



**INDIGENOUS PEOPLES AND
UNESCO 2021:**

OUTCOMES OF THE QUESTIONNAIRE FOR

22nd session of the

**UN PERMANENT FORUM ON
INDIGENOUS ISSUES**

Prepared 31 December 2021

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 with 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 inter-governmental 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 two separate reports for the 2022 session of the Permanent Forum: (a) System-Wide Action Plan on the Rights of Indigenous Peoples: Implementation by the United Nations System; and (b) Update on the Indigenous Peoples and the 2030 Agenda. 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 for your response to be made available on our website, please inform our office accordingly.

Please submit your completed questionnaire by **15 November 2021** 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
Telephone: +1-917-367-5100
Email: indigenous_un@un.org and requesens@un.org

Questionnaire

Please provide information on the following:

A. Recommendations of the Permanent Forum on Indigenous Issues and input to the 2022 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.

Table 1 below provides a summary of UNESCO measures taken since the 21st session of the UNPFII to implement its recommendations. Relevant online links or content are provided or may be further requested.

Table 1: UNESCO resources related to the 21st UNPFII Recommendations

No	Activity or Output Description on Indigenous Languages and International Decade of Indigenous Languages 2022-2032 (IDIL2022-2032)	Type (report, project, etc.)	Link/source
1	Report of Evaluation of UNESCO's Action to revitalize and promote Indigenous Languages within the framework of the International Year of Indigenous Languages	Evaluation Report	https://bit.ly/3xLguBs
2	Establishment of the Global Task Force for Making a Decade of Action for Indigenous Languages (GTFIDIL2022-2032)	Governing structure of the IDIL2022-2032	https://bit.ly/3G55Vwa
3	Preparation of the Global Action Plan of the International Decade of Indigenous Languages	Consultative process report	https://en.unesco.org/news/bepart-strategic-planning
4	The Global Action Plan of the International Decade of Indigenous Languages will include key elements of a resource mobilisation strategy that foresees the creation of a multi-donor fund to raise and pool funds from various sources (governmental and non-governmental) to finance activities initiated by Indigenous Peoples.	Global Action Plan	
5	Integration of gender-equality aspects in the Global Action Plan of the International Decade of Indigenous Languages.	Global Action Plan	https://bit.ly/3D9L20Y
6	Establishment of the UNESCO Intersectoral Task Team for the IDIL2022-2032	UNESCO inter-sectoral working group	
7	Resource Mobilization Strategy for the IDIL2022-2032 is under preparation based on the Global Action Plan of the	Feasibility study, workplans, regular programme and	

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	International Decade of Indigenous Languages	extra-budgetary resources	
8	Development of the multilingual website of the IDIL2022-2032	Website	https://en.iyil2019.org/ https://en.unesco.org/idil2022-2032
9	Global Communication campaign of the IDIL 2022-2032	Social media campaign on Facebook, Twitter and Instagram	Facebook: @IndigenousLanguagesDecade https://www.facebook.com/IndigenousLanguagesDecade Twitter: @ILDecade https://twitter.com/ILDecade Instagram: @indigenouslanguages https://www.instagram.com/indigenouslanguages/?hl=fr
10	IDIL 2022- 2032 national and regional consultations, workplan and initiatives	Video	https://bit.ly/31cWkVs https://youtu.be/3LQvQtyeRW0
11	Digital Platform to collect information archives for the preservation and revitalization of Indigenous languages in Brazil with the Goeldi Museum, the Brazilian Institute of Science and Technology (IBICT)	Meeting Report	
12	Under the Output ‘Public and private partnerships are firmly established to place on the global agenda a long-term commitment to the preservation, revitalization and promotion of Indigenous languages’, the establishment of data collection ‘coalitions’ on Indigenous languages with appropriate assessment methodologies and resources available on a global online platform accessible to all stakeholders is foreseen.	Global Action Plan	https://en.unesco.org/idil2022-2032/globalactionplan
13	Preservation of language and culture of Indigenous Peoples with the Museum of the Indian/ FUNAI and the apps with Indigenous languages dictionaries, Brazil.	Apps	https://bit.ly/3G20PAO http://prodoclin.museudoindio.gov.br https://bit.ly/3phvQtJ https://bit.ly/3rrCIro
14	Indigenous Education in the Tarau Paru Community promoting the inclusion Indigenous Taurepang migrating from Venezuela	Video	https://bit.ly/3rrCIro
15	Participation and dissemination of the National Indigenous Languages Fair in Mexico	Meetings and promotion	https://bit.ly/3nNQRgl
16	Design of public policies to support Indigenous and Community Media in Mexico and incorporate indigenous content in public and commercial media	Project financed by UNESCO and EU	https://bit.ly/3nEMS5m

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17	Provision of hardware and software for the AILIN National Indigenous Languages Collection (Mexico)	Hardware and software acquisition for MoW Programme	https://bit.ly/3l1DerM
18	Support for the IDIL 2022-2032 in organizing the meetings for selection of the Regional LAC Working Group for the IDIL 2022-2032.	Logistic support, interpretation services, promotion	
19	Participation in the construction of the methodological framework of the Universidad de las Lenguas Indígenas de México (ULIM).	Technical advice and participation	https://bit.ly/3nG1rG3
20	Regional Consultation in Asia for the Preparation of the IDIL 2022-2032, Regional Consultation and Report (for contribution to Global Action Plan of the International Decade of Indigenous Languages)	Consultation report	https://bit.ly/32TMHvd
21	Translation of UNESCO Artificial Intelligence Animation Series into Indigenous Languages, Digital Resources Development (9 indigenous languages)	Translation	https://bit.ly/3G1oQrE
22	Cycle of four webinars on Constituent Process of Chile and Indigenous People to promote an informed debate on the current constituent process that is being carried out in Chile, in subjects of intercultural education, indigenous language revitalization, cultural heritage and indigenous knowledge	Webinars	https://es.unesco.org/Conversatorios-interculturalidad-nueva-constitucion
23	Four studies involving four universities and with wide participation of indigenous people to identify the use of indigenous languages in Chile and the needs for literacy and education services in Aymara, Quechua, Colla, Likanantay, Diaguita, Mapuche, Kaweskar and Yagan languages. The studies aim at formulating policy recommendations for a linguistic policy that enhances linguistic and cultural revitalization among indigenous peoples in Chile.	Launch of the main results on 13 December 2021	https://www.youtube.com/watch?v=IbPG0uuZwsk
24	Regional study on Intercultural and/or Indigenous Institutions of Higher Education in Latin America.	Publication	
25	Mother Language Day on February 21: articles published by OREALC/UNESCO Santiago	Web articles and news	https://bit.ly/3J1chPi
26	Specialized technical assistance to Chile's Ministry of Education to implement an Action plan for Linguistic and Cultural Revitalization in Rapa Nui (Easter Island). 2021	Project	
27	UNESCO's Regional Consultations for the preparation of the Global Action Plan of the International Decade of Indigenous	Regional consultation meeting	

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<p>Languages</p> <p>Dates: 27-28 May 2021:</p> <p>Objectives:</p> <ul style="list-style-type: none"> · Bring together a diverse range of stakeholders, in the Latin American and Caribbean countries; · Identify regional priorities; · Identify future regional activities which would contribute to the implementation of the Global Action Plan; <p>Provide an opportunity to forge new partnerships and networks. 163 registered participants: 163 in 24 countries (Uruguay, Paraguay, Perú, Guatemala, México, Bolivia, Brazil, Belize, Perú, Honduras, Colombia, El Salvador, Argentina, Venezuela, Guyana, Chile, Jamaica, Cuba, Costa Rica, Ecuador, Saint Lucia, Trinidad and Tobago, Panamá and the USA)</p>		
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ii. The theme of the 2022 PFII session is “Indigenous peoples, business, autonomy and the human rights principles of due diligence, including free, prior and informed consent”¹. Please include information on any publications, projects, reports, or activities relevant to this theme.

Table 2 below provides a summary of UNESCO activities, results or products relevant to the theme of the 22nd session on the UNPFII.

Table 2: UNESCO outputs related to the themes of the 22nd UNPFII

No.	Description	Type (report, project, etc.)	Link
1	Indigenous and local knowledge dialogue workshop to review the scoping report of the IPBES business and biodiversity assessment Monday, 22 November 2021 - Wednesday, 24 November, 2021 online	Workshop and assessment report	https://bit.ly/3xTI6EQ
2	Ethno-Mapping of the Biosphere Reserve of the Amazon Ethno-mapping, georeferencing and participatory diagnosis of the Biosphere reserve of the Amazon to provide and integrated view from 17 ethnic groups offering data to prevent deforestation and fires. The ethno-mapping will be carried out within the partnership of Louis Vuitton Group – LVMH and Man and the Biosphere Program.	Terms of Reference the field work planned for 2022	

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

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	<p>This initiative is aligned with the Lima Action Plan for UNESCO's MAB Program and its World Network of Biosphere Reserves (2016-2025) calls for member states and stakeholders to ensure that processes for selecting, designing, planning, nominating, implementing, and managing biosphere reserves "are open and participatory, involving all concerned stakeholders, taking into account local and indigenous practices, traditions and cultures, and based on sound science" (Actions A2.2 and A2.3).</p>		
3	<p>Free, prior and informed consent is a principle enshrined in both the 1972 Convention Concerning the Protection of the World Cultural and Natural Heritage and the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage. The inscription of intangible cultural heritage elements on the lists of the UNESCO 2003 Convention for the Safeguarding of the Intangible Cultural Heritage is subject to a series of criteria, including the free, prior and informed consent of the communities that identify themselves with the nominated element submitted to UNESCO.</p> <p>The World Heritage Committee updated at its 43rd session (Baku, 2019) the World Heritage Convention's Operational Guidelines. Thanks to this update, the Operational Guidelines also strengthened the application of the free, prior and informed consent in World Heritage processes and <i>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</i>. The new provisions also focus on <i>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</i>.</p>	<p>UNESCO standard setting instruments in the field of culture</p> <p>Operational Guidelines</p>	<p>1972 https://bit.ly/3onrIcF</p> <p>2003 https://bit.ly/3G1KmMQ</p> <p>full list of criteria for inscription available at: https://ich.unesco.org/en/procedure-of-inscription-00809</p> <p>The list of inscribed elements, where such consents can also be accessed is available using the link https://ich.unesco.org/en/lists.</p>
4	<p>Consultations with Indigenous Peoples and their representative organizations and institutions</p> <p>Online surveys and organization of consultative meetings in all socio-cultural regions of Indigenous Peoples to gather inputs for the preparation of the Global Action Plan of the International Decade of Indigenous Languages (Please see B.1,b)</p>	<p>Regional consultations.</p> <p>Nomination of Indigenous Peoples Representatives and UN entities to Global Task Force of IDIL</p>	<p>https://bit.ly/31opQXH</p>

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5	Collaboration with WIPO on the intellectual-property rights of Indigenous Peoples with relation to content and resources uploaded on the IDIL2022-2032 platform	Consultative meetings for the drafting of the Terms of use and content disclaimer of the IDIL2022-2032 website	Website under development
6	Integration of recommendations of the IYIL2019 Evaluation Report in an internal UNESCO Action Plan for the Decade	Evaluation Report	https://bit.ly/3xLguBs
7	Side event of the 20 th session of the UNPFII. Presentation of the justice plan of the Yaqui people in Mexico, organized by the National Institute of indigenous peoples.	International event	https://bit.ly/3HJoHuQ
8	Amazon biosphere reserves project. Improving the resilience and halting biodiversity loss of the greater Amazon Basin, funded by LVMH	Project	https://en.unesco.org/news/unesc-x-lvmh-project-provides-solution-amazon-biosphere-reserves
9	Comprehensive management of plastic waste generated on the banks of the Napo River and the Limoncocha community by strengthening young people from Limoncocha, Ecuador. Pilot project management of agroforestry systems with cocoa, banana, citrus and passion fruit.	Project	
10	Intergovernmental Oceanographic Commission information note “Embracing indigenous and local knowledge in the Ocean Decade” on collaboration with UNESCO LINKS Programme on the recognition of ILK and engagement of ILK communities in the Ocean Decade.	Information note	

- iii. Please include a detailed list of relevant activities or outputs related to the 2022 theme, with information on any publications, projects, reports, or activities relevant to this theme and provide link if possible (more rows can be added).

Table 3 below provides gender and youth disaggregation of information of UNESCO activities or outputs related the theme of the 22nd session of the UNPFII.

Table 3: UNESCO outputs related to indigenous women under the themes of the 22nd UNPFII

No.	Description	Type (report, project, etc.)	Link
2	In Guatemala , UNESCO has established two UNESCO-Malala Centres with the municipalities and local educational institutions which are offering educational programmes in indigenous languages that draw on indigenous culture, delivered by indigenous people, and build skills for personal and socioeconomic development including health and well-being,		

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	<p>and financial autonomy. Over 900 indigenous girls and women have been undertaking education programmes through the Centers.</p> <p>Programme for non-formal education training of trainers with the San Carlos University and the Ministry of Education. A framework agreement has also been signed by UNESCO with the National Literacy Committee to jointly support project activities, leading further to the sustainability of the model.</p> <p>During COVID-19, a new digital High School Scholarships' Program was established in coordination with Huawei Guatemala and the Institute of Radio Education (<i>Instituto Guatemalteco de Educación Radiofónica</i>), which will allow 50 young women to continue their high school studies through a virtual modality.</p>		
3	<p>In Viet Nam, student core groups have been established in all project schools, and over 300 students have received training to boost their self-esteem, self-awareness and self-confidence, as well as to provide fundamental knowledge on school-related gender-based violence (SRGBV) and communication skills. Quarterly dialogues with 2,500 parents and students to enhance the understanding and knowledge on SRGBV.</p> <p>Promotion of indigenous girls' return to school in the context of COVID-19. Campaign encouraging communities and parents to support girls' education and to raise awareness about the challenges ethnic minority girls face in accessing education through offline and online activities, trainings and materials.</p> <p>Social media challenge has successfully been completed, leading to over 50 articles from and about ethnic minority girls and young women who overcame their challenges to education; communication events have been organized in all project schools; Community Radio and Youth Advocacy Toolkits have been adapted and translated into Vietnamese; a handbook on school radio programming has been developed for learners; and youth clubs have been equipped with digital recorders in project schools.</p>	Supporting the retention and employment opportunities for ethnic minority girls and women	
5	<p>In India, UNESCO supports an indigenous stewardship by women and youth in the Nilgiri Biosphere Reserve to promote responsible stewardship of biodiversity rich areas in partnership, with local community members and undertake ecological monitoring, restoration of</p>	Internal Report	

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	native species, and conduct nature education programme. The partner “Keystone Foundation” reach out and deliver goods again upon the invitation of the local administration during the pandemic.		
6	Asia Indigenous Youth Platform (AIYP) COVID-19 Response Small Grants Programme, Youth-led and Women-focused Projects. 97 women have been financed by this initiative.	Project	https://bit.ly/3Ej21PE

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.

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 SWAP².

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 2022 session. Please provide analysis on actions taken by your agency, fund and/or programme on the six key elements of the SWAP, since your last update to the Forum³. Please also include an executive summary (600-word limit).

UNESCO Executive Summary - Part B

UNESCO is supporting the UN Systems Wide Action Plan (SWAP) through its inter-agency role, and in strengthening the operationalization of its Policy on Engaging with Indigenous Peoples within the framework of the implementation of its Medium-Term Strategy for 2022-2029 (41 C/5).

UNESCO's Medium-Term strategy for the period 2014-2021 affirmed that "*the Organization will implement the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) across all relevant programme areas*" and develop and implement "*a UNESCO-wide policy on engaging with indigenous peoples*". Actions were taken to include the International Decade of Indigenous Languages in UNESCO programme planning and financing processes. More specifically, the UNESCO Medium-Term strategy for the period 2022-2029 approved by the 41st session of UNESCO General Conference envisages transversal attention for the inclusion of indigenous peoples, with particular attention to indigenous knowledge systems, languages and culture, in the context of UNESCO being the lead agency on the International Decade of Indigenous Languages (IDIL 2022-2032) and the UN Decade for Ocean Science for Sustainable Development (2021- 2030).

In 2017, The UNESCO Executive Board took note with satisfaction of the UNESCO Policy on Engaging with Indigenous Peoples at its 202nd session (202 EX/9; 202 EX/50). The UNESCO Policy guides the Organization's work in all areas of its mandate that involve or are relevant for indigenous peoples and

² Reporting on the activities to implement the CEB Call to Action will be through task groups and should not be included in the responses to this questionnaire.

³ 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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of potential benefit or risk to them. It ensures that the Organization's policies, planning, programming and implementation uphold the 2007 UN Declaration on the Rights of Indigenous Peoples (UNDRIP), the reference document of the United Nations system. The 202nd session of the Executive Board noted that the Policy is a living document.

In November 2020, following a further call by the UNSG and a decision of the 40th session High-level Committee on Programmes (HLCP), the CEB, including UNESCO's Director-General, endorsed the Call to action on the SWAP on the implementation of the UNDRIP.

The Decade of Action to deliver the Sustainable Development Goals is aimed at solidarity, to turn the tide on structural inequalities and all forms of discrimination, exclusion and marginalization. UNESCO worked to intensify its action to fight poverty and to reduce inequalities within and between countries and focus on the needs of vulnerable populations and groups whose rights continue to be unfulfilled. This involved combating all forms of discrimination and racism, exclusion, marginalization and prejudice, as well as fighting their underlying root causes, in order to build more just and peaceful societies, with special attention paid to the rights and needs of indigenous peoples. The rights of indigenous peoples are an integral part of efforts to upscale UNESCO's work against racism and discrimination.

Following the adoption by Member States of the Global Call against Racism in December 2020, the Organization embarked on the development of an antiracist Roadmap that will provide a strategic and operational framework to enhance UNESCO's efforts in this respect. As part of the Roadmap, UNESCO launched in March 2021 the Global Forum against Racism and Discrimination as a unique space for multistakeholder evidence-based dialogue to identify best practices, benchmark policy actions and build a coalition of partners and is also preparing a scanning report on good practices against racism and discrimination and a dedicated antiracist toolkit. Intercultural dialogue will be a pathway to foster respect of indigenous identities and culture. The UN Special Rapporteur on the rights of indigenous peoples has been actively involved in the process and in dedicated events.

As lead agency for the UN Decade of Ocean Science for Sustainable Development, and the International Decade of Indigenous Languages, UNESCO ensured the inclusion of the UNESCO Policy and UNSWAP related elements and principles in the joint UN Action Plans for the implementation of these Decades.

During 2021, UNESCO Secretariat participated in two of the UNSWAP Task Teams under the UN IASG. Out of this process, UNESCO will contribute to the first systems wide workshop with UN Resident Coordinators and RCOs on the role of indigenous knowledge in the delivery of the SDG Agenda 2030 and Common country plans (scheduled for 19 January 2022). From December 2021, UNESCO has taken up the Co-Chair role of the IASG and will continue to advance the work of the CEB Call to Action on the SWAP.

Overview of UNESCO actions related to UNDRIP, the UNSWAP and UNCTs

In 2021, the 41st session of the UNESCO General Conference adopted the Recommendation on Open Science. The landmark decision followed consultations with indigenous peoples as holders of both knowledge and rights over their knowledge. The Preamble and operational text make clear reference to the UN Declaration on the Rights of Indigenous Peoples as the international normative instrument of reference. The Recommendation recognises indigenous peoples as producers of knowledge, as partners in knowledge production, and as part of the overall system of diversity of cultures and knowledge systems which help contribute to open science, within a rights-based framework.

See: <https://unesdoc.unesco.org/ark:/48223/pf0000379949.locale=en>

A number of UNESCO Field Offices worked with Member States or UN Country Teams to promote an understanding of the UNDRIP and the UNESCO 2017 Policy. These included UNESCO offices in

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Mexico, Thailand, Honduras, Guatemala and Costa Rica. Below are highlights of UNESCO actions related to the UNSWAP and its six key elements.

- UNESCO, within the framework of the 2020 CEB Call to Action on the UNSWAP and the work of the IASG, has agreed to coordinate a multi-agency workshop with UN Resident Coordinators on indigenous knowledge in relation to the UNDRIP and the UN's country programme coordination. The workshop is scheduled for 19 January 2022. UNESCO and other agencies are contacting UNRCs and UNRCOs in different countries and regions to participate.
- There are ongoing consultations on the involvement of UNRC in the implementation of the GAP of the IDIL.
- Continued consultation with participants from the Regional Consultation in Asia for the Preparation of the IDIL2022-2032 in activities and programme design, preparation and implementation. UNESCO Bangkok will continue to engage with the regional consultations in Asia IDIL 2022-2032 network.
- UNESCO established and is leading together with OHCHR the Interagency group on interculturality within Mexico's UNCT.
- Within the Costa Rican UNCT, UNESCO worked with other agencies, to promote the involvement and participation of indigenous peoples in consultation processes for the national development frameworks, and in their implementation and monitoring. Similar initiatives were supported in Honduras and Guatemala.
- There are ongoing consultations on the involvement of UNRC in the implementation of the GAP of the IDIL.
- UNESCO established and is leading together with OHCHR the Interagency group on interculturality within Mexico's UNCT.

C. 2030 Agenda for Sustainable Development

The Table below provides an overview of UNESCO activities and results to deliver on SDG targets with specific attention to indigenous peoples or in cooperation with indigenous peoples. This is followed by a summary of the design and consultations process for the International Decade on Indigenous Languages in relation to delivering Agenda 2030.

Table 4: UNESCO activities, outputs or publications focused on indigenous peoples which are relevant to the particular SDGs and related Targets or indicators



GOOD HEALTH AND WELL-BEING

Activity / Output / Publication	Target or Indicator	Sector/Link
Health Education and Covid – 19 Prevention and Vaccination for Indigenous people in Brazil. Video produced. The elaboration of the video involved seven indigenous ethnic groups present in the Amazon and in Roraima: Wapichan, Ticuna, Yanomami, Ye'kwana, Ticuna, Yanomami , Ticuna, Macuxi, Taurepang.	3.4, 3.B	Brazil https://bit.ly/3xLApk2



QUALITY EDUCATION

Activity / Output / Publication	Target/Indicator	Sector/Link
<u>Tenth Consultation on the implementation of the 1960 Convention:</u> As part of the right to education monitoring mechanisms, UNESCO's Member States are required to submit regular reports on the measures they take to implement 1960 Convention and Recommendation against Discrimination. In this context, the Tenth Consultation on these instruments was launched in 2020 covering the 2017-2020 period. The consultation results are submitted to UNESCO's governing bodies. The guidance provided to Member States for this reporting, covers issues on non-discrimination and equal opportunities in education in the context of SDG 4 to encourage States to report on several groups, including indigenous. States	4.1, 4.2, 4.5, 4.6, 4.B	https://en.unesco.org/themes/right-to-education/convention-against-discrimination/consultation

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have reported on measures taken to implement the right to education of indigenous people and have given details of the measures and steps they have taken towards improving their right to education in order to provide an inclusive educational system.		
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 previous (Ninth) Consultation on the 1960 Convention and Recommendation against Discrimination in Education. This document compiles practical examples of measures taken by countries in relation to indigenous people's right to education, extracted from reports submitted by Member States within the framework of the Consultation on the implementation of the 1960 Convention and Recommendation against Discrimination in Education. It is intended to serve as a practical tool for both information sharing and advocacy on issues in relation to education of indigenous people.	4.1, 4.2, 4.5, 4.6, 4.B	
Ensuring the right to equitable and inclusive quality education: Results of the Ninth consultation of Member States on the implementation of the UNESCO Convention and Recommendation against Discrimination in Education. This report analyses the findings of the Ninth Consultation on the 1960 Convention, a chapter is dedicated to measures adopted by States to ensure the right to education of indigenous peoples.	4.1, 4.2, 4.5, 4.6, 4.B?	
Health Education and COVID- 19 Prevention Indigenous Education in the Tarau Paru Community promoting the inclusion Indigenous Taurepang migrating from Venezuela. Contribution to the curriculum of the city of São Paulo, Brazil – Indigenous peoples: Pedagogical orientations (2020/2021) Preservation of language and culture of Indigenous Peoples with the Museum of the Indian/ FUNAI and the apps with Indigenous languages dictionaries.	4.1, 4.2, 4.5, 4.6, 4.B	Brazil https://bit.ly/3rrCIro
The UNESCO Regional Office in Bangkok organized two forums on safeguarding intangible cultural heritage and sustainable development, targeting 60 youth in Thailand and 40 youth from Myanmar from diverse ethnic groups. Participants were introduced to the principles of the 2003 Convention for the Safeguarding of Intangible Cultural Heritage as well as to the methodology for conducting community-based inventories and developing safeguarding plans, focus on the contribution of living heritage to sustainable development. Outputs of the forums, (< 20 youth projects), have been presented to a panel of representatives from international organizations, NGOs and the private sector, to support implementation	4.1, 4.2, 4.5, 4.6, 4.B	Culture
General support to countries in promoting literacy and education in multilingual context: <ul style="list-style-type: none"> Multilingual education policy in Chile, a reflection. “<i>El plurilingüismo es un requisito de las sociedades complejas</i>”. Interview with Verónica Figueroa Huencho (CIIR) 	4.1, 4.2, 4.5, 4.6, 4.B	https://es.unesco.org/news/plurilinguismo-es-requisito-sociedades-complejas

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<ul style="list-style-type: none"> • Chile: Giving voice to teacher on Reviving the Kunza language through education. Interview (on the occasion of International Mother Language Day 2021) with teacher Marisol González Peña. • South Sudan, FAO, UNESCO contributed to enhancing knowledge and education of children, young people and adults in the 63 groups of 21 cattle camps, with a minimum of 30 learners per group, 50 per cent of which will be women. • Thailand, the UNESCO Office in Bangkok implemented the Mobile Literacy for Out-of-School Children project, supported by Microsoft in collaboration with True Corporation (a telecommunications service provider) and the Thai Ministry of Education. The project uses mobile learning and information and communications technology (ICT; tablets, satellite TV and Internet) to enhance the basic literacy and numeracy skills of 4,000 migrant children, children belonging to ethnic minorities, stateless children and disadvantaged children along the Thailand-Myanmar border areas. A content app with over 1,000 books and learning resources was also developed in three languages (Thai, Burmese and Karen) to provide flexible education for the target learners at 60 migrant/community learning centres and schools. • Nepal: support to the literacy and skills development programmes, developed based on indigenous knowledge from marginalized communities and delivered through Community Learning Centres. 		
<p>Family & intergenerational learning, UNESCO (ED/PLS/YLS and UIL) in collaboration with the UNESCO Chair on Adult Literacy and Learning for Social Transformation at the University of East Anglia (UEA), U.K., will organize an international webinar on ‘Family literacy and indigenous and local learning’ in December 2021, building on the work of the UIL and the UNESCO Chair. Since 2017, UIL has piloted its FILL project in Ethiopia and the Gambia to engage policymakers and providers in designing and piloting contextually relevant models in which all family members engage in literacy and numeracy practices in community learning centres, homes and in local communities.</p>	<p>4.1, 4.2, 4.5, 4.6, 4.B</p>	<p>https://bit.ly/3ydZF2w</p>
<p>Accompaniment Programme: Strengthening and safeguarding cultural and natural heritage in southeast Mexico</p>	<p>4.7</p>	
<p>In Viet Nam, support the access and retention of ethnic minority children, especially girls, in 24 lower secondary schools, and improving the employment opportunities among ethnic minority women and girls in the three provinces of Ha Giang, Ninh Thuan and Soc Trang in collaboration with the Ministry of Education and Training and the Committee for Ethnic Minority Affairs.</p>		
<p>In Guatemala, since January 2018 and with the support of the UNESCO Malala Fund for Girls’ Right to Education, support indigenous girls, adolescents and young women, and those that have been marginalized from the formal education system due to gender, ethnicity, rurality and poverty, to achieve their right to education.</p>	<p>4.1, 4.2, 4.5, 4.6, 4.B</p>	

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<p>Consultations in Honduras, with indigenous organizations and the Secretary of Education (SEDUC) to involve families from indigenous communities who attend to public school and representatives of indigenous communities participating in the Municipal Community Councils (COMDE) with the aim to identify experiences, challenges and lessons learnt concerning how parents and caregivers, teachers, principals and communities interact together to make possible the continuity of the right to education. Online course with the Central American Education and Culture Coordination (CECC-SICA), in contents and teacher preparation within Education for Sustainable Development (ESD) related projects - - we are In Global Citizen Education (GCED) to work on targeted to teachers from the countries of the region on multiculturalism and living together. The aim is to promote the revitalization of their languages and all other dimensions of identity, and the recognition and appreciation of others.</p>	4.1	
<p>New Guidelines to strengthen national frameworks were published on the International Day of Education 2021. These guidelines include dimensions related to the United Nations Declaration on the Rights of Indigenous Peoples. These Guidelines were developed with the aim to strengthen national frameworks by assisting countries and stakeholders in conducting assessment of the compatibility of their national education legal and policy framework with international standard-setting instruments on the right to education, and in light of SDG 4 commitments. They provide a hands-on approach aiming to assist in the review of national education legal and policy frameworks. The UNDRIP is referred to as part of the International human rights framework and several indicators mention vulnerable groups, including specific to indigenous</p>	Guidelines	https://bit.ly/31jZqqb
<p>Over 700 teachers have been trained in a three-month school counselling in project schools and supported to deliver counselling to over 5,000 students in these three provinces. In 2021 the course was opened to all lower secondary teachers and educational administrators in the three project provinces, reaching an additional 2,000 participants. This is the first nationally recognised online platform for teachers in Viet Nam. In an evaluation in March 2021, 94.5% of respondents reported applying the knowledge and skills learned in the course into their work.</p> <p>Student core groups have been established in all project schools, and over 300 students have received training to boost their self-esteem, self-awareness and self-confidence, as well as to provide fundamental knowledge on school-related gender-based violence (SRGBV) and communication skills. Quarterly dialogues with 2,500 parents and students to enhance the understanding and knowledge on SRGBV.</p> <p>Engagement the Signify Foundation to support the installation of solar lighting systems in 16 project schools and awareness raising on sustainable and green living practices. About 1,900 portable solar lamps, 38 cabinets, 36 steel frames, seven schoolyard lighting systems were installed, and 284 students have been trained. Collaboration with the Football Association of Norway, Football</p>	Supporting the retention and employment opportunities for ethnic minority girls and women	

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<p>for All project in Viet Nam has also led to the establishment of 15 football and 30 life skills clubs in project schools, reaching 1,259 students (561 of whom are girls.)</p> <p>Promotion of indigenous girls' return to school in the context of COVID-19. Campaign encouraging communities and parents to support girls' education and to raise awareness about the challenges ethnic minority girls face in accessing education through offline and online activities, trainings and materials.</p> <p>Social media challenge has successfully been completed, leading to over 50 articles from and about ethnic minority girls and young women who overcame their challenges to education; communication events have been organized in all project schools; Community Radio and Youth Advocacy Toolkits have been adapted and translated into Vietnamese; a handbook on school radio programming has been developed for learners; and youth clubs have been equipped with digital recorders in project schools.</p>		
<p>By 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development</p>	4.7	



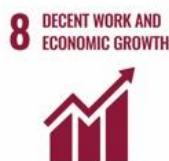
GENDER EQUALITY

Activity / Output / Publication	Target/Indicator	Sector/Link
Asia Indigenous Youth Platform (AIYP) COVID-19 Response Small Grants Programme, Youth-led and Women-focused	Project	https://bit.ly/3Ej21PE



CLEAN WATER AND SANITATION

Activity / Output / Publication	Target/Indicator	Sector/Link
Technical report on the impact of the Mayan Train on the region's water resources and mitigation measures in the framework of the Accompaniment Programme: Strengthening and safeguarding cultural and natural heritage in southeast Mexico.	6.6	
In Ecuador, comprehensive management of plastic waste generated on the banks of the Napo River and the Limoncocha community by strengthening young people in the Limoncocha area	6.3, 6.b	



DECENT WORK AND ECONOMIC GROWTH

Activity / Output / Publication	Target/Indicator	Sector/Link
Project: Strengthening Indigenous and Community Media Cultural and natural tourism strategy of the Mayan Train through which opportunities are generated for the communities and measures to mitigate negative impacts (in the framework of the Accompaniment Programme: Strengthening and safeguarding cultural and natural heritage in southeast Mexico)	8.8, 8.9	



REDUCED INEQUALITIES

Activity / Output / Publication	Target/Indicator	Sector/Link
See SDG3 above. Health Education and COVID- 19 Prevention and Vaccination for Indigenous people in Brazil. This involved seven indigenous ethnic groups present in the Amazon and in Roraima: Wapichan, Ticuna, Yanomami, Ye'kwana, Ticuna, Yanomami , Ticuna, Macuxi, Taurepang.	10.1	
In May 2021, UNESCO launched the Inter-Agency Platform on Culture and Sustainable Development, which brings together about 30 organisations, including UN agencies, global and regional intergovernmental organisations and development banks). UNDESA is a member of this Platform which aims at strengthening the relevance, efficiency and cohesiveness of cross-UN interventions and actions on the role of culture for sustainable development, in the context of the global response to the pandemic and of the effective delivery of the 2030 Agenda. (https://en.unesco.org/IPCSD). The working process of the Platform is streamlined around three transversal thematic areas, which reflect core components of culture's contribution to the SDGs: <i>Culture for Reduced Inequalities</i> (SDG 10), <i>Culture for Climate Action</i> (SDG 13) and <i>Culture for Dialogue and Peace</i> (SDGs 4, 5, 11 and 16). In all three themes, the Platform is to consider indigenous issues both in terms of the contribution of indigenous knowledge and cultures to the achievement of the SDGs and of the respect of Indigenous Peoples' rights as a prerequisite to achieving them. UNESCO and UNDESA are considering the possibility of building on the Platform for the implementation of the IDIL.	10.2	Culture
In 2021, as part of the Science in Movement series, UNESCO and FILAC authored a policy brief and held a colloquium entitled " <i>Conocimientos Indígenas y Protocolos Comunitarios: la Respuesta Socioeconómica a la Pandemia COVID-19 por Pueblos Indígenas en América Latina y el Caribe</i> ". The publication and subsequent colloquium showcase the measures that indigenous peoples throughout Latin America and the Caribbean put in place to protect their communities, mitigate that health, socioeconomic, environmental and security impacts of the COVID-19 pandemic. Indigenous authorities throughout the region established and implemented indigenous knowledge-based community protocols as tools to facilitate the flow of information, decision-making, and culturally respectful adaptations that permitted their communities to respond to the enormous challenges facing them. The colloquium and brief highlighted the importance of indigenous knowledge as a frame for intercultural dialogue in addressing the stark inequalities that indigenous peoples face in health outcomes, including in the pandemic		



SUSTAINABLE CITIES AND COMUNITIES

Activity / Output / Publication	Target/Indicator	Sector/Link
<p>Inventory of the intangible cultural heritage on the route of the Mayan Train and Regional Plan of the Mayan Train for the Safeguarding of the Intangible Cultural Heritage (in the framework of the Accompaniment Programme: Strengthening and safeguarding cultural and natural heritage in southeast Mexico)</p> <p>Study of the impact of the Maya Train stations on the historical heritage, the social fabric and traditional ways of life of the urban and semi-urban centres of the region, as well as recommendations for their conservation and balanced development, in the framework of the Accompaniment Programme: Strengthening and safeguarding cultural and natural heritage in southeast Mexico.</p>	11.3, 11.4	



RESPONSIBLE CONSUMPTION AND PRODUCTION

Activity / Output / Publication	Target/Indicator	Sector/Link
<p>Cultural and natural tourism strategy of the Mayan Train through which opportunities are generated for the communities and measures to mitigate negative impacts (in the framework of the Accompaniment Programme: Strengthening and safeguarding cultural and natural heritage in southeast Mexico)</p>	12.b	



CLIMATE ACTION

Activity / Output / Publication	Target/Indicator	Sector/Link
<p>UNESCO LINKS worked with African indigenous peoples in Chad, Uganda, Tanzania, Botswana and Kenya on climate change responses, knowledge mobilization, improving adaptation and engaging providing new tools and information for policy making.</p> <p>Work was undertaken in alignment with the rolling work plan of the UNFCCC Local Communities and Indigenous Peoples Platform, the National Adaptation Plans and the UNESCO medium term strategy.</p> <p>In Africa:</p> <p>LINKS supported the following activities and outputs:</p> <ul style="list-style-type: none"> • Development of materials and presentation of research by Kenyan IPCC author, Joyce Kimutai on indigenous pastoralist knowledge of weather and climate to the Kenyan National Climate Outlook Forum; • Indigenous led research by PINGOs in Tanzania on Maasai women's knowledge of climate change and the effects on the environment and their livelihoods. This was presented in an online seminar in relation to improving national adaptation policy making; • Regional online workshop on indigenous and local knowledge of climate and drought in Southern Africa • Regional workshop on indigenous knowledge of climate related DRR during the Africa Regional Platform for Disaster Risk Reduction, hosted by the African Union Commission. UNESCO partners presented research on indigenous Maasai women's knowledge of climate events in Tanzania and indigenous Khwe and Anikhwe peoples' knowledge of savannah fire management in Botswana • Elaboration of a detailed report on indigenous knowledge of climate and weather in Chad, researched and prepared by Mbororo pastoralists. The report examines indigenous knowledge of indicators and seasonal cycles, as well as forecasting and the experience of working with national meteorological authorities on connecting science and indigenous knowledge in national adaptation planning. The report is being submitted to the UNFCCC LCIPP rolling work plan and published online. <p>Latin America and the Caribbean:</p> <ul style="list-style-type: none"> • First Caribbean wide conference (2019) on indigenous and local knowledge climate change and climate responses, held in Georgetown, Guyana. In 2021, UNESCO worked with researchers, Guyanese NGOs, 	13.1, 13.2, 13.3 and 13.b	

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<p>the Ministry of Amerindian Affairs and the National Toshao Council to run an international webinar on indigenous knowledge of the environment. This was followed by a multi-stakeholder meeting on working with the draft Traditional Knowledge National Action Plan (TKNAP) which is to be considered by the Parliament.</p> <ul style="list-style-type: none"> • UNESCO and FILAC support indigenous-led research and present good practices in the application of indigenous knowledge to climate related hazards and disaster risk management. The report can be downloaded here. 		
<p>In India, UNESCO worked with indigenous peoples living in Nilambur region within Indian Nilgiri Biosphere Reserve and with indigenous women in the Anamalai and Nilgiri Sub Clusters.to:</p> <ul style="list-style-type: none"> • Strengthen resilience and adaptive capacity to climate hazards and natural disasters • Improve human and institutional capacity on climate change mitigation, adaptation, impact reduction • Effective climate change related planning including woman and marginalized communities 	13.1, 13.3, 13.B	
<p>Post-flood emergency response for intangible cultural heritage and Disaster preparedness for natural heritage in Kerala (India) In 2018, UNESCO had participated in the Post Disaster Need Assessment (PDNA) for Environment sector after the disastrous flood in the State of Kerala located in the southern part of India and is part of Western Ghats Natural World Heritage Site. The PDNA confirmed that there is very limited data regarding the indigenous knowledge systems on disaster preparedness in Kerala, even though the state is regularly affected by disasters, particularly flooding. With support from UNESCO Heritage Emergency Fund, and in partnership with local NGO, Care Trust, study was conducted. Using systemic sampling methods of interviews, 4 local communities located within Anamalai and Nilgiri Sub Clusters in Kerala within Western Ghats Natural World Heritage Site was studied to understand the local knowledge practices applied by these tribal communities in predicting, mitigating, and coping with the different types of natural disasters. 10 different disaster preparedness categories including Traditional technologies including land use; Early warning system by monitoring local indicators, signs, or warnings like animal behaviours; Anticipating time thresholds; Escape route and safe places; Traditional methods of managing water and land; Infrastructural safety arrangements; Oral & written communications; Economic practices including savings; Social practices like community sharing; Cultural and religious practices was identified. The project has provided a sample of such knowledge that can be used directly by planners to understand how these communities have successfully prepared and coped with crises, but also indirectly to combat marginalisation and cultural erosion by acknowledging the value attached to this knowledge. Project resulted in Heritage emergency funding.</p>	13.1, 13.3, 13.B	



LIFE BELOW WATER

Activity / Output / Publication	Target/Indicator	Sector/Link
January 2021: Ocean Decade Implementation Plan including priority focus on indigenous and local knowledge as a core facet of ocean science to be designed and implemented during the Decade	14.B	
October 2021: “Co-designing the Science We Need for the Ocean We Want: Guidance and Recommendations for Collaborative Approaches to Designing & Implementing Decade Actions	14.B	
Dec 2021: Information note “Embracing indigenous and local knowledge in the Ocean Decade” on possible collaborations with LINKS Programme on the recognition of indigenous and local knowledge (ILK) and engagement of ILK communities in the Ocean Decade	14.B	



LIFE ON LAND

Activity / Output / Publication	Target/Indicator	Sector/Link
LINKS Programme worked with the IUCN CEESP, along with the IUCN Global Programme on Governance and Rights to host the first dialogue between indigenous peoples and the UN system on the mobilization of indigenous and local knowledge in relation to the environment and climate. The event was supported by various UN agencies, Indigenous Peoples’ Organisations and networks. The first major dialogue between UN agencies and platforms with diverse indigenous peoples and about the role of indigenous knowledge within environmental and climate agreements, conventions and programmes. Indigenous experts contributed from Chad, Philippines, Hawai’i (USA), Mexico, Russian Federation and Kenya. The UN was represented by UNESCO World Heritage Centre, UNCCD, UNEP Great Apes Survival Programme, the GEF, and inputs from IPBES and UNDP. A report is available online UN dialogue with indigenous peoples	15.1, 15.2, 15.3, 15.4, 15.5, 15.9. and 15.c	
Biodiversity and Ecosystems Network (BES-Net) initiative co-implemented by UNDP, UNEP-WCMC and	15.9	

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UNESCO supports target 15.9 through national ecosystem assessment initiative. In 2021, UNESCO provided technical and advisory support to capacity build country partners to work with indigenous and local knowledge in national ecosystem assessment. Beneficiary countries include Azerbaijan, Bosnia and Herzegovina, Cambodia, the Dominican Republic, Malawi, and Thailand.		
UNESCO commissioned the Indigenous Peoples of Africa Coordinating Committee (IPACC) to produce a report on indigenous initiatives to assess and certify indigenous knowledge of wildlife tracking and trailing, as well as training programmes for indigenous youth. The approach helps promote indigenous livelihoods, intergenerational knowledge transmission and combatting poaching and trafficking of endangered species. The report is available online.	15.1, 15.2, 15.3, 15.4, 15.5, 15.9	
Ethno-Mapping of the Biosphere Reserve of the Amazon involving 17 ethnic groups with the support of the partnership of Louis Vuitton Group – LVMH and Man and the Biosphere Program	15.1, 15.2, 15.3, 15.4, 15.5, 15.7. and 15.c.	
Restoration and sustainable use of terrestrial and inland freshwater and their services Sustainable management of forest Restoration of degraded land with indigenous peoples located within Anamalai and Nilgiri Sub Clusters within Western Ghats Natural World Heritage in India	15.1, 15.2, 15.3	
Analysis of the environmental impacts of productive activities in the Biosphere Reserves of the southeast region of Mexico (in the framework of the Accompaniment Programme: Strengthening and safeguarding cultural and natural heritage in southeast Mexico).	15.1, 15.5	
In August and September 2021, UNESCO held a series of dialogues and national consultation with indigenous peoples in Argentina on indigenous and local knowledge and IPBES biodiversity evaluations. The 4 sub-national, virtual dialogues were run by the Indigenous Youth Association of Argentina, Rural Woman's Network, the M+ranta Kuñaretq (Women's Force) Indigenous Organization and featured dialogues between indigenous elders, youth and prominent international leaders and scientists, such as Professor Sandra Diaz, Dr. Viviana Figueroa and Ms. Guadalupe Yesenia Hernández Márquez. The aim of the dialogues was to build the capacity of indigenous peoples for participation in national and international biodiversity evaluations and processes, such as those run by IPBES and the CBD. 111 indigenous and campesino individuals participated in the dialogues.	15.1, 15.2, 15.3, 15.4, 15.5, 15.7. and 15.c.	
UNESCO hosts the technical support unit for indigenous and local knowledge for the IPBES, and as such UNESCO will also provide reporting from IPBES to the UNPFII. IPBES has a number of key activities to report for the period 2021-2022, which contribute to SDG 15:	15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7, 15.8, 15.9.	https://ipbes.net/ilk-publication-resources

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<p>Continuing the work of the task force on indigenous and local knowledge to develop innovative methods for working with indigenous and local knowledge and enhancing participation by indigenous peoples in IPBES activities.</p> <p>Continuation of the work with indigenous and local knowledge in three ongoing IPBES assessments on sustainable use of wild species, diverse conceptualizations of the multiple values of nature, and invasive alien species, through dedicated “indigenous and local knowledge liaison groups”.</p> <p>Work on the preparations for the start of two new assessments in early 2022, on the nexus of biodiversity, food, water and health, and transformative change for biodiversity goals. Work also began on preparing for the new assessment on business and biodiversity, which is due to start in 2023.</p> <p>Dialogue workshops were held for these ongoing and new assessments and for work on scenarios. These dialogues provide a platform for sharing of knowledge between assessment authors and members of indigenous peoples and local communities, and critical reviews of draft materials.</p> <p>A side event to the United Nations Permanent Forum on Indigenous Issues was held online on 20 April 2021 in English and Spanish to highlight the key messages from the IPBES Global Assessment’s summary for policymakers of relevance to indigenous peoples and local communities.</p> <p>Discussions and presentations on indigenous and local knowledge were a significant feature of the agenda of IPBES 8 stakeholder days, with the aim of introducing a wider audience to IPBES work on indigenous and local knowledge.</p>		https://ipbes.net/ilk-events
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PEACE, JUSTICE AND STRONG INSTITUTIONS

Activity / Output / Publication	Target/Indicator	Sector/Link
Digital Platform to collect information archives for the preservation and revitalization of Indigenous languages in Brazil with the Goeldi Museum, the IBICT	16.b	

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<p>In the framework of the UNESCO/European Union programme «Supporting new regulatory frameworks to strengthen the cultural and creative industries and promote South-South cooperation», the Presidency of Mexico implemented a project until August 2021 to design policies to support the country's indigenous and community radio stations. The project has a twofold objective: a) design of standard regulations to promote the integration of indigenous content (understood both as programmes to promote indigenous languages, cosmogonies and knowledge and as indigenous productions) into commercial and public media and b) design of a policy of decentralisation of the radio licensing process in order to promote the development of indigenous and community radio stations. A Declaration of Principles for Cultural and Linguistic Diversity in the Media was drawn up based of five principles, including the recognition that cultural diversity, in addition to being translated into the inclusion of content produced by the communities and their media, is also manifested in the direct participation of members of indigenous peoples, Afro-descendants and communities in the areas of leadership, opinion, project design, decision-making and other relevant positions. The project led to the establishment of a virtual school for indigenous and community radios through which the participants can learn about audio-visual production, gender equality approach and mainstreaming, media and information literacy, and crowdfunding. A regional forum for the exchange of best practices, programmes and policies for the strengthening of indigenous and community media was organised in April 2021 with the participation of governmental entities and public and community media from Argentina, Brazil and Colombia.</p>	16.10	Culture
<p>Project: Strengthening Indigenous and Community Media</p>	16.10	
<p>In 2021, UNESCO undertook the activity <i>Risk and resilience for biosphere reserve defenders: Scoping study on the security of stakeholders and managers in Latin American and Caribbean Biosphere Reserves</i>. In the wake of several high-profile murders of biosphere reserve managers and increasingly alarming reports on the rising number of threats, intimidation and violent attacks against conservationists and environment defenders in Latin America, it is becoming clear that certain actors are using violence as an increasingly effective strategy to deter conservation efforts. In order to act ethically and successfully in the conservation field, it is necessary for UNESCO to confront this growing threat to human rights, the SDGs and the objectives of the UNESCO Man and Biosphere programme. This study draws from UNESCO's Man and Biosphere (SC, safety for journalists (CI) and human rights (SHS) programmes to begin to analyse and propose an approach within UNESCO's mandate and expertise. It pays particular attention to the vulnerabilities and responses of indigenous peoples in Biosphere Reserves in Latin America and consulted with the UN Special Rapporteur on Indigenous Peoples Rights, the Indigenous Forum of Abya Yala (FIAY), and the Fund for the Development of Indigenous Peoples of Latin America and the Caribbean (FILAC). The final report will be launched in January 2022.</p>	16.10	



PARTNERSHIPS FOR THE GOALS

Activity / Output / Publication	Target/Indicator	Sector/Link
International Decade of Indigenous Languages (IDIL2022-2032) as international cooperation mechanism to advance the human rights of Indigenous Peoples and Language Users	17.b and 17.6, 17.8	CI / Culture
Project: Strengthening Indigenous and Community Media	17.4, 17.17	

UNESCO: This section deals solely with the connection between the 2030 Agenda and the International Decade of Indigenous Languages. A separate table provides details on UNESCO's contributions to the SDGs.

IDIL 2022-2032 and SDGs:

UNESCO is the lead agency for the UN International Decade of Indigenous Languages (IDIL2022-2032). Current development frameworks, including the 2030 Agenda, tend to leave linguistic diversity and multilingualism aside, despite the fact that language is an intrinsic part of the human rights and fundamental freedom of language users. A wider functional usage of indigenous languages in public domain including education, public information and health services, employment, and other areas is essential for their preservation, revitalization and promotion. The IDIL 2022-2032 urges the global community to strengthen linguistic diversity and multilingualism as a key driver of sustainable development. It is a unique platform for alerting the world community and highlighting the important contribution made by Indigenous People through their languages towards peace building, sustainable development and human rights. The Decade is also a mechanism for emphatically reinforcing the call for concrete measures against discrimination on linguistic grounds and to promote inclusion. The Global Action Plan of the International Decade of Indigenous Languages establishes direct (SDG 2, 3, 4, 5, 11, 13, 16 and 17) and indirect linkages (SDG 1, 8, 9, 10, 12, 14 and 15) which generate effective interactions among a wide range of stakeholders and development issues, as part of its contribution to the attainment of the SDGs and associated targets, as well as other strategic international and regional frameworks.

Global Task Force for Making a Decade of Action for Indigenous Languages: In accordance with the Resolution 74/135 (A/RES/74/135) and as an outcome of the 2019 IYIL2019, in December of the same year, the UN General Assembly proclaimed the period 2022-2032 as the IDIL 2022-2032 and invited UNESCO to serve as its lead agency, in collaboration with the UNDESA and other UN agencies. As the first and foremost key guiding principles for the International Decade, effective support for indigenous languages will require substantial involvement of indigenous peoples, particularly indigenous women, youth, elders, and those living with disabilities, through their own representatives and institutions. UNESCO established the Global Task Force for Making a Decade of Action for Indigenous Languages on 22 March 2021, aimed at providing overall guidance on the organization of the International Decade, and advice on the development and implementation of the Global Action Plan of the International Decade of Indigenous Languages. The Global Task Force includes a Steering Committee (including 7 Representatives of Indigenous Peoples and Organizations from the seven socio-cultural regions); Advisors (2 Representatives of Indigenous Peoples and Organizations per each of the seven socio-cultural region), Ad-hoc groups established for different

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purposes, and a multi-stakeholder consultative meeting. UNESCO coordinates the work of the Global Task Force, including organization of related meetings, sharing of information, and production of relevant documents, among others.

In line with the principle of “centrality of indigenous peoples”, in cooperation with the members of the Steering Committee for the International Year, UNESCO launched an Open call and facilitated the nomination of representatives of indigenous peoples’ organizations and the organization of consultative meetings in the different socio-cultural regions. The Global Task Force is composed of representatives of national governments from each electoral group of UNESCO, indigenous peoples’ organizations from seven socio-cultural organizations, representatives of the three-party UN mechanisms such as the UNPFII, Expert Mechanism for the Rights of Indigenous Peoples, the Special Rapporteur on the Rights of Indigenous Peoples, and UN system entities including UNESCO, UNDESA, and OHCHR.

The membership of Indigenous Peoples and their representative institutions in the governing structure of the International Decade will be reflected in more attendance, active participation, and full and direct involvement of Indigenous Peoples at every stage of programming and implementation of the Decade and the 2030 Agenda, creating a truly multi-stakeholder platform that aims to address their needs and challenges.

Preparation of the Global Action Plan of the International Decade of Indigenous Languages:

elaboration of a Global Action Plan, that provides a framework for international cooperation and joint action among stakeholders for the next ten years, within the framework of the 2030 Agenda for Sustainable Development. The Global Action Plan builds on the 2030 Agenda, providing stakeholders with the essential principles for embarking on joint action, guidance on a conceptual framework, implementation, monitoring, evaluation, and governance structures. Together with the Steering Committee of the 2019 IYIL, including the representatives of indigenous peoples representatives from all socio-cultural regions, UNESCO facilitated the establishment of an *Ad-hoc* Group for the preparation of the Global Action Plan, comprising 81 members, including representatives of governments, national and regional public organizations working on language issues, Indigenous Peoples from all socio-cultural regions, academia, civil society, public and private organizations, UN-system entities and other partners.

Online survey to consult Member States, Indigenous Peoples' organizations, academia, civil society and other public and private institutions: The survey was conducted between 1 November 2020 and 31 May 2021 in English, French, Spanish, and Russian, generated 821 responses from around 100 countries on the priority areas to be addressed.

Remote consultative meetings: in different socio-cultural regions of Indigenous Peoples, in cooperation with UNESCO field offices, the Indigenous Representatives and members of the Global Task Force, public, civil society and UN-system entities:

- Eastern Europe and Central Asia (15-16 March 2021)
- Asia (10-11 May 2021)
- Africa (25-26 May 2021)
- Pacific (27-28 May 2021)
- Latin America and the Caribbean (27-28 May 2021)
- North America and the Arctic (1-2 June 2021)

Each meeting included a poll of questions seeking to identify thematic and strategic priorities in each region, target groups and key stakeholders, which were compiled in comprehensive regional reports. These reports have been disseminated widely by UNESCO through the dedicated channels, to be adapted and implemented during the IDIL2022-2032 by local stakeholders, including Indigenous Peoples and their representative organizations.

The Global Action Plan of the International Decade of Indigenous Languages: was developed by building on (i) the United Nations Declaration on the Rights of Indigenous Peoples; (ii) the outcomes of

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the IYIL 2019, presented in the Strategic Outcome Document of the International Year of Indigenous Languages (UNESCO General Conference [40 C/68](#)); (iii) the [Los Pinos Declaration](#) [Chapoltepek] – Making a Decade of Action for Indigenous Languages / Los Pinos [Chapoltepek] *Amatlanawatilli Mahtlaktli Xihltli ma Motekipanokan Totlakatilistlahitolwan*¹ (Outcome document from the High-level closing event of the International Year, held on 27-28 February 2020 in Mexico City, Mexico); and (iv) the Evaluation of UNESCO's Action to revitalize and promote Indigenous languages within the framework of the International Year of Indigenous Languages (Ref.: UNESCO, [2021 IOS/EVS/PI/194](#)); and consultations⁴ with Member States, Indigenous Peoples and Indigenous institutions and organizations, civil society organizations, academia, public and private partners, and UN system entities. Finalization of the Global Action Plan involved consultations with members of the Global Task Force and a public peer review process launched in September – October 2021 to enable all interested stakeholders and Indigenous Peoples to comment on the draft document. The final version of the Global Action Plan was submitted as information document to the 41st session of the UNESCO General Conference in November 2021 and will later be submitted as conference document at the upcoming session of the United Nations Permanent Forum on Indigenous Issues in 2022.

Promotion of the United Nations system-wide cooperation and implementation of concrete activities to mainstream indigenous languages within humanitarian and development cooperation frameworks: In May 2021, UNESCO organized a side event entitled “Language matter for development, peace and reconciliation: the case for least developed countries” within the context of the Preparatory Committee for the fifth UN Conference on the Least Developed Countries (LDCs), highlighting the role of language for self-expression, inclusion and participation in society. The side event raised awareness on the importance of linguistic diversity for development efforts in the LDCs and of international commitments to promote linguistic diversity and multilingualism, such as the International Decade.

Outreach: through the United Nations Group on the Information Society (UNGIS), for which UNESCO is the rotating chair through May 2022, and in the organization of the World Summit on the Information Society (WSIS) Forum 2022. The WSIS Forum will include a hackathon, the creation of a Special Prize, and a high-level session and other thematic events on the theme of ICT and indigenous languages, aligned to UNESCO's lead facilitation role across five of the eleven WSIS Action Lines.

Regional Consultation in Asia for the Preparation of the IDIL 2022-2032: UNESCO supported a range of consultations and participation in programme activities. Translation of UNESCO Artificial Intelligence Animation Series into Indigenous Languages (Bunong, Dao, Hmong, Jarai, Kavet, Krung, Muong, Tampuan, Thái): SDG 4.7 2. Build Capacity of Indigenous Youth and Create Audiovisual Archives Using Wiki Tools in Cambodia: SDG 11.4 3. Asia Indigenous Youth Platform (AIYP) COVID-19 Response Small Grants Programme: SDG 11.3 4. Strengthening Your Language on the Internet Using Digital Activism: SDG 16.7 5. Regional Consultation in Asia for the Preparation of the International Decade of Indigenous Languages (2022-2032): SDG 17.16 6. Indigenous Peoples and Sustainable Heritage Forum: SDG 17.16

i. Please provide information on the main gaps and challenges your entity has identified for indigenous peoples in achieving the 2030 Agenda.

In 2022, UNESCO is moving to a new monitoring system which will be aligned with the SDGs. Currently, the data available on activities and outputs specific or including indigenous peoples and SDGs is uneven or insufficiently disaggregated. The combination of the UNESCO Policy on Engaging with Indigenous Peoples and the SDG markers should improve transparency of disaggregated information. This current report to the 22nd session of the UNPFII is the first time that UNESCO has organised its reporting to consider activities with indigenous peoples in relation to achieving the SDGs.

The main challenges are listed below (aggregated from responses by Sectors and Field Offices):

⁴ See a Sub-chapter 1.4. Roadmap towards the Global Action Plan.

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- Ensuring the effective participation of Indigenous Peoples in UNESCO activities to achieve the SDGs and ensuring they are not left behind in the progress made requires intersectoral policies, particularly in the environment and education sectors.
 - Growing recognition of the contribution of Indigenous Peoples' knowledge systems to prevention, response and resilience in the context of natural disasters, pollution or climate change is improving but this needs systematic attention and commitment at different levels. Indigenous peoples are taken into consideration in most of the Multilateral Environmental Agreements while the country-level work on linking indigenous knowledge systems, DRR, climate and environment is uneven or not yet initiated. This improving context and global progress provide an opportunity for UNESCO to follow up with operational participation at local, national and regional levels.
 - Strengthening culturally sensitive and relevant approaches in education systems in order to develop contextualised and relevant educational offerings for Indigenous Peoples, with a view to empowering youth. UNESCO field staff and indigenous peoples' partners have spoken of the importance of intercultural approaches to development cooperation.
 - As a UN Specialized Agency, some Secretariat staff highlighted budget shortages and human resource shortages. UNESCO's broad mandate allows numerous opportunities to work with indigenous peoples, however without funds available, staff are over-stretched delivering the regular programme priorities.
 - From the perspective in Central America, where UNESCO has a cluster office in San Jose (responsible for Costa Rica, Honduras, El Salvador, Nicaragua and Panama) we identify a need for a strategy focused on indigenous populations and other vulnerable groups (i.e. Afro-descendants). UNESCO is elaborating a strategy for the Education sector which will incorporate these themes. The UNESCO Policy on Engaging with Indigenous Peoples needs to be converted into a strategy and operational plan at sub-regional level, and such a strategy may need further extrabudgetary funds.
 - In some countries, Indigenous Peoples' linguistic and cultural rights are not recognised / respected owing in part to a lack of policy or constitutional recognition. This also applies to the lack of policies to safeguard and protect indigenous cultures and languages. It is estimated that 40% of the 7,000 indigenous languages – and the cultures intrinsically linked to them – are in danger of disappearing. It is difficult for UNESCO to work with Member States where there is an absence of recognition or policy frameworks on indigenous peoples or indigenous languages. Similarly, where there is no disaggregated data on the status of indigenous peoples, women or children, UNESCO operates without an effective baseline.
 - While some regions have made progress, recognising cultural and ethnic diversity within countries, including through harmonizing legal and institutional frameworks, cultural policies are still lagging behind to adequately safeguard indigenous cultures, which is detrimental to the sustainable development of these communities and society at large.
 - Indigenous peoples face significant challenges related to intellectual property whose mechanisms are not always adapted to recognise the collective dimension of their knowledge systems. Lack of appropriate international mechanisms can be detrimental to the safeguarding of indigenous peoples' living heritage, especially but not only in the field of traditional craftsmanship.
- ii. What activities have your entity undertaken since the last reporting that addresses these gaps and challenges?
- UNESCO has strengthened the coordination and information on its 2017 Policy on Engaging with Indigenous Peoples, including expanding the UNESCO Intersectoral Working Group on Indigenous Peoples' Issues (ISWGIPI). Indigenous knowledge issues have been included

prominently in the new UNESCO 8-year medium term strategy. UNESCO is introducing new reporting procedures under its Results Based Management (RBM) which will include reporting on both the UNESCO Policy on Engaging with Indigenous Peoples and the SDG Agenda 2030. This will create greater transparency and clearer baselines. Budgetary challenges remain the same as in previous years.

In November 2021, the UNESCO General Conference adopted the new 8-year medium term strategy (known as the 41 C/5). This is coinciding with greater intersectoral cooperation on indigenous peoples' issues and reporting that provides more detailed and centralised information relevant to the UNSWAP and data disaggregation relevant to indigenous peoples.

- Identification of opportunities for linking up the various UN Decade processes to increase indigenous peoples' participation in the processes and associated SDG delivery, without becoming overwhelming for indigenous leaders and organisations.
- On 30 November 2021, UNESCO organized an online meeting on “Cultural policies and Indigenous Peoples: Bolstering cultural diversity and Indigenous knowledge for sustainable development”. The meeting contributed to UNESCO's ongoing reflection on cultural policies in relation to Indigenous Peoples, notably through an exchange of experiences and a mapping of current actions, priorities and needs, to support the design and implementation of policies concerning Indigenous Peoples, their identity and their cultures. The webinar delineated directions for future action building on UNESCO's experience and knowledge, building on the recent regional consultations held by UNESCO throughout 2021 as well as the preliminary study on cultural policies and Indigenous Peoples and on existing national institutions in charge of cultural policies for Indigenous Peoples conducted by UNESCO in 2019, to support the implementation of the International Decade of Indigenous Languages (2022-2032) proclaimed by the United Nations, as well as the consultations leading to UNESCO World Conference on Cultural Policies – MONDIACULT 2022– that will be hosted by the Government of Mexico in September 2022.
- Institutional priorities and willingness of programme managers to include indigenous peoples as distinct beneficiaries: UNESCO requested an evaluation of its action within the IYIL2019 with a view to learning from its experience during 2019 and further strengthening its coordination and implementation role during the IDIL2022-2032. The Report “Evaluation of UNESCO's Action to Revitalize and Promote Indigenous Languages within the Framework of the International Year of Indigenous Languages” includes a series of recommendations addressed to UNESCO, and are integrated in the Global Action Plan of the International Decade of Indigenous Languages. Among the actions planned to address the above-mentioned gaps and challenges, some are highlighted below:
 - Indigenous applications to relevant talent programs will be encouraged and partnerships pursued.
 - UNESCO will develop tailored pre-event or pre-process briefings and/or induction trainings to ensure that indigenous representatives engage and effectively participate in the Decade.
 - The existing social media channels will be strengthened and invite indigenous languages users to communicate in their languages. Targeted communication campaigns with appropriate multilingual content will be developed
 - UNESCO will consider increasing a number of linguistic versions (English, French, Spanish and Russian if resources provided) on the IDIL2022-2032 website in cooperation with other UN agencies and will encourage utilization of other widely spoken and signed languages on social media channels.
 - Building on the IYIL2019 launched social media network, UNESCO will continue seeking collaboration with indigenous-led media and other relevant

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partners and strengthen their institutional capacities, taking the Communication Strategy into account.

- The Intersectoral Task Team of the IDIL 2022-2032 will encourage the nomination of additional focal points in all UNESCO Field Offices and relevant units at UNESCO Headquarters, as well as their participation in the Task Team.
- Budget: UNESCO will implement a Resource Mobilization Strategy to secure adequate, sustainable and flexible funding to deliver Indigenous language related programmes and projects in cooperation with a range of partners, including through the establishment of a multi-donor funding mechanism. The latter will contribute to raise funds for the implementation of activities in cooperation with and initiated by Indigenous Peoples to support their languages, to ensure that funds are allocated at the national level and actually reach Indigenous Peoples and other legitimate associated entities, and that technical advice and support for capacity-building are available.
- The Education Sector has examined the external audit of the IYIL 2019 and has a revised approach to cover gaps and provide activities during the International Decade of Indigenous Languages, in line with the Global Action Plan.
- In Mexico, UNESCO provided information based on research and interviews with experts, government officials and indigenous communicators, mainly related to indigenous and community media, journalists and communicators. The information is in the Media Development Indicator Report of Mexico and in the Public Policy Document derived from the project. Supporting regulatory frameworks. The data was included in the document the United Nations System compiled for the Voluntary National Review (VNR).
- UNESCO Bangkok has consulted and partnered with local indigenous organizations across Asia in the sharing of human resources in formulating strategic directions (Regional Consultation in Asia for the Preparation of the IDIL2022-2032) and in producing content (Translation of AI Animation Series into Indigenous Languages), using virtual platforms to continue activities despite the COVID-19 outbreak. Additionally, UNESCO Bangkok has partnered with a locally based organization with the expertise and resources to implement the project in Cambodia, to avoid international travel in respect of national COVID-19 policies in countries of operation (*Build Capacity of Indigenous Youth and Create Audiovisual Archives Using Wiki Tools in Cambodia*).

iii. Please describe any activities that your entity organized in support of the 2021 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.

No contribution noted.

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 the COVID-19 pandemic and its effects on indigenous peoples.

- Health education for indigenous people through a intercultural and multilingualism pedagogical strategy: The United Nations and UNESCO Brazil through the ODS (SDG) Fund develop and implement initiatives in health education for indigenous people through a

intercultural and multilingualism pedagogical strategy preparing education materials for Brazilian indigenous population, the videos provide information on the importance of COVID-19 vaccination and prevention measures. Produced in the languages of seven indigenous ethnic groups – Wapichan, Ticuna, Yanomami, Ye'kwana, Ticuna, Yanomami, Ticuna, Macuxi, Taurepang – all of them present in the Amazon region. New education materials and videos are being produced for Warao, Guajajara, Caapor, Awa, Gamela (etnia em extinção), Yalapapiti, Kamayura, Desana, and E'nepa. Link: <https://bit.ly/3xLApk2>

- Report of negative and positive impacts of the pandemic on the safeguarding of living heritage: Based on a survey launched in April 2020 that collected more than 200 testimonies over twelve months, UNESCO published a report which analyses the negative and positive impacts of the pandemic on the safeguarding of living heritage. Several responses to the survey testified to the COVID-19 pandemic's impact on Indigenous Peoples. Indigenous Peoples, and particularly Indigenous elders, are especially vulnerable to the risks from the pandemic, with significant cultural implications for the communities concerned. Indigenous elders play a crucial role in transmitting their culture, knowledge, values and languages to future generations. This may include, for instance, knowledge about protecting and managing the environment, traditional systems of governance, customary law and cultural ceremonies, which are all critical to the health and well-being of the community. The report identified three areas of action with a view to the post-pandemic recovery phase: 1) strengthening direct support mechanisms to living heritage bearers, 2) supporting resilience and safeguarding through digital technologies and 3) integrate living heritage safeguarding into emergency preparedness, response and recovery plans in general.
- “COVID-19 pandemic: Language Matters” webpage: includes a collection of resources in indigenous languages relating to COVID-19 prevention. It also includes statements and policy guidelines issued by other United Nations agencies, as well as information about relevant initiatives to tackle the pandemic's negative impact on indigenous communities. These resources were shared on the IYIL 2019 social media channel, followed by thousands of indigenous peoples, who often repost information in their relevant local networks.
- The UNESCO International Literacy Prizes, by which several programmes that promote literacy for indigenous peoples were recognized for their excellence and innovation in the previous years, remains a useful platform for sharing effective practice and advocacy. Through its 2021 edition, UNESCO recognized and disseminated outstanding programmes which have contributed to the promotion of literacy, including the following:
'Broadcasting Bilingual Stories: Promoting interactive literacy programming in rural Guatemala' of Limitless Horizons Ixil (LHI), a non-governmental organization, which promotes literacy for Maya Ixil children and youth who are at risk of dropping out of school due to the COVID-19 pandemic through distance learning; the programme on 'Using digital technologies to promote children's literature in South Africa's indigenous languages' of Puku Children's Literature Foundation, a South African NGO, which promotes reading and book development in all South African languages for children and organized the webinar series in indigenous languages within and between linguistic communities, through radio and social media, to promote the production of book catalogues in all indigenous languages of South Africa;
- 'Building & Growing' or *Construyendo y Creciendo*, a non-profit organization in Mexico which provides construction workers with low or no literacy skills and their communities a second chance education and inclusive distance and technology-enabled literacy learning since the outbreak of the COVID-19 pandemic.
- Web article on 'Minority language speakers risk being left behind in COVID-19 education response': to illustrate how former UNESCO International Literacy Prizes winners were

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coping with and reflecting on their literacy programmes through mother language learning in the light of the pandemic.

- Communication and promotion of health and other contents in indigenous languages in Mexico.
- Policy brief together with UN Women on Indigenous Women and COVID-19.
- Development of the Guidance Note: “Ensuring Inclusive Education for Ethnolinguistic Minority Children in the COVID-19 Era” to support Members States in achieving SDG 4. UNESCO Bangkok also organized series of webinars to support ethnolinguistic minority. <https://bangkok.unesco.org/content/equitable-remote-learning-all-using-multiple-delivery-channels-support-ethnolinguistic>
- Implementation of the Asia Indigenous Youth Platform (AIYP) COVID-19 Response Small Grants Programme> to respond to some of the challenges facing indigenous communities as a result of the COVID-19 pandemic.
- While the COVID-19 pandemic has brought about unprecedented widespread disruptions to education, UNESCO and its partners of the Asia-Pacific Multilingual Education Working Group (MLE WG) have concentrated on activities that would address language barriers to all, especially ethnolinguistic minority children, during and beyond the global health crisis. In response, a regional webinar series was created to engage regional- and national-level educational stakeholders (including both policymakers and implementers) who are interested in maintaining and advancing MTB MLE programmes. Following the success of the first of this webinar series on developing digital learning materials for ethnolinguistic minority children in November 2020, the 2021 webinar series included 1) translating policy dialogue into action, 2) using multiple delivery channels to support ethnolinguistic minority children, and 3) designing instruments and gathering data in student assessment.
- Regional webinars to highlight the current and upcoming initiatives and products of the MLE WG. The February 2021 webinar on translating policy dialogue into action hosted presentations of country examples on MTB MLE programmes and language(s)-in-education policies that are congruent with the Bangkok Statement. The webinar on using multiple delivery channels to support ethnolinguistic minority children served as the launch of the MLE WG’s Guidance Note on Ensuring inclusive Education for Ethnolinguistic Minority Children in the COVID-19 Era. Webinar series is an essential space for highlighting and strengthening the multilateral efforts of MLE policy-makers and implementers throughout the region.
- Open-source digital e-books: UNESCO Bangkok, supported by UNICEF EAPRO, developed open-source digital e-books to be hosted on the Bloom Library platform. The 368 digital e-books are in 27 ethnic minority and indigenous peoples’ languages targeted for ethnolinguistic minority children in Cambodia (Brao, Jarai, Kreung, and Tampuan), Papua New Guinea (Hako, Halia, Kamano, Kanite, Nehan, Petats, Rotokas, Saposa, SIbe, South Tairora, Teop, and Terei), and Timor-Leste (Baikeno, Bunak, Fataluku, Galolen, Idate, Makasae [Baucau], Makasae [Viqueque], Mambae [Aileu], Nauete, Tetun Terik, and Tokodede).
- UNESCO Bangkok also compiled COVID-19 response materials in ethnolinguistic minority languages and shared with its members.

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- ix. Any activities or support provided to indigenous peoples both during the COVID-19 pandemic and after, to ensure their inclusion in addressing the impacts of the pandemic, as well as in building back better.
- Implementation of intercultural strategies for education and inclusion and language diversity (see above) by UNESCO programme in Brazil.
 - Project [“Recovery of living heritage from the COVID-19 pandemic: Ulos weavers and Gorga sculptors in the Toba region in Indonesia”](#) provided training to Indigenous communities in digital technologies to raise awareness, improve production techniques around their living heritage in order to increase income opportunities and establish a COVID-19 recovery plan in collaboration with youth groups from different villages in the region.
 - Online event with the Food and Agriculture Organization and the International Fund for Agricultural Development (IFAD) on 9 February 2021. Within the framework of the Indigenous Peoples’ Forum at IFAD, the event was centred on the role of indigenous languages in the eradication of hunger and of indigenous food systems in enhancing resilience during the pandemic.
 - Communication and promotion of health and other contents in indigenous languages.
 - Research on community participation in education during the pandemic and the return to physical classes in Honduras which will highlight their experiences and practices. We won’t be targeting only indigenous populations but other populations as well. To produce the research interviews are conducted with selected people (parents, caregivers, etc).
 - E-books developed by UNESCO Bangkok developed (368 in total) in 27 languages to support learning of ethnolinguistic minority children in Cambodia, P.N.G and Timor-Leste - Collected COVID-19 information in different minority languages and housed under MLE WG page. <https://www.asiapacificmle.net/covid-19>.
 - The AIYP COVID-19 Response Small Grants Programme is supporting 9 projects based in Bangladesh (1), India (2), Indonesia (1), Myanmar (1), Nepal (2), and Philippines (2), and address areas relating to entrepreneurship, agriculture, access to education, access to information, and mental health.

UNESCO APPENDIX 1

Lists of Abbreviations and Acronyms

BES-Net: Biodiversity and Ecosystem Services Network
CEB: UN Chief Executives Board for Coordination
CEESP: Commission on Environmental, Economic and Social Policy
CI: UNESCO Sector for Communications and Information
COP26: 26th Conference of the Parties to the UNFCCC
DRR: Disaster Risk Reduction
FAO: Food and Agriculture Organization
FILAC: Fund for the Development of Indigenous Peoples of Latin America and the Caribbean
FILL: Family and Intergenerational Literacy and Learning
FPIC: Free Prior and Informed Consent
GAP: Global Action Plan of the International Decade of Indigenous Languages
GCED: Global Citizen Education
GPGR: Global Programme on Governance and Rights
GRTA: Global Research Translation Award
IASG: UN Inter-Agency Support Group on indigenous peoples' issues
IBICT: Brazilian Institute of Science and Technology
IDIL: International Decade of Indigenous Languages
IIPFWH: International Indigenous Peoples' Forum on World Heritage
IOC: Intergovernmental Oceanographic Commission
IPACC: Indigenous Peoples of Africa Coordinating Committee
IPBES: Intergovernmental Science Policy Platform on Biodiversity and Ecosystems Services
IPCC: Intergovernmental Panel on Climate Change
ISWGIPI: UNESCO Inter-Sectoral Working Group on Indigenous Peoples Issues
IYIL: International Year of Indigenous Languages
LDCs: Least Developed Countries
PINGOs: Pastoralist NGO Network (Tanzania)
SDGs: Sustainable Development Goals
SRSGs: Special Representative of the Secretary-General
TKNAP: Traditional Knowledge National Action Plan (Guyana)
UN: United Nations
UNCT: UN Country Teams
UNDESA: UN Department of Economic and Social Affairs
UNDP: United Nations Development Programme
UNDRIP: UN Declaration on the Rights of Indigenous Peoples
UNEP: United Nations Environmental Programme
UNEP-WCMC: UNEP World Conservation Monitoring Centre
UNFCCC: UN Framework Convention on Climate Change
UNGIS: United Nations Group on the Information Society
UNPFII: United Nations Permanent Forum on Indigenous Peoples Issues
UNSWAP: UN Systems Wide Action Plan on implementation of the UNDRIP
WSIS: World Summit on the Information Society