareness among IPs on the issues and concerns they confront in their communities and empowers them to serve as instruments for their long-term resolution;
4. Indigenous education builds sustainable Indigenous Cultural Communities (ICCs) within the principle of self-determination.

It is therefore, our collective interest to suggest the following strategies to respond to this challenge:

1. Uphold peace and harmony among peoples and denounce militarization and any form of injustice and oppression as primary basis for a just education system for Lumads in Mindanao
2. Support the empowerment of IPs toward self-determination while considering their significant link with non-IPs in an evolving world
3. Encourage and enhance the capacity of IPs to define for themselves the objective of education in the context of the ancestral domain sustainable and protection plan, record and transmit their Indigenous knowledge systems and practices (IKSPs) and sustain education as a collective community action and struggle for their rights
4. Advocate effort as different levels (international, regional, national and local) with different Institutions toward promoting quality and culture-sensitive education at all levels in all circumstances as interlinked with other concerns of Lumads primarily the protection and development of ancestral domain as material basis of their education system.
 - ◇ Ratify ILO 169 as a critical law promoting education and land rights;
 - ◇ Recognize and accredit Lumad education program on IKSPs;
 - ◇ Promote education assistance program based on the situation of IPs founded on the principles of merit and fitness not patronage;
 - ◇ Encourage IP participation in curriculum development;
 - ◇ Raise Government commitment to Indigenous education;
 - ◇ Resolve conflicting provisions of law and issuances for clarity of implementation at the local level;
 - ◇ Re-orient manpower working for ICCs/IPs at the national and local levels;
 - ◇ Train school administrators, teachers and para-teachers from among the IP group;
 - ◇ Set up networks of schools, national agencies, NGOs and other groups to facilitate education programs (provincial level);
 - ◇ Build linkages and networks;
 - ◇ Promote viable income generating projects and enterprises that will redound to effective protection of natural resources within AD research support initiatives and monitor changes.
5. Advocate the creation of an office directly responsible for indigenous education within DepEd at different levels.

Done this 17th Day of August, 2005.

higher level, particularly on the rights of indigenous peoples to ancestral domain.

The chairperson of the UN Permanent Forum on Indigenous Issues, Victoria Tauli-Corpuz' discussion focused on "Realizing Indigenous Peoples Right to Education in International and National Laws." Ms. Tauli-Corpuz opened her presentation with a reflection of what is happening in the country. She pointed out that indigenous peoples continue to be discriminated in schools and problems on discrimination are further aggravated by poverty. Indigenous peoples have to contend with the daily expenses in going to school and the things they learn may not have any relevance to their day to day lives and cultural and education policies have not accommodated the diversity of indigenous peoples' cultures. ("We were called *katutubo* or indigenous, because we were not effectively colonized but instead of appreciating this fact, we were thought of as backward, as un-modern, while we only wanted to be recognized for our own culture").

She added that there is inadequate or non-implementation of international and national laws respecting the rights of indigenous peoples to education. Citing the Philippine Indigenous Peoples Rights Act (IPRA) and various international instruments for example, she said that "although IPRA may not be the answer to all our problems, we have to push for their implementation because laws like these were the outcome of the long struggle of indigenous peoples." She noted that "We cannot just discard them or brush them aside, despite its imperfections, the IPRA law recognizes the basic rights of indigenous peoples, which happens for the first time in this country. Hence, it is one of the best laws."

Ms. Tauli-Corpuz' also pointed out that self-determination in indigenous education can be manifested in the following:

- ◆ Control and govern indigenous education systems;

- ◆ Establish schools and other learning facilities that recognize, respect, promote indigenous values and worldviews;

- ◆ Develop and implement culturally sensitive and inclusive curricula;

- ◆ Establish criterion for educational evaluation and assessment;

- ◆ Promote bilingual and intercultural education;

- ◆ Establish parameters and ethics within which indigenous education research should be conducted;

- ◆ Design and deliver culturally sensitive education curricula.

Ms. Tauli-Corpuz asserts a human rights framework in the education of indigenous peoples. "We need to know that an indigenous education is a right, not a privilege," she noted. In calling for action, she took a firm stand on the development of technical and social confidence among indigenous peoples as it is only the indigenous peoples themselves who can teach their knowledge system effectively. She added that there has to be cultural renewal even among indigenous peoples whose culture has been lost along the way. "It's a way of reclaiming our lost heritage," she pointed out.

In discussing international laws and education, she said that there are two basic principles of international law: non-discrimination and equality. She went on to cite international treaties and conventions that uphold the rights of indigenous peoples: the International Covenant on Economic, Social and Cultural Rights (ICESCR); the Convention on Elimination of Racial Discrimination (CERD) which has a very specific definition on what is discrimination that indigenous peoples can use to push for their rights; the International Labour Organization Convention 169 (ILO 169) on Indigenous and Tribal Peoples (1987). This has not yet been ratified by the country, hence, there is a need to campaign for its

ratification; the UN draft Declaration on the Rights of Indigenous Peoples.

Ms. Tauli-Corpuz finally posed a challenged to the participants:

On our own, we should be doing more of this kind of consultations. Gather the best minds of the country and even outside of the country to brainstorm and come up with solutions to problems confronting indigenous education. Put our heads together to come up with doable solutions to our problems. From here, let us think of a nationwide indigenous peoples' consultation.

Strong policies/weak programs

The Philippines is one of the few countries with legal national policies providing the framework for the provision of quality education for indigenous peoples. Article XIV of the 1987 Philippine Constitution provides basis for quality education in the Philippines. Section (17) provides specific reference affirming rights of indigenous peoples to indigenous learning systems:

The state shall recognize, respect, and protect the rights of indigenous cultural communities to preserve and develop their cultures, traditions, and institutions. It shall consider these rights in the formulation of national plans and policies.

This right is elaborated clearly in section 30, chapter VI of IPRA which provides that:

The state shall provide equal access to various cultural opportunities to the IPs through the educational system, public or private cultural entities, scholarship, grants and other incentives without prejudice to their right to establish and control their educational systems and institutions by providing education in their own language, in a manner

appropriate to their cultural methods of teaching and learning. Indigenous children youth shall have the right to all levels and forms of education of the State.

Nine years have passed, but a well-developed program of action on education for indigenous peoples in the Philippines has not yet been conceptualized and implemented. The country's National Commission on Indigenous Peoples (NCIP), who is the primary government agency that formulates and implements policies and programs for the recognition, promotion and protection of the rights and well-being of indigenous peoples has yet to move beyond their program of granting scholarships thru their Education Assistance Program.⁵ It is worth noting however that the NCIP has put forward a strong policy commitment work for indigenous peoples. The agency's mandate spells out "to protect and promote the interest and well being of indigenous peoples with due regard to their customs, traditions and beliefs."

The current move of the Department of Education's sector on Alternative Learning System (ALS) and the NCIP to develop an indigenous peoples' curriculum is a positive effort but this work should find creative ways to proactively involved indigenous peoples - leaders, educators and organizations - found in various parts of the country. Unfortunately, it has worked on tapping mainly consultants such as the academia.

While indigenous peoples celebrate the progress made so far, they call on other indigenous organizations and NGO's to continue to play an important role in establishing processes and procedures to advance the cause for indigenous peoples in contemporary times. Already, they are strengthening established working partnerships among peoples groups to achieve more equitable outcomes in indigenous education and to promote the inclusion

of indigenous perspectives across the mainstream curriculum.

Indigenous education in its transformative character is needed if indigenous peoples are to be successful. Indigenous communities are envisioned to operationalize the ends of education to able to make the significant decisions. Pedagogies and curriculum based on the indigenous world view and ways of knowing continue to be developed but these should be able to address efforts to increase the number of indigenous educators who have both the skills and empathy to implement the curriculum.

Indigenous peoples desire education, but the quality of education should be instrumental in upholding their cultural identity and should be able to respond to their immediate needs. Indigenous peoples have long called for action to ensure that their respective cultures, philosophies and ideologies remain strong and continue to grow.✦

Endnotes

¹ Indigenous Peoples Global Research and Education Network (IPGREN-Philippines) is a loosely organized network of indigenous educators and advocates aimed to facilitate the work on various areas in IP Education in the Philippines. Launched in 2004, the network meets on occasions where there are planned meetings or activities.

² Sildap-Southeastern is a local NGO based in Davao and is working with indigenous peoples in southern Philippines. They have established schools for indigenous children at the elementary level and have developed some curriculum they use for indigenous children.

³ Please refer to box on the Tagum Declaration, p. 28.

⁴ BEAM is an NGO working with the Department of Education (DepEd) and other institutions. Pushing to integrate indigenous curriculum within the DepEd system is one of its advocacy work.

⁵ See the National Commission on Indigenous Peoples' 12 Milestone Agenda (www.ncip.gov.ph).

Building Capacities, Making Impacts

**By Maurice B. Malanes,
CBD Capacity Building Project**

Lucy Mulenkei of the Indigenous Information Network (IIN) in Kenya has reasons to be happy about an East Africa Regional Capacity-Building workshop, which the IIN and Tebtebba organized together.

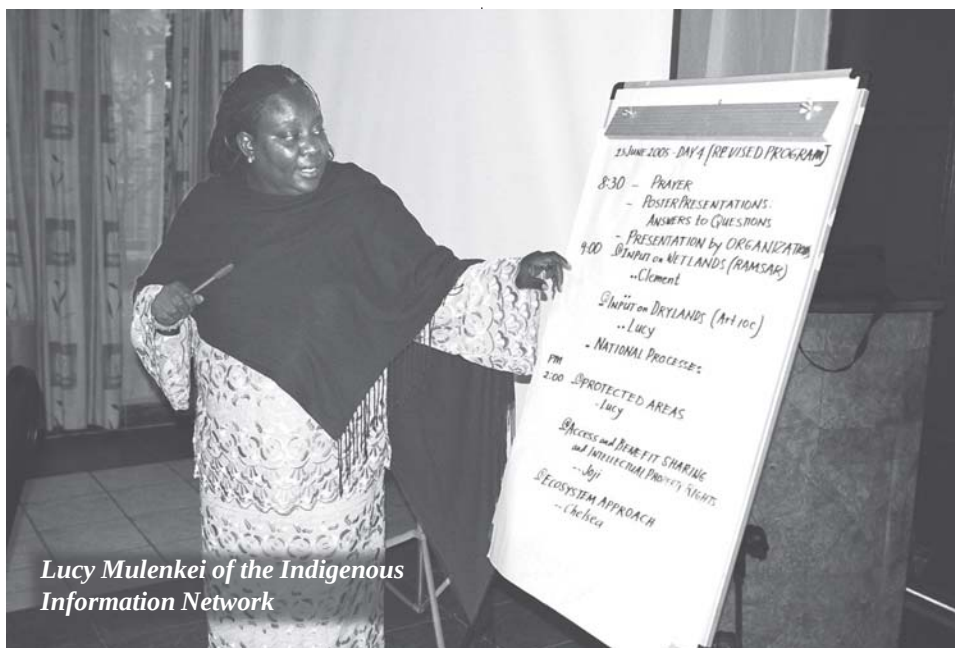
The 20-24 June 2005 workshop in Nairobi, Kenya followed up ongoing regional work on the implementation of the Indigenous Peoples Implementation Plan on Sustainable Development and the World Summit on Sustainable Development Joint Program Plan of Implementation. The workshop also deepened the participants' understanding of environmental issues and processes under the Convention on Biological Diversity and other multilateral environmental agreements, which had been identified as an educational need within the region.

According to Lucy Mulenkei, the workshop had already made an impact on the participants.

Articulating Issues

She reports that many of the indigenous participants in that workshop took the lead in articulating their issues and asserting indigenous positions in succeeding workshops and key meetings. Most of the 56 participants came from Kenya, Tanzania, Uganda and Sudan.

The participants were able to lead succeeding workshops on the national implementation of the Convention on



Lucy Mulenkei of the Indigenous Information Network

Biological Diversity or CBD. The first national workshop was held in Uganda in July 2005. Ugandan indigenous participants to the June 2005 Nairobi workshop became the organizers, facilitators and resource persons of the national workshop.

The same thing happened during a national workshop on the CBD in Kenya in August 2005 and on another one in Tanzania in September 2005.

Trained during these series of workshops, many East African indigenous representatives actively participated in the seventh Conference of Parties (COP7) meeting of the Convention to Combat Desertification (CCD) in Nairobi in October 2005.

They also actively took part during the November 2005 ninth COP Meeting (COP9) of the Ramsar Convention on Wetlands in Uganda. The Ramsar Convention and the wetlands ecosystem were among topics tackled during the 20-24 June 2005 capacity-building workshop on the Convention on Biological Diversity in Nairobi.

Participants from the workshop likewise provided key inputs during a November 2005 specific meeting for hunter-gatherers or forest peoples from Tanzania, Uganda, and Kenya.

Some of those who undertook the CBD capacity-building workshop were expected to represent their country and region during the meetings of the Working Groups on 8j and Access and Benefit-Sharing in Granada, Spain in January to February 2006. Some would also participate in the March 2006 CBD COP8 meeting in Curitiba, Brazil.

With their prior orientation about the Convention on Biological Diversity, the participants to the succeeding workshops and international UN meetings could

follow up and articulate their issues and help lobby their governments about their indigenous positions.

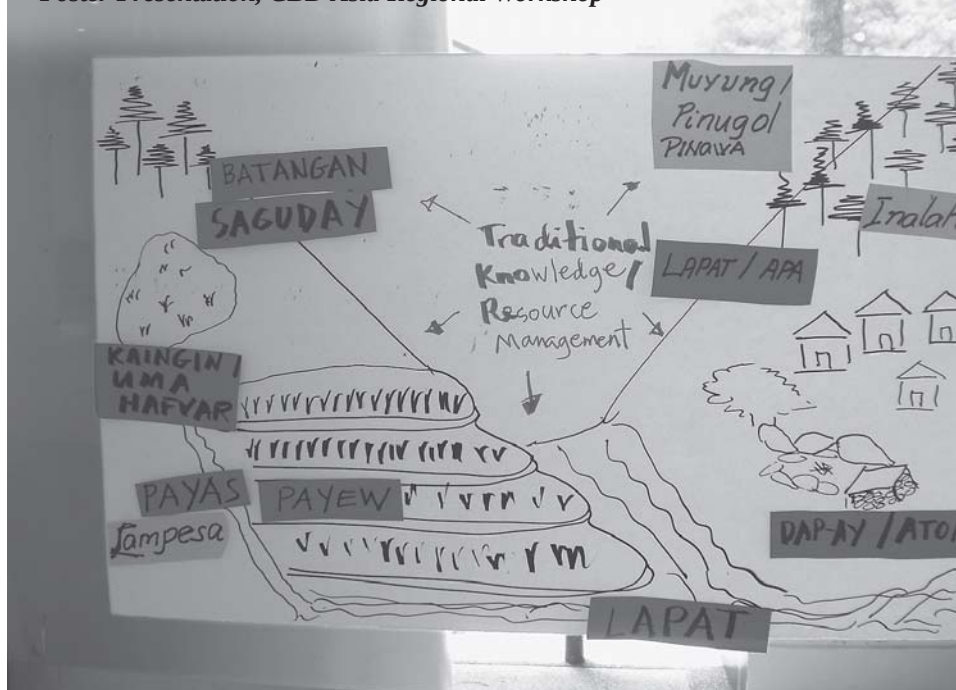
Contributing Inputs

The same could be said about the impact of other earlier capacity-building workshops done on a regional level in Asia and on a national level in the Philippines. The first capacity-building workshop Tebtebba co-organized with the Asian Indigenous Peoples' Pact or AIPP gathered 29 delegates, mostly indigenous representatives, from Bhutan, Burma, Indonesia, Malaysia, Mongolia, Nepal, the Philippines, Thailand, Taiwan and Vietnam. In fact, these same delegates immediately participated in a regional meeting on the Composite Report on Traditional Knowledge, which John Scott of the CBD secretariat facilitated.

The 25-27 April 2005 CBD capacity-building workshop helped prepare the participants to contribute substantial inputs for the Asia regional meeting on the Composite Report on Traditional Knowledge on 28-30 April 2005. Both activities were done in the same venue in Baguio City, Philippines.

Immediately after the capacity-building workshop on the CBD and the

Poster Presentation, CBD Asia Regional Workshop



meeting on the Composite Report on Traditional Knowledge, the Philippine national capacity-building workshop on the CBD was also held on 3-5 May 2005 also in Baguio City, Philippines.

Through the workshop more than 30 participants were able to appreciate how the CBD was inter-related with Philippine national laws such as the Indigenous Peoples' Rights Act, also known as IPRA. Co-organized by Tebtebba and Third World Network-Philippines, the workshop also underlined the "free and prior informed consent" principle, which indigenous peoples could put to good use in defending their lands and resources.



Like their East African counterparts, many Asian participants, who were oriented about the CBD through the series of capacity-building workshops Tebtebba helped organize with partners, were able to participate and follow up their issues in official CBD meetings. These participants were expected to get themselves involved in the CBD process through the International Indigenous Forum on Biodiversity or IIFB, the recognized voice of indigenous peoples worldwide in CBD meetings. In fact, some participants were targeted to present case studies as side events to these meetings.

Devising Strategies

Included in Tebtebba's capacity-building project on the CBD were other meetings done in between schedules of CBD's official meetings and which were held in collaboration with the International Indigenous Forum on Biodiversity or IIFB. Scheduled as early as 2005, for example, would be a strategy meeting for indigenous peoples slated 18-20 January 2006 in Granada, Spain shortly before the meeting of the Working Group 8j on 23-28 January 2006. That meeting actually would follow up an earlier strategy meeting done in Bangkok in February 2005.

The Strategy Meeting in Granada, Spain would gather indigenous representatives from Asia, Africa, Latin America and Europe. That meeting would seek "to provide a space for indigenous peoples to discuss strategies in relation to CBD implementation."

That strategy meeting would enable participants to discuss strategies for indigenous peoples in strengthening national implementation of the CBD as they would review and highlight critical issues, gaps and opportunities for indigenous peoples in the implementation of the CBD Cross-cutting Programmes of Work.

Timed before the official meetings of the Working Group on 8j and of the Working Group on Access and Benefit-sharing, the strategy meeting also would enable participants to devise strategies on how they could fully and effectively participate in the two official CBD meetings. Since indigenous peoples' participation in the CBD process would be through the International Indigenous Forum on Biodiversity or IIFB, the participants would review this process and propose strategies that could strengthen the IIFB and its work.

Training Indigenous Educators

Part of Tebtebba's capacity-building project on the CBD is training Indigenous Educators. So Tebtebba's CBD Indigenous Peoples Project planned to do a three-day workshop in Curitiba, Brazil, also the venue of the COP8 meeting. The workshop would aim to equip indigenous educators with the basic framework, content and educational methods to carry out educational programmes on "Indigenous Peoples and the Convention on Biological Diversity."

Specifically, the workshop would seek to make participants produce a module of basic educational resource such as an "Introduction to Indigenous Peoples and the Convention on Biological Diversity." The module could be in power-point or some other format. Also through the workshop, participants would



*From top: Joji Carino of Tebtebba;
Participants of the CBD East Africa Workshop*

share approaches and methodologies for education work with indigenous peoples, such as educational modules, activities and resources on the topics identified in the core curriculum.

Through the workshop, the participants would discuss strategies for education work, and to come up with strategies and action plans for Communication, Education and Public Awareness (CEPA).

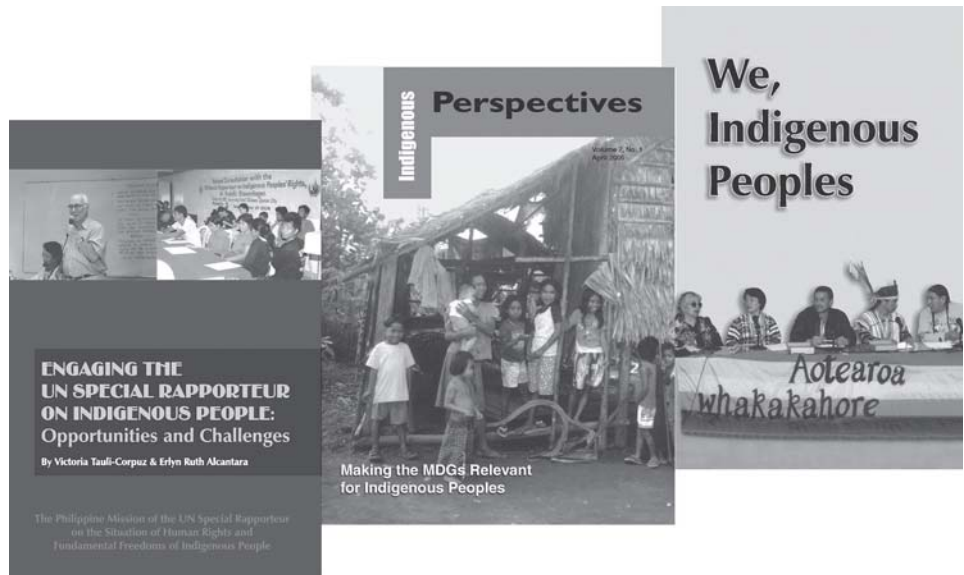
The Tebtebba's capacity-building and advocacy project on the CBD's implementation has also collaborated and continues to collaborate with the Indigenous Women's Biodiversity Network or IWBN. Both have collaborated in conducting education and training workshops during their network meetings. The project has likewise invited IWBN members to participate in international, regional and national workshops. As noted by Tebtebba advisor and the project coordinator Joji Cariño, capacity-building for IWBN members and joint advocacy on gender and biodiversity have proved to be a strong feature of the project.

Some 154 indigenous representatives have directly participated in the various workshops Tebtebba has co-organized with partners in 2005. The breakdown of participants follows: Informal Strategy Meeting in Bangkok, 40 participants; Asia Regional Workshop, 29 participants – 17 women; East Africa Sub-regional Meeting, 55 participants including guests and resource persons, 27 of them women; and the Philippine national workshop, 30 participants – 13 women.

The indigenous representatives that have participated in the various workshops are "having clear cascading effects in the further education and training of indigenous peoples organizations in different global regions and countries," noted Joji Cariño. She also cited "excellent gender representation and women's participation" in these activities. ☼

"Marketing" Tebtebba

By Marly M. Carino,
Resource Center



Change, as they say, is the most permanent thing happening in this era today. Technology develops at such a rapid pace that some people are changing their cellphones as fast as they change their clothes, while computers are getting obsolete faster than we can imagine. The question is "How are we going to cope with this fast-paced world in terms of marketing our products?"

Marketing provides the means by which an organization or business projects itself to its customers or audience. Tebtebba's marketing strategy for its publications has been undergoing transformation too - from the simple but traditional way, to a more "active style." From the way we were to who we are now has not been an easy ride, so to speak. From simply giving away our books for free, we have developed our capacity to sell and market our publications among Baguio City and Metro Manila's biggest bookstores. Change is really the name of the game.

In 1998, when Tebtebba started the publication of its first journal "Indigenous Perspectives" and its magazine "Tebtebba," the concern was mainly to come out with an output from the researches of the organization. At first, we had minimal idea on how to distribute the 1,000 copies, so what we did was to distribute these to our network of indigenous organizations, NGOs, and advocates while a few copies were mailed to our funding agencies. These were the regular customers of our mailing list. However, most of the publications were brought to seminars and conferences all over the world.

In 2001, Tebtebba decided to publish books and other special publications. We applied from the Philippine National Library for an International Series Number (ISSN) for the journals and magazines and the International Series Book Number (ISBN) for each of the books. We also asked that most of our publications be copyrighted to protect both the authors and the publishers' responsibility to the materials being published.

It was at the last semester of 2001 that subscribers started purchasing our materials. In fact, we were able to collect US\$125.00 from subscribers of journals and around US\$70.00 from walk-in buyers, a modest sum, but still quite surprising

for us. When asked how they came to know about our publications, they said it was through friends who attended some conferences where these materials were distributed. As a result, they became our initial batch of subscribers who purchased copies on a regular basis. In our experience, the most effective advertising tools are still by “word-of-mouth” or by personal referral since it costs nothing and is the most believable type of advertising of them all.

Other organizations from different countries also expressed their interest in being exchange partners. In this way, we are not only effectively distributing our publications to reach a wider audience, but we also receive in return, relevant publications from other organizations around the world that can be of use by Tebtebba’s staff and walk-in researchers.

From 2002, with at least two books being published annually, we have maintained a steady number of subscribers from organizations and private individuals as well. Our number of exchange partners have also grown. These include D+C of Germany, Anthropology Today of UK, Changmakers of USA, ASEAN Biodiversity based in Manila; Corner House of UK, to name a few.

In July 2005, with the help of our Publications Desk, Tebtebba employed e-marketing (electronic marketing or advertising) through the Internet. Because we believe that Internet and email provide unprecedented opportunity for promotion and advertising, we incorporated all our publications in our website www.tebtebba.org with a description of the publication and prices, including the order form. This is marketing and advertising made simple.

Based on studies done on Internet use, more and more people are spending their time online, and users are gaining a greater comfort level interacting with the web and with this, it is logical to assume that online buying will continue to escalate.

Since posting our publications in the web, we have receive several emails asking several questions. These include: “Is it possible to use credit cards? What is the conversion of New Zealand dollars to US dollars? How long will it take for a book to be mailed if shipped via airmail or Express mail from the Philippines to their country?” Orders kept coming in from New Zealand, Netherlands, United Kingdom and of course, from the Philippines. According to them, they visited our website and saw the list of new publications that interested them. Just recently, the US Library of Congress in Manila (a former subscriber) contacted us, requesting the complete list of publications including their prices so they can again purchase from us.

An identified problem earlier was on how to make our publications more accessible to the public. During this time, the public, specifically college and post graduate students doing research, could only purchase these materials from our office. With this in mind, we started marketing our publications from one bookstore to another, talking to their managers and trying to convince them to sell our books. We also searched the Internet and dialed every number we see on the plastic packaging of any bookstore just to be able know who was in-charge of their marketing.

After months of calling and emailing the bookstores, our work finally paid off when orders started coming in. At present, Tebtebba’s books and journals can be found at different bookstores. We entered into consignment contracts not only with local bookstores in Baguio City such as CID and Jet, but also with known outlets based in Metro Manila like Solidaridad, Popular Bookstore, Ibon Foundation, Rarebooks Enterprises and in the biggest book chain in the Philippines, the National Bookstore. After entering into consignment with these bookstores, our sales have not only increased but have, in fact, doubled. Our highest recorded sales since Tebtebba started publishing was reached in 2005.

But while sales may not be as big as those from other commercial publishers, this is still a significant marketing achievement. It is a gain that we can leverage to further boost ourselves to move on and work harder. In a sense, this solidifies our conviction that Tebtebba is here, and is here to stay.

When Tebtebba was just starting in its marketing work, people always wonder what Tebtebba is - what the name means or what are its objectives. We always find ourselves explaining to them what Tebtebba stands for and, in a lighter side, how to pronounce and spell “Tebtebba” properly. After almost ten years since its first publication, Tebtebba now has a name of its own. In fact, even other people now say “Wow agasem!” (Wow! That’s great!) when they hear that we are from Tebtebba. Often, whenever we distribute books to school libraries, they always ask, “Are there new books published by Tebtebba?”

In the years to come, Tebtebba’s marketing plan will further be developed. A catalog of all its publications will be published and disseminated. We are planning to send this to our old and new subscribers alike, to all our exchange partners, to all the school libraries and bookstores. There will also be posters for our new books to support publications in bookshops, for book launchings or even during conferences.

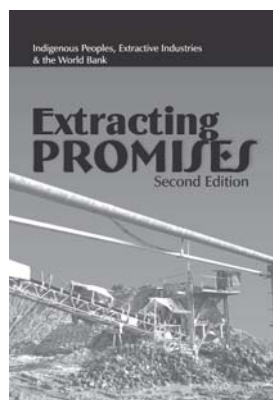
Based on Tebtebba’s own experience, there is one area where change is not necessary and this is in its identity as an indigenous organization with the capacity to develop relevant materials for indigenous peoples. To a degree, “Tebtebba” has slowly evolved into a “brand name” whose publications, slowly but surely, are seen not only as important resource materials, but also as means to influence policies and opinions on indigenous peoples, and more importantly, as effective tools which indigenous peoples can use toward the assertion of their rights.✚

Tebtebba Publications 2005

We, Indigenous Peoples

This book is an initial collection of indigenous peoples' declarations covering the themes of Economic and Social Development, Culture, Education, Human Rights, Health and Environment.

PhP. 250.00 US\$ 15.00



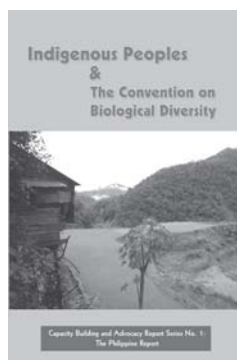
Extracting Promises: Indigenous Peoples, the Extractive Industries & the World Bank 2nd Edition

The 2nd Edition of the "Extracting Promises" is the result of the independent, participatory thematic review conducted by Tebtebba and the Forest Peoples Programme on the theme of 'Indigenous Peoples, Extractive Industries and the World Bank' as part of the focused research independently contracted by the 'World Bank's Extractive Industry Review'. This includes case studies of the impacts of extractive industries on indigenous territories written by indigenous researchers. It also includes updates on the results of the Review.

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Capacity Building and Advocacy Series No. 1: The Philippine Report

This book is the result of the Philippine National CBD Capacity Building and Strategy Workshop held on May 3 - 6, 2005. The first in a series, this is part of the Indigenous Peoples' Capacity Building Project on the Implementation of the Convention on Biological Diversity. Included are case studies on community experiences on biodiversity conservation, as well as an indigenous peoples' national action plan.

Indigenous Peoples Rally, World Social Forum, Porto Alegre, Brazil, 2005.

