

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

Responses from UNESCO

The United Nations Permanent Forum on Indigenous Issues was established by Economic and Social Council (ECOSOC) Resolution 2000/22. The Permanent Forum is mandated to provide expert advice and recommendations on indigenous issues to 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; and prepare and disseminate information on indigenous issues.

The Permanent Forum's report of the sixteenth session of 2017 includes a number of recommendations within its mandated areas, some of which are addressed to UN system agencies, funds and programmes (attached).

The report can be found at:

<https://www.un.org/development/desa/indigenouspeoples/news/2017/06/new-16th-session-report-unpfii/>

The 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 and other relevant issues.

The responses will be compiled into two separate reports for the April 2018 session of the Permanent Forum: (a) Compilation of information received from the UN system and other entities on progress in implementation of PFII recommendations; and (b) Implementation of the System Wide Action Plan on Indigenous Peoples.

All responses will be placed on the DESA/DSPD 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.

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The seventeenth session of the Permanent Forum on Indigenous Issues will be held at United Nations Headquarters from **16 to 27 April 2018**.

Provisional Agenda

1. Election of officers.
2. Adoption of the agenda and organization of work.
3. Follow-up to the recommendations of the Permanent Forum.
4. Implementation of the six mandated areas of the Permanent Forum with reference to the United Nations Declaration on the Rights of Indigenous Peoples.
5. Dialogue with indigenous peoples.
6. Dialogue with Member States.
7. Dialogue with the funds, programmes and specialized agencies of the United Nations system.
8. Discussion on the theme “Indigenous peoples’ collective rights to lands, territories and resources”.
9. 2030 Agenda for Sustainable Development.
10. Dialogue with the Special Rapporteur on the rights of indigenous peoples and the Chair of the Expert Mechanism on the Rights of Indigenous Peoples.
11. Follow-up to the outcome document of the World Conference on Indigenous Peoples:
 - (a) Implementation of national action plans, strategies and other measures;
 - (b) Ways to enhance the participation of indigenous peoples at the United Nations;
 - (c) Implementation of the United Nations system-wide action plan on indigenous peoples.
12. Future work of the Permanent Forum, including issues considered by the Economic and Social Council and emerging issues.
13. Provisional agenda for the eighteenth session.
14. Adoption of the report of the Permanent Forum on its seventeenth session.

Questionnaire

The theme of the Permanent Forum's session in 2018 will be:
"Indigenous peoples' collective rights to lands, territories and resources"

Please provide information on the following:

A. Recommendations of the Permanent Forum on Indigenous Issues

With respect to the implementation of the recommendations of the Permanent Forum addressed specifically to your agency, fund and/or programme:¹

Please provide information on measures taken or planned to implement the recommendations of the Permanent Forum addressed specifically to your organization.

- i. *What are the enabling factors that facilitate your agency's implementation of the Forum's recommendations?*

The 2017 UNESCO policy decision on engaging with indigenous peoples reinforces the existing Medium Term Strategy. Recognizing that indigenous peoples "continue to be disproportionately represented among the most marginalized and impoverished segments of society", UNESCO's 2014-2021 Medium Term Strategy affirms that the Organization will implement the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) across all relevant programme areas (para. 20) and develop and implement a UNESCO-wide policy on engaging with indigenous peoples (para. 46).

Member States have been supportive of UNESCO's efforts to work with indigenous and local communities and have taken an active role in supporting the acceptance of the UNESCO policy on engaging with indigenous peoples.

- ii. *What are some of the obstacles your agency has encountered in implementing the recommendations of the Permanent Forum?*

The funding crisis that UNESCO is currently facing continues to hamper the organization's activities. Several of the programs currently underway are being supported through extrabudgetary contributions.

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

As requested in the Outcome Document of the World Conference on Indigenous Peoples (2014), a system-wide action plan (SWAP) to ensure a coherent approach to achieving the ends of the UN Declaration on the Rights of Indigenous Peoples was adopted in November

¹ See attached document entitled 'Recommendations addressed to the UN Agencies' to facilitate your responses.

2015, and launched by the Secretary General at the UN Permanent Forum in May 2016. The Permanent Forum will follow up on progress made in the implementation of the system-wide action plan during its 2018 session.² For ease of reference, the questions have been framed under the six key elements of the SWAP-Indigenous Peoples as follows:

1. Raising awareness of the UN Declaration

Please provide information on any activities that raise awareness of the UN Declaration on the Rights of Indigenous Peoples, including key messages, advocacy and other media and outreach initiatives. Please provide information on publications, films, audio material, maps, or other materials that feature or focus on the UN Declaration and on indigenous peoples. Please also provide links to the relevant websites and other sources.

The UNESCO policy on engaging with indigenous peoples is framed by the UNDRIP. Discussed as an independent agenda item at two UNESCO Executive Board sessions, and two Information meetings, the UNDRIP was clearly raised in 2017 within the Organization's headquarters. In the resulting Executive Board decision to 'take note with satisfaction' of the Policy, UNESCO's Member States were able to be more aware of the UNDRIP and the relationship between the provisions of the UNDRIP and the activities of UNESCO.

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."

11 - 12 December 2017 – Consultative Meeting for the organization of the 2019 International Year of Indigenous Languages

The United Nations General Assembly (UNGA) adopted Resolution (Ref.: A/RES/71/178) on the "Rights of Indigenous Peoples" proclaiming 2019 as the International Year of Indigenous Languages. International Years proclaimed by the United Nations (UN) are an important cooperation mechanism for the promotion of a particular topic or issue, and the mobilization of partners and resources for joint action around the world. The above-mentioned Resolution underscored the urgent need to preserve, promote and revitalize indigenous languages around the world, and invited UNESCO to serve as the lead UN agency to facilitate the organization of the Year.

UNESCO organized a consultative meeting from 11 to 12 December 2017 at its Headquarters in Paris, in order to elaborate an Action Plan for the organization of the 2019 Year. The Action Plan will be submitted to the members of the United Nations Forum on Indigenous Issues at its upcoming 17th session in April 2018.

² See Report of the 15th session of the UN Permanent Forum on Indigenous Issues (E/2016/43) at para. 73.

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The International Mother Language Day (IMLD) 2017 was celebrated around the theme of "Towards Sustainable Futures through Multilingual Education". On the occasion, UNESCO recalled its position the importance of local languages, especially minority and indigenous languages. They transmit cultures, values and traditional knowledge, thus playing a key role in promoting sustainable futures.

UNESCO Bangkok and the Bangladesh Embassy also celebrated the IMLD to highlight the importance of mother tongue-based multilingual education.

UNESCO Bangkok raised awareness among 25 country delegates attending a regional workshop on the Tokyo Convention about the importance of fair and transparent practices for the recognition of higher education qualifications, including qualifications earned through non-traditional modes of learning (Beijing, China, June 2017).

UNESCO facilitates access to education -while promoting fairness- for population groups that speak minority and indigenous languages, in particular girls and women.

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.

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

Please provide information on actions taken or planned by your agency, fund, programme, entity on the following:

- i.* Measures taken or planned to support national partners in reform and implementation of legal frameworks, policies, strategies and plans to implement

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the UN Declaration on the Rights of Indigenous Peoples, including any joint programming initiatives. Please also include information related to include indigenous women in your responses.

- ii.* Support provided to Member States to mainstream the UN Declaration on the Rights of Indigenous Peoples and ILO Convention No. 169 on Indigenous and Tribal Peoples in national development plans and in the UN Development Assistance Frameworks and Common Country Assessments (CCA/UNDAFs).
- iii.* Promote the establishment or strengthening of consultative mechanisms and platforms of dialogue including under the leadership of the Resident Coordinators.

Indigenous girls, adolescents and young women in Totonicapán (Santa María Chiquimula and San Andrés Xecul municipalities), **Guatemala**, will assert their right to education in two UNESCO Malala Centers, which will be created as part of a new project supported by the UNESCO Malala Fund for Girls' Right to Education, set to start in 2018. As of 2018, the UNESCO Malala Fund for Girls' Right to Education will support the creation of an educational model for the girls, adolescents and young women of Totonicapán in Guatemala, through the establishment of two UNESCO Malala Centers. The new project, led by the UNESCO Guatemala Office, aims to facilitate the right to education for adolescent girls and indigenous young women, especially those marginalized from education because of gender, ethnicity, rurality and poverty. This new project builds on the "Saquilaj B'e: A clear Path to Assert the Rights of Indigenous Adolescent Girls in Guatemala" project, which was carried out by the education team of the UNESCO Guatemala Office between 2013 and 2017. (<https://en.unesco.org/news/new-project-improve-education-indigenous-girls-and-women-guatemala>)

UNESCO's work on indigenous knowledge and climate change is led by the LINKS Programme. With support from Sweden and Japan, the Organization is working with pastoralists in Burkina Faso, Chad, Ethiopia, Kenya, Tanzania and Uganda to build capacity and transdisciplinary research on pastoralist knowledge of weather forecasting and climate adaptation. In 2017, six national meetings were held consisting of expert dialogues between pastoralists and national meteorological services.

The LINKS Programme continues its innovative work on promoting best practices in indigenous knowledge transmission. The "Canoe Is the People" project uses ICTs to promote indigenous Pacific knowledge of the ocean environment including traditional open ocean wayfaring. Through audiovisual documentation with Master navigators and canoe builders, as well as animations, images and texts, the "Canoe is the People" website (www.canoeisthepeople.org), available in both English and Maori, offers a vehicle for elders and experts from several Pacific countries to pass on their specialized knowledge, skills and worldviews to Pacific youth. In 2017, the website

was updated and expanded with additional information, images and videos provided by the Vaka Taumako Project from Solomon Islands. The Maori language version of the Learners Resource Pack with its Teacher's Manual and Learner's Text is nearing completion.

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.

On 3rd April 2017, the MAB Secretariat with LINKS organized an event at UNESCO, with support from the National commission of Luxembourg and the Canadian national commission to UNESCO titled "Biosphere reserves and Indigenous-led strategies to safeguard sacred territories, traditional ways of life, and promote sustainable land use: Stories and insights from the Tsá Tué Biosphere Reserve in Canada"

In partnership with the Canadian Commission for UNESCO, the MAB Programme and UNESCO-LINKS the Sahtúot'ine Dene community (the Great Bear Lake people) shared their stories and insights. This community of 600 people living in the Northwest Territories, Canada, worked to have their traditional sacred territory designated as a UNESCO Biosphere Reserve by the International Coordinating Council of the MAB Program in March 2016. This was an historical event for the MAB as Tsá Tué became and remains to date the first and only biosphere reserve in the world that is established and managed entirely by an indigenous community.

This event took place in the presence of the Canadian Ambassador to UNESCO, Mrs Elaine Ayotte, and the Director-General of UNESCO, Mrs Irina Bokova.

This UNESCO event contributed to the United Nations Systems Wide Action Plan to ensure a coherent approach to achieving the goals of the UN Declaration on the Rights of Indigenous Peoples, as well as the Lima Action Plan. It also served to acknowledge and highlight the critical contribution of indigenous peoples and their knowledge and culture to more sustainable futures.

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.

Social and Human Sciences sector (SHS)

Regarding indigenous peoples, the work of the Social and Human Sciences Sector is informed by the realization that they continue to be confronted with poverty and human rights violations and abuses. Through partnerships with indigenous peoples, the Social and Human Sciences Sector seeks to support them in addressing the

multiple challenges they face, while acknowledging their significant role in sustaining the diversity of the world's cultural and biological landscape.

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

Through the International Coalition of Inclusive and Sustainable Cities – ICCAR, the various regional and national 10-Point Plans of Action (such as the ones of Latin American and the Caribbean, and of Canada) made strong references to indigenous peoples. A good example was the introductory manual on "Anti-racism and anti-discrimination for municipalities", prepared by the Ontario Human Rights Commission, that provided good practices at municipal level that favour indigenous peoples in several areas, such as data collection, monitoring and reporting, and policy development.

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

Indigenous peoples' concerns have been a crucial consideration in some of UNESCO's work on the ethics of science and bioethics. For example, the preamble of the UNESCO Universal Declaration on Bioethics and Human Rights recognized that health does not depend solely on scientific and technological research developments but also on psychosocial and cultural factors; and that a person's identity includes biological, psychological, social, cultural and spiritual dimensions. In 2013, the International Bioethics Committee (IBC) issued a report on Traditional Medicine Systems and their Ethical Implication, which contains recommendations that resonate with the concerns of indigenous peoples.

UNESCO's Operational Strategy on Youth (2014-2021) pays specific attention to vulnerable, including indigenous, youth. In this framework, UNESCO works to ensure that the views, needs, expectations and aspirations of vulnerable youth groups are integrated into policies and programmes aimed at young women and men. Thus, the UNESCO framework and policy checklist advises that youth policies be based on disaggregated data on the youth cohort, including potentially vulnerable and at risk youth, and that the process includes the prior identification and participation. As a specific example, UNESCO has provided technical advice and support to the Government of Costa Rica on the inclusion of indigenous and Afro-descendant youth in social and political life, with a focus on employment and violence prevention.

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

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

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“UNESCO, through the World Heritage Convention, supports the involvement of indigenous peoples in the identification and conservation of their natural and cultural heritage. In 2017, at its last 41st session, the World Heritage Committee has noted the establishment of the International Indigenous Peoples Forum on World Heritage. This forum is formed by indigenous peoples from across the world and is expected to be organised for the first time during the 42nd session of the World Heritage Committee (Manama, 2018).”

UNESCO supports the safeguarding of indigenous people's cultural heritage through the effective implementation of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage. The Convention supports a community-based approach to identifying and safeguarding intangible cultural heritage, and recognises indigenous peoples rights to their heritage based on the principles of the UNDRIP, including free, prior and informed consent. Its global capacity-building programme, now implemented in more than 70 countries, seeks to strengthen national capacities for the safeguarding of intangible cultural heritage and for harnessing its potential

for sustainable development. In the reporting period, Pinisi, art of boatbuilding in South Sulawesi, was inscribed on the Representative List of the Intangible Cultural Heritage, raising awareness of an important indigenous knowledge system for the people of South Sulawesi. The Intergovernmental Committee for the Safeguarding of Intangible Cultural Heritage furthermore accredited several NGOs working to promote indigenous peoples heritage, including Asociación Teje Teje, which is committed to strengthening the cultural identity and traditional expressions of indigenous peoples in Colombia.

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

The Permanent Forum on Indigenous Issues will continue to address indigenous issues in the follow up and review of the 2030 Agenda for Sustainable Development.

- i.* Has your agency/organization taken any measures to incorporate indigenous issues into policy and programming to implement the 2030 Agenda in line with the UN Declaration on the Rights of Indigenous Peoples?
- ii.* Has your agency/organization/entity supported the participation of indigenous peoples in the implementation and review of the 2030 Agenda for Sustainable Development, including at the national level? Please also include information on indigenous women, persons with disabilities, older persons and children and youth in your responses.
- iii.* Please provide information on any reports or other documents in implementing the 2030 Agenda for indigenous peoples. Also include information on any measures taken or planned for the collection of statistical data on indigenous peoples, in particular as related to the SDG indicators for target 1.4 (secure tenure rights to land), target 2.3 (income of small-scale food producers), target 4.5 (parity in access to education) and target 10.3/16.b (experience of discrimination).

See responses to question 5 on Education.

SDG 6: Ensure access to water and sanitation for all

Freshwater is fundamental for the survival and cultural and spiritual practices of indigenous peoples. The International Hydrological Programme of UNESCO (IHP), in collaboration with the UNESCO Chair on Water and Culture and other members of its network, is documenting the relationship between water and indigenous cultures and strives to strengthen the capacities of indigenous communities in relation to water management. In interaction with UNESCO LINKS, the IHP in Latin America and the Caribbean (IHP-LAC) has backstopped and provided technical cooperation, jointly with numerous stakeholders, to work inspired by indigenous spiritual leaders of the Sierra Nevada de Santa Marta in Colombia that aims at proposing to UNESCO a new international category of sites, the Spiritual Reserves of Humanity. IHP cooperates with indigenous peoples'

representatives in the preparatory process of the 8th World Water Forum in Brasilia, Brazil (March 2018), to help ensuring that their views are taken into account, in accordance with the relevant UNESCO Policy. In collaboration with partners in Bolivia, IHP also engaged with local communities to combine indigenous knowledge and scientific information for improved monitoring and early warning of flood and drought hazards, strengthening their resilience to future water-related risks. The International Centre for Qanats and Historic Hydraulic Structures (ICQHS) in Yazd, Iran, UNESCO Tehran and IHP have organized in October 2017 the International Expert Meeting on Climate Change Adaptation and Indigenous Knowledge of Water Management to help produce more effective development strategies in the context of climate change by drawing on indigenous knowledge.

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

- i.* Please provide information on any specific standards and guidelines on indigenous peoples adopted or planned by your agency/organization.
- ii.* Please provide information on any training materials prepared or planned related to the implementation of the UN Declaration.
- iii.* Please provide information on current resources and funds allocated to effectively implement the UN Declaration. Please also provide information on any joint initiatives with other UN agencies in the implementation of the UN Declaration.

UNESCO continues 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 1960 UNESCO Convention and Recommendation against Discrimination in Education. It completes the UN Declaration on the Rights of Indigenous Peoples (2007) as an essential tool for guaranteeing the right to education for indigenous people. The results of the Ninth Consultation, covering the period from 2012 to 2016, were submitted to UNESCO's Governing Bodies at the end of 2017. 14 of the 67 participating Member States have reported on measures taken in relation to the right to education for indigenous people. These Member States were namely: Argentina, Australia, Bolivia, Brazil, Canada, Chile, Ecuador, Guatemala, Honduras, Mexico, New Zealand, Norway, Sweden and Venezuela. These national reports provide many examples of what can be done to improve aboriginal education, from constitutional provisions guarantying indigenous' rights related to education (in Bolivia, Brazil, Ecuador and Venezuela) to practical and concrete policies. This includes for instance:

- Specific budgetary funding to support indigenous' education in Australia, Brazil, Canada or Sweden;

- Adapted teacher training to an indigenous context, *i.e.* programs for the education and the support of indigenous teachers (*e.g.* specific courses in Brazil), but also to raise awareness among non-indigenous teachers (*e.g.* courses all teachers are required to follow and which include the promotion of reconciliation between indigenous and non-indigenous Australians).
- The design of appropriate curriculum that respects diversity and the mainstreaming of indigenous content. Bolivia designed 8 regional curricula, while New Zealand developed the world's first holistic and bi-cultural curriculum for early childhood education *Te Whāriki*.
- A number of countries, including Argentina, Bolivia, Brazil, Ecuador and Venezuela provided for bilingual intercultural education.
- Indigenous schools were established in Sweden (for Sami Children), Māori-medium immersion schools were set up in New Zealand and Bolivia provides 3 indigenous universities.

UNESCO Bangkok developed a Resource Pack and produced a DVD on 'Innovative and Effective Pedagogical Approaches in Early Childhood Care and Education'. The Resource Pack features innovative pedagogical approaches reflected in nine 'cases' documented across the Asia-Pacific region. Each case highlights the innovative approach, focusing on ways in which the innovation effectively fits with, or responds to, the unique cultural, social, economic and/ or geographical and physical context in which it is situated. The cases from Australia, New Zealand and Thailand are specially focused on culturally-linguistically relevant learning for children.

UNESCO International Research and Training Centre for Rural Education (China) is initiating a research with six Asian countries on '**Lifelong learning for ethnic minority groups in the greater Mekong Sub-region: towards culture-responsive development**'. The Research aims to:

- Look into the challenges for education and learning activities in rural areas, review context-responsive, culture-responsive policies and strategies, and discuss how to mobilize multi-sector, multi-level and multi-agent partnerships and resources.
- Develop a common understanding on how to build resilient and sustainable learning villages/communities for ethnic minorities, how to realize individual and community empowerment, and how to contribute to the overall development framework.

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.

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>

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

Please provide information on any capacity development initiatives that your organization is conducting for indigenous peoples, government officials and UN staff. Also include information on the participation of indigenous women, children and youth as well as indigenous persons with disabilities in your response.

As the current UNESCO focal point for Indigenous Issues, UNESCO's Natural Sciences Sector, through its Local and Indigenous Knowledge Systems programme, coordinated 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.

The Policy will be a key mechanism for further developing the capacities of its Member States, Observers, UNESCO personnel and NGOs, most particularly to sensitize them to the importance of the UNDRIP within their own programmes.

Capacity development for indigenous peoples can be found in the responses to Question 2 above.

UNESCO's work on indigenous knowledge and climate change is led by the LINKS Programme. With support from Sweden and Japan, the Organization is working with pastoralists in Burkina Faso, Chad, Ethiopia, Kenya, Tanzania and Uganda to build capacity and transdisciplinary research on pastoralist knowledge of weather forecasting and climate adaptation. In 2017, six national meetings were held

consisting of expert dialogues between pastoralists and national meteorological services.

6. Advancing the participation of indigenous peoples in UN processes

Please provide information on any support provided for the full and effective participation of indigenous peoples at relevant UN bodies, including at the country level. Please also provide information on any consultative mechanisms, tools and other measures to obtain free, prior and informed consent of indigenous peoples in processes that affect them.

Indigenous peoples' representatives were involved in several activities and events organized by UNESCO.

As part of its overall contribution to COP-23, UNESCO organized a global meeting on indigenous knowledge and climate change. Key partners and institutions gathered in UNESCO Headquarters in Paris from 18 to 20 October to share their own successes and lessons learned in mobilizing local and indigenous knowledge for climate change. Indigenous and scientific experts from different regions of the world contributed to analyze how indigenous observing systems could engage in a transdisciplinary dialogue aiming at enhancing local resilience. The discussions held in this event showed how the livelihoods of different indigenous peoples across the world can give an added value to existing initiatives and activities regarding climate change, especially regarding adaptation. The outcomes can feed into the UNFCCC platform discussions and other policy-oriented discussions dealing with environmental degradation and biodiversity loss. This event represents a step towards enhancing indigenous resilience in a respectful way to these peoples' concerns, realities, and capacities. It is also an effort to establish a dialogue that reinforces the recognition that indigenous knowledge has been gaining among the scientific community.

Travel support, including daily subsistence allowance, was provided for indigenous experts to activities and events organized by the LINKS programme.

In 2017, at its last 41st session, the World Heritage Committee has noted the establishment of the International Indigenous Peoples Forum on World Heritage. This Forum is formed by indigenous peoples from across the world and is expected to be organised for the first time during the 42nd session of the World Heritage Committee (Manama, 2018). In 2015, the *Operational Guidelines* were amended to include specific references to indigenous peoples in paragraphs 40 and 123.

IHP is cooperating with indigenous peoples' representatives in the preparatory process of the 8th World Water Forum in Brasilia, Brazil (March 2018), to help ensure that their views are taken into account, in accordance with the relevant UNESCO policy on engaging with indigenous peoples.

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For the IPBES Global Assessment, the TSU has worked with the IPBES Secretariat to develop and facilitate two ILK dialogues, in Kenya (20-23 November 2017) and Montreal (9 December 2017), which brought together indigenous peoples to discuss the inclusion of ILK in the first order drafts of the Global Assessment.