

**Report submitted by UNESCO  
for the 16<sup>th</sup> Session of the United Nations Permanent Forum on Indigenous  
Issues (UNPFII), 24 April - 5 May 2017**

Information on the action undertaken or planned regarding  
indigenous peoples' issues

**A. Recommendations of the Permanent Forum on Indigenous Issues**

**Recommendation on the preservation, revitalization and promotion of indigenous languages, including international standards for its preservation and collaboration** (paragraph 12 of the Report of the Permanent Forum on Indigenous Issues at its fifteenth session)

UNESCO is in the process of developing the World Atlas of Languages. It will provide reliable and accurate information on language vitality and diversity as well as future opportunities for cooperation, content sharing and development of new initiatives to all interested partners and communities. This global initiative also aims at developing innovative and scalable ICT-supported models of expanding access to multilingual information and knowledge and improving quality of learning languages around the world through establishment of a global online platform entitled "World Atlas of Languages". Furthermore, the joint partnerships aim at stimulating collaboration among different users, including indigenous communities, through a well-designed international awareness raising campaign, including special events, publications and other initiatives, as well as establishment of the international network among higher educational organizations; and development and sharing of resources of language users and learners.

UNESCO has launched a research project with an aim to prepare an analytical report on the implementation of the UNESCO's Recommendation concerning the Promotion and Use of Multilingualism and Access to Cyberspace (2003). The analytical report will draw extensively on the Member States' reports provided to UNESCO on the measures taken to implement the Recommendation, as well as review of three consolidated reports prepared by UNESCO, and on an extensive review of the existing literature on global trends and challenges. The report will conclude with concrete recommendations for future action in the subject area.

UNESCO is currently considering the invitation extended by the General Assembly in its resolution A/C.3/71/L.17/Rev.1 that proclaims the year 2019 as the International Year of Indigenous Languages, and invites UNESCO "to serve as the lead agency for the Year, in collaboration with other relevant agencies, within existing resources".

**Recommendation on the relationship between indigenous peoples and the indigenous peoples and the Pacific Ocean and the dire effects of climate change, such as forced relocation and the loss of culture and livelihood, on vulnerable small island Pacific States** (paragraph 14 of the Report of the Permanent Forum on Indigenous Issues at its fifteenth session)

UNESCO, through its Apia Office (Samoa), works to support the governments of the indigenous Pacific Island countries across all of its mandate, including on issues of climate change and oceans. It is currently supporting the transmission of indigenous peoples' knowledge about the ocean through its work with traditional Pacific voyagers, canoe-builders and wayfinders. This work is being carried on through the 2003 Convention on the Safeguarding of the Intangible Cultural Heritage, the Local and Indigenous Knowledge Systems (LINKS) programme and the 1972 Convention concerning the protection of the World Cultural and Natural Heritage. In September 2016, UNESCO supported an indigenous professor from the University of Papua New Guinea (Prof. Chalapan Kaluwin) to deliver a keynote address on climate change, atmosphere and deep seabed mining in PNG and Pacific Island States at the Pacific Islands Universities Research Network conference.

**Recommendation** on a joint seminar on exploring the development of a new international mechanism on the repatriation of ceremonial objects and human remains (paragraph 47 of the Report of the Permanent Forum on Indigenous Issues at its fifteenth session)

As a follow-up to the Ad Hoc Working Group on International Repatriation held in May 2016, on the occasion of the 15th session of the UNPFII, an indigenous representative was invited to the 4<sup>th</sup> Session of the Subsidiary Committee of the Meeting of States Parties to the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property, UNESCO Headquarters, 26-28 September 2016.

Ms Andrea Carmen, representative of Yaqui Nation (United States of America), presented to that intergovernmental meeting a new international mechanism on the repatriation of ceremonial objects and human remains. She demonstrated that cultural property of indigenous peoples represents an expression of self-determination and the preservation of their heritage is a holistic and intergenerational concept. She then provided information on the UNDRIP, and explored the shortfalls of the 1970 Convention to clarify the regulatory mechanism to cover the return of cultural property to indigenous peoples. Her proposal for a new mechanism or process for international reparation includes offering indigenous peoples direct access to information about various items held in each country. In addition to including a regulation to halt the international transport of indigenous peoples' sacred items.

UNESCO will continue to provide information, advices, and guidance to the Ad Hoc Group on International Repatriation. It will follow up together with the International Indian Treaty Council (IITC) and UNIDROIT on the requested Expert Group Meeting in coordination with EMRIP, and the proposed "data base" concept for cultural objects and human remains.

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

### **1. Raising awareness of the UN Declaration**

#### **UN Declaration Article 14**

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

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

International Mother Language Day (21 February) was celebrated in 2016 on the theme of “Quality education, language(s) of instruction and learning outcomes”. UNESCO facilitates access to education -while promoting fairness- for population groups that speak minority and indigenous languages, in particular girls and women.

On this occasion, in line with Sustainable Development Goal 4 on education of Agenda 2030, and the UNESCO Education 2030 Framework for Action, UNESCO reiterated its position on the importance of the use of appropriate languages of instruction in the early years of schooling and in the development of a bilingual approach in multilingual contexts.

#### **UN Declaration Articles 15**

*“Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.”*

UNESCO is strengthening the components relating to indigenous peoples in the tools to be submitted to Member States for either preparation of monitoring reports or review of legal and policy frameworks in the field of right to education and reinforce this component in the reports regularly submitted to UN human rights bodies.

Awareness of the needs for flexible and innovative learning approaches of indigenous children and youth were addressed at UNESCO Bangkok’s regional and national meetings/events such as the Asia Education Summit on Flexible Learning Strategies (FLS) for Out-of-School Children (OOSC) and the Launching Ceremony of the Mobile Literacy for OOSC Project. UNESCO Bangkok also organized capacity building trainings on FLS and communication skills for Myanmar and Thai teachers in border areas.

#### **UN Declaration Article 16**

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

Under the International Programme for the Development of Communication (IPDC), UNESCO has supported, since 1999, over 35 projects involving indigenous and community radios. These initiatives promote the use of multilingualism in media, indigenous cultures and raise awareness of several issues significant for indigenous peoples. UNESCO has played an important role in the development of mobile units in rural areas, in training indigenous peoples in radio production so as to promote their active participation in the processes of

communication, as well as the promotion, among other media professionals, of intercultural radio programming. These projects were implemented in Bangladesh, Barbados, Belize, Bolivia, Cambodia, Costa Rica, Ecuador, Fiji, Guatemala, Jamaica, Malaysia, Mexico, Mongolia, Namibia, Nicaragua, Panama, Peru, Thailand, Trinidad, and Venezuela, and at the regional level in Latin America and the Pacific Islands.

### **UN Declaration Article 21**

*“1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education [...], vocational training and retraining [...].”*

UNESCO Office in Santiago is supporting a Regional Observatory on Inclusive Education (OREI, launched in 2015<sup>1</sup>), a joint effort between UNESCO Santiago, IIEP Buenos Aires, the UNESCO International Bureau of Education, the Economic Commission for Latin America and the Caribbean (ECLAC), UNICEF, the Organization of Ibero-American States. The Observatory is hosted by the Campaña Latinoamericana por el Derecho a la Educación (CLADE). The aim of the OREI is to promote the right to education, recognizing the multiple forms of discrimination and exclusion as critical factors that violate human dignity. In order to do that the Observatory collects, analyzes and disseminates information and analysis for a better understanding of the educational reality of the region, considering as key factors the principles of non-discrimination, inclusion and the promotion of a culture of rights when addressing the actions (or omissions) of States, as guarantors of the right to education. Indigenous peoples are a key area of focus for the work of the Observatory, given the common situation of vulnerability and exclusion.

In Asia, UNESCO Office in Bangkok is currently discussing with the Department of Alternative Education in Myanmar, which was recently established, the possibility of developing an overarching policy on alternative education (AE). The development of AE policy aims to promote inclusive, flexible education for marginalized learners using various platforms (e.g., community learning centers) and means (e.g., ICT). It promotes the access to the right to education.

### **UN Declaration Article 22**

*“1. Particular attention shall be paid to the rights and special needs of indigenous [...] women [...] in the implementation of this Declaration”.*

The UNDRIP states that particular attention shall be paid to the rights and special needs of indigenous women. In this regard, UNESCO is preparing a bulletin on gender equality in collaboration with the International Coalition of Inclusive and Sustainable Cities (ICCAR) will be issued in 2017 focusing also on indigenous peoples.

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<sup>1</sup> [www.orei.org](http://www.orei.org)

## **UN Declaration Articles 26, 29, 31**

### **Article 26**

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

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

### **Article 29**

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

### **Article 31**

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

UNESCO's Local and Indigenous Knowledge Systems (LINKS) Programme supports the Intergovernmental Platform on Biodiversity and Ecosystem Services (IPBES) in its work by fulfilling the role of Technical Support Unit for the IPBES Task Force on Indigenous and Local Knowledge Systems (ILK-TF). In 2015-16, in the framework of the IPBES Regional Assessments of biodiversity and ecosystem services, the ILK-Task Force and UNESCO as the TSU organized four indigenous and local knowledge (ILK) dialogue workshops for Africa (Paris, 14-16 September 2015), Europe and Central Asia (Paris, 11-13 January 2016), Asia-Pacific (Chiang Mai, 26-28 June 2016), and the Americas (Sucre, Bolivia, 20-22 July 2016). Case studies based on ILK are being published for the four regions for inclusion in the IPBES regional assessments of biodiversity and ecosystem services.

The advance copy of the Report of the Plenary of the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services on the work of its fourth session (IPBES/4/19) contains information on decisions related to its work on indigenous and local knowledge<sup>2</sup>.

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

### **A. Education**

The Latin American Laboratory for Assessment of the Quality of Education (LLECE), a network of national education quality assessment directors across Latin America and the Caribbean, is currently undertaking studies, specifically focused on indigenous learners:

- Study on “Indigenous knowledge and education policies in Latin America”. The study, under finalization and available in English and Spanish, will provide important evidence for advocating policy decisions that promote quality teaching and learning of relevance to indigenous peoples.

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<sup>2</sup> The report is available at <http://www.ipbes.net/sites/default/files/downloads/pdf/IPBES-4-4-19-Advance.pdf>

- Thematic Report based on the Third Regional Comparative and Explanatory Study Results - Indigenous Peoples.

UNESCO's LINKS Programme<sup>3</sup> implemented the project "Reinforcing the Transmission of Mayangna Language, Culture and Knowledge in the BOSAWAS Biosphere Reserve", with support from Norway. This project culminated in early 2016 when UNESCO, in collaboration with Nicaraguan National Commission for UNESCO, launched preschool and third grade pedagogical materials in the Mayangna language, which were co-written and co-designed by Mayangna education professionals. The event was held at the Escuela Normal in Matagalpa, Nicaragua and was followed by a three-day capacity-building workshop with almost 100 Mayangna teachers, supervisors and Ministry of Education staff and officials.

The collaborative and consultative methodology developed by UNESCO to elaborate the materials has engaged a wide range of Mayangna experts, teachers, students, leaders, parents and community members in the process of indigenous education, including raising awareness about the importance of Mayangna knowledge for Mayangna identity formation and community cohesion.

## **B. Natural Sciences**

UNESCO's work on indigenous knowledge and climate change is led by the LINKS Programme<sup>3</sup>, in particular through the Climate Frontlines initiative. With support from Sweden and the Japanese Funds-in-Trust to UNESCO, the Organization is working with pastoralist groups in Burkina Faso, Chad, Ethiopia, Kenya, Tanzania and Uganda on a project to build capacity and transdisciplinary research on pastoralist knowledge of weather forecasting and climate adaptation. With support from the French National Research Agency (ANR), UNESCO is also partnering with French researchers and indigenous peoples in Russia, Norway and Sweden on a project to elaborate cutting-edge interdisciplinary and transdisciplinary methodologies and tools to build synergies between scientific and indigenous knowledge on climate and global changes in the circumpolar Arctic<sup>4</sup>.

In 2015, as part of its overall contribution to COP-21 in Paris, UNESCO co-organized a two-day conference on indigenous peoples and climate change<sup>5</sup> - 'Resilience in a time of uncertainty' - that had over 700 participants. Indigenous peoples were involved as participants, as speakers, as panel co-chairs and as part of the conference Organizing Committee. The conference highlighted themes including 'Observing and understanding the impacts of climate change', 'Adapting traditional livelihoods in the face of uncertainty', 'Mitigation and indigenous peoples' responses', 'Strategies for resilience' and 'Understanding and responding to extreme events and disasters'. The conference was co-organised by UNESCO and the National Museum of Natural History of France, in partnership with Tebtebba with support from the French Ministry of Foreign Affairs, Sorbonne University, Sweden, the United Nations Development Programme (UNDP), Japanese Funds-in-trust to UNESCO, National Research Agency of France and Conservation International.

Upon the request of Morocco, a follow-up conference was organized in the run-up to UNFCCC COP22. The international conference "Indigenous Knowledge and Climate

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<sup>3</sup> [www.unesco.org/links](http://www.unesco.org/links)

<sup>4</sup> [www.arcticbrisk.org](http://www.arcticbrisk.org)

<sup>5</sup> [www.indigenous2015.org](http://www.indigenous2015.org)

Change” was held on 2-3 November 2016 in Marrakesh, Morocco. Co-organized with the French National Centre for Scientific Research, in partnership with the Indigenous Peoples of Africa Coordinating Committee (IPACC) and Tebtebba, the goal of this transdisciplinary dialogue was to understand the role that indigenous and local knowledge can play, alongside science, in observing and responding to the impacts of a changing climate. It also debated how climate change policy, programmes and tools can create a space for indigenous and local knowledge in order to reinforce efforts to strengthen local resilience.

The LINKS Programme continues its innovative work on promoting best practices in indigenous knowledge transmission through its work with the Mayangna peoples of Nicaragua. Classroom materials were developed in the Mayangna language and delivered to all Mayangna primary schools. A workshop in early 2016, focused on capacity building in indigenous pedagogical methodologies for Mayangna teachers and the Nicaragua Ministry of Education. LINKS also provided support for educational materials and capacity building in communities in the Solomon Islands and Vanuatu.

UNESCO’s LINKS hosts the Technical Support Unit for the Intergovernmental Platform on Biodiversity and Ecosystems’ (IPBES) Task Force on Indigenous and Local Knowledge (ILK Task Force). The IPBES ILK Task Force has a mandate to reinforce the recognition of and respect for indigenous and local knowledge in all aspects of IPBES. Towards this end, the IPBES Task Force is developing procedures and approaches for working with ILK, a roster and network of ILK experts, a participatory mechanism and is currently piloting these elements within on-going assessments.

UNESCO hosted the Secretariat of the Scientific Advisory Board of the UN Secretary General (SAB). At the request of the Secretary General, the members of the SAB have prioritized discussions on indigenous knowledge that culminated in the issuing of a SAB Policy Brief entitled “Indigenous and Local Knowledge(s) and Science(s) for Sustainable Development” (October 2016).

In the context of the joint UNESCO-SCBD Programme launched at the CBD COP 10 in 2010, UNESCO continues to promote the linkages between biological and cultural diversity in the context of the implementation of the CBD and the UNESCO culture-related convention.

At the 2015 World Water Forum under the theme of “Water, Cultures, Justice and Equity”, indigenous peoples raised issues on the need for rights based approaches and to raise awareness among water professionals and decision makers about the intricate but often ignored relevance of cultural diversity, justice and equity for water management and development; and the contribution of these to the achievement of SDG 6 on Water and Sanitation for All. In 2016 and 2017, the International Hydrological Programme of UNESCO is supporting consultations with representatives of indigenous groups to contribute to the 8th World Water Forum to be held in Brasilia in 2018 and to support water-related SDG processes.

UNESCO’s Man and the Biosphere programme provides recognition to areas that demonstrate innovative approaches to economic development that are socially and culturally appropriate, and environmentally sustainable. In 2016, a new UNESCO biosphere reserve was designated in Canada’s Northwest Territories, a designation that was sought by and led by the Sahtúto’ine (The Bear Lake People).

### **C. Social and Human Sciences**

Promoting cultural diversity is a way to tackle discrimination and exclusion of the most vulnerable groups in every society who represent, as indigenous peoples, an important contribution to our world's diversity.

On 21 May, UNESCO celebrates the World Day for Cultural Diversity for Dialogue and Development. On this occasion, a conference will be organized at UNESCO Headquarters in 2017 that will focus on the Saami population. This meeting will help understanding the specific problems indigenous peoples face in Europe and the Russian Federation. It will highlight future pathways to facilitate a constructive dialogue between indigenous peoples and their national societies. It will also discuss on possible strategies to enhance the potential that such a dialogue can have for development.

#### **D. Culture**

Further to Decision 39 COM 5D (Bonn, 2015) by which the World Heritage Committee endorsed the "Policy Document for the integration of a sustainable development perspective into the processes of the World Heritage Convention", the General Assembly of the States Parties adopted at its 20th session (UNESCO, 2015) the World Heritage Sustainable Development Policy (the text of the Policy can be found at <http://whc.unesco.org/en/sessions/20ga/>). The policy makes specific reference to "respecting, consulting and involving indigenous peoples and local communities", emphasizing that recognition of rights and fully involving indigenous peoples and local communities, in line with international standards, is at the heart of sustainable development. The World Heritage Centre reported on progress made in the dissemination and implementation of the Policy Document in conformity with Decision 39 COM 5D and 20 GA 13 for the Committee at its 40<sup>th</sup> session (Istanbul/Paris 2016), presented in document [WHC/16/40.COM/5C](http://whc.unesco.org/en/sessions/40com5c). In its Decision [40 COM 5C](http://whc.unesco.org/en/sessions/40com5c), the World Heritage Committee called upon States Parties to ensure that sustainable development principles are mainstreamed into their national processes related to World Heritage, and requested the UNESCO World Heritage Centre to continue to report on the progress.

The recent revisions to the [Operational Guidelines for the Implementation of the World Heritage Convention](#) decided by the 39th session of the World Heritage Committee (Bonn, June-July 2015) include a reference to the 2007 United Nations Declaration on the Rights of Indigenous Peoples (Decision 39 COM 11) with regard to indigenous peoples' engagement in the protection and conservation of World Heritage. States Parties are further "-- encouraged to prepare nominations with the widest possible participation of stakeholders and to demonstrate, as appropriate, that the free, prior and informed consent of indigenous peoples has been obtained through, inter alia, making the nominations publicly available in appropriate languages and public consultations and hearings."

UNESCO contributed to the organization of the Nature-Culture and World Heritage Journeys at the 2016 IUCN World Conservation Congress in September 2016 (<http://whc.unesco.org/en/news/1563>), which featured over 50 events, providing an opportunity for peoples from diverse backgrounds to exchange knowledge and practices that could further advance the interconnectedness of nature and culture in the conservation and management of places important to peoples around the world. Many of these events explored issues related to inclusion of communities and indigenous peoples in conservation practice. At the Congress, the Director of the UNESCO World Heritage Centre also met with the UN Special Rapporteur on the Rights of Indigenous Peoples to discuss progress in



addressing the rights and concerns of indigenous peoples within the World Heritage processes.

UNESCO World Heritage Centre took part in an expert consultation on biodiversity and human rights, organized by the UN Special Rapporteur on Human Rights and the Environment in cooperation with the United Nations Environment Programme (UNEP) on 20-21 September 2016 in Geneva, Switzerland. The consultation was held as part of the 2016 thematic project to study human rights obligations pertaining to biodiversity and ecosystems, with an aim to clarify how human rights obligations apply to conservation policies and programmes, how conservation can support human rights, and best practices in avoiding any conflicts between the worthwhile goals of conserving biodiversity and ecosystems, on the one hand, and safeguarding human rights, on the other.

The Ethical Principles for Safeguarding Intangible Cultural Heritage have been elaborated in the spirit of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage and international normative instruments protecting human rights and the rights of indigenous peoples, including the UNDRIP. Complementary to the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage, the Operational Directives for the Implementation of the Convention and national legislative frameworks, these Ethical Principles are intended to serve as basis for the development of specific codes of ethics and tools adapted to local and sectoral conditions. Training materials on ethics will also be developed and implemented through the global capacity-building programme to reinforce the effective implementation of the UNDRIP at the country level.

All of UNESCO's capacity-building materials for the safeguarding of intangible cultural heritage guide stakeholders to implement the Convention with a community-based approach and, as such, are also relevant for safeguarding intangible cultural heritage of indigenous communities in the spirit of the UNDRIP. The UNESCO materials cover themes ranging from basics of the Convention and key concepts, to community-based inventoring, the elaboration of safeguarding plans, nominations to the Lists of the Convention and requests for international assistance. They are available on-line.

The Gada, an indigenous democratic socio-political system of the Oromo people in Ethiopia, was recently inscribed on the Representative List of the Intangible Cultural Heritage of Humanity at the eleventh session of the Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage. The Gada is a traditional system of governance developed from knowledge gained by community experience over generations and regulates political, economic, social and religious activities of the community dealing with issues such as conflict resolution, reparation and protecting women's rights.

#### **E. Communication and Information**

UNESCO promotes the key role played by Internet and Information and Communication Technologies (ICTs) in fostering pluralistic, equitable, open and inclusive knowledge societies. Speakers of indigenous and lesser-used languages need to be empowered to express themselves in culturally meaningful ways, create their own cultural content in local languages and share these via cyberspace.

UNESCO is in the process of developing the World Atlas of Languages. This global initiative aims at developing innovative and scalable ICT-supported models of expanding access to

multilingual information and knowledge and improving quality of learning languages around the world through establishment of a global online platform entitled “World Atlas of Languages”. Furthermore, the joint partnerships also aim at stimulating collaboration among different users, including indigenous communities, through a well-designed international awareness raising campaign, including special events, publications and other initiatives, as well as establishment of the international network among higher educational organizations; and development and sharing of resources of language users and learners.

UNESCO has launched a research project with an aim to prepare an analytical report on the implementation of the UNESCO’s Recommendation concerning the Promotion and Use of Multilingualism and Access to Cyberspace (2003)”. The analytical report will draw extensively on the Member States’ reports provided to UNESCO on the measures taken to implement the Recommendation, as well as review of three consolidated reports prepared by UNESCO, and on an extensive review of the existing literature on global trends and challenges. The report will conclude with concrete recommendations for future action in the subject area.

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

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

The 2016 Global Education Monitoring (GEM) Report “Education for people and planet: Creating sustainable futures for all” was launched in London with other events in a number of other places across the world. The new GEM report ‘shows the potential for education to propel progress towards all the global goals of the 2030 Agenda for Sustainable Development, but warned of the tall challenges ahead to reach the learning targets’.

The global launch in London with the Director-General of UNESCO was attended by Mundiya Kepanga, a chief from the Highlands of Papua New Guinea, who spoke of his regret at not having modern schooling. The GEM report 2016 highlights the importance of preserving and promoting indigenous knowledge for sustainable development, as well as education for indigenous peoples<sup>6</sup>. The GEM report’s key messages regarding indigenous knowledge and education for indigenous peoples have also been disseminated on different occasions, including during a side-event in the Marrakech COP22/CMP12: UN Climate Change Conference 2016 (Marrakech, Morocco, November 2016).

In addition, UNESCO conducts household surveys in order to collect information on the ethnic, religious or linguistic groups of household members, which in some cases may allow to identify indigenous peoples.

#### **SDG 6: Ensure access to water and sanitation for all**

UNESCO is an active participant of the World Water Forum. In 2016 and 2017, the International Hydrological Programme of UNESCO is supporting consultations with representatives of indigenous groups to contribute to the 8th World Water Forum to be held in Brasilia in 2018 and to support water related SDG processes. This initiative is in

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<sup>6</sup> [http://www.unesco.org/new/en/media-services/single-view/news/2016\\_global\\_education\\_monitoring\\_report\\_launched\\_with\\_urgent/](http://www.unesco.org/new/en/media-services/single-view/news/2016_global_education_monitoring_report_launched_with_urgent/)

connection with the needs expressed by indigenous peoples' representatives at the 2015 meeting of this body. It aims at contributing to the achievement of SDG 6 on Water and Sanitation for All.

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

##### **UNESCO Policy on engaging with indigenous peoples<sup>7</sup>**

UNESCO continues to pursue the development of a house-wide policy on engaging with indigenous peoples. The development of the draft policy was completed through meetings and consultative workshops with indigenous peoples and organizations in Santiago (Chile), Luanda (Angola), Chiang Mai (Thailand), New York, Geneva and Paris. In 2016, the intersectoral Task Team invited partners who participated in the process to review the draft Policy. An Information Session with Member States is planned (2 February 2017) in preparation for consideration of the draft Policy at the 201st session of the UNESCO Executive Board.

##### **Convention against Discrimination in Education (1960)**

UNESCO continued to monitor the implementation of the right to education of indigenous peoples through regular consultations with Member States and examination of periodical reports on the implementation of the UNESCO Convention against Discrimination in Education (1960) and other normative instruments. During 2016, as part of the process to prepare a report on the implementation of the Convention against Discrimination in Education which will be published in 2017, a consultation meeting with Member States was held. The Database on the Right to Education, which has a search category specific to indigenous peoples, has been updated.

##### **Policy guidelines on inclusion and equity**

To support countries to review and develop their national education policies to be more inclusive, UNESCO, in collaboration with partners and experts, has been developing policy guidelines on inclusion and equity. The Guidelines respond to the challenges of including all learners in the educational process and ensuring that each individual has an equal and effective learning opportunity for educational progress.

##### **Empowering Teachers: Empowering Learners**

The Inclusive Education in Action: Empowering Teachers: Empowering Learners website, developed by UNESCO with the European Agency for Special Needs and Inclusive Education provides on-line materials for policy makers and other key stakeholders working to develop equity and equal opportunities for all within education systems - with a particular focus on teacher education policy and practice (<http://www.inclusive-education-in-action.org>)

##### **Toolkit on the development/revision of textbooks that are free from prejudice based on religion, culture or gender**

Toolkit will be disseminated for use and M&E by the end of 2016.

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<sup>7</sup> <http://www.unesco.org/new/en/natural-sciences/priority-areas/links/related-information/ipp/> ; <https://gemreportunesco.wordpress.com/2016/08/09/promoting-indigenous-knowledge-within-the-sustainable-development-agenda/>

### **Teaching Respect for All**

This UNESCO tool comprises a set of policy guidelines, questions for self-reflection, ideas and examples of learning activities to integrate *Teaching Respect for All* into all aspects of upper primary and lower secondary education, in an effort to counteract discrimination in and through education.

Teaching Respect for All Implementation Guide (2014)

English: <http://unesdoc.unesco.org/images/0022/002279/227983E.pdf>

French: <http://unesdoc.unesco.org/images/0023/002300/230048f.pdf>

### **Global Citizenship Education Topics and Learning Objectives (2015)**

This UNESCO document provides an overall guidance on integrating GCED in national education systems. It presents suggestions for translating GCED concepts into practical and age-specific topics and learning objectives in a way that allows for adaptation to local contexts.

English: <http://unesdoc.unesco.org/images/0023/002329/232993e.pdf>

French: <http://unesdoc.unesco.org/images/0023/002332/233240f.pdf>

Russian: <http://unesdoc.unesco.org/images/0023/002329/232993R.pdf>

Spanish: <http://unesdoc.unesco.org/images/0023/002338/233876s.pdf>

### **Education for Peace and Sustainable Development – Concept, Clarity and Cohesion**

A set of papers have been commissioned by the UNESCO Mahatma Gandhi Institute for Education for Peace and Sustainable Development (MGIEP), (2013)

English: <http://unesdoc.unesco.org/images/0022/002275/227521e.pdf>

Moreover, UNESCO has advanced the work related to Qualifications in Higher Education which facilitate inclusion of indigenous peoples: 1) UNESCO is developing culturally sensitive quality tools and capacity building processes: *Regional Guidelines on National Qualifications Frameworks (NQF) in Asia and the Pacific* (UNESCO Bangkok, 2016): 2) Monitoring ratification and implementation of the Asia-Pacific Regional Convention on the Recognition of Qualifications in Higher Education (*2011 Tokyo Convention*), ensuring that qualifications obtained through non-traditional modes are treated fairly in Asia-Pacific (e.g. granting access to higher education).

UNESCO Regional Office for Latin America and the Caribbean, based in Santiago is also supporting a Regional Observatory on Inclusive Education (launched in 2015)<sup>8</sup>, a joint effort between UNESCO Santiago, IIEP Buenos Aires, the UNESCO International Bureau of Education, the Economic Commission for Latin America and the Caribbean (ECLAC), UNICEF, the Organization of Ibero-American States. The Observatory is hosted by the Campaña Latinoamericana por el Derecho a la Educación (CLADE). The aim of that Office is to promote the right to Education, recognizing the multiple forms of discrimination and exclusion as critical factors that violate human dignity. In order to do that the Observatory collects, analyzes and disseminate information and analysis for a better understanding of the educational reality of the region, considering as key factors the principles of non-discrimination, inclusion and the promotion of a culture of rights when addressing the actions (or omissions) of states, as guarantors of the right to education. Indigenous peoples are a key area of focus for the work of the Observatory, given the common situation of vulnerability and exclusion.

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<sup>8</sup> [www.orei.org](http://www.orei.org)

Furthermore, the Observatory of Youth and Adult Education in Latin America and the Caribbean, launched as a regional follow-up to the Sixth International Conference on Adult Education (CONFINTEA VI), consists of an online portal that disseminates qualitative and quantitative information on the advancement of youth and adult education in LAC, integrating and disaggregating information for cross-country comparison within the region. UNESCO Santiago is the chair of the executive committee of the Observatory, whose membership includes UIL, OEI, International Council for Adult Education (ICAE), Latin American Council of Adult Education (CEEAL), Secretary of Continuous Education, Literacy, Diversity and Inclusion (SECADI) from the Ministry of Education of Brasil, Jamaica Foundation for LLL. The administration of the Observatory is on a rotational basis. The main objectives of the Observatory are to systematize existing information and contribute to the debate to promote education of young people and adults (YAE) in LAC; to generate knowledge through collection, analysis and processing of qualitative and quantitative information about YAE with the participation of representatives and experts of each country; and to serve as a space for dialogue among the different participants from Governments, institutions and local, national, regional and international organizations. The focus of the Observatory is around the key issues of participation and inclusion, quality, policy and governance, and in this regards indigenous education in non-formal and informal settings will receive a particular attention.

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

As the current UNESCO focal point for Indigenous Issues, UNESCO's Natural Sciences Sector, through its Local and Indigenous Knowledge Systems programme, has been coordinating the in-house development of the UNESCO Policy on engaging with Indigenous Peoples with the support of an intersectoral Task Team that consists of representatives from UNESCO's five programme sectors of Education, Social and Human Sciences, Natural Sciences, Culture, Communication and Information; the Sector for External Relations and Public Information; the Priority Africa Department and the Bureau for Strategic Planning.

As it regards the development of indigenous peoples' capacities, LINKS also implemented, under the Climate Frontlines initiative, a capacity-building workshop for community partners in Africa in order to enhance their skills in documenting and raising awareness on the knowledge that pastoralists peoples have regarding weather and climate.

Regarding the education field, a Capacity Development Training Workshop on Designing Innovative Education Projects for Out-of-School Children (OOSC) was held from 2 to 4 November 2016, in Bangkok, Thailand to enhance the capacity of government officials to effectively design and implement innovative education strategies for OOSC. During this three-day training, government officials from 9 countries had an opportunity to map out their key initiatives, stakeholders, challenges and opportunities related to OOSC in their country, and generate solutions to the challenges of these children, using the design thinking process.

To support countries of the Asia-Pacific region in strengthening their education systems in planning, financing and implementing MTB-MLE, UNESCO Bangkok organized a five-day training course 'Regional Training Course on Multilingual Education Policies and Practices' (20-24 April 2015, Bangkok, Thailand), covering following topics: Introduction to language policy and planning in the context of multilingual education; policy and planning in and

beyond education; issues and challenges in MLE in a global context; and planning and budgeting language in education policy.

UNESCO Regional Office in Santiago has an ongoing project on 'Strengthening the capacity to use evidence based data to developed inclusive policies in Bolivia (2015 – 2016)'. The aim of the project is to build a comprehensive, integrated and sustainable education information system on students with special needs, with a specific emphasis on indigenous learners.

#### **6. Advancing the participation of indigenous peoples in UN processes**

Indigenous representatives were involved in several activities and events organized by UNESCO. They were included in regional dialogue workshops on indigenous and local knowledge organized for IPBES for the regions of Africa, Europe & Central Asia (both in Paris, France), Asia-Pacific (in Chiang Mai, Thailand), and the Americas (in Sucre, Bolivia) earlier this year. In 2015-16, calls for submissions of relevant indigenous and local knowledge were issued on [www.unesco.org/links](http://www.unesco.org/links) for IPBES regional assessments in Africa, Europe & Central Asia, Asia-Pacific and the Americas.

UNESCO also invited indigenous peoples from several regions to participate in a meeting organized in the framework of the UNFCCC 22nd Conference of Parties, held in Morocco in December 2016. The Indigenous Knowledge and Climate Change International Conference was held on 2 and 3 November, in Marrakesh. This transdisciplinary dialogue aimed at understanding the role that indigenous and local knowledge can play, alongside science, in observing and responding to the impacts of a changing climate. Also how climate change policy, programmes and tools can create a space for indigenous and local knowledge in order to reinforce efforts to strengthen local resilience. UNESCO made available grants for indigenous representatives to present case studies from 20 countries around the world.

## **2017 Calendar of UNESCO events of interest to indigenous peoples<sup>9</sup>**

### **A. UNESCO Meetings**

21 May 2017, a conference will be organized at UNESCO Head Quarters on the occasion of the World Day for Cultural Diversity for Dialogue and Development focusing on the Saami population in Europe and the Russian Federation (tbc).

2-12 July 2017, 41st session of the World Heritage Committee, Kraków, Poland

7-22 November 2017, 39th session of the General Conference

4-8 December 2017, 12th session of the Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage, Seoul, Republic of Korea

### **B. Exhibitions**

2-6 February 2017 (TBC): "Hiding in Plain Sight: Discovering the Métis Nation in the Collection of Library and Archives Canada", organized by the Permanent Delegation of Canada to UNESCO, and Library and Archives Canada, UNESCO Headquarters (Paris)

19 April – 19 May 2017, « Amérindiens : les traditions et les savoirs », organized by the NGO Traditions pour demain, UNESCO Headquarters (Paris)

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<sup>9</sup> As at: 13 December 2016