



United Nations
Educational, Scientific and
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Organisation
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pour l'éducation,
la science et la culture

**UNESCO'S CONTRIBUTION TO THE 12TH SESSION OF
THE UN PERMANENT FORUM ON INDIGENOUS ISSUES**

SUMMARY

The present report highlights conceptual, standard-setting and operational work carried out by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in relation to the primary issues being reviewed at the twelfth session of the UN Permanent Forum on Indigenous Issues (UNPFII) : (1) education; (2) culture; and; 3) other information of interest to the Forum on programmes and activities relevant to indigenous peoples.

I. UNESCO's activities of relevance to indigenous peoples in the field of Education

Indigenous peoples continue to face deeply entrenched obstacles to equal opportunity in education. UNESCO has published a guide "Addressing Exclusion in Education – A Guide to assessing education systems towards more inclusive and just societies" aimed at supporting Member States in assessing and analyzing education systems to address exclusion. The guide is being used to support countries in addressing exclusion in education, including exclusion based on being indigenous. It is available in four languages (English, French, Spanish and Arabic).

As part of UNESCO activities to promote linguistic diversity and multilingual education based on mother tongue, International Mother Language Day 2013 was on the theme "Mother tongues and books including digital books and textbooks" where experts in languages highlight the contribution of mother tongues to the promotion of linguistic and cultural diversity, and the development of intercultural education through for example digital archives of the world's languages.¹ The objective was to increase access to local educational content and related knowledge and information through the use of local languages in digital textbooks.

The International Mother Language Day was linked to the First Review meeting of the World Summit on Information Society + 10, held in Paris (25-27 February 2013). On that occasion, UNESCO organized a session on cultural diversity and identity and a session on Indigenous peoples innovative and emerging uses of information and communication technologies (ICTs).

UNESCO's Dar-es-Salaam office has been working closely with Ministries of Education and vocational training experts in mainland Tanzania and Zanzibar to mainstream the concept of Inclusive Education at the policy and school levels. Since, the concept of Inclusive Education is usually focussed on special needs education, UNESCO has taken action to help key education stakeholders to better understand the broader concept of Inclusive Education which embraces all learners from different economic, social and culture backgrounds including not only learners with disabilities, but also vulnerable groups including indigenous people, refugees, etc. Inclusive education is a process of addressing and responding to the diversity of needs of all learners through: increasing participation in learning; acceptance of social and cultural diversity; and reducing exclusion within and through education. Inclusive

¹ ENGLISH: <http://www.unesco.org/new/en/unesco/events/prizes-and-celebrations/celebrations/international-days/international-mother-language-day/>
SPANISH: <http://www.unesco.org/new/es/unesco/events/prizes-and-celebrations/celebrations/international-days/international-mother-language-day/>
FRENCH: <http://www.unesco.org/new/fr/unesco/events/prizes-and-celebrations/celebrations/international-days/international-mother-language-day/>

Education involves changes and modifications in content, approaches, structures and strategies and a conviction that it is the responsibility of the regular system to educate all children. Finally, Inclusive Education is a concept and a tool that promotes a broad and holistic vision of education as a right for all groups that are disadvantaged and face barriers either in access to education and/or access to learning and receiving quality education.

UNESCO's Bangkok office is organizing the 4th International Conference on Language Education – Multilingual Education for All in Asia Pacific: Policies, practices and processes, to be held on 6-8 November 2013 in Bangkok, Thailand. It is also undertaking a cost-benefit analysis of Multilingual Education for Malay-Pattani populations in Southern Thailand (a research activity which has just started). Finally, it is working with ministries of education to strengthen HIV education through education for ethnic migrants from Myanmar in a province on the Thailand-Myanmar border

UNESCO, through its Local and Indigenous Knowledge Systems (LINKS) programme, continues to work to support the appropriate incorporation of indigenous knowledge and languages into curricula, materials and classrooms. In Nicaragua, UNESCO worked with the Ministry of Education, regional education authorities and Mayangna education and knowledge experts to pilot a set of primary education materials that will support the classroom use of the UNESCO publication “Mayangna Knowledge of the Interdependence of People and Nature: Fish and Turtles”. The materials, in the Mayangna language and emphasising Mayangna knowledge, customs and traditions, were piloted in 14 schools throughout the school year. During 2013, the materials will be revised and more teachers will be trained in their use.

UNESCO's LINKS programme also has several activities in the Pacific region. A “Learner's Resource Pack” has been developed with the aim of facilitating the use of the interactive UNESCO educational resource “The Canoe Is the People” in Pacific island classrooms. Through text, film, sound and animation, “The Canoe Is the People” tells the story of the Pacific's multitude of indigenous open ocean voyaging and navigation traditions. With a point of departure in UNESCO's “Marovo Wiki” – an online wiki-based edition of the book “Reef and Rainforest: an Environmental Encyclopedia of Marovo Lagoon” – school principals and teachers in Marovo Lagoon (Solomon Islands) have developed a series of lesson plans in Marovo as well as English. During mid-2013, the same group will lead the development of a new set of UNESCO Open Education Resources based on these lesson plans, with the purpose of facilitating the sharing of approaches and methodologies for teaching and learning indigenous knowledge and languages in the formal education sector. Finally, a series of seven UNESCO posters on indigenous knowledge originally developed in English, French, Spanish and Bislama (Vanuatu) have been translated into an additional five indigenous Pacific languages – Kiribati, Tongan, Fijian, Samoan and Tuvaluan. The poster sets are currently being distributed in the region.

II. UNESCO's activities of relevance to indigenous peoples in the field of culture

II.A. Convention on the Safeguarding of Intangible Cultural Heritage

II.A.1. Elements of Intangible Cultural Heritage of significance to indigenous peoples: 2012 inscriptions

A number of intangible cultural heritage elements bearing social significance to indigenous peoples today were inscribed on the Lists of the UNESCO Convention for the Safeguarding of Intangible Cultural Heritage during the Seventh Session of the Intergovernmental Committee for the Safeguarding of Intangible Cultural Heritage (Paris, France, December 2012). The nominations were undertaken with the free, prior and informed consent of the communities concerned, which is a compulsory requirement for inscription of intangible cultural heritage elements on the List of Intangible Cultural Heritage in Need of Urgent Safeguarding and the Representative List of the Intangible Cultural Heritage of Humanity as well as for the inclusion of programmes, projects or activities on the Register of Best Practice.

These inscriptions include the following:

List of Intangible Cultural Heritage in Need of Urgent Safeguarding

- Bigwala, gourd trumpet music and dance of the Busoga Kingdom in Uganda: Bigwala music and dance is a cultural practice of the Basoga people of Uganda, performed during royal celebrations such as coronations and funerals and, in recent decades, on social occasions. Bigwala plays a significant role in contributing to unity among the Basoga people. The lyrics of the songs narrate the history of the Basoga, focusing in particular on their king, thus symbolically reconfirming their identity and links with their past.
- Noken multifunctional knotted or woven bag, handcraft of the people of Papua, Indonesia: Noken is a knotted net or woven bag handmade from wood fibre or leaves by communities in West Papua and Papua Provinces of Indonesia. Men and women use it for carrying plantation produce, catch from the sea or lake, firewood, babies or small animals as well as for shopping and for storing things in the home. Noken may also be worn, often for traditional festivities, or given as peace offerings.

Representative List of the Intangible Cultural Heritage of Humanity

- Al-Taghrooda, traditional Bedouin chanted poetry in the United Arab Emirates and the Sultanate of Oman: Al-Taghrooda traditional Bedouin chanted poetry is composed and recited by men travelling on camelback through desert areas of the United Arab Emirates and the Sultanate of Oman. Poems are also chanted around campfires, at weddings, and at tribal and national festivities, particularly camel races. The most important aspect is the social bonding during the oral exchange of verses. Themes include sending messages to loved ones, relatives, friends or tribal chiefs. It is also a medium for the poet to pass comment on social issues. Other functions include settlement of disputes among individuals or tribes, highlighting historical achievements, and contemporary themes such as good driving practice and health issues.
- Fest-Noz, festive gathering based on the collective practice of traditional dances of Brittany: Fest-Noz is a festive gathering based on the collective practice of traditional Breton dances, accompanied by singing or instrumental music. The strong Breton cultural movement has preserved this expression of a living and constantly renewed practice of inherited dance repertoires with several hundred variations, and thousands of tunes. About a thousand Fest-Noz takes place every year with participants varying from a hundred to several thousand people, thousands of

musicians and singers and tens of thousands of regular dancers. Beyond the practice of the dance, the Fest-Noz is characterized by an intense camaraderie among the singers, musicians and dancers, significant social and intergenerational diversity, and openness to others.

- Ichapekene Piesta, the biggest festival of San Ignacio de Moxos: Every year, the inhabitants, both young and old, of San Ignacio de Moxos in Bolivia celebrate Ichapekene Piesta, a syncretic festival that reinterprets the Moxeño founder myth of the Jesuit victory of Ignacio de Loyola and melds it with indigenous beliefs and traditions. These rites are an act of faith and constant rebirth, allowing the Moxeños to be reborn into the Christian tradition in the presence of the spirits of their ancestors.

Programmes, projects and activities for the safeguarding of intangible cultural heritage considered to best reflect the principles and objectives of the Convention

- Xtaxkgakget Makgkaxtlawana: the Centre for Indigenous Arts and its contribution to safeguarding the intangible cultural heritage of the Totonac people of Veracruz, Mexico: The Center for Indigenous Arts was designed as a response to a long-term desire of the Totonac people to create an educational institution to transmit their teachings, art, values and culture, while also providing favourable conditions for indigenous creators to develop their art. The transmission of knowledge is integral and holistic. The house-schools embrace creative practice as something intrinsically linked to its spiritual nature. The centre proposes cultural regeneration, revitalizing the Totonac cultural practices through such means as the use of the Totonac language as the vehicle for teaching, the recovery of forgotten traditional techniques, artistic production, reestablishment of traditional governing bodies and reforestation of the plants and trees needed for cultural practice. The centre also promotes ongoing cooperation with creators and cultural agencies from other states of the country and from around the world.

II.A.2. NGOs addressing indigenous issues accredited to the 2003 Convention for the Safeguarding of Intangible Cultural Heritage (Paris, France, June 2012)

The Convention for the safeguarding of intangible cultural heritage foresees the accreditation of non-governmental organizations with recognized competence in the field of intangible cultural heritage to act in an advisory capacity to the Intergovernmental Committee for the Safeguarding of Intangible Cultural Heritage. In 2012, the 4th session of the General Assembly of States Parties accredited 59 NGOs, a number of which are indigenous or indigenous focused such as the Maasai Cultural Heritage – M.C.H, Kenya and National Association for Indigenous Affairs, Brazil.

Furthermore the NGO Centro de Trabalho Indigenista from Brazil, which was accredited in 2010 serves on the Consultative Body of the Convention for the Safeguarding of Intangible Cultural Heritage, which is in charge of examining submissions of nominations for inscription in the Urgent Safeguarding List, proposals for the Register of Best Safeguarding Practices as well as requests for International Assistance greater than US\$25,000.

II.B. World Heritage Convention

II.B.1. 36th World Heritage Committee session (St Petersburg, June 2012)

At its tenth session, the UN Permanent Forum on indigenous issues (UNPFII) made several recommendations relating to UNESCO, its World Heritage Committee and the advisory bodies ICOMOS, ICCROM and IUCN. Following interventions at the 34th (Brasilia, 2010), and 35th (UNESCO, 2011) sessions of the World Heritage Committee, representatives of the UN Permanent Forum provided detailed statements at the 36th session of the Committee (St Petersburg, June 2012). A number of indigenous peoples participated as observers at the session following the first international NGO Forum "Protection of World Heritage Properties" (see http://m.greenpeace.org/russia/Global/russia/report/forest/world-heritage/UNESCO_resolutions.pdf) which was organized by NGOs and civil society groups prior to the session of the Committee.

The World Heritage Committee inscribed 26 new sites on the World Heritage List, some of which are important places for indigenous peoples. (see <http://whc.unesco.org/en/newproperties/>)

The World Heritage Committee in the framework of the topic of the 40th Anniversary of the World Heritage Convention (2012) "World Heritage and sustainable development: the role of local communities" had encouraged a reflection on World Heritage and indigenous peoples. The State Party of Denmark offered to hold a workshop on the theme.

II.B.2. International expert workshop on the World Heritage Convention and Indigenous Peoples (Copenhagen, Denmark, September 2012)

The Danish Agency for Culture organized an [international expert workshop on the World Heritage Convention and Indigenous Peoples](#) under the theme "How to ensure that the implementation of the World Heritage Convention is consistent with the UN Declaration on the Rights of Indigenous Peoples". The workshop was co-hosted by the Government of Greenland and the International Work Group for Indigenous Affairs (IWGIA) as part of the 40th Anniversary of the World Heritage Convention. It took place at the Danish Agency for Culture in Copenhagen, Denmark from 20 to 21 September 2012. The meeting benefited from many case studies and presentations on World Heritage procedures and on the preparation of the overall UNESCO Policy on indigenous peoples. It permitted a constructive dialogue related to the issues brought forward by indigenous peoples, and recommended changes to the current procedures and Operational Guidelines. It resulted in detailed recommendations and proposals which were brought to the attention of the closing ceremony of the 40th anniversary year of the World Heritage Convention at Kyoto on November 2012. The report of the meeting can be found at: <http://whc.unesco.org/en/events/906> The results of this and other events will be further reviewed by the 37th session of the World Heritage Committee (Phnom Penh, June 2013).

II.B.3. Other World Heritage workshops, events and publications

In a number of other workshops during the 40th anniversary year, the role of indigenous peoples and local communities with regard to World Heritage was discussed. The full list of events is available at <http://whc.unesco.org/en/40years/>

The publication "World Heritage: Benefits Beyond Borders" provided a thematic collection of 26 case studies for a thorough understanding of World Heritage sites and their Outstanding Universal Value in the context of sustainable development. The case studies describe twenty-six thematically, typologically and regionally diverse World Heritage sites illustrating

their benefits to local communities and indigenous peoples and sharing the lessons learned with the diverse range of stakeholders involved. The volume emphasizes a holistic and integrated view of World Heritage and the maintenance of biological, linguistic and cultural diversity. (<http://whc.unesco.org/en/activities/711/>)

II.C. Other UNESCO activities of relevance to indigenous peoples in the area of culture

UNESCO's office in Dar-es-Salaam, together with a local NGO and the Centre for Heritage Development in Africa, located in Mombasa, Kenya, has developed a project for a Community Arts Centre in the Loliondo district of the United Republic of Tanzania. The Maasai pastoralists of Ololosokwani, a village close to the Serengeti National Park, will be supported to collect, display, interpret and promote Maasai culture and heritage to the local, regional and national population, as well as to tourists passing through this region. The centre is based on an urgent need in Tanzania to raise awareness about local cultures, especially those of indigenous people. It also serves to strengthen local identity and build cultural industries based on traditional skills and knowledge. The project will have duration of 3 years, during which local practitioners will be trained, and a centre will be built and put into operation.

In 2012, as a reaction to challenges faced by the local Maasai population of the Ngorongoro Conservation Area (NCA), UNESCO's Dar-es-Salaam office initiated a project aimed at the pastoralists resident in the protected area, while also protecting the wildlife and ecosystems, particularly by supporting sustainable use, in particular tourism. NCA, a protected area since 1959 and a World Heritage site since 1979, has been a pilot site showcasing the benefits of human/wildlife co-management in a protected site. However, pressures to the ecosystem from residents, visitors and external factors alike have dramatically increased over the past 50 years, while the growing resident Maasai population has few initiatives which help to mitigate between their basic needs, traditional lifestyles and contemporary development aspirations. Tourism, the key revenue generating economy in the NCA, is increasingly impacting the delicate balance between conservation and development, and threatening the very integrity of the site.

A process of stakeholder-based review, assessment and planning is envisaged to address the above challenges. It shall include a review of all existing data and plans concerning the Ngorongoro, including the management of the archaeological sites; a better understanding of the local population, their pastoralist culture, challenges, changes and development aspirations; the tourism sector and its drivers; as well as the governance (and management) systems in and around the site. The process will result in a new a vision and a strategy for the NCA, guiding the revision of the legal and management framework of Ngorongoro Conservation Area Authority, ensuring that it may continue to survive as an World Heritage Site and protected area, while providing a successful model for a people-based, inclusive approach to managing multiple land use protected areas. The first phase is planned for 2013, with a second phased envisaged for 2014. A validation workshop at the end of the process shall bring together all the key stakeholders and partners, and shall seek to ensure the general support and buy in of all involved parties.

The UN Country Team of the United Republic of Tanzania has decided in December 2011 to move towards a better integration of culture in their development policy and implementation

work. An Interest Group for Culture and Development was formed as part of the Human Rights Cross Cutting Group, and is since raising awareness, conducting training and developing pilot activities to increase the general understanding in the UN and the Government of Tanzania for the key role culture plays in development. As part of this activity, an orientation meeting was organized in December 2012 for all UN partners to be introduced to the subject of indigenous peoples in Africa, and in particular issues related to indigenous people of the United Republic of Tanzania.

UNESCO's Regional Bureau for Education in Asia and the Pacific, located in Bangkok is undertaking a number of activities in the area of culture. One is aimed at livelihoods improvement, with a special focus on community-based tourism for disadvantaged ethnic groups (Mae Hong Son province, Thailand). Shan and Karen communities will engage in a thorough cultural mapping exercise leading to the development of training and capacity-building programmes for local guides and homestay hosts. The tourism activities have been designed in a participatory manner to allow local communities to demonstrate their cultural wealth.

UNESCO Bangkok is also engaged in extensive GIS mapping, with a view to demonstrating the impact of legal status (or lack of thereof) on access to a number of social services and livelihoods benefits (i.e. health, education, economic status, migration). Maps can be viewed on <http://www.unescobkk.org/culture/diversity-development/livelihood/survey-social-impact-of-statelessness/highland-survey-2010/>.

UNESCO's Bangkok office is also working toward protection and promotion of intangible cultural heritage of indigenous and ethnic communities in the following ways:

- During the training cycle on the 2003 Convention, active participation from indigenous community members and NGOs has been encouraged, especially for the inventory-making workshops. For instance, in Nepal, over 50% of participants were from ethnic minority communities.
- The "Documentation of Children's Traditional Games" was undertaken to encourage experts, scholars and educators to document and revitalize children's traditional games, to reinforce the awareness of the significance of safeguarding children's traditional games through the documentation processes to be undertaken by the country partners, and to promote information sharing and permit future comparative studies among experts, scholars and educators on the basis of the documentation work of the project. This project was undertaken with several ethnic minority communities in Cambodia, Thailand, and Lao PDR.

UNESCO continues to work with the Convention on Biological Diversity and UNEP's World Conservation Monitoring Centre to develop the indicator on linguistic diversity and numbers of speakers of endangered languages, although funding continues to be a hurdle. UNESCO reported on progress at the Biodiversity Indicator Partnership's Technical Working Group meeting (10-12 December, Cambridge, UK).

III. Other Information of interest on UNESCO's programmes and activities of relevance to indigenous peoples

III.A. Developing a Policy on Engaging with Indigenous peoples (Related to UNPFII recommendation, session 7, para. 137; Session 8, para. 85; Session 9, para. 21)

Further to the decision of UNESCO's Director-General to establish a Policy on Engaging with Indigenous Peoples, a house-wide Task Team has been established with representation from all five Programme sectors (Education, Natural Sciences, Social and Human Sciences, Culture, and Communication and Information), as well as from the Bureaus of Africa, Strategic Planning, and External Relations and Information. The Task Team is coordinated by the Head of the Local and Indigenous Knowledge Systems (LINKS) programme, who also serves as UNESCO Focal Point for Indigenous Issues, under the authority of the Assistant Director-General for the Natural Sciences. The Task Team reports to UNESCO's Senior Management Team where all relevant Assistant Director-Generals are represented.

The Policy is to pursue two broad objectives:

- position appropriately the Organization's programmes, procedures and activities with respect to the new institutional landscape that is emerging since adoption of the UNDRIP;
- build awareness and provide guidance to staff and committees in order to effectively implement the UNDRIP in all components of UNESCO's work.

A first phase of work was launched in August 2011 in order to take stock of UNESCO activities, programmes and policies of relevance to indigenous peoples. The Scoping Report that has been produced offers a useful foundation for the Policy development work.

On 10 November 2011, during the General Conference of its member states, UNESCO formally launched its process to develop a house-wide policy on engaging with Indigenous Peoples. The launch event, entitled "*Knowledge Systems, Knowledge Diversity, Knowledge Societies: Towards a UNESCO Policy on Engaging with Indigenous Peoples*", was chaired by UNESCO's Director-General, supported by the Assistant Directors-General for Natural Sciences and for Social and Human Sciences. The high-level panel included indigenous spokespersons from the three foremost UN institutions for Indigenous Peoples' rights:

- Myrna Cunningham (Nicaragua), Chair, UNPFII;
- Vital Bamberze (Burundi), Chair, UN Expert Mechanism on Indigenous Peoples;
- James Anaya (USA), UN Special Rapporteur on the Rights of Indigenous Peoples.

In 2012, the policy process entered into a series of internal and external workshops in order to guide the drafting of the policy document itself. The first was held in Santiago de Chile (3-5 September) with representation from UNESCO staff and major regional indigenous peoples organisations (COICA, CAOI, CIMA, CICA). The second was held in UNESCO headquarters, Paris, on the occasion of the World Summit on the Information Society + 10 Review Meeting and focused on UNESCO's work on information and communication technologies. Indigenous people from five regions were present, including representatives of the International Indigenous ICT Task Force (IITF). Further events are planned in Luanda, Angola and Chiang-Mai, Thailand.

III.B. UNESCO's recognition of indigenous NGOs as partners

From 2011, UNESCO has revised directives for officially recognising NGOs as consultative or associate partners. These partnerships allow greater NGO involvement in the development and implementation of UNESCO's programmes. In 2012, two indigenous or indigenous-related NGOs were recognised as consultative partners: the Forest Peoples Programme (FPP) and the International Work Group for Indigenous Affairs (IWGIA). UNESCO encourages more indigenous or indigenous-related NGOs to apply as official UNESCO partners. For more information, please see the relevant webpage, including a link to the UNESCO NGO directives (2011) (see below for relevant links) or contact the UNESCO focal point for indigenous peoples, Mr. Douglas Nakashima (d.nakashima@unesco.org).

English: <http://en.unesco.org/partnerships/non-governmental-organizations-and-foundations>

French: <http://fr.unesco.org/content/organisations-non-gouvernementales-et-fondations>