



**INDIGENOUS PEOPLES AND UNESCO 2022:
OUTCOMES OF QUESTIONNAIRE FOR THE TWENTY-
SECOND SESSION OF UN PERMANENT FORUM ON
INDIGENOUS ISSUES**

Questionnaire to the UN system agencies, funds and programmes and intergovernmental organizations

The United Nations Permanent Forum on Indigenous Issues (PFII) was established by the Economic and Social Council (ECOSOC) Resolution 2000/22. The Permanent Forum is mandated to provide expert advice and recommendations on indigenous issues to the ECOSOC and through the Council to United Nations agencies, funds and programmes; to raise awareness and promote the integration and coordination of activities related to indigenous issues within the UN system; prepare and disseminate information on indigenous issues; and promote respect for and full application of the provisions of the UN Declaration on the Rights of Indigenous Peoples and follow up the effectiveness of the Declaration.

The Indigenous Peoples Development Branch/Secretariat of the Permanent Forum on Indigenous Issues invites UN system agencies, funds and programmes and other intergovernmental organizations to complete the attached questionnaire on any action taken or planned in response to the Permanent Forum's recommendations, the system-wide action plan on rights of indigenous peoples (SWAP), the 2030 Development Agenda and COVID-19 recovery efforts.

The responses will be compiled into a report for the 2023 session of the Permanent Forum. In your responses, please, include information on progress and challenges related to indigenous women, indigenous persons with disabilities, indigenous older persons, and indigenous children and youth.

All responses will be placed on the DESA/DISD website on Indigenous Peoples at: <https://www.un.org/development/desa/indigenouspeoples/>

If you have any objections to your response being made available on our website, please inform our office accordingly.

Please submit your completed questionnaire by **15 November 2022** to:

Indigenous Peoples and Development Branch
Secretariat of the Permanent Forum on Indigenous Issues
Division for Inclusive Social Development
Department of Economic and Social Affairs
United Nations Headquarters
New York, USA 10017
Email: indigenous_un@un.org and requesens@un.org

Please provide information on the following:

A. Recommendations of the Permanent Forum on Indigenous Issues and input to the 2023 session

i. Please provide information on measures taken since your last update to the Forum on the implementation or planned implementation of the recommendations of the PFII.

In 2022, UNESCO, through its multi-sectoral and transdisciplinary mandate, and in accordance with the newly adopted 8-year Medium-Term Strategy (41 C/4), increased the institutional attention to the status of indigenous peoples' knowledge, languages and cultures. This includes reporting against the implementation of the UN Declaration on the Rights of Indigenous Peoples, alignment with the UNESCO Policy on engaging with indigenous peoples, advancing the UN Systems Wide Action Plan on Indigenous Peoples, and the new Intersectoral Programme 3 on indigenous knowledge, languages and culture.

UNESCO is the lead agency for two Decades, the UN Decade of Ocean Science for Sustainable Development (2021-2030) and the International Decade of Indigenous Languages (IDIL, 2022-2032).

The 21st session of the UNPFII directed a number of recommendations and matters to the attention of UNESCO with regard to the IDIL.

International Decade on Indigenous Languages (IDIL 2022-2032)

The PFII recommendations have also been addressed by UNESCO in the framework of the IDIL 2022-2032, as the lead agency. The following measures have been undertaken in 2022:

- UNESCO Intersectoral Task Team (ITT4IDIL) meetings were held on regular basis to ensure a multi-disciplinary and transversal approach. This internal UNESCO coordination allows for sharing good practices on Indigenous peoples matters and also to build synergies with other International Decades.
- Support was provided to the work of the Global Task Force for Making a Decade of Action for Indigenous Languages, a multi-stakeholder, international governance structure for IDIL 2022-2032.
- The IDIL 2022-2032 was successfully launched on 13 December 2022 at UNESCO Headquarters in Paris, with the participation of high-level country representatives, indigenous peoples and networks, UN agencies, experts in multiple areas in relation to UNESCO's mandate in education, natural sciences, ocean sciences, social sciences, culture, communication and information, among others.
- A multilingual online platform and social media communications have been further developed for the IDIL 2022-2032, in line with the Global Communication Strategy.
- Activities and events were organized to raise awareness on the importance of protecting and promoting linguistic diversity in the digital age such as the celebration of the International Translation Day to commemorate the important role of language professionals, in collaboration with Translation Commons, a non-profit

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volunteer community. Moreover, this online celebration contributed to the promotion of Indigenous languages through digital technologies, supporting under-resourced language communities in their use of digital media and Internet-based tools.

- Member States have been encouraged to develop their own national, regional and local plans for the safeguarding of linguistic rights and multilingualism and to localize the Global Action Plan of the Decade. The Global Action Plan gives the strategic approach, defines major steps, provides guidance on implementation, monitoring and governance structures and suggests measures to be taken by all stakeholders.
- The Decade raises awareness about the importance of convening collective efforts to maximize the positive impact and social change with respect to multilingualism and linguistic diversity. The Global Action Plan embodies the full spectrum of human rights concerning different domains, including education, legal recognition, digital empowerment, gender equality, Indigenous Food systems, biodiversity conservation, employment opportunities, and partnerships.
- To facilitate the monitoring and mapping of activities implemented in the framework of the IDIL 2022-2032, UNESCO launched an interactive dedicated website where stakeholders have the opportunity to share information on the events and initiatives as well as connect with partners worldwide. The global community of users is constantly growing and daily updated.
- A multilingual global social media strategy is being run on the dedicated channels to raise awareness on the importance of the IDIL 2022-2032, with an average reach of 70k people per month and 22k community followers. Different communication materials such as promotional videos, visual templates and targeted messages have been disseminated with partners to maximize outreach.

Other UNESCO mandates

Natural Sciences

UNESCO's Man and Biosphere Programme worked in cooperation with the Secretariat of the UN Convention on Biological Diversity, the International Union for the Conservation of Nature and the International Indigenous Peoples Forum on Biodiversity to host the Nature and Culture Summit at the UNCBD COP 15 in Montreal (Canada), which saw the Declaration on Nature and Culture adopted by its participants, on the relationship between nature and culture to enhance the implementation of the post-2020 global biodiversity framework.. The CBD COP15 decided to renew its commitment to the Joint Programme of Work on the Links between Biological and Cultural Diversity, to be promoted by UNESCO, IUCN, SCBD and other relevant partners (CBD/COP/15/L.10). The initial UNESCO-SCBD Joint Programme of Work on Biological and Cultural Diversity was welcomed by CBD COP10 (Decision X/20) in 2010.

UNESCO strengthened the inclusive knowledge and research capacities of Member States, allowing national entities to advance and apply science for sustainable management of natural resources, ecosystem and biodiversity conservation and restoration, and disaster risk resilience. Through its Local and Indigenous Knowledge Systems (LINKS) Programme, it has been working to strengthen knowledge networks and improve the participation of indigenous and local knowledge (ILK) holders in scientific assessments. This has included sustaining existing networks, working with new and emerging scientific assessments, including IPBES Assessments and National

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Ecosystems Assessments, supporting research and publication of ILK, the emergence of new global networks on ILK, as well as cooperation with UNESCO designated sites.

Education

In the area of education, through the Asia-Pacific Multilingual Education Working Group (MLE WG), co-chaired by UNESCO Asia and Pacific Regional Bureau for Education, and UNICEF East Asia and Pacific Regional Office, a mapping of language-in education policies have been conducted in 46 countries in the Asia-Pacific region. The activity aims to 1) review and identify key national policy documents regarding languages in country and languages in education, particularly official and non-dominant languages, including indigenous languages; and 2) develop country profiles with quick overviews on language-in-education policies to inform the development of regional- and country-level strategies for advancing mother tongue-based multilingual education.

Culture

- The Declaration of the UNESCO World Conference on Cultural Policies and Sustainable Development – MONDIACULT 2022, adopted unanimously by 150 Culture Ministers on 30 September 2022, explicitly acknowledges upholding and promoting the respect and exercise of indigenous peoples' cultural rights, notably with a view to (i) enable their inclusive access to culture and participation in cultural life, as well as to foster the enjoyment of the benefits from their cultural resources, including with regard to ensuring the sustainability of their cultural practices, (ii) the rights to their cultural identity and heritage and (iii) expand efforts for the protection return and restitution of cultural property. The Declaration also encourages inclusive participation of indigenous peoples in cultural policy development and implementation and reiterates the need to acknowledge the role of indigenous knowledge systems in climate action at policy level. This forward-looking political Declaration, which identifies core areas of policy investment for the future, therefore sets the ground for more systemic engagement of indigenous peoples across cultural policies and for strengthened legal and policy frameworks in the area of cultural rights, including through the implementation of UNESCO culture conventions. Looking forward, more robust cooperation shall be developed within the UN system towards the implementation of the Declaration, particularly with the Permanent Forum on Indigenous Issues and the Special Rapporteur on Cultural Rights – both of which were invited to take part in the Conference.
- UNESCO developed an innovative and free Massive Open Online Course (<https://ich.unesco.org/en/massive-online-open-course-mooc-01228>) on Living Heritage and Sustainable Development, which includes a learning module on the contribution of living heritage safeguarding and health, exploring examples and experiences of indigenous peoples' practices and knowledge from around the world.

Social and Human Sciences

UNESCO promoted the rights and inclusion of indigenous peoples as a main component of its upscaled efforts to combat racism and discriminations following the Global Call against Racism launched by its Member States in 2020. The perspectives of indigenous peoples are woven into the Roadmap that was refined in 2022 after consultations with Member States. This angle is also very much present in the UNESCO Global Forum against Racism and Discrimination, the Roadmap's flagship activity, initiated in 2021 as an annual multistakeholder platform. The second edition

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was hosted by Mexico and took place in Mexico City in November 2022 under the theme “The road towards a rights-based recovery from COVID-19” with several of its thematic sessions bringing to the fore specific issues and experience pertaining to indigenous peoples.

The rights and inclusion of indigenous peoples have been addressed by another UNESCO tool developed with the objective of building capacities of young people to change mindsets and foster inclusive societies; namely the Master Class Series against Racism and Discriminations delivered in close partnership with cities members of the UNESCO International Coalition of Inclusive and Sustainable Cities – ICCAR. This has been a central issue of consideration particularly in events organized with cities in LAC.

Finally, the recognition and protection of indigenous knowledge figured prominently in activities focusing on the promotion of the right to science and scientific freedom. It was thoroughly discussed at an experts’ meeting convened in April 2022 in partnership with the Swiss Commission for UNESCO and the Office of the UN High Commissioner for Human Rights (OHCHR) and also was integrated in the first ever [Massive Open Online Course on Science and Human Rights](#) developed jointly with the Global Campus of Human Rights in October 2022.

ii. The theme of the 2023 PFII session is “Indigenous peoples, human health, planetary and territorial health and climate change: a rights-based approach”¹. Please include information on any publications, projects, reports, or activities relevant to this theme.

One of the key actions of UNESCO is to facilitate and reinforce the relationship between science, other systems of knowledge and policy, to frame planetary and territorial health, including biodiversity and ecosystems, conservation, restoration, and stewardship measures, food security and climate change mitigation & adaptation. This is implemented through UNESCO’s designated sites (World Heritage, Man and Biosphere, UNESCO Global Geoparks).

UNESCO designated sites are also appropriate platforms that combine the natural and social sciences, economics and education to improve human livelihoods and the equitable sharing of benefits, and to safeguard natural and managed ecosystems, thus promoting innovative approaches to economic development that are socially and culturally appropriate, and environmentally sustainable. Through these sites, UNESCO develops capacities for improving participation of indigenous peoples at all levels of the sites’ governance.

In 2022, UNESCO established ‘Our Humanature Pathway’, a global think tank on sustainability and reshaping the relationship between people and the planet. Several prominent indigenous leaders are serving on the panel, along with other global leaders from diverse sectors and regions.

UNESCO, through its Local and Indigenous Knowledge Systems (LINKS) programme, continues to play a catalytic role in helping scientists, policy makers, practitioners and holders of indigenous and local knowledge (ILK) to work with each other. Through this

¹ See Annex 1. Agenda of the twenty-second session of the Permanent Forum on Indigenous Issues.

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participative and transdisciplinary approach, UNESCO promotes the full and effective participation of ILK holders and language users in the production and coproduction of knowledge necessary to attain the SDGs, and provide appropriate support for national climate adaptation, biodiversity and ecosystems conservation, disaster preparedness and resilience (including enhancing traditional early warning systems).

UNESCO's biodiversity and climate actions align with key UN policy and knowledge processes (including IPCC, IPBES, UNFCCC, UNCBD, UNCCD and Ramsar Convention), and reinforce the synergies between the various UN Decades, including the UN Decade of Ocean Science for Sustainable Development, the International Decade of Indigenous Languages, the UN Water Action Decade and the UN Decade on Ecosystems Restoration, leading to more harmonious relations between people and the marine, coastal, riverine, and terrestrial ecosystems.

Throughout 2022, UNESCO LINKS programme has continued to support indigenous networks on climate knowledge, in relation with the UNFCCC and implementation of the Paris Agreement. In this framework, new research has been commissioned on knowledge of savannah fires. LINKS continues to work with indigenous peoples and local communities on a range of scientific global, regional and national assessments.

UNESCO LINKS, through the technical support unit on indigenous and local knowledge (IPBES ILK TSU), supports the Intergovernmental Platform on Biodiversity and Ecosystems Services (IPBES) development process of the assessment on the nexus of biodiversity, food, water and health (<https://ipbes.net/nexus>), which runs from 2021 to 2024. As with other IPBES assessments, a great focus of this work is on indigenous and local knowledge, supported by the IPBES task force on indigenous and local knowledge which is in turn supported by the ILK TSU based at UNESCO. The early phase of this work has now been completed, including through a dialogue workshop in June 2022 that brought together indigenous peoples and assessment authors to discuss indigenous conceptualizations, knowledge, values, challenges and ways forward around the nexus. A report of the dialogue is available at: <https://ipbes.net/ilk-publication-resources>.

UNESCO has also launched in November 2022, an initiative aimed at implementing the UNESCO Policy on Engaging with Indigenous Peoples from Latin America and the Caribbean (LAC) UNESCO sites (Biosphere reserves and UNESCO global geoparks). One of the key objectives of this initiative, hosted jointly by UNESCO and FILAC, is to reach a shared vision to build a tool for participatory social, cultural and environmental mapping of indigenous peoples whose territories coincide with UNESCO designated sites in LAC, through a rights-based approach.

Within the same region, AECID, OAPN Spain and UNESCO together with FILAC, and RMIB-LAC and the IberoMAB Network implement the series of "Intercultural Dialogues between Indigenous Peoples, Afro-descendants and the IberoMAB Network on Indigenous Rights and Knowledge in the UNESCO MAB Program" between September of 2022 and March 2023, to strengthen the rights of Indigenous and Afro-descendant Peoples at all levels of governance of the MAB, of the Biosphere Reserves and in the indigenous and Afro-descendant territories of the region.

The theme of the 2023 UNPFII session lies also at the heart of the various knowledge and practices related to the nature and universe, defined as living heritage under the UNESCO 2003 Convention for the Safeguarding of Intangible Cultural Heritage. Many elements inscribed on the Lists of the 2003 Convention serve as concrete examples to

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illustrate the links between human health, planetary and territorial health and climate change, as they demonstrate ways of thinking, transmitted from generation to generation, about the living world. They often contribute to the health and wellbeing of the communities and carry precious medicinal and instrumental knowledge for the protection of biodiversity and natural resources. Recent examples of inscribed elements include: [Success story of promoting traditional foods and safeguarding traditional foodways in Kenya](#); the [School of Living Traditions](#) (Philippines), both selected by the Intergovernmental Committee of the 2003 Convention as good safeguarding practices ; and the [Carolinian wayfinding and canoe making](#) (Federated States of Micronesia). The latest inscription of the 'Traditional Knowledge system of the four indigenous Communities of Sierra Nevada de Santa Marta: Kogis, Wiwas, Arhuacos and Kankuamo' (Colombia) on the Representative List of the Intangible Cultural Heritage of Humanity in December 2022 is an important example of the knowledge, know-how, skills, practices and representations developed by communities by interacting with the natural environment, which are expressed through language and oral traditions. Such international recognition will help demonstrate the diversity of the cosmology of indigenous communities in Colombia and their contribution to sustainable development, providing an international platform to advance advocacy for the protection and promotion of their cultural rights.

Furthermore, during 2021-2022 International Assistance from UNESCO's Intangible Cultural Heritage Fund were granted to safeguarding projects for the benefit of indigenous peoples in the [Cook Islands](#), [Namibia](#), [Pakistan](#), [Thailand](#), [Zambia](#) and [Zimbabwe](#), including the [Inventorying of Kuyabila of the Tonga ethnic group of Zambia and documentation and inventory of *peu karioi* \(performing arts\) in the Cook Islands](#).

In December 2021, UNESCO, the Intergovernmental Panel on Climate Change (IPCC) and ICOMOS came together to organize an International Co-Sponsored Expert Meeting on Culture, Heritage and Climate Change. The breadth of expertise and information presented at the Meeting highlighted the significant level of knowledge and work achieved, and continued, by indigenous peoples, local communities, scientific communities, practitioners, and policy communities across the globe. The report of this meeting ("Global Research and Action Agenda on Culture, Heritage, and Climate Change: Scientific Outcome of the International Co-Sponsored Meeting on Culture, Heritage, and Climate Change") is now available for free access at <https://www.cultureclimatemeeing.org>. One of the key messages that stemmed from this Meeting is that holistic and inclusive approaches to culture and heritage will help recognize the impact of climate change on culture and heritage and, at the same time, unlock their potential to help national and local governments, communities and businesses leverage culture's contribution to a climate resilient future and a sustainable response to climate change. UNESCO also undertook initiatives to support research and documentation of knowledge and practices of indigenous peoples. A project led by UNESCO Brasilia is documenting the linguistic heritage of indigenous peoples of recent contact in the Amazon rainforest in the border areas of Brazil with its neighboring countries, which involves a great linguistic and cultural diversity, including the following indigenous peoples: Arutnai/Ninam; Baniwa/Koripako; Gauto; Kagwahiv; Kheuoi; Korubo; Moré-Kujubim; Povo do Xiname; Sanoma; Taurepang; and Yek'wana.

A project by the UNESCO Regional Office for Eastern Africa - which took into account guidance from an international Advisory Panel Research based on UNESCO's 2003 Convention and Local and Indigenous Knowledge Systems (LINKS) Programme – led to the development of seven case studies, including in Eritrea, Ethiopia, Kenya, Uganda, Somalia, Seychelles and South Sudan (more information available [online](#) and

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[here](#)) documenting knowledge and practices of indigenous peoples, linked to biodiversity conservation, climate change adaptation/mitigation and disaster risk reduction.

In the framework of the International Decade on Indigenous Languages (IDIL) 2022-2032, the following activities have been undertaken by UNESCO, as the lead agency:

- On May 2022, UNESCO announced the launch of a **multilingual collection of articles in a one-day webinar, *State of the art of indigenous languages in research: a collection of selected research papers***, with the aim of assessing the status of Indigenous languages in research over different topics. Overall, 278 research papers were submitted in 2019, of which 195 in English, 6 in French and 77 in Spanish by researchers, experts, and practitioners from 63 countries, specialized in Indigenous and language-related issues. The final collection of research papers includes 39 research papers (27 in English, 8 in Spanish and 4 in French) and articles by peer-reviewers presenting key research outcomes, their observations, and recommendations for the future research.
- On July 2022, UNESCO took part in a **Panel discussion on the localization of the Global Action Plan of the International Decade of Indigenous Languages (2022-2032)** in the context of the 15th session of the Expert Mechanism on the Rights of Indigenous Peoples (EMRIP). This event focused on the importance of peoples' freedom to use their language of choice across all socio-cultural, economic, environmental, legal, and political domains as a fundamental human right fundamental that can be best achieved thanks to the guidelines established by the Global Action Plan.
- On 9 August 2022, UNESCO celebrated the **International Day of the World's Indigenous Peoples** through its Social Media platforms by giving a space to the voices of Indigenous peoples.
- UNESCO announced its partnership with **Google Arts & Culture platform** to hold an online exhibition on linguistic diversity and multilingualism, that will serve as a global window to strength the localization efforts of the Global Action Plan.
- With the involvement of its Associated Schools Network (ASPnet), UNESCO, in a 90-minute Webinar, gathered indigenous and non-indigenous (language) teachers, youth and wider public to discuss and share good practices on the importance of inclusive linguistic diverse and multilingual education for sustainable development.

iii. Please provide information on efforts to ensure the participation of indigenous peoples in the international decades declared by the General Assembly, such as the United Nations Decade on Ecosystem Restoration, the United Nations Decade of Ocean Science for Sustainable Development, the International Decade for Action, "Water for Sustainable Development," the International Decade of Indigenous Languages and other relevant international decades and processes.

UNESCO, as co-Chair of Inter-Agency Support Group (IASG), and as lead agency of the UN Decade of Ocean Science for Sustainable Development (Ocean Decade 2021-2030), the International Decade on Indigenous Languages (IDIL2022-2032), and joint partner for the Water Action Decade and the Decade of Ecosystems Restoration, has a) encouraged cooperation between UN agencies to develop appropriate governance

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mechanisms that are consistent, aligned and robust b) working through UNESCO Intersectoral Working Group on Indigenous Issues (ISWGIPI) to promote awareness and synergies between the Decades c) ensured programme reporting on all four of the Decades d) supported the UNESCO NGO Forum which ran the first global dialogue on the interconnection of the Ocean Decade and IDIL. UNESCO has also promoted indigenous participation and design with indigenous peoples for Humanature Panel (Ecosystems), Ocean Decade framework for participation (IOC), IDIL Global Action Plan, and Water Action Decade Mid Term Review (UN Water / IHP-9).

International Decade on Indigenous Languages (IDIL 2022-2032)

UNESCO continued to count on the input of Indigenous Peoples Organizations in the Global Task Force for Making a Decade of Action for Indigenous Languages. As Members of the Global Task Force they provided input to the discussions and guidance related to the roll-out of the Global Action Plan, the High-Level Celebration of the International Decade of Indigenous Languages and other events and initiatives planned within the framework of the International Decade of Indigenous Languages. This also ensured that Indigenous Peoples organizations were represented in all events, initiatives and activities planned within the framework of the International Decade of Indigenous Languages. Notably during the High Level Celebration of the International Decade of Indigenous Languages the opening ceremony and key moments of the one day event was assured by Indigenous artists, leaders and community members. More details can be found in the dedicated sections of this report.

On 21 November 2022, the 13th International Forum of NGOs in Official Partnership with UNESCO was held, under the theme *Mobilising NGOs for the International Decade of Indigenous Languages and the Ocean Decade*, which will serve to join actions towards the successful exercise of the relevant Decades and call for the importance of partnerships to maximize the positive impact and social change.

In the area of education, the Indigenous Languages and Education Network for Policy and Practice (ILE Network)², has been formed in response to the Los Pinos [Chapoltepek] Declaration and the IDIL 2022-2032. The Global Action Plan notes that *“the scope of work envisaged....is beyond the capacity of any single nation, country, stakeholder group, generation, scientific discipline, policy framework or set of actions,”* and calls for *global partnership* to realize the IDIL 2022-2032 vision. The ILE Network aims to connect indigenous groups, Ministry of Education officials, language rights activists, technical experts, donor agencies and others to advance the sustainable inclusion of indigenous languages in formal education systems over the course of the IDIL 2022-2032. The Network will be co-convened by the Salzburg Global Seminar, SIL International and the UNESCO Bangkok Asia and Pacific Regional Bureau for Education, and will focus primarily on serving three connected agendas, depending on the context:

- Inclusion of indigenous and minority languages in multilingual education (where children still speak the language as their first/home/community/mother tongue language);
- Revitalization of indigenous languages (where intergenerational transmission of the language had been interrupted);

² The ILE Network is currently seeking funds to undergo the activities.

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- Support for the linguistic aspects of preserving indigenous environmental knowledge in social and political systems (including education) to address climate change.

The ILE Network would contribute specifically to the policy and practice aspects of Outputs 1, 3, and 10 in the IDIL 2022-2032 Global Action Plan. The ILE Network takes particular inspiration from Global Action Plan Activity 1.1., which calls for the development of education policies, plans and programmes alongside legislation in line with international frameworks as part of implementing Sustainable Development Goal 4 to support mother tongue-based and multilingual education.

The [Asia Pacific Multilingual Education Working Group \(MLE WG\)](#)'s [International Conference on Language and Education series](#) and high-level policy forum on MLE have provided a unique opportunity for policy-makers, researchers, practitioners, and development actors to share views, good practices, and experiences, as well as to explore issues concerning the importance of MTB MLE and broader language issues in sustainable development.

With the latest international conferences and the high-level policy forums, the MLE WG was able to reach over 450 participants including high-level government officials from 16 countries in the region. Using over 100 cases presented, the MLE WG was able to publish key advocacy materials and raise awareness among high-level government officials in the region to support the implementation of MTB MLE activities. Indigenous peoples have participated as attendees (some through scholarships), on the conference steering committee, as proposal reviewers, etc.

The outcomes will feed into the 7th International Conference on Language and Education, which will address the important issues of language, resilient futures, multilingual education, and transformative education to be held in Bangkok over three days in October 2023. The conference will provide a space for practitioners, NGO staff, researchers and government representatives, especially youth and indigenous peoples, to explore and dialogue on issues of language, inclusion, and resilient futures in transformative education. One of the relevant proposed themes includes education and the IDIL (non-dominant and indigenous languages, local cultures and traditional knowledges in education).

Throughout 2022, UNESCO LINKS, as the focal point for the Natural Sciences Sector for the IDIL, organized meetings worldwide with Indigenous peoples, local communities and other experts, notably in Africa and Asia, to examine ways of combining work on water, climate change, biodiversity and ecosystems with the IDIL Global Action Plan. LINKS is now focusing on how to practically achieve this natural sciences part of the IDIL through a dedicated workplan and resource mobilization.

In April 2022, LINKS worked with the Embassy of Canada to organize a roundtable on indigenous perspectives on Earth Day and the linkage between language and the environment. The roundtable supported the hosting of a special exhibition entitled *Nin / Je suis*, which highlighted the promotion of the Anishinaabe language and culture in Québec. The roundtable held at the UNESCO headquarters, included men and women, youth and elders, from different indigenous peoples from Québec (Canada), Nouvelle-Calédonie (France), Tahiti (Polynésie française, France) and Guyane (France). It was attended by Permanent Delegations, civil society groups, media and staff.

UN Decade on Ecosystems Restoration (2021-2030)

UNESCO LINKS held consultations with UNEP and other UN Agencies on the architecture for mobilizing indigenous and local knowledge within the Decade for Ecosystems Restoration, as well as the connectivity and cooperation with the other UN Decades, including the Water Action Decade and the Decade for Ocean Science. Under this framework indigenous knowledge issues have been supported and addressed at Stockholm+50 in June 2022, with the design of linkages between the three UN decades to harmonize multistakeholder processes.

UNESCO is working on the 'humanature' panel, which provides a complementary approach from UNESCO to the Decade, looking at how human beings adjust their relationship with nature to achieve both sustainability and restoration. Within this specific theme, UNESCO is working in collaboration with UNEP and FAO on the multistakeholder process for the Decade, and linkages between food systems, Water Decade and Ocean Decade. A panel of experts is being established under the heading "Our Humanature Pathways". to enable discussions addressing core questions on humanity's role in establishing a healthy and harmonic relationship with nature. The membership of the Panel is in the process of being determined. Several indigenous persons active in the global debate on the relationship between people and nature will be key stakeholders in the Panel's work.

UN Decade of Ocean Science for Sustainable Development (2021-2030)

In the context of the UN Decade of Ocean Science, for which UNESCO is the lead Agency, a Framework has been developed, recognizing rights-based issues, Free Prior and Informed Consent, and the importance of indigenous peoples' participation and the mobilization of their knowledge systems. Workshops and consultations have been held worldwide, with focus on the Pacific. The framework was presented at the Ocean Conference in Lisbon in July 2022 and will be further discussed at the International Marine Protected Areas Congress (IMPAC5), which has been shifted to February 2023 in Vancouver, Canada.

The UN Decade of Ocean Science requires that all endorsed Decade Actions demonstrate how they have engaged with indigenous and local knowledge holders. The Decade has 45 global programmes and over 200 projects underway, including several led by indigenous groups.

UNESCO LINKS programme and the Intergovernmental Oceanographic Commission continued their cooperation with the UN Member States and indigenous knowledge networks in relation to enhance contribution of Indigenous Peoples to the Ocean Decade. Discussions have been initiated with New Zealand National Commission on the publication of a follow up report on the Ocean Decade, the Language Decade and ancestral voyaging knowledge. Several coordination meetings were held with the organizing committee of the International Marine Protected Areas Congress, which has been endorsed as a UN Ocean Decade official event and which will have an indigenous peoples' pavilion and events. UNESCO is working with IMPAC5 organizers to help launch and develop the Framework agreement with indigenous peoples for the Ocean Decade. UNESCO is also working with the Pacific Community (SPC) on programming and national capacity on indigenous knowledge and the Ocean Decade.

Visibility of indigenous peoples in international decades and days have also been promoted in the communication initiatives of the 2003 Convention on the Safeguarding of the Intangible Cultural Heritage, notably through social media posts and news items,

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notably for the [World Ocean Days](#) (8 June) and [International Day of the World's Indigenous Peoples](#) (9 August), and the [International Decade of Indigenous Languages 2022-2023](#). The international days and news associated contribute to the recognition of indigenous practices, by giving them visibility and honouring their diversity, while also providing an opportunity for indigenous peoples to shape international heritage discourse and ensure that their experiences and needs are considered.

Water Action Decade (2018-2028)

Water policy at all levels has been less oriented to multistakeholder engagement and indigenous knowledge than certain other processes, such as climate and biodiversity. UNESCO is playing a catalytic role in changing the multiple evidence base and configuration of actors included in water sustainability. In the framework of the Water Action Decade (2018-2028), UNESCO, through its LINKS Programme and the Division of Water Sciences, worked together with UNDP Water on supporting a global network of indigenous peoples and local communities to engage in the Mid Term Review of the Water Action Decade.

Water Action Decade activities in 2022 focused on communication with regional indigenous peoples' networks and participation of indigenous and local knowledge holders in the 2nd High Level Conference on the Water Action Decade, 6 – 8 June 2022 in Dushanbe, Tajikistan, with specific case studies on water governance, knowledge and conservation. Indigenous and local knowledge contributions came from the Cambodia, Colombia, Kyrgyzstan, Mexico, Namibia, Nepal, Tajikistan and the Russian Federation. The Forum of Indigenous Peoples and Local Communities was addressed by the Chair of UNPFII, Dario Mejia. Indigenous and local knowledge systems and indigenous peoples have been recognized within the Dushanbe final Declaration and key Member States have committed to indigenous peoples' participation and knowledge recognition within the follow up events and the Mid Term Review of the Water Action Decade.

UNESCO along with FAO, UNDP and UNEP has continued to share information with indigenous peoples' regional networks to prepare them for the 2023 Water Conference in New York, in March 2023. Indigenous Peoples' Major Group is in consultation with the Conference facilitators and efforts have been made to improve access of indigenous peoples to the registration process. UNESCO and UNDP are working directly with the Secretariat at UNDESA on the multistakeholder processes and follow-up to the Dushanbe Declaration and involvement of indigenous peoples to the remaining period of the Decade.

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

Background

As per the Outcome Document of the World Conference on Indigenous Peoples (A/RES/69/2), a [system-wide action plan to ensure a coherent approach to achieving the ends of the UN Declaration on the Rights of Indigenous Peoples](#) was adopted in November 2015 and launched by the Secretary-General at the UN Permanent Forum in May 2016.

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In August 2020, the United Nations Executive Committee agreed on the need for accelerated and collective action to strengthen the implementation of the SWAP on indigenous peoples. In November 2020, the United Nations Chief Executives Board for Coordination issued a [Call to Action: Building an Inclusive, Sustainable and Resilient Future with Indigenous Peoples](#). Its goal is to ensure collaborative and coherent UN system action to support the rights and well-being of indigenous peoples with a focus on furthering the implementation of the SWAP³.

i. The Permanent Forum will follow up on progress made on the SWAP implementation as part of its discussion on the outcome document of the World Conference on Indigenous Peoples during its 2023 session. Please provide an analysis of actions taken by your agency, fund and/or programme on the six key elements of the SWAP, since your last update to the Forum⁴.

Please also include an executive summary (500-word limit).

UNESCO's Director-General signed the 2020 Chief Executives Board (CEB) Call to Action on a Systems-Wide Action Plan for implementing the UNDRIP. During 2022, UNESCO served as co-Chair of the Inter-Agency Support Group on Indigenous Peoples (IASG), assisting its internal structures with the implementation of the SWAP as well as the overall UN system.

UNESCO has a dedicated Policy on Engaging with Indigenous Peoples, which aligns its programming with the UNDRIP. This was strengthened with the adoption of the 8-year Medium Term Strategy which increases attention to partnerships with indigenous peoples, and establishes an Intersectoral Programme on indigenous knowledge, culture and languages.

UNESCO assisted the IASG task teams to enable roundtables with UN Resident Coordinators on opportunities and challenges to implement indigenous rights and development agendas at national level through UN Sustainable Development Cooperation Framework, UN Country Teams and Common Country Analyses.

The High-Level Committee on Programmes (HLCP) requested IASG to make recommendations for measurable indicators for each of the six actions of the SWAP to ensure effective reporting and accountability. During 2022, IASG established two working groups to advance on indicators and the quality of statistics.

UNESCO's 2003 Convention for the Safeguarding of the Intangible Cultural Heritage offers an accreditation mechanism for non-governmental organizations (NGOs) to facilitate them providing advisory services to the Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage. Accredited NGOs can take part in governing body statutory meetings and be elected to sit as a member of the Evaluation

³ Reporting on the activities to implement the CEB Call to Action is through task groups and should not be included in the responses to this questionnaire.

⁴ The six key elements of the SWAP are: 1) Raise awareness of the UNDRIP; 2) Support the implementation of the UNDRIP, particularly at the country level; 3) Support the realization of indigenous peoples' rights in the implementation and review of the 2030 Agenda for Sustainable Development; 4) Map existing standards and guidelines, capacity, training materials and resources within the UN system, international financial institutions and the members of the IASG for the effective implementation of the UNDRIP; 5) Develop the capacity of States, indigenous peoples, civil society and UN personnel; and 6) Advance the participation of indigenous peoples in UN processes.

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Board. Of 217 currently accredited NGOs, at least 30 work with indigenous peoples and/or represent them. The list of accredited NGOs is at <https://ich.unesco.org/en/accredited-ngos-00331>

UNESCO includes indigenous experts in its network of facilitators of the Global capacity-building programme for safeguarding intangible cultural heritage. Trained by UNESCO, the facilitators receive support to update their skills and knowledge to support countries to safeguard intangible cultural heritage and harness its potential for sustainable development.

The International Decade of Indigenous Languages has also addressed the SWAP.

- Drawing attention to the critical loss of indigenous languages and the urgent need to preserve, revitalize and promote them in the context of UNDRIP;
- Taking urgent measures at the national and international levels;
- Inviting Member States to consider establishing national mechanisms with adequate funding for the successful implementation of the IDIL.

UNESCO's Man and Biosphere (MAB) programme convened a Subregional Intercultural Dialogue between Indigenous Peoples and the IberoMAB Network on Indigenous Rights and Knowledge in the UNESCO's Biosphere Reserves (Andean sub-region), Cartagena – Colombia. The objective was to facilitate the dialogue between MAB Committees, focal points, Biosphere Reserve management committees and Indigenous and Afro-descendant people for a better implementation of the UNESCO Policy, the UNDRIP, ILO Convention 169 and other international rights instruments.

C. 2030 Agenda for Sustainable Development

i. Please describe any activities your entity has organized since the last reporting period to accelerate progress across a range of SDGs, demonstrating the interlinkages across goals and targets and if applicable, providing examples of translating global goals into local actions. In your response, please consider referring to SDGs relevant to the theme of the 2023 session of the Forum.

Recognizing the interrelated nature of the SDGs and UNESCO's multi-sectoral mandate, UNESCO's actions contribute to a number of SDGs, some of which are described here:

- UNESCO is the coordinating agency for SDG4 related to quality, inclusive education at all levels and the importance of lifelong learning opportunities for all. Activities related to SDG 4 undertaken by UNESCO in 2022 are described in detailed in Section C.ii of this report.
- By mobilizing local and indigenous knowledge and building synergies with science, it supports its Member States towards achieving SDGs 1, 13, 14 and 15. In these areas, in 2022, UNESCO supported its Member States in areas related to biodiversity conservation and restoration, ocean science, sustainable use of natural resources, and climate change resilience, including through the use of networking and cooperation between UNESCO-designated sites as major tools and models in implementing the SDGs, as well as the Decade of Ocean Science, led by UNESCO-IOC.

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- UNESCO made also a major contribution to SDG 6 by supporting indigenous peoples to contribute to the Water Action Decade in 2022, and by providing responses to local, national and regional water security challenges and capacities of its Member States to achieve SDG water-related targets.
- UNESCO also contributed to SDG 5 through a number of gender-sensitive guidelines and processes in support of the valorization, transmission, protection and mobilization of indigenous knowledge to build resilience for global change, including the recent report on Women's knowledge in the Pacific.
- Reducing inequalities (SDG 10) is also a field in which UNESCO contributes substantially through its work to ensure that all learners have access to quality education at all levels; reduce the science and knowledge gaps between and within countries; close the digital divide and ensure that all development policies are inclusive and respect cultural diversity.
- Through culture as a key enabler of sustainable development:
 - UNESCO acknowledges the value of creating inclusive, safe, resilient and sustainable cities, and contains targets on the preservation of natural and cultural heritage (SDG 11),
 - as well as on the recovery and return of stolen assets (SDG 16), which also include the illicit trafficking of cultural objects. It upholds a vision of just, peaceful, equitable and inclusive societies recognizing the value of knowledge, heritage and diversity.

In the area of SDG13, activities, including in preparation and at COP 27, in collaboration with indigenous partners around the world, advanced the debate on inclusion and incorporation of Indigenous Peoples and their knowledge in science policy and practice.

In line with SDG 14 on Life below water and SDG15 on Life on land, in 2022, the technical support unit on indigenous and local knowledge, hosted at UNESCO LINKS, supported the inclusion of indigenous knowledge component in the Intergovernmental Platform on Biodiversity and Ecosystem Services (IPBES) two biodiversity assessments on "Sustainable use of wild species" and "Values and valuation of nature". Both assessments followed a rigorous approach to working with indigenous and local knowledge, including a series of dialogue workshops with indigenous peoples and local communities and contributions from authors across a range of disciplines and knowledge systems. This has resulted in messages highlighting the importance of the participation of IPLCs in the management of the sustainable use of wild species, and the ways that indigenous and local knowledge can contribute to the holistic valuation of nature. These messages, contained in two summaries for policymakers, have now been approved by the 139 member countries of IPBES. As part of the work of enhancing benefits to indigenous peoples and local communities from IPBES assessments, IPBES organized a webinar for indigenous peoples and local communities to explore indigenous and local knowledge in the completed assessments. The recording of the webinar is available at: <https://ipbes.net/ilksustainable-values-webinar> in English, French and Spanish. Materials for IPLCs from the assessment are now also in development.

In addition, UNESCO LINKS programme, through Biodiversity and Ecosystem Services Network (BES-Net) project, is working with country partners and UNEP-WCMC and UNDP to support inclusion of indigenous and local knowledge in the national ecosystem assessment and policy planning.

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ii. Please describe any activities your entity organized in support of the 2022 UN High-Level Political Forum on Sustainable Development and/or reports and activities that supported SDG reporting and monitoring or a VNR process at the national, regional, or global level.

UNESCO is Coordinating the work to reach the ten targets of the Sustainable Development Goal for education ([SDG4 - Education 2030](#)).

In preparation of the UN Transforming Education Summit (TES) – Action Track 1 on inclusive, equitable, safe and healthy schools, held in New York in September 2022, UNESCO organized the pre-TES meeting in June 2022 and included the following elements in its discussion paper at the UN TES:

- Transformations of data systems that ensure that data are disaggregated by language, ethnicity and other dimensions to understand the factors that lead to inequity, exclusion and inequality, and the use of these data to allocate resources, including for the most marginalized.
- Changes to curricula and textbooks to be inclusive of all groups and avoid discrimination, including their availability in indigenous and local languages, and available in multiple accessible formats. Review of teacher training curricula to better address inclusive education principles and curriculum differentiation for learners.
- Inclusion in education to transform education systems, and society as a whole, so that they take diversity and the multiplicity of needs into account, respect and value such diversity, and eliminate all forms of discrimination

Other SDG4 related activities undertaken by UNESCO in support of Indigenous Peoples issues, include:

- **The UNESCO International Literacy Day** took place on 8 September on the theme of Transforming literacy learning spaces. UNESCO's Education Sector committed to continuing to promote learner-centric literacy spaces and literacy in local languages to support the inclusion of marginalized groups and transform learners' literacy learning.
- **Language Expert meeting on Multilingual education and publication**
UNESCO will publish the revised and updated version of the UNESCO Position Paper "Education in a Multilingual World" 2003 towards the beginning of 2023. The new document will consider multilingual education Guidelines for global contexts and specific contexts which respond to the needs of the excluded, the marginalized population, indigenous peoples. Language experts including Indigenous experts have brought in their experience and knowledge during the revision process in 2022.
- **Course on family learning and Indigenous knowledges (UNESCO Institute of Lifelong Learning, UIL).** The UNESCO Institute for Lifelong Learning, in collaboration with the Commonwealth of Learning (COL) and supported by the UNESCO Chair in Adult Literacy and Learning for Social Transformation at the University of East Anglia is launching a self-directed, self-paced online course on Family Learning and Indigenous Knowledges to address the integration of local and indigenous knowledges into family and intergenerational learning programmes. The overall objective is to contribute to improving literacy for all and achieving sustainable development.

- **Webinar on Teaching and Learning Indigenous Languages: Inspiring Practices from the UNESCO Associated Schools Network, October 2022.** The ASP Webinar organized with the support of the Canadian Commission for UNESCO furthered the objectives of the Decade within the framework of the Global Action Plan of the International Decade of Indigenous Languages. ASPnet launched a global survey in May 2022 on the teaching and learning of Indigenous languages in the network's schools. The survey requested information on the institutional framework for the teaching of Indigenous languages in ASPnet schools and prompted schools to share relevant practices. 210 schools replied to the survey from 38 countries from all around the world. The survey demonstrates a wide array of practices for the teaching and learning of Indigenous languages and cultures in schools. Overall, the survey showed three major trends that are important to highlight:
 - Teaching of Indigenous languages in in-person or digital classroom settings
 - Promoting of Indigenous languages through international days and activities
 - Mainstreaming of Indigenous Peoples' culture, history and knowledge, based on a human rights approach
- **UNESCO-Japan Price for SDG** (<https://en.unesco.org/prize-esd>), with laureates from Indigenous Peoples' organizations.
- **The UNESCO-UNFCCC's Webinar Series** consists of 8 webinars every month from April to November, on the road to COP27 in November 2022. The series is organized as part of the Action for Climate Empowerment (ACE) Hub, an initiative launched by UNFCCC and the German regional government of North Rhine-Westphalia in 2022 to foster education and public awareness, training, public access to information, and participation in climate change action. (<https://www.unesco.org/en/education/sustainable-development/cce-social-transformation>). A webinar on **#6 The ancient futures: Un-learning and re-learning our way towards a post-carbon future** discussed the values and practices of harmony embedded in traditional knowledge and indigenous communities across the world, and how they help us visualize a post-carbon future.

D. COVID-19 pandemic

- i. Please provide information on action taken by your agency, fund and/or programme since your last update to the Forum, to address building back better from COVID-19 while advancing the full implementation of Agenda 2030 for indigenous peoples.

The last update to the Forum on actions taken to address the COVID-19 pandemic and its effects on indigenous peoples shared that UNESCO Asia and Pacific Regional Bureau on Education, and its partners of the [Asia-Pacific Multilingual Education Working Group \(MLE WG\)](#), concentrated efforts to address language barriers to all, especially ethnolinguistic minority children. A regional webinar series supported Asia-Pacific policy-makers and implementers to continue maintaining and implementing mother tongue-based multilingual education (MTB MLE).

In 2022, the MLE WG organized two webinars:

- [MLE Advocacy: Opportunities and Strategies](#) (online): This webinar aimed to raise awareness on opportunities and strategies for MLE advocacy and to catalyse multilateral engagement and cooperation in the Asia-Pacific region. Panel speakers discussed two high-level opportunities, including the 2nd Asia-Pacific Regional Education Minister's Conference (APREMC-II) and the International Decade of Indigenous Languages (IDIL 2022-2032), including how indigenous people's organizations and the MLE movement could partner for IDIL. Additionally, the IDIL Global Task Force provided media perspectives for MLE advocacy.
- [Building Back Better: Mother Tongue-Based Multilingual Education for Ethnic Minority Children](#) (hybrid): This webinar was a hybrid side event for the 2nd Asia-Pacific Regional Education Minister's Conference (APREMC-II). Given the APREMC-II platform, the event aimed to raise awareness on MTB MLE as an enabler for learning recovery, transformative education, and accelerating progress towards SDG 4; sensitize Member States on the [Bangkok Statement on Language and Inclusion](#) (2019); and discuss policies and practices that will help Member States support vulnerable and disadvantaged ethnolinguistic minority learners. The [Bangkok Statement on Language and Inclusion](#), in particular, provides linkages between language-in-education policies and practices to the SDGs.

UNESCO, in partnership with Asia Indigenous People Pact (AIPP), delivered through the Asia Indigenous Youth Platform (an initiative of UNESCO and AIPP), designed and executed a small grants COVID-19 response project for indigenous youth to undertake activities in response to COVID in their communities. Grants were sponsored in ten countries in Asia with activities addressing education, livelihoods and health.

Following the outbreak of COVID-19, UNESCO launched a [public survey](#) on how communities have adapted their practices of safeguarding and transmitting intangible cultural heritage and/or used this heritage to cope with the pandemic. Out of more than 250 responses received, many came from research centres and associations of practitioners working directly with indigenous people. Entries documented the impacts of the pandemic on the health and livelihood of indigenous elders and leaders, highlighting the central role they play for the transmission of local culture, knowledge, values and languages to the younger members of the communities.

Other responses referred to the uses of intangible cultural heritage to cope with the pandemic. For instance, traditional systems of governance to invoke compulsory lockdown of communities to protect against the spread of the disease was reported in northern province of Cordillera in the Philippines, where the practice of '*tengao*' or '*te-re*' were called upon by community elders to close off entry to the community. Usually, the practice was enacted by communities as a rest period, often following festivities, harvest periods, conflict resolution, or to allow people to recover from sickness. However, in the context of COVID-19, it was invoked by communities to reinforce local measures and prevent people from entering or exiting until '*tengao*' was lifted. Likewise, many indigenous communities restricted access to their territories, as similarly described in responses from Colombia, Ecuador and Bolivia. While this meant limiting the access to consumer goods and medical services, they also described how such restrictions also prompted the returned interest into knowledge of traditional medicines, ancestral ceremonies, as well as the recovery of agricultural practices.

Some examples also demonstrated how the pandemic has impacted UNESCO World Heritage properties connected to living heritage, including: the deterioration of ‘*Takienta*’ mud tower-houses, the traditional dwellings of Batammariba people in Togo, which are foundational to their cultural identity and indigenous knowledge (‘*Koutammakou*, the Land of the Batammariba’, Togo); difficulty to access and maintain shifting agricultural systems known as ‘*chagras*’ in the Colombian Amazon, traditionally managed by indigenous peoples following their ecological knowledge (‘Chiribiquete National Park – The Maloca of the Jaguar’, Colombia); disruptions to traditional land management practices and the intergenerational transmission of related cultural knowledge due to indigenous elders not being able to access the country (‘Uluru-Kata Tjuta National Park’, Australia);

Altogether, those responses were summarized in the report “**Living Heritage in the face of the COVID-19 pandemic**” (available [online](#)), which provides an overview on the challenges and opportunities for living heritage during this crisis and also details **key recommendations** about how to integrate living heritage into post-pandemic recovery plans.

In the framework of the International Decade of Indigenous Languages (IDIL 2022-2032):

The COVID-19 pandemic has disproportionately affected indigenous people’s livelihoods and ways of life, aggravating structural inequalities and pervasive discrimination:

- Communities have experienced the systematic undermining of political, economic, social and cultural rights.
- Access to basic social systems (education, health care, water and sanitation, employment, social security and housing) has been seriously deprived.
- Indigenous people’s cultures and language diversity has faced a major and more accelerated loss.

In this respect, UNESCO took action in all areas of its mandate to support Indigenous peoples in the basis of education, culture, science and communication, including through the IDIL, in collaboration with UNDESA and other relevant agencies, for the protection and preservation of Indigenous languages and stimulates the longevity and survival of their communities. The members of the Global Task Force for Making a Decade of Action for Indigenous Languages, in collaboration with other stakeholders, developed the Global Action Plan, which provides a strategic framework, outlines major outcomes, outputs and actions, and guides implementation, monitoring and evaluation of activities for UN-system entities, national governments, Indigenous Peoples’ organizations, civil society, academia, and the private sector.

Moreover, other initiatives have been developed in order to contribute to the improvement situation left by the Pandemic:

- A global communication campaign is being carried out to enhance visibility of the IDIL 2022-2032, and ensure outreach to all relevant stakeholders, including through a new multilingual website launched in February 2022, which serves as monitoring tool, as well as the mobilization of a global community through the production of interactive and multilingual content and running of the social media channels of the IDIL2022-2032, with the support of networks of Indigenous media organizations from different regions.

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- Continuous inputs of national statistics departments, specialized language institutions, and language communities for the development of the World Atlas of Languages, which will provide new data on all languages spoken and signed around the world. This tool is built on a comprehensive methodology for the assessment of the status of the global linguistic diversity and aims to inform language policies and actions.
- Organization of regular activities and events with partners to give visibility to the situation of languages worldwide, including their promotion in the cyberspace through the current existing normative instruments such as the Recommendation 2003 concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace.

Thank you very much

ANNEX 1

Agenda of the twenty-second session of the Permanent Forum on Indigenous Issues

The Twentieth-second session of the Permanent Forum on Indigenous Issues is scheduled to take place from **17 to 28 April 2023**

Provisional Agenda

1. Election of officers.
2. Adoption of the agenda and organization of work.
3. Discussion on the theme “Indigenous peoples, human health, planetary and territorial health and climate change: a rights-based approach”.
4. Discussion on the six mandated areas of the Permanent Forum (economic and social development, culture, environment, education, health, and human rights), with reference to the United Nations Declaration on the Rights of Indigenous Peoples, the outcome document of the World Conference on Indigenous Peoples and the 2030 Agenda for Sustainable Development.
5. Dialogues:
 - (a) Dialogue with indigenous peoples;
 - (b) Dialogue with Member States;
 - (c) Dialogue with the United Nations agencies, funds and programmes;
 - (d) Human rights dialogue with the Special Rapporteur on the rights of indigenous peoples and the Expert Mechanism on the Rights of Indigenous Peoples;
 - (e) Regional dialogues;
 - (f) Dialogue on indigenous platforms established within United Nations entities;
 - (g) Thematic dialogues;
6. Future work of the Permanent Forum, including issues considered by the Economic and Social Council, the outcome document of the World Conference on Indigenous Peoples and emerging issues.
7. Provisional agenda of the twenty-third session of the Permanent Forum.
8. Adoption of the report of the Permanent Forum on its twenty-second session.