La Paz Bolivia, on April 25, 2016

Title

Intercultural Indigenous University

Brief Description of Project

Content limited to 500 characters,

Intercultural Indigenous University (UII) as an innovative initiative is a emblematic program Education and Training Fund for the Development of Indigenous Peoples of Latin America and the Caribbean, which seeks to project the Management of Traditional Knowledge and Indigenous Wisdoms from, with and for Indigenous Peoples and society in general; in such a way that benefits humanity, in a context of intercultural dialogue, to ensure sustainable development and a life in harmony between people and nature.

This university was born with the aim of contributing to the training of professional women and men members of indigenous and non-indigenous, qualified and leadership skills to take from an intercultural perspective tasks of joint participation and decision making that affect the political, economic and social organization of their societies.

The UII commitment to strengthen, systematize and disseminate the cultures, languages, knowledge, indigenous knowledge and technologies, defining fields of intercultural training in the exercise of the rights and the specific demands of Indigenous Peoples creating an academic program that meets the same.

This project will provide the opportunity to develop skills in the management of information technology and communication (ICT) for indigenous students women and men living in remote to these areas, with the development and use of alternative methodologies so that they can continue their studies in their communities with course materials on CDs Rooms, DVD, USBS, and internet.

In addition to using technology in innovative project UII as the participation of spiritual guides and teachers, who despite not having the qualifications required by conventional academy fair value set in the ancient indigenous wisdom stands. Thus, spirituality comes as a transverse axis in each course.

The UII as an innovative project applies a methodology which provides a privileged space for cultural exchange by bringing together different cultures and experience
shared by multiple artistic expressions of indigenous peoples participating in the courses; thus generating an enrichment to explain and share in tangible form and intangible expressions of their history and their world views.

The UII has a fundamental component through the combined tutoring between tutors from the formal academy and the Indigenous Intercultural Chair - UNESCO Chair for the development of training programs and training where significant innovative example is the development of transdisciplinary research, from a participatory, intercultural and interepistémico approach, with the aim of transforming the social, economic, cultural and political reality from the perspective of Good Living Well live- peoples and Plurinationality.

Thus, the UII contributes to improving the living conditions of indigenous and non-indigenous peoples of Latin America and the Caribbean, promoting their active participation in the transformation of societies and States of which they are part.

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Main picture
Sector Innovation:

Education

Sub-sectors covering innovation (according to format options):

• Technical and Vocational Education (TVET)
• Curriculum
• Higher education
• Technology Education
• Teacher Education and Training

Topic (according to format options):

Social impact investment
Region (selected countries for innovation):

Latin America

**Type of innovation** *(according to format options):*

Approach / Process / System / Operational

**Stage of innovation:** *Select the stage that best describes the current state of innovation*

Stage 2 Research and development

**Possible Lives impact:**

Approximately 45 million people (Indians there LAC, according to ECLAC)

**Lives impacted:**

It is estimated at 5 million (direct and indirect) considering the multiplier effect of UII graduates over 9 years of operation

**Funding target**

$ 500000

**Funds raised**

$ 100000

**The cost per beneficiary**

$ 5300

**Cost per unit** $ N / A

*If you have a cost per unit for its innovation, you here!*

**Country of creation (This field is required).**

Latin America and the Caribbean

**Country where it is implemented in this field is required.**

*Select the countries where innovation is being tested / used*

Latin America and the Caribbean

**Website: URL**
Status Update innovation
STATE AND ACTIVITIES OF 2015 AND PROJECTIONS UII 2016

Shares of that report in this paragraph were mandated by the XII General Assembly of the Indigenous Fund in its resolution No. 04/2015, resolution including the Strategic Plan 2015-2016 of the UII and innovation with a set of goals, results and activities.

The execution status reported to February 3, 2016 is as follows

i) Strengthening institutional mechanisms for compliance with the results scheduled.

With greater attachment to the Organic Functional Regulations of the Intercultural Indigenous University (ROF), levels of political leadership (Board FI-LAC), academic coordination (Academic Council UII), technical coordination (UAT), allies and agencies of cooperation through a reappropriation of philosophy and mandate of the UII, which allowed renew relationships to strengthen new management. Planning and monitoring participative management is strengthened day by day and invites networks to take a proactive role in the implementation of training processes in the UII and advocacy.

They have updated the curricula of academic offerings of the UII and strengthened the program area of academic networks that make and execute in different countries, innovative training programs promoted by the UII.

ii) Gender approach- complementarity in the work of the UII

In conformity with the objective to rescue and strengthen the particularity of Indigenous Women organized as a woman, as a mother, as a fighter for human rights of indigenous peoples, as a symbolic production of meanings change as reproductive socio-cultural communities in threat and as an activist of political struggles to be involved in decision-making.

Under the coordination of a Team Manager program and a strategy of integration of a gender perspective in the work of the UII and the Indigenous Fund; It has mainstreamed the approach of Indigenous Women and is deploying under agreement of parties and through joint actions, methodological experience to different groups of members of the Indigenous Fund. Process facilitated by the
Technical Support Unit of the UII under the Technical Secretariat with support from technical consultancy specializing in intercultural pedagogy Academic Mobility services of their national counterparts.

iii) **Management model or n networks UII**

Specialized networks of Indigenous Intercultural University UII are:

- a) *Network of Indigenous Intercultural Universities and Community AbyaYala - (RUIICAY)*.
- b) *Indigenous Intercultural Chair (CII)*.
- c) *Academic Network Associates (RECAA) centers*.
- d) *Network and graduates of UII (REUII)*.

Each of the networks according to their nature have defined their own internal management model, defined and managed various financing mechanisms developing methodologies, planning, advocacy strategies and visibility.

iv) **The novel component of the process is the CII stated in the management or n 2015 - Catedra to UNESCO in "wisdom and knowledge indigenous.**

It is an instance of dissemination, exchange and collective and systematic knowledge and wisdom of indigenous peoples construction in the debate, mutual learning and active student participation is encouraged. It has a multidisciplinary and comprehensive approach that seeks to articulate, economic, environmental, legal and social fields development with identity management.

The CII provides information, analysis, conceptual and methodological contributions on the knowledge, wisdom, and indigenous worldview and ideology on the rights and processes of struggle of indigenous peoples. It presents indigenous knowledge from the most relevant experiences of sages and wise indigenous, from a conceptual vision and practice, didactically organized to facilitate the appropriation of indigenous, conceptual, procedural, attitudinal and spirituality epistemology.

The IIC presents a set of requirements theoretical - methodological, experiential, intercultural and research where facilitators require sustained training.

- **Training and formation** It is given by the IIC in the UII As a way of concretizing intercultural dialogue and mainstreaming knowledge CII, the following courses were conducted: Methodologies and teaching; Expert Title "Indigenous Peoples, human rights and international cooperation"; Master of Worldviews for Good Living / Living Well with emphasis on climate change, complementarity and equity;
4to. Diploma in Indigenous Rights, territorial conflicts and consultation and the Co-teaching methodology

- **Communication and dissemination of knowledge** Training conducted in virtual platform FI Team Communication IIC; Web page design and institutional online and email; It is in the process of corporate materials design. Institutional Videos here 3 material which gradually rises to the Web were developed. digital library and print publications.

v) **Indigenous Intercultural Universities Community in its activities**
Perspective to consolidate the different networks UII, the Network of Indigenous Intercultural Universities and Community AbyaYala (RUIICAY) has held its annual meeting at which defined their strategies, develop its own model of intercultural research, designed his model management and developed policy strategies to achieve real interculturalization of higher education and recognition of academic quality by establishing relevant indicators measuring impact from a differentiated approach.

In this context the Network and graduates of UII (REUII) has strengthened its internal management structures while the Network of Associated Academic Centers (RECAA) has been strengthened with new members centers, and is promoting the inclusion of several universities they have expressed their desire to be part of this network such as the University of Freiburg and Deusto, US: as Columbia University and Hawaii; and others in Latin America.

vi) **Funding model based on contributions from Member States**

Indígena Fund, the international cooperation or n and other inputs to ensure the work of the UII medium term.

For some years the highest levels of government of the Indigenous Fund, the General Assembly and the Executive Council have been making ideas concerning sustainability UII between these ideas selling services are "evaluating the possibility of establishing a new Trust Fund with resources from the accumulation of returns on investments made with the capital of the body and use the yields of this new Trust Fund Scholarship Program of the Intercultural Indigenous University "

Networks have developed a business plan to be implemented2 this year. And resource management processes for grants to various bilateral and multilateral

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1 IX-AG-FI RESOLUTION No. 4/2010 Financial Strategy.
2 Documento de Plan de Negocios adjunto en Anexo N° I.
funding sources, which in some cases require the matching of supply subject to new paradigms currently performed.

vii) The offer académica UII.
During 2015 the UII, made five specialized courses:

- **TITLE OF INDIGENOUS PEOPLES EXPERT, INTERNATIONAL COOPERATION AND HUMAN RIGHTS.** During 2015, was carried out or the 9th version of this course at Carlos III, Madrid, University course with a completion rate of over 90% is achieved.

- **INTERNATIONAL MASTER "Worldviews of Good Living / Living Well with emphasis on climate change, complementarity and equity". Conducted by Network of Indigenous Universities, Intercultural and Community Abya Yala (RUIICAY).** This course allows structuring processes of formation or researchers from an intercultural and community approach to a portar the process of consolidation or of autonomy ay according to the particularities of each people, strengthening their capacity decide and discern the pol í internal and external policies affecting Good Living / Living Well community, through the following points:

- **VI DIPLOMA TO STRENGTHEN INDIGENOUS WOMEN'S LEADERSHIP. EXECUTING AGENCY: National Autonomous University of Mexico (UNAM).** The Diploma VI to strengthen the leadership of indigenous women, led to the formation of national and international experts took place successfully on 18 October 2015 to the current 31 in Mexico City. Was conducted in coordination and cooperation with the Alliance of Indigenous Women of Central America and Mexico (Alliance), the Fund for the Development of Indigenous Peoples of Latin America and the Caribbean (Indigenous Fund), the National Commission for the Development of Indigenous Peoples (CDI), the Specialized Committee for Equality, non-discrimination and groups of victims of the Executive Committee for victims (CEAV), and the National Institute for Women (INMUJERES).

There has been strengthening indigenous women who exercise leadership in their local, community, regional, national and international territories, boosting political participation and fighting for the recognition of the rights of indigenous women.
• INTERNATIONAL DIPLOMA IN RIGHTS INDIGENOUS, TERRITORIAL DISPUTES AND PRIOR CONSULTATION
The executing agency is the University Academy of Christian Humanism (UAHC) of Santiago de Chile together with the pluriversity Amawtay Wasi of Ecuador and the Indigenous Intercultural Chair; aimed at indigenous leaders and professionals from the member countries of long history of commitment Indigenous Fund to the promotion and defense of indigenous rights and development with identity focused on the Good Living-Living Well Community.

With this diploma a new methodology in the UII where theory and practice combined began, results in permanent dialogue of knowledge among members of the Intercultural Indigenous Chair, visions and cultures focused on building shared strategies for the defense of the collective rights of indigenous peoples, the mechanisms of consultation, and ways to arrange solutions to conflicts in indigenous territories.

As a result of the diploma he has 24 projects with a variety of themes: cultural rescue, protection and preservation of ancestral knowledge, research agreements, empowering women, participation in intercultural health, indigenous autonomies, indigenous justice, ecosystem and welfare, community intercultural education, traditional medicine, customary law, communication strategies and conflict management.

At the same time, the contribution of the UAHC shows that the commitment of the universities of RECAA itself may be possible UII sustainability.

viii) Lessons learned in the UII
Intercultural Indigenous University (UII) as an innovative model in education of higher level, is a network of very complex networks to facilitate and / or manage, given its multiple and heterogeneous forming conventional, indigenous and intercultural, wise universities and indigenous wise and graduates and UII, requires ongoing concerted effort to reduce permanent tensions caused by this complexity-heterogeneity and achieve facilitate the normal development of training programs.

Sustainability and permanence in time raises the following challenges:

⇒ Institutional sustainability: The definition or n internal institutional structures UII under its new Org Regulation unique functional but has strengthened and formalized during GESTI or n 2013-2015, for 2015-2017 is GESTI or n u n pending harmonize the internal processes of the Secretariat i T echnique, between it and the networks of UII and supports
external and also Appen define greater stability of staff assigned to the tasks of the UII under UAT and rea Systems.

Financial sustainability: Financial sustainability remains a challenge, and it is urgent to solve. They conform or a working group on the matter, which requires a support team to develop projects and manage urgently to agencies COOPERATION PARTNERS for the UII stop not have activities.

It has developed a monitoring system to develop projects and management for UAT and透明化 the actuarial and all stakeholders in the Fund Indigena. The GESTI or the UII.

Academic sustainability: The ROF has defined a new strategy for the implementation of the UII courses, further strengthening coordination between networks UII. The development and monitoring criteria of quality and the continued expansion of academic offerings are the challenges for managing 2015-2017.

The UII must work a program of academic mobility to facilitate student teacher exchange processes to promote continuous training of graduates and members of their networks teachers.

Political Sustainability. The incidence of the experiences of the UII and its contribution to interculturalizing the rules and practices governing national systems of higher education should be a priority for the next administration, with emphasis on the systematization of experiences UII, generating spaces for dialogue with decision makers and awareness of the different bodies to through the UII is assumed that an intercultural higher education is possible and necessary.

Also, the UII and their networks must be equipped with the necessary flexibility to address relevant and timely training requirements of Indigenous Peoples on emerging issues such as climate change, after consultation, the Sustainable Development Goals, good governance, political participation, food sovereignty, among others.

Mainstreaming approach Indigenous Women: With the support and orientation or n Manager Team Emblem program tico "Women Indígena" the UII duty to develop a methodology to to incorporate the approach genero in
their formation or programs at all levels, both in content and in methodology and in typesetting or n of students and teaching universities and C to tedra Intercultural gena i Ind.

**Organical sustainability.** It is important to define the functions of the bodies of the UII and its link with the Indigenous Fund. During the preceding years there has been a distortion in the relations of belonging and identity of the UII under internal tensions that crossed the Indigenous Fund. Such tensions led networks to confuse the role of actors unaware in many cases belonging to the Indigenous Fund or seeking their detachment. It is necessary to accompany the process relay coordinations networks, ensuring democratic transitions and representative leadership, ensuring the legitimacy and credibility of networks. Needless to complete the regulatory framework of UII, regulations giving it functions at all levels and establishing clear rules for all actors and development activities.

The task of the UAT during these months was mainly focused on regaining membership of the Flagship Programme and the intellectual property of the same by the Indigenous Fund, building bridges with the actors who harshly questioned the difficulties that prevented the Indigenous Fund has a relationship directly with networks.

This work continues and will be permanent, it is imperative to restore the leadership of the Indigenous Fund in this flagship program created within it 10 years ago.

**How does it work?**

*Share more details about how innovation works*

The UII seeks to strengthen the technical and professional indigenous peoples of the region from an academic offer through six strategic lines of action capabilities:

i) The network of academic centers Partners: universities, research centers and research institutes,

ii) The Itinerant Indigenous Chair (CII),

iii) Promotion of comparative research,

iv) The recovery and diffusion of knowledge and specialized publications,

v) A virtual collaborative learning platform,
vi) scholarship program in different areas of higher education.

It operates through an international network of institutions of higher education conventional, indigenous and which are indigenous and nonindigenous students, promoting indigenous and intercultural higher education. Offer graduate programs and continuing education (training policy, strategic, etc.), which meet the demands of priority training organizations and indigenous peoples in coordinated actions among its leaders, women leaders, academics and university academic, sharing their knowledge and skills, contributing to strengthening intercultural, democratic, equitable and interculturalization of education in general societies.

Intercultural Indigenous University is composed of academic networks, wise and wise experts and experts indigenous and non-indigenous, the Network of Indigenous Intercultural Universities and Community Abya Yala (Latin America) - (RUIICAY), the Intercultural Indigenous Chair (CII), Academic Network Associates (RECAA) and Network and graduates of UII (REUII) centers. The UII draws on the experience of higher education institutions that conform and progress been made in these training with an intercultural approach and the visibility of indigenous proposals in higher education.

Evidence of operation

- 15 conventional universities running intercultural programs in the region in collaboration with the UII.
- At least 15 universities, institutes and centers Indigenous Higher Education and Intercultural found in the region, offering higher education services.
- At least 4 modules promoting knowledge and ancestral wisdom of the indigenous peoples of Abya Yala are installed one for each subregion: Mesoamerica, Amazon, Andes, Southern Cone and Europe.
- The IIC is expanding its fields of knowledge from 4 to 10 fields of knowledge and learning.
- The UII applies a monitoring system and monitoring service quality of its graduates in Latin America and the Caribbean.
- At least 50% of member universities networks UII mainstreamed its graduate programs with the offer of the IIC.
- At least 10 members of the conventional universities have incorporated UII ancestral knowledge and wisdom of indigenous peoples in their intercultural programs.
- The CII provides services and develops training courses in different fields of knowledge and learning to 50% of the member universities of the UII, in various training activities to which this offers.
IIC advises at least 50 institutions head sector, indigenous territorial governments and indigenous organizations in promoting knowledge and indigenous knowledge and application of tools of equity and inclusion for democratic consolidation in the region.

**Current users / testers Include**

*Who is using and / or evidence of innovation at this time*

According to the following table for the period 2007-2015 the UII as an innovative initiative has conducted 40 courses with a total of 1376 graduates.

<table>
<thead>
<tr>
<th>Course name</th>
<th>Editions</th>
<th>Years</th>
<th>Egresados</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialization Course in Intercultural Bilingual Education</td>
<td>4</td>
<td>2007-2011</td>
<td>79</td>
</tr>
<tr>
<td>Project Development Course</td>
<td>5</td>
<td>2011-2015</td>
<td>680</td>
</tr>
<tr>
<td>Course International Governance and Public Politicas from Worldview Indígena</td>
<td>3</td>
<td>2008-2010</td>
<td>39</td>
</tr>
<tr>
<td>Diploma in Governance, Citizenship and Indigenous Rights</td>
<td>1</td>
<td>2008</td>
<td>42</td>
</tr>
<tr>
<td>Diploma in Intercultural Health</td>
<td>2</td>
<td>2007 AND 2012</td>
<td>58</td>
</tr>
<tr>
<td>Diploma Foundations of Research in intercultural contexts</td>
<td>1</td>
<td>2012</td>
<td>14</td>
</tr>
<tr>
<td>Master in Development with Identity Management for Good Living Community - UAIIN - 1st Edition</td>
<td>1</td>
<td>2009</td>
<td>18</td>
</tr>
<tr>
<td>MA in Intercultural Health (MSI)</td>
<td>1</td>
<td>2010</td>
<td>27</td>
</tr>
<tr>
<td>MA in Intercultural Health with a major in Sexual and Reproductive Health</td>
<td>1</td>
<td>2010 - 2012</td>
<td>27</td>
</tr>
<tr>
<td>Master International &quot;World Views of Good Living / Living Well with emphasis on climate change, complementarity and equity&quot;</td>
<td>1</td>
<td>2015</td>
<td>24</td>
</tr>
<tr>
<td>Diploma for Strengthening Indigenous Women 'Leadership</td>
<td>6</td>
<td>2010-2015</td>
<td>129</td>
</tr>
<tr>
<td>Diploma in Linguistics and Cultural Revitalization</td>
<td>1</td>
<td>2010</td>
<td>24</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>40</td>
<td><strong>2007-2015</strong></td>
<td><strong>1376</strong></td>
</tr>
</tbody>
</table>
At this time he is to start the postgraduate course: "Expert Title Indigenous Peoples, Human Rights, Governance and International Cooperation" course that takes place between the UII Intercultural Indigenous University and the Carlos III University of Madrid.

The criteria adopted for the selection of accepted applicants were of commitment and link with organizations, gender equality, geographical balance and representation of indigenous peoples and countries, basic levels of excellence in their academic and professional performance and their ability to replicate in their indigenous communities and organizations the knowledge acquired in this course. The organizational guarantee submitted by indigenous organizations was also a key criterion in the evaluation of many applicants.

Selected applicants are:

<table>
<thead>
<tr>
<th>Name</th>
<th>Last name</th>
<th>Country</th>
<th>Indigenous people Poblation</th>
<th>Organization supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Danthe</td>
<td>zapana Callaba</td>
<td>Bolivia</td>
<td>kallawayaya</td>
<td>UNICA SIDICAL CONFEDERATION OF BOLIVIA Farmworkers</td>
</tr>
<tr>
<td>Claudia</td>
<td>Paola</td>
<td>Chile</td>
<td>Mapuche Pehuenche</td>
<td>ORGANIZATION Kutral SPACE DOME MAPU</td>
</tr>
<tr>
<td>Mariza</td>
<td>Maribel</td>
<td>Ecuador</td>
<td>Siona-Secoya</td>
<td>COMMUNITY PORT BOLIVAR SIONA</td>
</tr>
<tr>
<td>Marden</td>
<td>Mauritius</td>
<td>Honduras</td>
<td>Lenca</td>
<td>INDIAN MOVEMENT OF HONDURAS LENCA</td>
</tr>
<tr>
<td>Yahira</td>
<td>Tucker Medina</td>
<td>Nicaragua</td>
<td>Miskitu</td>
<td>Indigenous Organization Wangki Tangni</td>
</tr>
<tr>
<td>Liliana</td>
<td>Pechene Muelas</td>
<td>Colombia</td>
<td>guambiano</td>
<td>CABILDO INDIGENA Guambía</td>
</tr>
<tr>
<td>Bartholomew</td>
<td>Chocoj Camey</td>
<td>Guatemala</td>
<td>Kaqchikel</td>
<td>Kaqchikel COMMUNITY FOR SUSTAINABLE AND EQUITABLE DEVELOPMENT (COMKADES)</td>
</tr>
<tr>
<td>Silvia Dali</td>
<td>Angel Perez</td>
<td>Mexico</td>
<td>zapoteco</td>
<td>INDIGENOUS WOMEN FOR CONSERVATION, RESEARCH AND UTILIZATION (CIARENA AC)</td>
</tr>
<tr>
<td>Blandina</td>
<td>Contreras Yance</td>
<td>Peru</td>
<td>Quechua village Hualla</td>
<td>Confederación Campesina del Perú</td>
</tr>
</tbody>
</table>
**Strategy to expand the use of innovation**
*What is your plan to increase sales or use of innovation?*

There is a wide thematic basis and areas of knowledge, technology, skills and enterprises linked to the livelihoods of indigenous peoples and the multiple relationships generated with other cultural groups, nations and peoples from the local, national and international levels offering opportunities for dignified survival of their peoples communities and organizations in contexts of culture and identity for its significance in time, for which needs to develop certainties and ways of their situation in the cosmos. Certainties have to do with their relationship in the natural world and the senses with its own transcendence and worldview.

Numerous areas of knowledge and skills are vital to the use of the comparative advantages, yet receive the required attention. These areas include organic and friendly agriculture with nature, sustainable use of the resources of nature, associative relationship with the environment, systems traditional indigenous knowledge and energy, productive and socio economic systems led by indigenous women, who generally found articulated at local, national and international markets. Focusing on these areas in higher education can contribute to ensuring good living - living good of the people.

**Next steps**
*Share your next steps to grow your innovation*

Is projected from the experiences generated from the UII different concerned groups, networks and subnets linked to this entity are generating real "positive" processes interculturalidades both public management and social harmony stimulating and leading the relationships create conditions for mutual enrichment.

An approach to the thematic areas of the IIC reflects that it has internal management tasks, training tasks and external projection as communication and dissemination of indigenous knowledge or interculturalization of higher education and Latin American societies.
In this context and from the work of the IIC defined in the regulations of the UII, the business strategy plan is a mechanism that can generate impact given that the services have the tools to offer them. For example, when we speak of "feed back public policy" it is important to have the methodological tools to the study and analysis of policies, demonstrate with hard data the necessary adjustments which should be structured a communicational strategy to generate the impact that allows feedback that seeks to achieve the recognition of diversity, multiculturalism and multilingualism in the region.

In this sense the depth of the formation of leaderships women and indigenous and non-indigenous men who are as committed culture of life for survival in new partnerships between different cultural groups is among the major challenges is taking the UII as innovative experience.

**Team members**

**Board of the Fund for the Development of Indigenous Peoples of Latin America and the Caribbean.** It is a government body between Assemblies and highest administrative authority of the Fund. It is a collegial body, assumes the role of strategic planning, control, monitoring and evaluation of the Operational Directives emanating from the General Assembly, thus ensuring the normal functioning of the Indigenous Fund and the fulfillment of its objectives in the short, medium and long term. The governing body meets every six months and extraordinarily according to the provisions of its internal rules.

**Technical of the Indigenous Fund Secretariat:** Your operating arm is a Technical Secretariat that is responsible for the technical and administrative management of the Indigenous Fund, in accordance with the provisions of the Articles of Agreement in letter a) of paragraph 4.1 of Article 4 authority. This body exercises, among other things, the legal representation of the UII, signing all agreements and related contracts, ensures strengthening international positioning and strategic academic UII negotiations.

**Technical Support Unit (ATU):** This is the technical operational arm of the UII, depends on the Technical Secretariat of the Indigenous Fund, to meet the requirements of the Academic Council.

**Inter - Learning Communities Intercultural Programs Training (CIIPF).** These are academic-political nodes thematic coordination, joint teams made up of members of academic institutions, indigenous organizations from different countries and graduates / as of the respective courses.
Academic Council of the UII. It is the request of management, planning and academic direction of the UII, formulates and recommends academic offerings, according to the demands of indigenous peoples and identifying training needs according to the existing context.

Related programs

i. Master in Intercultural Health
ii. Expert Course on Indigenous Peoples, Human Rights, Governance and International Cooperation,
iii. Course Project Formulation FI - ITU – UN,
iv. Diploma in Indigenous Rights,
v. Specialization in Intercultural Bilingual Education,
vi. Diploma for Strengthening Indigenous Women's Leadership,
vii. Advanced course "Capacity Building of Leaders and Women Leaders on Climate Change",
viii. International Course for indigenous leaders of Central America: Governance and Public Policy from the indigenous world view,
ix. Master in Development with Identity for Good Living People,
x. Indigenous and intercultural research for members of the SUB - RED of Academic Associated Centers,
x. Master of Worldviews of Good Living,
xii. Diploma to strengthen indigenous women’s leadership led to the formation of experts in national and international negotiations"

Founded By:

Fund to Development of the Indigenous Peoples of the Latin America and Caribbean

Related organizations

Bolivia - Simon Bolivar Andean University (UASB).
Bolivia - University of the Andes.
Bolivia, Universidad Mayor de San Simón (UMSS)
Brazil - Federal University of Roraima (UFRR)
Chile - Academy of Christian Humanism University (UAHC).
Chile - Universidad de la Frontera (UFRO).
Colombia - Universidad del Cauca.
Colombia - Intercultural Indigenous Autonomous University of Colombia
Colombia - Universidad del Cauca
Colombia - Open and Distance National University (UNAD).
Costa Rica - State University (UNED).
Costa Rica - University for Peace
Spain - Charles III University of Madrid
Guatemala - Rafael Landivar University (URL)
Mexico - Center for Research and Higher Studies in Social Anthropology (CIESAS).
Mexico - National Autonomous University of Mexico.
Nicaragua - University of the Autonomous Regions of the Nicaraguan Caribbean Coast (URACCAN)
Peru - Universidad Mayor de San Marcos (UMSM).
Geneva - International Telecommunication Union.

1 IX-AG-FI RESOLUTION No. 4/2010 Financial Strategy.
2 Paper Business Plan attached in Annex No. I.