



United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Report submitted by UNESCO to the
19th Session of the
United Nations Permanent Forum on Indigenous Issues
(UNPFII)

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Executive summary:

In 2017, the Executive Board of UNESCO noted with satisfaction its Policy on Engaging with Indigenous Peoples, a policy that harmonises the mandated programme work of UNESCO with the UN Declaration on the Rights of Indigenous Peoples. During 2019, all Sectors of UNESCO engaged in activities related to the IYIL2019.

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) served as the lead UN agency for the organization of the International Year of Indigenous Languages 2019, which is covered in a separate report to the UNPFII.

In October 2019, the Director General appointed Mexican actress, Ms. Yalitz Aparicio, as the UNESCO Goodwill Ambassador for Indigenous Peoples. Her priorities are on human rights, dignity, indigenous languages, and the rights of domestic workers.

Each Sector of UNESCO has contributed to the implementation of the UNDRIP System-wide Action Plan (SWAP). Some Regional Offices have been particularly engaged, owing to their circumstances. Notably, Santiago Office has been working on intercultural and multilingual education including the mobilization of indigenous knowledge systems. Montevideo Office has been concentrating on indigenous engagement in the Man and Biosphere programme, including indigenous knowledge and culture components. Bangkok Office has been engaged in a series of education events including on multilingualism and inclusivity. The Paris Headquarters has focused on indigenous knowledge of biodiversity, ecosystems and climate change. Contributing to the work plan of the UNFCCC Local Communities and Indigenous Peoples Platform (LCIPP). The Natural Sciences Sector hosts the IPBES Technical Support Unit on Indigenous and Local Knowledge (TSU on ILK). This has facilitated numerous dialogues between indigenous peoples and scientific authors. The interaction between IPBES, UNESCO and indigenous peoples is contributing to methodological norms which are relevant across the UN system.

The World Heritage Convention has progressively addressed indigenous peoples' issues in the Operational Guidelines, revised again at the 43rd session of the World Heritage Committee held in Baku, Azerbaijan in June. The International Indigenous Peoples' Forum on World Heritage is a self-constituted body which officially engages with the WH Committee and Centre. This year, there was a major side event with indigenous peoples on the role of languages and knowledge systems in site conservation.

The 2003 Convention on Safeguarding Culture Heritage also organized a forum with indigenous peoples during its 14th Session of the Committee in Bogota, Colombia in December 2019.

With the support of the Social and Human Sciences Sector, the International Coalition of Inclusive and Sustainable Cities – ICCAR, has taken resolutions specific to the rights of indigenous peoples and inclusivity.

In the celebration of the International Year of Indigenous Languages issues related to multilingualism and linguistic diversity of indigenous peoples have been highlighted by the Communication and Information Sector in cooperation with other sectors.

An Intersectoral Working Group on Indigenous Peoples helps share information within UNESCO on indigenous peoples' engagement, including promotion of the policy. In this report to the 19th session of the UNPFII, we have attempted to provide an overview of how indigenous peoples are engaged in UNESCO's work and through which mechanisms. UNESCO is unique in the diversity of its mandates and in the decentralization of its operations around the globe. Indigenous peoples engage in specific programmes, activities, platforms, Conventions, Commissions and consultative forums.

A. Recommendations of the Permanent Forum on Indigenous Issues

Recommendation on the preparation of a strategic outcome document of the 2019 International Year at the General Assembly (paragraph 18 of the Report of the Permanent Forum on Indigenous Issues at its Eighteenth session)

Recommendation on the elaboration of a report on the implementation of the International Year of Indigenous Languages on the basis of the action plan for organizing it (paragraph 19 of the Report of the Permanent Forum on Indigenous Issues at its Eighteenth session)

Recommendation on the development of a platform within the agency to ensure that UNESCO languages programmes provide tangible benefits to indigenous communities and ensure that indigenous peoples are active in all aspects of the work of UNESCO (paragraph 24 of the Report of the Permanent Forum on Indigenous Issues at its Eighteenth session)

Indigenous Peoples are major stakeholders for UNESCO's mandate, as holders of rich and unique knowledge systems, traditions and languages that constitute an important segment of human cultural diversity. UNESCO recognizes that indigenous peoples can give a valuable contribution to its mandate in the fields of education, natural and social sciences, culture, and communication and, in order to reflect their importance in its work, UNESCO has engaged with them in several manners.

UNESCO recognizes the UN Declaration on the Rights of Indigenous Peoples (UNDRIP) and intends to strengthen the alignment of the activities on indigenous peoples with that international standard. The UNESCO Policy on the engagement with indigenous peoples¹ aims at guaranteeing that UNESCO's policies, planning, programming and implementation align with the UNDRIP in all areas of its mandate, that involve or are relevant for indigenous peoples and of potential benefit or risk to them.

UNESCO recognizes the importance of and encourages working together with indigenous peoples in the implementation of its programme, and that the latter reflects the needs and

¹ <https://unesdoc.unesco.org/ark:/48223/pf0000262748>;
https://unesdoc.unesco.org/ark:/48223/pf0000262748_fre

concerns these diverse peoples. For this reason, the organisation has developed several types of engagement with a range of indigenous peoples, communities, organizations, advisers and experts in several areas of its work, including policy-making, and technical consultations, and at different stages of the implementation of the programme, including its inception, and implementation, strengthening stakeholders' capacities.

In order to provide a response to the Recommendation of the UN Permanent Forum, UNESCO initiated a mapping of the different entry points in which indigenous peoples are involved or participate in UNESCO's work. This baseline helps both UNESCO and indigenous peoples consider the opportunities for further engagement and a systematic approach to participation.

1) Indigenous peoples involvement as experts

Indigenous peoples can provide a valuable contribution to UNESCO's work programme². For every sector, insights from indigenous experts constitute a critical component to improve the organization's expertise and the implementation of its mandate. A range of indigenous persons, organizations and networks already participate in the meetings and activities of the Sectors, in most of the countries in which UNESCO has presence. Below are examples on how indigenous experts have been involved in different programmatic activities in UNESCO work.

Education

The "Inclusion, Mobility, and Multilingual Education Conference" held from 24 to 26 September, 2019 in Bangkok, Thailand, included 19 presentations related to indigenous peoples or languages and 24 non-dominant language speakers/indigenous language speakers. The conference committee also included 3 indigenous language speakers as plenary speakers. In order to ensure indigenous peoples' participation, the conference organizing committee included indigenous peoples from Pakistan, Myanmar and Thailand to be part of the abstract review committee and the conference scholarship committee prioritized indigenous people during the selection process. UNESCO Bangkok also worked with the Mexican Embassy in Thailand to invite indigenous experts from Mexico to share their experience in preserving indigenous languages.

In the framework of the Asia Pacific Multilingual Education Working Group (AP MLE WG), many indigenous peoples are individual members or partners who directly work with indigenous peoples to ensure indigenous peoples' participation. This Working Group, facilitated by the UNESCO Bangkok Office, has permanent mechanisms to address language of instruction issues for ethnolinguistic minority communities (including indigenous peoples) in the region. Indigenous people join our AP MLE WG meetings and activities.

² UNESCO's programme is guided by its strategic documents. The Medium-Term Strategy (document C/4) is adopted every six years, and sets out the strategic vision and programmatic framework, including the overarching and strategic programme objectives together with expected outcomes for the Organization. It is built around a mission statement, guiding UNESCO's action across all its areas of competence.

The biennial Programme and Budget (document C/5) defines for each Major Programme and other Programme Sectors and Central Services, the objectives, strategies, expected results and financial allocations, broken down by Main Line of Action (MLA). The expected results are defined for each MLA, complemented, as necessary, by performance indicators and benchmarks. The C/5 document also contains provisions for a certain number of intersectoral platforms.

The UNESCO Regional Bureau for Education in Latin America and the Caribbean (OREALC) in Santiago, Chile participates in a wide network of indigenous experts, academic and community leaders, and promotes participation on debates on the futures of education from an intercultural perspective. In line with target 7 of the SDG 4 (SDG 4.7), UNESCO promotes strong partnership with governments and indigenous organizations in order to facilitate the mechanisms to guarantee indigenous participation and decision making in all the areas that involve them (e.g. as observers of the national indigenous consultation on the curriculum for indigenous education).

OREALC gives special attention to promote participation of indigenous peoples in debates of policy making, as well as in promoting interculturality at all levels of education. Indigenous educators and community representatives also participated in the International Seminar to launch the second report of “Indigenous Knowledge and Education Policies in Latin America”, organized by the Regional Office in Santiago from 13 to 14 March. This event included a workshop to address the main challenges in the field of 1) Awareness, revitalization and strengthening of indigenous languages ; 2) interculturality and dialogue of knowledge in education; 3) formal and informal learning spaces: school, family and community, and 4) Gender equality and interculturality.

For the Santiago Office, the dissemination strategies for calls for experts and proposals emphasise inclusion (and sometimes requires) of indigenous peoples, teams and experts, particularly in intercultural education projects (e.g. the call for studies on indigenous culture and language revitalization).

The UNESCO Montevideo Office is working on an *ad-hoc* basis with the Coordinator of Indigenous Organizations of the Amazon River Basin (COICA), the *Foro Indígena del Abya Yala* (FIAY), the Indigenous Women’s Network for Biodiversity-LAC (RMIB-LAC).

In the UNESCO Guatemala Office, indigenous peoples participate in the meetings organized on a regular basis, on different topics and activities. Indigenous organizations are participating in groups of experts that are developing educational policies related to inclusive education, citizenship education, and other relevant subjects. UNESCO incentivizes the representation and participation of indigenous peoples in all the instances of meetings with experts and government representatives.

Developing projects and programs whose implementation and priority geographical area are mostly rural communities and indigenous peoples ensures the participation and inclusion of this population in development initiatives. The Guatemala Office has sought to include indigenous peoples, leaders and scholars in research and consultation processes to guaranteeing the inclusion of indigenous knowledge, cosmovision (worldview), perspectives and culture in the development of education policies, programmes, projects and interventions carried out by the office, in this regard, partnerships with indigenous organizations, peoples and entities have been strengthened.

As part of its task of collecting and sharing experiences related to education for sustainable development, UNESCO has collected a number of examples of indigenous peoples’ initiatives

and projects that can be considered as good practices³ in Education for Sustainable Development (ESD).

UNESCO programme on ESD has worked with several of the Regional Centres of Expertise (RCE) coordinated by the UN University on issues related to indigenous peoples and knowledge, as well as in the framework of intangible cultural heritage (ICH) actions.

The Asia Pacific Multi-Lingual Education Working Group (AP MLE WG), facilitated by the UNESCO Bangkok Office, has permanent mechanisms to address language of instruction issues for ethnolinguistic minority communities (including indigenous peoples) in the region. Indigenous people join our AP MLE WG meetings and activities.

Natural Sciences

The Local and Indigenous Knowledge Systems (LINKS) programme works closely with indigenous experts and indigenous knowledge holders in order to promote the recognition of this knowledge. It also promotes the mobilization of this knowledge in processes that seek to identify relevant existing knowledge on weather and climate that can be mobilized in national action to combat climate change effects. LINKS also aims to facilitate spaces in which IK and science can co-produce knowledge relevant to climate policies, climate and weather services and information, as well as initiatives to tackle biodiversity loss.

Through online calls, LINKS has established collaboration with indigenous peoples in several regions, including Africa, the Arctic, Latin America, the Caribbean, and the Pacific. The networks established by the programme are engaged in national, regional and international level activities.

In its capacity as the Secretariat of the UN Scientific Advisory Board, UNESCO collaborates with indigenous advisors to highlight the potential of Indigenous and Local knowledge(s) in alliance with the science(s) in closing knowledge and technology gaps, poverty eradication and addressing inequalities. This collaboration has resulted in the issuance of recommendations for building a partnership of Indigenous and Local Knowledge(s) and Science(s) to diversify, popularize and expand the Science Technology Innovation (STI) Agenda for Sustainable Development⁴.

LINKS hosts the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES) Technical Support Unit for Indigenous and Local Knowledge (TSU-ILK). A series of activities and methodologies have been developed for participation of indigenous peoples in the TSU-ILK, which together make up a “participatory mechanism” that was requested by the fifth IPBES plenary in 2017⁵. These methodologies and activities include:

³ Notably in the UNESCO Green Citizen web platform, see https://en.unesco.org/greencitizens/our_stories?field_theme_value=indigenous&field_gc_story_postal_address_country=All and https://en.unesco.org/greencitizens/your_stories?field_gc_story_postal_address_country=All&field_theme_value_i18n=indigenous&field_needs_value_i18n=All&field_level_of_education_value_i18n=All

⁴ The Report made by the UN Scientific Advisory Board can be found at:

http://www.unesco.org/new/en/media-services/single-view/news/un_scientific_advisory_board_shares_new_recommendations_with/

⁵ More information on IPLC participation in IPBES can be found at: <https://ipbes.net/participation-iplc-ipbes>

- The task force on indigenous and local knowledge currently has six indigenous members⁶. The task force membership is renewed periodically, and a call for nominations will be sent out through indigenous networks when new members are sought.
- Avenues for IPLC participation in assessments, which include participation in scoping for new assessments; participation as authors (as lead authors, contributing authors or as fellows); dialogue workshops; online calls for contributions; online review periods; and outreach and follow up after assessments.

IPBES methodologies will continue to be developed in 2020 and beyond, with a focus on capacity building, catalysing new research and indigenous participation in national-level biodiversity policy processes.

Indigenous peoples have also taken part of the new initiative on the “Right to Science” and UNESCO Montevideo’s Conference to celebrate its 70th Anniversary, at which COICA), the FIAY and the Indigenous Women’s Biodiversity Network (RMIB) participated.

Social and Human Sciences

The work of the Social and Human Sciences (SHS) Sector is informed by the realization that indigenous peoples continue to be confronted with poverty, human rights violations and abuse. Through partnerships with indigenous peoples, the Sector supports them by addressing the multiple challenges they face, while acknowledging their significant role in sustaining the diversity of the world's cultural and biological landscape.

Through the International Coalition of Inclusive and Sustainable Cities – ICCAR, the various regional and national 10-Point Plans of Action make strong references to indigenous peoples. A good example is the introductory manual on ‘anti-racism and anti-discrimination for municipalities’, prepared by the Ontario Human Rights Commission, that provides good practices at the municipal level that favour indigenous peoples in areas such as data collection, monitoring and reporting, and policy development. Other examples are the new guide on “Welcoming Immigrants and Refugees to Canada: The Role of Municipalities”, in which opportunities are offered to connect with and learn about other indigenous cultures, customs and traditions, and the [“Wapikoni Teaching Guide: Discover the Diversity of Indigenous Nations, Cultures and Expressions in Canada”](#).

The 10-Point Plans of Action are also mechanisms for the participation of indigenous peoples in all walks of life. The Plans will be revised in 2020 to give a stronger voice to indigenous peoples, and to be better aligned with the SDGs and the New Urban Agenda. UNESCO is also raising awareness and advocates for the rights of indigenous peoples through the celebration of International Days. Teresita de Jesús Luis Ojeda, the young indigenous Mayor of San Dionisio del Mar in Mexico attended World Cities Day in 2018 at UNESCO Headquarters under the theme “Building sustainable and resilient cities⁷”, and gave several interviews, including on Facebook. Moreover, as regards advancing the participation of indigenous peoples within the UN system, the UNESCO Youth Forum always includes young indigenous people. At the 2019 Forum, two young women – from Canada and New Zealand – were part of the Forum Youth

⁶ A list of the Task Force members can be found at <https://ipbes.net/ilk-task-force-members>

⁷ More information about the event can be found at: <https://www.facebook.com/UNESCOes/videos/2251375901541621/>

Steering Group, set up to co-design and co-implement the Forum with UNESCO, thus bringing on board the perspectives of indigenous peoples.

The Canadian filmmaker Manon Barbeau founded Wapikoni Mobile, a travelling training and audio-visual creation studio, which organizes training and film screenings for indigenous youth. Wapikoni Mobile won the 2018 UNESCO-Madanjeet Singh Prize for the Promotion of Tolerance and Non-Violence.

UNESCO has developed an *Inclusive Policy Lab* which offers an analytical framework for assessing policies as well as web-based tools to compile information, share expertise and provide practical support to policy design and implementation. It focuses on the multidimensional and intersectional aspects of social inclusion, as well as the connections between inclusive objectives and outcomes and participation in policy design and implementation, and so lends itself to the specific issues of indigenous peoples.

Culture

Through the Interagency Task Force of Culture and Development, the UNESCO Mexico Office organized strategic dialogues with indigenous representatives and authorities in order to receive their comments and recommendations about the initiatives that the task force is working on.

At the regional or national level

UNESCO Apia Office for the Pacific States supported the 2019 Linguistic Society of Papua New Guinea (LSPNG) Conference held in September 2019 in Port Moresby, Papua New Guinea (PNG), as a contribution to the International Year of the Indigenous Languages (IYIL2019). Some sixty scholars, teachers, community leaders and government officials across the country and from overseas attended this conference.

The LSPNG was founded in 1967, with the aim of promoting the languages in PNG through research and advocacy of literacy and language education. LSPNG researchers have described hundreds of previously unwritten indigenous languages, breathing new life into them through orthography development, descriptions of their structures, and the promotion of vernacular literacy in remote communities. Working with the last remaining speakers of many endangered languages, they have been contributing to the safeguarding the linguistic diversity in PNG.

One of the tangible benefits of the safeguarding of indigenous languages to community was presented at Asel Tui, at the LSPNG Conference. The Linguistics Department of the School of Humanities and Social Sciences, University of Papua New Guinea (UPNG) has developed a working relationship with the Chief of the Maclay Village, Asel Tui, a retired teacher. Fluent in English, Bonguand Tok Pisin, Asel is a respected elder. At the request of UPNG, Asel wrote down short stories encapsulating traditional wisdom, history and legends in Bongu, Tok Pisin and English. Bongu is a Rai Coast language spoken by some 800 speakers in Medang Province, PNG. UPNG donated 300 copies of the book to the Bongu Community School, allowing the students to learn in their own mother language and appreciate their culture⁸.

⁸ The conference proceedings: <https://www.langixmelanesia.com/lspng-2019-proceedings>

The work done by the UNESCO Office in Santiago on inclusion and equity under the Unit of Teacher Development has special focus in the generation of spaces for dialogue and convergence with indigenous experts and organizations, academia, government, international agencies for reflection, debate and development of proposals on interculturality. In this way, every action considers the participation of indigenous leaders and experts.

Communication and Information

At the end of the International Year of Indigenous languages in 2019, UNESCO was able to map through its global calendar of events more than 900 events and activities all over the world, covering awareness raising activities, capacity-building workshops, academic conferences, inter-governmental meetings, theatrical, musical and artistic performances, hackathons and online events, etc. where indigenous peoples took part or were beneficiaries. It also includes activities implemented by other UNESCO's other Programme Sectors and Field Offices in Latin America and the Caribbean, Asia and Pacific and Africa regions.

The UNESCO Office for Mexico has worked with indigenous experts in the framework of the commemoration of the International Year on Indigenous Languages (IYIL). Activities involve the National Language Fair, which was co-organized by UNESCO and the Mexican Institute of Indigenous Languages (9-11 August, 2019), and the International Congress for Indigenous Languages at risk, that will be co-organized between UNESCO and the Mexican government next year in the framework of the Global Closing of the IYIL.

2) UNESCO Goodwill ambassadors

UNESCO Goodwill ambassadors are personalities who place their reputation at the service of the Organization's campaigns. They commit to raise public awareness of the Organization's mission for a period of two years. In October 2019, the Director-General of UNESCO, Audrey Azoulay, has named Mexican actress Yalitza Aparicio as a UNESCO Goodwill Ambassador for Indigenous Peoples. Ms Aparicio is committed to the fight against racism and for the rights of women and indigenous peoples. She has used her celebrity to promote respect and dignity. Ms Aparicio has contributed to the work of the Mexican Commission for the Defence and Promotion of Human Rights. She also works for children's education, helping raise funds for schools in the city of her birth.

Ms Aparicio will contribute to UNESCO's work to ensure the integration of indigenous peoples everywhere and the realization of their rights, through the safeguard and celebration of indigenous cultural heritage, the inclusion of indigenous knowledge in environmental management, the preservation of biodiversity, adaptation to climate change, and equal access to education for indigenous peoples.

Before Ms Aparicio, the Nobel Peace Prize laureate Rigoberta Menchú Tum was appointed UNESCO Goodwill Ambassador, in recognition of her actions for the protection of indigenous societies.

Other personal appointments have also been part of the UNESCO commitment to promote indigenous peoples rights and culture. Ms Patricia Velásquez, a renowned Venezuelan model and actress, was appointed UNESCO Artist for Peace in June 2003, in the context of the International Decade for the World's Indigenous People. This title was bestowed upon her in recognition of her actions for the protection of the Wayúu Taya indigenous people in Latin America and for the safeguarding of their cultural heritage.

3) UNESCO Normative standards

Culture normative standards

The 1972 World Heritage Convention

The *Operational Guidelines* of the World Heritage Convention recognize Indigenous Peoples as stakeholders and rights-holders in the identification, nomination, management, protection and presentation of World Heritage, in line with a human rights based approach. As of 2019, entry points and site-based mechanisms, through which Indigenous Peoples may wish to engage with the World Heritage Convention, can be summarised as follows.

The World Heritage Committee has recognized the International Indigenous Peoples Forum for World Heritage (IIPFWH) as an important reflection platform on the involvement of Indigenous Peoples in the identification, conservation and management of World Heritage properties (Decision 41 COM 7)⁹. IIPFWH is therefore also an avenue for Indigenous experts to engage with World Heritage processes. Since its formal establishment in 2017, the World Heritage Centre remains in regular contact with IIPFWH and has collaborated with IIPFWH on the organization of joint activities.

The Sustainable Development Policy, which was endorsed by the World Heritage Committee in 2015 and adopted by the 20th session of the General Assembly of States Parties (Paris, 2015), refers to “Respecting, consulting and involving indigenous peoples and local communities” and emphasizes that the recognition of rights and the full involvement of Indigenous Peoples and local communities lies at the heart of sustainable development.

The *Operational Guidelines* of the World Heritage Convention provide through Paragraph 174 a possibility for third parties, including Indigenous Peoples, to inform the UNESCO World Heritage Centre of any concerns in relation to the state of conservation of World Heritage properties. Following reception of third party information, the World Heritage Centre proceeds with verifying the source and content of the information in consultation with the State Party and Advisory Body concerned.

For the preparation of Tentative Lists, i.e. inventories of sites, which States Parties intend to consider for nomination to the World Heritage List, the *Operational Guidelines* support the full and effective participation of Indigenous Peoples before including sites on the respective Tentative List. “States Parties shall consult and cooperate in good faith with the indigenous peoples concerned through their own representative institutions in order to obtain their free, prior and informed consent” (paragraph 64).

Effective and inclusive participation of Indigenous Peoples is also foreseen by the *Operational Guidelines* for the nomination process, during which it should be demonstrated that the free, prior and informed consent of Indigenous Peoples has been obtained enabling them to have a shared responsibility with the State Party in the maintenance of the property (paragraph 123);

Another entry point offered by the *Operational Guidelines* concerns legislation, policies and strategies that affect World Heritage properties, which should promote and encourage the effective, inclusive and equitable participation of the communities, indigenous peoples and other stakeholders concerned with the property as necessary conditions to its sustainable protection, conservation, management and presentation (paragraph 119).

⁹ More information on IIPFWH can be found at <https://iipfwh.org/>

The promotion of sustainable and inclusive economic benefits for indigenous peoples is encouraged by the *Operational Guidelines* for educational and capacity-building programmes that recognise local material and resource use and local cultural and creative industries including the safeguarding of intangible heritage associated with World Heritage properties (paragraph 214bis).

Traditional and Indigenous Knowledge held by Indigenous Peoples is described in the *Operational Guidelines* as possible contribution to the conservation and management of World Heritage properties, their buffer zones and wider setting including sustainable development, subject to all necessary consent (paragraph 215).

Requests for International Assistance shall be of [an] inclusive nature, according to the *Operational Guidelines* and include the involvement of local communities and Indigenous Peoples (paragraph 239 j).

Representatives of Indigenous Peoples regularly participate in meetings, workshops and conferences related to the World Heritage. In connection with the sessions of the World Heritage Committee, Indigenous Peoples can be represented in the annual World Heritage Youth Forum and World Heritage Site Managers Forum, besides the activities conducted by IIPFWH during the Committee sessions.

For the annual sessions of the World Heritage Committee, Indigenous Peoples may obtain Observer status and intervene during the Committee's plenary sessions. It is also possible to propose side-events carried out in-between the sessions.

The 2003 Convention for the Safeguarding of Intangible Cultural Heritage

The 2003 Convention seeks to ensure that its programmes and activities provide tangible benefits to communities, including indigenous communities, through its community-based approach. Its Operational Directives state that 'States Parties shall take necessary measures to raise the awareness of communities, groups and, where applicable, individuals regarding the importance and value of their intangible cultural heritage, as well as the Convention, so that the bearers of this heritage may fully benefit from this standard-setting instrument' (OD 81). The Ethical Principles for Safeguarding Intangible Cultural Heritage furthermore emphasize that the communities who create their intangible cultural heritage 'should benefit from the protection of the moral and material interest resulting from such heritage, and particularly from its use, research, documentation, promotion or adaptation by members of the communities or others' (Ethical principle 7).

The 2003 Convention supports a community-based approach to identifying and safeguarding intangible cultural heritage, including the living heritage of indigenous peoples. UNESCO recognizes the rights of indigenous peoples to their heritage with reference to the principles of the UNDRIP, including free, prior and informed consent. States Parties to the Convention must ensure that their safeguarding plans and programmes are 'fully inclusive of all sectors and strata of society, including indigenous peoples (...)' (cf. Operational Directives for the implementation of the Convention for Safeguarding the Intangible Cultural Heritage pp. 174 and 194).

International Listing mechanisms

Proposals to the Lists of the 2003 Convention must be made with the widest possible participation and free, prior and informed consent of the community, groups or, in some cases, individuals concerned. Indigenous peoples should therefore be involved in the preparation of all nominations to the Lists of the Convention that concern their intangible cultural heritage, including the List of Intangible Cultural Heritage in Need of Urgent Safeguarding, the Representative List of the Intangible Cultural Heritage of Humanity and the Register of Good Safeguarding Practices.

Community-based inventorying

Countries which have ratified the Convention must draw up, in a manner geared to their own situation, one or more inventories of the intangible heritage present in their territory (Article 12). Community involvement is mandatory and countries must ensure the widest possible participation of communities, groups and relevant non-governmental organization in the inventorying process.

Non-governmental organizations

Indigenous non-governmental organizations with recognised competence in intangible cultural heritage can request accreditation by the General Assembly of the State Parties to the 2003 Convention (a body that meets every two years) to provide advisory services to the Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage. Once accredited, NGOs can take part in governing body meetings as observers, offering an important entry point to have their voices heard.

Global capacity-building programme

Indigenous experts, with specialized experience in the field of intangible cultural heritage, may become members of UNESCO's network of facilitators under the 2003 Convention. The facilitators provide training and advisory services in the framework of the UNESCO's global capacity-building programme for safeguarding intangible cultural heritage. There are currently around 150 UNESCO-trained facilitators in the network, several of which identify as indigenous.

Technical and financial assistance

Communities can seek technical and financial assistance through the 2003 Convention's Intangible Cultural Heritage Fund to support safeguarding measures. Projects proposed under the International Assistance mechanism may include the safeguarding of heritage inscribed on the Urgent Safeguarding List, the preparation of inventories, capacity-building activities or the elaboration of policies and standard-setting frameworks.

Participation in governing body meetings

Indigenous peoples can request participation with an observer status to the meetings of the governing bodies of the Convention.

Education normative standards

UNESCO mechanisms such as the one related to the Observatory on the Right to Education and the Committee and Convention on the Right to Education (CRE), the Convention Against Discrimination in Education, the monitoring mechanism for the implementation of the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, contribute to addressing indigenous peoples' issues.

CI normative standards

Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace (2003)

Further to the adoption of the 2003 Recommendation UNESCO has been monitoring the implementation of this normative instrument. The focus of the 2003 Recommendation on the development of multilingual content and systems and facilitating access to networks and services, among others, also aim to benefit indigenous peoples and indigenous language users.

4) The UNESCO Chairs

the UNITWIN (University Twinning and Networking) / UNESCO Chairs Programme, which involves over 700 institutions in 116 countries, promotes international inter-university cooperation and networking to enhance institutional capacities through knowledge sharing and collaborative work. The programme supports the establishment of UNESCO Chairs and UNITWIN Networks in key priority areas related to UNESCO's fields of competence – i.e. in education, the natural and social sciences, culture and communication.

Indigenous peoples' issues are at the core of several of the Chairs supported by UNESCO, in countries including Colombia, Ecuador, India, and Namibia, where indigenous knowledge and culture constitute the pillars of the projects.

5) UNESCO Inter-sectoral Group on indigenous issues

UNESCO has created an Intersectoral Working Group on indigenous peoples, which consists of staff from all programme sectors and support services, in both Head Quarters and the Field Offices.

The objective of this group is to exchange information on the different activities that are being implemented in relation to indigenous peoples. It is also a body that raises awareness among the staff about the different practices that the institution puts in place in relation to indigenous peoples, the different existing UN standards and tools that should guide the work in this area.

UNESCO staff members that are part of this initiative can also be contacted in order to have information about different issues covered by UNESCO's mandate in relation to indigenous peoples.

6) UNESCO's partnership with non-governmental organizations

In implementation of the provisions of Article XI of its Constitution, UNESCO has built up over the years a valuable network of cooperation in its fields of competence with non-governmental organizations (NGOs) representing civil society. This partnership bears witness to the

importance of the work of those organizations alongside government-sponsored action in international cooperation in the service of peoples for development, equality, international understanding and peace. Non-governmental organizations are now involved in all of UNESCO's fields of competence.

Some NGOs having official partnership with UNESCO are actively working on indigenous peoples' issues. Establishing a partnership with UNESCO opens the possibility of mutual partnership between UNESCO and the competent non-governmental organizations representing civil society for the preparation and the execution of its programme, and thus increase international cooperation in the fields of education, science, culture, communication and information. In addition, they should promote the emergence of new organizations that are representative of civil society in those regions of the world where such organizations, for historical, cultural or geographical reasons, are isolated or weak, and help to include them in the partnership.

UNESCO offers NGOs two categories of partnership, Consultative and Associate Status¹⁰.

B. System Wide Action Plan to achieve the ends of the UN Declaration on the Rights of Indigenous Peoples

1. Raising awareness of the UN Declaration

The Director-General of UNESCO, has named Mexican actress Yalitza Aparicio as a UNESCO Goodwill Ambassador for Indigenous peoples. Ms Aparicio will contribute to UNESCO's work to ensure the integration of indigenous peoples everywhere and the realization of their rights, through the safeguard and celebration of indigenous cultural heritage, the inclusion of indigenous knowledge in environmental management, the preservation of biodiversity, adaptation to climate change, and equal access to education for indigenous peoples.

The UNESCO Policy on Engaging with Indigenous Peoples is being translated into Spanish, in order to increase accessibility to the text. It is currently available in French and English.

UNESCO website does online promotion of the International Day of the World's Indigenous Peoples which includes an annual statement by the Director General. Other online material includes indigenous knowledge and other projects at the national level. Some offices like Mexico do online promotion on social media (Facebook and Twitter).

UN Declaration Article 2

"Indigenous peoples and individuals are free and equal to all other peoples and individuals and have the right to be free from any kind of discrimination, in the exercise of their rights, in particular that based on their indigenous origin or identity"

¹⁰ More information about Admission Criteria, Obligations, and Advantages of these two categories can be found at: http://portal.unesco.org/en/ev.php-URL_ID=33137&URL_DO=DO_TOPIC&URL_SECTION=201.html

Promotion of inclusion and rights

The work done by the UNESCO Sector of Social Sciences and Human Sciences on inclusion and rights addresses all forms of discrimination and fosters a culture of inclusion and rights through advocacy and awareness-raising initiatives as part of an integrated approach to programme delivery, in partnership with Member States, civil society and other stakeholders. The work focused on fostering human rights, gender equality and a sense of global citizenship, particularly through city-level policy and practice; promoting inclusion and diversity by fighting discrimination and racism; and promoting the rights of indigenous peoples by tackling persistent and emerging stereotypes and prejudices.

UNESCO Slave Route and General and Regional Histories projects

Indigenous peoples and people of African descent are among the most marginalized and vulnerable populations in different parts of the world. They continue to be subjected to racism, racial prejudices and discrimination inherited from a history marked by extermination, enslavement, colonization and exploitation. Through its Slave Route and General and Regional Histories projects, UNESCO is developing scientific knowledge on this legacy and its impact on these two categories of populations and is encouraging the formulation of public policies to redress these historical injustices and inequalities.

Article 12

“1. Indigenous peoples have the right to manifest, practise, develop and teach their spiritual and religious traditions, customs and ceremonies; the right to maintain, protect, and have access in privacy to their religious and cultural sites; the right to the use and control of their ceremonial objects; and the right to the repatriation of their human remains.

2. States shall seek to enable the access and/or repatriation of ceremonial objects and human remains in their possession through fair, transparent and effective mechanisms developed in conjunction with indigenous peoples concerned.”

1972 Convention

Representatives of Indigenous Peoples regularly participate in meetings, workshops and conferences related to the World Heritage, such as at the Reflection meeting on reforming the World Heritage Nomination Process (Tunis, 23-25 January 2019) or at the Arctic World Heritage Conference “Managing complexity – the way forward for World Heritage in the Arctic Region” (Reykjavík, 24-25 October 2019).

“Regional Dialogue for the Implementation of the UNESCO Policy on Engaging with Indigenous Peoples in MAB-LAC”

Under the theme “Knowledge and governance coproduction in Latin American and Caribbean Biosphere Reserves”. Approximately fifty participants from 12 countries representing indigenous peoples organizations, NGOs, government focal points, biosphere reserve stakeholders (indigenous and non-indigenous), the private sector and technical experts (indigenous and non-indigenous) came together to consider how to improve implementation of UNESCO’s policy in the framework of the UNESCO MAB programme, which currently has 130 Biosphere Reserves in 21 LAC countries. After a one-day intensive dialogue, the participants formed a draft priority framework, an interim working group and a plan to continue the work through 2020 with the aim of developing an action plan and tools to

implement UNESCO's policy and improve indigenous peoples' participation at all levels of the MAB programme in LAC.

Article 13

"1. Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures, and to designate and retain their own names for communities, places and persons.

2. States shall take effective measures to ensure that this right is protected and also to ensure that indigenous peoples can understand and be understood in political, legal and administrative proceedings, where necessary through the provision of interpretation or by other appropriate means."

UNESCO was the lead agency for the IYIL 2019– a report on this issue will be submitted as a separate document.

UN Declaration Article 14

"1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.

2. Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination."

The international Forum on Inclusion and Equity in Education

The International Forum on Inclusion and Equity in Education held from 11 to 13 September in Cali, Colombia, was a platform to highlight the advances and challenges to strengthen inclusion into the education systems for vulnerable groups. We have the opportunity to have one important moment during the Forum where the issue of indigenous peoples and multilingual education were discussed. There was a panel focused on intercultural and multilingual education to promote inclusion. This panel investigated what needs to be done to promote awareness and differentiation of language instruction to accommodate students' diverse learning needs and styles, as well as their cultural, ethnic, and linguistic backgrounds. It also discussed how to develop inclusive learning environments that respect and utilize indigenous languages. The outcome document from the international Forum, the Cali Commitment to Equity and Inclusion in Education extended the commitment of inclusion in education to empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.

A policy brief on inclusion in education for indigenous peoples is under development, as an outcome from the Forum.

"Indigenous Peoples' right to education"

The Education Sector has launched the publication "Indigenous peoples' right to education. Overview of the measures supporting the right to education for indigenous peoples reported by Member States in the context of the Ninth Consultation on the 1960 Convention and Recommendation against Discrimination in Education"¹¹.

¹¹ <https://unesdoc.unesco.org/ark:/48223/pf0000369698>

Along with the Inga Community, the University of Zurich, and Universidad Javeriana of Colombia, the UNESCO Regional Office for Latin America and the Caribbean participated at the expert's workshop meeting for the Indigenous University Project in the Colombian Amazonia (Mocoa and Villa Garzón, Colombia, October 2019).

“Inclusion, Mobility, and Multilingual Education Conference” (24-26 September 2019, in Bangkok, Thailand)

UNESCO is a co-chair of Asia-Pacific Multilingual Education Working Group (AP MLE WG) organized and participated activities to promote mother tongue-based multilingual education (MTB MLE) and remove language barriers to promote inclusive quality education learning outcomes for ethnolinguistic communities (which include indigenous peoples) in the Asia-Pacific region. UNESCO co-organized the Inclusion, Mobility, and Multilingual Education Conference on 24-26 September 2019, in Bangkok, Thailand. Over 400 participants participated in the conference.

As part of the conference, UNESCO Bangkok also organized High-level policy forum on MLE on 25 September 2019. High-level officials from 16 countries in Asia and the Pacific and observers from key MLE stakeholders had 3 ministerial roundtables to strengthen and improve the quality of MTB MLE programme and policies within the framework of SDG4. At the end of the forum, delegates reviewed and endorsed the Bangkok Statement on Language and Inclusion, which is the first regional statement on multilingual education, with seven action points.

UNESCO Bangkok participated at the Asia-Pacific Regional Forum on Education, Language and the Human Rights of Minorities on 20-21 September 2019 in Bangkok, Thailand. UNESCO Bangkok is also finalizing two publications: 1) Tools for planning and monitoring programmes of multilingual education in Asia which aims to help various stakeholders to monitor and plan MTB MLE programmes and 2) Literature review on approaches to Language in Education for Migrants and Refugees in the Asia-Pacific Region. These publications will be launched in Feb 2020. Lastly, UNESCO Bangkok has been developing AP MLE WG website to strengthen knowledge leadership and resource sharing platform for MTB MLE.

ICT in Education (ICT)

As part of the collaborative pilot project between Culture and ICT in Education teams entitled “Women e-nspire Culture”, UNESCO-Samsung Hack Culture (6-9 August 2019, Chiang Mai, Thailand) hackathon gathered Samsung volunteers, ethnic minority/indigenous crafts-women, local entrepreneurs and experts to develop solutions to ethnic minority women's challenges in safeguarding their intangible cultural heritage and marketing their products. Five solutions will be finalized into a centralized website for the crafts-women's community with a local partner organization.

International Literacy Day 2019

The International Literacy Day 2019 celebrated under the theme of ‘Literacy and Multilingualism’¹². As UNESCO leads the celebration of the International Year of Indigenous Languages, the observation of the International Literacy Day referred to the need to rethink

¹² Background paper for the celebration of International Literacy Day 2019: revisiting literacy and multilingualism <https://unesdoc.unesco.org/ark:/48223/pf0000370416>

literacy education is all the more pressing considering that in 2016 only 5% of the world's estimated 7,000 languages were present on the Internet and 50 per cent of spoken languages were considered to be in danger of disappearing.

Within the framework of the celebration of International Literacy Day 2019, UNESCO has highlighted the importance of starting education and learning to acquire literacy skills with a mother language in multilingual contexts, the need to promote linguistic and cultural diversity, and protect and promote indigenous languages.

The UNESCO Strategy for Youth and Adult Literacy (2020-2025)

The new UNESCO Strategy for Youth and Adult Literacy (2020-2025)¹³ was adopted by its governing body, the General Conference, at its 40th session in November 2019. The Strategy builds on the previous work, including the United Nations Literacy Decade (UNLD, 2003-2012) and the UNESCO's Literacy Initiative for Empowerment (LIFE, 2006 – 2015), and is aligned with SDG4 and Education 2030. It has four strategic priority areas: 1) Support for developing national literacy policies and strategies; 2) Addressing the learning needs of disadvantaged groups, particularly women and girls; 3) Leveraging digital technologies to expand access and improve learning outcomes; and 4) Monitoring progress and assessing literacy skills and programmes. The following paragraphs of the Strategy related to the strategic priority area 1 and 2 respectively are of particular relevance to indigenous languages and peoples.

14. The review of 50 years of strategies and programmes identified several areas that require action. The absence of whole-of-government approaches, lack of opportunities for national stakeholders to strengthen their capacity and limited partnership opportunities constitute some of the major problems associated with improving literacy policies and provision in many countries. An insufficient capacity to design literacy strategies from a lifelong learning perspective and to expand opportunities for improving literacy in mother-tongue languages, including indigenous languages, often constitute additional challenges.

17. This Strategy will focus particularly on gender equality and the learning needs of out-of-school youth, refugees and migrants as well as indigenous people. To promote gender equality in and through literacy, UNESCO will seek to fill knowledge gaps in understanding the issue in various socio-economic and cultural contexts, promoting policy learning and providing policy support and capacity-development services. In addition to promoting targeted measures, UNESCO will support Member States in mainstreaming gender equality when reviewing and developing literacy policies, strategies and activities, so that gender equality considerations positively influence policy priorities and budgeting patterns.

UN Declaration Article 16

"1. Indigenous peoples have the right to establish their own media in their own languages and to have access to all forms of non-indigenous media without discrimination."

Strengthening indigenous radio stations

¹³ <https://unesdoc.unesco.org/ark:/48223/pf0000371411,40C/5>

The UNESCO Office in Mexico, with CI's technical and financial support has worked on community and indigenous radio stations in Mexico, in particular in relation to access to radio frequencies and means of sustainability. This action aimed at making recommendations on public policies and law modifications in order to facilitate the existence of community and indigenous radio stations in Mexico. Seven institutions were involved in policy-consultations aimed at fostering the access of indigenous media to radio concessions: the Federal Institute of Telecommunications, the Chambers of Representatives for Indigenous Peoples and the Radio and TV Commissions, the Office of the Presidency in charge of development and implementation of the 2030 Agenda, the Senate, the Tax Administration System and the National Commission for Development of Indigenous People.

UNESCO also conducted capacity-building workshops for radio stations and 70 young indigenous reporters in Mbandaka and Bikoro, Democratic Republic of Congo, in partnership with Children's Radio Foundation. A range of multimedia materials reflecting these initiatives were produced, such as 38 portraits and 3 audio clips.

UN Declaration Article 22

"1. Particular attention shall be paid to the rights and special needs of indigenous [...] women, youth [...] in the implementation of this Declaration".

UNESCO's Operational Strategy on Youth (2014-2021)

UNESCO's Operational Strategy on Youth (2014-2021) pays specific attention to vulnerable, including indigenous, youth. In this framework, UNESCO works to ensure that the views, needs, expectations and aspirations of vulnerable youth groups are integrated into policies and programmes aimed at young women and men. Thus, the UNESCO framework and policy checklist advises that youth policies be based on disaggregated data on the youth cohort, including at risk youth, and that the process include prior identification and participation.

"UNESCO-Malala Centers for the Education of Indigenous Girls, Adolescents and Young Women of Guatemala"

The project "UNESCO-Malala Centers for the Education of Indigenous Girls, Adolescents and Young Women of Guatemala" whose objective is to facilitate the Right to Education of Indigenous Guatemalan girls, adolescents and women. The project has developed a policy brief for the inclusion of linguistic and cultural relevance in education (see more details about this project below).

UN Declaration Article 24

*"1. Indigenous peoples have the right to their traditional medicines and to maintain their health practices, including the conservation of their vital medicinal plants, animals and minerals. Indigenous individuals also have the right to access, without any discrimination, to all social and health services.
2. Indigenous individuals have an equal right to the enjoyment of the highest attainable standard of physical and mental health. States shall take the necessary steps with a view to achieving progressively the full realization of this right."*

UNESCO's work on bioethics and the ethics of science

Indigenous peoples' concerns have been a crucial consideration in some of UNESCO's work on bioethics and the ethics of science. For example, the preamble of the UNESCO Universal Declaration on Bioethics and Human Rights recognizes that health does not depend solely on scientific and technological research developments but also on psychosocial and cultural factors; and that a person's identity includes biological, psychological, social, cultural and spiritual dimensions. The International Bioethics Committee (IBC) issued a report on Traditional Medicine Systems and their Ethical Implications, which contains recommendations that resonate with the concerns of indigenous peoples.

UN Declaration Article 25 and 31

"Indigenous peoples have the right to maintain and strengthen their distinctive spiritual relationship with their traditionally owned or otherwise occupied and used lands, territories, waters and coastal seas and other resources and to uphold their responsibilities to future generations in this regard."

In the framework of the UN Decade of Ocean Science for Sustainable Development, the Intergovernmental Oceanographic Commission of UNESCO (IOC) was mandated by the UNGA to prepare an Implementation Plan and developed a multi-stakeholder dynamic. IOC organized a series of global and regional consultations to work towards the co-design of the Decade's Science Action Plan and research with end-beneficiaries with the aim to co-produce knowledge with knowledge-holders.

The Decade's Roadmap stressed that Ocean Science should be interpreted broadly and the integration of traditional knowledge in ocean research should be promoted in the context of the Decade. At the 51st session of the IOC Executive Council (July 2018), several Member States identified a number of cross-cutting issues that could be further enhanced in the development of the preparatory phase and implementation plan, including the consideration of indigenous knowledge.

Indigenous Knowledge in the Decade global and regional consultative and planning meetings

The First Global Planning Meeting held in Copenhagen in May 2019 stressed that traditional knowledge and local indigenous communities have much to offer to the Decade. These communities have been addressing local environmental problems and sustainable living as part of their culture for centuries. The Decade must develop a needs-based approach to capacity development, listening to local needs and priorities, and noting the local / traditional environmental knowledge and solutions that these cultures have to offer to address SDGs that could be valuable for everyone.

The regional consultation for the Pacific Community, in July 2019 had a strong focus on indigenous knowledge during an introductory panel where the importance of providing indigenous peoples opportunities to lead, and be authors on, their own research was stressed. A dedicated panel highlighted the importance of traditional knowledge and discussed how indigenous science and "Western science" ought to be combined to promote authentic custodianship of the Pacific Oceanscape. The panel's experts identified five key priorities to include indigenous knowledge in the Decade Implementation Plan:

- Indigenous and local communities have their own, unique ocean literacies;
- Build an agenda and implementation plan that is grounded in the Pacific context and is inclusive;
- Embed traditional knowledge in all Decade priorities and weave across all activities;
- Need to build relationships with the ocean for young people into ocean literacy programs;

- Recognise the balance between indigenous people and their environment and respect prior and informed consent to ensure traditional knowledge is appropriately integrated in the activities of the Decade.

Since indigenous knowledge systems (IKS) and traditional knowledge (TK) was often a focus of the discussions throughout the meeting, Cresantia Koya-Vakauta from USP presented draft guidelines for the integration and mainstreaming of IKS and TK into the Decade as a crosscutting issue (i.e. further details to above mentioned):

1. Recognise TK as a cross cutting priority: embed IKS/TK in all Ocean Decade priorities;
2. Official documents and action plans: recognise and articulate IKS/TK as an important and complementary knowledge economy of global benefit;
3. Guiding resources: establish guidelines for integrating and mainstreaming IKS or TK; develop a guiding document for “TK in the Ocean Science Decade”; utilize existing resources for the integration of culture into SDGs
4. Due ethical and moral process: initiate a consultative consensus building process to develop guiding ethical and moral obligations that need to be observed and accorded to the ocean as a living entity and to cultural communities.
5. Methodologies: co-create innovative tools and instruments, processes and training approaches for Ocean Decade initiatives

A session dedicated to traditional knowledge was also organized at the Southeast Pacific Workshop (See Annex I) that took place in September in Guayaquil, Ecuador, at the South Atlantic Workshop in Rio de Janeiro, Brazil and will be organized at the North Atlantic Workshop that will take place in January 2020, in Halifax, Canada, as well as at the regional consultation for the Arctic on 29 January in Tromsø, Norway.

Next steps:

The UN-Oceans Conference, in Lisbon, in June 2020, comes at a critical time in the preparation of the UN Decade and provides a unique opportunity to catalyse partnerships towards transformative investments in science and delivery of solutions. The Lisbon Conference and the UN Decade, as a universal and global science campaign, represent two mutually-reinforcing processes aimed at stimulating commitments and actions at all levels of society.

The draft Decade implementation Plan action will be ready by the time of the Lisbon conference and will be underpinned by specific partnerships and initiatives, supporting its high-level objectives and societal outcomes.

The UN-Conference (<https://oceanconference.un.org/>), will represent an opportunity to build a multi-stakeholder platform that includes indigenous peoples. IOC will organize a Flagship Event on how science, and more widely co-designed knowledge (including from traditional systems) can enable action to achieve SDG 14 through inclusive partnerships.

The multi-stakeholder event would aim to:

- Raise awareness about the Decade objectives and activities world-wide and build support and engagement for the Decade by all stakeholder;
- Announce and showcase partnerships that have been developed to support the UN Decade, and the Lisbon conference outcomes;
- demonstrating the multi-faceted nature and power of science and innovation in providing solutions for ocean sustainability and in creating inter-disciplinary and trans-societal cooperation.

This event will include a Panel focused on ‘Bringing SIDS perspective and Traditional Knowledge to support Action’.

UN Declaration Articles 26, 29 and 31

Article 26

“1. Indigenous peoples have the right to the lands, territories and resources which they have traditionally owned, occupied or otherwise used or acquired.

2. Indigenous peoples have the right to own, use, develop and control the lands, territories and resources that they possess by reason of traditional ownership or other traditional occupation or use, as well as those which they have otherwise acquired [...].”

Article 29

“Indigenous peoples have the right to the conservation and protection of the environment and the productive capacity of their lands or territories and resources [...].”

Article 31

“Indigenous peoples have the right to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions, as well as the manifestations of their sciences, technologies and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions [...]. They also have the right to maintain, control, protect and develop their intellectual property over such cultural heritage, traditional knowledge, and traditional cultural expressions”.

Transdisciplinary workshops on indigenous knowledge on weather and climate in Africa

The UNESCO LINKS programme organized two back-to-back transdisciplinary workshops on indigenous knowledge and climate science in Africa. The workshops “Pastoralist Knowledge on Weather and Climate: Working with Science to Enhance Local Resilience” (29-31 January 2019, Arusha, Tanzania), and “Pastoralist and scientific assessments of weather and climate: Knowledge complementarity in adaptation” (7-8 February, 2019, Kampala, Uganda) were implemented in the framework of the project “Knowing our Changing Climate in Africa” and facilitated knowledge dialogues between African pastoralists and scientists as a contribution to reinforce indigenous peoples resilience capacities, expand and improve the existing knowledge of weather and climate, and produce effective and significant climate services that enable pastoralist groups to adapt to climate change.

During the workshops, indigenous communities engaged in the creation of tools aiming at strengthening indigenous communities’ capacities to monitor weather conditions and changes, in a way that facilitates further exchanges with meteorologists and other scientists working on climate issues. A set of pedagogical materials were also produced in the workshops, intending to enhance learning about indigenous knowledge of weather and climate in indigenous languages, in schools.

Regional Caribbean Workshop “Mobilizing Indigenous and Local Knowledge Solutions: Addressing Climate Impacts and Vulnerabilities. A perspective from the Caribbean region”

The LINKS programme, together with the Small Islands and Developing States (SIDS) programme, co-facilitated the workshop “Mobilizing Indigenous and Local Knowledge Solutions: Addressing Climate Impacts and Vulnerabilities. A perspective from the Caribbean region” (3-5 September

2019, Georgetown, Guyana). The aim of the workshop was to articulate how indigenous and local knowledge (ILK) can boost social and ecological resilience and be mobilized for climate change adaptation. UNESCO's workshop is a contribution to the rolling work plan of the Local communities and indigenous peoples' platform (LCIPP), and the implementation of the Paris Agreement in regards to indigenous peoples' interests and needs.

The LINKS program collaborate with the "Arctic Week: an international and transdisciplinary conference bridging indigenous and scientific knowledge", co-organized by the OVSQ Arctic Network and the French Ministry of Europe and Foreign Affairs (9 to 13 December 2019, Paris, France). The event provided transdisciplinary approaches to climate and environmental changes in the Arctic, and offer an overview of different challenges in the Arctic regions, as understood by Arctic peoples and researchers with the participation of indigenous peoples.

Technical support unit for indigenous and local knowledge for the Intergovernmental Platform on Biodiversity and Ecosystem Services (IPBES)

As the UNESCO LINKS programme hosts the Technical Support Unit on Indigenous and Local Knowledge for the Intergovernmental Platform on Biodiversity and Ecosystem Services (IPBES), it has a number of key activities to report for the year 2019-2020, including:

- Approval of the IPBES global assessment at the seventh IPBES Plenary in Paris, France, 29 April to 4 May 2019. The Global Assessment set a new standard for indigenous peoples' participation and inclusion of indigenous and local knowledge in international assessments, and contains key messages relating to the importance of indigenous participation in biodiversity conservation and decision-making. In 2020, IPBES will be working to develop materials for indigenous peoples and local communities from the global assessment.
- Continuation of the work of three IPBES assessments, on sustainable use of wild species, diverse conceptualizations of the multiple values of nature, and invasive alien species. Work on the three assessments have included, among other activities, a series of dialogue workshops with indigenous peoples and local communities and authors of the assessments. These were as follows:
 - A dialogue workshop for initial framing of the sustainable use assessment, 6 and 7 May 2019 in Paris, France;
 - A dialogue workshop for review of the first order draft of the values assessment, 10 and 11 September 2019 in Oaxaca, Mexico;
 - A dialogue workshop for review of the first order draft of the sustainable use assessment, 8 and 9 October 2019 in Montreal, Canada;
 - A dialogue workshop for initial framing of the invasive alien species assessment, 18 and 19 November 2019 in Montreal, Canada.
- Formation of the new IPBES task force on indigenous and local knowledge, and the first meeting of the task force 11 to 14 November in Bonn, Germany. The new task force has six indigenous peoples as members, from Argentina, Canada, Kenya, Nepal, Philippines and Russia, and is tasked with further developing methodologies and participatory processes across IPBES' work programme¹⁴.

¹⁴ A full listing of IPBES meetings which involved the participation of indigenous peoples and local communities can be found at: <https://ipbes.net/ilk-events>

Round table on “Indigenous languages and biodiversity in Latin America: the language as a link with the territory”

Together with the Permanent Delegation of Chile to UNESCO, and relevant scholar partners, the UNESCO LINKS programme collaborated in the framework of the 4th UNESCO Latin American and Caribbean Week, to facilitate a Round table on “Indigenous languages and biodiversity in Latin America: the language as a link with the territory”, on 7 June, at UNESCO Head Quarters in Paris. The presentation given by LINKS focused in giving a Latin American perspective on the intrinsic relationship between the knowledge that indigenous peoples have on peoples and nature.

The roundtable was attended by around 50 persons from the Member States Permanent Delegations to UNESCO, UNESCO staff, French universities, and organizations. It raised awareness on how indigenous languages can enhance the transmission of indigenous knowledge, critical for sustainable development.

Article 31

“Indigenous peoples have the right to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions, as well as the manifestations of their sciences, technologies and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions [...]. They also have the right to maintain, control, protect and develop their intellectual property over such cultural heritage, traditional knowledge, and traditional cultural expressions”.

International conference the Language Technologies for All Conference on 4 to 6 December 2019 in Paris, France

UNESCO, in close cooperation with the Government of the Khanty-Mansiysk Autonomous Okrug-Ugra (Russian Federation), the European Language Resources Association (ELRA) and its Special Interest Group on Under-resourced languages (SIGUL), and in partnership with UNESCO’s Intergovernmental Information for All Programme (IFAP) and the Interregional Library Cooperation Centre (Russian Federation), as well as with support of other public organizations and private sponsors, organized an international conference titled “Language Technologies for All: Enabling Linguistic Diversity and Multilingualism Worldwide” at its Headquarters in Paris, France from 4 to 6 December 2019. Through this international gathering attended by more than 400 participants, UNESCO promoted the human rights and fundamental freedoms of all language users to access and create information and knowledge in the language they best understand and to encourage all relevant stakeholders to take concrete measures for the promotion of linguistic diversity and truly multilingual internet and Language Technologies. A special focus was on lesser-used, minority and indigenous languages with an aim to explore the relationships between language technologies and languages from the social, cultural, linguistic, economic and political perspectives.

Seminar ‘Indigenous Knowledge for Integral Water Management in Latin America and the Caribbean’

UNESCO implemented the Seminar ‘Indigenous Knowledge for Integral Water Management in Latin America and the Caribbean’ (Manaus, Brazil; August 8 and 9, 2019). The event made special reference to UNESCO's Policy of Collaboration with Indigenous Peoples, the International Year of Indigenous Languages 2019, and August 9 as International Day of Indigenous Peoples.

The TRUST project

UNESCO has been a partner in an EU project called TRUST, and one of its outcomes was an ethical code for research, drafted by the San people that is now a requisite to be followed by researchers that wish to conduct research with and on them.

The UNESCO's Revised International Charter on Physical Education, Physical Activity and Sport (2015)

The Preamble of UNESCO's Revised International Charter on Physical Education, Physical Activity and Sport (2015) acknowledged inter alia that cultural diversity in physical education, physical activity and sport forms part of humanity's intangible heritage and includes physical play, recreation, dance, organized, casual, competitive, traditional and indigenous sports and games. Indigenous peoples practice an uncountable variety of such cultural expressions. Some manifestations of this kind also figure on the lists of the UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage. As part of its endeavour to guide Member States in the design and development of integrated national physical education and sport policies, UNESCO has paid particular attention to the safeguarding and promotion of these traditional sports and games.

The 1972 World Heritage Convention

In the framework of the implementation of the 1972 World Heritage Convention, several activities on World Heritage and Indigenous Peoples have been implemented throughout the year of 2019. The World Heritage Committee updated the Convention's *Operational Guidelines* during its 43rd session (Baku, 2019). This update represents a substantial milestone in the engagement of the World Heritage Convention with Indigenous Peoples through which the World Heritage Committee fulfilled its commitment to examine the recommendations of the International Expert Meeting on World Heritage Convention and Indigenous Peoples (Denmark, 2012) (Decision 37 COM 12). Through the update, the Committee also transposed relevant provisions of the UNESCO policy on engaging with indigenous peoples, which already reflected the 2015 World Heritage Policy on Sustainable Development, into the *Operational Guidelines* of the World Heritage Convention. In particular, the update of the *Operational Guidelines* strengthened the application of the free, prior and informed consent in World Heritage processes and explicitly recognized Indigenous Peoples as stakeholders and rights-holders in the identification, nomination, management, protection and presentation of World Heritage, in line with a human rights based approach. As of 2019, the *Operational Guidelines* also include provisions on sustainable and inclusive economic benefits for indigenous peoples, on a shared understanding of the respective World Heritage property and on traditional and indigenous knowledge, subjected to consent. Paragraph 119 of the *Operational Guidelines* states that "legislation, policies and strategies affecting World Heritage properties should (...) promote and encourage the effective, inclusive and equitable participation of the communities, Indigenous Peoples and other stakeholders concerned with the property as necessary conditions to its sustainable protection, conservation, management and presentation". Following this update of the *Operational Guidelines*, the World Heritage Conventions benefits from a strengthened governance framework on indigenous peoples with its provisions being streamlined and coherent with the UNESCO policy on engaging with indigenous peoples and UNDRIP.

At its 43rd session in 2019, the World Heritage Committee inscribed two sites on the World Heritage List that that featured Indigenous Languages in their name whilst explicitly involving

Indigenous Peoples in the nomination process: “Budj Bim Cultural Landscape” (Australia) and “Writing-on-Stone / Áísínai’pi” (Canada). In total, more than 15 Indigenous Peoples from around the world were represented in this year’s session of the World Heritage Committee. This year’s World Heritage Youth Forum and World Heritage Site Managers Forum also benefitted from the participation of Indigenous representatives.

The World Heritage Centre has launched a screening process for World Heritage properties that are relevant for Indigenous Peoples and reviewed all 1121 World Heritage properties. As a first step, the Centre has analysed the site names and all Statements of Outstanding Universal Value, i.e. the document explaining the reasons for World Heritage listing, to identify the World Heritage properties for which the World Heritage Committee has formally recognised Indigenous Peoples. In addition, the texts were screened to verify in how far they make references to Indigenous Languages. This screening exercise will be completed in short; according to its provisional findings some 10% of UNESCO World Heritage properties account for Indigenous Peoples while at least 10 properties bear names from Indigenous Languages. Following further consultations with the Advisory Bodies of the World Heritage Convention, interested States Parties, as appropriate, and the International Indigenous Peoples Forum for World Heritage and subject to sufficient financial resources, the Centre may in the future transform this inventory into a non-exhaustive database of World Heritage properties that are relevant for Indigenous Peoples. This list of World Heritage properties may in the future serve as a resource for informing the implementation of the new provisions of the *Operational Guidelines*.

In liaison with the International Indigenous Peoples Forum for World Heritage (IIPFWH), the World Heritage Centre organised a side-event on “Indigenous Engagement in World Heritage Processes”, hosted by IIPFWH during the 43rd session of the World Heritage Committee (Baku, 2019). The event featured case studies from the Africa, North America, Europe and Asia-Pacific regions ranging from nominations to sites on the List of World Heritage in Danger. Representatives of Indigenous Peoples and IIPFWH presented the cases. The government of Canada generously supported the event.

On the occasion of the International Year of Indigenous Languages 2019, the World Heritage Centre organized a side-event on “Indigenous Languages for the conservation of World Heritage” during the 43rd session of the World Heritage Committee (Baku, 2019), in close cooperation with IIPFWH and the Government of Canada, which generously supported the event. For the first time in the history of the Convention, Indigenous Peoples from across the globe highlighted the importance of Indigenous Languages for safeguarding World Heritage properties. The event brought together representatives of Indigenous Peoples from Morocco, Solomon Islands, Japan, Greenland (Denmark), Canada, Mexico and Australia, and featured 12 case studies. The Ambassador and Permanent Delegate of Canada to UNESCO and the Assistant Director-General for Culture of UNESCO opened the event, which echoed concerns over disappearing Indigenous Languages raised by the United Nations Permanent Forum on Indigenous Issues.

On the occasion of the International Year of Indigenous Languages 2019, the World Heritage Centre has launched a call for videos on World Heritage and Indigenous Languages through IIPFWH. The call was successful and assembled videos from all UN regions in which representatives of Indigenous Peoples take a stand in their respective Indigenous Languages, dubbed with subtitles in English, regarding World Heritage properties that are relevant to them. These videos were presented on the sidelines of the 43rd session of the World Heritage

Committee (Baku, 2019). Subject to the consent of the respective owners, the videos may serve as a valuable resource and awareness-raising tool also beyond the International Year of Indigenous Languages 2019.

The World Heritage Centre has published an article on “Indigenous Languages and World Heritage” in its review *World Heritage*. The author of the article is member of IIPFWH and of the CBD’s International Indigenous Peoples Forum on Biodiversity (IIFB) as well as the Indigenous Forum of the Inter-Governmental Platform on Biodiversity and Ecosystem Services (IPBES) (IIFBES).

In cooperation with the Government of Iceland, the World Heritage Centre co-organized the Arctic World Heritage Conference entitled “Managing complexity – the way forward for World Heritage in the Arctic Region” (Reykjavík, 24-25 October 2019). The conference was joined by Indigenous panelists from Greenland (Denmark), the Russian Federation and Sweden and included a case study on joint planning for World Heritage nominations with Indigenous Peoples in the Canadian Arctic. Besides welcoming the UNESCO Policy on engaging with indigenous peoples, IYIL 2019 and the establishment of IIPFWH, the Declaration by the participants of the conference highlighted the vital role Indigenous Peoples play as owners and custodians of their cultural and natural heritage in the Arctic and encouraged the establishment of a network on Arctic World Heritage with the participation of indigenous peoples, including IIPFWH.

Based on these activities and on the update of the *Operational Guidelines*, the World Heritage Centre overhauled its web resources on World Heritage and Indigenous Peoples at <http://whc.unesco.org/en/activities/496/> on the occasion of the International Day of the World’s Indigenous Peoples, which was flanked by awareness-raising through social media channels.

The 2003 Convention for Safeguarding of the Intangible Cultural Heritage

The Secretariat of the Convention has organized several events during 2019 to raise awareness of the 2003 Convention among indigenous peoples and the importance of safeguarding indigenous peoples’ living heritage. These include:

- Side event ‘The Convention for the Safeguarding of the Intangible Cultural Heritage: Opportunities for indigenous peoples’ at the eighteenth session of the United Nations Permanent Forum on Indigenous Issues on 22 April 2019.
- Side event ‘Safeguarding indigenous heritage and language through education programmes’ at the fourteenth session of the Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage on 10 December 2019.
- Audio exhibition on indigenous languages at the fourteenth session of the Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage on 10-14 December 2019.

The Secretariat published an information brochure on ‘Living Heritage and Indigenous Peoples’ to enhance understanding of the ways in which the 2003 Convention contributes to safeguarding indigenous peoples’ living heritage. The Brochure is available in three languages

([English¹⁵](#), [French¹⁶](#), [Spanish¹⁷](#)) and is distributed among relevant partners and stakeholders to the 2003 Convention.

UNESCO Global Action Programme on ESD

The majority of our actions on Education for Sustainable Development (ESD) involving indigenous peoples fall mainly under 4 of our 5 Priority Action Areas of the UNESCO Global Action Programme on ESD:

- Transforming learning and training environments
- Building capacities of educators and trainers
- Empowering and mobilizing youth
- Accelerating sustainable solutions at local level

ESD promotes teaching, which integrates indigenous and traditional knowledge, worldviews and perspectives on sustainability in education.

Cultural diversity exerts strong influence on ESD in that all ESD must be locally relevant and culturally appropriate. Respect for cultural diversity is a vital link between culture and development, taking into account the human, intellectual, emotional, moral and spiritual dimensions of development.

ESD promotes a holistic vision of education embracing all forms of learning, training, information and awareness-raising that addresses the environmental, social, economic and cultural dimensions of sustainable development in a coherent and comprehensive manner.

Cultures must be respected as the living and dynamic contexts within which human beings find their values and identity. Local knowledge and languages are repositories of diversity and key resources in understanding the environment. They foster and promote local cultural specificities, customs and values.

Aichi-Nagoya Declaration on ESD¹⁸

The outcome document of the UNESCO World Conference on Education for Sustainable Development held in Aichi-Nagoya, Japan 2014.

notably paragraph 10. *Underscore that the implementation of ESD should fully take into consideration local, national, regional and global contexts, as well as the contribution of culture to sustainable development and the need for respecting peace, non-violence, cultural diversity, local and traditional knowledge and indigenous wisdom and practices, and universal principles such as human rights, gender equality, democracy, and social justice.*

2. Supporting the implementation of the UN Declaration, particularly at the country-level

2.2. Education

¹⁵ <https://ich.unesco.org/doc/src/Brochure-indigenous-people-201904-EN.pdf>

¹⁶ <https://ich.unesco.org/doc/src/Brochure-indigenous-people-201904-FR.pdf>

¹⁷ <https://ich.unesco.org/doc/src/Brochure-indigenous-people-201904-ES.pdf>

¹⁸ <https://unesdoc.unesco.org/ark:/48223/pf0000231074>

“UNESCO-Malala Centers for the Education of Indigenous Girls, Adolescents and Young Women of Guatemala”

During 2019, UNESCO Guatemala continued to implement the project “UNESCO-Malala Centers for the Education of Indigenous Girls, Adolescents and Young Women of Guatemala” whose objective is to facilitate the Right to Education of Indigenous Guatemalan girls, adolescents and women. Within this project, UNESCO Guatemala supported the enrollment of over 600 women in non-formal educational programs including and trained over 400 indigenous women in subjects related to Health and Wellbeing (Nutrition, CSE, and Prevention of Gender Based Violence) and over 100 in Economic Autonomy, covering topics such as project development, financial administration and creation of innovative products. For the purpose of these trainings, the project designed and published bilingual educational materials and guides, these materials were also contextualized to represent the culture of the indigenous participants and resulted in the participants taking more ownership of the materials and training process. The project, through consultation processes and field research has developed a policy brief for the inclusion of linguistic and cultural relevance in education.

Asia-Pacific Regional Forum on Education

UNESCO Bangkok participated at the Asia-Pacific Regional Forum on Education, Language and the Human Rights of Minorities on 20-21 September 2019 in Bangkok, Thailand. UNESCO Bangkok is also finalizing two publications: 1) Tools for planning and monitoring programmes of multilingual education in Asia which aims to help various stakeholders to monitor and plan MTB MLE programmes and 2) Literature review on approaches to Language in Education for Migrants and Refugees in the Asia-Pacific Region. These publications will be launched in Feb 2020. Lastly, UNESCO Bangkok has been developing AP MLE WG website to strengthen knowledge leadership and resource sharing platform for MTB MLE.

Non-Formal Education (NFE)/Life- Long Learning (LLL)

Within the framework of the Mobile Literacy for Out-of-School Children and Actions of ASEAN Declaration for Out-of-School Children initiatives supported by True Corporation, POSCO 1% Foundation and the Ministry of Education Thailand, the Non-Formal Education and Literacy Team of UNESCO Bangkok has launched the mobile application “LearnBig” and website www.learnbig.net which are the open digital platforms of free learning materials dedicated to out-of-school and marginalized children along the Thai-Myanmar border and in the Deep South of Thailand.

In the past 3 years, the application “LearnBig” and the website have been used by over 6,000 learners, including migrant children and ethnic minority children in 70 schools/learning centres in 10 provinces in Thailand. More than 300 teachers were trained on how to use the content from the app and develop the lesson plan to provide flexible learning programmes for these children. Learners have improved their literacy skills in Thai and Myanmar languages by 50% and were provided with quality reading materials in their mother-tongue languages.

Through a unique partnership, over 1,000 books and teaching materials in Thai, Myanmar, Malay, Patani Malay (in Jawi, Rumi and Thai scripts) and Karen languages were contributed to the platforms by 17 organizations including the Ministries of Education, publishers, NGOs and individuals. The application has reached over 20,000 download marks and are available for free download on Google Play Store and App Store.

“Regional Report on Inclusion in Education in LAC as part of the 2020 Global Education Monitoring Report”

The UNESCO’s Regional Bureau for Education in Latin America and the Caribbean is currently working on a Regional Report on Inclusion in Education in LAC as part of the 2020 Global Education Monitoring Report. The work undertaken with colleagues from the GEM Report (HQ) and SUMMA, addresses the exclusion of indigenous peoples and those of African descent from education in the region. A series of background papers, which address ethnicity and interculturality in education, are currently in progress. Among these: a regional panoramic review of intercultural, indigenous Education in LAC and three case studies from Argentina, Bolivia and Ecuador¹⁹.

Second report on Indigenous knowledge and education policies in Latin America: Towards an epistemic dialogue

The Regional Office in Santiago organized an international seminar to launch the second report on Indigenous knowledge and education policies in Latin America: Towards an epistemic dialogue. The event took place in Santiago, Chile, on 13-14 March 2019 to commemorate the International Year of Indigenous Languages and attended by 200 participants: experts, indigenous educators, community leaders, government representatives and academics from Latin America.

As a Regional Office, UNESCO was invited to participate at the expert’s workshop meeting for the Indigenous University Project in the Colombian Amazonia (Mocoa and Villa Garzón, Colombia, October 2019) along with the Inga Community, the University of Zurich, and Universidad Javeriana of Colombia.

The Office also presented the challenges of intercultural education at the International Seminar "Native languages and education in inter-ethnic and intercultural contexts: Implications in political projects of native peoples" organized by the Universidad Católica de Temuco (Chile).

Indigenous languages assessments in Chile

Four projects are being carried out together with the Ministry of Education’s Bilingual and Intercultural Education Programme. These projects aim to describe and analyse the state of vitality of eight indigenous languages of Chile, based on narratives, practices and experiences about the language and culture in intercultural educational communities with an indigenous language sector, in order to generate information for the construction of linguistic revitalization educational policies.

The International Teacher’s Day 2019

On October 5, in the framework of International Teacher’s Day, a seminar was organized in Santiago de Chile by the UNESCO’s Regional Bureau for Education in Latin America and the Caribbean on “Young teachers, the future of the profession” held with the attendance of experts, indigenous teachers and teaching students²⁰.

¹⁹ The reports can be found at: <https://en.unesco.org/gem-report/report/2020/inclusion>

²⁰ <http://www.unesco.org/new/es/santiago/education/teachers/events-teachers/conversatorio-docentes-jovenes/>

The UNESCO Office in Mexico elaborated in 2016 a guide of teaching strategies for education in indigenous languages with an intercultural approach. Based on this work, the Office organized, within the National Indigenous Languages Fair (FLIN), co-organized by UNESCO and the Institute of Indigenous Languages (INALI), is collaborating with educators in indigenous languages to develop new teaching strategies. We are also collaborating with the Ministry of Education of Mexico and the Ministry of Education, Science, Technology and Innovation of Mexico City to promote intercultural education and Global Citizenship Education. During the FLIN, the didactical guide was presented again.

Seminar "Native languages and education in inter-ethnic and intercultural contexts: Implications in political projects of native peoples"

The UNESCO Regional Office for Latin America and the Caribbean also presented the challenges of intercultural education at the International Seminar "Native languages and education in inter-ethnic and intercultural contexts: Implications in political projects of native peoples" organized by the Universidad Católica de Temuco (Chile).

The International Theater Festival *Identidades*

The launching of the International Theater Festival *Identidades*, in the frame of the 2019 International Year of Indigenous Languages, had a special national and international program with indigenous theater companies²¹. The two weeks event was held in Antofagasta Chile, and in sites of the Atacama Desert.

Maori teachers' recommendations for language revitalization in Latin America

A Maori delegation from the Waikatu-Tanui tribe visited UNESCO's Regional Office on Monday, July 15 for the Meeting *He Aputahi Taketake* (the Questing Soul of Indigenous People): Maori teachers' recommendations for language revitalization in Latin America. To share their experiences from their three-day school placements in various institutions across Chile's Araucanía region. Issues raised included the challenges for the incorporation of Mapuche culture and pedagogical innovation within the dominant narrative of the national education system and curriculum; the need to increase the instructional use of Mapudungun (mirroring the Maori-medium school model); and suggested mechanisms to improve teacher development and research-led investment in indigenous education.

In the frame of the International Teachers' Day, the Unit organized a one-day meeting to address [the challenges of Young Teachers and intercultural challenges in diverse educative contexts](#).

International Mother Language Day

International Mother Language Day (IMLD) annual celebration was on 21 February 2019 was framed by IYIL 2019 around the theme "Indigenous languages matter for development, peace building and reconciliation". The ceremony firstly included a screening of the video "*Celebrando nuestra rica diversidad*" from UNESCO/Lima, Peru, which featured the outstanding linguistic diversity in Peru.

Four speakers gathered to express their views on their respective mother languages, the major issues and challenges they are facing in a global society and how linguistic diversity brings reconciliation, how we (as individuals, communities, educational, governmental and

²¹ <https://www.identidadesfestival.cl/web-2017/>

non-governmental actors) could impact on building an inclusive society. During the debate, M. Genner Llanes-Ortiz, Assistant Professor, Centre for Indigenous America Studies, Leiden University, the Netherlands (Indigenous knowledge in intercultural education) exposed the effects affecting native speakers when their language is not taken sufficiently into consideration.

2.3. Natural Sciences

Regional Dialogue for the Implementation of the UNESCO Policy on Engaging with Indigenous Peoples - Co-production of Knowledge and Governance in the Biosphere Reserves of Latin America and the Caribbean

On 18 October 2019 immediately after the Third Congress of Protected Areas for Latin America and the Caribbean ((III CAPLAC, Lima, Peru; 14-17 October, 2019), UNESCO Montevideo, UNESCO San José, UNESCO Lima and UNESCO Quito, together with the UNESCO Chair on Biosphere Reserves and Mixed and Natural World Heritage Sites (University of International Cooperation, Costa Rica), the Indigenous Forum of Abya Yala, the Fund for the Development of Indigenous Peoples of Latin America and the Caribbean (FILAC) and the Network of IberoAmerican MAB Committees and Biosphere Reserves, organized a Regional Dialogue for the Implementation of UNESCO's Policy for Collaboration with Indigenous Peoples - Co-production of Knowledge and Governance in the Biosphere Reserves of Latin America and the Caribbean..

Indigenous water cultures in the Caribbean

The International Hydrological Programme in Latin America and the Caribbean promotes the incorporation of indigenous water cultures of the region into integrated sustainable water management as well as in actions developed for universal water access. A series of activities have been implemented in recent years to promote indigenous water cultures:

- In 21 March 2018 (Brasilia), Indigenous leaders from Maya-Poqoman (Mexico), Mapuche (Chile), the Council of 13 Native Leaders (Brazil) communities and Pastaza local government basin (Ecuador) participated in the Session "Water Cultures of the Indigenous Peoples of Latin America during the 8th Water Forum"
- 8-9 August 2019 (Manaus, Brazil): On International Day of Indigenous Peoples, the workshop "Indigenous Knowledge for Integrated Water Management in Latin America and the Caribbean" focussed on indigenous peoples' sociocultural, technical, legal, economic and political aspects of water management in the region. Organized by UNESCO IHP together with UNESCO Brasilia and UNESCO Quito, the Conference of Iberoamerican Water Directors (CODIA), the Brazilian National Water Agency (ANA) and with the collaboration of Amazonian Cooperation Treaty Organization (OTCA) and the Brazilian Cooperation Agency (ABC).
- UNESCO Chair on Water and Culture (UDELAR, Uruguay) together with UNESCO Montevideo is preparing an updated edition of The Atlas of Water Cultures, which presents water management practices and cosmovisions of indigenous peoples from Central and South America. It is planned to launch the new edition in 2020.

As a result of this initiative, several UNESCO Water Chairs in Latin America are developing initiatives on indigenous peoples and water.

2.4. Social Sciences and Human Sciences

The UNESCO Office in Montevideo is implementing the UNESCO's Philosophy and Humanities Programme and the Political Philosophy Group of the Latin American Council of Social Sciences (CLACSO) is implementing the project "The History of Humankind in Other Words: Narratives and hermeneutics of the history of humankind native peoples of South America". This project seeks to register different narratives about the history of humankind, which have been preserved and reproduced by traditional indigenous authorities from South American, and to explore their implications for a critical interpretation of both the regional and global present²².

Through the project on "Indigenous Youth Take the Lead in Protecting Threatened Communities", UNESCO Bangkok, the Asia Indigenous Peoples Pact and Chiang Mai University brought together young indigenous activists from Cambodia, Lao, Myanmar, Thailand and Vietnam to brainstorm on solutions for addressing the challenges they face regarding gender equality, health, media, education and environment. The aim was to create and lead an "indigenous youth think tank" that will attempt to empower youth in their respective communities.

2.5. Culture

The 2003 Convention's Intangible Cultural Heritage Fund

During the 2019 reporting period, two projects funded under the 2003 Convention's Intangible Cultural Heritage Fund were ongoing to support activities for safeguard the living heritage of indigenous peoples. In Kenya, the project Safeguarding of Enkipaata, Eunoto and Olng'esherr, three male rites of passage of the Maasai community²³ sought to safeguard Maasai intangible heritage by promoting community-based inventorying. In Uganda, the project Community-self documentation and revitalization of ceremonies and practices associated with Empaako naming system in Uganda²⁴ focused on revitalizing the Empaako tradition by mobilizing practitioners. No new projects concerning indigenous peoples were approved during the reporting period.

The Intergovernmental Committee of the 2003 Convention for the safeguarding of the intangible cultural heritage

The Intergovernmental Committee will examine at its upcoming meeting several files relating to indigenous peoples for inscription on the List of Intangible Cultural Heritage in Need of Urgent Safeguarding, including Buklog, thanksgiving ritual system of the Subanen (Philippines) and Seperu folkdance and associated practices (Botswana). The Urgent Safeguarding List aims to mobilize international cooperation and assistance for stakeholders to undertake appropriate safeguarding measures for intangible cultural heritage elements under threat.

The Intergovernmental Committee will consider requests for the renewal of several accredited non-governmental organizations to the Convention, which concern or work directly with indigenous peoples. These include, for instance, the Indigenist Work Center (Brazil), the Center

²² For more information, see the project website (<https://www.hhasur.net/>)

²³ <https://ich.unesco.org/en/assistances/safeguarding-of-enkipaata-eunoto-and-olng-esherr-three-male-rites-of-passage-of-the-maasai-community-00888>

²⁴ <https://ich.unesco.org/en/assistances/community-self-documentation-and-revitalization-of-ceremonies-and-practices-associated-with-empaako-naming-system-in-uganda-01210>

for Peace Building and Poverty Reduction among Indigenous African Peoples (Nigeria) and the Global Development for Pygmy Minorities (Democratic Republic of the Congo).

Diffusion of indigenous culture in indigenous languages

The UNESCO Mexico Office made a digital publication on the bond of mothers and babies in the Nahuatl oral tradition. Nenemicuicatl. Cradle songs. It is done in Milpa Alta Nahuatl and Spanish. The final edition of the song disc is undergoing. The Office is also working in conjunction with the Xochimilco City Hall of Mexico City in two publications: a photographic catalogue on the Feast of the dead (only foreseen in Spanish), and a publication on Stories of the oral tradition of Xochimilco entitled "Those who go up No longer go down!". The latter will be published in Milpa Alta Nahuatl and Spanish.

2.6. Communication and Information

Celebration of the International Mother Language Day

The UNESCO Office in Mexico and the National Institute of Indigenous Languages (INALI) signed a cooperation agreement on 21 February 2019 during the celebration of International Mother Language Day, to develop the Plan of Action for the International Year of Indigenous Languages, establishing an exchange of knowledge and dissemination of good practices.

The National Indigenous Languages Fair (FLIN), co-organized by UNESCO and the Institute of Indigenous Languages (INALI), it took place from 9 to 11 of August, at the National Centre for the Arts (CENART). This fair gathered around 20,000 people. This year, it had a second venue, the Museum National of Arts (MUNAL) in Mexico City. FLIN aims to recognize the creative potential of speakers of indigenous languages and make it visible through multilingual good practices, products and services that are generated to build bridges of communication, which allow dialogue, exchange, and the strengthening of local cultural creativity. The Fair had national and international presence: Baja California, Chihuahua, Coahuila, Durango, Sinaloa and Sonora, at national level; and Canada as international guest of honour. It is important to highlight that among the joint activities, we hosted a UN Interagency round table of "Sustainable Development and Indigenous Languages", with the participation of ECLAC, FAO, UNDP, UN Women, WMO (UN Agencies Representatives level), and INALI, CAI (Indigenous Art Centre, which has been recognized as intangible heritage good practice by UNESCO).

Strengthening indigenous radio stations

The UNESCO Office in Mexico works in community and indigenous radio stations in Mexico, in particular in relation to access to radio frequencies and means of sustainability. This project aims to make recommendations on public policies and law modifications in order to facilitate the existence of community and indigenous radio stations in Mexico. The results are based on diagnosis, interviews with more than 15 key actors, and a workshop. We are working with INPI (National Institute of Indigenous Peoples) and other actors to present the initiative of law modifications to the Mexican Congress.

On 13 September, UNESCO Mexico Office, signed an agreement with the National Institute of Indigenous Peoples (INPI) that contemplates: the technical assistance to revitalize community and indigenous radios; orient the development of communication technologies (such as

telephone and Internet) according with the needs and contexts of native peoples; promote the creation of digital content for the dissemination and safeguarding of national indigenous languages and media and information literacy projects.

Promoting indigenous languages in the political, social, and cultural agendas

On 20 and 21 February, the UNESCO Guatemala Office, together with more than twenty State, academic and civil society organizations inaugurated the IYIL 2019 with the Mesoamerican Meeting of Indigenous Languages entitled “A look to the future of indigenous languages in Mesoamerica: the impact of racism on indigenous languages, perspectives and challenges”. The main purpose of the event was to recognize, respect and promote indigenous languages in the political, social and cultural agendas of Mesoamerican societies and states. During the meeting, discussions, analysis and an important exchange of experiences on these subjects took place to encourage the fulfilment of the rights of Indigenous Peoples within the framework of the United Nations Declaration, the 2030 Agenda and the IYIL 2019.

More than 300 people from different sectors participated in this event, as well as five outstanding linguists from El Salvador, Mexico, Costa Rica, Bolivia and Peru. They shared some of the actions and projects related to the inclusion of languages in education and the language revival and revitalization activism in various Mesoamerican territories. Indigenous authorities and national government authorities also attended the event where Rigoberta Menchú Tum, Nobel Peace Prize and indigenous representative, gave the inaugural speech.

XIII Congress of Mayan Studies

In July, the XIII Congress of Mayan Studies of the Institute of Linguistics of the Rafael Landívar University (Guatemala) took place under the title: “Indigenous peoples and languages in times of human mobility: society, culture and politics”. In this congress, experts brought to attention the social, economic and political context of indigenous peoples in the country as well as its relation to the effects of migration and to the displacement of their culture, spirituality and language among other topics. During August, September and October, and as part of the training activities of the Latin American Festival of indigenous languages on the Internet, various digital activism workshops were held in indigenous languages. They took place in the departments of Quetzaltenango, Alta Verapaz and Antigua Guatemala where approximately 70 to 100 people attended. Participants learned about ICT’s, ways to include indigenous languages on the Internet through national platforms such as Wuqu Kawoq, mobile apps to translate and teach Mayan languages, Wikipedia edition, digital citizenship and responsible use of the internet and the new technologies.

Latin American Festival of indigenous languages on the Internet

The Latin American Festival of indigenous languages on the Internet closed the IYIL from October 22 to 27 at the Spanish Cooperation Training Center in Antigua Guatemala and at the Spanish Cultural Center in Guatemala City. The event took place in two different settings to reach a larger number of indigenous people and to promote the dissemination and use of indigenous languages on the Internet. This event and the previous ones considered the use of

nominatives in indigenous languages, collective decision-making, spiritual practices of the people and ultimately, the inclusion of both local and international partners.

3. Supporting indigenous peoples' rights in the implementation and review of the 2030 Agenda for Sustainable Development

UNESCO organized the meeting 'The 2030 Agenda for Sustainable Development, the Sustainable Development Goals, and the Knowledge Dialogue - Reflections of Indigenous Peoples of the Andean-Amazonian World and Latin America and the Caribbean' (Manaus, Brazil; August 10, 2019).

The UNESCO Mexico Office made a digital publication on Sustainable Development Goals (SDGs) for children that addresses the issue through a character's talk. Indigenous languages: Mixteco of Tlaxiaco, Oaxaca and Náhuatl of San Antonio Acatepec, Puebla. Status: Finished digital publications and audiobooks in final edition.

A large part of the Guatemalan population is indigenous and thus ensuring their participation in all of UNESCO's activities and programs is fundamental for the achievement of the Development Goals and other priorities of UNESCO. Many projects developed by the UNESCO Guatemala office prioritize indigenous populations, one of the most vulnerable populations the country, as a beneficiary group. For example, the UNESCO-Malala Centers project as well as some of the UBRAF's activities sought to benefit indigenous women who have are often excluded from educational processes due to cultural, economic and social conditions.

SDG 4: Ensure inclusive and quality education for all and promote lifelong learning

“The 2020 Global Education Monitoring (GEM) Report on inclusion and education”

The 2020 Global Education Monitoring (GEM) Report on inclusion and education will be published on 8 April 2020. The Report will draw attention to all those excluded from education, because of background or ability, including indigenous people. The Report is motivated by the explicit reference to inclusion in the 2015 Incheon Declaration, and the call to ensure an inclusive and equitable quality education in the formulation of SDG 4, the global goal for education. It reminds us that, no matter what argument may be built to the contrary, we have a moral imperative to ensure every child has a right to an appropriate education of high quality.

“Inclusion, Mobility, and Multilingual Education Conference” (24-26 September 2019, in Bangkok, Thailand)

UNESCO is a co-chair of Asia-Pacific Multilingual Education Working Group (AP MLE WG) organized and participated activities to promote mother tongue-based multilingual education (MTB MLE) and remove language barriers to promote inclusive quality education learning outcomes for ethnolinguistic communities (which include indigenous peoples) in the Asia-Pacific region. UNESCO co-organized the Inclusion, Mobility, and Multilingual Education Conference on 24-26 September 2019, in Bangkok, Thailand. Over 400 participants participated in the conference.

As part of the conference, UNESCO Bangkok also organized High-level policy forum on MLE on 25 September 2019. High-level officials from 16 countries in Asia and the Pacific and observers

from key MLE stakeholders had 3 ministerial roundtables to strengthen and improve the quality of MTB MLE programme and policies within the framework of SDG4. At the end of the forum, delegates reviewed and endorsed the Bangkok Statement on Language and Inclusion, which is the first regional statement on multilingual education, with seven action points.

SDG 13: Climate Action

The UNESCO LINKS programme promotes the inclusion of indigenous knowledge systems in international and national action plans regarding climate change. Activities at the international and national level supported the implementation of the provisions contained in the international climate agreements, such as the UNFCCC Paris Agreement, as well as the National Adaptation Plans (NAPs) or Nationally Determined Contributions.

The programme has mobilized in science-policy interface processes in regards to climate change by the project Knowing our Changing Climate in sub-Saharan Africa, the Caribbean wide workshop “Mobilizing Indigenous and Local Knowledge Solutions: Addressing Climate Impacts and Vulnerabilities. A perspective from the Caribbean region” held in Georgetown, Guyana. These initiatives are part of the contribution that UNESCO gives to the rolling work plan of the Local Communities and Indigenous Peoples’ Platform (LCIPP), the newest constituted body of the UNFCCC

SDG 15: Life on Land

In the framework of the UNFCCC COP 25 held in Madrid, Spain in 2019, the UNESCO LINKS programme was the focal point and convener of a High-level event in cooperation with MAB. The event was held on 9 December 2019, and it was organized together with other UN agencies (UNDP, UNEP, FAO and UNU), a side event on SDG 15 entitled: Nature-Based Solutions on the ground (SDG15): UN support to diverse peoples and landscapes. This High-level event was conceptualized to highlight the voices of different partners to achieve SDG 15, among which indigenous peoples are of the outmost importance

The event was opened by UN Special Envoy, Luis de Alba, along with Executive Secretary for UNCCD Ibrahim Thiaw, IUCN Acting Director General Grethel Aguilar and UN SDG Advocate Hindou Oumarou Ibrahim. The overall message is that SDG15 and land-based interventions are key to a successful climate strategy. Land has many different users, uses and functions, including Nature-based functions. Aligning human usage with natural resilience, ecosystems restoration, sustainable livelihoods, Biospheres and indigenous conserved areas offers excellent models of multiple benefits where there are multiple interests. The event also highlighted the importance of the UN in fostering partnerships, bringing diverse actors together, having clarity on what Nature Based Solutions means (and how it is measured). There was also a strong message that the UN agencies are capable of working well together and finding synergies and creativity in their distinct mandates.

4. Mapping of existing standards and guidelines, capacities, training materials and resources for the effective implementation of the UNDRIP

“The Mother Tongue based (MTB) Multilingual Education (MLE) Resource Kit: Including the excluded publication”

As a UNESCO contribution to the UN International Year of Indigenous languages 2019 and its engagement to the development of indigenous languages in education, UNESCO translated in Quechua and in Spanish the UNESCO Mother Tongue based (MTB) Multilingual Education (MLE) Resource Kit: Including the excluded publication (original English). Segments of the kit that fit the LAC region context were identified and translated in Quechua and Spanish ensuring that translations were culturally and linguistically relevant. Thus two booklets, one in Spanish and the other in Quechua will be published.

The Mother Tongue based (MTB) Multilingual Education (MLE) Resource Kit aims at assisting policy makers, programme implementers and community members in supporting learners' learning and developing, and strengthening their skills and competencies. The expectation is that learners will actually learn in their mother tongue Quechua in a Quechua/Spanish bilingual and bicultural approach. It will contribute to enabling IPs to participate actively in dialogue and contribute to the creation of more just and fair societies on a long-term basis.

5. Developing the capacities of States, indigenous peoples, civil society and UN personnel

“Programme on Intercultural, Bilingual, and Indigenous Education”

UNESCO's Regional Bureau for Education in Latin America and the Caribbean (OREALC) has an ongoing programme on Intercultural, Bilingual, and Indigenous Education, which carries out research on indigenous knowledge and education policy; promotes policy dialogue and exchange of good practices among Member States and indigenous peoples; and provides technical assistance to formulate and implement inclusive education policies and programmes targeting indigenous peoples.

In 2019, the Santiago Office published a study on Indigenous knowledge and education policies in Latin America: Towards an epistemic dialogue²⁵ as part of the International Year for Indigenous Languages, and to continue the work undertaken since 2016 with different indigenous peoples in the region.

Technical expertise to develop a national linguistic policy in Chile, on revitalization of indigenous peoples' languages and culture

UNESCO's Regional Bureau for Education in Latin America and the Caribbean (OREALC) is currently providing specialized technical assistance to Chile's Ministry of Education. It is working, with research partners, in different studies to formulate recommendations for the formulation of a linguistic policy that enhances linguistic and cultural revitalization with the country's nine recognized indigenous peoples.

OREALC is working with research partners in different studies to formulate recommendations for the formulation of a linguistic policy that enhances linguistic and cultural revitalization with the country's nine recognized indigenous peoples.

²⁵ <https://unesdoc.unesco.org/ark:/48223/pf0000367168.locale=en>

More information on the report and the consultation process leading to its publication can be found at <http://www.unesco.org/new/en/santiago/education/inclusive-education/international-seminar-indigenous-knowledge-in-education-policies-in-latin-america/qa-conocimientos-indigenas-y-politicas-educativas/>

Capacity building also includes four projects that are being carried out together with the Ministry of Education's Bilingual and Intercultural Education Programme. These projects aim to describe and analyse the state of vitality of eight indigenous languages of Chile, based on narratives, practices and experiences about the language and culture in intercultural educational communities with an indigenous language sector, in order to generate information for the construction of linguistic revitalization educational policies.

6. Advancing the participation of indigenous peoples in UN processes

UNFCCC COP 25

During the UNFCCC COP 25 In Madrid, UNESCO co-organized, together with FAO, UNEP, UN-REDD, UNU (UNU-EHS),); along with Mountain Partnership, UNCCD, and UN Partners (indigenous peoples and local communities representatives); a side event on SDG 15. Nature-Based Solutions on the ground (SDG15): UN support to people and landscapes. The side event demonstrates joint United Nations cooperation between agencies, funds and programmes to address climate issues through the lens of the 2030 Agenda and the Sustainable Development Goals. This side event deals with SDG 15 (Life on Land) with an emphasis on the types of partnerships and approaches that show positive climate results through nature-based solutions with peoples, partnerships and landscapes. The UN agencies have agreed to focus on contributions by their partners on the value-added by the United Nations and the valuable results of cooperation in diverse landscapes and regions, and including Member States and a range of communities, indigenous peoples, women, youth and others vulnerable to climate impacts and land degradation. Each of the four panels included indigenous partners working with the UN system on land and climate.

The LINKS programme also participated in a series of events with the UNFCCC and other agencies, including the African Caribbean and Pacific (ACP) Secretariat and the IPCC, to elaborate the role of indigenous and local knowledge in climate adaptation and in climate sciences.

The UNESCO LINKS programme supported the participation of an African indigenous peoples' partner to assist to the Closing Ceremony of the International Year on Indigenous Languages. His participation in the event will represent a contribution aiming at highlighting on the relationship between indigenous languages and indigenous knowledge on weather and climate, as it emerged from the work LINKS has facilitated in that continent, with several Maa-speaking groups in Africa.

Santiago Office participated in the call and selection process for the "Chilean Indigenous Caucus" for COP25 held in Madrid 2-13 December, chaired by Chile. Twenty five indigenous professionals, social actors and community leaders belonging to the Aymara, Quechua, Likan Antai, Colla, Diaguita, Rapa Nui, Mapuche, Kawesqar, and Yámana or Yagánmeet Indigenous People had a four day workshop to raise a proposal of the indigenous peoples of Chile over climate change that will be presented at the UN meeting.