



United Nations
Educational, Scientific and
Cultural Organization



**INDIGENOUS PEOPLES AND UNESCO 2018:
OUTCOMES OF QUESTIONNAIRE FOR THE UN
PERMANENT FORUM ON INDIGENOUS ISSUES**

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

A. Recommendations of the Permanent Forum on Indigenous Issues

Recommendations on 2019 International Year of Indigenous Languages (para 36, 37, 90)

In relation to the recommendations on the 2019 International Year of Indigenous Languages, UNESCO is leading, in cooperation with a range of partners, the preparations of the International Year. We note that these preparations were developed in cooperation with Member States, the Permanent Forum, the Special Rapporteur on the rights of indigenous peoples and the Expert Mechanism on the Rights of Indigenous Peoples, as well as indigenous peoples and other stakeholders and that information on the on-going process and achievements undertaken in 2018 can be found at the dedicated website www.iyil2019.org.

Recommendation on the Intergovernmental Platform on Biodiversity and Ecosystem Services (IPBES) approach to recognizing and working with indigenous and local knowledge

The IPBES task force on indigenous and local knowledge, supported by a dedicated technical support unit (TSU) on indigenous and local knowledge based at UNESCO, has been working on developing procedures and methodologies for effective implementation of the approach and the participatory mechanism, including by developing a methodological guidance that will serve as a resource for authors working on IPBES assessments and a guide for indigenous peoples wishing to participate in IPBES processes. This methodological guidance also highlights participatory processes that should take place throughout the assessment process, and in other IPBES workstreams. The methodological guidance and proposals for procedures for the participatory mechanism will be discussed at the seventh session of the Plenary of the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (29 April–4 May 2019, Paris). More information on the work of IPBES can be found on pages 9, 11 and 16 of this document.

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

Executive summary:

UNESCO's mandate in the fields of education, natural sciences, social and human sciences, culture, and communication and information, provides opportunities to support the implementation of the UN Declaration on the Rights of Indigenous Peoples. UNESCO's Medium-term strategy for the period 2014-2021 affirms that "the Organization will implement the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) across all relevant programme areas" and develop and implement "a UNESCO-wide policy on engaging with indigenous peoples". As a key achievement of the Medium-term strategy, the UNESCO Policy on Engaging with Indigenous Peoples provides a house-wide approach guiding all of UNESCO's programme sectors in their interactions with indigenous peoples. In addition to UNESCO initiatives that are dedicated to addressing indigenous concerns, such as the Local and Indigenous Knowledge Systems (LINKS) programme, all Sectors implement a diverse range of activities that seek to promote indigenous peoples' rights. The organization of the 2019 International Year of Indigenous Languages is another engagement of the Organization to ensure that the rights of indigenous peoples are ensured, and that promotion, access and support are provided to indigenous peoples.

Within that framework, activities in 2018 included:

- Preparations for the 2019 International Year of Indigenous Languages, in collaboration with the Permanent Forum on Indigenous Issues and the Expert Mechanism on the Rights of Indigenous Peoples.
- The official launch of the International Indigenous Peoples' Forum for World Heritage during the 42nd session of the World Heritage Committee (Manama, Bahrain, July 2018).
- Recommendations and an action plan to recognize and incorporate indigenous knowledge and language revitalization in the educational policies of Latin America and the Caribbean, within the framework of SDG 4-Education 2030. The proposal was presented to the Education Ministers of Latin America and the Caribbean on July 26 during the II Regional Ministerial Meeting in Cochabamba, Bolivia.
- Technical support to the IPBES Task Force on Indigenous and Local Knowledge to the further development of procedures and methodologies for effective implementation of the IPBES approach to recognizing and working with indigenous and local knowledge. This includes proposals for participatory mechanism and methodological guidance for authors working on IPBES assessments, to be discussed at the seventh session of the Plenary of the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (29 April–4 May 2019, Paris).
- National and regional level projects, particularly in Africa, Latin America and the Caribbean, Asia and the Pacific on indigenous knowledge, languages and capacity building of indigenous youth.
- Operationalization of UNESCO's cultural conventions on the safeguarding and promotion of cultural and natural heritage, and the diversity of cultural expressions, supporting the transmission of indigenous peoples' cultures, languages and knowledge systems.
- Advancement of indigenous peoples' rights in the implementation of the Sustainable Development Goals notably in SDGs 4, 2, 13, 15, 17.
- Collaboration with UN bodies and agencies on indigenous peoples issues, including the Intergovernmental Platform on Biodiversity and Ecosystem Services.

1. Raising awareness of the UN Declaration (UNDRIP)

The UNESCO Policy on Engaging with Indigenous Peoples (IP policy) is the key framework through which UNESCO articulates how its programmes support the UNDRIP. Presented at the 201st and 202nd Session of the UNESCO Executive Board (2017), the IP policy's house-wide approach provides an opportunity for increased awareness of the UNDRIP (see also point two about how this supports implementation). The IP policy can be found at: <https://en.unesco.org/indigenous-peoples/policy>. The Action Plan for the organization of the 2019 International Year of Indigenous Languages is aligned to the UNDRIP and is built on its core principles and values. The Action Plan can be found at: http://www.un.org/en/ga/search/view_doc.asp?symbol=E/C.19/2018/8

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

Monitoring the implementation of the UNDRIP in UNESCO Programmes through Results Based Management

As a direct outcome of the IP policy, as of 2018, programme staff are required to identify, including through the dedicated reporting tool, whether their activities are relevant for and/or contribute directly towards implementing the UNESCO Policy in Engaging with Indigenous Peoples (IP Policy). [IC1]

Highlights at the national level in supporting the implementation of the UNDRIP

The UNESCO network of field offices, specialized institutes, Chairs and centres provides further opportunities to support the implementation of the UNDRIP at regional and country levels.

- Africa: In Burkina Faso, Chad, Ethiopia, Kenya, Uganda and the United Republic of Tanzania, UNESCO supports pastoralist women and men to promote their indigenous knowledge of weather and climate, contributing in particular to the implementation of Article 31 of the Declaration. Through a series of activities, that included dedicated support for pastoralist communities, pastoralists and climate scientists come together to reinforce the knowledge base for climate change decision-making. In 2018, workshops and national dialogues were held in Burkina Faso, Chad and Kenya. Further dialogues are due in the first quarter of 2019 in Uganda and the United Republic of Tanzania. Policy briefs are available [here](#)¹.
- Asia: In the Greater Mekong Sub-region, UNESCO is working with the Asia Indigenous Peoples' Pact (AIPP) to establish a youth forum to support AIPP activities and provide a model for indigenous youth participation in policy, capacity building and advocacy activities. Starting with indigenous youth from five Mekong countries, UNESCO supported a design workshop so that indigenous youth themselves, with support from universities and NGOs, play a lead role in developing the work to be undertaken in 2019.
- Latin America and the Caribbean: In Guatemala, UNESCO seeks to position the recognition, respect and promotion of indigenous languages in the political, social and cultural agendas of the Mesoamerican states, contributing to Articles 13 and 14 of the UNDRIP and the 2019 International Year of Indigenous Languages. Through discussion, analysis and exchange of experiences on the subject within a series of events and regional conferences, UNESCO Guatemala seeks to promote the progress of compliance with the rights of Indigenous Peoples within the framework of the 2030 Agenda and the International Year of Indigenous Languages. It also aims to strengthen the Guatemalan Law of National Languages and the Law on Educational Promotion against Discrimination in order to guarantee a perspective of human rights, of pluralism of identity and especially of the political will to give continuity to these commitments.
- Pacific: The Canoe Is the People: Indigenous Navigation in the Pacific (TCITP) project brings recognition of indigenous expert knowledge on the ocean environment into Pacific classrooms. In 2018, the online portal and interactive website, available in both English and Maori, including the accompanying educational resource pack was updated with addition of new materials by Pacific partners.

UNESCO normative instruments provide an opportunity for countries to support the implementation of the UNDRIP through recognition of indigenous peoples' knowledge and management systems. The cases highlighted also demonstrate opportunities for collaboration between indigenous peoples and Member States towards the implementation of the UNDRIP.

- In 2018, through the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage, UNESCO highlighted the importance of indigenous knowledge, in particular in Kenya and Pakistan. In the reporting period, Enkipaata, Eunoto and Oling'esherr, three

¹ <https://en.unesco.org/ik-and-cc/africa>

male rites of passage of the Maasai community and Suri Jagek (observing the sun), traditional meteorological and astronomical practice based on the observation of the sun, moon and stars in reference to the local topography of the Kalasha people were inscribed on the Representative List of the Intangible Cultural Heritage, raising awareness of important indigenous knowledge for the peoples of the Maasai and Kalasha communities respectively.

- In 2018, the World Heritage Committee inscribed new properties on the World Heritage List, which are related to indigenous peoples:
 - Pimachiowin Aki (Canada): The nomination has been prepared in collaboration with the First Nations that have lived intimately with this place in the boreal region. Their journey to seek the World Heritage recognition for the site triggered important reflections by the Committee on processes for mixed nominations (nominations under both cultural and natural criteria) and raised fundamental questions on how the indissoluble bonds that exist in some places between culture and nature can be recognized on the World Heritage List;
 - “Chiribiquete National Park – “The Maloca of the Jaguar”” (Colombia): Believed to be linked to the worship of the jaguar, a symbol of power and fertility, the over 75,000 paintings, dating from 20,000 BC to the present day, are considered sacred by indigenous communities, which are not directly present on the site;
- Man and the Biosphere Programme In Guatemala, indigenous peoples participate in the Technical Committee of the Maya Biosphere Reserve. In the Sierra de las Minas Biosphere Reserve, Maya indigenous communities of Q’eq’chi and Poqomchi participated in the preparation of the Master Plan of the protected area and there is a representative of the indigenous people at the Board of Directors of the Sierra de las Minas Biosphere Reserve. The Sierra de las Minas Biosphere Reserve is perceived as the Mother Earth, which must be protected and preserved to obtain the valuable goods and services it provides.

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

In Education

SDG-4

Indigenous knowledge in education: Latin America and the Caribbean

In 2017, OREALC/UNESCO Santiago completed a regional study of three Latin American countries, producing a report on Indigenous Knowledge and Practices in Education in Latin America. In 2018, the study was expanded to six Latin American countries: Bolivia, Chile, Ecuador, Guatemala, Mexico, and Peru. The report will be published in early 2019. The preliminary results of the second study were presented in July 2018 at the II Workshop on Indigenous Knowledge, which took place as a side event in the frame of the Regional Meeting of Ministers of Education of Latin America and the Caribbean in Cochabamba, Plurinational State of Bolivia. The workshop was attended by about 25 people, including ministerial representatives working on Intercultural and Bilingual Education, experts in charge of producing the national reports, and international guests from 9 countries in Latin America. The workshop produced a proposal with recommendations and an action plan to recognize and incorporate indigenous knowledge and language revitalization in the educational policies of Latin America and the Caribbean, within the framework of SDG 4-Education 2030. This proposal was presented to Ministers of Education of Latin America and the Caribbean. A network of indigenous knowledge experts and officials was established at the meeting. It will continue to collaborate and advance the goals set forth in the proposal produced by the workshop.

Indigenous peoples and basic education: Greater Mekong Sub-region, Asia

A joint research project on basic education for indigenous peoples in the Greater Mekong Sub-region has been initiated by the UNESCO International Research and Training Centre for Rural Education (INRULED) and UNESCO Institute for Lifelong Learning (UIL) involving five Asian countries (Cambodia, China, Lao People's Democratic Republic, Thailand and Viet Nam). Based on desk study and fieldwork by research partners in these five countries, UNESCO will continue providing technical input on finalizing country reports, a synthesis report and a policy brief. These publications will be widely disseminated through web-based media as well as at relevant international conferences and events, such as the 2019 International Year of Indigenous Languages. In the second expert meeting, planned for January 2019, UIL and INRULED will discuss the research recommendations and findings to mobilize stronger national and regional political commitments to promote lifelong learning for ethnic minority groups living in the Greater Mekong Sub-region.

Indigenous peoples and higher education

UNESCO is working on a new initiative on 'Indigenous Peoples and Higher Education'. Its overall objective is to contribute to improving the access of Indigenous Peoples to inclusive and equitable quality and relevant higher education. Its specific objectives are:

- 1) To compile and produce up-to-date information and knowledge related to indigenous peoples and higher education from a comparative and international perspective;
- 2) To establish a network on 'Indigenous Peoples and Higher Education' to act as a sounding board and a laboratory of ideas for this initiative; and
- 3) To develop and implement a new UNESCO inter-sectoral programme on 'Indigenous Peoples and Higher Education', considering key areas of action identified. UNESCO shared the main idea of this initiative with participants of the conference of the British Association for International & Comparative Education through the organisation of a round table discussion on 'Indigenous Peoples and Higher Education: Considering the Issue from a Human Rights Perspective' in September. This round table served as a valuable 'sounding board', providing valuable insights and guidance from research and international experience. More activities will be implemented in 2019 and beyond.

In Natural Sciences

Housed within the Natural Sciences sector, the Local and Indigenous Knowledge Systems (LINKS) programme is an interdisciplinary initiative that focuses on supporting indigenous peoples and their knowledge of the environment.

SDG-2

Through collaboration with FAO, UNESCO participates in several food-security activities dedicated to indigenous peoples. In 2018, collaboration included participating on the High-Level Expert Seminar on Indigenous Food Systems, providing support as an Observer to the International Treaty on Plant Genetic Resources for Food and Agriculture's (ITPGRA) Ad hoc Technical Expert Group on Farmers' Rights, and partnering in the FAO Pastoralist Knowledge Hub.

SDG-13

The LINKS programme implements several initiatives dedicated to supporting the inclusion of indigenous knowledge in climate change policy and decision-making. At the global level, LINKS provides technical expertise including to the UNFCCC discussions on the operationalization of the Local Communities and Indigenous Peoples Platform. At national levels, LINKS works with African pastoralists in Burkina Faso, Chad, Ethiopia, Kenya, Uganda and the United Republic of Tanzania, to promote their knowledge of weather and climate in national climate change adaptation policies. Events in relation to capacity can be found under question 5 on developing capacity. Relevant publications and outputs can also be found in question 4 on mapping of existing standards and guidelines.

SDG-15

UNESCO supports the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES) through a dedicated technical support unit (TSU) on indigenous and local knowledge. The TSU provides technical support to the IPBES task force on Indigenous and Local Knowledge Systems throughout the first work programme of IPBES (2014-2018), including key deliverables related to development of procedures and approaches for working with indigenous and local knowledge systems, the establishment of a roster and network of experts in indigenous and local knowledge to support the Platform's work and the establishment of a participatory mechanism for indigenous and local knowledge systems to facilitate linkages between indigenous and local communities and scientists.

UNESCO collaborates with the Convention on Biological Diversity (CBD) on several initiatives including the Joint Programme of Work on the Links between Biological and Cultural Diversity (2001-2020) and the organization of the 2018 Nature and Culture Summit.

SDG-17

Every two years UNESCO, through UNESCO Regional Office for Sciences for Latin America and the Caribbean, partners in the Open Science Forum for Latin America and the Caribbean (CILAC). In 2018, sessions on indigenous knowledge were held including 'Ancient knowledge, local wisdoms and interscientific dialogue, a view from Andean-Amazonian countries', that also had the participation of indigenous peoples.

In Culture

2003 Convention for the Safeguarding of the Intangible Cultural Heritage

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-led approach to identifying and safeguarding intangible cultural heritage, and recognises indigenous peoples rights to their heritage based on the principles of the UNDRIP. Free, prior and informed consent is mandatory for nominations for inscription on the Convention's lists. Its global capacity-building programme, now implemented in more than 100 countries, seeks to strengthen national capacities for the safeguarding of intangible cultural heritage and for harnessing its potential for sustainable development.

The Secretariat of the 2003 Convention participated in "URBÁNBEAIVVIT" - Sámi intangible cultural heritage days and Conference", held in Inari (Finland) from 21 to 25 May 2018 and organized by Sámi Parliament in Norway, in cooperation with the Sámi Parliaments in Finland and Sweden. This participation allowed to raise awareness of different stakeholders from indigenous Sámi communities about the opportunities offered by the 2003 Convention for the

transmission of indigenous peoples' cultures, languages and knowledge systems, and the possibility for the Sámi communities and relevant institutions to benefit from UNESCO capacity-building programme in order to strengthen their capacities for effective safeguarding of intangible cultural heritage by Sámi communities themselves.

The Secretariat of the 2003 Convention highlighted UNESCO's lead role in the International Year of Indigenous Languages at the thirteenth session of the Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage in Port Louis (Republic of Mauritius) from 26 November to 1 December 2018. The Secretariat proposed coordinated communication activities and actions to raise awareness of intangible cultural heritage among organisations and stakeholders working on issues related to indigenous peoples, as well as strengthening the synergies between the work of the Convention and that of indigenous peoples' organisations and the UN system.

1972 World Heritage Convention

In 2017, the World Heritage Committee noted the establishment of the International Indigenous Peoples Forum for World Heritage² “as an important reflection platform on the involvement of Indigenous Peoples in the identification, conservation and management of World Heritage properties” (Decision 41 COM 7). The next important step will be the commitment made by the World Heritage Committee to examine the recommendations of the International Expert Meeting on World Heritage Convention and Indigenous Peoples (Denmark, 2012) (Decision 37 COM 12II) and to transpose the relevant provisions of the UNESCO Policy on Engaging with Indigenous Peoples, which reflect the 2015 World Heritage policy on Sustainable Development, into the Operational Guidelines of the Convention.

² <http://iipfwh.org/>

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

In Education

UNESCO recently launched a Resource Base on Inclusive Education, which features a wide range of resources targeting different groups, including indigenous peoples. It covers a collection of topics such as inclusive pedagogy and practices, professional development, language of instruction, curriculum, and the physical learning environment. It will be regularly updated as new resources become available. As part of the support to the International Year of Indigenous Languages (2019), UNESCO is planning to contextualize the UNESCO Mother Tongue Based Multilingual Education Resource Kit and translate it in indigenous languages.

Several guidelines to support the implementation of the UNDRIP, specifically its sections pertaining to education, culture and language are being developed by the UNESCO Guatemala office. In relation to education, a review of the cultural pertinence of the non-formal education curricula will lead to a proposal of guidelines for the inclusion of cultural and linguistic pertinence in education. Under the “UNESCO Malala Centers for the Education of Adolescent Girls and Indigenous Young Women of Guatemala” and based on the curricular revision and the guidelines that result from it, the UNESCO Guatemala is developing bilingual (K’iche’-Spanish) educational materials that will deal with the relevant topics of Health and Wellbeing and Economic Autonomy.

In the Natural Sciences

UNESCO supports the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES) through a dedicated technical support unit on indigenous and local knowledge. In 2018, the technical support unit worked with the IPBES task force on indigenous and local knowledge, and consulted with indigenous peoples, to develop a methodological guidance that aims to enhance engagement with indigenous and local knowledge and increase the participation of indigenous peoples and local communities at all stages of IPBES assessments. This is intended as a resource for the authors of IPBES assessments, and aims to set a new standard for IPBES in terms of engagement with indigenous and local knowledge.

UNESCO participated in a national workshop and regional forum on legislative efforts with regards to the conservation of pollinators including the role of indigenous peoples’ knowledge systems held in Bogota, Colombia in 2018. This event was a follow up to the IPBES Assessment on pollination, pollinators and food security. UNESCO further contributed to the ILK component of the capacity-building initiative on the Asia Pacific Regional Assessment follow-up, which will host three meetings in Asia and the Pacific with scientists, policy makers and indigenous peoples in 2019.

Indigenous Knowledge for Climate Change Assessment and Adaptation, a UNESCO-Cambridge publication released and launched in 2018, contains chapters on how indigenous peoples are building on their traditional knowledge to observe and build solutions to dealing with a rapidly changing climate. The peer-reviewed book contains chapters written by indigenous peoples and resulted from an international meeting co-organized by UNESCO, UNU, IPCC, CBD and UNDP.

Building on outcomes from the LINKS project with African pastoralists, a set of four Climate Policy Briefs were generated, summarizing the outcomes of the project and key messages for policy makers. These include an overview of the project, Knowing our Changing Climate in Africa, a brief on indigenous and local knowledge in climate change, a brief on indigenous knowledge in adaptation policy making, and a policy brief looking at indigenous knowledge of biodiversity and climate.

In the Social and Human Sciences

In 2018, the Social and Human Sciences sector embarked on a project to collect existing information on practices of inclusion and non-discrimination towards indigenous peoples (e.g. qualitative and quantitative data; real-life experiences; promising practices; case studies; and both successful and ineffective actions). Through this analysis, the outcomes will provide a

reflection on the role of UNESCO's networks, in particular its International Coalition of Inclusive and Sustainable Cities (ICCAR) in strengthening the UNDRIP.

In Montevideo, Uruguay, UNESCO launched the "History of Humankind in Other Words: Narratives and Hermeneutics of the History of Humankind in Seven Native Peoples of South America". This project, in cooperation with the Latin American Council of Social Sciences (CLACSO), seeks to register seven narratives about the history of humankind which have been preserved and reproduced by traditional indigenous authorities from Latin America, and to explore their implications for a critical interpretation of both the regional and global present. It promotes a closer acknowledgement of diverse forms of indigenous knowledge, particularly on the global history of humanity which is fundamental to articulate responses from the humanities to the many challenges of our time. A conceptual framework will be developed to encourage social appropriation of these narratives as legitimate ways of giving accounts of the way in which time and humanity have been intertwined. The project will also result in a publication and an audiovisual itinerant exhibition.

In Culture

The Overall Results Framework for the implementation of the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage was approved in June 2018 by the General Assembly of States Parties to the Convention. It is in line with the inclusive approach to intangible cultural heritage safeguarding and management of the Convention, which emphasizes the involvement of the communities, groups and individuals concerned, which can be done through consultative bodies or other coordination mechanisms. References in the Framework to 'inclusive' involvement is further explained as 'inclusive of all sectors and strata of society, including indigenous peoples, migrants, immigrants and refugees, people of different ages and genders, persons with disabilities and members of vulnerable groups' (cf. Operational Directives 174 and 194). States Parties will be encouraged to provide disaggregated data and to explain how such inclusiveness has been ensured when they will report on the implementation of the 2003 Convention. States will be reporting on their intangible cultural heritage safeguarding plans and programmes and explain how they have been inclusive of all sectors and strata of society, including indigenous peoples.

In Communication and Information

As part of the upcoming International Year of Indigenous Languages (2019), UIS, in collaboration with the Communication and Information Sector launched the World Survey of Languages in 2018. The survey collects information about language and sign language. The data and indicators produced will be included in the next version of the UNESCO Atlas of World Languages and the information will also be featured in the UNESCO Global Report on Indigenous Languages that will be produced in 2019 (the UIS is on the editorial board of the publication).

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

In Education

Through the UNESCO Malala Fund for Girls' Right to Education, indigenous women in Guatemala are supported in the development of key skills and capacities to fully and freely pursue their economic, social and cultural development. Locally, the project promotes the generation of learning spaces where indigenous women can learn about productivity, and economic development as well as develop capacities on comprehensive health and wellbeing. These objectives are achieved through trainings and workshops designed through a participatory process with the indigenous women to ensure its relevance. On a national level, the project focused on the capacity development of government officials, specifically from the Ministry of Education, on the subject of cultural and linguistic pertinence in non-formal education. This is a fundamental aspect for the fulfilment of Article 14.1 of the UNDRIP that centers on the accessibility and provision of education in indigenous peoples' own languages, in a manner appropriate to their cultural methods of teaching and learning.

In the Natural Sciences

Through the LINKS initiative on pastoralist knowledge and climate, both indigenous knowledge holders and government bodies involved in meteorological services and climate adaptation participated in discussions and workshops in Burkina Faso, Chad, Kenya, Uganda and the United Republic of Tanzania. Key regional meetings included an Expert Meeting on Indigenous Knowledge and Climate Change in Africa (26-28 June, Nairobi, Kenya) and a transdisciplinary workshop "Understanding local climate through pastoralist and scientific knowledge" (11-13 October, Nanyuki, Kenya). Together with indigenous partners, LINKS participated in the Great Horn of Africa Climate Outlook Forum (GHACOF 50), a key climate service event in the Eastern Africa region. LINKS also participates in the UNFCCC NAP programme to provide technical expertise and support around indigenous knowledge in national adaptation planning. UNESCO LINKS continues to work with the UNFCCC Secretariat on the operationalizing of the Local Communities and Indigenous Peoples Platform. A series of climate policy briefs were produced for UNFCCC COP24 in Katowice, Poland. The key messages from the LINKS indigenous knowledge of climate change in Africa were presented at the Talanoa Dialogue at the 48th meeting of the UNFCCC Subsidiary Body for Implementation (Bonn, Germany), at the GIZ Friends of Ecosystems-based Adaptation network, and at the respective Conference of Parties (COPs) of both the UN Convention on Biodiversity and the UNFCCC. UNESCO LINKS further contributed to the Ramsar Culture Network workshop prior to the 13th meeting of the Ramsar Wetlands Conference of Parties (Dubai, United Arab Emirates).

In Culture

In the Culture sector, through the project "Strengthening of National Capabilities for the Safeguarding of the Intangible Cultural Heritage of UNESCO" and in compliance with Article 11 of the United Nations Declaration on the Rights of Indigenous Peoples, the capacities of women from the community of Santa Apolonia, Chimaltenango, Guatemala, were strengthened in the safeguarding of the intangible cultural heritage of their community. Training workshops were carried out on the implementation of the 2003 Convention, the preparation of inventories of intangible cultural heritage and safeguarding plans for the diverse manifestations of intangible cultural heritage. Prior to the development of the activity, free and informed consent of the Santa Apolonia pottery women's community was requested, with the aim of having their approval, collaboration and support for the registration of all the cultural elements involved in the process of the traditional ancestral technique for the elaboration of their community's pottery. Around 100 artisans were involved and benefited from this project.

6. Advancing the participation of indigenous peoples in UN processes

In Education

UNESCO Bangkok will organize its 6th International Conference on Language and Education and High-level policy forum on Multilingual Education on 24-27 September 2019 with the theme “Inclusion, Mobility and Multilingual Education”. In order to increase IPs’ participation in this conference, the conference steering committee set up special scholarships for ethnolinguistic minority participants and decided to invite key IPs as abstract reviewers.

In the UNESCO Malala Centers for the Education of Adolescent Girls and Indigenous Young Women of Guatemala, all four education promoters are K’iche’. These considerations were key for the success of the project since it provides the women of the community with information and education in their own culture and in their own language. The consultants hired to develop the educational modules of Health and Wellbeing and Economic Autonomy were able to design the programs in direct response to the needs of indigenous women. This resulted in programs that take into account the diversity of languages as well as the ancestral knowledge of the indigenous cultures of Guatemala.

In the Natural Sciences

In IPBES, the Technical Support Unit on Indigenous and Local Knowledge is supporting the development of a series of participatory mechanisms for indigenous peoples in the IPBES biodiversity assessment process, including through dialogue workshops and facilitated review processes by indigenous peoples and local communities. In line with this guidance, and the IPBES approach to recognizing and working with indigenous and local knowledge, dialogues with indigenous peoples were held in Helsinki, Finland (June 2018) and Belem, Brazil (August 2018) for the IPBES Global Assessment. Dialogues are also planned for early 2019 to help frame the two new IPBES assessments on “diverse conceptualisation of the multiple values of nature” and “sustainable use of wild species”.

The LINKS programme collaborated with UN DESA on the Third Annual Multi-stakeholder Forum on Science, Technology and Innovation for the Sustainable Development Goals session on ‘Realizing the full potential of local and indigenous knowledge, and homegrown innovations for the achievement of the SDGs’, including support for participation of some indigenous panelists.

Through the Man and Biosphere Reserve programme, representatives from the Sahtu Dene and Métis peoples participated in the 2018 STI Forum review of SDG 15. They shared their experiences of creating Tsá Tué biosphere reserve, the first indigenous-managed biosphere reserve.

At the Open Science Forum for Latin America and the Caribbean, Ms Mariana Yumbay, SENAGUA, Ecuador and indigenous Waranka participated in the High Level Session “Management of hydrological resources and sustainable development”, regarding water security strategies, challenges, opportunities and achievement in Latin America and the Caribbean.

In the Social and Human Sciences

For the 2018 Commemoration of World Cities Day at UNESCO, Ms Teresita de Jesús Luis Ojeda, an indigenous Mayor from San Dionisio, Mexico was invited to participate on one of the panels.

In Culture

The official launch of the International Indigenous Peoples’ Forum for World Heritage took place at the last 42nd session of the World Heritage Committee (Manama, Bahrain, July 2018). Representing a major step in engaging indigenous peoples from around the world in the field of World Heritage, the official launch was well-received by the World Heritage Committee. The World Heritage Centre is continuously liaising with the forum regarding the next steps.

A representative from the Sámi Parliament in Norway attended the thirteenth session of the Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage in Port

Louis (Republic of Mauritius) from 26 November to 1 December 2018 as part of the Norway delegation.

In Communication and Information

The Steering Committee of the International Year of Indigenous Languages consists of representatives from both Member States and indigenous peoples from each of the seven socio-cultural regions.