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**Implementation of recommendations on the six
mandated areas of the Permanent Forum and on the
Millennium Development Goals**

Information received from Governments**

Mexico

Summary

The present document contains the report of the Government of Mexico regarding the measures taken or planned in response to the recommendations of the Permanent Forum on Indigenous Issues at its fifth session, including obstacles to their implementation or problems related to indigenous issues in general and to children, youth, women and persons with disabilities in particular.

* E/C.19/2007/1.

** This report is being issued late in order to include the most recent information.



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I. Introduction

1. The development of indigenous peoples is a cross-cutting theme in the Federal Public Administration, as public policies on this issue are of interest to a number of government departments and entities. Thus, government initiatives are necessarily implemented at two or more levels (federal, state and municipal), each one carrying out its own mandate, but always in coordination with the others through the National Commission for the Development of Indigenous Peoples (CDI) in order to ensure that such actions have optimal results.

2. CDI is the federal government agency responsible for coordinating, promoting, supporting, developing, following up and evaluating government programmes, strategies and actions to achieve integral and sustainable development and to guarantee the full exercise of the rights of indigenous peoples and communities.

3. The Ministry of Social Development (SEDESOL) is carrying out a number of programmes to address the glaring socio-economic inequalities affecting indigenous communities by providing opportunities to upgrade the living conditions of ethnic groups and to extend the benefits of national development to the indigenous population. These programmes have an impact on the development of indigenous peoples and contribute to the achievement of the Millennium Development Goals on eradicating poverty.

Chapter I

II. General information on progress in achieving the Millennium Development Goals on the eradication of poverty and hunger, and in implementing the main programmes for eradicating poverty among the indigenous population

4. In December 2006, Mexico submitted an update on progress towards the attainment of the Millennium Development Goals. That report, entitled “Los ODM en México: Informe de avance 2006” (“The Millennium Development Goals in Mexico: 2006 progress report”), is based on information drawn from the 2005 Population and Housing Census and various surveys on income, expenditures, employment and health taken over the course of that year.

5. The Government of Mexico has identified the eradication of poverty and its structural causes as one of its main challenges. A key aspect of poverty eradication strategies is recognizing poverty as a multidimensional and diverse phenomenon that goes beyond strictly material factors. Another primary objective the Government has set is guaranteeing a decent standard of living for the entire population by creating conditions that will enable all Mexicans to be involved in national productive and social activities on an equal-opportunity basis.

6. During the 2000-2005 period, the number of persons falling into the category known as “*pobreza patrimonial*”, (who could afford basic nutrition, health and education but had insufficient income to afford adequate clothing, transportation and housing, and were thus regarded as poor with limited capacity to accumulate assets

or savings), declined from 53.6 per cent to 47 per cent; the number of those falling in the category known as “*pobreza de capacidades*” (“considerably poor”, who could afford the minimum nutritional requirements but not basic health and education good and services), went from 31.8 per cent to 24.7 per cent; and the number of those falling in the category known as “*pobreza alimentaria*” (“extremely poor”, whose income was below the minimum required to consume basic goods and services), dropped from 24.1 per cent to 18.2 per cent. This means that 4.8 million fewer persons were in a situation of extreme poverty between 2000 and 2005, that considerable poverty affected 5.5 million fewer persons, and that 3.8 million fewer persons fell in the category of being poor with limited savings and assets.

7. The attainment of the Millennium Development Goals is a priority of the Mexican Government. Progress to that end is reflected in the publication entitled “Los ODM en México: Informe de avance 2006” (“The Millennium Development Goals in Mexico: 2006 progress report”).

8. The Government of Mexico, through CDI, ensures that its policies regarding this sector are comprehensive and cross-cutting. A number of departments and ministries, including SEDESOL, are represented on the CDI governing body; through the social development strategy, coordinated actions are being carried out and synergy among agencies and programmes is encouraged.

9. The social development strategy is aimed at promoting the integral human development of citizens and eliminating the backwardness in which various sectors of the population live. Thus, the Social Development Policy seeks to address the causes and conditions of exclusion, backwardness and marginalization affecting indigenous peoples, while respecting their cultural identity and customs, through an inclusive strategy emphasizing shared responsibility and aimed at establishing a new relationship between the State, indigenous peoples and society as a whole.

10. In this connection, SEDESOL is carrying out the programmes described below to address socio-economic inequalities affecting indigenous communities. These programmes provide opportunities to upgrade the living conditions of ethnic groups and to extend the benefits of national development to the indigenous population:

(a) The *Oportunidades* human development programme provides assistance to families living in conditions of extreme poverty, including in municipalities with large indigenous populations. Its objective is to build the capacities of members of these communities and to broaden their horizons for greater well-being; to this end, it invests in improving opportunities for education, health and nutrition in addition to providing a link to new development services and programmes aimed at improving their socio-economic conditions and their quality of life.

(b) The Liconsa Milk Entitlement Programme provides highly nutritional powdered milk at subsidized prices to indigenous families in marginalized rural areas, pregnant women, and ill or disabled and elderly indigenous persons. Children enrolled in indigenous boarding schools are given milk during the 10-month school year.

(c) The Micro-regions Strategy helps indigenous communities by establishing health services (providing services considered essential for promoting micro-regional development) and setting up community educational centres; affording access to education and training services to all members of the community; providing information and educational and training programmes in

indigenous languages; creating opportunities for job training and refresher training; taking a geographical approach that targets the municipalities with the highest marginalization indexes and the highest indigenous populations; strengthening respect for regional identity through the promotion of integral development adapted to the culture and identity of the peoples and communities it works with; and establishing development focal points in municipalities with a development potential capable of enhancing sustainable regional growth.

(d) The Local Development (Micro-regions) Programme. Through construction projects, as well as basic social infrastructure and productive projects, the Programme helps to improve the living conditions in the highly marginalized areas it covers, where vast sectors of the indigenous population live in conditions of poverty and social marginalization. This gives ethnic groups alternatives that build their employment and income-earning capacity, while ensuring the rational use of the natural resources available in their local environments. Support is also being given to social assistance and community service projects, and to projects relating to rural roads, housing, the installation of essential services and basic provisions and marketing. Financial support is also being provided to help process individual and legal identity papers and establish legal security over property.

(e) Productive Options targets the poor rural population, including indigenous communities (focusing on indigenous farmers; the development of productive projects; training and technical assistance activities in indigenous productive and organizational processes; and the acquisition of fixed assets).

(f) The Temporary Employment Programme for the indigenous population living in rural communities, small villages, on community-owned land and in small ranch communities of up to 5,000 inhabitants implements construction projects and productive projects relating to basic social infrastructure, environmental protection, the installation of essential public services and community services.

(g) The Programme to Assist Seasonal Agricultural Workers is largely for indigenous migrants and is aimed at addressing such priority needs as housing, food, basic provisions and services of indigenous seasonal workers as well as building their capacities and ensuring that they are included in the benefits of national development. Assistance is provided to indigenous migrants in their communities of origin and transit, and in the communities where they work, through productive, basic social infrastructure and individual capacity-building projects.

(h) The State Incentives Programme provides support for projects to improve the quality of life of the poor population, in particular ethnic groups. This programme provides support to projects that promote the productivity of indigenous peoples, such as construction projects and projects relating to basic social infrastructure, housing, the installation of essential public services and rural roads, and for the consolidation of inter- and intra-municipal projects with a high social impact.

(i) Citizen 3 X 1 Initiative. With the participation of the indigenous population residing abroad, this Initiative promotes the socio-economic development of the indigenous population's communities of origin. This includes social assistance and community service projects, electrification of indigenous communities, incentives to production and productivity and the construction of

basic educational, agricultural and communications infrastructure, as well as paving and sustainable development projects.

(j) The Social Co-investment. Social Development Institute (Indesol) benefits indigenous communities through the implementation of productive social and community projects that mainly target indigenous communities and groups. It also trains indigenous youth to disseminate information on the rights and duties of citizens, particularly with regard to electoral processes, and trains indigenous authorities and leaders to take the necessary action to promote their free development and strengthen their communities economically, politically, socially and culturally.

(k) In the Young People for Mexico Programme, which is active in rural communities with predominantly indigenous populations, university students fulfil their community service requirements by participating in poverty eradication projects. They help to implement productive projects, set up teams in micro-regions, and work to bring down illiteracy rates among the indigenous population, which are high compared to the national average.

(l) The Diconsa Provisions to Rural Areas Programme is designed to help the indigenous population living in remote and marginalized rural areas by providing them with a basket of basic products at prices that are competitive with those on the local market.

(m) The National Institute for Elderly Persons provides assistance to elderly indigenous persons through Senior Citizens Clubs that help them market their handicrafts and obtain discounts and financial support; it also obtains assistance for them through the *Oportunidades* programme and other local programmes. Additionally, indigenous communities are given powdered milk and rations of basic products.

(n) The “Tu Casa” Savings, Subsidies and Loans for Progressive Housing Programme is aimed at promoting the development of housing in rural and indigenous micro-regions and communities, and is sensitive to the practices and customs of the ethnic groups.

(o) The Commission for the Regularization of Land-tenure Status helps the indigenous populations to obtain legal security over the plots where they live and regularize the status of community-owned land. It also awards monetary compensation to indigenous communities for the expropriation of communal land.

(p) The National Fund for the Promotion of Crafts seeks to improve the living conditions of traditional artisans through technical assistance and training activities to enhance the quality and characteristics of their products, the purchase of marketable handicrafts, the extension of credit, the promotion of crafts competitions and incentives to production.

11. The main activity of the Mexican Youth Institute, the agency responsible for formulating national policy on youth, is to promote equality for young people, in accordance with the National Youth Plan 2002-2006 and the Medium-term Programme 2001-2006. As Mexico has the eighth largest indigenous population in the world and youth account for one third of its 12 million indigenous people, the Institute is carrying out the Programme for Support to Indigenous and Migrant Youth, whose chief objective is to promote, formulate and coordinate integral public

policies on indigenous youth. This Programme carries out its activities in the following four main areas, which are consistent with the recommendations contained in the report of the Permanent Forum on Indigenous Issues on its fifth session, particularly cooperation with indigenous organizations, training and support for indigenous activities:

- Activities in conjunction with relevant public and private institutions with a view to proposing alternative solutions;
- Opportunities for interaction and linkages between indigenous youth and the rest of society;
- Training programmes and workshops in cooperation with governmental institutions and the design of teaching materials on topics of interest to indigenous youth; and
- Forums for youth participation and exchanges in cultural, legal and organizational spheres.

Chapter II

III. Specific comments on the recommendations of the Permanent Forum at its fifth session

Recommendation 10

12. CDI and the United Nations Development Programme (UNDP) produced the Human Development Report on the Indigenous Peoples of Mexico 2006, which includes a child survival index based on the indigenous infant mortality rate and the non-indigenous infant mortality rate for each municipality, state and indigenous region in the country. This report may be consulted at the CDI website (http://cdi.gob.mx/index.php?id_seccion=1916).

Recommendation 13

13. The objective of the General Act on the Linguistic Rights of Indigenous Peoples, published in the Official Gazette on 13 March 2003, is to govern the recognition and protection of the individual and collective linguistic rights of indigenous peoples and communities which guarantee the use of minority languages and the protection of those who speak them with a view to ensuring the development of these languages and respect for and appreciation of these languages by society as a whole. The Act established the National Institute of Indigenous Languages (INALI) as a decentralized agency of the Federal Public Administration responsible for strengthening, preserving and developing the indigenous languages spoken in the national territory, promoting knowledge and enjoyment of the cultural wealth of the nation, and advising the three levels of Government for the purpose of coordinating the necessary public policies in this area.

14. Through the Coordinating Office for Intercultural Bilingual Education (CGEIB), the Ministry of Public Education (SEP) is also working to improve the coverage and quality of basic indigenous education, promoting cultural and linguistic education for indigenous peoples at all levels of education and intercultural education for the whole population, and carrying out projects to

promote linguistic and cultural relevance and to strengthen the indigenous sense of identity.

Recommendation 23

15. The Ministry of Health (SSA) carries out the following projects:

(a) Support for Strengthening a Network of Temporary Shelters for Victims of Domestic Violence, through which it supports the operation and staffing of 22 shelters in 18 states. It publicizes the existence of the national shelter network for victims of violence, and promotes the creation of new shelters offering psychological and medical services;

(b) Health Centres for Indigenous Women in the States of Puebla, Chihuahua, Oaxaca, Chiapas and Guerrero;

(c) Programme on Domestic and Sexual Violence and Violence against Women;

(d) Comprehensive Model on Domestic and Sexual Violence and Violence against Women, which was adapted for application to especially vulnerable populations, in particular indigenous and agricultural seasonal workers.

Recommendation 27

16. The Ministry of Health carried out the following activities for women:

(a) Fair Start in Life Programme;

(b) Other programmes to reduce maternal and child mortality and morbidity among indigenous communities;

(c) Incorporation of self-care, reproductive health and informed choice of family planning methods in local and regional educational dissemination programmes in municipalities where over 40 per cent of the populations are speakers of an indigenous language;

(d) Training in the gender perspective for doctors, nurses and community personnel who work in indigenous municipalities;

(e) Health information provided in 10 of the country's indigenous languages;

(f) Development of dissemination mechanisms and information in indigenous languages on sexual and reproductive rights, including the preparation of statements of informed consent for irreversible family planning procedures (BTO and vasectomy) in eight indigenous languages, which have been distributed to the states with large indigenous populations.

17. The Ministry for Agrarian Reform (SRA) and the National Communal Land Trust Fund (FIFONAFE) operate the Agrarian Development Funding Programme, aimed at indigenous *campesino* women's groups located in rural areas.

18. The National Institute for Women also operates a Project entitled "Gender, Health and Interculturality", which includes training on gender and interculturality for reproductive health workers in the states with large indigenous populations; the establishment of a specific microsite on the Institute's website; and a statistical diagnosis of the health status of indigenous women.

Recommendation 29

19. It is suggested that the experts of the Permanent Forum should compile a list of the specific recommendations it has made to Governments during the first five sessions. This compilation, together with the database generated by the secretariat of the Permanent Forum and which is available at the web page <http://www.un.org/esa/socdev/unpfii/en/recommendations.htm>, would help identify and quantify the issues on which progress has been made and those on which concrete results have not been achieved. This compilation would serve as a useful tool for disseminating recommendations among the departments of the federal, state and municipal governments.

Recommendation 30

20. CDI prepared the section on the Millennium Development Goals and the indigenous peoples of Mexico, which is part of the document entitled “Los Objetivos de Desarrollo del Milenio en México: Informe de Avance 2006”. Alternative and disaggregated indicators for the indigenous and non-indigenous populations were prepared. A report was submitted on indicators for which there was no information or information of questionable accuracy.

21. Article 6 of International Labour Convention No. 169 concerning Indigenous and Tribal Peoples in Independent Countries, which specifies that Governments shall “consult the peoples concerned, through appropriate procedures and in particular through their representative institutions, whenever consideration is being given to legislative or administrative measures which may affect them directly”, is being applied.

22. Article 5 of the Act that established CDI states that the National Commission shall have a governing board as its governing body, a director-general to represent its administrative body and an advisory council as the advisory body responsible for establishing links with indigenous peoples and society. Under the provision of article 5, one of the National Commission’s functions is to design and operate a system of indigenous consultation and participation within the framework of the advisory council, establishing the technical procedures and methodology for enhancing the participation of indigenous authorities, representatives and communities in developing, implementing and evaluating development plans and programmes.

23. CGEIB carries out actions for indigenous peoples and vulnerable populations, including migrant children.

Recommendation 33

24. CGEIB considers the preservation and conservation of traditional knowledge and cultural expressions to be very important for achieving the third and fourth Millennium Development Goals because they embody cultural relevance in education. In addition, it views bilingual intercultural education as a system of intentional, experience-based pedagogical processes aimed at moulding individuals who are able to understand their own cultural logic and who are open-minded and accept, recognize and try to understand the logic of other equally valid and worthy cultures adopting a critical and ethical stance towards the logic of these other

cultures as well as towards their own logic with a view to becoming involved in social transformation processes that respect and strengthen cultural diversity.

Recommendation 36

25. One of the objectives of CGEIB is to improve the quality of education, especially of children belonging to vulnerable populations, and it ensures that bilingual intercultural education promotes the practice of understanding different cultural logics and ways of life so that it becomes necessary to consider new forms of knowledge that open up the possibility of taking a much broader look at reality in all its complexity. The perspective of other cultures is essential to intercultural education, especially in the area of sexual and reproductive health, ensuring that the information provided is culturally relevant.

Recommendation 40

26. The Federal Government's strategy for establishing new relations with indigenous peoples included a reassignment of functions, a strengthening of institutions and established forums for discussion, consultation and indigenous participation. To that end, it advocated the establishment of an agency with wide powers to promote the comprehensive and cross-cutting public policies of the Federal Public Administration and in July 2003, it established CDI, which has an advisory council and a system of indigenous consultation. By establishing the National Institute of Indigenous Languages, it also emphasized the reassessment of indigenous cultures and the strengthening of mechanisms for their preservation and development.

27. With respect to human capital, actions are being taken and support is being provided in order to improve the food, health and education of ethnic groups, recognizing that this is the only means of developing the abilities and skills of individuals.

28. Education provides children and young people with more and better opportunities in life and employment and enables them to attain higher levels of well-being. To that end, the Ministry of Social Development (SEDESOL), in coordination with the Ministry of Public Education (SEP), the offices of the Ministry of Education and/or counterpart agencies in the states, enhances educational opportunities for children and young people. Through the educational component of the *Oportunidades* human development programme, education grants are provided to all the children and adolescents of beneficiary indigenous families. During the two-month period July-August 2006, almost 1.3 million children and adolescents received scholarships. Over 65 per cent of those scholarship recipients were from Oaxaca, Chiapas, Veracruz, Puebla and Yucatán, which are the states that provide the greatest coverage of indigenous families, and with high or very high levels of marginalization.

Recommendation 49

29. Through the Health Centres for Indigenous Women Project and the Project for the Prevention and Treatment of Domestic and Gender-based Violence among Indigenous Peoples, CDI has provided financial support for five initiatives by women's indigenous organizations in four regions aimed at developing a care model that ensures indigenous participation in the design, operation, monitoring and

definition of actions, dialogue with the health sectors and judicial authorities, support for processes aimed at empowering indigenous women with respect to their right to a life without violence and access to reproductive health. During the four years that the project has been operational, it has been allocated an annual budget and has received institutional advisory and management assistance.

Recommendation 52

30. CDI has worked on preventative and civil rights activities, starting with the identification and dissemination of women's rights in the community. It has endorsed institutional policies on preventing and treating gender-based violence, even in areas more related to security, and in actions aimed at the peaceful resolution of conflicts and mediation conflicts in their own as well as in other institutional frameworks (Project for the Prevention and Treatment of Domestic and Gender-based Violence among Indigenous Peoples, the project known as "Different voices and discordant voices. Indigenous women in traditional normative frameworks: gender, practices and customs").

31. The Indigenous Women's Productive Organization Programme was established by CDI in recognition of the fact that, for a significant population group, two factors limit, and even hinder, conditions of equality in utilizing its skills and abilities for the achievement of its full and comprehensive development: gender and ethnic identity.

32. For 2006, the Programme supported 1,769 productive projects with a total budget of 93.2 million pesos (for projects and their monitoring) for the benefit of 22,132 indigenous women.

33. Through the Promotion of Agreements in relation to Justice Programme, CDI provides financial support to civil society and community organizations which carry out projects to promote and defend indigenous peoples' rights and activities relating to access to justice. In 2006, 414 organizations received support and carried out activities relating to training, advisory services, management, dissemination, research, assessment, defence and advocacy training, directly benefiting 157,690 people (85,526 men and 72,164 women). Through the Human Rights Education Programme and the National Human Rights Programme of the Ministry of Public Education, CGEIB focuses its work on actions relating to human rights education, actions that guarantee the right to education, and actions for disseminating and implementing the Human Rights Education and National Human Rights Programmes.

(a) Formal education. A human rights content has been incorporated into educational curricula, materials and technology.

(b) Informal education. Extracurricular activities and educational models, materials and methods have been provided and information on the relevance of the Mexican National Campaign for Cultural Diversity will be included in training programmes for parents and communities.

(c) Better environmental education for students and teachers through informal education. This involves activities aimed at the institutional and school environment and information and publicity campaigns conducted through the media and the schools.

(d) Training and awareness-raising for teachers and Ministry of Public Information staff. CGEIB has raised awareness regarding cultural diversity and the intercultural approach in the context of the part-time secondary-school programmes offered by the Department of Secondary Education and the mid-level university courses offered by the National Polytechnic Institute.

(e) Promotion of reading. This includes the production of printed matter and of audio and video materials that serve as links between stakeholders, the community and the nation as a whole and bring people closer together in order to understand, value and respect Mexico's cultural diversity.

(f) Combating discrimination, racism and all types of exclusion, and promotion of tolerance. From the perspective of intercultural education, respect for human rights is considered a fundamental part of interpersonal relations. Human rights and human rights education are also mentioned during awareness-raising activities and in the provision of intercultural bilingual education.

(g) Broadening coverage with a focus on gender equality, vulnerable groups and marginalized regions. CGEIB is working to develop a model intercultural baccalaureate, to establish intercultural baccalaureate programmes in the various states, and to establish or coadapt intercultural higher education institutions and the bachelor degree programmes they offer.

(h) Increasing the number of scholarships and other forms of support. Funding is being sought in cooperation with the relevant bodies.

(i) Strengthening community life in the schools, particularly for parents. CGEIB carries out innovative projects that encourage both intercultural curriculum planning and mainstreaming and institutionalization of these innovative actions, which create links between communities and have an impact on the educational models, content, materials and methods that the CGEIB produces in support of its intercultural educational proposals.

(j) Encouraging cooperation between government agencies, civil society and constitutionally autonomous public human rights bodies in order to develop educational methodologies and teaching materials. CGEIB cooperates with other agencies in designing educational methodologies and teaching materials in support of the intercultural activities of, inter alia, the Programme for the Promotion and Improvement of Intercultural Education for Migrants, the United Nations Children's Fund (UNICEF) and the Organization of Ibero-American States for Education, Science and Culture. It also develops and publishes teaching materials to support its own projects.

Recommendation 53

34. Article 2 (A) (II) of Mexico's Constitution recognizes indigenous peoples' and communities' right to autonomy in order to apply their own legal systems and emphasizes the need to respect women's dignity and integrity.

35. On 1 February 2007, the General Act on Access of Women to a Life without Violence was published in the Official Gazette. Article 41 of the Act establishes that the Federation has the right and the duty to, inter alia: (a) provide women with a human rights education in their mother tongue; (b) publicize and promote the rights of indigenous women, based on the recognition of the nation's multicultural

composition; and (c) ensure that the practices and customs of society as a whole do not violate women's human rights.

36. CDI promotes specific activities aimed at promoting the rights of indigenous women, publicizing their rights in all aspects of social relations and training the human capital that can transmit this information to indigenous peoples and communities and can gather information on the specific needs, proposals and vulnerabilities of indigenous people in the context of this issue. Particularly noteworthy are the following CDI projects:

(a) Different voices and discordant voices.

(b) This programme focuses on emerging issues and topics. It publicizes women's rights and takes action to prevent practices discriminatory to them.

(c) It also supports indigenous agendas and representatives; 10 independent projects involving human rights, indigenous peoples' rights and women's rights have been funded.

37. CGEIB considers that education from an intercultural bilingual perspective is a means to a good education, particularly for girls and for migrant and working children; Programme for the Promotion and Improvement of Intercultural Education for Migrants focuses specifically on this issue.

38. Educating migrant seasonal workers has always been a challenge for educational institutions because such workers are highly mobile and do not stay long in any of the places where they work. The goal of the Programme is to promote and improve lifelong intercultural education for both itinerant and settled migrant children, adolescents and adults in order to improve their quality of life and to promote the existence of a democratic society enriched by multicultural coexistence.

39. In 2006, three new materials were developed and printed within the project framework with support from UNICEF:

(a) **Beat your Drum**, which provides support for the teaching of Spanish as a second language through mobile education;

(b) **De una, de dola, de tela canela** (eenie, meenie, minie, mo), which targets educators, social partners and seasonal farm workers in their places of origin on the principle that seasonal workers in their home environment are better able to use time, space and materials to conduct and manage their own recreational activities;

(c) **Educación intercultural para la población jornalera agrícola migrante: Gestion y planeación interinstitucional** (Intercultural education for migrant seasonal workers: Inter-agency management and planning). A manual by Marcela Ramírez Jordán.

40. A conference entitled "**Classrooms and Furrows: Migrants Speak Out**", which targets educators (such as community-level instructors, teachers, advisers, social partners and childcare providers) was also held.

Recommendation 54

41. In 2006, a social and demographic study of Mexico's elderly indigenous persons, prepared within the framework of a CDI/UNDP cooperation project, was

published and is available on the Internet (http://www.cdi.gob.mx/difusion/adultos_mayores/diagnostico_adultos_mayores_indigenas.pdg). A set of indicators for indigenous peoples from a gender perspective, prepared jointly with the National Institute for Women can also be viewed online (http://www.cdi.gob.mx/indica_genero/indicadores_perspectiva_genero_2006.pdf).

42. The Indigenous Women's Productive Organization Programme promotes and funds the implementation of productive organization projects for indigenous women by encouraging organizational processes and alternative occupations and sources of income that have a positive impact on their living conditions and social status.

Recommendation 57

43. The Act establishing the National Commission for the Development of Indigenous Peoples (CDI) establishes as its objective the full development of indigenous peoples and communities and lessening delays in the provision of education, health care and food to indigenous people, factors that are linked to marginalization and hinder social development. CDI plans to help by facilitating access to education at all academic levels, strengthening intercultural education, developing health risk management strategies and improving the nutritional status of indigenous children and adolescents.

44. Through its Indigenous Boarding Schools programme, CDI provides indigenous children and adolescents with housing and food, promotes health care and a strengthened cultural identity and encourages recreational and leisure activities. In coordination with UNICEF, it also conducted a study that provided statistics on indigenous children, which is currently being revised for publication.

Education

45. In order to improve the quality of education for indigenous children and adolescents, the Ministry of Public Education promoted the development of an intercultural bilingual basic education model that benefited 596,610 primary school pupils through the distribution of 1,470,313 educational materials: 945,664 textbooks, 217,309 works of literature and 307,340 notebooks, 13.7 per cent less than were distributed during the previous school year.

46. The National Commission on Free Textbooks printed 1,157,300 textbooks and works of literature for indigenous primary schoolchildren, to be distributed during the 2007-2008 school year, 16.6 per cent less than were distributed during the current school year.

47. During the 2006-2007 school year, 932 new indigenous education teachers were hired. An estimated 1,198,341 pupils are enrolled in the indigenous people's basic education (preschool and primary school) programme, 7,409 more than the previous school year. This is a consequence of increased preschool enrolment; there was a drop in primary school enrolment in absolute terms. These figures represent a 10.5 per cent annual increase since January 2001, which is comparable to the figures during the previous Administration. During that time, enrolment in the indigenous education programme rose by over 80,000 children (27.6 per cent, the highest percentage to date for this type of education); in 2006-2007, 372,655 pupils — 12,515 more than the previous school year — were enrolled.

48. The main indigenous primary education performance indicators improved between 2001 and 2006, narrowing the gap between these schools and the general primary school system. The graduation rate increased by 14.9 percentage points; during the same period, the overall primary school graduation rate increased by 5.9 percentage points.

49. In June 2006, two workshops were held in order to share proposals on methodology for teaching reading and writing in indigenous languages; these proposals include procedures for primary literacy instruction using children's textbooks that foster the acquisition of reading skills.

50. In order to encourage the habit of reading and writing in indigenous languages and in Spanish, the 100 best submissions to the eighth national "Stories of Indigenous Children" competition were juried and prizes were awarded.

51. Health and nutrition projects benefit the indigenous population in marginalized rural areas; special attention is paid to vitamin and mineral supplements for children aged 6 to 24 months and for pregnant and nursing women. The quantity of micronutrients administered to the indigenous population was 9.3 times greater in 2006 than in 2001 (163,023,100 doses).

52. The number of micronutrient doses administered to children aged 6 to 24 months and to pregnant and nursing women was 829.7 per cent greater from January through September 2006 than in 2001. Over 163 million doses are scheduled to be administered in 2006.

53. In September 2006, 288,289 families from areas where over 40 per cent of the population consists of indigenous language speakers were added to the social protection system's health-care scheme; this represents 43.3 per cent of the target set in 2004, when the drive to expand coverage was launched, and a 35.5 per cent increase since 2005, when 200,000 new families were added.

Recommendation 64

54. CDI accords priority to human rights in its indigenous boarding schools training programmes. The promotion of human rights is an ongoing activity in the 1,081 indigenous boarding schools coordinated by CDI; all activities are conducted with full respect for the individual and collective rights of indigenous children.

55. At the state level, CDI offices coordinate activities with the state human rights commissions in promoting children's rights, training children to be human rights advocates and developing teaching materials on children's rights.

Recommendation 66

56. In 2006, the Ministry of Foreign Affairs, the Mexican Youth Institute, the National System for Comprehensive Development of the Family and CDI organized a competition in order to select youth representatives to participate in the sixty-first session of the United Nations General Assembly; three young people, one of whom was of indigenous origin, were elected. This initiative, which has been sponsored by the Ministry of Foreign Affairs and the Mexican Youth Institute since 2005, seeks to promote the participation of young Mexicans in the United Nations General Assembly and to ensure that the points of view of this important social sector are reflected in the multilateral dimension of Mexico's foreign policy.

57. In March 2007, the competition was again held in order to select up to three young Mexicans to participate in the sixty-second session of the General Assembly.

58. In addition, the CGEIB plan to create additional intercultural universities is a strategic project that seeks to explore modalities for providing needed assistance to indigenous adolescents who desire to pursue higher education, and to foster an intercultural perspective at this level of education.

59. A national conference for teacher training colleges that offer a bachelor's degree in primary education from a bilingual intercultural perspective was held in Mexico City from 6 to 9 November 2006.

Recommendation 74

60. CDI performed a study on internal and international migration statistics in connection with the indigenous population which presents a statistical analysis of internal and international migration profiles and patterns and explores possible reasons behind migration of indigenous people. The study was completed in December 2006 and is now being reviewed.

61. Between July 2005 and June 2006, CDI performed a study on the living conditions and social integration of the indigenous population in Tijuana, Baja California. The research sought to examine the living conditions of indigenous people in that city. Although the study does not specifically address security and human rights, information exists to describe the current situation of the indigenous population of Tijuana from those standpoints.

Institutional action

62. As for federal institutions and programmes, CDI, through its delegation for the state of Baja California, has focused its efforts on the following programmes:

- (a) Basic infrastructure and regional funds;
- (b) Coordinating policies and encouraging research;
- (c) Projects for investment and administrative support, which were allocated only 4 per cent of the resources used in 2005.

63. Through its delegation for the state of Baja California, the Ministry of Social Development (SEDESOL) has earmarked resources for financing programmes and activities targeting inhabitants of Tijuana living on low incomes or in extreme poverty. Although indigenous groups are not a target of the Ministry's programmes, they benefit from those programmes through their residence in the districts of Tijuana inhabited by people on low incomes.

64. With regard to state institutions and programmes, the state coordination office for indigenous education operates seven indigenous primary schools, attended by 2,333 pupils in the 2004/2005 school year, and five preschools, attended by 406 pupils in the 2004/2005 school year.

65. The state programme on migration and indigenous affairs researches and documents violations of the rights of migrants, including those of indigenous groups.

66. With regard to municipal institutions and programmes, the municipal programme for ethnic groups was set up under the responsibility of the SEDESOL Directorate for Municipal Development. The Programme provides for the requirements of ethnic groups in the municipality of Tijuana to be addressed and followed up through inter-institutional coordination mechanisms to gather support and resources from various government entities and departments.

67. The Ministry of Public Education (SEP) has a Binational Migrant Education Programme which promotes and ensures educational services for young migrants by enabling them to undertake part of their studies in Mexico and part in the United States of America, as a means of providing relevant and quality education and achieving reciprocity in cooperation between the educational communities of both countries.

Recommendation 81

68. In terms of action, CDI aims to promote, and provide advice on, the participation of indigenous experts and representatives in multilateral meetings and forums with the aim of contributing to the sustainable and comprehensive development of indigenous peoples and of upholding their rights.

69. In 2006, support was provided for indigenous representatives and experts to take part in a number of international meetings, including, in particular:

(a) the eleventh session of the Working Group of the Commission on Human Rights on the draft United Nations Declaration on the Rights of Indigenous Peoples (Geneva, Switzerland, 5-15 December 2005 and 30 January-3 February 2006);

(b) the Fourth World Water Forum (Mexico City, 16 March 2006);

(c) the sixty-first session of the United Nations General Assembly (New York, September-December 2006), in October and November 2006, in the framework of the Third Committee of the General Assembly (social, humanitarian and cultural affairs); and

(d) the first session of the United Nations Human Rights Council (Geneva, Switzerland, 18-30 June 2006).

Recommendation 93

70. In order to draft the section of the 2006 progress report on the Millennium Development Goals in Mexico which was devoted to the Millennium Development Goals and indigenous peoples in Mexico, a methodology was established to calculate preliminary national Millennium Development Goal indicators for the indigenous population and a strategy was developed to provide alternative indicators for that population.

71. The National Institute of Indigenous Languages is working with the National Institute of Statistics, Geography and Informatics on a socio-linguistic census to form the basis for developing culturally sensitive indicators. In 2006, a detailed Catalogue of Mexican Indigenous Languages was compiled to serve as a tool to provide data on the country's indigenous languages. It records all the variants of indigenous languages currently spoken in the country, and will be published in 2007.

Recommendation 101

72. In April 2005, CDI contributed two presentations to the seminar on Indigenous Peoples and Afro-descendants of Latin America and the Caribbean: Relevance and Pertinence of Sociodemographic Information for Policies and Programmes, organized by the Economic Commission for Latin America and the Caribbean (ECLAC) in Santiago, Chile.

73. In September 2005, an international seminar on indigenous peoples in Latin America and the Caribbean: information, familiarity, development was held as part of a UNDP-CDI project.

Recommendation 102

74. A study on the socio-economic, demographic and health situation of indigenous women in Mexico was published in 2006. It was the product of coordination between the National Institute for Women, the National Population Council, the Ministry of Health (SSA) and CDI.

Recommendation 116

75. The CDI programme to promote agreements in the field of justice aims to support projects promoting the upholding of indigenous peoples' rights and encouraging activities to pursue justice by transferring financial resources to civil and community organizations with legal personality.

76. In 2006, support was provided for 414 projects in 24 of Mexico's states, accounting for a total budget of 34.6 million pesos and covering 388 municipalities and 2,199 communities. The activities undertaken by the organizations receiving support resulted in 2,789 training courses; 5,243 civil register documents; the release of 144 detainees; 9,966 instances of legal action and litigation; 78,160 radio, leaflet and poster campaigns; and 166 examinations, enquiries and community regulations. There were 157,690 direct beneficiaries, 85,526 of them men, and 72,164 of them women. Another aim of the programme is to strengthen the organizational capacities of civil society. In 2006, support was provided in 55 cases for name-registration applications to the Ministry of Foreign Affairs (SRE) and for the payment of fees the legal incorporation of newly founded organizations, the latter costing a total of 64,372 pesos.

Recommendation 129

77. In 2006, the Government of Mexico made a donation, through CDI, of US\$ 10,000 to the United Nations Voluntary Fund for Indigenous Populations. It plans to donate another 125,000 pesos to the Fund in 2007.

Recommendation 132

78. Mexico has public forums available to indigenous peoples which provide opportunities to discuss indigenous peoples' development. They include the CDI advisory council and other advisory bodies regarding specific matters such as the environment and natural resources, including the advisory councils on sustainable development of the Ministry of the Environment and Natural Resources. The CDI advisory council is a collegiate, pluralist body through which CDI endeavours to establish constructive and inclusive dialogue with indigenous peoples and society.

Under the terms of the Act (article 12), the majority of the members of the advisory council are indigenous people.

Recommendation 136

79. The Government of Mexico, through CDI, conducts various communication and public-awareness programmes in this field. Particular examples are the Indigenous Culture Radio Broadcasting System, comprising 20 radio stations and the CDI web page (<http://www.cdi.gob.mx>).

80. The joint CDI-UNDP project entitled *Indigenous peoples in Mexico: for a culture of information* aims to promote a culture of information regarding the country's ethnic and cultural diversity, so that officials, researchers, the indigenous population, social organizations and society in general constitute an informed social foundation. Particular examples of the project's activities include workshops on disseminating information and indicators regarding the indigenous population and various strategies for publicizing information.

81. CGEIB organizes communication, teaching, and public-awareness activities on indigenous issues.

82. At the end of 2003 and beginning of 2004, aiming to encourage educational innovation in culturally diverse settings, the Coordinating Office for Intercultural Bilingual Education (CGEIB) of the Ministry of Public Education (SEP) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) office in Mexico held *Valuing cultural diversity in schools*, a national educational innovation competition for educational establishments at preschool, primary, secondary and higher levels. The report on the competition seeks to highlight not just the winning entries whose merits brought them recognition, but also the 24 proposals submitted.

83. In 2007, a Catalogue of Mexican Indigenous Languages will be published in the Official Gazette of the United Mexican States, indicating the official number of indigenous languages spoken in the country and providing a reliable instrument for establishing the public policies which indigenous communities require.

84. In 2006, institutional campaigns entitled "Diversity is an asset" and "Let him speak your language" were held and publicized, with the aim of raising awareness that Mexico's linguistic diversity is a cultural asset and of encouraging the preservation of national indigenous languages from generation to generation.

85. In 2005, the *Catalogue of Mexican Indigenous Languages: contemporary map of historic locations* was published, providing the opportunity to pinpoint communities where indigenous language is spoken, indicating the size of the group speaking that language and the extent to which the language is used.

86. As an ongoing effort of the Government of Mexico, the National Institute of Indigenous Languages will promote the linguistic rights of indigenous people by publicizing the General Act on the Linguistic Rights of Indigenous Peoples.